Planning: Choices and Justifications

The task to plan a resource collection based upon the findings of a text based grammar analysis that would be accompanied by an assessment rubric suitable for use within a primary classroom, presented many challenges but also opportunities to become accustomed to utilising curriculum documents for the purposes of planning effective pedagogy. The choice of text was an important decision and was driven by a commitment to providing students with sociolinguistic opportunities for ‘real world’ contextualised experiences in the classroom (Tompkins, Campbell & Green, 2012, p.9). The process or instructional text was chosen for this reason and the scope was furthermore narrowed to a focused study of the recipe as a process text encountered in every day life. All aspects of this study are aimed at a Year 4 English and the resources, assessment documents and grammatical analysis has been guided by the Australian Curriculum (AC).

The grammar analysis of the chosen text (appendix 1) has been completed with the AC Years 3-6 Literacy Indicators and the Literacy Monitoring Map for Year 4 English in mind. The analysis of the recipe has also included additional grammatical analysis at a higher cognitive level to ensure deeper understanding of the text by the teacher. The AC Years 3-6 Literacy Indicators and Year 4 Literacy Monitoring Map stipulates attainment guidelines for student achievement and teaching focus across both Receptive (listening, reading, viewing) and Productive (speaking, writing, creating) Modes of Learning; these guidelines inspired the resources, learning activities and assessment rubric. A range of academic texts, including specialist Year 4 English grammar textbooks aligned with the AC, were utilised for the analysis.

The grammatical analysis of the recipe formed the conceptual basis for the collection of teaching resources, however to gain a deeper understanding of how such resources could be used within the classroom in accordance with the AC for Year 4 English, the resources had to be contextualised. For this purpose the Functional Approach: Curriculum Cycle (appendix 2) was adapted to ensure variety in resource production across Modes of Learning and also the opportunity to plan such resources for different phases of the learning process (Derewianka, 1990, p.6). The resources have been created to span the continuum of a ‘mocked up’ Year 4 English teaching unit, from ‘Building a Field of Knowledge’ in the introductory phase of a unit to the culminating phase, ‘Independent Construction of Text,’ accented as the final assessment piece/ rubric of the English unit.

Although the resources are inspired by the findings of the grammar analysis (appendix 1), only one lesson, ‘Verbs in Action’ (appendix 3) overtly teach grammar as a focus whereas the later resources contextualise the grammar within text features, text structure and organisation of the process text. Within ‘Verbs in Action’ resources there is also an emphasis in taking...
verbs from words on the page to actions in real life as this concept reinforces the actual purpose of the process text. As the resources are a snap shot of a Year 4 English unit, it is safe to assume that other learning activities (such as vocabulary lists, spelling lists), lessons and homework tasks would be planned around a focus of grammatical features of the process text moving from verb identification in the introductory phase of the unit through to the teaching of abbreviations, punctuation specific to process texts and text connectives in the enhancing phase of the unit to the importance of tense, use of subordinate clauses, adverbial phrases and syntax style in the culminating phase of the unit as students begin to independently construct their own process text.

Each of the resources are contextualised within a lesson and although the lessons are numbered 1-4 they are not in an uninterrupted learning sequence and it is proposed that this Year 4 English unit would be taught over a period of 6 weeks, therefore the resources are samples that demonstrate an emerging awareness of pedagogical practices and an adherence to the AC Strands, Sub-strands and English Content Descriptions as relevant to the teaching of the process text within a Year 4 classroom. The lesson plans, activities and attached resources also include a section entitled ‘Teacher Objectives’ to help focus the aims of the lesson. These ‘Teacher Objectives’ could also be modified within the classroom and used as shared aims for the lesson to be written in ‘kid-speak’ making them accessible for students; this process should ensure a sense of ownership over the direction of the learning process. The lesson plans have a ‘Pedagogy / Analysis’ column designed to allow the teacher an opportunity to justify and further explore the choices made in terms of pedagogical practice in the teaching of the attached resources.

Each of the learning resources has been made to ensure that not only do they marry well to the AC Strands and Content Descriptions but that a range of Learning Modes have been utilised within the classroom. Many of the resources created adhere to the Collaborative and Constructivist learning methods and take into account that each student within a classroom deserves the opportunity to learn in a mode that best caters to his/her strengths; this is noted in the activities that have been designed to engage kinaesthetic and visual learners (appendix 3 & 4). Many of the resources are taught within a Collaborative learning environment (appendix 3, 5, 6) aim to decentralise the learning process and build team work amongst students (Nayler, 2011, p.5). Paired neatly with the Collaborative learning classroom is the Constructivist method of ‘discovering’ knowledge (appendix 3, 4, 6). Not only does the Constructivist further remove the teacher as the ‘knowledge giver’ but it also enhances the students’ of ownership over the content and learning; this is paramount in terms of student engagement and intrinsic motivation to learn. The resources also adopt the Four Resource Model of Text Interaction that includes: the Code Breaker, Text Participant, Text User and Text Analyst. Although these models seem to be chronological in development and sequential in nature, each time a text is met for the first time the student will engage in these four models simultaneously (Tompkins, Campbell & Green, 2012, p.4). Consequently the
resources and culminating assessment item have been contextualised within lesson plans that promote this four model interaction.

