

Ms. Jodie Newbery  
February 27, 2006  
Literacy/Technology

### **Lesson 1**

Aim: What is a narrative procedure?

Objective: Students will be able to identify narrative procedure.

Materials: recipe books, project books, sets of instructions, markers, graphic organizer,  
[www.ehow.com](http://www.ehow.com)

Vocabulary: narrative procedure, How-To

Critical thinking questions: What is a narrative procedure? What are procedures that we do everyday?

Introduction/Motivation: We have been studying, reading and writing a lot of non-fiction pieces. Some non-fiction pieces are long and detailed, others are short and direct. What are some examples of short non-fiction pieces that offer factual information? (Students turn and talk with their seat partners; they then share out with the class. Answers are recorded on chart paper)

Guided Practice: Students open their recipe and instructional books. One pair of students from each table shares a computer and looks up the website [www.ehow.com](http://www.ehow.com). With a buddy, students read over the narrative procedure materials before them. Students discuss with their partners what a narrative procedure is and brainstorm more narrative procedure topics. Students share answers with the class. Ideas are recorded on the class chart. Students answer the critical thinking questions: What is a narrative procedure? What are some procedures that we use or do everyday?

Independent Practice: Students make a list of all of the procedures they do and see everyday. Teacher circulates, takes conferencing notes and prompts students.

Share: The class reconvenes their attention on the class list. What are some examples of a narrative procedure? What procedures do we do every day? Would anyone like to share his or her favorite narrative procedure topic idea?

Closing: Everyone did a beautiful job identifying narrative procedures!

### **Lesson 2**

Aim: What are the elements of a "How To"?

Objective: Students will be able to identify and explain the elements of a narrative procedure.

Materials: recipe books, project books, sets of instructions, markers, graphic organizer, [www.ehow.com](http://www.ehow.com), [http://www.knowledgehound.com/khhow2s/write\\_how\\_to.htm](http://www.knowledgehound.com/khhow2s/write_how_to.htm)

Vocabulary: narrative procedure, title, introduction, materials, procedure, closing

Critical thinking questions: What are the elements of a narrative procedure? Is there a certain format? Do we have either a written or mental set of directions that we follow to complete the procedure?

Introduction/Motivation: We have been studying and researching narrative procedures. Does every narrative procedure have the same format? What elements do every How-To have?

Guided Practice: Students open their recipe and instructional books. One pair of students from each table shares a computer and looks up the website [www.ehow.com](http://www.ehow.com). With a buddy, students read over the narrative procedure materials before them. Students discuss with their partners what the elements of a narrative procedure are and what order they are formatted in. Students share answers with the class. Ideas are recorded on the class chart. Students answer the critical thinking questions: What are the elements of a narrative procedure? What are some procedures that we use or do everyday? Do we follow a certain sequence? Do we have either a written or mental set of directions that we follow to complete the procedure?

Independent Practice: Students choose one narrative procedure of their own to study. Using an outline, students identify the main elements of their How-To: title, introduction, materials, procedure and closing. Teacher circulates and takes conferencing notes. Two students from each table research the elements of narrative procedure on the Internet using a site such as [http://www.knowledgehound.com/khhow2s/write\\_how\\_to.htm](http://www.knowledgehound.com/khhow2s/write_how_to.htm).

Share: The class reconvenes their attention on the class list. What are some examples of a narrative procedure? What elements does each of those narrative procedures contain? What order did you arrange those elements in? Would anyone like to share his or her narrative procedure elements? Students with questions are encouraged to post them on the class website and other narrative procedure query sites.

Closing: Everyone did a beautiful job identifying narrative procedure elements! Tomorrow, we will revise our narrative procedure to ensure they are clear and orderly.

### **Lesson 3**

Aim: What is the sequence of a “How To”?

Objective: Students will be able to identify put the elements of a narrative procedure in sequential order using sequence words.

Materials: recipe books, project books, sets of instructions, markers, graphic organizer, [www.ehow.com](http://www.ehow.com), [http://www.knowledgehound.com/khhow2s/write\\_how\\_to.htm](http://www.knowledgehound.com/khhow2s/write_how_to.htm)

Vocabulary: narrative procedure, title, introduction, materials, procedure, closing, sequence words: first, next, then, after, finally

Critical thinking questions: Why is it important to follow directions closely? What happens if we do things out of order? What words can we use to make our directions extra clear and organized?

Introduction/Motivation: We have been studying, reading and writing a lot of narrative procedures. Yesterday, we began outlining our own narrative procedure. Most of us were able to identify the title, introduction, procedure and conclusion. However, I noticed that some of us got our procedures scrambled. Is there a way we could use what we noticed from studying other people's How-To's to make our own a bit clearer?

Guided Practice: Students open their recipe and instructional books and look at the procedures listed. What do those authors do to make their instructions explicit and clear? With a buddy, students read over the narrative procedure materials before them. Students discuss with their partners what makes the procedure portion so clear. Students share answers with the class. Sequence words such as first, next, then, after, finally are used at the beginning of each line to make the instructions very clear. Ideas are recorded on the class chart. Sites such as [http://www.knowledgehound.com/khhow2s/write\\_how\\_to.htm](http://www.knowledgehound.com/khhow2s/write_how_to.htm) are used as a reference.

Independent Practice: Students revisit their narrative procedure from yesterday. Using their outline, students revise their procedure and reword it so that each subsequent direction contains a sequence word to clarify the directions. Students also revise the main elements of their how to: title, introduction, materials and closing to make sure that their directions are clear. Teacher circulates and takes conferencing notes.

Share: The class reconvenes their attention on the class list. What are some examples of a narrative procedure sequences? What order did you arrange your steps in? Would anyone like to share his or her procedure steps?

Closing: Everyone did a beautiful job revising his or her narrative procedures! Tomorrow, we will begin publishing them to our class website.

#### **Lesson 4**

Aim: Why is publishing our work on the Internet more useful than publishing in our portfolios?

Objective: Students will be able to type and publish their narrative procedure to the class website so that others may learn from their procedures.

Materials: Internet ready computers, CD-ROM, revised narrative procedures, [www.geocities.com](http://www.geocities.com)

Vocabulary: narrative procedure, title, introduction, materials, procedure, closing, sequence words: first, next, then, after, finally

Critical thinking questions: Why is publishing our work on the Internet more useful than publishing in our portfolios?

Introduction/Motivation: We have been studying, reading and writing a lot of narrative procedures. Yesterday, we finished revising our own narrative procedures. Why might it be more helpful to others to publish our narrative procedures on the Internet rather than in our portfolios?

Guided Practice: Students work in pairs at the computer stations. One person types out their narrative procedure while the other proofreads for them and helps manage the keyboard. Students discuss any editing changes with their partners and operate spell check. Students who bring in props can take digital photos of their procedure.

Independent Practice: Once students have completed typing their narrative procedures and editing, their partner calls over the teacher. The teacher logs into the class homepage, creates an active link to their work and cut their word document out and pastes it on the web page template. Students choose the background for their procedures and arrange their uploaded photos.

Share: The class has free time on the computers to share their narrative procedure websites with one another. Students are invited to access the page from home the library and anywhere in the world. Students are encouraged to try one another's recipes and instructions.

Closing: Everyone did a beautiful job publishing his or her narrative procedures! We have made a significant contribution to the world knowledge bank by sharing what we know and do best with the rest of the online community.