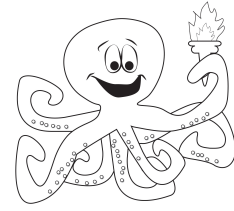


LESSON PLAN, FiredUp Activity 2 : GIVING DIRECTIONS – Procedural Writing



GRADE: 4th-5th Grades

OVERVIEW:

A critical component of understanding and utilizing computers is that computers follow a set of directions exactly. Unlike humans, computers are not able to interpret what one says. The ability to communicate a set of directions to other humans in a precise way is a precursor to being able to communicate a set of directions to a computer. The purpose of this exercise is to strengthen students' skills in giving directions to other humans, including the specific skills listed in the objectives below. The end goal is for this to be a stepping stone that students use in their quest to make the computer do what they want it to.

OBJECTIVES:

To apply our knowledge of procedural text organization to write or own procedures

To develop the ability to sequence information logically

To incorporate the following language features of a procedural text into our writing:

- Appropriate terminology
- Time linking words
- Use of action verbs
- Precise use of adverbs and adjectives
- Use of simple present tense
- Reference to the reader in a general way (or not at all)
- Use of appropriate headings.

MATERIALS: Picture cards with drawings. Paper/notebook for writing/drawing.

DIRECTIONS:

1. Divide the class into two halves. Give one half of the class picture a, and the other half of the class picture b. Each student develops and writes simple "how to" instructions for a student in the other group to follow.
 - a. Pilot study detail: Instead of writing their name, please have them write their identifier for our study. That way when we collect the data, it will be anonymized. In addition, the person following their directions won't know whose it is.
2. Collect all of the instructions from each half and randomly distribute to the opposite set of students. Students will then draw the item on the picture card using the directions someone else has created.

- a. Pilot study detail: Make sure you keep the drawing with the instructions that were followed to create it.
3. After the instructions are followed and pictures are drawn, the teacher shows both pictures to the entire class. Students then pair up (one from each side) to talk about what could have been improved about the directions. They have for reference the drawings that were created from their directions
 - a. Suggestion: Do not pair up the student who did the drawing with the one who wrote the directions – teachers suggested that would lead to more pointed criticisms of the drawer rather than a focus on improving the instructions
4. As a large class, teacher should allow students to share how the activity went. Were they able to accurately complete the drawing? What were the successful elements of the directions? How could they be improved? Deficiencies will become apparent, such as how big to draw a circle, etc.
5. Those same pairs then work together to edit each's directions from the first iteration,
6. The teacher should present the anchor chart and explain the elements of procedural writing.
7. After the direct instruction on procedural writing. Students will write directions for a new picture using the elements of procedural writing. The entire class writes the directions for picture c.
 - a. Put their numbers, not names, on the directions. These are a post-assessment for this study.

Extend: Have students write a reflection using one of the following sentence frames:

Here are some questions to give you ideas for your reflection:

- What did I do today in class? Why was that important?
- What did I learn in class today/recently? How did I learn it?
- What was especially interesting about class today/recently?
- What do I want to learn more about?
- What questions do I have now about this topic?
- What questions that I had were answered today/recently?
- What surprised me about the material?
- How does the material connect to ideas or information I already know?
- Why is it important that I know this information? How can I use it?
- How would I explain to someone else how to do what I learned to do today

STANDARDS:

CCSS

Reading Informational Text

CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Writing

CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening

CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Picture of Anchor Chart on Board

The anchor chart is written on a whiteboard and is organized into several sections. At the top, the title 'Procedural Text' is circled in purple. Below it, a blue-bordered box contains two bullet points. The next section, 'Types of procedural texts:', is enclosed in an orange border and lists examples. The bottom section, enclosed in a green border, is split into two columns: 'Components:' and 'Language features:'. Each sub-section lists specific details.

Procedural Text

- tells how to make or do something
- presented in small sequenced steps

Types of procedural texts:

- recipes
- rules for games, etc
- how to manuals
- how to operate an appliance or electronic, etc

Components:

- Goal: what is to be done
- materials: listed in order of use
- method: a series of steps
- Evaluation: success of the procedure

Language features:

- appropriate terminology
- simple present tense
- action verbs
- precise adverbs / adjectives
- linking words
- detailed description

More details of what the anchor chart could contain

Procedural Text Writing

- The purpose of a procedure is to tell the reader how to do or make something.
- The information is presented in a logical sequence of events, which is broken up into small sequenced steps.

Types of Procedural Texts

Texts that instruct how to do a particular activity: recipes, rules for games, science experiments, road safety rules, how to do it manuals.

Texts that instruct how to operate things: how to operate an appliance, a machine, a photocopier, or computer.

Features

A procedure usually has four components:

- *Goal*: states what is to be done
- *Materials*: listed in order of use, includes items needed to complete task
- *Method* - a series of steps
- *Evaluation* - how the success of the procedure can be tested

Headings, subheadings, numbered steps, diagrams, photographs are often used to help clarify instructions.

Language Features

- Appropriate terminology
- is written in the simple present tense (*Stir the mixture until it boils*).
- the reader is often referred to in a general way (*you cut, one cuts, cut*).
- action verbs (*cut, fold, twist, hold etc*)
- precise use of adverbs or adjectives (*slowly unwind*)
- linking words to do with time (*first, when, then*) are used to connect the text
- detailed information on how (*carefully, with the scissors*); where (*from the top*); when (*after it has set*)
- detailed factual description (*shape, size, color, amount*)

Worksheet after first round of drawings

First discuss with your paired partner why you or he/she created drawings that were different from the original drawing.

What parts of your directions produced a correct picture?

How could your own directions or your pair's directions have been improved?

What do you think are the most important things to remember when you are giving directions?