In order to understand the importance of an assessment rubric in assessment for learning, the actual assessment task had to be defined (appendix 7). The assessment item is a culmination of the previous resources that have scaffolded student learning to reach the final phase of independent creation of a process text (Derewianka, 1990, p.6). To this end, the task and assessment rubric adhere to educational theorist, Rick Stiggins’ belief that, ‘Teachers should use assessment to support learning rather than as a means to verify what students do not know’ (2007, p. 24). As an extension of this, aside from the actual assessment piece, students will have the opportunity to have their recipe made by the tuckshop convenor, this further enhances the real work context of the activity and adds an element of extrinsic motivation, although is not assessable, it allows the student to see the tangible success of their process text. The assessment task and rubric are designed to support student learning and in the process increase motivation based upon the scaffolded pedagogical approach not simply in the assessment draft and final submission but also throughout the teaching unit and resources.

Feedback is an important aspect of the assessment process and is included throughout the resources in a variety of formats including written (appendix 7), verbal and peer feedback (appendix 5 &6). The draft assessment scaffold sheet and draft feedback sheet (appendix 7), most notably the student reflection component, are designed to create a partnership with the student (without a reliance upon a locked down A-E scale in the drafting phase), a key component of assessment for learning (Stiggins, 2007, p.25). The reflection component of the drafting scaffold is additionally based upon key questions developed to aid in student assessment for learning (Stiggins & Chappuis, 2005, p.18).

The assessment rubric has been adapted from the AC exemplar and includes information regarding the Modes of Learning and the Strands. Using a standard A-E grading scale, the rubric Strand and A-E scale descriptors are written in easy to understand vocabulary designed to be read by both teachers and parents. Within the classroom when presenting the criteria, the teacher would act as ‘kid-speak translator’ to ensure that any criterion difficult to understand could be made accessible and understandable to students. An important addition to the assessment rubric has been ample space for teacher written feedback and also the space for student and parent/guardian to signify that they have read and understood the feedback. This inclusion is an important step in getting students to take ownership of their own assessment feedback and achievement and to further involve parents in the learning process thus creating a community of learning.
Appendix
American Bacon Pancakes

Ingredients:
- 175g plain flour
- 1 tsp baking powder
- 25g caster sugar
- 2 eggs, separated
- 250ml milk
- 25g butter
- 12 rashers bacon
- Maple syrup, to serve

Preparation method:
1. Place the flour, baking powder and caster sugar into a bowl and stir to combine.
2. Add the egg yolks and milk to the bowl with the dry ingredients and whisk to make a smooth batter.
3. In a separate clean bowl, whisk the egg whites until soft peaks form when the whisk is removed, then fold into the batter.
4. Heat a large frying pan until hot, add the butter and heat until Place spoonfuls of the batter into the pan and cook for 1-2 minutes, or until bubbles start to form on top of the batter.
5. Turn the pancakes over using a spatula and cook for a further minute on the other side. Remove from the pan and keep warm until ready to serve. Repeat the process with the remaining batter.

Arash Mohebbi - n854433
6. Meanwhile heat a frying pan until hot, add the bacon and cook for two minutes on each side, or until crisp. Remove from the pan and drain on kitchen paper.

7. To serve, divide the pancakes among four serving plates, top with the bacon and drizzle with maple syrup.
Functional Approach: Curriculum Cycle

Basis for Planning Learning Resources & Assessment Rubric

Adapted from: (Derewiaka, 1990, p.6)

These activities aim to provide the student with opportunities to be a Code Breaker, Text Participant, Text User and Text Analyst (Tompkins, Campbell & Green, 2012, p.3) demonstrating a deeper understanding of how Procedure / Instructional Texts work at an individual and societal level.
### Aims / Australian Curriculum Links for Lesson and Activities:

- **Language Strand:** ACELA 1488; ACELA 1493; ACELA 1498
- **Literacy Strand:** ACELY 1687; ACELY 1696

### Modes of Learning:
- Listening; Viewing; Writing

### Teaching Objectives:
To recap previous grammar knowledge acquired in years 2 and 3. To establish a common knowledge base regarding verbs. Aim to allow students to connect the theoretical concept of a verb to viewing and identifying the verb in action in a ‘real life’ context.

### Lesson Plan

<table>
<thead>
<tr>
<th>Lesson Phase</th>
<th>Content / Activity</th>
<th>Pedagogy &amp; Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction (Prior Knowledge Recognition)</strong> 20min</td>
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</tr>
</tbody>
</table>
1. **Class Discussion:**
   - What is a Verb?
   - Brainstorm on whiteboard *(ACELA1488)*

2. **Group Work Activity:**
   - Resource 1: ‘Verb Pizza’
   - Groups of 3.
   - Teacher to monitor progress from group to group.

