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Procedural Texts - Year 4

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Procedural Texts

A procedural text explains how to do or make something using clear, ordered steps.

GOAL

States the purpose.



MATERIALS

List what is needed.



METHOD

Gives steps in order.



Language Features

action verbs, adverbs,
time connectives, present tense,
subject-specific nouns



Procedure Topic Cards

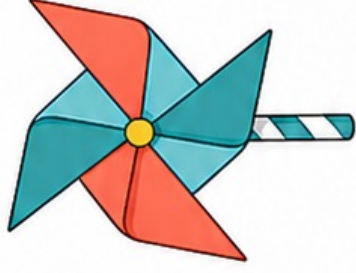
Choose a card. Write clear steps. Swap with a partner and check the order.



**Create a Class
Recycling Poster**



**Set Up a Science
Observation Tray**



**Make a
Paper Windmill**



**Organise a
Desk Drawer**



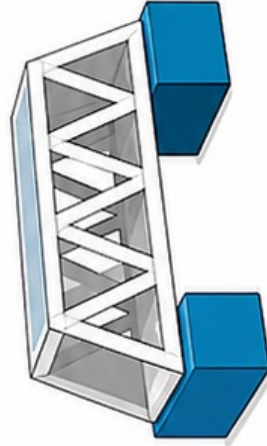
**Plant Herbs
in a Pot**



**Prepare a
Healthy Lunch Wrap**



**Pack a
Camp Day Bag**



**Build a Mini
Paper Bridge**



Step Sort Challenge

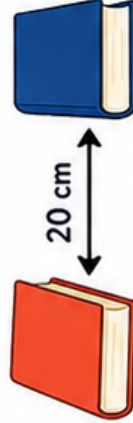


Read the cards. Put the method in the best order. Explain the clue words you used.

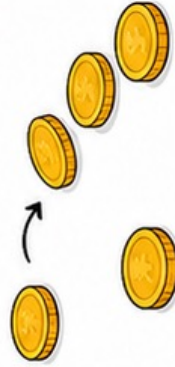
Gather paper,
tape and
two books.



Place the books
20 cm apart.



Add coins
one at a time.



Fold the paper
into a
strong strip.



Lay the strip
across
the gap.



Record how
many coins
it holds.



Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Clue words





Language

Feature Hunt



Sort each card into the best language feature group.



Action verbs



Adverbs



Time connectives



Subject-specific nouns



mix



measure



record



gently



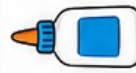
carefully



evenly

1

first



after the
glue dries



finally



soil



string



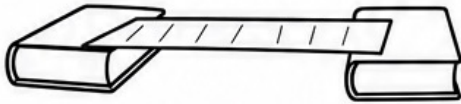
clipboard

Structure Hunt: Build a Paper Bridge

Name: _____



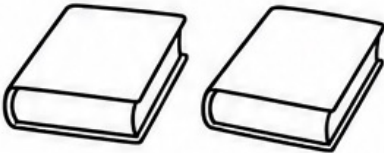
Model Procedure



Goal: To build a mini paper bridge.



Materials: paper strip, tape, two books, coins.



Method:

1. Fold the paper lengthways into a strong strip.
2. Place two books 20 cm apart.
3. Tape the ends of the strip to the books.
4. Add coins one at a time.
5. Record how many coins the bridge holds.



A. What is the goal of this procedure?

B. List two materials from the procedure.

1. _____ 2. _____

C. Who is the target audience?

D. Circle two action verbs in the method.

E. Why are numbered steps helpful?

Structure Hunt: Build a Paper Bridge

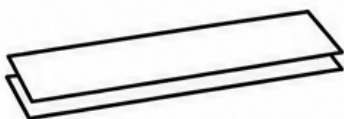
Name: ANSWERS



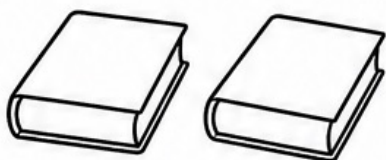
Model Procedure



Goal: To build a mini paper bridge.



Materials: paper strip, tape, two books, coins.



Method:



1. Fold the paper lengthways into a strong strip.
2. Place two books 20 cm apart.
3. Tape the ends of the strip to the books.
4. Add coins one at a time.
5. Record how many coins the bridge holds.

A. What is the goal of this procedure?

To build a mini paper bridge.

B. List two materials from the procedure.

Any two: paper strip, tape, two books, coins.

C. Who is the target audience?

A person testing or building a mini bridge.

D. Circle two action verbs in the method.

Fold, Place, Tape, Add, Record.

E. Why are numbered steps helpful?

They show the order so the reader can follow each step.



