










# Making damper on Australia Day

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Assessment description	Category
Children use their knowledge and understanding of the structure and purposes of an informative text to respond to tasks. Children create an informative presentation with an example of a recipe as an informative text	Multimodal
	<b>Technique</b> Informative text Presentation
Context for assessment	Alignment
Children in Year 2 engage with a range of different types of text in their daily lives as such an awareness of text structure and language and textual features within texts is an important skill for children to develop. In this assessment : <ul style="list-style-type: none"> <li>• children come to understand how similar texts share common characteristics and how language works to provide information.</li> <li>• children develop their writing skills through being able to manipulate text structure and language features to write for a specific purpose and audience.</li> <li>• children demonstrate their knowledge and understanding of information texts in a range of ways including a presentation about a food for an event or occasion.</li> </ul> This assessment is designed to be conducted over a number of sessions. Instructions of each section and individual components within sections should be read and clearly explained to children.	Australian Curriculum v4.2, <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> , ACARA — Australian Curriculum, Assessment and Reporting Authority  Year 2 English standard elaborations <a href="http://www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr2_se.pdf">www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr2_se.pdf</a>
	<b>Connections</b> This assessment can be used with the QSA Australian Curriculum resource titled <i>Year 2 unit overview — English exemplar</i> available at: <a href="http://www.qsa.qld.edu.au/yr2-english-resources.html">www.qsa.qld.edu.au/yr2-english-resources.html</a> .
	<b>Definitions</b> <b>Informative texts:</b> texts whose primary purpose is to provide information. These texts include explanations and descriptions, recounts, instructions and directions, rules and news. <b>Text structure:</b> The ways in which information is organised in different types of texts (for example, headings, subheadings, sequencing, topic sentences). <b>Language features:</b> The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Source: Australian Curriculum English glossary <a href="http://www.australiancurriculum.edu.au/Australian%20Curriculum.pdf?a=E&amp;e=7&amp;type=0">www.australiancurriculum.edu.au/Australian%20Curriculum.pdf?a=E&amp;e=7&amp;type=0</a>
	<b>In this assessment</b>
Teacher guidelines Student booklet Task-specific standards: Continua Task-specific standards: Matrix	Assessment resource: Text structure Assessment resource: Presentation planner Assessment resource: Report checklist Assessment resource: Sample response

# Teacher guidelines

## Identify curriculum

Content descriptions to be taught	
Language	Literacy
<p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</li> <li>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)</li> </ul> <p><b>Expressing and developing ideas</b></p> <ul style="list-style-type: none"> <li>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)</li> </ul>	<p><b>Texts in context</b></p> <ul style="list-style-type: none"> <li>Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)</li> </ul> <p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>Rehearse and deliver short presentations on familiar and new topics (ACELY1667)</li> </ul> <p><b>Interpreting, analysing, evaluating</b></p> <ul style="list-style-type: none"> <li>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</li> <li>Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)</li> </ul>
<p><b>General capabilities (GCs) and cross-curriculum priorities (CCPs)</b></p> <p>This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the English curriculum hub: <a href="http://www.qsa.qld.edu.au/yr2-english-resources.html">www.qsa.qld.edu.au/yr2-english-resources.html</a></p>	
<ul style="list-style-type: none"> <li> Literacy</li> <li> Numeracy</li> <li> ICT capability</li> <li> Critical and creative thinking</li> <li> Personal and social capability</li> <li> Ethical understanding</li> <li> Intercultural understanding</li> </ul>	<ul style="list-style-type: none"> <li> <b>Aboriginal and Torres Strait Islander histories and cultures</b></li> <li> <b>Asia and Australia's engagement with Asia</b></li> </ul>

**Achievement standard**

This assessment provides opportunities for children to demonstrate the following highlighted aspects.

**Receptive modes (listening, reading and viewing)**

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

**Productive modes (speaking, writing and creating)**

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Source: ACARA, The Australian Curriculum v4.2, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

## Sequence learning

### Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 2 English unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

- See unit overview — English exemplar (Finding and using information)  
<[www.qsa.qld.edu.au/downloads/p\\_10/ac\\_english\\_yr2\\_plan.doc](http://www.qsa.qld.edu.au/downloads/p_10/ac_english_yr2_plan.doc)

### Adjustments for needs of learners

The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian children. All children across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.

To make adjustments, teachers refer to learning area content aligned to the child's chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross-curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the child's current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all children and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.

