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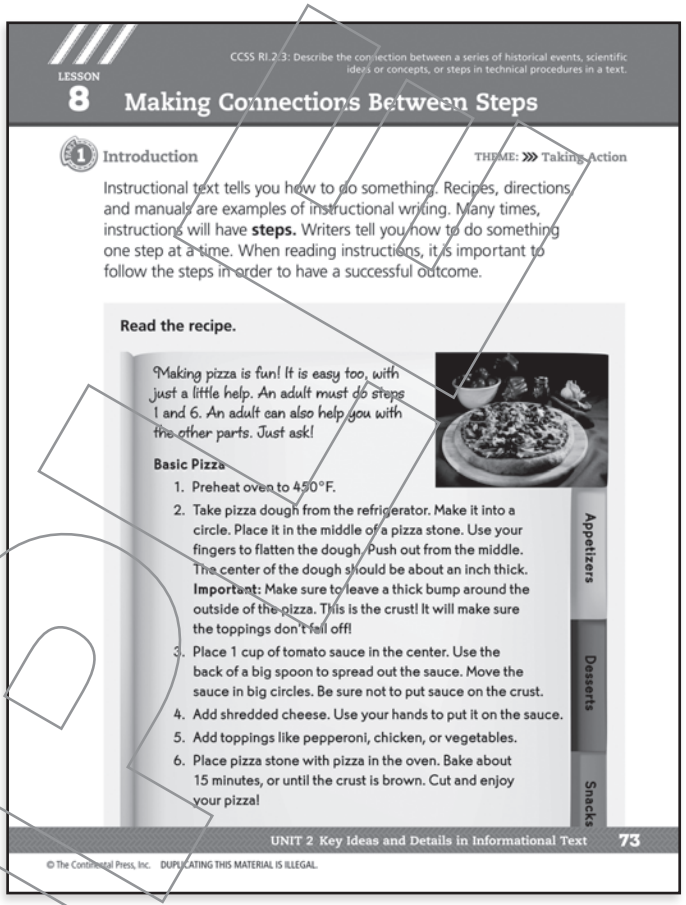
Common Core State Standard

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

THEME: Taking Action

PART 1 Introduction

Read, or have students read, the instructional text. Work through the examples as a class. Students should closely read the text to recognize that informational text is often presented in a sequence of steps. Emphasize that following the order stated in the instructions is important for a good outcome, and discuss what might happen if the sequence is not followed.



LESSON 8 Making Connections Between Steps

CCSS RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

PART 1 Introduction THEME: Taking Action

Instructional text tells you how to do something. Recipes, directions, and manuals are examples of instructional writing. Many times, instructions will have **steps.** Writers tell you how to do something one step at a time. When reading instructions, it is important to follow the steps in order to have a successful outcome.

Read the recipe.

Making pizza is fun! It is easy too, with just a little help. An adult must do steps 1 and 6. An adult can also help you with the other parts. Just ask!

Basic Pizza

1. Preheat oven to 450°F.
2. Take pizza dough from the refrigerator. Make it into a circle. Place it in the middle of a pizza stone. Use your fingers to flatten the dough. Push out from the middle. The center of the dough should be about an inch thick. **Important:** Make sure to leave a thick bump around the outside of the pizza. This is the crust! It will make sure the toppings don't fall off!
3. Place 1 cup of tomato sauce in the center. Use the back of a big spoon to spread out the sauce. Move the sauce in big circles. Be sure not to put sauce on the crust.
4. Add shredded cheese. Use your hands to put it on the sauce.
5. Add toppings like pepperoni, chicken, or vegetables.
6. Place pizza stone with pizza in the oven. Bake about 15 minutes, or until the crust is brown. Cut and enjoy your pizza!