   Groups report back on their ‘Verb Pizza’ “ingredients.” *(ACELY1687)*

   *Differentiation: Each ‘Verb Pizza’ Activity resource will be modified to cater for individual learning strengths/needs of students within the classroom- most notable*

   - Establishing a collective knowledge base
   - Revise grammar taught in years 2 and 3
   - Collaborative learning environment- team building & effect method of revising previous Grammar knowledge.
   - Tactile activity successful in motivating kinaesthetic & visual learners.
   - Given the nature of the resource, each student gets the opportunity to contribute to the class feedback session.

---

*Appendix 3:*

<table>
<thead>
<tr>
<th>Lesson Plan #1</th>
<th>‘VERBS IN ACTION’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Pack #1</td>
<td>Year 4</td>
</tr>
<tr>
<td>Resources:</td>
<td>Masterchef Jnr (YouTube- DVD included)</td>
</tr>
<tr>
<td>Enhancing</td>
<td>will be the selection of verbs to ensure both an element of challenge &amp; success.</td>
</tr>
<tr>
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<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>3. Verbs in Sentences:</strong></td>
<td>Individually, students choose one of the verbs they put on their ‘Verb Pizza’ and write a sentence.</td>
</tr>
<tr>
<td><strong>4. Teacher Exposition:</strong></td>
<td>‘It’s one thing to write verbs in a sentence, but it’s even more interesting to find them in real life.’</td>
</tr>
<tr>
<td></td>
<td>Act out a Verb: Walk. Ask students if they can identify any verbs in real life? Discuss.</td>
</tr>
</tbody>
</table>
| **5. Viewing Activity:** | - Resource 1a: ‘Verbs in Action’  
- Jnr Masterchef Youtube Clip (edited CD included) | Scaffolded viewing, complete the first three verb identifications together- stop start viewing. |
| | | Students then complete two more verb identifications on their own. Stop the viewing to feedback & discuss. |
| **Conclusion (Synthesising)** | Students continue Verbs in Action 5-10 verbs identified. | Focused viewing without teacher led guidance. |
| **10min** | Sentence construction completing Resource 1a. Glue worksheet into English book | Class feedback answers & discuss. |
| | | Student hand in English book for individual teacher feedback. |
Resource 1: ‘Verb Pizza’

Revision quick start collaborative learning activity at the beginning of the lesson to recap grammar knowledge of verbs learnt in years 2 and 3.

Students in groups of 3 are given a ‘pizza base’ (plastic plate) and a collection of ‘ingredients.’ The ‘ingredients’ are a collection of words (verbs, common nouns, prepositions and Proper nouns) on random ingredient shaped cards. The words have been specifically selected to match the grammar standards from the Australian Curriculum as expected in a year 4 English classroom (O’Brien, Walters 2013 p2-8).

Students then select only the verbs to ‘decorate their pizza’.

Each group of students will have a different collection of ‘ingredients’ to ensure variety in class feedback sessions and the opportunity for differentiation based on prior knowledge of student abilities.
Resource 1a: ‘Verbs in Action’

After viewing Junior Master Chef, write the verbs you see in the boxes below:

Write five (5) sentences, choose one (1) verb from above to use in each sentence below:

1) ____________________________________________________.

2) ____________________________________________________.

3) ____________________________________________________.

4) ____________________________________________________.

5) ____________________________________________________.

Arash Mohebbi - n854433
Aims / Australian Curriculum Links for Lesson and Activities:

Language Strand: ACELA 1489; ACELA 1490; ACELA 1491

Literacy Strand: ACELY 1687; ACELY 1688; ACELY 1690; ACELY 1695

Modes of Learning: Listening; Reading; Viewing; Speaking.

Teacher Objectives: To model a practical application of the text with an emphasis on the importance of text structure in particular reference to ordering processes.

Note: This activity is resource heavy; most of the prep for ingredients should be done at home for both the incorrect and correct cooking component. Middle session would be best timing as it allows for set up and clean up in the breaks.

Lesson Plan

<table>
<thead>
<tr>
<th>Lesson Phase</th>
<th>Content / Activity</th>
<th>Pedagogy &amp; Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>1. Class Discussion:</strong> Resource 2: Bacon Pancakes Recipe.</td>
<td>This collective recap of the text features is a way of reaffirming the features of a process text as learnt in previous lessons.</td>
</tr>
<tr>
<td>10mins</td>
<td>• Recap text features of a recipe-identification of it as a process text.</td>
<td>Involves guided participatory reading that encourages the students to take ownership in the learning by actually making a mark on the text.</td>
</tr>
<tr>
<td></td>
<td>• Use interactive whiteboard (if avail) or data projector.</td>
<td>Although the lesson focus on order has been pre-planned, having the students identify this component of text structure allows them the sense that they are guiding the lesson further enhancing the sense of ownership over learning.</td>
</tr>
<tr>
<td></td>
<td>• Students nominate features then come out to mark them on the recipe.</td>
<td></td>
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<tr>
<td></td>
<td>• Focus on the Order component of the steps in the recipe.</td>
<td></td>
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</tbody>
</table>
Enhancing

30min

2. Model the Text:
   - Resource 2a: ‘Recipe: Out of Order’

   Put the text in a prominent position and commence cooking, nominate the students to read out each step exactly as written.