For information to support children with diverse learning needs, see:

- Queensland Studies Authority materials for supporting children with diverse learning needs  
[www.qsa.qld.edu.au/10188.html](http://www.qsa.qld.edu.au/10188.html)
- Australian Curriculum Student Diversity  
[www.australiancurriculum.edu.au/StudentDiversity/Overview](http://www.australiancurriculum.edu.au/StudentDiversity/Overview)
- The *Melbourne Declaration on Educational Goals for Young Australians*  
[www.mceecdya.edu.au/mceecdya/melbourne\\_declaration,25979.html](http://www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html)
- The *Disability Standards for Education* [www.ag.gov.au](http://www.ag.gov.au).

### Resources

#### Print

- Priceman M, 1996 *How to make an apple pie and see the world*, Dragonfly Books, USA.  
Also: video clip :*How To Make An Apple Pie and See the World*.  
[www.youtube.com/watch?v=w03XWpdfKRE](http://www.youtube.com/watch?v=w03XWpdfKRE)
- Katzen M, & Henderson A, *Pretend soup and other real recipes: A cook book for preschoolers and up*, 1994, Trycycle Press, USA
- Vaughn, M & Lofts P 2002, *Wombat stew* Scholastic, Australia.

#### Online

- Graphic organisers  
readwritethink.com, *Printouts*,  
[www.readwritethink.org/classroom-resources/printouts/sequence-events-chart-30580.html](http://www.readwritethink.org/classroom-resources/printouts/sequence-events-chart-30580.html)
- QuirkyPictures, *The Lighthouse Keepers' Lunch*,  
[www.youtube.com/watch?v=jRcFsjlDdEA](http://www.youtube.com/watch?v=jRcFsjlDdEA)

## Develop assessment

### Preparing for the assessment

#### Reviewing and experiencing informative types of text

- Read examples of informative texts that provide instructions and directions.
- Identify processes in a range of texts about food or cooking including literature such as *Wombat Stew* and *The Lighthouse Keeper's Lunch*.

#### Introducing the type of text: recipe

- Explore recipes (with and without images) to identify text structure and language features including
  - title, labels or steps, images, and ways to show process
  - topic-specific vocabulary of recipes, e.g. ingredients, method, instructions or steps, sift, rub, knead, bake, make a well
  - vertical layout in recipes.

#### Identifying action verbs and sequencing vocabulary

- Identify action verbs.
- Provide multiple opportunities to identify action verbs in text.
- Transform verb tense from past to present and present to past, e.g. in a recount the action verbs are in past tense and, in a recipe, the action verbs are in present tense.
- Explore words that indicate a sequence, e.g. *first, then, next*.

#### Discuss language features

- Discuss how language features show a process, which is the key feature of the information texts in this assessment.

#### Creating informative texts

- Create informative texts (e.g. multimodal, written, spoken or visual)
  - identify the audience and purpose of the specific text
  - select text structure and language features to suit the purpose and audience, including images that would support meaning
  - discuss different ways to represent sequence, e.g. use of words signalling time sequence, such as *first, next, then, later, lastly*; use of numbering in a recipe.

#### Use terms in context

- Use terms in context including purpose, audience, language features, text, text structure, title, labels, images, key events and sequence.

### Implementing

#### Section 1. Understanding text structure and purposes

##### Setting the scene

*Australia day is a special celebration day on the 26th of January where we come together as a nation to celebrate what is great about Australia and being Australian. On Australia Day, many people attend a community event, or get together with family and friends to celebrate our national day.*

*At these events, you may often find people enjoying a very Australian type of bread called damper. Damper is made with simple ingredients such as flour, butter and milk. It is traditionally cooked on a stick or in a pot over a camp fire.*

*Damper is also great baked at home in the oven. It smells wonderful and is usually eaten when it is still warm with lots of melting butter and delicious jam.*

##### Reading the recount and sequencing information

Read the recount aloud to children.

## Implementing

Re-read the recount to the class.

Instruct children to complete the boxes that follow the recount. Provide explicit demonstration as shown in the first box.

😊 Indicates a reminder. Teachers may read the reminder to children but not elaborate on it. *Using sequence words or verbs might help to start each step.*

Children independently, and without time limit, sequence information from the recount

### Writing a recipe

Reread the recount and an example sequence list to the class, small groups or individuals.

Instruct children to use their information from the sequence boxes and the recount to finish the recipe for damper.

😊 Indicates a reminder. Teachers may read the reminder to children but not elaborate on it. *Remember to make it look like a recipe by using the right text structure.*

Children complete the recipe for damper using an appropriate type of informative text - instructional-recipe.

