



LEVEL 1 2 3 4 5

Six-year-olds Can Cook

THE LEARNING CONTEXT

This teacher's classroom has a cooking centre in which the students work in groups with a parent twice a week. They develop into confident, competent cooks, able to devise new recipes with the available ingredients. They are passionate about their cooking. They understand the links between reading, mathematics, science, health, and technology and discuss the expected learning outcomes before beginning each lesson.

The teacher decided to use this love of cooking for introducing the concept of written argument. She invented a scenario, telling the students that there had been a critic in the school who had said: "Six-year-olds are too young to cook. They should be concentrating on learning to read, write, and do maths. Cooking is too dangerous for young children."

The students were stunned and, on being invited to respond to the criticism, wrote their arguments for retaining the cooking centre in their classroom. The teacher set criteria for the students to incorporate into their writing, namely:

- to state their opinion;
- to give reasons for their opinion;
- to use language that will persuade the audience.

As they finished writing, Liam checked in with his teacher. After this conference, Liam edited his work and added some punctuation before publishing it.

Teacher-student conversations

Teacher: You have a great set of reasons for cooking. Which one do you think is the most important?

Liam: I know how to stay safe ... I won't get hurt. Oh, I forgot to tell about reading recipes!

Teacher: Why have you left a space before ending with that last sentence?

Liam: It made me cross. I wanted that bit to stick out. You know we can read recipes.

INTEGRATING READING AND WRITING

The teacher can provide opportunities for the students to share their writing as they exchange ideas by reading it aloud.

Both the class guided reading and "reading to" programmes could provide opportunities for the students to identify and discuss persuasive language

features in written texts. For topics such as cooking, these may be found in magazines, for example, advertising slogans. Some other examples of written arguments may be found in the *School Journal*.

Further opportunities might include researching in order to find supporting evidence to be used in arguments.

WHERE TO NEXT?

To move Liam towards the next learning step, the teacher could help him to focus on:

- sentences: developing confidence in sentence structure, including compound sentences;
- language features: introducing further persuasive language features (for example, appealing to authority and using data);
- punctuation: the correct use of capitals, full stops, commas, question marks, and speech marks.

The teacher could nurture these skills in a rich language environment, where reading and writing are supported by oral interaction. Teaching of specific skills will occur in the reading and writing programmes, especially in feedback sessions. Teaching of persuasive language features will particularly occur in the guided reading programme.

CURRICULUM LINKS



Level 2: Writing Functions

Transactional Writing: Students should write instructions and explanations, state facts and opinions, and recount events in a range of authentic contexts.

Levels 1 and 2: Reading and Writing Processes

Exploring Language: Students should explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding.

Thinking Critically: Students should identify and express meanings in written texts, drawing on personal background, knowledge, and experience.

English in the New Zealand Curriculum, pages 35–36



LEVEL 1 2 3 4 5

Six-year-olds Can Cook

STUDENT'S FIRST DRAFT

I think that 6 year olds can cook.
because I've done cooking at home.
I've made hokiy poky. My mum is
a very good baker. She cooks all kinds of stuff.
I measure liquid and measure temperature on
~~the~~ Oven I know how to stay safe I need
to wash my ^{hands} hands too and turn off the
power then put the plug in and turn on
the power. I know not to burn
my self (M) by working ^{like} like a mother
help

Sure 6 year olds can cook



Transactional Writing: Argument

LEVEL 1 2 3 4 5

What the Work Shows

Liam is very keen to get his message across. He uses a range of strongly stated opinions with good supporting detail from his own background to persuade the reader of his point of view. He is very aware of his audience and appeals to them through a blend of facts and emotions.

STUDENT'S FIRST DRAFT

DEEPER FEATURES

Ideas

States point of view clearly with significant supporting detail.

Structure

Sequences ideas logically (position taken, evidence, restatement).

Sentences

Uses mainly simple and compound sentences.
Attempts complex sentences.

Vocabulary

Uses appropriate topic-related vocabulary.

Language features

Begins to use some persuasive language features to convey an opinion, including emotive language and appealing to the reader.

I think that 6 year olds can cook. because Ive done cooking at home. I've made hokey pokey. My mum is a very good baker. She cooks all kinds of stuff. I measure liquid and measure temperahure on the oven I know how to stay safe I need to wash my hads too and turn off the power then put the plug in and turn on the power. I know not to burn my selfm by working wiht a Mother help
Sure 6 year olds can cook

SURFACE FEATURES

Grammar

Uses past and present tense appropriately.

Punctuation

Beginning to use capital letters and full stops with some independence.

Makes punctuation errors in attempts at complex sentences.

Spelling

Spells high-frequency words correctly.

Shows knowledge of consonant sounds, blends, and vowel sounds.

Accesses classroom resources for specific vocabulary.

REFERENCES

The first page of this exemplar has been slightly shortened to fit. To see the fuller version, go to www.tki.org.nz/r/assessment/exemplars/eng/