

Activity 3: Soup for a mean monster

Objective

To choose and combine words and other features for particular effects (Year 4, Strand 9).

What's on the CD-ROM

Soup for a mean monster

- Text entry activity based on a recipe.

What to do

- Explain to the children that, although instructions are non-fiction, you may find some in a fictional setting. Provide some interesting examples, such as 'Magic spells', 'How to fly an alien spaceship', and ask them to suggest others.
- Display CD-ROM file 'Soup for a mean monster' or hand out copies of photocopiable page 27. Point out the headings 'Ingredients' and 'Method' and ask what sort of instructions these are. (Recipe.)
- Ask the children to complete the 'Ingredients' list. Encourage them to make the recipe as weird or funny as they can.
- Remind them about time connectives (for example, now, first, then), imperatives (verbs that tell you to do something) and the need to write in short sentences with essential information and straightforward language. and the instructions.
- Then, set the children at a computer, and complete the text entry activity, or complete the photocopiable sheet.
- Ask several children to share their finished versions, and discuss their use of the correct language features.

Activity 4: Which way is best?

Objective

To identify success criteria and use them to evaluate writing (Year 3, Strand 9).

What's on the CD-ROM

Media resource

- Photograph of a simple robot costume as a stimulus for class work.

What to do

- Ask the children to recap the important features of instructional writing. (Clear layout, imperatives, short sentences, easy to follow.)
- Display an enlarged version of photocopiable page 28 'Which way is best?' Explain that the chart has three versions for each instruction.
- Working in pairs with a copy of photocopiable page 28, the children should read and discuss all of the options. It will not always be easy to decide which is best, but they should be able to justify their choices.
- Discuss the children's views in a plenary session, asking pairs to explain why they chose the versions they did.
- Display the photograph of the robot costume made out of recycled materials. Ask: *What is it? What is it made out of?* Then ask the children to invent their own list of instructions of how to make the robot costume, including a list of what you need, and what to do.
- See if they can come up with some interesting variations, such as adding antennae, or robotic arms made out of coat-hangers.
- In groups, set the class the task of making robots, then returning to their instructions to see if they can improve their work. Remind the children to use clear sentences, imperatives and short sentences.