### Understanding text structure

Read the questions to the class, small groups or individuals. These questions may be answered in written or spoken format.

Children respond independently in written or spoken form.

## Section 2. Language and textual features of a recipe

### Understanding images in text

Read the instructions to class, small groups or individuals.

Children circle an image that would help audience understand how to make damper and explain in written or spoken format why they chose those images.

### Table of text features

Read the instructions to the class, small groups or individuals, explaining the table stars.

☆ Write an example of the text feature from your recipe.

☆☆ Explain what it does if you are writing a recipe.

☆☆☆ Look at the example in the last row and fill in the missing information.

Children complete the table independently.

### Vocabulary use

Read the instructions to the class, small groups or individuals.

Children fill in three words that are a good choice in a recipe for making damper.

## Section 3. An informative presentation

Children develop and present a short informative report that includes a recipe.

Children prepare and give a short presentation about a favourite food from a celebration or an event.

The presentation should:

- give information about a food from a favourite celebration or event
- include images about the food and the event or celebration
- include a procedure/recipe for preparation of the food
- give reasons for choosing the celebration and the food

The presentation may:

- be multimodal and could be written visual or spoken
- be presented as a booklet, brochure, poster, PowerPoint or presentation using ICTs.

Assessment resources provided with this assessment support children to prepare and present their short informative report.

## Make judgments

When making judgments about the evidence in children's responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Year 2 standard elaborations. See [www.qsa.qld.edu.au/downloads/p\\_10/ac\\_eng\\_yr2\\_se.pdf](http://www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr2_se.pdf)

### *The Queensland standard elaborations for English*

The Queensland Year 2 standard elaborations for English are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) (or equivalent) judgments. It should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland English standard elaborations provide a basis for judging *how well* children have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland English standard elaborations. Understanding and skills in English are organised as Receptive modes and Productive modes.

The valued features of English drawn from the achievement standard and the content descriptions for Receptive and Productive modes are organised as:

- Ideas and information in texts
- Text structures
- Language and textual features

### *Task-specific standards*

Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the response to the standards
- a focal point for discussing children's responses
- a tool to help provide feedback to children.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard
- aligns the valued feature, task-specific descriptor and assessment
- allows teachers to make consistent and comparable on-balance judgments about a child's work by matching the qualities of children's responses with the descriptors
- clarifies the curriculum expectations for learning at each of the five grades (A–E or the early years equivalent)
- shows the connections between what children are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
- supports evidence-based discussions to help children gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve



- encourages and provides the basis for conversations among teachers, children and parents/carers about the quality of children’s work and curriculum expectations and related standards.

### ***Task-specific valued features***

Task-specific valued features are the discrete aspects of the valued features of English targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland English standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

### ***Task-specific valued features for this assessment***

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that children will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

Australian Curriculum Year 2 English	Making damper on Australia Day Unit: Finding and using information	Teacher guidelines
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Australian Curriculum achievement standard dimensions	Australian Curriculum achievement standard	Queensland standard elaborations valued features	Task-specific valued features
Understanding and Skills	<b>Receptive</b> Evidence of listening reading and viewing	Text structures	Understanding of text structure and purpose of texts that are used to show procedures and instruction <b>Section 1</b>
		Language and textual features, including oral language, and listening	Knowledge of language features, images and vocabulary that are used in text to show procedures and instruction <b>Section 2</b>
	<b>Productive</b> Evidence of speaking writing and creating	Ideas and information in text	Select and organise ideas, information and images to deliver an informative presentation (short multimodal) about a special event and a food from the event including a recipe for making damper <b>Sections 2, 3</b>
		Text structures	Use of specific text structures, writing, speech and images to connect to the purpose of a recipe and an informative report <b>Sections 2, 3</b>
		Language and textual features	Creation and presentation of a short multimodal presentation about a special event and a food from the event. Presentation may include; topic-specific vocabulary, relevant sequential information, supporting images and spoken language features of stance, eye contact, pace, salutations, and introduction <b>Section 3</b>

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

- a matrix
- a continua

Australian Curriculum Year 2 English	Making damper on Australia Day Unit: Finding and using information	Teacher guidelines
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## **Matrix and continua**

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

- use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in children's work – A to E (or the Early Years equivalent)
- highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
- incorporate the same task-specific valued features, i.e. make explicit the particular understanding / skills that children have the opportunity to demonstrate for each selected valued feature
- provide a tool for directly matching the evidence of learning in the child's response to the standards to make an on-balance judgment about achievement
- assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent).

