

Teaching Tuberman

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, ACELY1682)

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose

(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, ACELA1496)

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts

(English; Yr 4, ACELY1694)

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features

Teaching Tuberman

Using informative writing to teach our resident Space Potato how to cook

Tuberman came to life somewhere in the far reaches of the galaxy, so we can't assume he has much experience when it comes to teaching him how to cook. With this in mind, it's important we find a way to communicate across potential language barriers by writing an extra clear procedural text. It's time for some tasty teaching.

Equipment:

Recipes; a mixture of styles of recipe writing would be useful – see links to useful sources in Resources

Cookbooks that you don't mind lending to the class (leave your favourites at home just in case!)

Duration:

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

Location:

The classroom and/or the kitchen

Notes:

Making meaning



? Discuss: Tuberman comes from outer space and is still learning the ways of humans so there are things, such as certain names for foods and techniques, that “everyone knows” but he doesn’t.

What might he be unaware of that his cooking teachers (Maddy and Lucy) should take into account to help him learn?

✍ Word choice

- Work through several recipe samples as a class and examine the way the text is structured.
- Each line is usually one step in the procedure. Sometimes they are numbered. Most steps begin with a verb.
- Examine the ingredients list, the use of measurements (ml, cups, g), and any other information on the page (such as preparation time, number of servings, and nutrition or seasonal information).
- You may want to make a class list of new vocabulary as you go.

Visual meaning

- Some recipes have images. Ask students what they think images do in relation to recipes. Answers may include:
 - ◇ Images make us want to try the recipe.
 - ◇ Images are pretty / they decorate the recipe.
 - ◇ Images often show us how to do a step or steps in the recipe.
 - ◇ Images show us what to expect – the result we want.
 - ◇ Images help us feel confident to cook something new.
 - ◇ Images entertain us by making the page a work of art.
 - Look at one or two recipes from 'Look and Cook', and 'They Draw and Cook' (listed in Resources).
 - The recipes on these two websites look very different but both styles teach the reader how to cook using images and words.
 - Compare a visual recipe from one of the two sites with a text recipe.
- ❓ **Discuss:**
 - ◇ What difference does the image make?
 - ◇ Are there fewer words in a visual recipe?
 - ◇ Why? (The images are conveying a lot of information.)
 - ❓ Looking at a couple of examples from each site, identify and discuss decisions the recipe designer must have made, such as:
 - ◇ How are ingredients laid out?
 - ◇ Which image represents each step of the action?
 - ◇ Is there a person in the images, no person, or just someone's hands?
 - ◇ How can an illustration convey meaning differently to a photograph? Are there things illustrations can do that photographs can't, and vice versa?
 - If students are film fans, have them apply the same questioning to 'decode' the features of a video recipe. You could use Maddy and Lucy's zucchini slice as a starting point to model this, then students could decode a video recipe of their choice.
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Recipes

- How has social media changed the recipe writing landscape? Tasty videos and the like assume a lot of knowledge in their time-lapse/stop motion videos. What does this tell us about the way we process information now?

Teaching Tuberman

- Working individually, students use the recipe sites and cookbooks to choose a recipe they would like to show Tuberman.

(Out of respect for the fact that he is a potato, maybe we'll be tactful and avoid teaching him how to make chips or anything made of potato, yes?)

- Students copy the text of the recipe they have chosen.
- They highlight or circle the verbs that indicate each action in the recipe. These will be the most important pieces of information to convey.
- What other elements of the recipe are important? (Ingredients, equipment required, quantities, and cooking time/temperature.)
- Students create a visual recipe – it can be a step-by-step photo recipe, a cartoon recipe or a poster in the style of 'They Draw and Cook' (@theydrawandcook on Instagram, if you're up for a squiz).
- Alternatively, they storyboard a video recipe segment.
- Before they create their final work, students must:
 - ◇ Identify the important information – make a list.
 - ◇ Write the sequence of steps in their own words. Can they trim it right down to the essentials?
 - ◇ Decide what the images will show and why.
- When the recipes are ready, create a class gallery and invite others to come and learn from the recipes on show.

Resources

- ◇ BBC Good Food: <https://www.bbcgoodfood.com/>
- ◇ Look and Cook Recipes: <http://lookandcook.com/recipes/>
- ◇ Taste.com: <http://www.taste.com.au/>
- ◇ They Draw and Cook: <http://www.theydrawandcook.com/>
- ◇ Tasty: <https://tasty.co>