   Cooking Fails.  
   *(ACELY 1687)*

3. Class Discussion:
   Reordering the text for success. Use resource 2a with Velcro dots.

   Almost like a price is right showcase- Students will examine the steps in the recipe then decide as a class group which order would give success.  
   *(ACELY 1687)*

   Teacher guidance & prompting may be required.  
   *(ACELY 1695)*

   One student per step will then place a Velcro number next to the recipe step. Class consensus required.  
   *(ACELY 1688)*  
   *(ACELY 1690)*

As I start to cook the students will begin to notice two things:
1) That the steps are out of order
2) That there is not enough description in the steps to tell me what to do.

Visual real life representation of how important getting text features correct in a process text is to attaining the desired outcome.

Students given control over the text, manipulating the text to achieve a desired outcome.

Students working as Code-breakers; Text Participants; Text Users & Text Analysts *(Tompkins & Campbell 2012, 4)* to deconstruct and then reconstruct the text.

Conclusion
(Synthesising)

15min

3. Model the Text:
   Follow the reordered recipe with success. Students read out each step. Cook the mini pancakes correctly - one for each student.

   Proof is in the tasting-discuss & recap why order and detail in process texts is so important.
Resource 2: Sample Process Text: Bacon Pancakes

This resource is to be used as a class copy on an interactive whiteboard or shown on a data projector onto a whiteboard to allow students to come up and actually identify the text features on the text itself. Scaffolding & teacher guidance will be important in application of this resource, students who struggle will be encouraged to identify base grammatical features or easily identifiable visual features whereas those students who are more capable will be called upon later in the discussion to push into the text and identify more complex text features. This resource is a recap of text features of a process text already covered in earlier lessons.
Resource 2a: ‘Recipe: Out of Order’

This resource is used for both the enhancing and concluding phases of the lesson. It is the recipe out of order that I will follow when cooking and then will become the recipe reordered by the students to ensure success when cooking in the concluding phase of the lesson.

The recipe has been modified to make the consequences obvious of having the instructions out of order. The resource is to the printed and laminated on large board. Each number is to be laminated and Velcro dotted for the reordering activity.

**Pancake Recipe**

**Ingredients:**
1 cup self-raisinng flour
1 cup milk
1 egg

**Preparation method:**
1. Measure out milk and pour into bowl.
2. Mix all ingredients (self-raisinng flour, milk, egg) until combined
3. Lightly grease the pan with butter
4. Cook large spoonfuls of batter until bubbles burst on the surface and the edges start to go dry.
5. Crack the egg.
6. Turn and cook other side until golden brown.
7. Measure out and sift self-raisinng flour into bowl.
8. Pre-heat large non-stick frying pan.
9. Wash hands.

Laminated Velcro dot numeral cards used by students to reorder the recipe for success

Talking point: Is this an effective picture to accompany the recipe? Why / why not?
Aims / Australian Curriculum Links for Lesson and Activities:

Language Strand: ACELA 1488; ACELA 1489; ACELA 1491; ACELA 1495

Literacy Strand: ACELY 1688; ACELY 1690; ACELY 1694; ACELY 1689

Modes of Learning: Listening; Viewing; Speaking; Writing.

Teacher Objectives: Scaffolding the creation of a process / instructional text through a tactile constructivist collaborative learning activity. Group work to remove the central presence on the teacher in identifying the text features - peer assistance encouraged.