### **Continua**

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the children's responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

### **Matrix**

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the children's responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

## Use feedback

<b>Feedback to children</b>	<p>Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the child's personal progress and the next steps in the learning journey.</p> <p>Offer feedback:</p> <ul style="list-style-type: none"><li>• after Section 1 and 2 of the assessment as section each develops learning that becomes part of Section 3, "the informative presentation"</li><li>• that provides ongoing as children develop the presentations. The <i>Assessment resource: Report checklist</i> may assist with feedback conversations during the development of the presentation</li><li>• following the presentation that will provide information for future learning. The <i>Assessment resource: Report checklist</i> may assist with feedback conversations conducted after a grade has been awarded.</li></ul> <p>The task-specific standards for this assessment can be used as a basis for providing feedback to children.</p>
<b>Resources</b>	<p>For guidance on providing feedback, see the professional development packages titled:</p> <ul style="list-style-type: none"><li>• <i>About feedback</i> <a href="http://www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc">www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc</a></li><li>• <i>Seeking and providing feedback</i> <a href="http://www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc">www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc</a></li></ul>

# Making damper on Australia Day

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**Identify the text structures and language features of informative texts and create an informative presentation on a food from a special event that includes a recipe.**

**You will:**

- find and sequence given information to show the steps in making damper
- use your information to write a recipe for damper using a procedural text structure
- identify characteristics, purposes and text features of a damper recipe
- create and give an informative presentation about a food that comes from an event or special occasion. You will include a recipe of the food as part of your presentation.

## Section 1. Understanding text structure and purposes

- Read this **recount** about making damper.

First we found all the ingredients and put them on the kitchen bench. Then we mixed the flour and a little bit of salt together and sifted that into a big bowl. Next we mixed in some butter until the flour looked like breadcrumbs. After that we made a hole in the centre of the mixture. Then we poured in some milk and water. Next we mixed it up until it looked like dough. Then we kneaded the dough. Lastly we put it on a tray in the oven and baked it in a hot oven for half an hour. Damper was fun to make and was delicious eaten with butter and honey.

- Find information in the **recount** that would show the steps or instructions for making damper.
- Use the table below to write the steps you would need when making damper.
- 😊 Using sequence words or verbs might help to start each step.

1. Find all the ingredients
2.
3.
4.
5.
6.
7.
8.
9.

● Here is part of a recipe for damper. Use the information in Section 1 to help you finish the recipe.

😊 Remember to make it look like a recipe by using the right text structure.

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**Ingredients**

3 cups self-raising flour

$\frac{1}{2}$  teaspoon salt

3 tablespoons butter

$\frac{1}{2}$  cup of milk

$\frac{1}{2}$  cup of water

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● You have read about making damper in a recount and a recipe. Both texts are alike because they are about making damper.

What is another way they are similar?

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● Circle the text that would be easier to use to make damper.

**recount**      **recipe**

Explain your answer

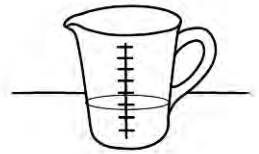
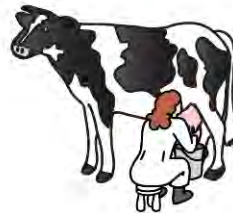
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## Section 2. Language and textual features of a recipe

- Circle an image that would help the audience understand how to make damper using your recipe.



- Why did you choose that image?

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.....


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● In the table below:

☆ Write an example of the text feature from your recipe.

☆☆ Explain what it does if you are writing a recipe.

☆☆☆ Look at the example in the last row and fill in the missing information.

Text feature	Example	What does it do?
<b>Title</b>	☆ Damper	☆☆ It names the thing that is being made.
<b>Subheading</b>	☆	☆☆
<b>Verb/ action word</b>	☆	☆☆
<b>Numbers (in a vertical list)</b>	☆	☆☆
☆☆☆		☆☆☆

● Write 3 words that are a good choice for using in a recipe for making damper.

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## Section 3. An informative presentation

- You will prepare and give a short presentation about a favourite food from a celebration or an event.

Your presentation will:

- give information about a food from a favourite celebration or event
- include images about the food and the event or celebration
- include a procedure/recipe for preparation of the food
- give reasons for choosing the celebration and the food.

Your presentation may be written visual or spoken and could be presented as a booklet, brochure, poster, PowerPoint or ICT presentation.

