

Set 1 Creativity in the kitchen!

Level: Primary 5

Suggested no. of lessons: 8 (40 minutes each)

Coursebook/ Reference materials: *Longman Elect 5B Unit 1, The Munchy, Munchy Cookbook for Kids* and *Roald Dahl's Revolting Recipes*

Writing task: Designing a Recipe

Self-regulated strategies adopted:

Reading:

- Setting goals
- Making use of picture clues
- Visualising
- Predicting and confirming predictions

Writing:

- Setting goals
- Revising (ARMS)
- Editing (CUPS)

Reading-writing connections:

- Previewing the writing task to be performed following the reading activities
- Linking the reading and writing tasks to the literacy tasks students perform in other settings
- Raising awareness of how reading supports writing

21st century skills:

Critical thinking:

- Asking open-ended and higher-order thinking questions
- Designing tasks that involve both lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS)

Creativity:

- Choosing interesting topics
- Giving students sufficient time to think and discuss

Collaboration:

- Be my co-author

Assessment as learning:

- Peer feedback (Two Stars and a Wish)
- Self-reflection (3-2-1 reflections)

e-Learning tools adopted:

- Padlet
- Nearpod
- Mentimeter
- Seesaw

Prior knowledge:

Students have learned:

- Food vocabulary
- To use a few strategies when reading a text: read the title, make use of picture clues, and go back and reread when I don't understand what is going on in the text
- To use the connectives 'first', 'next', 'after that', 'then' and 'finally' to talk about sequences
- To use imperatives to give instructions and directions
- To read some how-to guides

Learning objectives:

By the end of the set, students will be able to:

1. Tell what the core components of a recipe are
2. Use reading texts as resources and inspiration for writing
3. Revise and edit their recipe
4. Publish a recipe for a creative dish with appropriate layout and visual support using e-learning resources

Lessons 1-2

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Lead-in</u></p> <ul style="list-style-type: none"> ● Teacher shows screen captures of the webpage of the TV show <i>Home Chef</i> and <i>Master Chef</i> and asks the class if they have watched them. ● Teacher asks the class if they have made any dishes during the pandemic. ● Students answer the question “What dish(es) have you made before?” on Padlet. Teacher reminds the class that they should type complete sentences and post pictures of the dishes. ● Students submit their responses on Padlet. ● Teacher goes over students’ responses. Teacher corrects students’ spelling and grammatical errors by typing the correct words, phrases, or sentences in the comment box. 	<p>Reading-writing connections:</p> <ul style="list-style-type: none"> ● Pre-reading writing 	<p>PowerPoint – Creativity in the kitchen! Slides 2 – 8 (Appendix 1)</p>
<p><u>Pre-reading stage</u></p> <ul style="list-style-type: none"> ● Teacher previews the writing task with students: <ul style="list-style-type: none"> - People are spending more time at home because of the pandemic. Your teacher has noticed that some students do not know what they can do during their free time at home. He/She has decided to ask the class to put together a cookbook, so that students can refer to the recipes for creative dishes written by their classmates and prepare dishes by themselves or with their parents 	<p>Reading strategies:</p> <ul style="list-style-type: none"> ● Setting purpose for reading <p>Reading-writing connections:</p> <ul style="list-style-type: none"> ● Previewing the writing task to be performed following the reading activities ● Raising awareness of how reading supports writing 	<p>PowerPoint – Creativity in the kitchen! Slide 9 (Appendix 1)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p>when they have some spare time at home. Students will work in pairs and recreate their favourite character in their dish.</p> <ul style="list-style-type: none"> Teacher tells the class that they are going to read a few recipes to help them write their own recipe for a creative dish. 		
<p><u>Pre-reading stage</u></p> <ul style="list-style-type: none"> Students are shown the recipe for grandma’s cookies taken from their textbook on <i>Draw It</i>. Students draw on the screen following the instructions below. Teacher checks students’ submissions and shares students’ work: <ul style="list-style-type: none"> Circle the name of the dish. Draw an arrow pointing to the picture of the dish. Draw brackets next to the list of ingredients. Put a box around the cooking steps. Teacher elicits the four core components of a recipe (name of the dish, picture of the dish, list of ingredients, and cooking steps) from the class. Teacher shows a recipe on Nearpod with the four core components labelled. Teacher reminds students that all recipes include these four components. 		<p>PowerPoint – Creativity in the kitchen! Slides 11 – 13 (Appendix 1)</p> <p>Nearpod editable link: https://share.nearpod.com/e/xo4aKmPGvgb</p>
<p><u>While-reading stage</u></p> <ul style="list-style-type: none"> Teacher tells the class that they are going to read another recipe, which will also help them write their recipe for a creative dish. 	<p>Reading-writing connections:</p> <ul style="list-style-type: none"> Raising awareness of how reading supports writing 	