Sequence the Method

Name: _____

Number the steps from 1 to 6 so the method is in the best order.



How to Plant Herbs in a Pot

☐

Water the soil lightly.

☐

Fill a pot with soil.

☐

Sprinkle herb seeds over the surface.

☐

Place the pot in a sunny spot.

☐

Label the pot with the herb name.

☐

Cover the seeds with a thin layer of soil.



A. Write two time connectives that could improve this method.

1. _____ 2. _____

B. Underline three action verbs in the steps.





Sequence the Method

Name: ANSWERS

Number the steps from 1 to 6 so the method is in the best order.



How to Plant Herbs in a Pot

4

Water the soil lightly.



1

Fill a pot with soil.



2

Sprinkle herb seeds over the surface.



6

Place the pot in a sunny spot.



5

Label the pot with the herb name.



3

Cover the seeds with a thin layer of soil.



A. Write two time connectives that could improve this method.

1. First

2. Next

B. Underline three action verbs in the steps.

Water, Fill, Sprinkle, Place, Label, Cover





Name: _____

Procedure Language Features



Sort the word bank into the best language feature group.

slice slowly finally whisk
gently first spatula measuring cup

Action verbs	Adverbs	Time connectives	Subject-specific nouns
PREVIEW			



Your turn: How to Make a Smoothie

Write one strong sentence that includes an action verb, an adverb and a subject-specific noun.



Name: ANSWERS

Procedure Language Features



Sort the word bank into the best language feature group.

slice

slowly

finally

whisk

gently

first

spatula

measuring cup

Action verbs

Adverbs

Time connectives

Subject-specific
nouns

PREVIEW



Your turn: How to Make a Smoothie

Write one strong sentence that includes an action verb,
an adverb and a subject-specific noun.

First, carefully whisk the yoghurt in the measuring cup.

Name: _____

Improve the Procedure



Read the weak procedure. Improve it with precise details and procedural language.



Weak Procedure: How to Cover a Book

Goal: Cover a book.

Materials: paper, tape, scissors.

Method:

1. Put paper on the table.
2. Put the book on it.
3. Fold it.
4. Tape it.



Add improvements

- ☐ clearer action verbs
- ☐ adverbs or adverbial phrases
- ☐ time connectives
- ☐ specific measurements or details



Rewrite three improved steps

1. _____

2. _____

3. _____



Improve the Procedure

Name: ANSWERS



Read the weak procedure. Improve it with precise details and procedural language.

Weak Procedure: How to Cover a Book

Goal: Cover a book.

Materials: paper, tape, scissors.

Method:

1. Put paper on the table.
2. Put the book on it.
3. Fold it.
4. Tape it.



Add improvements

- ☐ clearer action verbs
- ☐ adverbs or adverbial phrases
- ☐ time connectives
- ☐ specific measurements or details



Rewrite three improved steps

1. First, place the cover paper flat on the table with the plain side facing down.
2. Next, centre the book on the paper, leaving about 5 cm around each edge.
3. Finally, fold the paper neatly around the cover and tape each flap firmly.

Name: _____



Plan Your Own Procedure



Title: _____

Audience: _____

Goal: _____

Materials or equipment:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Method steps:

1. _____
2. _____
3. _____
4. _____
5. _____



Illustration notes: _____



Before I write, I checked:

- ☐ My goal is clear.
- ☐ My steps are in order.
- ☐ I used action verbs.
- ☐ I added precise details.





Audience and Precision



A. Match the procedure to the best audience.

1 How to Tie Shoelaces

2 How to Warm Up Before Netball

3 How to Care for Seedlings

1. younger students

2. sports team

3. school garden club



B. Rewrite each vague instruction so it is clearer.

1. Put it over there.

Place the book on the top shelf beside the dictionary.

2. Do the next part carefully.

Slowly fold the paper in half, matching the corners neatly.

3. Add some stuff to the bowl.

Add two spoonfuls of yoghurt and one sliced banana to the bowl.

C. Why does a procedure need precise language?

Precise language helps the reader know exactly what to do.



Name: _____



Audience and Precision



A. Match the procedure to the best audience.

_____ How to Tie Shoelaces

_____ How to Warm Up Before Netball

_____ How to Care for Seedlings

1. younger students

2. sports team

3. school garden club



B. Rewrite each vague instruction so it is clearer.

1. Put it over there.

2. Do the next part carefully.

3. Add some stuff to the bowl.

C. Why does a procedure need precise language?





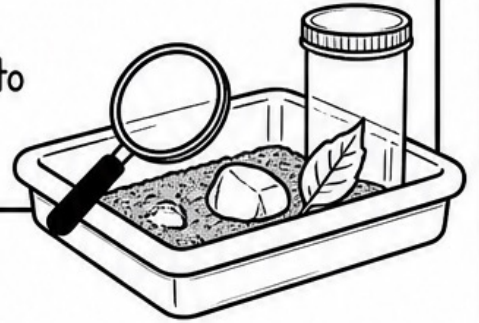
Assessment: Write a Clear Procedure

Name: _____



Your task

Write a procedure that teaches a new student how to set up a class science observation station.