☺ Here are some ideas to get your thinking started.

Special event	Food for a recipe
○ Birthday	Frogs in jelly
○ Christmas	White Christmas
○ Easter	Marshmallow bunnies
○ Chinese New Year	Steamed dumpling
○ Children's Day (Japan)	Chimaki
○ Anzac Day	Anzac biscuits
○ Special morning tea with grandma	Fairy cakes
○ My family picnic	Avocado dip with fresh vegies

# Making damper on Australia Day

Name .....

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**Purpose of assessment:** To analyse and create an informative text using text structure, and language and textual features that suit purpose and audience.

Understanding and Skills	
Receptive modes	Productive modes
Understanding and knowledge of text structure, purpose, language features, images and vocabulary used to show procedures and instructions <b>Sections 1, 2</b>	Select and organise ideas, information and images to deliver an informative presentation (short multimodal) about a special event and a food from the event including a recipe for making damper. Use of text structures, writing, speech and images to connect to the purpose of a recipe and an informative report <b>Sections 2, 3</b> Use of topic-specific vocabulary and spoken language features <b>Section 3</b>
<ul style="list-style-type: none"> <li>◀ Clear explanation of text structures that show understanding of the purposes in an informative text (procedural–recipe) Clear explanation of the language features, images and vocabulary in informative texts</li>   <li>◀ Identification of text structures that show understanding of the purposes in an informative text (procedural–recipe) Identification of language features, images and vocabulary in informative texts</li>   <li>◀ Identification of characteristics of an informative text (procedural–recipe) Directed identification of language features, images and vocabulary used in informative text</li> </ul>	<ul style="list-style-type: none"> <li>◀ Clear and effective selection and organisation of relevant ideas and information to support meaning in an informative presentation (including a recipe) Clear and effective use of texts that shows connection between writing, speech and images to suit the purposes of a recipe and an informative presentation Clear and effective use of topic-specific vocabulary and spoken language features to suit the purpose and audience of a short informative presentation</li>   <li>◀ Workable selection and organisation of relevant ideas and information to support meaning in an informative presentation (including a recipe) Workable use of texts that shows connections between writing, speech and images to suit the purposes of a recipe and an informative presentation Workable use of topic-specific vocabulary and spoken language features to suit the purpose and audience of a short informative presentation</li>   <li>◀ Directed selection and organisation of ideas and information to support meaning in an informative presentation (including a recipe) Directed use of words, phrases and images to convey ideas in a recipe and an informative presentation Directed use of topic-specific vocabulary and spoken language features to suit the purpose and audience of a short informative presentation</li> </ul>
	<div style="display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;">A P</div> <div style="margin-bottom: 10px;">M C</div> <div style="margin-bottom: 10px;">W W</div> <div style="margin-bottom: 10px;">E X</div> <div>B A</div> </div>

# Making damper on Australia Day

Name .....

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**Purpose of assessment:** To analyse and create an informative text using text structure, and language and textual features that suit purpose and audience.

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)	
Understanding and Skills	Receptive modes (evidence of listening, reading and viewing)	Understanding of text structure and purpose of texts that are used to show procedures and instruction <b>Section 1</b>	Clear explanation of text structures that show understanding of the purposes in an informative text (procedural–recipe)  For example: “A recipe has steps set out in a numbered list to make it easy to follow as you cook.”	Explanation of text structures that show understanding of the purposes in an informative text (procedural–recipe)  For example: “A recipe has steps set out in a numbered list.”	Identification of text structures that show understanding of the purposes in an informative text (procedural–recipe)  For example: “A recipe has steps.”	Use of the characteristics of an informative text (procedural–recipe)  For example: A child chooses recipe over recount and gives a simple reason “It shows things for cooking.”	Identification of characteristics of an informative text (procedural–recipe)  For example: A child chooses recipe over recount and provides no explanation. A child makes an uninformed choice.
	Language and textual features, including oral language, and listening	Knowledge of language features, images and vocabulary that are used in text to show procedures and instruction <b>Section 2</b>	Clear explanation of the language features, images and vocabulary in informative texts	Explanation of language features, images and vocabulary in informative texts	Identification of language features, images and vocabulary in informative texts	Guided identification of aspects of language features, images and vocabulary in informative texts	Directed identification of language features, images and vocabulary used in informative texts

