Lesson 4 – Writing and testing the recipe

Learning outcomes:

- To identify the features of instructional texts.
- To write a set of clear instructions in the form of a recipe.

During this session pupils will explore features of instructional texts to help them write their own egg-based recipe for their chosen character. Following this session, pupils will be encouraged to test their recipe at home.

1. Features of instructional texts

Show the class examples of different types of instructional texts. For example, other recipes, board game instructions, travel directions, signs.

Share the **Tips for writing instructions** (included on a separate page in this lesson) with the class and see if they can think of or find any examples of these.

A chart like the following could also be used to help identify the common features of instructional texts.

Example of instructions	Is it clear what the end product will be?	Is there a clear order or numbered steps?	Are action verbs used (e.g. bossy verbs)?	Are any 'time' words used?	Are there any pictures?
1					
2					
3					

2. Recipe jigsaw

Arrange the class into small groups and give each group a simple recipe with the instructions cut-up into individual parts. Ask the pupils to work together to arrange the instructions into the correct order. Once complete, the groups can explain to the class how they worked out which instructions came first, next and so on. Were there any particular words that provided them with clues? What other information helped them? Recipes can be downloaded and printed from the 'Recipes' section on the British Lion Eggs website at www.britegg.co.uk

3. Criteria for writing a successful recipe

Ask the pupils to think about features of recipes. What do we want our recipes to be like?

As a class, create criteria for the recipes. Pupils can use this to help them with writing clear and logical recipes for their egg dishes.

For example, your recipe should have:

- a list of things you will need to prepare and/or cook your dish.
- numbered steps
- imperative (bossy!) verbs, such as cut, chop and mix
- time connectives, such as first, next, finally.

4. Writing the recipes

Pupils can use the recipe template on **Activity sheet 4A** to help them structure and write their recipe. Older or more able pupils could create their own to use. You may choose to model this first to the class.

In pairs, get pupils to review their partner's recipe and provide feedback. For example, encourage them to check that all the necessary steps have been included and are clearly explained.

5. Testing their recipes

Encourage the pupils to test their recipes at home to see how well they work and taste! This will also provide parents/carers at home with the opportunity to get involved, and is essential for the evaluation of the recipe for the next session. Allow enough time for this before moving onto the next session, which is an evaluation of their recipe.

Alternatively, if you have access to kitchen facilities at school and have the support of extra adults, pupils could prepare their recipes at school.

A letter to inform parents/carers about the project and ask for their support has been included with this lesson.

Tips for writing instructions

- Instructions tell the reader how to do something such as cook a recipe, build a model, put furniture together, play a game or get from one place to another.

- There are many types of instruction, but they all share some important features.

- All instructions should tell you what their purpose is and what the end product will be.

- All the things that are needed should be listed at the beginning of the instructions, so that the person has everything they need before they make a start.

- Instructions should be put in a clear order – maybe using numbers or bullet points, so that they are easy to follow.

- Pictures are often used in instructions because they can help show the reader what to do.

- Instructions have to be written in clear and direct language. Imperative (bossy!) verbs are used, e.g. mix, cut and chop.

- Time connectives such as, first, then, next and finally can also be used.

Dear Parent / Carer,

As you may know, we are currently working on a Design and technology planning and making project, in which we are designing an egg recipe for our Eggs Factor project. British Lion Eggs have developed this project to help encourage pupils to think about healthy food options and how easy and fun it can be cooking with eggs.

As part of the project, your child will be designing an egg-based recipe that can be prepared easily in 15 minutes. We would like to ask for your support in helping them to test their recipe out at home – to see how well it works and tastes! Following this testing stage, we will be engaging in some evaluation activities in class to reflect on the process and the final products!

The ingredients they will need to prepare their recipe:

_____

_____

_____

_____

_____

_____

If it is not possible for your child to test their recipe at home, please do let me know. We can then arrange an alternative opportunity for them to do this.

Yours sincerely,

School phone number: