Read Aloud a Mentor Procedural Text 1

1. Focus

Introduce the Mentor Procedural Text

Say: In order to become a good procedural text writer, it helps to read examples of other people’s procedural writing. Today I’m going to read you a procedural text that explains how to make chocolate-dipped strawberries. As we read the procedure, we will look for some features of a procedural text. You will be using many of these features in your own procedural writing.

Say: The title of this procedure is “Chocolate-Dipped Strawberries.” With all procedural texts, it is best to use a very simple, straightforward name that tells exactly what you are describing. What do you think the first step of making chocolate-dipped strawberries might be? Allow students to share their ideas.

If your class includes English learners or other students who would benefit from vocabulary or oral language development to comprehend the procedural text, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Procedural Text

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight two key features of a procedural text:

1. Procedural texts may include a bulleted list of supplies and equipment in the order in which they are used.
2. Directions may be numbered steps or short paragraphs.

Bulleted List of Supplies and Equipment

Top of page 6. Say: The first thing I see right below the title is the list of things I will need to make chocolate-dipped strawberries. I can see exactly what materials I need to gather in order to do this activity. This is really helpful to me as a reader. I can stop and get all the things I need before I start.

Bulleted List of Supplies and Equipment

Top of page 6. Say: At first I wondered why the author listed the supplies and equipment together. It would be nice to see the supplies in one list and the equipment in the other. Then I realized that the reason the author did it this way is to show the order in which I will use everything. I will use the strawberries and knife before I use the chocolate bar and glass bowl. The list shows an order to the procedure.

Objectives

In this mini-lesson, students will:

• Listen to a procedural text read aloud to learn that it includes a title, a bulleted list of materials, directions for the steps, and graphics that show each step.
• Share personal responses to the procedural text.

Preparation

Materials Needed

• Mentor text: “Chocolate-Dipped Strawberries” from Kids in the Kitchen
• Interactive whiteboard resources

Advanced Preparation

If you do not have an interactive whiteboard, you will need to copy the recipe for chocolate-dipped strawberries on chart paper. If necessary, copy the sentence frames from “Respond Orally to the Mentor Procedural Text” on chart paper.
Numbered Steps

After reading step 2. Say: The steps are presented in numerical order. This tells me the order in which I must do the steps. The first step is to wash the strawberries and get adult help with cutting the stems. How does this compare with what you predicted the first step would be? Allow students to share their ideas.

Graphics

After reading page 7. Say: The graphics show me in pictures what the steps tell me in words. The graphics are in order, just like the written steps are. The graphics help me make sure I am doing the correct things.

2. Rehearse

Respond Orally to the Mentor Procedural Text

After reading, invite students to share their own ideas and reactions about the text by asking questions such as:

• Was this text interesting to you? Why or why not?
• What did you visualize as you listened to the steps?
• Do you think you could follow these directions and make chocolate-covered strawberries? Why or why not?

If necessary, model the following sentence frames to support ELs and struggling students:

• This text was interesting/not interesting because ______.
• I visualized ______.
• I could follow these directions because ______.

Make the Mentor Text Comprehensible for ELs

Beginning
Display the materials needed to make the chocolate-dipped strawberries, using the interactive whiteboard resources (or hold up the book). Point to the names of the materials used in the procedure. Ask students to name them with you. Point to the end picture of the chocolate-dipped strawberries as you tell what they are. Say: We can make chocolate-dipped strawberries.

Intermediate
Write the word steps on chart paper. Draw stair steps next to it. Say: Sometimes steps mean the stairs you climb. The word steps has another meaning, too. Steps are the things you do in a certain order. (Write step 1, step 2, and step 3 on chart paper.) In a procedure, I follow steps. The steps tell me what to do first, second, third, and so on.

Intermediate and Advanced
Say: We are going to read a procedure. In a procedure, you follow directions in order. What do you think would happen if you did the steps out of order? (Encourage students to discuss why it is important to follow directions in order.) Listen carefully to the steps as I read the text.

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognates: chocolate/el chocolate; plate/el plato.

3. Independent Writing and Conferring

Say: Remember that when you write a procedural text, you have to pretend that the audience does not know anything about how to do the activity. You must think about all the materials that must be gathered and all the steps that must be done. You must also put it all in the correct order in a way that is easy to understand.

Encourage students to explore the features of a procedural text by listing the supplies or equipment they would need to make their favorite food.

4. Share

Bring students together. Invite volunteers to share the list of materials they generated.