### Lesson Plan

<table>
<thead>
<tr>
<th>Lesson Phase</th>
<th>Content / Activity</th>
<th>Pedagogy &amp; Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong>&lt;br&gt;15 min</td>
<td><strong>1. Sample Genre:</strong>&lt;br&gt;• Resource 3: ‘I Scream, Ice Cream!’&lt;br&gt;Teacher move from group to group to ensure understanding and offer feedback on choices made regarding text features. <em>(ACELA 1489)</em> <em>(ACELA 1491)</em> <em>(ACELY 1690)</em></td>
<td>Groups of 3-4 students - remove central position of teacher in preparation for upcoming assessment item. Activity encourages students to work together to synthesise their knowledge not only of the genre’s text features but also the feature’s correct terminology.</td>
</tr>
<tr>
<td><strong>Enhancing</strong>&lt;br&gt;30 min</td>
<td><strong>2. Group Activity:</strong>&lt;br&gt;• Resource 3a: ‘Made to Order.’&lt;br&gt;Students remain in groups and issued with a construction pack consisting of pre-cut fruit, skewers and gloves.</td>
<td>Collaborative constructivist work flow that encourages students to construct meaning and peer evaluate the effectiveness of their understanding of the process text genre and text features.</td>
</tr>
<tr>
<td>Conclusion (Synthesising)</td>
<td>30 min</td>
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</tbody>
</table>
| Each student within the group is given a role (scribe, chef, artist) although each student will contribute to each phase of the activity.  
(ACELA 1491)  
(ACELA 1495)  
Students to create their own fruit kebabs then using the scaffolding worksheet record their creations ensuring that they use text features effectively to create a process text that fulfils the genre’s requirements.  
(ACELY 1690)  
Tactile activity in theme provides students with a visual representation of the process text.  
Mirrors the expectations of the upcoming assessment item. |
| **3. Class Presentations:** In groups students to present their creations explaining the choices they have made in syntax, word selection, layout and illustration.  
(ACELA 1488)  
(ACELY 1688)  
(ACELY 1689)  
Peer feedback- students to make positive comments and constructive criticisms of the group (not individual) efforts in terms of accuracy of process text creation.  
Students encouraged to share ideas in front of class - practice public speaking. Learning how to take praise and constructive criticisms from peers. Non-threatening environment as it concerns the group rather than the individual.  
Demonstrate knowledge and understanding of text features and terminology associated with those features.  
The activity is a spoken version of the upcoming assessment piece. |
Resource 3: ‘I Scream, Ice Cream!’

This resource is to be used within a group of 3-4 students and is designed to be a quick start recap activity that adds knowledge of the process text features with the terminology of the text features in a labelling capacity. Students work together to identify the genre specific text features found within the process text. The resource itself would be laminated and the text feature terminology would be on laminated cards with Velcro sticky dots to allow students to physically interact with.

**Ice Cream Sundae**

**Ingredients:**
- 2 scoops of vanilla ice cream
- 1 scoop of chocolate ice cream
- 1 dollop of whipped cream
- 2 tbs of chocolate topping
- 1 tbs of crushed nuts
- 1 wafer biscuit
- 1 cherry

**Preparation Method:**
1. Take one ice cream sundae glass and one spoon.
2. Scoop out vanilla and chocolate ice cream and place into glass.
3. Whip cream.
4. Place whipped cream on top of ice cream.
5. Pour chocolate topping over ice cream and whipped cream.
6. Sprinkle crushed nuts on top of sundae.
7. Place wafer biscuit into ice cream.
8. Drop cherry on top of sundae.

Arash Mohebbi - n854433
Nick and Sara’s Fruity Kebabs

Ingredients

2 pieces of apple.

Preparation Method

1. Place 2 pieces of apple on the skewer.
Lesson Plan #4: ‘From Story to Recipe’

<table>
<thead>
<tr>
<th>Resource Pack #4</th>
<th>Year 4</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Group copies of narratives; Worksheet cut &amp; paste activity</td>
<td></td>
</tr>
</tbody>
</table>

Aims / Australian Curriculum Links for Lesson and Activities:

Language Strand: ACELA 1488; ACELA 1489; ACELA 1491; ACELA 1495; ACELA 1496

Literacy Strand: ACELY 1690; ACELY 1691; ACELY 1692; ACELY 1694; ACELY 1689

Modes of Learning: Reading; Speaking; Writing.

Teacher Objectives: This lesson and its activities would occur within the culminating phase of this teaching unit and consequently the main objective of this lesson is to reduce the amount of scaffolding and teacher centric guidance for students. To achieve this aim, students will work in a collaborative environment that builds upon prior units of study in narrative fairy tales and recently acquired knowledge regarding the text features of a process text.

Lesson Plan

<table>
<thead>
<tr>
<th>Lesson Phase</th>
<th>Content / Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>15 min</td>
<td></td>
</tr>
</tbody>
</table>

1. Class Activity:
   - Sample genre transfer
   - Resource 4: ‘Princess & the Apples’
   Students participate in the reading of and class analysis of the genres of narrative and process texts.

   (ACELA 1495)
   (ACELY 1690)

2. English Book Task:
   - Resource 4a:
     Students use a basic table within their English books to identify the differences between the two genres

   (ACELA 1489)
   (ACELY 1691)

Collective class activity designed to recap previously learnt knowledge regarding narratives and affirm current knowledge about process texts.

Using a table is an effective way to encourage students to seek out important points in a text and physically pull it apart for basic analysis and a deeper understanding of the text features.

