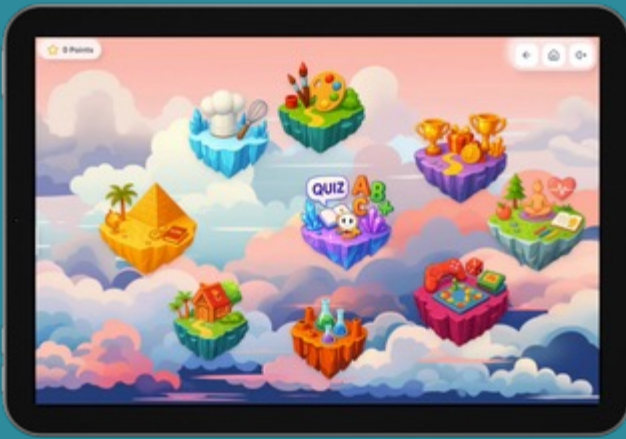


Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Procedural Texts - Year 2

Table of Contents	
Presentation: Procedural Texts	
Displays: A Clear Procedure; Procedure Checklist	
Game: Step-by-Step Race	
Activities: Procedure Lucky Dip; Sequence Station	
Worksheets: Purpose and Parts; Feature Detective	
Worksheet: Method Mix-Up	
Worksheet: Power Up the Steps	
Worksheet: Compare Two Procedures	
Writing Projects: Plan and Write; Imaginative Procedure	
Worksheet: Edit the Procedure	
Quiz: Procedural Texts	
Assessment: Mini Nature Collage	
Rubric: Procedural Texts Year 2 Rubric	



★ A Clear Procedure ★

A procedural text explains how to make or do something, step by step.



TITLE

Names what the reader will make or do



MATERIALS / INGREDIENTS

Lets what the reader needs, including quantities when helpful.



METHOD

Gives clear steps in a sensible order.



PURPOSE: guide the reader



AUDIENCE: the people who will follow the steps

A Strong Method

Use these tools to make every step clear.

1



ORDER

Put the actions in a sensible sequence.

2



TIME CONNECTIVES

First • Next • Then • After • Finally

3



PRECISE VERBS

fold • pour • attach • sprinkle • arrange

4



ADVERBS

carefully • gently • firmly • slowly

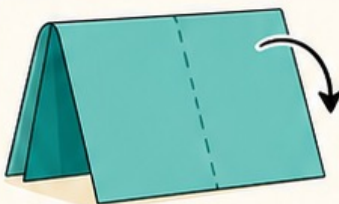
5



NOUN GROUPS

two clean cups • a sharp pencil

6



COMPOUND SENTENCES

Fold the card and press the crease.



One clear action at a time.



Procedure Checklist



PLAN

- ☐ I know my purpose.
- ☐ I know my audience.
- ☐ My title tells what to make or do.
- ☐ I listed materials and quantities.



WRITE

- ☐ My steps are in order.
- ☐ I used time connectives.
- ☐ I started steps with precise verbs.
- ☐ I added helpful details.



EDIT

- ☐ My writing makes sense.
- ☐ Capitals and punctuation are correct.



Useful words

First • Next • Then • After • Finally
carefully • gently • firmly • slowly



Step-by-Step Race Cards

Cut out the cards. Use them with the game board.

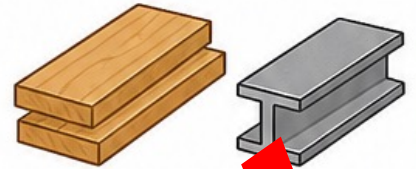
1. Say a precise action verb.



2. Say a time word.



3. Name two materials.



4. Add an adverb to "mix".



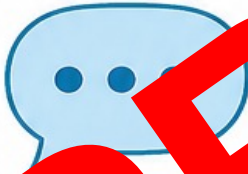
5. Give a clear first step.



6. Give a clear final step.



7. Improve: "Put it there."



8. Use a word to join two ideas.



9. Name the audience.



10. Say what the procedure helps you do.



11. Give a useful noun group.



12. Draw a card and answer it!



How to Play

- 1 Each player chooses a counter. Put all counters on START.
- 2 Roll a die and move along the path.
- 3 Follow the instruction on the space. If you land on DRAW A CARD, pick a card and answer it.
- 4 The first player to reach FINISH wins.

Procedure Lucky Dip

Cut out the cards. Pick one topic and plan a procedure.

1. How to Make Toast



FAMILIAR

2. How to Wash Your Hands



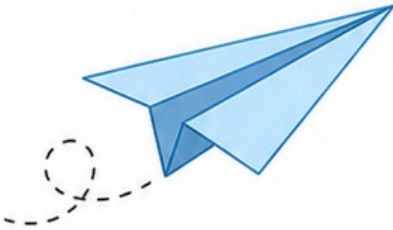
FAMILIAR

3. How to Plant a Seed



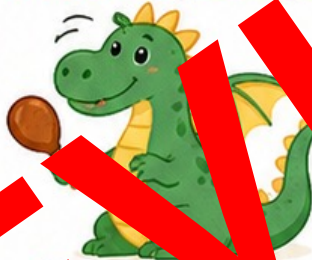
FAMILIAR

4. How to Make a Paper Plane



FAMILIAR

5. How to Feed a Friendly Dragon



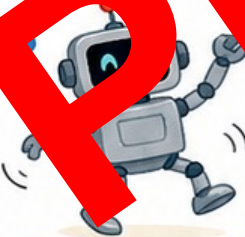
IMAGINATIVE

6. How to Trap a Tiny Cloud



IMAGINATIVE

7. How to Teach a Robot to Dance



IMAGINATIVE

8. How to Build a Moon Picnic



IMAGINATIVE

9. How to Pack a School Bag



FAMILIAR

10. How to Make Fruit Kebabs



FAMILIAR

11. How to Wake a Sleepy Giant



IMAGINATIVE

12. How to Care for a Pet Rock



IMAGINATIVE

Procedure Lucky Dip Planning Mat

Name: _____



Pick a topic card. Choose an audience. Plan before you write.