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<ul style="list-style-type: none"> • Teacher tells the class that they can pay attention to the layout of this recipe as they read. • Students read a recipe for pancakes from <i>The Munchy, Munchy Cookbook for Kids</i>. • Teacher asks the class what the name of the dish is. • Teacher asks LOT questions to check students' understanding and HOT questions to facilitate critical thinking. <ul style="list-style-type: none"> • Students jot down useful cooking verbs in their Learning Log Book as they read the recipe. 	<p>Reading strategies:</p> <ul style="list-style-type: none"> • Setting purpose for reading <p>21st century skills:</p> <ul style="list-style-type: none"> • Critical thinking 	<p>Recipe for pancakes (Appendix 2)</p> <p>List of questions (Appendix 3)</p>
<p><u>After-reading stage</u></p> <ul style="list-style-type: none"> • Teacher asks the class to discuss in groups of 4 the similarities and differences between the recipe for grandma's cookies and the recipe for pancakes. Some points for discussion may include: <ul style="list-style-type: none"> - The size of the pictures of the dishes - The arrangements of the cooking steps - The arrangements of the list of ingredients • The use of drawing in the recipes 	<p>21st century skills:</p> <ul style="list-style-type: none"> • Critical thinking • Collaboration 	<p>PowerPoint – Creativity in the kitchen! Slides 16 – 17 (Appendix 1)</p>
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Teacher summarises what students have learned in the lesson. <ul style="list-style-type: none"> - Teacher tells students they are going to read one more recipe, which will help them write their own recipe for a creative dish. 		

Lessons 3-4

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p>Recap</p> <ul style="list-style-type: none"> Teacher asks students to recall what they learnt in the previous lesson. 		
<p>Pre-reading stage</p> <ul style="list-style-type: none"> Teacher reminds students they will write a recipe for a creative dish. Teacher tells the class that they are going to read another recipe, which will also help them write their recipe for a creative dish. Teacher tells the class that they can pay attention to the writer’s creativity as they read the recipe. Teacher shows the class <i>Roald Dahl’s Revolting Recipes</i>. Teacher asks the class some LOT and HOT questions. <ul style="list-style-type: none"> Who is Roald Dahl? What kind of recipes do you think you can find in this cookbook? Who do you think will be interested in following the recipes and making these dishes? Teacher elicits some reading goals from students. Teacher shows a picture of Mr Twit and asks if students know who he is. 	<p>Reading-writing connections:</p> <ul style="list-style-type: none"> Raising awareness of how reading supports writing <p>Reading strategies:</p> <ul style="list-style-type: none"> Setting purpose for reading <p>21st century skills:</p> <ul style="list-style-type: none"> Critical thinking <p>Reading strategies:</p> <ul style="list-style-type: none"> Setting goals 	<p>My reading goals (Appendix 4)</p>
<p>While-reading stage</p> <ul style="list-style-type: none"> Teacher shows the picture of the dish Mr Twit’s Beard Food on PowerPoint and tells them that the writer of the recipe is creating a dish that recreates the face of Mr Twit, a character created by Dahl. 		<p>PowerPoint – Creativity in the kitchen! Slide 20 (Appendix 1)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<ul style="list-style-type: none"> ● Teacher asks students to guess the ingredients that are used to make the different parts of Mr Twit’s face by referring to the picture. ● Teacher reads the recipe with the students. ● Teacher asks LOT questions to check students’ understanding and HOT questions to facilitate critical thinking. ● Students jot down useful cooking verbs in their Learning Log Book as they read the recipe. 	<p>Reading strategies:</p> <ul style="list-style-type: none"> ● Making use of picture clues ● Making predictions <p>21st century skills:</p> <ul style="list-style-type: none"> ● Critical thinking 	<p>Prediction log (Appendix 5)</p> <p>Recipe for Mr Twit’s Beard Food (Appendix 6)</p> <p>List of questions 2 (Appendix 7)</p>
<p><u>After-reading stage</u></p> <ul style="list-style-type: none"> ● Teacher confirms students’ predictions about the ingredients used to make Mr Twit’s Beard Food. ● Teacher elicits from the class how the writer uses his creativity to write the recipe. ● On <i>Draw It</i>, students label the picture of Mr Twit’s Beard with at least five food items from the recipe. ● Students submit their work. ● Teacher check the answers by sharing some students’ work on Nearpod. ● Teacher explains that different food items can be used to create different facial features of a character. 	<p>Reading strategies:</p> <ul style="list-style-type: none"> ● Confirming predictions <p>21st century skills:</p> <ul style="list-style-type: none"> ● Creativity 	<p>Prediction log (Appendix 5)</p> <p>PowerPoint – Creativity in the kitchen! Slides 22 (Appendix 1)</p> <p>Nearpod editable link: https://share.nearpod.com/e/DlloEsXGvgb</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Teacher summarises what students have learned in the lesson. • Teacher tells the class that they will write a recipe recreating a character of their choice. Teacher asks students to start thinking about what character they would like to recreate in their dish. 		