The use of the tabular recording of research also introduces students to logical organisation of information.
**Enhancing**

<table>
<thead>
<tr>
<th>30 min</th>
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</thead>
<tbody>
<tr>
<td><strong>3. Pair Activity:</strong> Students in pairs read the narrative (Resource 4b) and using a highlighter note in text the text features from within the narrative that could be part of a recipe.</td>
</tr>
</tbody>
</table>
| **4. Writing Task:**
  - Resource 4c
  Students each write the collected features of the recipe taken from the narrative onto the scaffolding worksheet. |
| Basic introduction to text transposition encouraging the student to become not only Code-breaker; Text Participant but also Text User and Text Analyst. |
| The action of transposing the genre is made less 'scary' by the use of peer collaboration and support in the creation of the process text. |
| Students practicing the upcoming assessment item of creating a process text. |

**Conclusion (Synthesising)**

<table>
<thead>
<tr>
<th>40 min</th>
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<tbody>
<tr>
<td><strong>5. Class Presentations:</strong> Students in pairs read out their narrative and then the recipe they have created from the story.</td>
</tr>
<tr>
<td>After the students have read out their narrative, pause the presentation and ask the rest of the class to predict they type of recipe the pair created.</td>
</tr>
<tr>
<td>Peer feedback on the text features and quality of the recipe the pair created.</td>
</tr>
<tr>
<td>Encourage students to feel more confident in front of an audience.</td>
</tr>
<tr>
<td>By presenting information and texts they have created there is a greater sense of ownership in the learning process.</td>
</tr>
<tr>
<td>Students learn to be effective listeners and how to be a part of an audience.</td>
</tr>
<tr>
<td>The process of constructive criticism &amp; peer evaluation also introduced as part of the presentation process.</td>
</tr>
</tbody>
</table>
Resource 4: ‘Princess and the Apples’

This resource is designed to be used as a sample narrative text to model the next activity wherein students will work in pairs to transpose text features from a narrative text to a process text (in this case a recipe). As a class students will be called upon to read a section of this narrative. Once the narrative has been read students will draw the accompanying table in their English books and begin to identify features of the narrative text compared to that of the process text. This builds upon prior knowledge learn about narrative texts (a fairy-tale unit taught earlier in the year).

The Princess and the Apples

Once upon a time, a beautiful young princess named Fiorella was walking through the palace gardens when she noticed a beautiful butterfly had landed gently on a nearby apple tree. Princess Fiorella moved closer to the tree, but just as she got close enough to see the pretty butterfly it flew away into the sky. The princess’s disappointment did not last for very long as she soon smelt the delicious smell of apples coming from the apple tree. She reached up and took four apples from the lowest branches. Turning to her most trusted friend, Clara, Princess Fiorella said excitedly, “We should make an apple pie!”

Clara agreed, “Yes we should, it will be fun.”

The girls walked off together towards the palace kitchen to seek out the other ingredients they would need to make their dessert. After much searching they soon had the kitchen table covered in various ingredients. In addition to the four apples, there was a cup of sweet sugar, a teaspoon of nutmeg, a stick of butter and two pie crusts.

Looking at the mountain of ingredients in front of them, the two girls sat down exhausted and a little confused. Clara questioned, “Princess Fiorella, do you actually know how to make an apple pie?”

“No I don’t,” said Princess Fiorella, “I thought you did.” Clara shook her head sadly.

At that moment the old cook walked into the palace kitchens, her arms were full of vegetables picked fresh from the garden. When she saw the two girls looking so disappointed she asked them, “Whatever is the matter Your Highness?”
Princess Fiorella sighed, “We wanted to cook an apple pie, but neither of us know how to bake one.”

The old cook laughed, “Oh is that all? Well I’m here and I know how to bake apple pie, I can show you.” The two girls clapped excitedly as the old cook began to move around the kitchen. First the old cook placed the bottom pie crust in a pie pan. She peeled, cored and sliced the apples before also putting them in the pan with sugar and nutmeg which she sprinkled in with enthusiasm. She put the butter over the top in little pieces and then covered everything with the other pie crust. The girls were amazed as they saw the apple pie being made right in front of their eyes. The old cook then took the pie and placed it in an oven that had been preheated to 200 degrees. The old cook turned to the girls, “Now, you two will have to find something to do for an hour, because that is how long the pie takes to cook, it will then have to cool on the window sill for another hour.” The girls looked a little sad about the long wait, but the old cook shooed them out into the sunshine to play.

It wasn’t long before the two girls smelt the pie cooling on the window sill and ran over to see the finished dessert. Clara turned to Princess Fiorella and said, “We should eat it with ice cream or cream.”

Princess Fiorella shook her head, “No,” she said and smiled, “We should eat it with both.” The girls laughed and ran off to play in the palace gardens until dinnertime.
**Resource 4a: ‘Text Features Table’**

This resource is to be copied into the students’ English workbooks and is a tabular way in which to organise a focused reading of a text. The resource works alongside ‘Resource 4: The Princess and the Apples.’ This activity will be done as a class to ensure understanding for the next activity.

