Procedural Writing – Grade Three

Saskatchewan School Library Association

Procedural Writing

Instructions, rules and procedures aim to ensure something is performed correctly and a successful outcome is achieved. The process is given in the order in which it needs to be undertaken to achieve a successful outcome - usually a series of sequenced steps. Like all text types, variants of instructions can occur (i.e., pictorial rather than text based) and can be combined with other text types.

There are different procedural texts for different purposes:-
- Texts that explain how something works or how to use instruction/operation manuals, for example, how to use the video, the computer, the photocopier.
- Texts that instruct how to do a particular activity, for example, recipes, rules for games, science experiments, road safety rules.
- Texts that deal with human behaviour, for example, how to live happily, how to succeed.

Understanding The Genre
- Understand lists are a functional way to organize information
- Understand that the form of a list or procedure is usually one item under another and it may be numbered
- Understand procedural writing (how-to) as a list of directions for how to do something and a list of what is needed
- Learn how to craft procedural writing from mentor texts

Writing In the Genre
- Make lists in the appropriate form with one item under another
- Use lists to plan activities or support memory
- Use a list to inform writing
- Use number words or transition words
- Make lists with items that are appropriate to the purpose of the list
- Write procedural or how-to books with pictures to illustrate steps
- Write steps of a procedure with appropriate sequence and explicitness

Fountas and Pinnell

Instruction
Generic Text Structure:
  The structure of an instruction text is often (but not always):
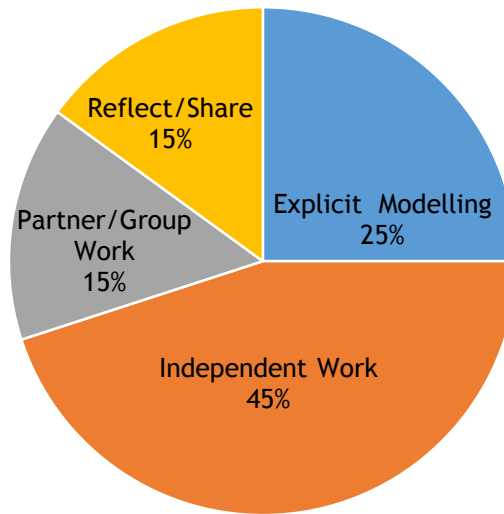- Goal – a statement of what is to be achieved, i.e. How to make a sponge cake
- Materials/equipment needed, listed in order, i.e. 2 eggs, flour
- Sequenced steps to achieve the goal, i.e. Cream the sugar and butter.
- Often diagrams or illustrations

Language Features:
  The language features of an instruction text are often (but not always):
- Written in the imperative, i.e. Sift the flour or 2nd person i.e. first you put ...
- In chronological order, i.e. First, next
- Use of numbers, alphabet or bullet points and colour to signal order
- Use of adverbs and adjectives for precision – i.e. measure carefully

Work on Writing Format

Writing Block

Pie chart:
- Explicit Modelling 25%
- Independent Work 45%
- Partner/Group Work 15%
- Reflect/Share 15%

Explicit Modelling
- 25% (10 – 15 minutes)
- Mini-Lessons: Aloud, Documenting Thinking, Explicit modelling of new skills or traits
- Read Aloud – Mentor Text

Independent Time
- 45% (20 – 25 minutes)
- Independent writing
- Response to writing

Partner/Group Time
- 15% (5 – 10 minutes)
- Share and coalesce thinking
- Revisit inquiry question – What is the new learning?

Reflect/Group Share
- 15% (5 – 10 minutes)
- 5 SPS Questions
- Share new learnings related to inquiry question

