It’s Saturday!
Things to Do on Your Day Off

by Katherine Scraper with Jayce Wolf, Madison Conner, Jeremiah Thompson, and Jaden McAdoo
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**Four Procedural Texts**

by Katherine Scraper with Jayce Wolf, Madison Conner, Jeremiah Thompson, and Jaden McAdoo

- **It’s Saturday!**
  Things to Do on Your Day Off

**How to use this book**

1. Learn about procedural texts by reading pages 2–3. Get background information about the student-authors on pages 4–5. (Shared reading)
2. Read the texts for enjoyment. (Leveled texts)
3. Reread the texts and answer the questions on pages 9 and 13. (Shared reading)
4. Reread the last two procedural texts. Pay attention to the comments in the margins. See how an author writes a procedural text. (Leveled texts)
5. Follow the steps on pages 14–15 to write your own procedural text. (Shared reading)
6. Complete the activity on the inside back cover. Answer the follow-up questions. (Shared reading)
What is a procedural text?

A procedural text tells how to make or do something. Examples include a recipe from a cookbook, the rules to a board game, travel directions, and learning a new math skill by following the steps in a textbook. People use procedural texts at home, in their jobs, and in their hobbies. Other names for procedural texts are technical writing, instructions, directions, or “how-tos.”

What is the purpose of a procedural text?

A procedural text describes how to do something in such a way that other people can do it easily. The author clearly explains what supplies and equipment to use and what steps to follow. Some authors share tips that will help the process go more smoothly. The text usually includes one or more photographs, illustrations, or diagrams to help readers visualize, or see, how to do the steps. A picture of the finished product may be included as well.

Who is the audience for a procedural text?

Procedural texts are for everyone! People of all ages use procedural texts to learn new skills, perform science experiments, administer first aid, build, cook or bake foods, play games, create crafts, or improve their abilities in music or sports. People can find procedural texts in books, magazines, newspapers, pamphlets, instructions that come with purchases, and on the Internet.

How do you read a procedural text?

The title will tell you what you can learn to make or do. Next, check the list of supplies and equipment to see if you have everything you need. After that, read through all of the steps and study the pictures to make sure you understand what to do. Then begin! As you work, pay special attention to any tips the author provides.
“Make Errands More Fun: Draw a Map!”
by Jayce Wolf

“My family runs lots of errands on Saturdays. Instead of just riding along, I draw maps of where we’re going. Try it . . . it’s fun!”

“How to Wash a Dog”
by Madison Conner

“Do you have to do chores on Saturdays? I do! One of my jobs is washing the dog. I’ll teach you how!”

“Flipping Out with Flip Books”
by Jeremiah Thompson

“By Saturday afternoon, I sometimes am bored. Then it’s time to make a flip book. You can choose any subject you like.”

“How to Make a Grilled Cheese Sandwich”
by Jaden McAdoo

“Sometimes I make my own lunch on Saturdays. My parents don’t want me to use the stove, but I can make a great grilled cheese sandwich using a toaster and microwave!”

Text and Graphic Features
Authors of procedural texts include text and graphic features to support their ideas and help readers understand what they are saying. Text features, such as headings, subheadings, bulleted lists, captions, and special fonts, help readers locate information, because they look different from the main text. Graphic features, such as illustrations, photographs, and diagrams, help readers interpret, or figure out, the meaning of the text. That way, readers can be more successful in completing the procedural activity or project.
The next time you run errands with your family, take along a drawing pad and pencil to create a map of your route. Here’s how:

1. Write down your starting location. Note the direction you are traveling in. Some cars have a compass on the control panel. Or you can use a pocket compass.

2. Make notes or sketches of any landmarks you pass. Landmarks could be a store, park, office building, or school.

3. Each time you turn, write down the new direction. Note the name of the new street or road. Keep drawing or writing about landmarks you pass.

4. When you get to where you are going, write down your location.

5. When you get home, use your notes and sketches to draw a map. Label the streets or roads. Put in landmarks if you can.

Collect your maps in a folder. When you have several, put them together to make a map of your community!