Appetizers Desserts Snacks

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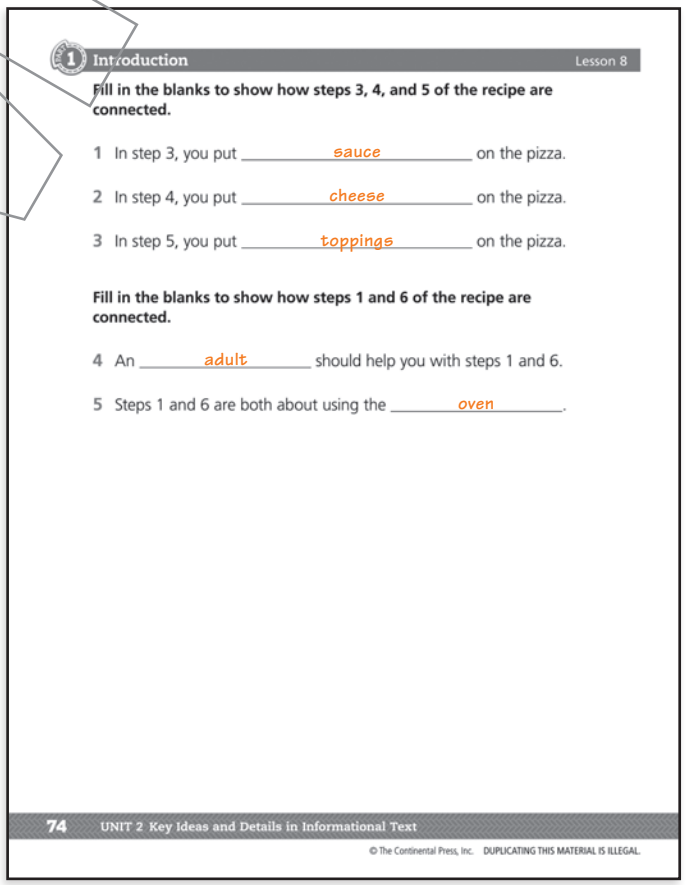

PART 1 Introduction Lesson 8

Fill in the blanks to show how steps 3, 4, and 5 of the recipe are connected.

1 In step 3, you put _____sauce_____ on the pizza.

2 In step 4, you put _____cheese_____ on the pizza.

3 In step 5, you put _____toppings_____ on the pizza.

Fill in the blanks to show how steps 1 and 6 of the recipe are connected.

4 An _____adult_____ should help you with steps 1 and 6.

5 Steps 1 and 6 are both about using the _____oven_____.

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SAMPLE

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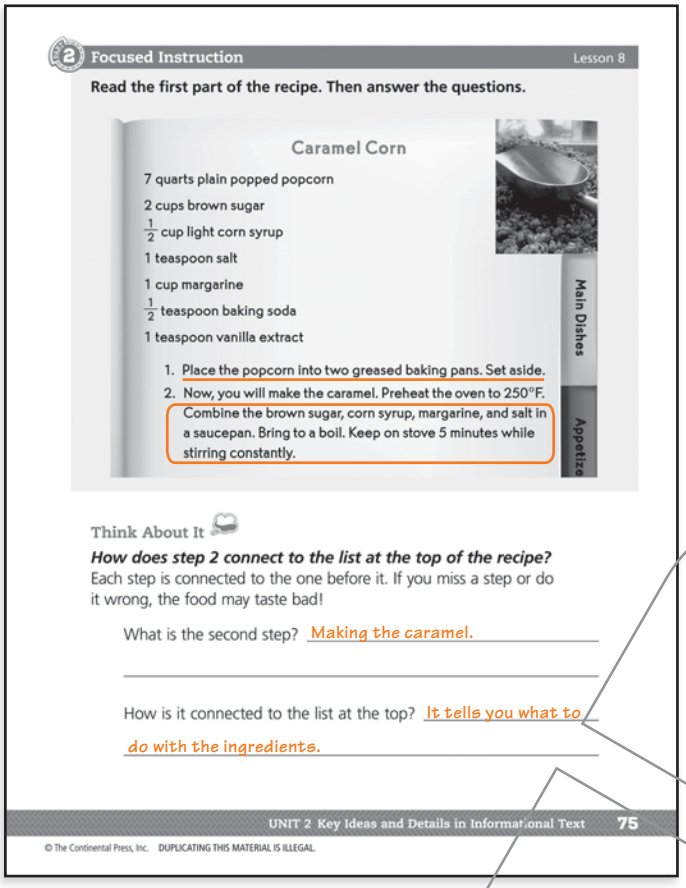

Focused Instruction Lesson 8

Read the first part of the recipe. Then answer the questions.