Overview

Day One	Day Two	Day Three	Day Four	Day Five
Identify Background Knowledge Tasks: • Read Procedural Mentor Text: *Snowballs* (Ehlert) • Pre-assessment: How To Make a Snowman	**Ideas: Generate Idea Lists** Tasks: • Identify learned procedures: Games, Recipes, Pets, Crafts, Safety Rules, and School Procedures	**Organization: Sequencing Steps & Titles** Tasks: • Place directions in an incorrect order for students to rearrange • Create recipe with provided ingredients • Create title for procedure	**Text Structure: Number & Transitional Words** Tasks: • Read Procedural Mentor Text authored by Inez Synder • Chart sequencing words (first, next, now, …)	**Word Choice: Precise Verbs, Adverbs & Adjectives** Tasks: • Cookie Monster making a sandwich (https://www.youtube.com/watch/?v=-3w8sE72wmE). • Discuss ways the directions could have been clarified. • Chart action and detail words (adjectives & adverbs)
Day Six	**Day Seven**	**Day Eight**	**Day Nine**	**Day Ten**
Sentence Fluency & Voice: Passive Voice & Sentence Length Tasks: • View video *How to Sneak your Monster into School*, (https://www.youtube.com/watch?v=wr19EXKW2XI), looking at how the author uses clear & precise words • Read Procedural Mentor Text: *Any How-To Book* • Discuss passive voice and the use of bullet points or numbers, and short sentences to help the reader.	**Organization: Adding A Materials List** Tasks: • Show examples of materials lists in recipes and craft books. • Model how to add a materials list for making something familiar, such as a smoothie/ • Co-construct anchor chart.	**Explore Lists And Introduction** Tasks: • **Read** Procedural **Mentor** Text: *Tool Box* (Gibbons) or *How To Lose All Your Friends* (Carlson) • **Outline, and show other** examples of How-To books outlining different sections: an introduction a material list, the steps, and a closing • Construct sample introductions.	**Explore Manuals, Instructions Rules, & Conclusions** Tasks: • **Read** Procedural **Mentor** Text: *How To Make Salsa* • **Outline, and show other** examples of How-To books outlining a closing • Discuss the purpose and variations of How-To conclusions. • Use a think-aloud to send off readers using a conclusion to sample piece of writing.	**Text Features: Adding Tips and Cautions To Help The Reader** Tasks: • Show samples of text of an author's inclusion of a warning box, such as The Pumpkin Book (Gibbons) • Model how to add a tip to a sample piece of writing.

Day Eleven Text Features: Adding Pictures, Diagrams & Labels To Help Readers	Day Twelve - Fourteen SnapGuide	Day Fifteen Celebration		
Tasks: • Read Procedural Mentor Text: *Growing Vegetable Soup (Ehlert)* to display pictures which show process and demonstrate final outcome • **Create anchor chart of text features which could help clarify the procedure for the reader, such as bold words, captions, arrows and action lines, extra information in parenthesis, and close-up or zoom in pictures**	**Tasks:** • Demonstrate SnapGuide and view recipes and other DIY projects • Have students type their procedure and materials list on SnapGuide. It is recommended having a teacher account and providing students with the password. • Snap photos or pictures of student illustrations detailing each step of the process. It is recommended that the pictures be saved in a folder prior to typing procedure.	**Tasks:** • Celebrate with a publishing party. • Bring cookies and juice. • Have students take turns displaying their stories		

Mentor Texts

Procedural Book Examples

How To – Julie Morstad

Tool Book – Gail Gibbons

The Pumpkin Book - Gail Gibbons (how to carve a pumpkin)

How to Raise Mom and Dad – Josh Lerman

How to Clean Your Room in 10 Easy Steps –Jennifer Larue Huget and Edward Koren

How to Babysit a Grandpa - Jean Reagan

How to Babysit a Grandma – Jean Reagan

How to Be a Baby . . . by Me, the Big Sister - Sally Lloyd-Jones and Sue Heap

Growing Vegetable Soup - Lois Ehlert (how to plant a vegetable garden, how to make soup)

Charlie Needs a Cloak - Tomie dePaola (how to make a cloak)

Fancy Nancy Tea Parties - Jane O'Connell (how to fold napkins, how to make a placemat)

How to Lose All Your Friends - Nancy Carlson

How to Teach a Slug to Read - Susan Pearson

Snowballs – Lois Ehlert

101 Things to Do Before You Grow Up: Fun activities for you to check off your list – Weldon Owen

Books with Recipes

Growing Vegetable Soup - Lois Ehlert

Kid's Fun and Healthy Cookbook - Nicola Graimes

Books with Sequential Words

Wax to Crayons - Inez Snyder

Trees to Paper - Inez Snyder

Milk to Ice Cream - Inez Snyder

Tomatoes to Ketchup - Inez Snyder

Fictional Stories and Poetry

Oliver's Must-Do List - Susan Brown

Falling Down the Page: A Book of List Poems - Georgia Heard

How To Make A Snowman

You Need

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PROCEDURAL WRITING CRITERIA CHECKLIST