Lessons 5-6

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p>Recap</p> <ul style="list-style-type: none"> Teacher asks students to recall what they learnt in the previous lesson. 		
<p>Pre-writing stage</p> <ul style="list-style-type: none"> Teacher tells the class again that they are going to write a recipe recreating a character of their choice. Teacher tells the class that they will: <ul style="list-style-type: none"> write the first draft on paper, present a digital version as final draft, and <i>for more-abled classes, make a video recording presenting the recipe.</i> Teacher tells students that they are going to watch a video showing creative ways to make sandwiches. Teacher asks students to guess which character the YouTuber is trying to recreate and plays the video (00:41 – 01:38). Teacher asks students to guess what animal the YouTuber is trying to recreate and plays the video (01:39 – 02:33). Teacher asks students to find out what carrot is used to create and plays the video (03:38 – 04:21). Teacher asks students to watch out for the three things cheese is used to create (04:22 – 05:12). Teacher explains that creativity is important when they write their own recipe for a creative dish. 		<p>YouTube video: ‘DIY Food Art For Kids: How To Make Sandwiches Smile’ (https://www.youtube.com/watch?v=AlbXYe27big)</p> <p>PowerPoint – Creativity in the kitchen! Slides 24 – 27 (Appendix 1)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Vocabulary building</u></p> <ul style="list-style-type: none"> ● Teacher asks students to refer to their Learning Log Book and post some cooking verbs they know on Mentimeter. ● Teacher introduces some cooking verbs on a PowerPoint presentation. 		<p>Learning Log Book</p> <p>PowerPoint – Creativity in the kitchen! Slide 31 (Appendix 1)</p> <p>PowerPoint – Creativity in the kitchen! Slides 32 – 35 (Appendix 1)</p>
<p><u>Pre-writing stage</u></p> <ul style="list-style-type: none"> ● Teacher tells students the writing task again: <ul style="list-style-type: none"> - People are spending more time at home because of the pandemic. Your teacher has noticed that some students do not know what they can do during their free time at home. He/She has decided to ask the class to put together a cookbook, so that students can refer to the recipes for creative dishes written by their classmates and prepare dishes by themselves or with their parents when they have some spare time at home. Students will work in pairs and recreate their favourite character in their dish. 		

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<ul style="list-style-type: none"> Students work in pairs, decide on a character they would like to recreate in their dish, draw the dish and label it with different food items. Teacher set writing goals with students. 	21 st century skills: <ul style="list-style-type: none"> Creativity Collaboration Writing strategies: <ul style="list-style-type: none"> Setting goals 	My writing goals (Appendix 8)
<p><u>While-writing stage</u></p> <ul style="list-style-type: none"> Teacher reminds students to refer to their goals while they are drafting the recipe. Teacher reminds students they can refer to the recipes they have read while they are drafting their own recipe. Students draft their recipe in pairs. Students take turns to write. 	21 st century skills: <ul style="list-style-type: none"> Creativity Collaboration Writing strategies: <ul style="list-style-type: none"> Drafting 	
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher tells the students that they will learn to revise, edit, and publish their work in the next lesson. 		

Lessons 7

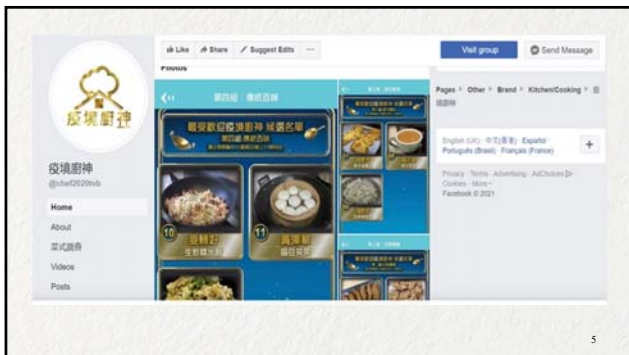
Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Recap</u></p> <ul style="list-style-type: none"> Teacher asks students to recall the writing strategies introduced in the previous lesson. Teacher tells students they are going to revise, edit and publish their work in this lesson. 		
<p><u>Revising and editing</u></p> <ul style="list-style-type: none"> Teacher explains that there are strategies to help them improve their draft. Teacher introduces the ARMS and CUPS strategies using the PowerPoint presentations. Teacher takes a recipe written by a student as an example and demonstrates how ARMS and CUPS can be used to improve a draft. Students edit and revise their work using the CUPS and ARMS strategies with a pen of another colour on their first draft. 	<p>Writing strategies:</p> <ul style="list-style-type: none"> ARMS & CUPS 	<p>PowerPoint – ARMS (recipe) (Appendix 9)</p> <p>PowerPoint – CUPS (recipe) (Appendix 10)</p>
<p><u>Publishing</u></p> <ul style="list-style-type: none"> Students log into Seesaw and create a final draft of their recipe using <i>The Drawing Tool</i>. 		<p>Seesaw</p>
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher asks students what they have learnt in the lesson. 		