**Text Features of a Story Versus a Recipe**

<table>
<thead>
<tr>
<th>Narrative Text / Story</th>
<th>Process Text / Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characters</strong></td>
<td>Measurements: 4 apples; teaspoon of nutmeg; stick of butter</td>
</tr>
<tr>
<td>Princess Fiorella; Clara; The Old Cook</td>
<td>verbs: sprinkle; place; put; chop; peel; core</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Method of preparation:</td>
</tr>
<tr>
<td>Palace garden; Palace kitchen</td>
<td>List of ingredients:</td>
</tr>
<tr>
<td><strong>Plot</strong></td>
<td>Image of the pie:</td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td>Sample student writing</td>
</tr>
<tr>
<td><strong>Proper Nouns</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Common Nouns</strong></td>
<td></td>
</tr>
</tbody>
</table>
Resource 4b: ‘Group Work Narratives’

This resource is to be read and highlighted by students in pairs as part of the group work component of the lesson. Students will use highlighters to identify and later extract information from the narrative that could be used in the process text of a recipe.

**THE BIRTHDAY SURPRISE**

On a bright sunny afternoon, Isabella approached her mother and asked her for some help, “Mum?” she asked, “Can you help me?”

“Of course I can Isabella, what can I help you with?” replied mother.

“I want to make a surprise birthday cake for Borat, but I have no idea how to make one,” Isabella explained sadly.

“Well no problem, let’s go to the kitchen and I will bake it with you,” said mother.

Isabella watched as her mother moved about the kitchen selecting things out of the fridge and from the pantry shelves. She watched as the mountain of items on the kitchen bench grew and grew. On the bench her mother had organised one cup of self-raising flour, a third of a cup of cocoa, a cup of caster sugar, a third of a cup of soft butter, half a cup of milk and last but not least, two eggs. Isabella’s mother turned to her daughter as she began sifting the flour and asked, “Isabella could you please turn on the oven to 180 degrees and take that cake pan and grease it with butter?”

“Sure mum,” replied Isabella

Whilst Isabella greased and lined the cake pan, her mother finished sifting the flour into a bowl then added all the other ingredients before taking out an electric mixer to mix all of the ingredients on a very fast speed for four minutes. Isabella finished her jobs and walked over to look in the bowl and watch as all the separate ingredients began to mix together into a thick brown gooey cake batter. Her mother stopped the mixer as Isabella passed her the cake pan and her mother then poured the cake batter into the pan. Isabella took the cake pan and placed it gently into the oven and closed the door. Isabella stood and watched the cake baking quietly in the oven. Isabella’s mother stood next to her and asked, “You’re not going to stand and watch the cake cook for forty minutes are you?”

“Oh,” replied Isabella, “I didn’t realise it would take so long, that gives me enough time to draw a birthday card for Borat to go with the cake. I think I will draw a picture of the beautiful cake we have cooked, thanks mum.” Isabella went into another room and began to draw a birthday card as her mother smiled to herself, although that smile began to fade as she saw all the mess in the kitchen that was yet to be cleared.

Students in pairs highlight the information from the narrative that could become part of a recipe (process text)
**Resource 4c: ‘From Story to Recipe’**

This worksheet is to accompany the narratives issued to pairs of students. Each pair will have a different narrative to read and analyse which makes the culminating activity of the group presentations more meaningful.

Give your recipe a heading: __________________________________________

**Ingredients:**

**Method of Preparation:**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Draw a picture or serving suggestion of the finished product
### ‘A Recipe for the Perfect Sandwich’

<table>
<thead>
<tr>
<th>Assessment</th>
<th>‘A Recipe for the Perfect Sandwich’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context &amp; Audience:</td>
<td>‘A Recipe for the Perfect Sandwich’</td>
</tr>
<tr>
<td>School Tuckshop</td>
<td>‘A Recipe for the Perfect Sandwich’</td>
</tr>
<tr>
<td>Summative: To be used in reporting to</td>
<td>Written work to be completed in class and at</td>
</tr>
<tr>
<td>parents.</td>
<td>home (open assessment).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: ________________________________</th>
<th>Draft Due Date: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Due Date: ______________________</td>
<td></td>
</tr>
</tbody>
</table>

You have been asked by the school tuckshop manager to design, write and produce a recipe (process / instructional text) for the perfect sandwich.

Your recipe for the perfect sandwich should include all of the text features of a process text / instructional text that we have been learning about in class. You will need to be detailed and specific in your instructions regarding the making of the sandwich so that the school tuckshop workers can reproduce your perfect sandwich by simply following the recipe you produce.

You will be marked on the success of your recipe to clearly instruct someone to make the sandwich following only the information included in your recipe.

**Remember to include:**

- A title for your sandwich
- List of ingredients
- Portions and measurements
- At least 3 fillings
- Type of bread
- Preparation Method steps
- Any modifications that must be made to the ingredients (chopped, sliced, grated).
- An image (drawn or photographed) of the finished product

You may wish to practice making the actual sandwich at home with your parent’s supervision so that you can see and act out all the steps in making the sandwich from start to finish. This is a suggestion and is not something that must be done.