Student Name: _____ **Date:** _____

Writing Task: _____

	MET	**NOT YET**
CONTENT • Title is appropriate and states goal • Introduction introduces the procedure • Details are logically developed and specific • Diagrams or illustrations enhance the description • Conclusion is a specific and precise end to the procedure		
ORGANIZATION • Format is clear and easy to read • Needed materials/equipment are listed in order • Visual presentation is appropriate and functional, including numbered steps • Steps are sequenced to achieve the goal • Numbers, alphabet or bullet points or colour are used to signal order		
CONVENTIONS • Sentences are complete • Punctuation is appropriate		
VOICE • Written in the imperative, e.g. Sift the flour or 2nd person e.g first you put …		
SENTENCE FLUENCY • Steps provide a clear understanding of the procedure • Action verbs, adverbs and adjectives are used for precision – e.g measure carefully		
WORD CHOICE • Action words are included		

I CAN...

I can write an appropriate title for the procedure.

I can state my purpose for the procedure in the introduction.

I can include the needed materials and the quantities.

I can write detailed step by step directions which include vivid adjectives and adverbs.

I can sequence and number my instructions.

I can write in the present tense.

I can include notes or cautions.

I can add pictures to illustrate the steps in the procedure.
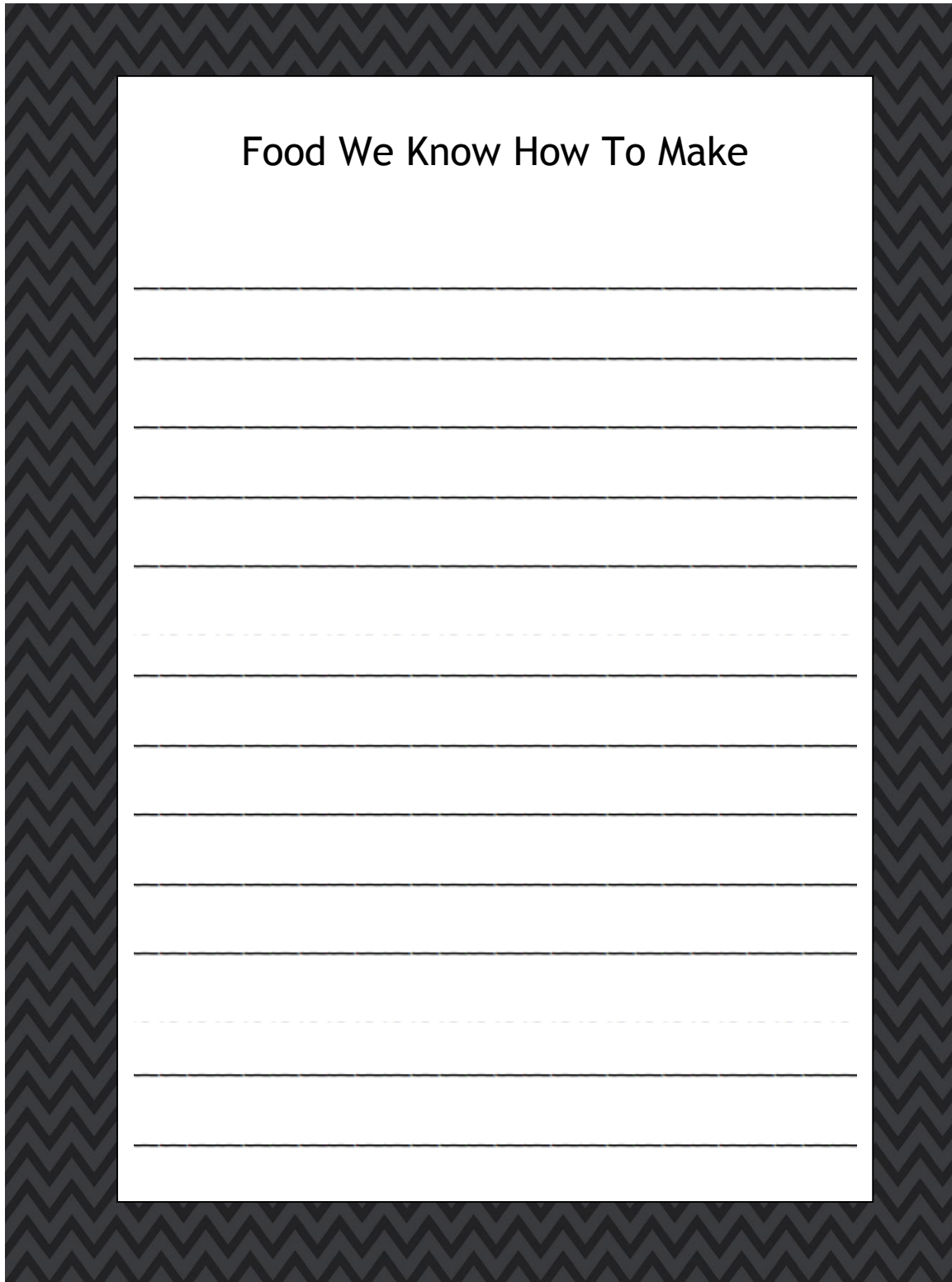
I can add labels to my pictures to help the reader.