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)	
Understanding and Skills	Productive modes (evidence of speaking, writing and creating)	Ideas and information in text Select and organise ideas, information and images to deliver an informative presentation (short multimodal) about a special event and a food from the event including a recipe for making damper <b>Sections 2, 3</b>	Clear and effective selection and organisation of relevant ideas and information to support meaning in an informative presentation (including a recipe) For example: Presentation includes additional information that adds to the connection between the food and the event	Effective selection and organisation of relevant ideas and information to support meaning in an informative presentation (including a recipe) For example: Presentation includes information that show the connection between the food and the event	Workable selection and organisation of relevant ideas and information to support meaning in an informative presentation (including a recipe) For example: Presentation includes information about the food and the event	Guided selection and organises of ideas and information to support meaning in an informative presentation (including a recipe) For example: A child might use a modelled response to organise ideas and information	Directed selection and organises of ideas and information to support meaning in an informative presentation (including a recipe) For example: A child might use direct assistance to organise ideas and information
		Text structures Use of text structures, writing, speech and images to connect to the purpose of a recipe and an informative report <b>Sections 2, 3</b>	Clear and effective use of texts that shows connection between writing, speech and images to suit the purposes of a recipe and an informative presentation	Effective use of texts that shows connections between writing, speech and images to suit the purposes of a recipe and an informative presentation	Workable use of texts that shows connections between writing, speech and images to suit the purposes of a recipe and an informative presentation	Guided use of texts that begins to make links between writing, speech and images in a recipe and an informative presentation	Directed use of words, phrases and images to convey ideas in a recipe and an informative presentation
		Language and textual features Use of topic-specific vocabulary and spoken language features <b>Section 3</b>	Clear and effective use of topic-specific vocabulary and spoken language features to suit the purpose and audience of a short informative presentation	Effective use of topic-specific vocabulary and spoken language features to suit the purpose and audience of a short informative presentation	Workable use of topic-specific vocabulary and spoken language features to suit the purpose and audience of a short informative presentation	Guided use of topic-specific vocabulary and spoken language features to suit the purpose and audience of a short informative presentation	Directed use of topic-specific vocabulary and spoken language features to suit the purpose and audience of a short informative presentation

# Making damper on Australia Day

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## Recipes: text structure and language features

This resource uses a damper recipe to support teachers' understanding of the text structures and the language and textual features of a procedural text. The resource should be adapted, and exemplify an alternative recipe, when used as a teaching and learning focus with children.

### Language and textual features

Uses images to support meaning.

Uses quantitative and subject-specific vocabulary.

Uses action verbs when giving instructions.

Uses present tense.  
Uses adjectives to describe the attributes of nouns.

Uses simple or compound sentences.

Uses temporal conjunctions to show order and procedure.



## Damper

### Ingredients

- 3 cups self-raising flour
- ½ teaspoon salt
- 3 tablespoons butter
- ½ cup of milk
- ½ cup of water

### Method

1. Sift flour and salt into a mixing bowl.
2. Make a well in the centre of the flour.
3. Rub in the butter until it looks like breadcrumbs.
4. Pour in the milk and water
5. Mix together with a blunt knife until it joins together.
6. Empty the dough onto a flat surface and knead a little until it looks like a soft dough.
7. Shape into a ball.
8. Bake in a hot oven for 30 minutes
9. Serve when warm with butter, jam or honey.

### Text structure

Uses headings and subheadings to organise the text:

- *Title*  
Tells what the recipe is for
- *Ingredients*  
Lists what, and how much, is required
- *Method*  
Provides a sequential set of simple instructions. Can also be called "Steps" or "Instructions".

Uses numbers or dot points to order the instructions.

Uses simple fonts and a clear layout that support text organisation.



# Making damper on Australia Day

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## Presentation planner

\*Teachers and children collaborate to plan the presentation

Thinking	
What way will I present my information?	
What event will I choose?	
What food will I choose from that event?	
Why did I choose this event and the special food?	

# Finding

What is the event?	
When is the event?	
Describe the event.	
Where is the event usually held?	
What is the food?	
Describe the food.	
Why is the food important to the event?	
Find some interesting or fun facts about the food or event.	
Find a recipe for the food.	

# Doing

## ***In your presentation:***

- Use your thinking and finding pages to prepare your presentation.

