

Non-fiction

Making Bread/Planting Bulbs

Kate Ruttle/Kate Ruttle

Key text features

The texts both have a brief introduction followed by an instructional text.

- The Teaching text is *Making Bread*.
- The Practice text is *Planting Bulbs*.

Reading the Teaching text: Making Bread

- Introduce the text by asking what the children know about bread. Do they know how it is made? Have they watched someone making bread? What kinds of bread do they like eating?
- Talk about the title of the text. What do they think it will be about?

Reading the Practice Text: Planting Bulbs

- Have any of the class got a garden? Have they seen bulbs? If not, show them some pictures from the internet. Have they watched someone planting bulbs or helped to plant bulbs?
- Show the children pictures of spring flowers that come from bulbs. Do the children know the names of any of these flowers? (E.g. daffodils, tulips, irises, crocuses, snowdrops, bluebells.)
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Extending reading

The Ultimate Children's Cookbook (9781405351898, DK Children 2010)

Ready, Steady Grow by the Royal Horticultural Society (9781405352383, DK Children 2010)

Moving into writing

- Introduce another simple cooking task. Take photographs of the children following the instructions.
- As a class, sequence the photographs to show the order of events.
- Ask the children to talk to a response partner: one child should give the other instructions (following the sequence of the photographs) while the other one mimes following the instructions exactly.
- Ask the children to write the instructions they needed to give and to follow.

Listening Comprehension: Questions and Answers

Q1: What is the first piece of information you are given in this text?

A1: People all over the world make some form of bread.

Strategy: Listen carefully to the opening of the text and think about what 'information' means.

Q2: What does the word "*ingredients*" mean?

A2: The things you need to use to make the bread.

Strategy: Listen to the whole text, listening out for every time you hear the word "*ingredients*". Think about the information you are given immediately after you first hear the word.

Q3: What is the first instruction you are given?

A3 Measure out all the ingredients into a large bowl.

Strategy: Think about everything you know about instructions. What makes instructions different from other kinds of sentences? Listen to the whole text again, thinking about instructions.

Teaching text: Making Bread

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What happens if you add other ingredients to your dough? ☐ You make bigger loaves of bread. ☐ You make different kinds of bread ☐ You make a better dough. ☐ You make bread by baking the dough.	You make different kinds of bread.	1b 1 mark	<i>Question focus: identify information.</i> - Carefully read the question, marking key words. - Consider where in the text to look for the answer. - Carefully read the paragraph to find your answer. - Reread the options in the question and choose the best one.
2. Find and copy two things that you always need to make dough for bread.	flour water	1b 1 mark	<i>Question focus: identify information.</i> - Carefully read the question, marking key words. - Consider where in the text to look for the answer. - Carefully read the paragraph to find your answer. Both answers are needed for one mark.
3. Choose the instruction. Tick one. ☐ Which types of bread have you eaten? ☐ Making Bread ☐ What you have to do ☐ Bake the bread for 20–25 minutes.	Bake the bread for 20–25 minutes.	1a 1 mark	<i>Question focus: draw on vocabulary to understand text.</i> - Carefully read the question, marking key words. - Consider what you know about instructions. - Read the options carefully and identify the key features.

