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 draw yourself as a cartoon character. 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.

Read aloud the title of the selection. You can also display the text using the interactive whiteboard resources.

Say: The title of this procedure is “You—A Cartoon Character!” This title explains to the reader right away what the procedure is about. That’s what the title of a good procedural text should do. What does this title tell you about the text? Allow responses.

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 numbered directions that begin with command verbs.

2. Procedural texts may include graphics with captions that describe each picture.

Objectives

In this mini-lesson, students will:

• Listen to a procedural text read aloud to learn that a procedural text may have a title, directions, and graphics for each step.

• Understand that a procedural text explains steps in a process and is useful for learning new skills.

• Share personal responses to the procedural text.

Preparation

Materials Needed

• Mentor text: “You—A Cartoon Character!” from Cartooning 101
• Interactive whiteboard resources

Numbered Steps

Before reading page 6. Say: The first thing I see right below the title and illustration is Step 1. This step begins with the command verb draw. This tells me that I need to draw my face as a U.

Numbered Steps

After reading page 6. Say: The numbered steps continue: Step 2, Step 3, and so on. Sometimes a procedural text does not list the word step before each number. These numbered steps tell me the order in which I should draw the parts of my cartoon character. Each step begins with a command verb, such as draw or sketch.
Graphics and Labels
After reading page 6. Say: The pictures on this page show me what each step is supposed to look like. I can double check the labels on each picture and match it to the step.

Graphics and Labels
After reading page 7. Say: I know that if I follow the directions written in each step, my picture would look very different from the ones that are shown here because everyone is supposed to draw themselves. The graphics are just an example of the way a cartoon character might be drawn by someone.

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:
• Did you have an easy time or a hard time following the steps? Why?
• How did the graphics help you to better understand the procedure?
• Do you think you could follow these directions to draw a cartoon character of yourself?

If necessary, model the following sentence frames to support ELs and struggling students:
• It was easy/hard to follow the steps because ______.
• The graphics helped ______.
• I could follow these directions because ______.

3. Independent Writing and Conferring

Say: We learned that many procedural texts include numbered steps that begin with a command verb. Sometimes procedural texts have graphics that support the steps and show the reader what to do. Remember to include steps in the correct order when you write your procedural text.

Encourage students to write three or more numbered steps in a procedure and to illustrate at least one of the steps.

4. Share

Bring students together. Invite volunteers to share their numbered steps and drawings. Discuss why these are key features of a procedural text.

Make the Mentor Text Comprehensible for ELs

Beginning
Introduce the vocabulary related to the face that is included in the procedural text. Point out your face, hairline, neck, shoulders, eyes, and mouth, and write the words on chart paper. Ask students to point to a body part and use the sentence frame: This is/These are my ______.

Intermediate
Write the word steps on chart paper. Draw stair steps next to it. Say: Sometimes steps means the stairs you climb. 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 an example of a procedural text. In a procedure, you follow directions in order. Each step is a different direction. Listen carefully to each step as I read it aloud.

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognates: character/el carácter; emotion/la emoción.