Include:

- a clear title and goal
- materials or equipment
- ordered method steps
- action verbs, adverbs and time connectives
- details that suit the audience

Plan before you write

Audience: _____

Goal: _____

Materials or equipment: _____

Key steps in order:

1. _____
2. _____
3. _____
4. _____

Language features I will use: _____



Use Page 2 to write your final procedure.



Name: _____

Assessment:

Write a Clear Procedure



Use your plan to write your final procedure.

Title: _____



Goal: _____

Materials or equipment:

Method

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Illustration notes or diagram:



Check that your steps are clear, ordered and written for a new student.



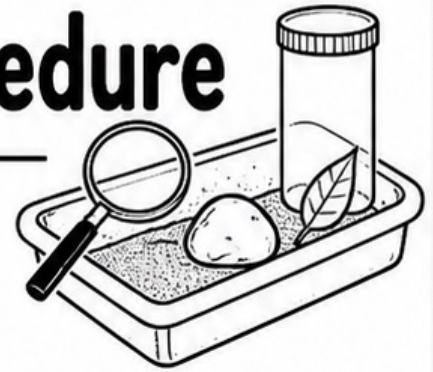


Assessment: Write a Clear Procedure

Name: ANSWERS

Your task

Write a procedure that teaches a new student how to set up a class science observation station.



Include:

- a clear title and goal
- materials or equipment
- ordered method steps
- action verbs, adverbs and time connectives
- details that suit the audience

Plan before you write

Audience: a new Year 4 student

Goal: To set up a safe class science observation station.

Materials or equipment: tray, magnifying glass, specimen cup, notebook, pencil, labels

Key steps in order:

1. Clear the desk and place the tray in the centre.
2. Set the tools neatly on the tray.
3. Label each item before the investigation begins.
4. Record observations carefully in the notebook.

Language features I will use: First, next, carefully, gently, place, record, tray, magnifying glass



Use Page 2 to write your final procedure.





Assessment:

Write a Clear Procedure



Name: ANSWERS

Use your plan to write your final procedure.

Title: How to Set Up a Science Observation Station

Goal: To prepare a safe space for observing classroom specimens.

Materials or equipment:

Tray, magnifying glass, specimen cup, notebook, pencil, labels

Method:

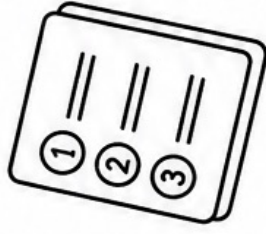
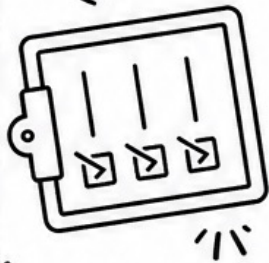
1. First, clear the desk and place the tray in the centre.
2. Next, set the magnifying glass and specimen cup on the tray.
3. Then, label each tool so a new student can find it easily.
4. Carefully place the specimen cup beside the notebook.
5. Record the date and first observation in the notebook.
6. Finally, check that all equipment is tidy and safe to use.

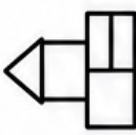
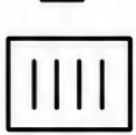
Illustration notes or diagram: Draw the tray with labelled tools in order.



Check that your steps are clear, ordered and written for a new student.

Procedural Texts - Year 4 Rubric



Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
 Structure	Parts missing	Some parts included	Goal, materials and method included	Clear structure and useful detail	Complete, polished and easy to follow
 Sequencing	Steps unclear	Some order shown	Steps mostly in order	Logical order with time connectives	Smooth sequence supports the reader
 Language features	Few procedural words	Some verbs or nouns	Uses verbs, nouns and connectives	Adds adverbs and precise details	Strong procedural language throughout
 Audience and clarity	Hard to follow	Needs more detail	Clear for the audience	Detailed and reader-friendly	Highly clear, precise and helpful
 Presentation	Messy or incomplete	Some content shown	Neat and readable	Well organised	Polished with useful visual support

PREVIEW

Procedural Texts Year 4



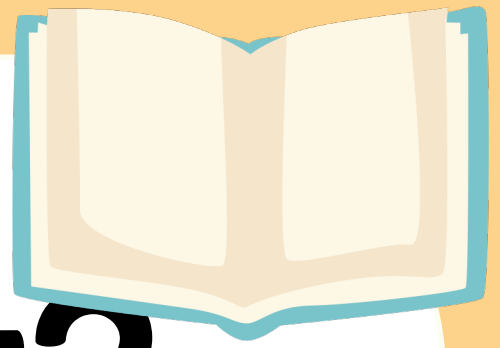


Learning Goal

PREVIEW

We are learning to explain how procedural texts are structured and how language features guide the reader.