My topic

My audience

☐

younger child

☐

classmate

☐

family member

☐

other



Title



Materials



Method

1

First,



2

Next,



3

Then,



4

Finally,



Talk it through: Are your steps in a clear order?



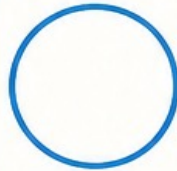
Sequence Station

Make a Fruit Yoghurt Cup

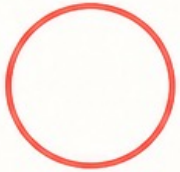
Cut out the six steps. Put them in the clearest order.



Add the chopped fruit.



Wash your hands.



Eat your yoghurt cup with a spoon.



Place a clean cup on the bench.



Sprinkle the oats on top.



SELF-CHECK

1



2



3



4



5



6



Check only after you have finished.

Name: _____

Date: _____

Purpose and Parts 1

Read the procedure. Then answer the questions.

How to Make a Leaf Rubbing

Materials

- one leaf
- one sheet of paper
- one crayon with the wrapper removed

Method

1. First, place the leaf vein-side up on a table.
2. Next, put the paper over the leaf.
3. Then, carefully rub the side of the crayon across the paper.
4. Finally, lift the paper and look at the leaf pattern.



1. What is the purpose of this text?

- ☐ to tell a story
- ☐ to explain how to make a leaf rubbing
- ☐ to describe how a leaf grows

2. Who is the likely audience for this procedure?

3. Write the title.

4. Write two materials.

5. How many steps are in the method?

6. Match each text part to its job.

Title

Materials

Method

names the procedure

lists what is needed

gives the ordered steps

Purpose and Parts 1

Read the procedure. Then answer the questions.

How to Make a Leaf Rubbing

Materials

- one leaf
- one sheet of paper
- one crayon with the wrapper removed

Method

1. First, place the leaf vein-side up on a table.
2. Next, put the paper over the leaf.
3. Then, carefully rub the side of the crayon across the paper.
4. Finally, lift the paper and look at the leaf pattern.



1. What is the purpose of this text?

- ☐ to tell a story
- ☒ to explain how to make a leaf rubbing
- ☐ to describe how a leaf grows

2. Who is the likely audience for this procedure?

child making art

3. Write the title.

How to Make a Leaf Rubbing

4. Write two materials.

one leaf

one sheet of paper

5. How many steps are in the method?

4

6. Match each text part to its job.

Title

names the procedure

Materials

lists what is needed

Method

gives the ordered steps

Name: _____

Date: _____

Purpose and Parts 2

Read the two texts about bean seeds. Then compare them.

TEXT A: PROCEDURE

How to Plant a Bean Seed

Materials

- a small pot
- soil
- one bean seed
- water

Method

1. First, fill the pot with soil.
2. Next, push the seed into the soil.
3. Then, cover the seed and add a little water.
4. Finally, place the pot in a warm, sunny spot.



TEXT B: INFORMATION

How a Bean Seed Grows

A bean seed has a tiny plant inside it. When the seed gets water and warmth, its coat softens. A root grows down and shoots grow up. The leaves open so the plant can use sunlight.

1. What topic do both texts share?

2. What is the purpose of Text A?

3. What is the purpose of Text B?

4. Which text tells the reader what to do?

☐

Text A

☐

Text B

5. Write one way the texts are different.

6. Write one way the texts are similar.

Purpose and Parts 2

Read the two texts about bean seeds. Then compare them.

TEXT A: PROCEDURE

How to Plant a Bean Seed

Materials

- a small pot
- soil
- one bean seed
- water

Method

1. First, fill the pot with soil.
2. Next, push the seed into the soil.
3. Then, cover the seed and add a little water.
4. Finally, place the pot in a warm, sunny spot.



TEXT B: INFORMATION

How a Bean Seed Grows

A bean seed has a tiny plant inside it. When the seed gets water and warmth, its coat softens. A root grows down and a shoot grows up. The shoot grows so the plant can use sunlight.

1. What topic do both texts share?

bean seeds

2. What is the purpose of Text A?

to explain how to plant a bean seed

3. What is the purpose of Text B?

to give information about how a bean seed grows

4. Which text tells the reader what to do?



Text A



Text B

5. Write one way the texts are different.

Text A gives materials and ordered steps.

Text B gives facts in a paragraph.

6. Write one way the texts are similar.

Both texts are about bean seeds.

Name: _____

Date: _____

Feature Detective 1

Read the model procedure. Find its main parts.

A → **How to Make a Wind Sock**

B → **Materials**

- one paper cup with two small holes
- five long paper streamers
- one piece of string
- sticky tape
- coloured pencils

C → **Method**

1. First, carefully decorate the outside of the paper cup.
2. Next, tape the five long streamers around the open end.
3. Then, thread the string through the two small holes.
4. After that, tie the ends of the string together.
5. Finally, hang your colourful wind sock outside and watch it move.



1. Label the main parts. Write "Title", "Materials" or "Method".

A: _____

B: _____

C: _____

2. Write two materials.

3. How many steps are in the method?

4. Which part tells the reader what to do?

☐ Title

☐ Materials

☐ Method

Feature Detective 1

Read the model procedure. Find its main parts.