※ TIP: Be sure the top of your map is north, the bottom is south, the left side is west, and the right side is east. Include the compass points off to one side.
How to Wash a Dog

Things You’ll Need:
- tub of water
- brush
- shampoo
- conditioner
- towel
- dog treat

Step 1: Get the water at the right temperature. It should not be too hot or too cold.

Step 2: Brush your dog. Then put the dog in the tub.

Step 3: Put shampoo on the dog. Rub it gently all over the dog’s fur. Be careful! Don’t get shampoo in your dog’s eyes!

Step 4: Rinse off the shampoo.

Step 5: Repeat Steps 3 and 4 with conditioner.

Step 6: Wrap the dog in the towel.

Step 7: Give your dog a treat!

TIP: Some dogs are afraid of baths, so speak gently to your pet!

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Analyze the Texts
- What are the parts of each procedural text?
- The second author lists needed supplies and equipment. How did she decide what to list first? Second? Last?
- What sequence words do the authors use?

Analyze the Tools Writers Use:
Text and Graphic Features
- Look at the directions for drawing a map.
  - What does the title tell you about this text?
  - How does the tip help you?
- Look at the directions for washing a dog.
  - What subheading does the author use? Why?
  - How does the graphic feature (illustration) help you understand the text?

Focus on Words: Multiple-Meaning Words
Words that look and sound the same can have different meanings. They can even be different parts of speech. Make a chart like the one below. Find each word in the text. Use context clues to help you figure out the word’s meaning and part of speech. Then use a dictionary to find another meaning for the word. Record the part of speech.

<table>
<thead>
<tr>
<th>Page</th>
<th>Word</th>
<th>Meaning #1 from Context</th>
<th>Part of Speech</th>
<th>Meaning #2 from Dictionary</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>store</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>keep</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>right</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>brush</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>wrap</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Try this fun project anytime, anywhere. All you need is a pad of sticky notes (or a small, unlined notebook), a pencil, crayons or markers, and your imagination!

**Step 1:** Draw a **cover** for your flip book on the first sticky note. Include a title.

**Step 2:** Draw a simple picture on the second sticky note. The picture should show something that can move. It could be a person jumping, an animal running, a flower growing, or a car moving down the street.

**Step 3:** Draw the same picture on the third sticky note, but make one small change that starts to show the movement.

**Step 4:** Draw the same picture on the fourth sticky note. Make another small change that shows the next movement.

**Step 5:** Continue drawing a new picture on each sticky note until the movement is completed.

**Step 6:** Color the pictures.

**Step 7:** Hold the edge of the pad in one hand and **flip** the pages with your other hand. The figure will appear to move right before your eyes! Now, share your “movie” with your family and friends.

* **TIP:** Draw your picture close to the outer edge of each sticky note so you can see it easily when you flip the pages.
How to Make a Grilled Cheese Sandwich

Try this recipe for a quick, tasty, and nutritious lunch.

**Supplies:**
- 2 slices of bread
- toaster
- small plate
- butter knife
- butter
- 1 slice of cheese
- microwave

**How to Make It:**
First, put the bread in the toaster. When it pops up, put it on the plate. Next, use the butter knife to spread butter on one side of each slice. After that, put the cheese between the sides of the bread with no butter. Finally, put the sandwich in the microwave for fifteen seconds. Ding! It’s done!

*TIP: To make a complete meal, add some carrot sticks, an apple, and a glass of milk.*

Reread the Procedural Texts

**Analyze the Texts**
- What is the purpose of these two procedural texts?
- How are the introductions alike? How are they different?
- One author writes directions in a paragraph with sequence words. The other author uses numbered steps. Which set of directions do you like better? Why?
- Why does the first author say you need to use your imagination?

**Analyze the Tools Writers Use:**
**Text and Graphic Features**

Look at the directions for making flip books.
- How do pictured steps help you understand the text?
- How does the caption help you understand the text?

Look at the directions for making a grilled cheese sandwich.
- Look at the list of ingredients. How do the bullets help you?
- Why is the word “tip” in capital letters?

**Focus on Words: Multiple-Meaning Words**

Make a chart like the one below. Find each word in the text. Use context clues to help you figure out the word’s meaning and part of speech. Then use a dictionary to find another meaning for the word. Record the part of speech.