Lesson 8

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Motivation</u></p> <ul style="list-style-type: none"> Teacher asks students to recall what they learnt in the previous lesson. Teacher tells students they are going to look at each other’s work and give feedback, and evaluate their own performance. 		
<p><u>Peer evaluation</u></p> <ul style="list-style-type: none"> Teacher explains the Two Stars and a Wish peer evaluation framework. Teacher shows some expressions that can be used to give feedback. Teacher shows the recipe created by one of the students. Teacher demonstrates giving feedback on Seesaw using the Two Stars and a Wish framework. Teacher shows a recipe created by another student. Teacher invites students to give feedback verbally. Teacher types students’ feedback on Seesaw. Students view their classmates’ recipes on Seesaw and give feedback based on the Two Stars and a Wish framework. 	<p>Assessment as learning:</p> <ul style="list-style-type: none"> Peer evaluation 	<p>PowerPoint – Creativity in the kitchen! Slides 39 – 41 (Appendix 1)</p>
<p><u>Self-reflection</u></p> <ul style="list-style-type: none"> Teacher introduces the 3-2-1 self-reflection form. Teacher asks students to recall what writing goals they set and explains that they can reflect upon their performance by looking at whether they have achieved those goals. Students fill in the 3-2-1 self-reflection form. 	<p>Assessment as learning:</p> <ul style="list-style-type: none"> Self-reflection 	<p>My 3-2-1 reflections (Appendix 11)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> ● Teacher summarises what they have learnt in this set. ● Teacher reminds students how reading can help them become better writers. ● Teacher encourages students to remember the reading and writing strategies introduced in this set and use them when they read and write in the future. ● <i>As an extended activity, the more-abled students use The Video Tool on Seesaw to create a video in which they present their recipe.</i> 		Seesaw

Appendix 1



What dish(es) have you made before?

<https://padlet.com/qefcuhk1/m03klishqjrir8n>

What dish(es) have you made before?

Writing task

People are spending more time at home because of the pandemic. Your teacher has noticed that some students do not know what they can do during their free time at home. He/She has decided to ask the class to put together a cookbook, so that students can refer to the recipes for creative dishes written by their classmates and prepare dishes by themselves or with their parents when they have some spare time at home. Students will work in pairs and recreate their favourite character in their dish.

Reading

1 The recipe of grandma's cookies

Join a Session

Your teacher will give you a CODE to join the lesson.

Enter CODE

Grandma's cookies

Ingredients:

- 100 g butter
- 75 g sugar
- 2 tablespoons golden syrup
- 175 g flour
- 100 g chocolate (Use your favourite chocolate bar!)
- 2 tablespoons milk

Steps:

- 1 First wash your hands. (Always wash your hands before cooking!)
- 2 Then beat the butter until it is soft.
- 3 After that add the sugar and mix together. Stir in the golden syrup and flour.
- 4 Next pour in the milk and mix well.
- 5 After that chop the chocolate into small pieces and add to the mixture.
- 6 Finally use a teaspoon to put the mixture into the baking tray. Bake in the oven for 8-10 minutes.

- Circle the name of the dish.
- Draw an arrow pointing to the picture of the dish.
- Draw brackets next to the list of ingredients.
- Put a box around the cooking steps.

brannamas cookies

Ingredients:

- 100 g butter
- 75 g sugar
- 2 tablespoons golden syrup
- 175 g flour
- 100 g chocolate (Use your favourite chocolate bar!)
- 2 tablespoons milk

Steps:

- 1 First wash your hands. (Always wash your hands before cooking!)
- 2 Then beat the butter until it is soft.
- 3 After that add the sugar and mix together. Stir in the golden syrup and flour.
- 4 Next pour in the milk and mix well.
- 5 After that chop the chocolate into small pieces and add to the mixture.
- 6 Finally use a teaspoon to put the mixture into the baking tray. Bake in the oven for 8-10 minutes.


Annotations:

- Circle the name of the dish.
- Draw an arrow pointing to the picture of the dish.
- Draw brackets next to the (list of ingredients).
- Put a box around the cooking steps.

nearpod

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2 Recipe for pancakes



The Munchy, Munchy Cookbook for Kids Pages 50-51

14

pancakes



13

Same? Different?

brannamas cookies

Ingredients:

- 100 g butter
- 75 g sugar
- 2 tablespoons golden syrup
- 175 g flour
- 100 g chocolate (Use your favourite chocolate bar!)
- 2 tablespoons milk

Steps:

- 1 First wash your hands. (Always wash your hands before cooking!)
- 2 Then beat the butter until it is soft.
- 3 After that add the sugar and mix together. Stir in the golden syrup and flour.
- 4 Next pour in the milk and mix well.
- 5 After that chop the chocolate into small pieces and add to the mixture.
- 6 Finally use a teaspoon to put the mixture into the baking tray. Bake in the oven for 8-10 minutes.

pancakes



14

Same? Different?

brannamas cookies


Ingredients:

- 100 g butter
- 75 g sugar
- 2 tablespoons golden syrup
- 175 g flour
- 100 g chocolate (Use your favourite chocolate bar!)
- 2 tablespoons milk

Steps:

- 1 First wash your hands. (Always wash your hands before cooking!)
- 2 Then beat the butter until it is soft.
- 3 After that add the sugar and mix together. Stir in the golden syrup and flour.
- 4 Next pour in the milk and mix well.
- 5 After that chop the chocolate into small pieces and add to the mixture.
- 6 Finally use a teaspoon to put the mixture into the baking tray. Bake in the oven for 8-10 minutes.