The sandwich should be your own original idea, but it is the recipe text not the taste or look of the sandwich that is being assessed.

Arash Mohebbi - n854433
# Draft Assessment

<table>
<thead>
<tr>
<th>Drafting Worksheet</th>
<th>‘A Recipe for the Perfect Sandwich’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4 English</td>
<td>Drafting worksheet is to be handed in on the draft due date for feedback to help you with your final recipe text.</td>
</tr>
</tbody>
</table>

## Name:

### Planning a Recipe

**Sandwich Ideas:** (make notes, draw plan in the space below):

---

**Title of Sandwich:**

---

**Goal:**

---

**What will you need?**

---

### How do you make the sandwich?

1. 

---

2. 

---

3. 

---

4. 

---

5. 

---

(Add more steps to the back of this page if you need more room)

**Don’t forget an image – drawing or photograph- of your sandwich.**

---

Adapted from: (Henderson, Morris, Snel, 2007, p.4)
Assessment Feedback Sheet

Name: Year 4 English

<table>
<thead>
<tr>
<th>Feature</th>
<th>Yes</th>
<th>No</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your recipe follows the structure of a process text:</td>
<td>😊</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td>Your recipe uses appropriate vocabulary:</td>
<td>😊</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td>You have used grammar in your recipe:</td>
<td>😊</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td>Your recipe is well presented and easy to read:</td>
<td>😊</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td>Your recipe includes an informative image:</td>
<td>😊</td>
<td>😐</td>
<td>😞</td>
</tr>
</tbody>
</table>

Teacher feedback:

Student Reflection:
- What have I done well?

- What do I need to improve upon?
## A Recipe for the Perfect Sandwich

**Purpose of assessment:** Students are to demonstrate understanding of how process texts inform and instruct through the creation of their own sandwich recipe that is designed to give clear directions and concise information.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and Skills</strong></td>
<td><strong>Tasks and Evaluation</strong></td>
<td><strong>Understanding and Skills</strong></td>
<td><strong>Language features</strong></td>
<td><strong>Tasks and Evaluation</strong></td>
</tr>
<tr>
<td>Demonstrated interpretation of purpose of a process text by using text devices (eg: verbs, present tense, declarative sentences, measurements and notions of time) alongside text structure (eg: headings, sub-headings, numerical ordering and visuals) within the created recipe.</td>
<td>Uses clear, effective and deliberate choices regarding text devices and text structure to create a recipe (process text) that is informative, directive and highly appropriate for use in a 'real world' context.</td>
<td>Uses clear choices regarding text devices and text structure to create a recipe (process text) that is somewhat informative, includes some directives and could be used in a 'real world' context.</td>
<td>Uses some clear choices regarding text devices and text structure to create a recipe (process text) that shows some directions, information and instructions for the reader.</td>
<td>Should make more informed choices regarding text devices and text structure to create a useable recipe (process text).</td>
</tr>
<tr>
<td>Demonstrated understanding of how text devices (eg: verbs, present tense, declarative sentences, measurements and notions of time) and text structure (eg: headings, sub-headings, numerical ordering and visuals) are used within the created recipe to direct, inform and instruct the reader</td>
<td>Uses carefully considered and highly appropriate choices regarding the integration of text devices within the created recipe to ensure that the process text effectively directs, informs and instructs the reader.</td>
<td>Uses some considered choices regarding the integration of text devices within the created recipe to ensure that the process text somewhat directs, informs and instructs the reader.</td>
<td>Needs to choose more appropriate text devices to ensure that the created recipe (process text) can achieve its purpose for the reader.</td>
<td></td>
</tr>
<tr>
<td>Language features</td>
<td>Understanding and Skills</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Use of grammar (including verbs, text connectives and factual objective concise vocabulary) to create an informative, instructional and practical recipe for use in a ‘real world’ context.</td>
<td>Selection and organisation of ideas about the meaning of text devices (eg: verbs, present tense, declarative sentences, measurements and notions of time) and text structure (eg: headings, sub-headings, numerical ordering and visuals) within the recipe.</td>
<td>Uses considered selection, organisation and synthesis of a variety of relevant process text devices and a clear concise structure to inform, direct and instruct the reader.</td>
<td>Uses effective selection, organisation and synthesis of a variety of process text devices and a clear concise structure to inform, direct and instruct the reader.</td>
<td>Selects, organises and synthesises a variety of process text devices and a structure that has potential to inform, direct and instruct the reader.</td>
</tr>
</tbody>
</table>

**Overall grade:**

---

**Teacher feedback:**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Teacher Signature:** __________________   **Student Signature:** __________________   **Parent/Guardian Signature:** __________________
A Recipe for the Perfect Sandwich
Reference List