A → **How to Make a Wind Sock**

B → **Materials**

- one paper cup with two small holes
- five long paper streamers
- one piece of string
- sticky tape
- coloured pencils

C → **Method**

1. First, carefully decorate the outside of the paper cup.
2. Next, tape the five long streamers around the open end.
3. Then, thread the string through the two small holes.
4. After that, tie the ends of the string together.
5. Finally, hang your colourful wind sock outside and watch it move.



1. Label the three main parts. Write "Title", "Materials" or "Method".

A: Title

B: Materials

C: Method

2. Write two materials.

one paper cup with two small holes

five long paper streamers

3. How many steps are in the method?

5

4. Which part tells the reader what to do?

☐ Title

☐ Materials

☒ Method

Name: _____

Date: _____

Feature Detective 2



Investigate the language in the wind sock method.

How to Make a Wind Sock — Method

1. First, carefully decorate the outside of the paper cup.
2. Next, tape the five long streamers around the open edge.
3. Then, thread the string through the two small holes.
4. After that, tie the ends of the string together.
5. Finally, hang your colourful wind sock outside and watch it move.

1. Circle the time word or phrase at the start of each step.

2. Write three action verbs from the method.

a. _____

b. _____

3. Find the adverb in step 1. Write it here.

4. Copy the noun group that tells how many streamers.

5. Which step uses "and" to join two actions?

step

6. Complete the sentence.

First, Next, Then, After that and Finally help show the _____ of the steps.

Name: ANSWERS

Date: _____

Feature Detective 2



Investigate the language in the wind sock method.

How to Make a Wind Sock — Method

1. First, carefully decorate the outside of the paper cup.
2. Next, tape the five long streamers around the open edge.
3. Then, thread the string through the two small holes.
4. After that, tie the ends of the string together.
5. Finally, hang your colourful wind sock outside and watch it move.

1. Circle the time word or phrase at the start of each step.

2. Write three action verbs from the method.

a. decorate

b. tap

thread

3. Find the adverb in step 1. Write it here.

carefully

4. Copy the noun group that tells how many streamers.

the five long streamers

5. Which step uses "and" to join two actions?

5 step

6. Complete the sentence.

First, Next, Then, After that and Finally help show the order of the steps.

Name: _____

Date: _____

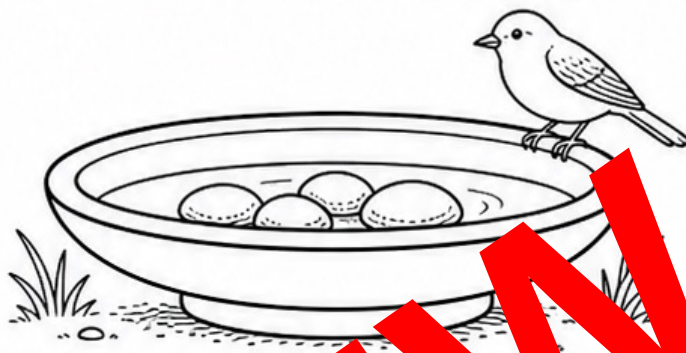
Method Mix-Up

How to Fill a Mini Bird Bath

Number the jumbled steps from 1 to 6. Then write the letters in order.

Materials

- one shallow dish
- smooth stones
- clean water



A

Place the smooth stones in the shallow dish.

Order

B

Carefully pour clean water into the dish.

Order

C

Wash the stones and dish.

Order

D

Put the shallow dish in a shady outdoor spot.

Order

E

Check the water each day. Change it if it is dirty.

Order

F

Stop pouring when the tops of the stones are above the water.

Order

The correct letter order is:

Add a time connective to the first two ordered steps.

1. _____, _____

2. _____, _____

Name: **ANSWERS**

Date: _____

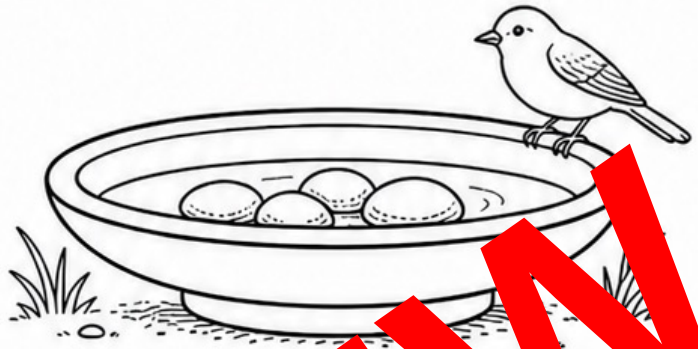
Method Mix-Up

How to Fill a Mini Bird Bath

Number the jumbled steps from 1 to 6. Then write the letters in order.

Materials

- one shallow dish
- smooth stones
- clean water



A Place the smooth stones in the shallow dish.

Order

2

B Gently pour clean water into the dish.

Order

3

C Wash the stones and dish each day. Change the water if it is dirty.

Order

5

D Put the shallow dish in a shady outdoor spot.

Order

1

E Check the water each day. Change it if it is dirty.

Order

5

F Stop pouring when the tops of the stones are above the water.

Order

4

The correct letter order is:

D A B F E C

Add a time connective to the first two ordered steps.

1. **First**, **put the shallow dish in a shady outdoor spot.**

2. **Next**, **place the smooth stones in the shallow dish.**

Name: _____

Date: _____

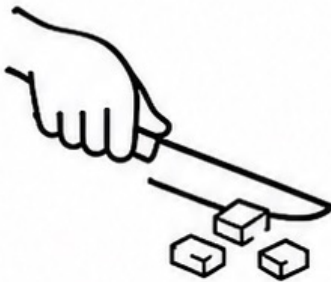
Power Up the Steps 1

Circle the word that makes each instruction clearer.



A. TIME CONNECTIVES

1. (First / Softly), place the clean cup on the table.
2. (Next / Yellow), pour in the water.
3. (Finally / Tiny), put the materials away.



B. PRECISE VERBS

4. (Put / Chop) the banana into small pieces.
5. (Do / Stir) the mixture with a spoon.
6. (Cut / Fold) the paper in half.



C. ADVERBS

7. Carry the full cup (carefully / noisily).
8. Stir the yoghurt (gently / brightly).
9. Press the sticker (firmly / yesterday).

Power-up challenge

Do the paper.

Rewrite it with a precise verb and an adverb.

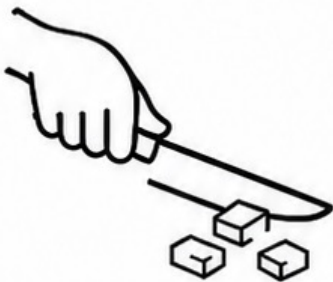
Power Up the Steps 1

Circle the word that makes each instruction clearer.



A. TIME CONNECTIVES

1. First / Softly), place the clean cup on the table.
2. Next / Yellow), pour in the water.
3. (Finally) / Tiny), put the materials away.



B. PRECISE VERBS

4. (Put / Chop) the banana into small pieces.
5. Do / Stir the mixture with a spoon.
6. Cut / Fold the paper in half.



C. ADVERBS

7. Carry the full cup (carefully) / noisily).
8. Stir the yoghurt (gently) / brightly).
9. Press the sticker (firmly) / yesterday).

Power-up challenge

Do the paper.

Rewrite it with a precise verb and an adverb.

Carefully fold the paper in half.

Name: _____

Date: _____

Power Up the Steps 2

How to Make a Bookmark

Rewrite each vague step so a reader knows exactly what to do.

Materials

card, ruler, scissors, coloured pencils, ribbon, hole punch



1.

WEAK STEP

Get the things.

Clue: collect every material before you begin.

CLEAR STEP

2.

WEAK STEP

Do the card.

Clue: measure and cut a rectangle 5 cm wide and 15 cm long.

CLEAR STEP

3.

WEAK STEP

Put it there.

Clue: make a small hole at the top of the card.

CLEAR STEP

4.

WEAK STEP

Make it nice.

Clue: add the ribbon and decorate the bookmark.

CLEAR STEP

Remember: use time connectives, precise verbs, useful noun groups and adverbs.

Name: ANSWERS

Date: _____

Power Up the Steps 2

How to Make a Bookmark

Rewrite each vague step so a reader knows exactly what to do.

Materials

card, ruler, scissors, coloured pencils, ribbon, hole punch



1.

WEAK STEP

Get the things.

Clue: collect every material before you begin.

CLEAR STEP

First, collect the card, ruler, scissors, coloured pencils, ribbon and hole punch.

2.

WEAK STEP

Do the card.

Clue: measure and cut a rectangle 5 cm wide and 15 cm long.

CLEAR STEP

Next, carefully measure and cut a rectangle 5 cm wide and 15 cm long.

3.

WEAK STEP

Put it there.

Clue: make a small hole at the top of the card.

CLEAR STEP

Then, punch a small hole at the top of the card.

4.

WEAK STEP

Make it nice.

Clue: add the ribbon and decorate the bookmark.

CLEAR STEP

Finally, thread the ribbon through the hole and decorate the bookmark.

Remember: use time connectives, precise verbs, useful noun groups and adverbs.

Name: _____

Date: _____

Compare Two Procedures 1

Read the two procedures. Think about purpose and audience.

TEXT A: FOR A YEAR 2 STUDENT

Pack Your Own Snack Box

Materials

- one whole apple
- four crackers
- two cheese cubes
- one water bottle
- one snack box

Method

1. First, wash your hands and the apple.
2. Next, place the apple, crackers and cheese cubes in the snack box.
3. Then, fill the water bottle and close the lid tightly.
4. Finally, put the snack box and water bottle in your school bag.



TEXT B: FOR AN ADULT

Pack a Snack Box for a Younger Child

Materials

- one peeled mandarin
- three soft crackers
- two thin cheese slices
- one small water bottle
- one snack box

Method

1. First, wash your hands and the mandarin.
2. Next, separate the mandarin into small pieces.
3. Then, place the soft crackers, cheese slices and mandarin pieces in the snack box.
4. Finally, fill the small water bottle, close the lid and pack it beside the snack box.

1. What purpose do both procedures share?

2. Who is the audience for Text A?

3. Who is the audience for Text B?

4. Write one material that is different in the two texts.

Text A: _____

Text B: _____

5. Why does Text B use small pieces and thin slices?

6. Which text tells the reader to separate a mandarin?

☐ Text A

☐ Text B

Compare Two Procedures 1

Read the two procedures. Think about purpose and audience.

TEXT A: FOR A YEAR 2 STUDENT Pack Your Own Snack Box

Materials

- one whole apple
- four crackers
- two cheese cubes
- one water bottle
- one snack box

Method

1. First, wash your hands and the apple.
2. Next, place the apple, crackers and cheese cubes in the snack box.
3. Then, fill the water bottle and close the lid tightly.
4. Finally, put the snack box and water bottle in your school bag.



TEXT B: FOR AN ADULT Pack a Snack Box for a Younger Child

Materials

- one peeled mandarin
- three soft crackers
- two thin cheese slices
- one small water bottle
- one snack box

Method

1. First, wash your hands and the mandarin.
2. Next, separate the mandarin into small pieces.
3. Then, place the soft crackers, cheese slices and mandarin pieces in the snack box.
4. Finally, fill the small water bottle, close the lid and pack it beside the snack box.

1. What purpose do both procedures share?
to explain how to pack a snack box

2. Who is the audience for Text A?
a year 2 student

3. Who is the audience for Text B?
an adult packing for a younger child

4. Write one material that is different in the two texts.

Text A: one whole apple

Text B: one peeled mandarin

5. Why does Text B use small pieces and thin slices?

The food is easier and safer for a younger child to eat.