I can write a conclusion.

Day Two: Generate Idea Lists

Post the following posters. Students list learned procedures in order to generate writing ideas.

Food We Know How To Make

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Games We Know How To Play

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Things We Know How To Make

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Things We Know How To Do

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School Procedures We Know

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Food We Know How To Make

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Put five pieces of thinly sliced pepperoni on top of the cheese.

Spread 200 mL of pizza sauce evenly on the crust.

Place a layer of chopped green pepper on the top.

Put the pizza crust carefully on the pizza pan.

Sprinkle 300 mL of mozzarella cheese on the pizza sauce.

_____

Materials List

- 2 graham crackers
- 1 square of chocolate
- 1 large marshmallow

Directions

- -

_____

- -

_____

- -

_____

- -

Transition Words

First	First
Second	Next
Third	After that
Fourth	Finally

_____

- -

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- -

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_____

Precise Words

Food	pour slice spread peel scoop chop shake blend
Crafts	paste glue mix paint brush clean decorate build
Game	start count skip pass roll flip show collect
Sport	catch race throw kick pass walk watch jump
School	follow walk clean collect recycle answer listen share

The following sentence strips can be used to create an anchor chart.

How To Write a Procedure

It has a title.

It has a materials list.

It has sequenced steps.

It has numbered or bulleted steps.

It has action verbs.

It has transition words.

It has adjectives and adverbs.

How To Make A Smoothie

A refreshing and healthy drink.
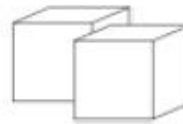
Materials List

Juice

Strawberries

Yogurt

Bananas

Ice cubes

Measuring cup

Knife

Blender

It has an introduction to persuade readers.