Caramel Corn

7 quarts plain popped popcorn
2 cups brown sugar
$\frac{1}{2}$ cup light corn syrup
1 teaspoon salt
1 cup margarine
$\frac{1}{2}$ teaspoon baking soda
1 teaspoon vanilla extract

1. Place the popcorn into two greased baking pans. Set aside.
2. Now, you will make the caramel. Preheat the oven to 250°F. Combine the brown sugar, corn syrup, margarine, and salt in a saucepan. Bring to a boil. Keep on stove 5 minutes while stirring constantly.

Main Dishes

Appetize

Think About It

How does step 2 connect to the list at the top of the recipe?
Each step is connected to the one before it. If you miss a step or do it wrong, the food may taste bad!

What is the second step? Making the caramel.

How is it connected to the list at the top? It tells you what to do with the ingredients.

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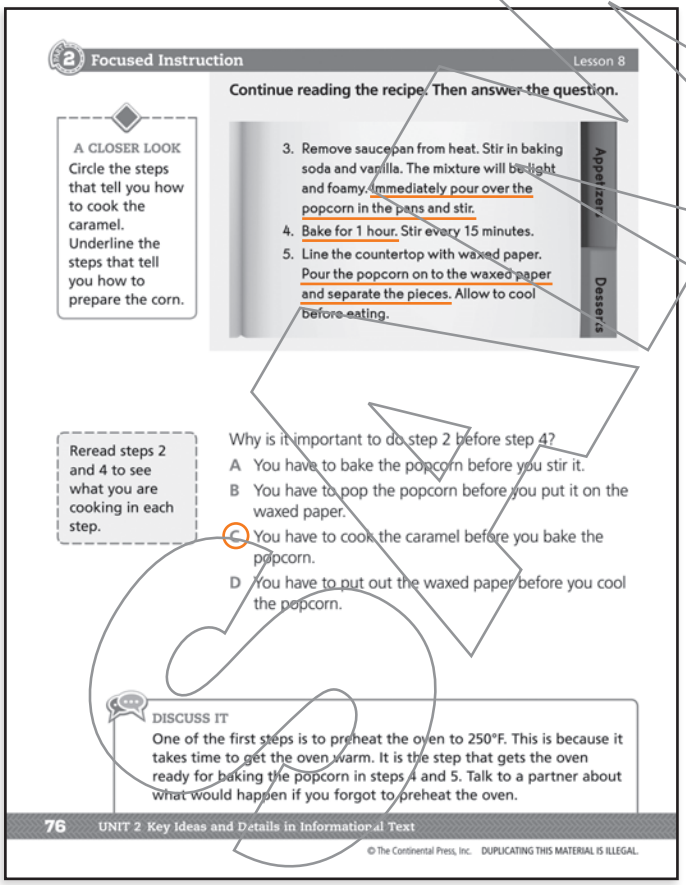

Focused Instruction Lesson 8

Continue reading the recipe. Then answer the question.

A CLOSER LOOK
Circle the steps that tell you how to cook the caramel. Underline the steps that tell you how to prepare the corn.

3. Remove saucepan from heat. Stir in baking soda and vanilla. The mixture will be light and foamy. Immediately pour over the popcorn in the pans and stir.
4. Bake for 1 hour. Stir every 15 minutes.
5. Line the countertop with waxed paper. Pour the popcorn on to the waxed paper and separate the pieces. Allow to cool before eating.

Appetizers

Desserts

Reread steps 2 and 4 to see what you are cooking in each step.

Why is it important to do step 2 before step 4?

A You have to bake the popcorn before you stir it.
B You have to pop the popcorn before you put it on the waxed paper.
C You have to cook the caramel before you bake the popcorn.
D You have to put out the waxed paper before you cool the popcorn.

DISCUSS IT
One of the first steps is to preheat the oven to 250°F. This is because it takes time to get the oven warm. It is the step that gets the oven ready for baking the popcorn in steps 4 and 5. Talk to a partner about what would happen if you forgot to preheat the oven.