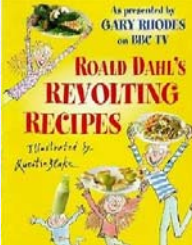
pancakes



Arrangements of ingredients?
Arrangements of cooking steps
Use of drawings/pictures?
Size of drawings/pictures?

17

3 Roald Dahl's Revolting Recipes




18

My Reading Goals

Put a tick (✓) in the appropriate boxes.

- I will read the title of the text and predict what it is about.
- I will use the pictures to help me understand the text.
- I will go back and reread when I don't understand
- I will look for the four core components of a recipe.
- I will pay attention to the writer's creativity.

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MR. TWIT'S BEARD FOOD
FROM *The Twits*

Prediction Log

What ingredients do you think are used to make the different parts of Mr. Twit's face?

My prediction E.g. Olives - Eyes	Evidence E.g. Step 3	Was my prediction accurate? Yes or No

20



MR. TWIT'S BEARD FOOD
FROM *The Twits*

Ingredients:

- 1 egg
- 1 small onion
- 1 onion
- 1 egg yolk
- 1 egg protein
- 1 hard-boiled egg
- 1 egg white
- 1 eggshell
- 1 egg yolk
- 1 egg white
- 1 eggshell
- 1 egg yolk
- 1 egg white
- 1 eggshell

Method:

1. Beat the protein, and work in boiling water until soft. Drain and wash with the butter and milk.
2. Beat the egg white in a bowl.
3. Wash down a cloud of the washed protein, from a bowl to the bowl.
4. Beat the hard-boiled egg and use to beat. Remove the yolk before taking care to keep them from crumbling, and place them gently down on the egg white. For the white on, beat and use the butter on egg.
5. If you like, it is for the protein from the water. If it is there, use in one container only, on the protein part in the middle.


Notes:

1. Beat the protein, and work in boiling water until soft. Drain and wash with the butter and milk.
2. Beat the egg white in a bowl.
3. Wash down a cloud of the washed protein, from a bowl to the bowl.
4. Beat the hard-boiled egg and use to beat. Remove the yolk before taking care to keep them from crumbling, and place them gently down on the egg white. For the white on, beat and use the butter on egg.
5. If you like, it is for the protein from the water. If it is there, use in one container only, on the protein part in the middle.



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Label the picture with at least five food items from the recipe.



nearpod

Start a Session

Your number of points is 0/100 to pass the lesson.

Time left: 0:00

Submit

22

Writing



23

DIY Food Art For Kids: How to Make Sandwiches smile



<https://www.youtube.com/watch?v=ATbXYe27big>

24

Can you guess?



00:41 - 01:38



01:39 - 02:33

What is the youtuber trying to recreate?

25

Can you guess?



03:38 - 04:21

What is carrot used to create?

26

Can you guess?



04:22 - 05:12

What are the three things cheese is used to create?

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Writing task

People are spending more time at home because of the pandemic. Your teacher has noticed that some students do not know what they can do during their free time at home. He/She has decided to ask the class to put together a cookbook, so that students can refer to **the recipes for creative dishes** written by their classmates and prepare dishes by themselves or with their parents when they have some spare time at home. **Students will work in pairs and recreate their favourite character in their dish.**

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My Writing Goals

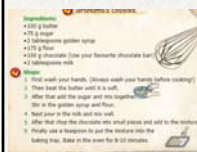


Put a tick (✓) in the appropriate boxes.

- We will include all four core components in our recipe.
- We will pay attention to the layout of our recipe.
- We will show our creativity in our recipe.
- We will use action verbs to give instructions.
- We will use connectives to talk about sequences.

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Do you remember what you have learned from the recipes you read?



MR. TWITT'S BEARD FOOD

30

What are some cooking verbs you know?




<https://www.menti.com/giuq4aozj5>



31

Things you can do to food:



peel



chop



slice



blend



rinse



grate

32



add



mix



pour




knead




bake


33




heat




fry



cut



smash



beat

34



boil



steam



grill




roast





melt

35

Drafting

My Writing Goals 

- Put a tick (✓) in the appropriate boxes.
- We will include all four core components in our recipe.
- We will pay attention to the layout of our recipe.
- We will show our creativity in our recipe.
- We will use action verbs to give instructions.
- We will use connectives to talk about sequences.

36

Revising and Editing

ARMS



CUPS



37

Publishing



38

Peer feedback

Two Stars and a Wish

Two things that you like about your classmate's writing:

★

★

One thing that your classmate can do better:



☺ Tell your classmates **two** things you like about their recipe.

✓ Then, tell them **one** thing that they can do better.

