



Teacher Guide: *Procedural Writing with Stone Soup*

Focus: Writing clear instructions using sequencing words and command (bossy) verbs

Time: ~15- 20 minutes

Text Connection: *Stone Soup* (mentor text)

Curriculum Link:

3RI.09 - Follow written instructions to carry out an activity.

3RI.05 - Identify, discuss and compare the purposes and features of different non-fiction text types.

3WS.01 - Write a logical sequence of events or ideas.

Learning Intention (WALT)

Students will write clear instructions based on a shared story.

Success Criteria (WILF)

- I can orally retell steps in the correct order.
- I can use time/order words (First, Next, Then, Finally).
- I can write clear instructions using command (bossy) verbs.
- I can use correct punctuation in my sentences.

Materials & Prep

- Project the slideshow
- Mini whiteboards + markers/erasers (or paper)
- Mentor text: *Stone Soup* (book or video read-aloud option from Storyline Online on slide 2)

Teacher Tip! A quick oral recap of the story helps students sequence actions before writing.

BEN the Spelling Bee

Introduce Ben as the helper who notices action words and new vocabulary.

Teacher talk:

“Ben noticed the word *stir*. Today, we’re going to pay attention to the action words we use when we explain how to do something.”

You might add *stir* to your Word Wall with a quick student-friendly definition.



Look-Label-Write

Have students look at the image. Label the important elements (who, what, when, where, why?). Ask them to **write or verbally share** a complete sentence about the picture.

Minds On - Sequencing in Real Life

Students describe their morning routine using sequencing words.

How to run it:

1. Ask: “What do you do in the morning to get ready for school?”
2. Invite students to respond using **first, next, then, finally**.
3. A few oral examples help set the structure for procedural writing.

Look-fors (Assessment for Learning):

- Students use time/order words to sequence actions.
- Students describe steps in a logical order.

Quick scaffold:

Model one example aloud if needed (e.g., “First, I brush my teeth. Next, I get dressed...”).

What Do Good Instructions Have?

This slide names the key features of strong procedural writing (title, ordered steps, command verbs, clear details, correct punctuation).

How to use it:

- Briefly scan the checklist with students.
- Connect back to the story: “Did the villagers follow steps when making the soup?”
- This slide can act as a visual anchor for expectations during writing.

Let's Practice Together

Optional group work prior to writing activity:

If you would like to place additional emphasis on *bossy verb* expansion, you may include the following optional group activity.



How to run it:

1. Explain to students that they will be revising and expanding their understanding of *bossy verbs* (imperative verbs).
2. Divide the class into small groups.
3. Provide each group with a large sheet of paper or a whiteboard space.
4. Ask groups to create a **mind map** with *Bossy Verbs* written in the centre.
5. Instruct students to brainstorm and record as many bossy verbs as they can around the centre word.

Instruction writing:

Students write 1- 2 clear instruction sentences using command verbs and full stops.

How to run it:

1. Model one instruction (e.g., “Add the vegetables to the pot.”).
2. Students write their own short instruction(s).

Invite a couple of examples to share and notice clarity.

Look-fors:

- Sentences begin with command verbs (add, stir, mix, put).
- Steps are specific enough to follow.

Independent Procedural Writing

Students write a short procedural text (5 - 6 steps) on a topic of their choice (e.g., how to make slime, how to build a LEGO tower, how to draw a character).

Juicy sentence starters (optional supports):

- “First, begin by...”
- “Finally, make sure you...”
- “When you are finished, ...”
- “In the end, ...”

UDL & Differentiation

- **Support:** Students can orally rehearse steps with a partner before writing.
- **Challenge:** Invite strong writers to add a clear title and include specific details or safety tips.
- **Alternative option:** Students can draw each step and label with one instruction sentence.



Author's Chair & Feedback

Invite 2 - 3 students to share one step or their full set of instructions.

2 Stars & 1 Wish:

- “That step was clear because...”
- “I could follow that instruction easily...”
- “One way to make it even clearer might be...”

Detail Detective Challenge:

Students are looking out for bossy verbs in their classmate’s writing. Have them quietly hold up the handsign to share that they’ve spotted it. You can ask students to share what they found.

Teacher Tip!

Model one piece of feedback first so students hear what kind, specific feedback sounds like.

What to Look For (Assessment)

- Are steps written in a logical order?
- Are students using command verbs?
- Would another student be able to follow the instructions?