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Focused Instruction

Title: Caramel Corn
Genre: Nonfiction: Recipe
Lexile® Measure: 840L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

caramel, extract, margarine, quarts, syrup

A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

Media/Research Activity

Have students use the Internet and library resources to find a recipe for a favorite food, such as chocolate chip cookies. Have students share their findings with the class and compare the order of the steps in the recipes.

ELL Support

Ask students to list words to indicate time or order, such as *first, second, last, then, next, after, before,* and so on. Then have students use these words to describe something they do that involves steps, such as making an ice cream sundae.

Part 3 Guided Practice

Title: Learn How to Be a Clown

Genre: Nonfiction: Informational Text

Lexile® Measure: 620L

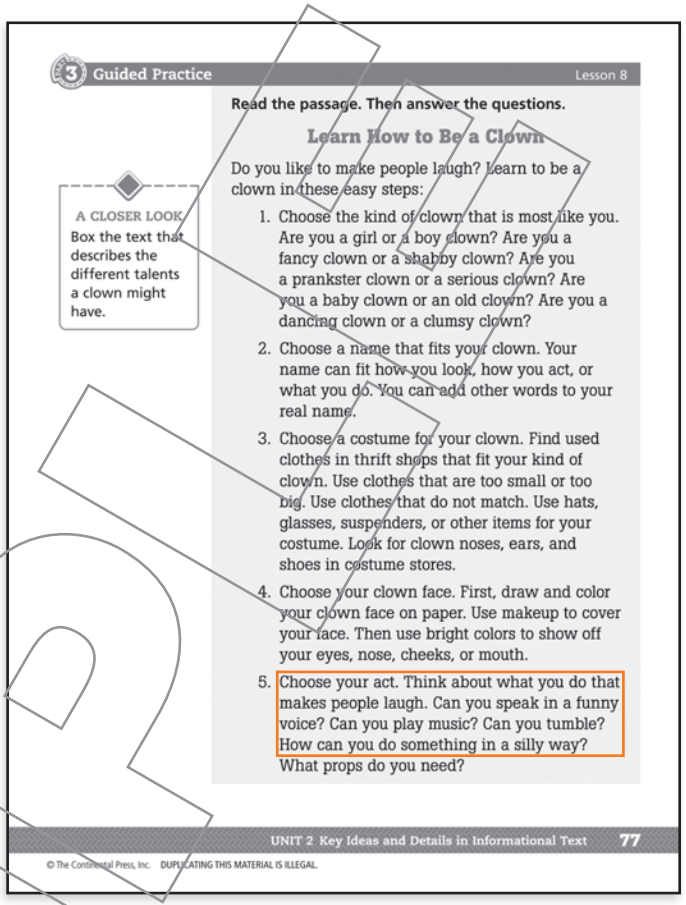
Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary

prankster, props, shabby, suspenders, tumble

Writing Activity

Have students write instructions for how to make a costume for a party or play. Have students share their instructions with the class.



Guided Practice Lesson 8

Read the passage. Then answer the questions.

Learn How to Be a Clown

A CLOSER LOOK
Box the text that describes the different talents a clown might have.

Do you like to make people laugh? Learn to be a clown in these easy steps:

1. Choose the kind of clown that is most like you. Are you a girl or a boy clown? Are you a fancy clown or a shabby clown? Are you a prankster clown or a serious clown? Are you a baby clown or an old clown? Are you a dancing clown or a clumsy clown?
2. Choose a name that fits your clown. Your name can fit how you look, how you act, or what you do. You can add other words to your real name.
3. Choose a costume for your clown. Find used clothes in thrift shops that fit your kind of clown. Use clothes that are too small or too big. Use clothes that do not match. Use hats, glasses, suspenders, or other items for your costume. Look for clown noses, ears, and shoes in costume stores.
4. Choose your clown face. First, draw and color your clown face on paper. Use makeup to cover your face. Then use bright colors to show off your eyes, nose, cheeks, or mouth.
5. Choose your act. Think about what you do that makes people laugh. Can you speak in a funny voice? Can you play music? Can you tumble? How can you do something in a silly way? What props do you need?

