Objectives

In this mini-lesson, students will:
- Learn how to describe the steps in a procedural text before drafting.
- Practice verbalizing the steps in directions as an aid to drafting a procedural text.
- Discuss how to apply this strategy to their independent writing.

Preparation

Materials Needed
- Chart paper and markers
- Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling text onto chart paper.

1. Focus

Explain Drafting Procedural Text

Say: Did you ever try to follow written directions to do something and feel like some step was missing? Or part of the explanation wasn’t clear? You might be reading a first draft that the writer never edited to make better! When I write my draft, I try to write down the directions in order. I try to think of every step and write them in the right order. Sometimes my draft might leave things out, but I know I can go back and revise the directions later. Today we’ll look at how to draft the directions in a procedural text.

Model Drafting Procedural Text

Display the modeling text on chart paper or using the interactive whiteboard resources.

Say: Listen as I read aloud the draft of the directions for “How to Draw a Piece of Happy Toast.”

Modeling Text

Draw a horizontal rectangle, using light lines. Next, draw an arch in each upper corner. Erase the faint lines under the arch. Now you’re ready to draw the eyes, smile, arms, and legs. Finally, color your character.

Say: Let’s look at what the writer gets down on paper in this draft. I notice that there are five steps and the steps seem to be in a logical order. I notice how the writer uses sequence words to make the order of steps clear: next, now, and finally. The writer uses specific language to make the directions clear. The word horizontal gives important information about the rectangle and draw light lines gives the reader more specific directions than just draw lines. Since some of these lines will be erased in the next step, the writer uses these words to make sure the reader does not draw the lines so heavily that they’d be hard to erase.
2. Rehearse

Practice Drafting Directions Orally

Invite students to use an idea they have for a draft of a procedural text. Ask them to work with a partner to tell their directions orally while their partner draws the steps. (Note: Students who have not yet begun to draft their procedural text should work with a partner who has a text.)

Share and Discuss Drafting Directions

Invite partners to share aloud their experiences with giving directions and drawing their partner’s directions. Use the following questions to prompt discussion.

• What did you learn about drafting directions?
• Did your partner draw what you wanted?
• Did you give directions in the correct order?
• Were your directions complete, or did you leave things out?
• Did you need to make some steps more specific?

Say: It’s not easy to write clear and complete directions! So our first drafts may be full of holes—things we left out, steps that are confusing. Once we get our first draft on paper, we can add what’s missing. If steps are out of order, we can revise. We can add details and specific words to make the directions more clear.

3. Independent Writing and Conferring

Say: We just learned that saying the steps in order from our directions is a good way to find out if anything is missing in our directions. As you draft your procedural text, remember to say your ideas aloud if you are having trouble putting them into words on paper. Later, when you edit, you’ll make your directions even better.

Encourage students to orally rehearse what they will draft by talking through their steps with a peer.

4. Share

Bring students together. Invite volunteers to read what they have drafted and explain how telling their ideas helped them get the ideas on paper.

Strategies to Support ELs

Beginning and Intermediate

Work one on one with ELs while other students complete the “Practice Drafting Directions Orally” activity. Ask students to draw a simple picture, using different colors, without your seeing the drawing. Then invite students to give you directions, using gestures and/or words, for reproducing the sketch.

Advanced

Pair ELs with fluent English speakers to complete the “Practice Drafting Directions Orally” activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: complete/completo(a); describe/describir; directions/las direcciones; order/el orden; specific/específico(a).