What Is A Procedural Text?

A procedural text explains how to do or make something. It uses clear, ordered steps so the reader can follow a process.

PREVIEW





Where Do We See Procedures?

Procedures appear in recipes, craft instructions, science investigation, game rules, manuals and classroom routines.

PREVIEW





Purpose And Audience

The purpose tells what the procedure helps the reader do. The audience effects how much detail vocabulary and support are needed.





Main Structure

Most procedures include a title, goal, materials or equipment, and
method written in order.

PREVIEW





Goal

The goal states the aim of the procedure. It should tell the reader exactly what they will do or make.

PREVIEW



Materials Or Equipment



This section lists what the reader needs before beginning. Specific

you make the list clear.

PREVIEW





Method

The method gives steps in a logical sequence. Numbered steps help the reader complete the task in order.

PREVIEW





Action Verbs

Action verbs tell the reader what to do: fold, measure, mix, record, place, label, and check.

PREVIEW





Adverbs And Adverbial Phrases

Adverbs add precision: carefully, evenly, firmly and gently.

Adverbial phrases can tell how, when or where an action happens.

PREVIEW





Time Connectives

Time connectives show order: first, next, then, after that, once the
glove dries and finally.

PREVIEW





Subject-Specific Nouns

Procedures use topic words such as tray, specimen cup, measuring cup, seedling, bridge, tongs or chopsticks.

PREVIEW





Precise Instructions

A strong step gives enough detail for the audience. Instead of 'put it here', write exactly where and how.

PREVIEW





Visual Support

Diagrams, labels and illustrations can help readers understand
tricky steps or check their progress

PREVIEW



Improve A Weak Step



Weak: Fold it. Stronger: Carefully fold the paper in half, matching the corners neatly.

PREVIEW





This Week

You will analyse, sort, improve, plan and write procedural texts
that are clear for a real audience.

PREVIEW





PREVIEW
Great Work!



Procedural Texts - Year 4

PREVIEW

Quiz





Question 1

Which option best describes a procedural text?

- PREVIEW**
- A. A story with characters
 - B. A text that explains how to do or make something
 - C. A poem about feelings
 - D. A list of opinions





Answer 1

B. A procedural text explains how to do or make something.

PREVIEW





Question 2

True or false: A procedure usually includes a goal, materials or equipment, and a method.

PREVIEW





Answer 2

True These are common structural parts of a procedure.

PREVIEW





Question 3

Write two examples of action verbs that could be used in a procedure.

PREVIEW





Answer 3

Possible answers include fold, mix, measure, place, record, label,
cut or check.

PREVIEW





Question 4

Which word is a time connective?

PREVIEW

A. carefully

B. truly

C. finally

D. measure





Answer 4

C. Finally is a time connective because it shows order.

PREVIEW





Question 5

True or false: The audience can change how much detail a procedure needs.

PREVIEW





Answer 5

True. A younger or less experienced audience may need more

detail

PREVIEW





Question 6

Which sentence is the clearest instruction?

PREVIEW

A. Put it there.

B. Do the next part.

C. Carefully place the tray in the centre of the desk.

D. Make it good.





Answer 6

C. It uses a precise verb, adverb and specific location.

PREVIEW





Question 7

Name one subject-specific noun from this step: 'Label the specimen
cup before recording observations.'

PREVIEW





Answer 7

Possible answers: specimen cup or observations.

PREVIEW





Question 8

Which word is an adverb?

PREVIEW

A. gently

B. paper

C. first

D. bridge





Answer 8

A. Gently is an adverb because it describes how an action is done.

PREVIEW





Question 9

True or false: Numbered steps can help the reader follow the method in order.

PREVIEW





Answer 9

True. Numbered steps show the sequence of actions.

PREVIEW





Question 10

Rewrite this weak step to be clearer: 'Add some stuff to the bowl.'

PREVIEW





Answer 10

Example: Add two spoonfuls of yoghurt and one sliced banana to the bowl.

PREVIEW





PREVIEW
Great Work!