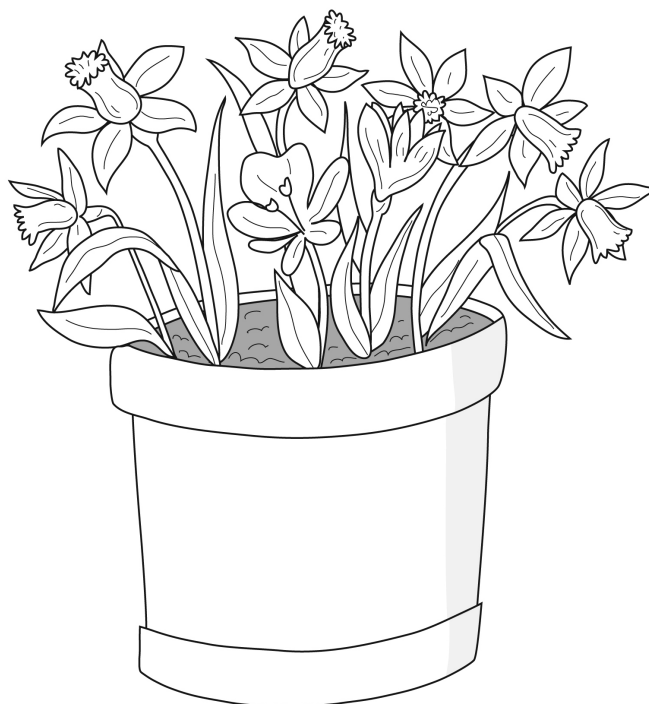
Teaching text: Making Bread

Cracking the questions

Question	Answer	CD /Mark	Useful strategies
4. "Mix them up and knead them." The word "knead" in this sentence is closest in meaning to (tick one): ☐ Squeeze and press them. ☐ Mix and stir them. ☐ Tell them they are important to you. ☐ Stamp and kneel on them.	Squeeze and press them.	1a 1 mark	<i>Question focus: draw on vocabulary to understand text.</i> - Carefully read the question, marking key words. - Consider where in the text to look for the word. - Scan the text to find the word. - Carefully read that part of the text, thinking about what the word might mean.
5. What do you think happens after you have followed instruction 7?	Possible answers could include: You have a loaf of bread./You can eat the bread./You have to wait for the bread to cool down. <i>Do not accept:</i> You have to wait for the bread to cook.	1e 1 mark	<i>Question focus: predict what might happen.</i> - Carefully read the question, marking key words. - Consider where in the text to look for information. - Think about what has happened so far and what you think might happen next.
6. Number these events to show the order they happen in. ☐ Make the dough into a mound. ☐ Put a clean cloth over the dough. ☐ Put the dough onto a baking tray ☐ Mix the ingredients together.	Make the dough into a mound. 3 Put a clean cloth over the dough. 2 Put the dough onto a baking tray. 4 Mix the ingredients together. 1	1c 1 mark	<i>Question focus: identify the order of events.</i> - Carefully read the question, marking key words. - Scan the text for the actions in the question. - Carefully read the text and number the events

Planting Bulbs

- 1 Have you ever noticed the bright colours of spring flowers? Most of them are grown from bulbs, which contain the food that the flower needs to grow. If you want your flowers to appear in the spring, you will need to plant your bulbs in the autumn, either in the garden or in a pot.
- 6 How to plant a bulb:
 - 7 1. Dig a hole that is three to four times as deep as the bulb.
 - 8 2. Plant most bulbs with the round bit facing down and the pointy bit facing up. If you're not sure which is which, plant the bulb on its side. The roots will grow down and the bud will sprout up.
 - 12 3. If you're growing bulbs in a garden, mark the spot where you have planted the bulb. Write the name of the flower on a lollipop stick and push it into the ground above the bulb.
 - 15 4. Wait and watch.
 - 16 5. Once the bulbs have finished flowering, leave the leaves until they begin to turn yellow. This lets the bulb make the food it needs to flower again next year.



Name:

Class:

Date:

1. Why are most spring flowers grown from bulbs? Tick one.

So the flowers have bright colours. ☐

So you plant them in the autumn. ☐

So the flowers have food to grow. ☐

So they flower in the spring. ☐

1b

☐

1 mark

2. Find and copy two places you can plant a bulb.

1b

☐

1 mark

3. Tick the instruction.

Have you ever noticed the bright colours of spring flowers? ☐

How to plant a bulb: ☐

Planting Bulbs ☐

Dig a hole that is three to four times as deep as the bulb. ☐

1b

☐

1 mark

4. "The roots will grow down and the bud will sprout up."

The word "sprout" in the sentence is closest in meaning to (tick one):

green vegetable ☐ grow ☐

stem ☐ leaf ☐

1a

☐

1 mark

5. "Wait and watch."

Write what you think will happen next.

1e

☐

1 mark

6. Number these events to show the order they happen in.

Enjoy the spring flowers. ☐

Let the leaves turn yellow. ☐

Plant the bulb. ☐

Let the roots grow down. ☐

1c

☐

1 mark

Practice text: Planting Bulbs

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Why are most spring flowers grown from bulbs? Tick one. ☐ So the flowers have bright colours. ☐ So you plant them in the autumn. ☐ So the flowers have food to grow. ☐ So they flower in the spring.	So the flowers have food to grow.	1b 1 mark	<i>Question focus: identify information.</i> - Carefully read the question, marking key words. - Consider where in the text to look for the answer. - Carefully read the paragraph to find your answer. - Reread the options in the question and choose the best one.
2. Find and copy two places you can plant a bulb.	in the garden in a pot	1b 1 mark	<i>Question focus: identify information.</i> - Carefully read the question, marking key words. - Consider where in the text to look for the answer. - Carefully read the paragraph to find your answer. Both answers are needed for one mark
3. Tick the instruction. ☐ Have you ever noticed the bright colours of spring flowers? ☐ How to plant a bulb: Planting Bulbs ☐ Dig a hole that is three to four times as deep as the bulb.	Dig a hole that is three to four times as deep as the bulb.	1b 1 mark	<i>Question focus: identify information.</i> - Carefully read the question, marking key words. - Consider what you know about instructions. - Read the options carefully and identify the key features.
4. "The roots will grow down and the bud will sprout up." The word "sprout" in this sentence is closest in meaning to (tick one): ☐ green vegetable ☐ grow ☐ stem ☐ leaf	grow	1a 1 mark	<i>Question focus: draw on vocabulary to understand text.</i> - Carefully read the question, marking key words. - Consider where in the text to look for the word. - Scan the text to find the word. - Carefully read that part of the text, thinking about what the word might mean.

Practice text: Planting Bulbs

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
5. "Wait and watch." Write what you think will happen next.	Possible answers could include: The flowers will grow./The stem/stalk/shoot will appear above the ground.	1e 1 mark	<i>Question focus: predict what might happen.</i> - Carefully read the question, marking key words. - Consider where in the text to look for information. - Think about what has happened so far and what you think might happen next.
6. Number these events to show the order they happen in. ☐ Enjoy the spring flowers. ☐ Plant the bulb. ☐ Let the leaves turn yellow. ☐ Let the roots grow down.	Enjoy the spring flowers. 3 Plant the bulb. 1 Let the leaves turn yellow. 4 Let the roots grow down. 2	1c 1 mark	<i>Question focus: identify order of information.</i> - Carefully read the question, marking key words. - Scan the text for the actions in the question. - Carefully read the text and number the events