In a multimodal presentation, you might use some of these:

- Posters, charts, power-point slides, digital or video clip
- Images, drawings, photos
- Speaking or writing

## ***If you use speaking in your presentation remember to:***

- Stand to face the audience
- Keep eye contact with the audience
- Speak clearly so your voice reaches the audience
- Use a good pace not too fast or too slow
- Use a good start for your presentation (salutation)  
“Good morning 2 S.....”
- Use an introduction to tell about your topic.  
“Today I am going to tell you about making damper on Australia day”
- Give your information in order, include interesting facts and your recipe
- End your presentation in an interesting way  
“Thank you for listening to my report I hope that one day you are able to make and taste some delicious damper.”

## ***If you use writing in your presentation remember to:***

- Show a title
- Have illustrations or images about the food or event
- Give your information in order
- Add some interesting facts
- Look at the appearance of the report and make it interesting
- Check your spelling
- Check your punctuation

# Making damper on Australia Day

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## Report checklist

This resource provides teachers with examples of some elements in an informative presentation.

Text structure and language feature	Introducing presentation elements to children	Example
Introduction	<i>Make a good start by introducing your topic.</i>	“Good morning 2S. Today I am going to tell you about making damper on Australia Day. I have some great pictures and a recipe to share with you on my PowerPoint presentation.”
Heading	<i>The heading tells about the topic.</i>	“Making damper on Australia Day.”
Description of food and event	<i>Tell about the event. Tell about the connection with your chosen food.</i>	“On Australia Day we do and make things that are very common or special to Australian people. Making damper is one of these special things. A long time ago before you could buy bread in the shop, people had to make their own bread. Damper was an easy bread to make and it could be cooked outdoors on a fire.”
Description of food	<i>Tell what the food is made of. Include and show a recipe of the food. Use the correct text structure.</i>	“Damper is a very simple bread made out of flour, salt, butter and water or sometimes milk.”
Some interesting facts	<i>Tell something that is interesting and special about the food.</i>	“Damper is traditionally cooked on a stick or in a pot over a camp fire. Damper is also great baked at home in the oven. It smells wonderful and is usually eaten when it is still warm with lots of melting butter and delicious jam.”
Words for the presentation	<i>Words that might help your presentation:</i> <i>Subject words</i> <i>Quantity words</i> <i>Adjectives</i> <i>Verbs for commands</i> <i>Words that show order</i>	damper, traditional, Australia Day, billy tea 2 cups, tablespoons <i>hot</i> oven, <i>sharp</i> knife stir, add, mix, make next, then
Ending the presentation	<i>Thank everyone for listening and make an interesting comment.</i>	“Thank you for listening to and watching my report. I hope that one day you are able to make and taste some delicious damper.”

# Making damper on Australia Day

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**Identify the text structures and language features of informative texts and create an informative presentation on a food from a special event that includes a recipe.**

**You will:**

- find and sequence given information to show the steps in making damper
- use your information to write a recipe for damper using a procedural text structure
- identify characteristics, purposes and text features of a damper recipe
- create and give an informative presentation about a food that comes from an event or special occasion. You will include a recipe of the food as part of your presentation.

## Section 1. Understanding text structure and purposes

- Read this **recount** about making damper.

First we found all the ingredients and put them on the kitchen bench. Then we mixed the flour and a little bit of salt together and sifted that into a big bowl. Next we mixed in some butter until the flour looked like breadcrumbs. After that we made a hole in the centre of the mixture. Then we poured in some milk and water. Next we mixed it up until it looked like dough. Then we kneaded the dough. Lastly we put it on a tray in the oven and baked it in a hot oven for half an hour. Damper was fun to make and was delicious eaten with butter and honey.

- Find information in the **recount** that would show the steps or instructions for making damper.
- Use the table below to write the steps you would need when making damper.
- 😊 Using sequence words or verbs might help to start each step.

1. Find all the ingredients

2. Mix flour and salt

3. Sift into a big bowl

4. Mix in butter until it looks like bread crumbs

5. Make a hole in the centre of the mixture

6. Pour in milk and water

7. Mix it all up to look like dough

8. Knead the dough

9. Put on a tray and bake in a hot oven for 30 minutes



- Here is part of a recipe for damper. Use the information in Section 1 to help you finish the recipe.

😊 Remember to make it look like a recipe by using the right text structure.

Damper

---

**Ingredients**

3 cups self-raising flour  
 $\frac{1}{2}$  teaspoon salt  
3 tablespoons butter  
 $\frac{1}{2}$  cup of milk  
 $\frac{1}{2}$  cup of water

**Teacher note:** Possible alternatives are shown in brackets [ ]. Children can use numbers or words to indicate sequence, e.g. First.