6. Which text tells the reader to separate a mandarin?

☐ Text A

☒ Text B

Name: _____

Date: _____

Compare Two Procedures 2

Use the two snack-box procedures on page 1. Add details to the organiser.

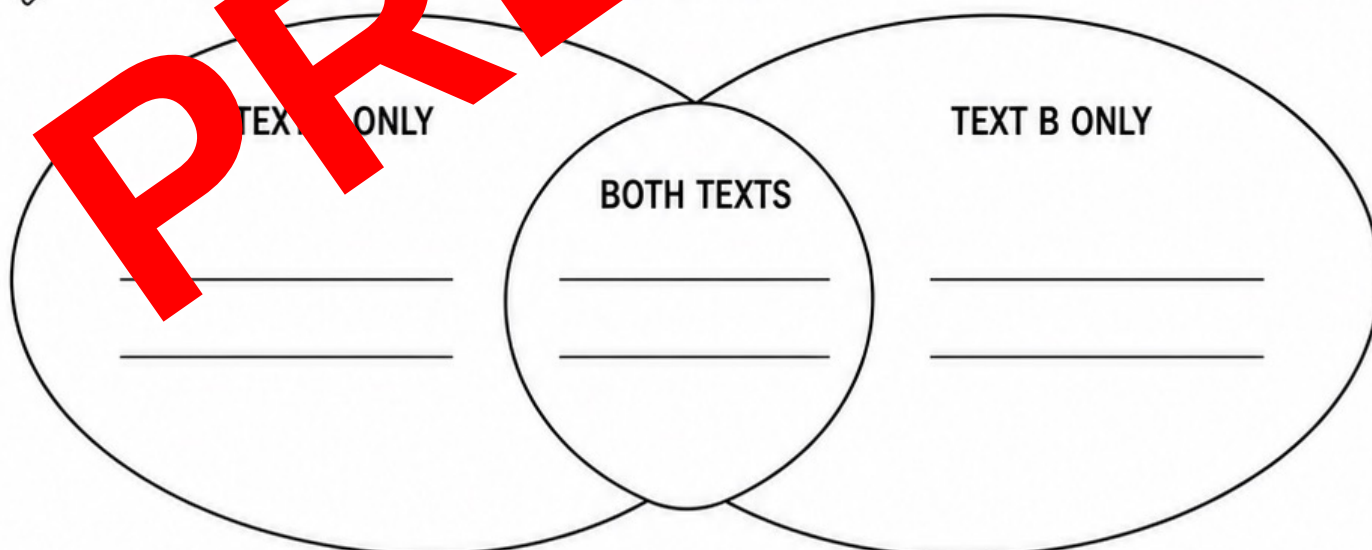


Compare the Big Ideas

Feature	Text A	Text B
Purpose	_____ _____	_____ _____
Audience	_____ _____	_____ _____
Structure	_____ _____	_____ _____
One language clue	_____ _____	_____ _____



What Is the Same? What Is Different?



How did the different audiences change the procedures?

Name: ANSWERS

Date: _____

Compare Two Procedures 2

Use the two snack-box procedures on page 1. Add details to the organiser.

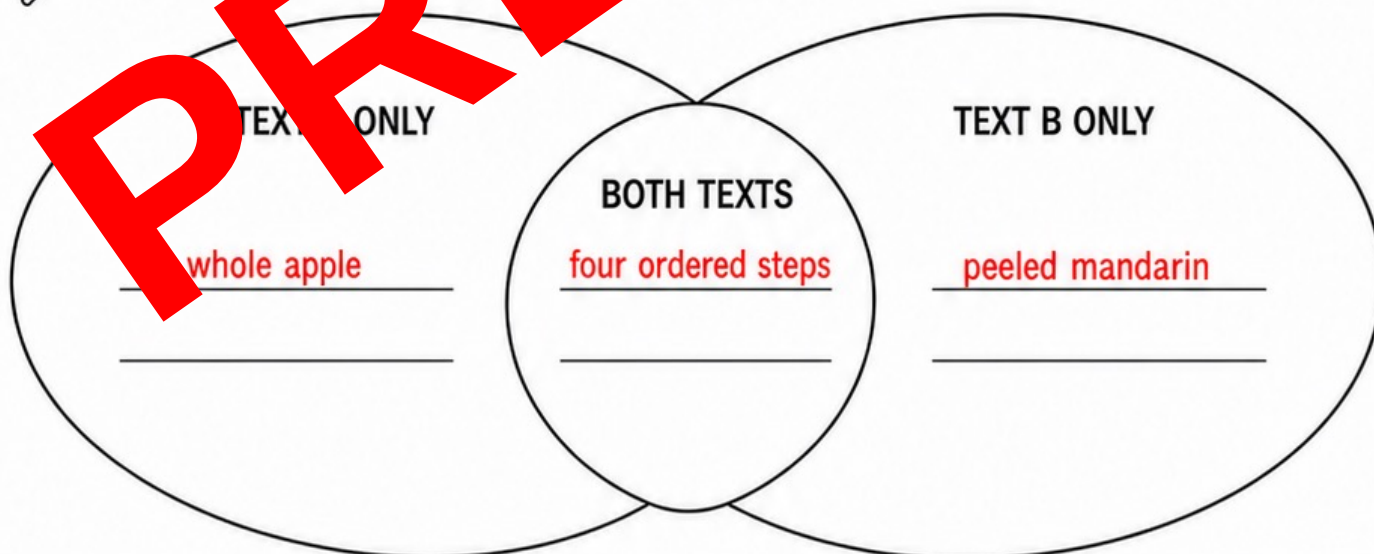


Compare the Big Ideas

Feature	Text A	Text B
Purpose	<u>explain how to pack your own snack box</u> _____	<u>explain how to pack for a younger child</u> _____
Audience	<u>Year 2 student</u> _____	<u>adult</u> _____
Structure	<u>title, materials, method</u> _____	<u>title, materials, method</u> _____
One language clue	<u>your school bag</u> _____	<u>small pieces</u> _____



What Is the Same? What Is Different?



