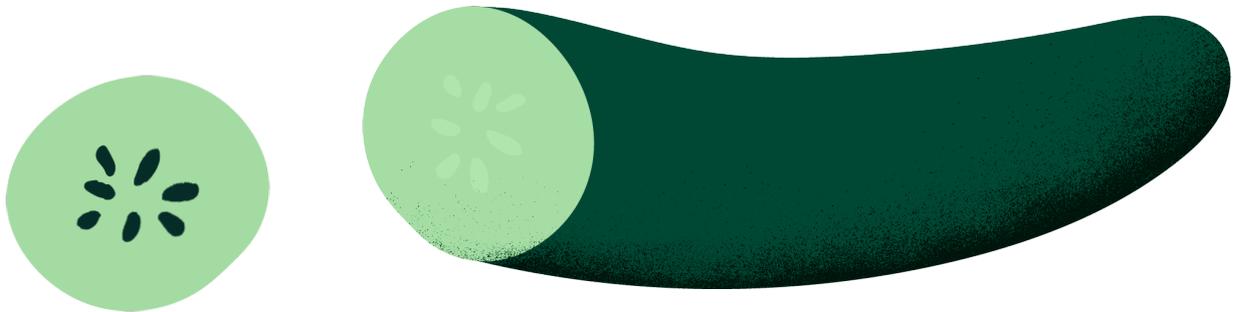# Building Blocks to Recipes

Year 3 — English
Year 4 — English

(English; Yr 3, ACELA1478)
Understand how different types of
texts vary in use of language choices,
depending on their purpose and
context (for example, tense and types of
sentences)

(English; Yr 3, ACELY1680)
Use comprehension strategies to build
literal and inferred meaning and begin to
evaluate texts by drawing on a growing
knowledge of context, text structures
and language features

(English; Yr 4, ACELA1490)
Understand how texts vary in complexity
and technicality depending on the
approach to the topic, the purpose and
the intended audience

(English; Yr 4, ACELA1491)
Understand how texts are made
cohesive through the use of linking
devices including pronoun reference and
text connectives

(English; Yr 4, ACELY1686)
Identify and explain language features
of texts from earlier times and compare
with the vocabulary, images, layout and
content of contemporary texts

Building Blocks to Recipes

Exploring recipes as informative writing

This one's a great companion lesson for 'Teaching Tuberman'. It's about getting students using sequential steps to work out how a procedural text builds meaning.

Equipment:

Scissors

Four to six step-by-step recipes (remove or obscure any numbers on the recipes and make copies for the class)

(Optional) Find an older-style recipe with the instructions printed in one block paragraph, e.g. from The Green and Gold Cookbook, or old CWA cookbooks pre-1950. (Links available in Resources.)

Duration:

45 minutes, possibly followed by a cooking session (optional)

Location:

The classroom and/or the kitchen

Notes:

Before the class

- Students are going to try to reassemble the sequence from clues in the text. To make this simpler, choose short recipes or even recipes with an image per step. If the kids are up for more of a challenge, try choosing recipes with multiple steps and resting stages, such as raised breads or recipes including marinating time.

- Take the copies you have made and cut them up. Separate them into ingredients lists, one slip for each step in the recipe, and different slips for other information, such as the preamble, timings and number of serves. It's a good idea to colour code each recipe in case they get mixed up.

- Put the cut-up slips in paper bags or boxes, one recipe per bag / box.

Recipe procedures

> 👁 Watch **The One with the Taste Prisms** to see how Maddy and Lucy teach Tuberman how to make zucchini slice.

- Ask: how did the girls know which steps to do first?

- ❓ Discuss how experience (having made the recipe before) helps a cook know what to do, and in which order.

- As a class, share several examples of recipes, prompting students to look for ways the recipe texts are structured to help the reader know what to do and when.

- Some recipes number the steps. But even without numbers, how would a cook know what comes next?

Sequencing steps

- Gather the class in groups and give each group one of the cut-apart slips you prepared earlier.

- Ask students to 'rebuild' the recipes using clues in the text and any prior knowledge they may have about how recipes are laid out.

- How do students decide what comes first and what comes next?

- Some conventions will quickly become evident, such as preheating the oven (in baking recipes) before starting on the mixing steps.

- When each group thinks they have reassembled their recipe, either as a class or in groups, provide a copy of the original and discuss how we would work out which step came first.

- Give groups a time limit if you would like to make this more challenging.

Old recipes and new — optional extension

- Compare an old recipe, written as a single paragraph of text, with a modern recipe laid out in steps.

- ❓ **Discuss:** why might older recipes be in this form? Answers may include:

  ◇ the older recipes assumed people already knew how to cook so less teaching was needed

  ◇ older recipes needed to be shorter to save space because paper and printing were more expensive

  ◇ there were fewer cookbooks before the '60s which meant there was less experimentation with formatting and design

  ◇ many old recipes were passed from one cook to another orally or in short notes (such as local CWA cookbook leaflets).

Resources

◇ BBC Good Food: https://www.bbcgoodfood.com/

◇ Taste.com: http://www.taste.com.au/

◇ Trove, National Library of Australia — Recipe for Ginger Cream, The Scone Advocate, NSW, 1929: http://nla.gov.au/nla.news-article157995605

◇ Trove, National Library of Australia — Recipe for Charlotte Russe, The Daily Telegraph, Launceston, Tasmania, 1905: http://nla.gov.au/nla.news-article154010510