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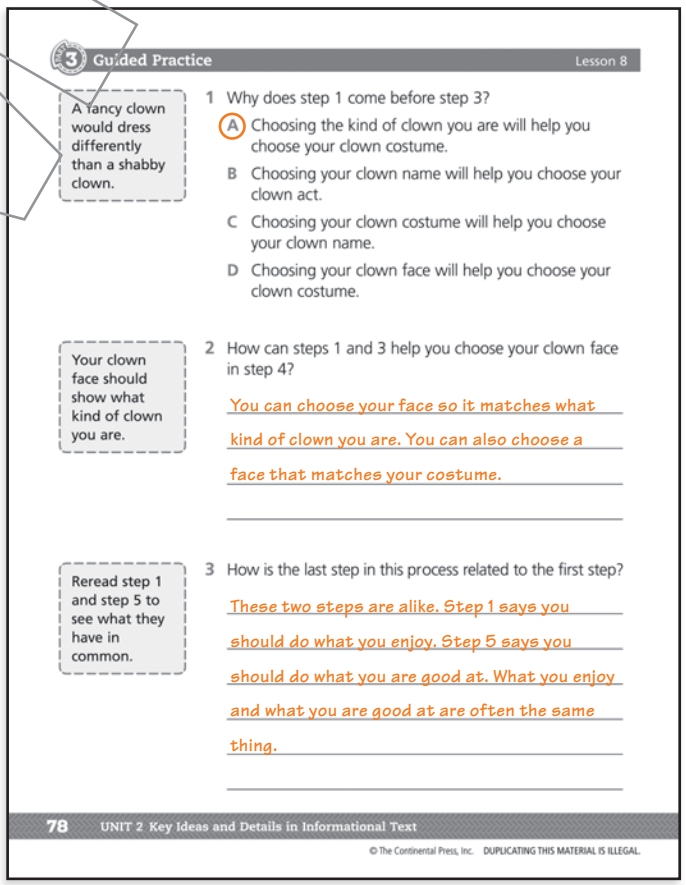

Guided Practice Lesson 8

A fancy clown would dress differently than a shabby clown.

1 Why does step 1 come before step 3?

(A) Choosing the kind of clown you are will help you choose your clown costume.
B Choosing your clown name will help you choose your clown act.
C Choosing your clown costume will help you choose your clown name.
D Choosing your clown face will help you choose your clown costume.

Your clown face should show what kind of clown you are.

2 How can steps 1 and 3 help you choose your clown face in step 4?

You can choose your face so it matches what kind of clown you are. You can also choose a face that matches your costume.

Reread step 1 and step 5 to see what they have in common.

3 How is the last step in this process related to the first step?

These two steps are alike. Step 1 says you should do what you enjoy. Step 5 says you should do what you are good at. What you enjoy and what you are good at are often the same thing.

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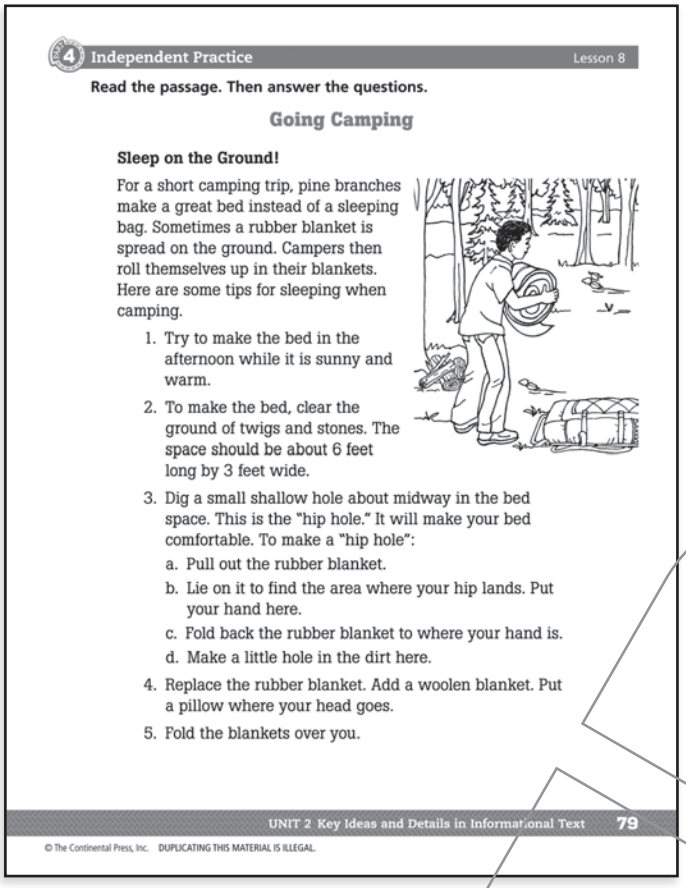