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Two Stars and a Wish

Two things that you like about your classmate's writing:

★

★

One thing that your classmate can do better:



☺ My favourite part is ...

☺ The best thing about it is ...

☺ The most interesting part of your recipe is ...

☺ I really like the way you ...

☺ You should be proud of the way you ...

✓ Don't forget to ...

✓ Think about ...

✓ I suggest ...

✓ I think you might want to ...

✓ It would be even better if you ...

40

Two Stars and a Wish

Two things that you like about your classmate's writing:

★ I really like the way you explain the steps to make the dish.

★ My favourite part of your recipe is the eye-catching picture of the dish.

One thing that your classmate can do better:

✎ Don't forget to use more colour in your recipe.

41

Self-reflection

My Reflections

3 2 1

Three things I learned:

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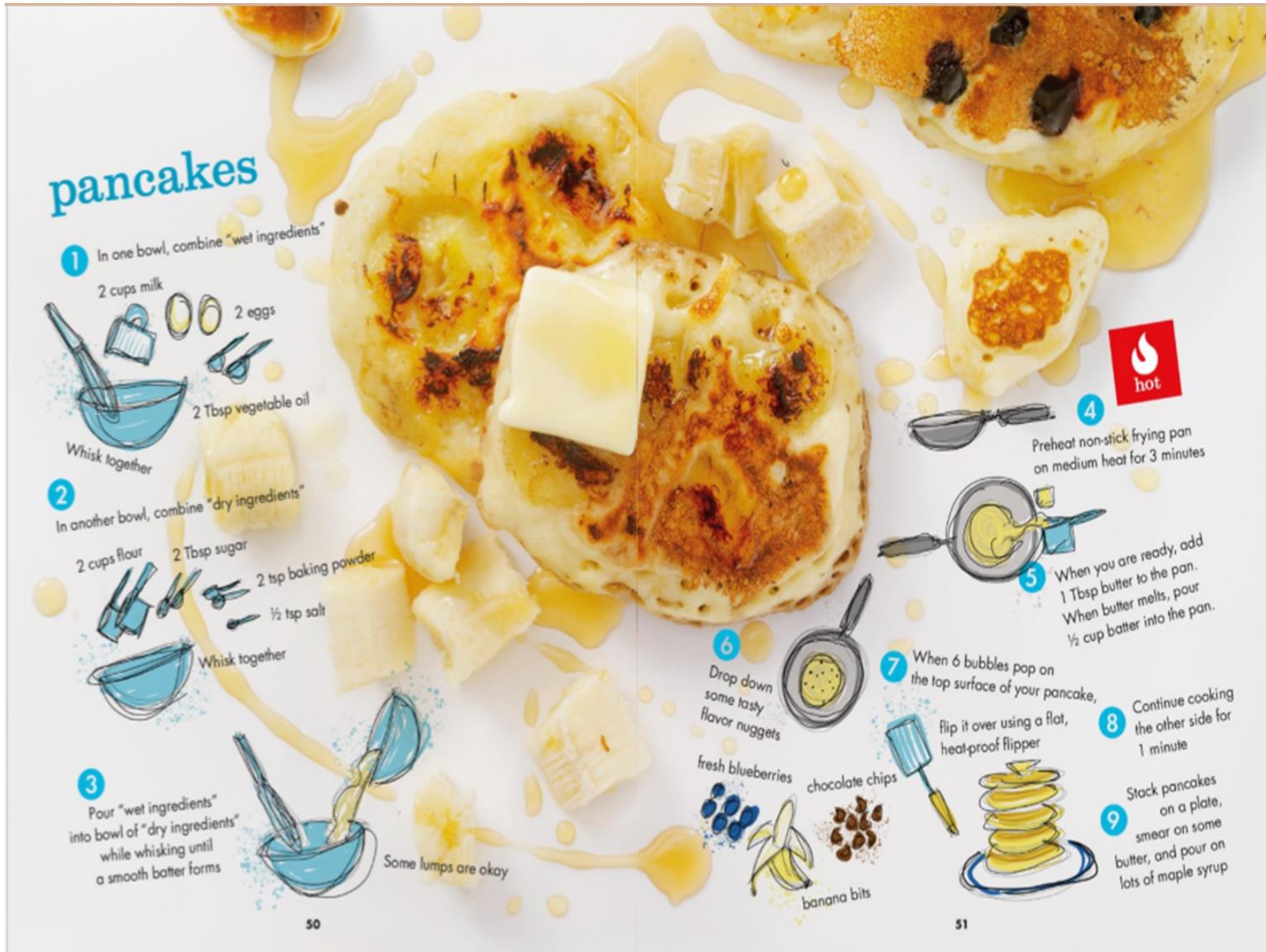
Two things I did well:

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One thing I could do better next time:

--

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Recipe for Pancakes: Taken from *The Munchy, Munchy Cookbook for Kids* by Pierre Lamielle