How did the different audiences change the procedures?

Text B uses smaller, softer food and more preparation because the snack
is for a younger child.

Name: _____

Date: _____

Plan and Write 1

Plan a clear procedure for a familiar audience.

1. My topic

2. My purpose

This procedure will explain how to



3. My audience

☐

younger child

☐

classmate

☐

family member

☐

other: _____



4. Title

5. Materials

- _____
- _____
- _____
- _____
- _____
- _____
- _____

6. Ordered steps



1. First, _____

2. Next, _____

3. Then, _____

4. Finally, _____

TIME WORDS

First • Next • Then • After that • Finally

Name: _____

Date: _____

Plan and Write 2



Use your plan to draft, reread and edit your procedure.

Title

Materials

- _____
- _____
- _____
- _____

Method

1. First,

2. Next,

3. Then,

4. After that,

5. Finally,

EDITING CHECKLIST

- ☐ I wrote a clear title.
- ☐ I listed the materials.
- ☐ My steps are in order.
- ☐ I used time connectives.
- ☐ I used precise verbs.
- ☐ I checked capitals and full stops.



Name: _____

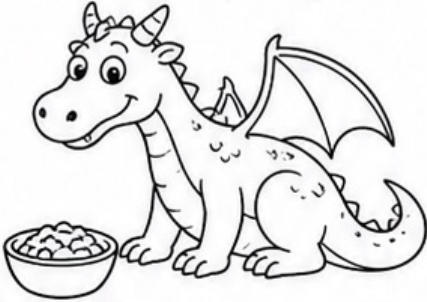
Date: _____

Imaginative Procedure 1

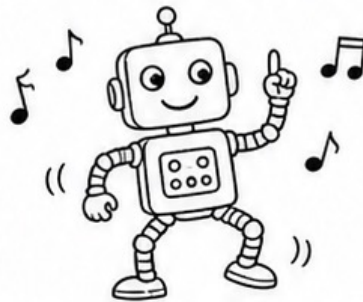
Choose an imaginative topic. Plan what a reader must do.

☐

How to Feed a
Friendly Dragon

☐

How to Teach a
Robot to Dance

☐

How to Wake a
Sleepy Giant



My audience

Who needs these instructions?

Title

Materials

- _____
- _____
- _____
- _____
- _____

Four clear steps

1. _____

2. Next, _____

3. Then, _____

4. Finally, _____

Make it clear: Could someone follow your steps exactly?

Name: _____

Date: _____

Imaginative Procedure 2

Use your plan to write a complete imaginative procedure.



USEFUL WORD BANK

TIME WORDS	PRECISE VERBS	ADVERBS	NOUN GROUPS
First • Next • Then • After that • Finally	gather • place • whisper • tap • sprinkle • twist	carefully • gently • quietly • slowly • bravely	two shiny buttons • a tiny glowing key • the enormous silver spoon

Title

Materials

- _____
- _____
- _____
- _____

Method

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

FINAL CHECK

- ☐ clear title ☐ materials listed ☐ steps in order ☐ precise words ☐ capitals and full stops

Name: _____

Date: _____

Edit the Procedure

Fix the order, clarity, capitals and punctuation.

MESSY DRAFT

how to make a paper crown

materials

a long card strip crayons sticky tape child-safe scissors

method



A finally, tape it	Order ☐
B next, measure the card around your head	Order ☐
C first, get the stuff	Order ☐
D decorate it nicely	Order ☐
E cut the card strip to fit	Order ☐

1. Rewrite the title with correct capital letters.

2. Rewrite the materials list with commas.

3. Number the five Order boxes from 1 to 5.

4. Rewrite the two vague steps so they are clear and correctly punctuated.

C: first, get the stuff

A: finally, tape it

Name: ANSWERS

Date: _____

Edit the Procedure

Fix the order, clarity, capitals and punctuation.

MESSY DRAFT

how to make a paper crown

materials

a long card strip crayons sticky tape child-safe scissors

method



A finally, tape it	Order 5
B next, measure the card around your head	Order 2
C first, get the stuff	Order 1
D decorate it nicely	Order 4
E cut the card strip to fit	Order 3

1. Rewrite the title with correct capital letters.

How to Make a Paper Crown

2. Rewrite the materials list with commas.

a long card strip, crayons, sticky tape, child-safe scissors

3. Number the five Order boxes from 1 to 5.

4. Rewrite the two vague steps so they are clear and correctly punctuated.

C: first, get the stuff

First, collect a long card strip, crayons, sticky tape and child-safe scissors.

A: finally, tape it

Finally, tape the ends of the card strip together.

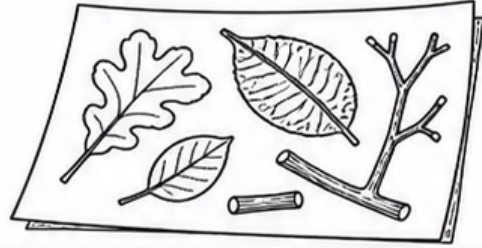
Assessment: Mini Nature Collage 1

Planning Page

Name: _____

Date: _____

Your class will teach a younger buddy how to make a mini nature collage. Plan a clear procedure that the buddy can follow.