4 Independent Practice Lesson 8

Read the passage. Then answer the questions.

Going Camping

Sleep on the Ground!

For a short camping trip, pine branches make a great bed instead of a sleeping bag. Sometimes a rubber blanket is spread on the ground. Campers then roll themselves up in their blankets. Here are some tips for sleeping when camping.

1. Try to make the bed in the afternoon while it is sunny and warm.
2. To make the bed, clear the ground of twigs and stones. The space should be about 6 feet long by 3 feet wide.
3. Dig a small shallow hole about midway in the bed space. This is the "hip hole." It will make your bed comfortable. To make a "hip hole":
   a. Pull out the rubber blanket.
   b. Lie on it to find the area where your hip lands. Put your hand here.
   c. Fold back the rubber blanket to where your hand is.
   d. Make a little hole in the dirt here.
4. Replace the rubber blanket. Add a woolen blanket. Put a pillow where your head goes.
5. Fold the blankets over you.

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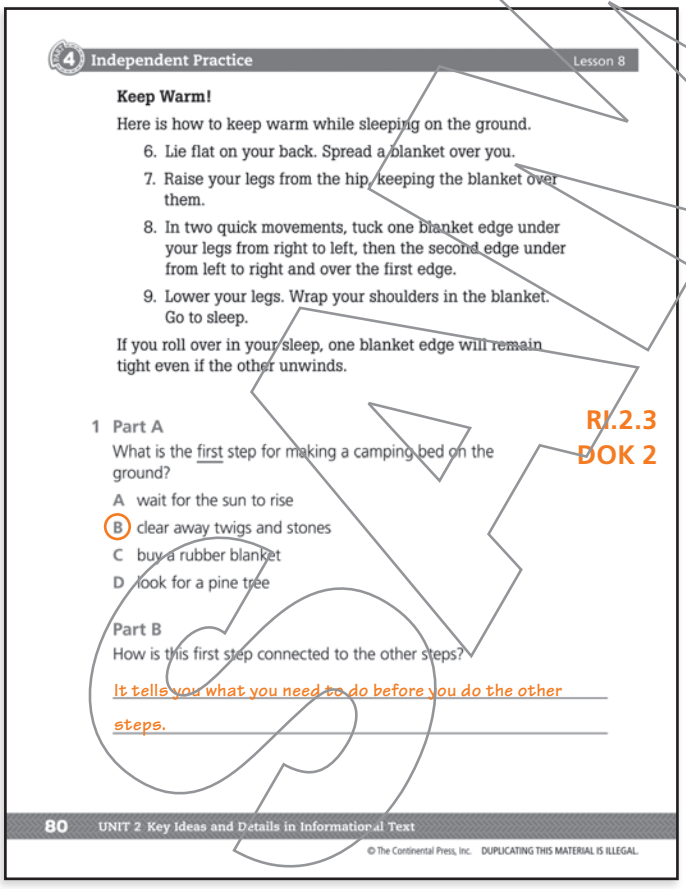

4 Independent Practice Lesson 8

Keep Warm!

Here is how to keep warm while sleeping on the ground.

6. Lie flat on your back. Spread a blanket over you.
7. Raise your legs from the hip, keeping the blanket over them.
8. In two quick movements, tuck one blanket edge under your legs from right to left, then the second edge under from left to right and over the first edge.
9. Lower your legs. Wrap your shoulders in the blanket. Go to sleep.

If you roll over in your sleep, one blanket edge will remain tight even if the other unwinds.

1 Part A RI.2.3 DOK 2

What is the first step for making a camping bed on the ground?