Recipe for pancakes: List of questions

Lower-order thinking questions <i>(Answers)</i>	Higher-order thinking questions <i>(Possible answers)</i>
	Do you like pancakes? Do you buy them or do you make them? Have you made pancakes before? Can you share your experience with the class?
Where can you find the name of the dish? <i>(In the top-left corner.)</i>	
Where can you find the instructions? <i>(Across the pages.)</i>	
Where can you find the ingredients and the amount of them? <i>(In the instructions.)</i>	
Step 2: How much sugar should I add to the mix? <i>(2 tbsp.)</i>	
	Step 2: What would happen if I added 5 tbsp sugar instead of just 2? <i>(The pancakes would be too sweet.)</i>
Step 6: What are the ‘tasty flavour nuggets’? <i>(Banana bits, chocolate chips, fresh blueberries.)</i>	
	Step 6: Apart from banana bits, chocolate chips, and fresh blueberries, what are some ingredients that you would add to the pancakes to make them tasty? <i>(Ice cream, strawberries, cherries, etc.)</i>
Step 7: What should I do when I see 6 bubbles on the top surface of the pancake?	

<p><i>(Flip the pancake over using a heat-proof flipper.)</i></p>	
	<p>Step 7: What would happen if I didn't flip the pancake? <i>(The pancake would burn and it would not be tasty.)</i></p>
<p>Step 9: Look at the picture and read Step 9. How are the pancakes placed on the plate? <i>(They are stacked on top of one another.)</i></p>	
	<p>Step 9: Do you like having pancakes stacked on top of one another as suggested in the recipe? Or do you prefer eating pancakes one by one? <i>(I don't prefer having them stacked on top of one another because there are too many pancakes than I can finish.)</i></p>

My Reading Goals



Put a tick (✓) in the appropriate boxes.

- I will read the title of the text and predict what it is about.
- I will use the pictures to help me understand the text.
- I will go back and reread when I don't understand
- I will look for the four core components of a recipe.
- I will pay attention to the writer's creativity.

Prediction Log

What ingredients do you think are used to make the different parts of Mr Twit's face?

My prediction E.g. Olives – Eyes	Evidence E.g. Step 5	Was my prediction accurate? ✓ or x



MR. TWIT'S BEARD FOOD

FROM *THE TWITS*

SERVES 4

YOU WILL NEED:

- small saucepan
- skillet
- large oval plate
- 2 large potatoes
- a chunk of butter
- a little milk
- 8 cocktail franks
- 4 mushrooms, 2 for the nose and 2 for the ears (oyster mushrooms are good for the ears if you can find them)
- 1 hard-boiled egg

1. Peel the potatoes, and cook in boiling water until soft. Drain and mash with the butter and milk.

2. Brown the franks in a skillet.

TO ASSEMBLE MR. TWIT'S FACE:

3. With about a third of the mashed potatoes, form a base for his face.

4. EYES: Peel the hard-boiled egg and cut in half. Remove the yolk halves (taking care to keep them from crumbling), and place them upside down on the egg whites. Cut the olive in half and use the halves as pupils.

5. EYEBROWS: Cut his eyebrows from the toast. (Cut them out in one continuous strip, so his eyebrows join in the middle).

- 1 black olive
- 2 slices white bread (one of them toasted)
- 1 small bag shoestring potato sticks
- 1 small bag pretzel sticks
- 1/4 cup peas
- 1/4 cup baked beans
- a handful of cornflakes
- ketchup
- 4 ounces Swiss cheese, cubed
- 1/2 cup brown gravy (optional)

6. NOSE: Carefully separate the mushroom caps from the stems. Form the nose out of a stem, with two upside-down caps as nostrils.

7. EARS: Use one mushroom for each ear.

8. HAIR AND BEARD: With the remaining mashed potatoes, form a base for his hair and beard.

9. MOUTH: Slice three franks in half vertically, leaving an uncut end on two of the franks for the corners of his mouth. Join together into a mouth shape.

10. TEETH: Break the slice of white bread into tiny pieces without any crust. Roll and press them between your fingers into tooth shapes and position in his mouth.

11. BEARD: Build up his beard out of the shoestring potato sticks (bristles), and the remaining franks (cut into little pieces), pretzel sticks, peas, baked beans, cornflakes, and ketchup.

12. To warm up, preheat the oven to 350°F and heat Mr. Twit for about 10 to 15 minutes, or microwave (check manufacturer's instructions).