1. Purpose

My procedure will explain how to _____

2. Audience

The reader will be _____

3. Title

4. Materials

- _____
- _____
- _____
- _____
- _____

5. Ordered steps

1. First,	_____
2. Next,	_____
3. Then,	_____
4. After that,	_____
5. Finally,	_____

WORDS I PLAN TO USE

precise verb: _____

adverb: _____

noun group: _____

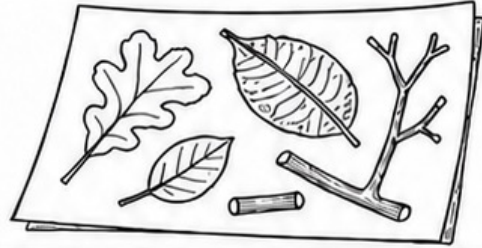
Assessment: Mini Nature Collage 1

Planning Page

Name: ANSWERS

Date: _____

Your class will teach a younger buddy how to make a mini nature collage. Plan a clear procedure that the buddy can follow.



1. Purpose

My procedure will explain how to
make a mini nature collage

2. Audience

The reader will be a younger buddy

3. Title

How to Make a Mini Nature Collage

4. Materials

- one sheet of paper
- three fallen leaves
- two small twigs
- glue
- crayons

5. Ordered steps

- | | |
|----------------|---|
| 1. First, | • <u>collect three fallen leaves and two small twigs.</u> |
| 2. Next, | • <u>arrange the leaves and twigs on the paper.</u> |
| 3. Then, | • <u>carefully glue each item in place.</u> |
| 4. After that, | • <u>draw extra nature details with crayons.</u> |
| 5. Finally, | • <u>let the collage dry and show it to your buddy.</u> |

WORDS I PLAN TO USE

precise verb: arrange

adverb: carefully

noun group: three fallen leaves

Name: _____

Date: _____

Assessment: Mini Nature Collage 2



Drafting Page

Use your plan to write the complete procedure for a younger buddy.

Title

Materials

- _____
- _____
- _____
- _____
- _____

Method

1. _____

2. _____

3. _____

4. _____

5. _____

SELF-CHECK ✓

- ☐ clear purpose
- ☐ right for a younger buddy
- ☐ title, materials and method
- ☐ steps in a clear order
- ☐ time connectives
- ☐ precise verbs and describing words
- ☐ capitals and punctuation

Name: ANSWERS

Date: _____

Assessment: Mini Nature Collage 2

Drafting Page



Use your plan to write the complete procedure for a younger buddy.

Title

How to Make a Mini Nature Collage

Materials

- one sheet of paper
- three fallen leaves
- two small twigs
- glue
- crayons

Method

1. First, collect three fallen leaves and two small twigs.
2. Next, arrange the leaves and twigs on the paper.
3. Then, carefully glue each item in place.
4. After that, draw extra nature details with crayons.
5. Finally, let the collage dry and show it to your younger buddy.

SELF-CHECK ✓

- ☒ clear purpose
- ☒ right for a younger buddy
- ☒ title, materials and method
- ☒ steps in a clear order
- ☒ time connectives
- ☒ precise verbs and describing words
- ☒ capitals and punctuation

Procedural Texts Year 2 Rubric

Assessment Task: Mini Nature Collage

Student: _____ Date: _____ Teacher: _____

CRITERION	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Purpose and audience	Purpose is unclear. Reader is not considered.	Includes a simple purpose. Shows some awareness of the reader.	Purpose is clear. Choices suit the intended audience.	Purpose and language clearly guide the intended audience.	Purpose is precise. Audience needs shape every choice.
Structure	Important parts are missing.	Includes some materials and steps.	Includes a clear title, materials and method.	All parts are complete and well organised.	Structure is complete, balanced and especially easy to use.
Sequence	Steps are missing or out of order.	Some steps are ordered, with gaps.	Steps are logical and use connectives.	Sequence is clear, complete and consistently linked.	Sequence is smooth, detailed and effortless to follow.
Language choices	Uses vague verbs and very simple wording.	Uses some action verbs and useful details.	Uses precise verbs, words and phrases.	Uses varied precise language and a useful compound sentence.	Language is deliberate, vivid, concise and highly effective.
Conventions	Frequent errors make meaning hard to follow.	Some capitals, punctuation and spelling are correct.	Capitalisation, punctuation and spelling are mostly correct.	Conventions are consistently correct and support meaning.	Writing is accurately edited and polished throughout.
OVERALL LEVEL	☐ Beginning	☐ Developing	☐ Achieving	☐ Confident	☐ Exceeding

FEEDBACK

Procedure Texts



Our Learning Goals

We are learning to read, compare and write a procedure text.

By the end, you can:

- explain a procedure, purpose and audience
- identify its structure and language features
- plan, draft and edit a procedure text for a reader



What Is a Procedural Text?

A procedural text explains how to make or do something.

Purpose: guide the reader to a result.

Audience: the person or group who will follow the steps.

Examples include recipes, game rules, and instructions and directions.



Same Topic, Different Purpose

Procedure: How to Plant a Bean Seed

- tells a reader what to do
- uses materials and numbered steps

Information text: How a Bean Seed Grows

- explains facts and changes
- uses description and labelled information

The topic can be the same while the purpose is different.



The Main Parts

1. Title — tells what the reader will make or do.
 2. Materials or ingredients — lists everything needed before starting.
 3. Method — gives actions in a logical order.
- Some procedures also include a goal, picture, tip or warning.



A Title for the Audience

A useful title tells the reader exactly what the book will be about.

Too broad: Bird Feeder

Clear: How to Make a Simple Bird Feeder

Think about the audience. A younger reader may need shorter words, extra detail and a picture.



Materials: Ready Before You Start

List every item the reader needs. Add quantities for units where they help.