<table>
<thead>
<tr>
<th>Page</th>
<th>Word</th>
<th>Meaning #1 from Context</th>
<th>Part of Speech</th>
<th>Meaning #2 from Dictionary</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>cover</td>
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<td>11</td>
<td>change</td>
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<td>12</td>
<td>plate</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>spread</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
How does an author write a Procedural Text?

Reread “Flipping Out with Flip Books” and think about what the author did to write this procedural text. How did he explain his project in a way that readers could understand? How can you, as a writer, develop your own procedural text?

1. Decide on an Activity or Project

Remember, a procedural text describes something the author knows how to do well. In this text, the author wants to tell readers how to make a project he enjoys—a flip book. He includes a brief introduction explaining why readers may want to do this activity.

2. Decide What Supplies and Equipment to Use

If your activity needs supplies or equipment, create a bulleted list. List each item in the order readers will use it.

3. Decide What Steps to Use

You can write using numbered steps or short paragraphs with sequencing words. Begin sentences with verbs, and use short, direct sentences. Ask yourself:
- Which method—numbered steps or short paragraphs—will be clearer to my audience?
- If I use numbered steps, how will I order them?
- If I use paragraphs, how will I divide them? What sequencing words will I use to make my steps logical?
- Do I need to include any tips to help readers be successful? If so, where should I put them?

4. Decide What Art to Use

Pictures help readers visualize how to do the activity and show what the finished product looks like. Ask yourself:
- What photographs could I take as I go through the steps? What photographs could someone take of me working?
- What illustrations would help readers understand the steps?
- What diagrams could I use to explain one or more steps?
- What art could I add as I go? What art could I put at the end?
- What captions or labels could I add to my art?

5. Field-Test Your Writing

Ask a friend to read and try your activity. Write down anything that confuses your friend or any questions he or she asks. Use this information to add needed supplies, equipment, steps, tips, or art to your procedural writing.

<table>
<thead>
<tr>
<th>Activity or Project</th>
<th>making a flip book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things I Need</td>
<td>pad of sticky notes, pencil, crayons or markers, imagination</td>
</tr>
<tr>
<td>Steps</td>
<td>make cover, draw pages, flip pages</td>
</tr>
<tr>
<td>Art</td>
<td>illustrations of steps</td>
</tr>
</tbody>
</table>
**Glossary**

- **brush** *verb* (BRUSH) apply a brush to; touch gently against (page 8)
- **change** *noun* (CHANJE) modification or alteration (page 11)
- **cover** *noun* (KUH-ver) top or front part of a book or magazine (page 10)
- **flip** *verb* (FLIP) turn over quickly (page 11)
- **keep** *verb* (KEEP) continue doing something (page 6)
- **plate** *noun* (PLATE) a dish, usually round, on which food is served (page 12)
- **right** *adjective* (RITE) correct; proper; appropriate (page 8)
- **spread** *verb* (SPRED) apply evenly to a surface (page 12)
- **store** *noun* (STOR) a place where items are sold (page 6)
- **wrap** *verb* (RAP) cover by winding around something (page 8)

**Make Connections Across Texts**

Complete a graphic organizer like the one below.

<table>
<thead>
<tr>
<th>Procedural Text</th>
<th>Make Errands More Fun</th>
<th>How to Wash a Dog</th>
<th>Flipping Out with Flip Books</th>
<th>How to Make a Grilled Cheese Sandwich</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Supply and</td>
<td>No</td>
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</tr>
<tr>
<td>equipment list</td>
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<tr>
<td>(yes/no)</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Type of art</td>
<td>Illustrations</td>
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</tbody>
</table>

**Analyze the Procedural Texts**

Use your graphic organizer to help you answer these questions.

- How does each title prepare you for reading the procedural text?
- Which activities are most alike? Why?
- Which activities are most different? Why?
- What did you learn from each text?
- Have you ever tried an activity similar to one in this book? Explain.
- Do you plan to try one or more of the activities? If so, which one(s)? Why?
Hooray, it’s Saturday, a day off from school. But you may have to run errands with your family, do a chore, make your own lunch, or simply keep yourself busy. How can you do all this and still have fun? Read this book to find out.

Katherine Scraper is an author of educational materials for teachers and books for students. She is an elementary school teacher in Kansas.