Materials List

- 2 graham crackers
- 1 square of chocolate
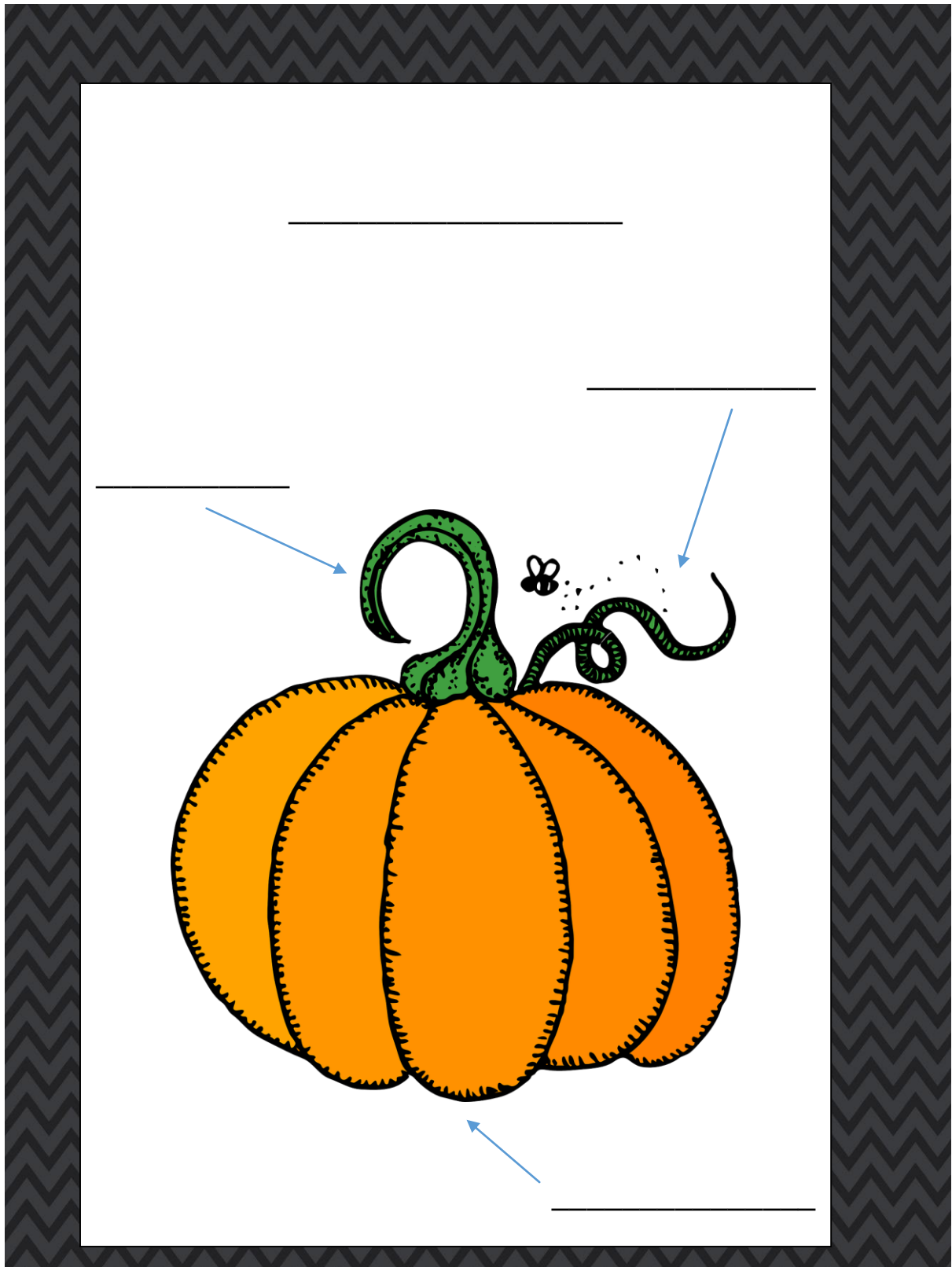- 1 large marshmallow

Introductions

_____

_____

_____

Directions

_____

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_____

_____

_____

_____

It has a conclusion which provides praise or congratulations.

_____

Conclusion

Day Twelve – Fourteen- SnapGuide

SnapGuide is a free iOS app and web service which hosts how-to guides on varying subjects, and allows students to create their own guides to share. Snapguide provides easy to understand instructions for a wide array of topics including cooking, gardening, crafts, repairs, do-it-yourself projects, fashion tips, entertaining and more. Students can search for step-by-step guides on anything, or browse the four general categories: topics, featured, popular, and recent guides.

Each guide has clear pictures to provide guidance through a project or recipe. Snapguide lets students see what each step of the project is to look like in the process. Each guide follows a step-by-step process that is easily navigated by swiping left to advance and right to go back. Steps in a guide can include videos, photos or plain text depending on the complexity of what is being taught.

In addition to searching for and saving guides, students can also create a procedural text to share on SnapGuide. Simply upload pics and enter the accompanying steps, type the ingredient or material list, and publish. Students can interact with others about the recipe or project.

View class SnapGuides at http://eclectecheducator.blogspot.ca/2015/03/we-have-been-publishing-our-procedural.html