Vague: paper, cup, string

Clear: one square sheet of paper, two clean paper cups, 30 cm of string

Clear noun groups help the reader choose the correct materials.



Method: One Clear Action at a Time

Each step should:

- begin with a precise action verb
- give one main action
- include useful detail
- appear in a logical order

Example: Carefully pour the water into the shallow bowl.



Show the Sequence

Numbered steps and time connectives help the reader follow the order.

First → Next → Then → After that → Finally

Use the connective that makes the order easy to understand. Do not add one when the step number already makes the order clear.



Precise Verbs

Verbs show the actions the reader must take

Weak: do, put, make

Precise: fold, pour, stick, attach, glue, place, press, sprinkle

Compare:

Put it there.

Press the card onto the surface of the card.



Helpful Adverbs

An adverb can explain how an action should happen.

carefully • gently • firmly • slowly • evenly

Fold the paper.

Carefully fold the paper in half.

Use an adverb only when it gives the reader useful information.



Clear Noun Group

A noun group names an item and can add helpful details.

article or number + adjective + noun

a cup → one clean paper cup

string → a long piece of strong string

Precise noun groups make materials and actions easier to picture.



Joining Related Actions

A compound sentence can join two closely related actions using and, but or so.

Mix the paint and brush it across the wall.

Hold the cup firmly so it doesn't tip.

Join actions only when the sentence is clear. Separate steps are often easier to follow.



Model: How to Make a Paper Spinner

Materials: one square sheet of paper, pencil, and scissors

1. First, fold the paper in half and open it again.
2. Next, fold each corner toward the center line.
3. Carefully cut along the two short edges.
4. Finally, hold the top point and let your spinner twirl.

What does it look like when you find?



Feature Detective

Read the model procedure again. Find and explain:

- the title and intended audience
- the materials and quantities
- the sequence of steps
- the precise action verbs
- one advanced noun-phrase detail

How does each feature help the reader?



Sequence Challenge: Mini Bird Bath

Put these actions in a safe, logical order:

- add clean water
- choose a shady outdoor place
- wash a shallow dish
- place a few smooth stones inside
- scrub with on a clean surface

check the water every day

which one should you decide?



Compare Two Procedures

Procedure A: A lunch-box note for a classroom

Procedure B: A snack guide for a younger child

Compare:

- purpose and audience
- title and materials
- overall level of detail

verbs, nouns, groupings, safety language

Which choices change for the younger reader?



Plan Before You Write

Decide:

- What will the reader make or do?
- Who is the audience?
- What title will be clear?
- Which materials and quantities are needed?
- What will she do the reader each?
- Lay the steps aloud in the order.



Draft Clear Steps

Write one main action in each numbered step.

Start with a precise verb.

Add only the detail the reader needs.

Keep pronouns clear — name the item when “it” could be confusing.

Read each step as if you are doing the action.



Edit for a Reader

Check:

- ✓ Purpose — will the reader reach the result?
 - ✓ Structure — title, materials, methods are complete
 - ✓ Meaning — each action and item is clear
 - ✓ Order — nothing is missing or misplaced
 - ✓ Conventions — spelling, commas and punctuation
- Ask a partner to follow the procedure in their mind.



Shared Writing

Let's co-create: How to Borrow a Classroom Book

Agree on the audience and purpose.

List what the reader needs.

Order the actions from choosing a book to returning it.

Choose precise verbs and useful details.

Read a finished procedure and improve one step.



Reflect and Explain

Turn and talk:

What makes a procedure easy to follow?

Which feature helps a reader most? Why?

How can the intended audience choose their word choices and detail?

Finish: A clear procedure text needs ...





Well Done!



PREVIEW

Procedural Texts Quiz



Question 1 of 10

What is the main purpose of a procedural text?

- A. To describe a character
- B. To explain how to make or do something
- C. To report news
- D. To persuade someone



Answer 1

Correct answer: B

A procedural text explains how to make or do something by giving the reader clear, ordered instructions.



Question 2 of 10

True or false?

The intended audience can affect the words and amount of detail in a procedure.



Answer 2

True

Writers choose words, explanations and safety details that suit the intended reader.



Question 3 of 10

Name the three main parts of procedural law



Answer 3

Title

Materials or ingredients

Method



Question 4 of 10

Which word is a time connector?

A. Carefully

B. Spoon

C. Finally

D. Right



Answer 4

Correct answer: C – Finally

Time connectives help you know when a step happens in the sequence.



Question 5 of 10

True or false?

Verbs show the action the reader must take.



Answer 5

True

Precise verbs such as cut, pour, and attach tell the reader exactly what action to do.



Question 6 of 10

Which is the clearest step?

A. Do the paper.

B. Carefully fold the paper in half.

C. Put it the

D. ... the next bit.



Answer 6

Correct answer: B

Carefully fold the paper in half.

It uses a precise verb, a helpful verb and a clear detail.



Question 7 of 10

Give one clear noun group for material.

Include a number or article, a describing word and a noun.



Answer 7

Example answer: two clean power co
Other precise noun groups are also correct.



Question 8 of 10

Which is a compound sentence?

A. Mix the paint.

B. Carefully stir.

C. Mix the paint and brush it across the card.

D. The paint is dry.



Answer 8

Correct answer: C

Mix the paint and brush it across the canvas.

The conjunction 'and' joins two related actions.



Question 9 of 10

True or false?

Quantities or units can make a material not clearer.



Answer 9

True

Details such as two cents or 30% of stock help the reader prepare the correct amount.



Question 10 of 10

Improve this vague instruction

Do the next bit.

Use a precise verb and one useful detail.



Answer 10

Example answer: Gently press the red circle in the centre of the card.

Any clear action step with a precise verb and useful detail is correct.





Well Done!



PREVIEW