Steps [or Method / Instructions]

1. Sift flour and salt into a bowl.
2. Rub in butter until looks like breadcrumbs.
3. Make a well in the middle [or Make a hole in the middle].
4. Pour in milk and water.
5. Mix until it looks like dough.
6. Knead a bit.
7. Shape into a ball and place on a baking tray
8. Bake in a hot oven for 30 minutes.

- You have read about making damper in a recount and a recipe. Both texts are alike because they are about making damper.

What is another way they are similar?

Both texts talk about the sequence in making damper.

- Circle the text that would be easier to use to make damper.

recount

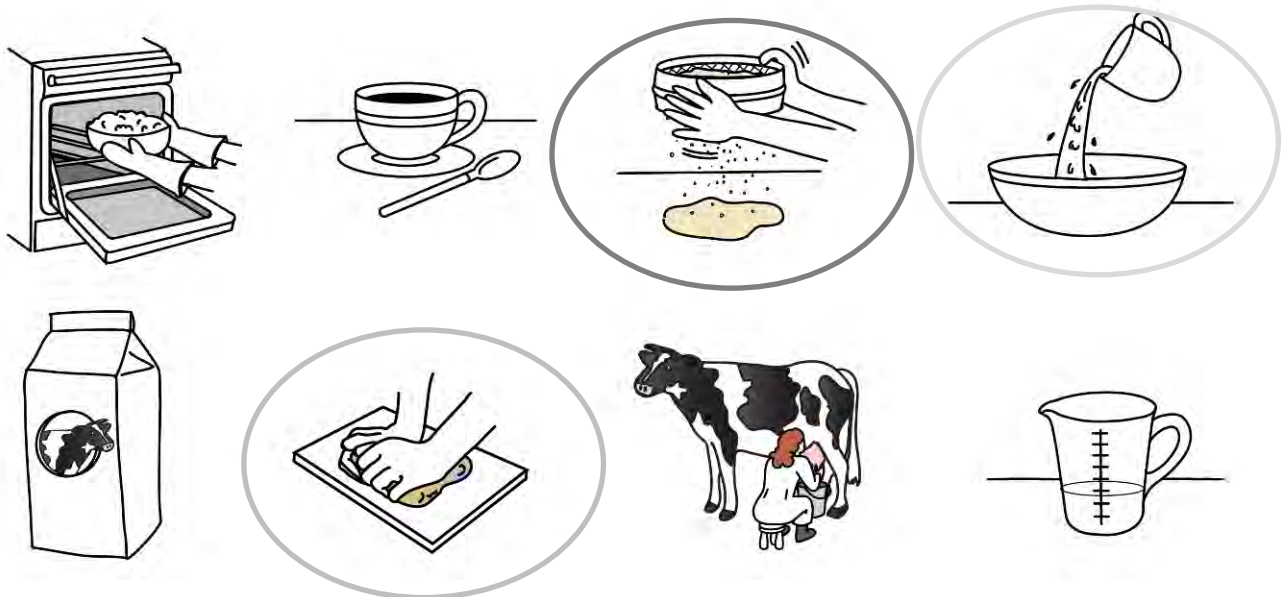
recipe

Explain your answer

The recipe has steps set out in a list to make it easy to follow as you cook. The recount doesn't tell you the amounts of each ingredient that you need.

## Section 2. Language and textual features of a recipe

- Circle an image that would help the audience understand how to make damper using your recipe.



- Why did you choose that image?

I chose sifting flour and salt because it shows an action and shows what sifting is.

[I chose hands kneading dough because some children might not know how to knead.]


[I choose pouring the liquid into the mixing bowl because it shows the action and the liquid going into the centre of the bowl like the recipe says.]

● In the table below:

☆ Write an example of the text feature from your recipe.

☆☆ Explain what it does if you are writing a recipe.

☆☆☆ Look at the example in the last row and fill in the missing information.

Text feature	Example	What does it do?
<b>Title</b>	☆ Damper	☆☆ It names the thing that is being made.
<b>Subheading</b>	☆ Ingredients Method Steps	☆☆ Organises the steps to show what to do in an order.
<b>Verb/Action word</b>	☆ Mix Place Add	☆☆ Tells you what to do Tells you the action
<b>Numbers (in a vertical list)</b>	☆ 1. 2.	☆☆ Shows the sequence
☆☆☆☆ Image		☆☆☆☆ Matches the title [Shows the finished recipe]

● Write 3 words that are a good choice for using in a recipe for making damper.

Ingredients

Bake

Knead

## Section 3. An informative presentation

A sample informative presentation response is not provided.