

Week Beginning: March 1st, 2021

WALT: write instructions

Day 1 - explore instructional features

Day 2 - plan instructional text

Day 3 - write introduction for instructional writing

Day 4 - write main body of instructions

Day 5 - write conclusion, edit and present main body of instructions

Lesson 1

WALT: explore instructional features

Who uses instructions?

What do we use instructions for?



We all use instructions when we want to find out how to make something, fix something or get somewhere.

WALT: explore instructional features

What features
of instructional
writing
can you find?

Getting from Qatar International School to Landmark

- Begin the journey with QIS on your right-hand side.
- Drive past the empty - dusty - patch of ground on your right and you will see a mosque.

the busy main road and get in to the far left hand lane at the lights.

Turn at the traffic lights.

the left-hand lane and drive to

Roundabout, take the third e

own this road for around 1km, l

and lane.

s Club Roundabout, take the 1

own the road, past Loydence A

another roundabout.

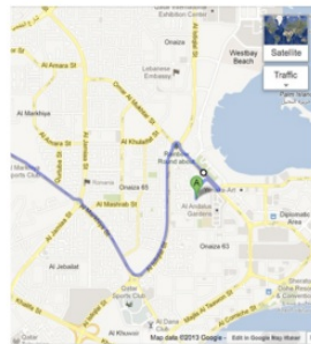
Take the second exit at the roundabout

here is a
our right
ver round
oad about
and take

Buying a bottle of milk

- Go to the nearest grocery shop.
- Look for the area labelled 'milk and dairy' by looking above you at the signs.
- Select the milk bottle that you want to buy.
- Go to the check out.
- Allow the cashier to scan the milk.
- Put the milk, being careful not to d
- Hand over the correct amount of r the milk costs.
- Wait for the cashier to give you yo
- Go home and enjoy your milk!

ry (on the left).
if you on the right hand side of the



Think back to the
video - what do
you call the bossy verb?

Making a cup of tea

You will need...

- A mug or cup
- Water
- Kettle
- Milk
- Tea bag
- Sugar
- Teaspoon



What you will need to do...

- First, fill the kettle with enough water (usually up to 2 cups worth) to fill your mug or cup.
- Switch the kettle on - the switch will be at the side - and wait for your water to boil.
- Pour the water, carefully, in to your mug or cup leaving a little bit of room at the top.
- Put the tea bag in to the hot water and leave for one minute.
- Take your spoon and stir the tea bag around the mug or cup.
- Lift the teabag out of the water with the spoon and squeeze it against the side of the mug to get all of the water out.
- Keep the teabag on the spoon and take it to the bin (being careful not to spill any!)
- Add one, or two, teaspoons of sugar to the mug.
- Pour in a small amount of milk to the mug or cup.
- Stir with the spoon.

Investigating insulating materials

Equipment

- Two beakers
- Hot water
- Cotton wool
- Aluminium foil
- Thermometer
- Pen
- Paper



Method

- Wrap the outside of one beaker with aluminium foil.
- Cover the outside of the second beaker with cotton wool.
- Heat 400ml of hot water in a kettle.
- Pour half of the hot water in to one beaker and the other half into the second beaker.
- Check the temperate of the water in each beaker and write it down.
- Leave the beakers for 5 (OR 6) minutes
- Record the temperatures of the water in each beaker and write it down.
- Leave the beakers for another 5 minutes.
- Record the temperatures of the water in each beaker and write it down.
- Look at the results and decide which material kept the water the hottest (insulated the water).

WALT: explore instructional features

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- Add one, or two, teaspoons of sugar to the mug.
- Pour in a small amount of milk to the mug or cup.
- Stir with the spoon.

Annotate
around this
text, noting
the features
you can see.



EXTRA INFORMATION

What examples of parenthesis can you spot in these instructions?

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- Keep the teabag on the spoon and take it to the bin (being careful not to spill any!)
- Add one, or two, teaspoons of sugar to the mug.
- Pour in a small amount of milk to the mug or cup.
- Stir with the spoon.

commas -
by adding
commas, we
are stressing
how to pour

commas - giving
an option...

brackets -
how much
water?

dashes -
where is the
switch?

brackets -
how?

WALT: explore instructional features

What did you find?

Features of an instructional text

- introduction - why? what is the end goal?
- imperative (bossy!) verbs
- modal verbs (should, could, may...)
- chronological order (what do you do first...)
- time conjunctions/prepositions (eg first.../after cleaning...)
- numbers - sequenced steps telling us how...
- adverbs for precision (eg **carefully** clean...)
- give detail for clarity/justification (why do you have to do it that way?) - using subordinate/relative clauses
- parenthesis () , - for extra information
- diagrams/illustrations
- equipment needed

WALT: explore instructional features

Success Criteria for Instructional Writing				SA
Structure			Introduction	
			Main body with instructions	
			Conclusion	
			Chronological order	
			Sequenced steps (bullet points, numbers)	
Language			Imperative Verbs - bossy	
			Time conjunctions - first, next	
			Relative Clauses for justification	
			Adverbs for precision	
			Parenthesis for extra information	
			Modal Verbs - should, could, may	



What person were they written in?

WALT: explore instructional features

CHALLENGE: Choose one of the examples to annotate.

Getting from Qatar International School to Landmark

- Begin the journey with QIS on your right-hand side.
- Drive past the empty - dusty - patch of ground on your right and you will see a mosque.
- Cross the busy main road and get in to the far left hand lane at the traffic lights.
- Do a U-Turn at the traffic lights.
- Stay in the left-hand lane and drive towards Arch Roundabout.
- At Arch Roundabout, take the third exit.
- Drive down this road for around 1km, be in the right hand lane.
- At Sports Club Roundabout, take the first exit.
- Drive down the road, past Loydence Academy, to another roundabout.

Buying a bottle of milk

- Go to the nearest grocery shop.
- Look for the area labelled 'milk and dairy' by looking above you at the signs.
- Select the milk bottle that you want.
- Go to the check out.
- Allow the cashier to scan the milk.
- Put the milk, being careful not to drop it.
- Hand over the correct amount of money.
- Wait for the cashier to give you your change.
- Go home and enjoy your milk!

How many things can you remember? There should be at least 11!

Use your Success Criteria to add in the rest!

Making a cup of tea

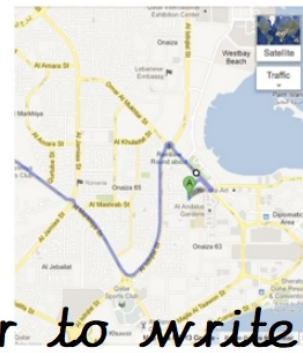
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Look at the results and decide which material kept the water the hottest (insulated the water).

Did you remember to write in which person it is written in?

WALT: explore instructional features

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			Adverbs for precision		
			Parenthesis for extra information		
			Modal Verbs - should, could, may		

Tomorrow, we will plan our instructional writing.

First, number the success criteria from 1 to 11 - with 1 being the easiest and 11 being the hardest.