13. Sprinkle the cheese cubes on his beard. Serve with gravy if you wish.



Appendix 7

Recipe for Mr Twit’s Beard Food: List of questions

Lower-order thinking questions <i>(Answers)</i>	Higher-order thinking questions <i>(Possible answers)</i>
Where can you find the name of the dish?	
Where are the instructions?	
Where are the ingredients and the amount?	
What are ‘small saucepan’, ‘skillet’ and ‘plate’? <i>(Tools.)</i>	
What does ‘serves 4’ in a recipe mean? <i>(The dish is for four people to eat.)</i>	
Look at the picture and the recipe. What facial features of Mr Twit can we find in the dish? <i>(Eyes, eyebrows, nose, ears, hair and beard, mouth, teeth.)</i>	
Step 10: Teeth: What ingredients are used to form Mr Twit’s teeth? <i>(Pieces of white bread.)</i>	
	Step 10: What other ingredients can you think of to form his teeth? <i>(Grains of rice, sweet corn kernels.)</i>
Step 11: Beard: What ingredients are used to build up his beard? <i>(Shoestring potatoes sticks, franks, pretzel sticks, pea, baked beans, cornflakes and ketchup.)</i>	
	Step 11: What other ingredients can you think of to form his disgusting beard? <i>(Spaghetti, macaroni, vegetables, etc.)</i>
Step 13: What does the writer suggest the dish can be served with? <i>(Gravy.)</i>	

	<p>Step 13: Would you serve the dish with gravy? Why?</p> <p><i>(Yes. Gravy is tasty. Gravy can make Mr Twit's beard look even more disgusting, messier and dirtier.)</i></p>
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My Writing Goals



Put a tick (✓) in the appropriate boxes.

- We will include all four core components in our recipe.
- We will pay attention to the layout of our recipe.
- We will show our creativity in our recipe.
- We will use action verbs to give instructions.
- We will use connectives to talk about sequences.

Revising

When you revise your writing, you try to improve it by **adding**, **removing**, **moving** and **substituting** words.



ARMS
can help you!



Add

Blueberry Pancake Smoothie

1. Place the ingredients in a good blender.
2. Wait and cover until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve now.



Add

Blueberry Pancake Smoothie

1. Place **all** the ingredients in a good blender.
2. Wait and cover until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve now.



Remove

Blueberry Pancake Smoothie

1. Place **all** the ingredients in a ~~good~~ blender.
2. Wait and cover until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve now.



Remove

Blueberry Pancake Smoothie

1. Place **all** the ingredients in a blender.
2. Wait and cover until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve now.




Move

Blueberry Pancake Smoothie

1. Place **all** the ingredients in a blender.
2. Wait and cover until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve now.







Move

Blueberry Pancake Smoothie

1. Place **all** the ingredients in a blender.
2. **Cover and wait** until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve **now**.




7




Substitute

Blueberry Pancake Smoothie

1. Place **all** the ingredients in a blender.
2. **Cover and wait** until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve **now**.




8





Substitute

Blueberry Pancake Smoothie

1. Place **all** the ingredients in a blender.
2. **Cover and wait** until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve **immediately**.



9

ARMS

Before

Blueberry Pancake Smoothie

1. Place the ingredients in a good blender.
2. Wait and cover until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve now.

After



Blueberry Pancake Smoothie

1. Place **all** the ingredients in a blender.
2. **Cover and wait** until it is smooth.
3. Pour into two glasses.
4. Sprinkle with sea salt.
5. Serve **immediately**.

10


Editing

When you edit your writing, you try to improve it by correcting the mistakes in it.



CUPS
can help you!


1



Capitalisation

Scrambled Eggs

1. Crack four egg into a bowl.
2. Beat the egg together with fork and season with salt and peper.
3. **put** a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy



2




Capitalisation

Scrambled Eggs

1. Crack four egg into a bowl.
2. Beat the egg together with fork and season with salt and peper.
3. **Put** a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy



3




Usage


Pay attention to verb forms, singular and plural nouns, articles (a, an, the), etc.

Scrambled Eggs

1. Crack four **egg** into a bowl.
2. Beat the **egg** together with **fork** and season with salt and peper.
3. **Put** a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy



4




Usage


Pay attention to verb forms, singular and plural nouns, articles (a, an, the), etc.

Scrambled Eggs

1. Crack four **eggs** into a bowl.
2. Beat the **eggs** together with **a fork** and season with salt and peper.
3. **Put** a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy




5




Punctuation

Scrambled Eggs

1. Crack four **eggs** into a bowl.
2. Beat the **eggs** together with **a fork** and season with salt and peper.
3. **Put** a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy **!**




6




Punctuation

Scrambled Eggs




1. Crack four eggs into a bowl.
2. Beat the eggs together with a fork and season with salt and peper.
3. Put a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy.

7




Spelling

Scrambled Eggs




1. Crack four eggs into a bowl.
2. Beat the eggs together with a fork and season with salt and peper.
3. Put a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy.

8





Spelling

Scrambled Eggs



1. Crack four eggs into a bowl.
2. Beat the eggs together with a fork and season with salt and peper.
3. Put a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy.

9

Before

Scrambled Eggs

1. Crack four egg into a bowl.
2. Beat the egg together with fork and season with salt and peper.
3. put a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy

After

Scrambled Eggs

1. Crack four eggs into a bowl.
2. Beat the eggs together with a fork and season with salt and pepper.
3. Put a small pan over a low heat and drop in a knob of butter.
4. Melt the butter slowly until it is frothy.

10

My Reflections



Three things I learned:

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Two things I did well:

--	--

One thing I could do better next time:

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