

3rd Grade Genre Mini-Unit

Complex Processes

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Expected Outcome:

Students will be able to write step-by-step instructions in order using specific details and transition words.

Standard and Objectives Overview:

Standard 8: Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas.

B. Select and narrow a topic from generated ideas.

Objective 2: Compose a written draft.

Objective 3: Revise by elaborating and clarifying written draft.

Objective 4: Edit written draft for conventions.

Objective 5: Use fluent and legible handwriting to communicate.

Objective 6: Write in different forms and genres.

C. Produce informational text (explanation of a complex process)

Materials Overview:

- * Cheese Whiz and Crackers
- * Story board graphic organizer
- * Story board on poster paper
- * Example complex processes
- * Lined poster paper
- * Markers
- * Lined paper

Week 1, Day 1 & 2

Mini-Lesson: What is a complex process (review)?

Grade: 3rd

Time: 2 35-minute sessions

Objectives: Students will be able to understand the attributes of a complex process by reading through examples and writing the process of how to put cheese whiz on a cracker in partners.

Materials: Story board graphic organizer, cheese whiz and crackers, example complex processes, and lined poster paper.

Mini-Lesson (20-30 min.): Immerse students in several examples of complex processes.

- Say, “Today we are going to read through several complex processes. After reading each process we will write the attributes we observed on our lined poster paper. So while I read, start thinking about the characteristics you see.”
- Read through and stop after each example.
- Say after each example, “I am going to give you a minute to talk with your group about the attributes you observed.”
- Write down the attributes each group observed on the lined poster paper.

Interactive (15-20 min.): Students will pre-write a step-by-step process for putting cheese whiz on a cracker by using a story board graphic organizer.

- Say, “Now that we know what a complex process is made up of, you are going to write a process in your group.”
- “I have some crackers and cheese whiz here. However, I don’t know how to put this cheese whiz on my cracker to eat. I need you to write the steps in order of how to put cheese whiz on a cracker. You will use this story board graphic organizer to organize your steps.”
- Give the groups time to write their pre-write. Make sure they are using pictures and words.

Share and Revise (15-20 min.): Reveal each of the groups pre-write by demonstrating their step-by-step process using cheese whiz and crackers.

- Say, “I have the pre-write from each group telling me how to put cheese whiz on a cracker. I am going to follow each of these steps using real cheese whiz and crackers.”
- Go through each process and make sure you do exactly as the students wrote. Let them see that the steps should be more specific.
- After each process, let the groups talk about what was good and what needs to be improved. Have a small class discussion about the process.
- Say, “Now that we have seen what your process is like in real life, I want you to take your process back to your groups and revise your steps so they are more specific.”
- Have the groups share their revisions.

Week 1, Day 3

Mini-Lesson: Class shared pre-writing of step-by-step process of washing hands.

Grade: 3rd

Time: 30-minute session

Objectives: Students will be able to understand the process of writing step-by-step procedures by participating in a class shared writing.

Materials: Story board on poster paper and a marker.

Mini-lesson: As a class, write a step-by-step process for washing hands.

- Say, “Today we are going to write a step-by-step process for washing hands. We are going to use this story board to draw and write key words for our steps. Remember we need specific words to help our readers understand how to wash hands.”
- Say, “For me the easiest way to write a step-by-step process is to draw pictures first. I would like you to turn to your neighbor and talk about what the first step to washing hands would be.”
- Give the students a minute to talk with their neighbor. Ask partnerships to share what they think would be the first step. Decide as a class the first step and what kind of picture to draw for that step. Continue the process for the following steps.
- Say, “Now that we have all of our pictures drawn we need to write our specific steps. Remember that on a graphic organizer, we do not need to have complete sentences. Key words are all we want to write down right now. I am going to pick sticks to decide which students will come up and write our key words down for our steps.”
- Start on the first step and pick two sticks. Allow both students to come up and work together to write down the key words for that step. Continue the process for the following steps. After all of the key words are written down read it through from the beginning and decide as a class if anything needs to be changed.

Week 1, Day 4

Mini-Lesson: Brainstorm ideas for individual complex processes and start pre-write.

Grade: 3rd

Time: 35-minute session

Objective: Students will be able to brainstorm ideas for their individual complex process and start their pre-write by using a story board graphic organizer.

Materials: Story board graphic organizer

Mini-lesson (10-15 min.): Brainstorm ideas for individual complex processes.

- Say, “Today you are going to get the chance to start writing your own complex process. We are going to brainstorm ideas first for some how-to steps you can write about.”
- Make a list on the board of ideas the students come up with for how-to processes.
- Say, “Look at the list we came up with on the board of how-to processes. I want you to think for a minute and pick a process you want to write about. Remember to pick a process you know how to do. Do not pick a process you don’t know how to do because if you don’t know about it, you can’t write about it.”
- Ask each student to tell you aloud what process they chose.

Individual (15-20 min.): Students start their pre-write on their process.

- Say, “Now that you have your topic for your step-by-step process you are ready to start your pre-write. Remember to draw pictures and write key words. Your story board graphic organizer does not need to have complete sentences.”
- Pass out the graphic organizer and allow students the remaining time to start their pre-write.
- Conference students at this time. Check and compliment them on their drawings and key words. Talk with them through their process to make sure their steps are in order.

Share (2-5 min.): Have students share their pre-write.

- Pick students to share their pre-write with the class.

Week 1, Day 5

Mini-Lesson: Use pre-write to help write a draft.

Grade: 3rd

Time: 45-minute session

Objective: Students will be able to use their pre-write to develop a draft of a step-by-step process using specific details and transition words.

Materials: Lined paper for student drafts.

Mini-lesson (10-15 min.): Use class shared pre-write to create a class shared draft of the step-by-step process of washing hands.

- Say, “Our next step is to use our pre-write to help us write our draft. I have some lined poster paper that we can use to write our draft. Let’s look back at our attributes of complex processes that we wrote on day 1. We can see that the first thing each process has is an introduction. Therefore, our first paragraph is going to be an introduction. Who can tell me what is so important about washing hands?”
- Write down the ideas for the importance of washing hands to make up the introduction.
- Say, “After our introduction we are ready for our steps. Since this is a step-by-step process we need to remember our transition words. Turn to your neighbor and talk about what the first sentence should be in our steps. Remember to use our key words from our pre-write to help you make up your sentence.”
- Ask a partnership for their first sentence. Talk as a class to see if that sentence makes sense and includes a transition word. Write the sentence down under the introduction. Continue the process until all of the steps are written down.
- Say, “There is one last step before our draft can be finished. We need to write down a conclusion. A conclusion should be small and finish up our process.”
- Discuss as a class what the conclusion should be and write it down on the lined paper.

Individual (15-20 min.): Students start their draft using their pre-write.

- Say, “I am now going to pass back your pre-write you started yesterday. Today, I want you to use this to make a draft of your step-by-step process just like the one we did as a class for washing hands.”
- Allow students time to work individually to work on their draft.
- Conference students during this time. Check and compliment them on their use of specific details, transition words, and steps in order.

Share (5-10 min.): Have students to share their drafts.

- Pick several students to share their written drafts.
- Allow other students to remark on what they like and ask questions.

Story Board