A wait for the sun to rise
(B) clear away twigs and stones
C buy a rubber blanket
D look for a pine tree

Part B

How is this first step connected to the other steps?

It tells you what you need to do before you do the other steps.

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Part 4 Independent Practice

Title: Going Camping
Genre: Nonfiction: Informational Text
Lexile® Measure: 970L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

midway, unwinds, woolen

Speaking/Listening Activity

Invite students to talk about camping trips they may have been on. Ask students to describe the steps for setting up the camp, building a fire, or another activity at the campsite.

Part 4 Independent Practice Answer Analysis

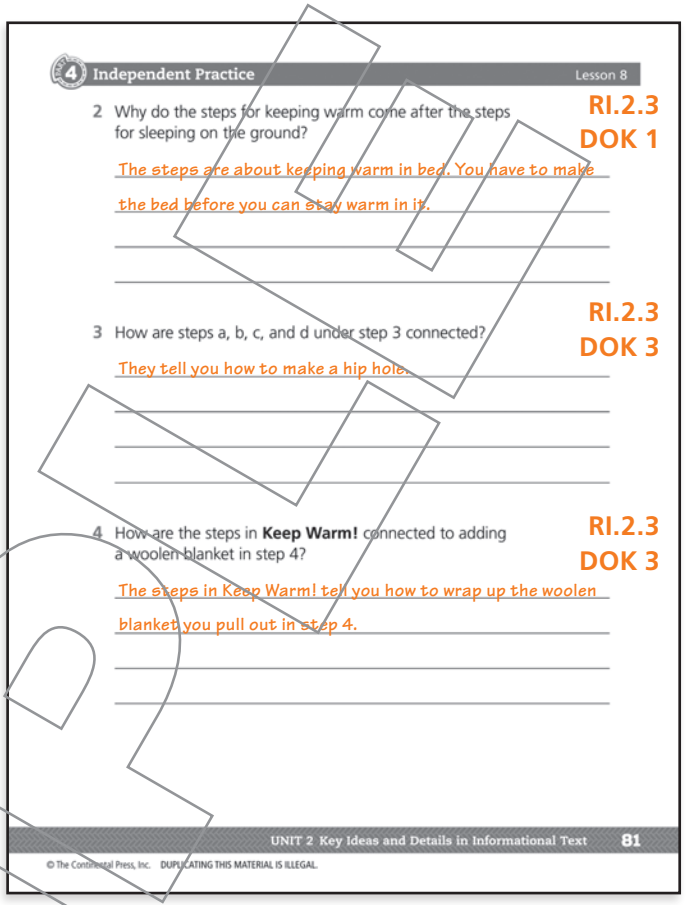
1 PART A Choice B is correct because step 2 says that before you make the bed, you should clear twigs and stones. Choice A is incorrect because waiting for the sun to rise means it is night. Choice C is incorrect because although a rubber blanket is needed, the passage does not list buying one as a step. Choice D is incorrect because the passage says pine branches can be used instead of a sleeping bag, but finding a pine tree is not the first step for actually making the bed.

PART B Answers should include the information that this first step is necessary before the other steps or the bed will not be comfortable.

2 Answers should include the information that the bed with its blankets and pillow must be made before you can stay warm in it.

3 Answers should include the information that steps a, b, c, and d are all parts of making a hip hole. When they are completed, then step 3 of Sleep on the Ground is completed.

4 Answers should include the information that the steps in Keep Warm tell you how to wrap up the woolen blanket added to the bed in step 4. They should recognize that the steps in Keep Warm provide more detailed instructions for step 5, "Fold the blankets over you."



4 Independent Practice Lesson 8

2 Why do the steps for keeping warm come after the steps for sleeping on the ground? RI.2.3 DOK 1

The steps are about keeping warm in bed. You have to make the bed before you can stay warm in it.

3 How are steps a, b, c, and d under step 3 connected? RI.2.3 DOK 3

They tell you how to make a hip hole.

4 How are the steps in **Keep Warm!** connected to adding a woolen blanket in step 4? RI.2.3 DOK 3

The steps in Keep Warm! tell you how to wrap up the woolen blanket you pull out in step 4.

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