Illustrate the Steps in Your Procedural Text

1. Focus

Explain Illustrating Steps

Ask: When you follow directions for making something, such as an art project, what makes it easier to follow the steps? (Allow time for responses.) When illustrations or pictures are included in the directions for how to make, build, or do something, it is easier to follow them. Step-by-step directions that include pictures or illustrations can be followed by almost anyone, even if the words might be hard to read for some people.

Model Illustrating Steps

Display the mentor text “Chocolate-Dipped Strawberries” in book form or using the interactive whiteboard resources. If you are using the book, post chart paper so that you can sketch simple illustrations of each step. Use the think-alouds below to model how a writer chooses illustrations to make the steps in a process easy to understand.

Say: I’ve written a procedural text on how to make chocolate-dipped strawberries. I’ve revised it and edited it, and I’m happy with how my writing sounds and looks. I’m almost ready to publish it so I can share it with others. I notice, though, that some of the words in my directions might be a bit difficult for some readers to visualize and follow. I know that when I make something new, it helps to have pictures or illustrations that show me the steps. I think I will include illustrations in my procedural text to show my readers the steps for making chocolate-dipped strawberries.

Reread Step 1. Say: My first step is to wash the strawberries and to cut out the stems. I think that an illustration of strawberries in a bowl under running water will work well here. I know that we cut things with a knife. I will draw a picture of an adult helping a child cut the strawberry stems with a knife. Model drawing the strawberries.

Reread Step 2. Say: My next step is to break up a chocolate bar in a bowl. Chocolate bars are easy to draw because they are square. I will draw square pieces of chocolate inside of a bowl to illustrate the second step. Model drawing the chocolate bar in the bowl.

Reread Step 3. Say: The third step is to melt the chocolate in a microwave. I can show a microwave with the door open and the bowl of chocolate inside it. This will make it clear to my readers what they are supposed to do. Model drawing the microwave.

Objectives

In this mini-lesson, students will:
• Learn why illustrating steps in a procedural text is useful.
• Generate illustrations for steps in a process.
• Discuss how to apply the skill to their own procedural text.

Preparation

Materials Needed
• Mentor text: “Chocolate-Dipped Strawberries” from Kids in the Kitchen
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
Students will need an example of a procedural text writing piece to share with a partner.
Reread Step 4. **Say:** Some readers might not understand this next step. If I draw a picture of a strawberry with a chopstick stuck through it, it will make this step clearer. I can show the strawberry being dipped into the melted bowl of chocolate. Model drawing the strawberry with the chopstick through it.

Reread Step 5. **Say:** Now I need to draw a picture of the chocolate-dipped strawberry **cooling on a plate.** Model drawing the strawberry.

Reread Steps 6 and 7. **Say:** I don’t think that these steps need an illustration to show what to do. But I could add a picture of someone eating a strawberry and really enjoying it.

### 2. Rehearse

**Practice Illustrating Steps**

Invite students to work with a partner. Ask partners to choose one student’s procedural text to work with (or one that you provide). Partners should work together to decide what illustrations would best illustrate the steps in the process. If time allows, students can sketch some of the illustrations to share with the class.

**Share and Discuss**

Bring students together and invite students to talk about the process of illustrating steps in a process. How does illustrating the steps make their writing easier to understand?

### 3. Independent Writing and Conferring

**Say:** We learned that it is easier to understand the steps in a process when illustrations or pictures are included for all the steps. Each illustration or picture should relate to a step and make the step clearer. Keep this in mind as you include illustrations in your published procedural text.

Encourage students to illustrate their own procedural texts during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

### 4. Share

Bring students together. Invite volunteers to share their drawings and talk about the steps in their procedural texts.

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**Strategies to Support ELs**

**Beginning**

Work one on one with students to help them draw the steps in their own procedures.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the “Practice Illustrating Steps” partner activity.

**All Levels**

If you have ELs whose first language is Spanish, share this English/Spanish cognate: **illustration/la ilustración.**