

# Week 4

Lesson 3



## Learning Question:

How can I write a set of instructions explaining how to create a new animal?

## Success Criteria:

- Explain why and when we use instructional writing.
- Identify types of instructional writing.
- Recognise features of instructional writing.
- Use knowledge of instructional writing to find features in a piece of writing.
- Use the story of Mouse Bird Snake Wolf to write instructions
- Edit and publish

## Vocabulary

- Instructions
- Imperative verbs

# What is an Imperative Verb?

Imperative verbs are sometimes known as **bossy verbs**.

They are verbs which **tell you what to do**.

They are often seen at the beginning of a sentence and create a **command**.

How many can you think of?

# Did you think of any of these imperative Verbs?

- Go
- Spot
- Ask
- Kick
- Surprise
- Eat
- Tidy
- Write
- Walk
- Chop
- Slice
- Shut
- Fold
- Mix
- Pour
- Stir
- Glue
- Cut
- Take
- Fetch
- Gather

# Time connectives

## What is a time connective?

Time connectives allow a writer to connect things that happen at a different time.

What time connectives can you think of?

# Did you think of any of these time connectives?

- Firstly
- Secondly
- Thirdly
- Finally
- Next
- To begin
- This morning
- First of all
- Instantly
  - After
  - Then
- Afterwards
- In the end
  - Suddenly
- A moment later
- Later that day
  - In a minute
  - Before long
- Last but not least
  - Once
  - Immediately
    - When

# Starter: finish writing these instructions

## How to make a sandwich

Feeling hungry but want something both sweet and savoury? In less than 5 minutes, and with only 3 ingredients you can have the answer to this very question. Make a jam sandwich.

### You will need

- Two slices of white sliced bread
- Jam
- Butter
- Two knives
- A plate

### Method

1. Take one slice of bread and place it on your plate.
- 2.
- 3.
- 4.
- 5.

# Let's recap the features of instructions.

	<b>Title</b> which shows what the text is about. It may begin "How to..."		<b>Adverbs</b> for how the actions should be done.
	<b>Sub-headings</b> to break the text into clear sections.		<b>Chronological order</b> and <b>Adverbs of Time</b> .
	An <b>opening sentence</b> which encourages the reader to have a go.		<b>Technical vocabulary</b> which is specific to the task.
	A <b>clear list of equipment</b> or ingredients needed.		<b>Diagrams</b> or illustrations with <b>labels</b> .
	<b>Simple steps</b> for each action in the method.		<b>Formal, impersonal</b> tone.
	<b>Imperative</b> (bossy) <b>verbs</b> telling the reader what to do.		<b>Closing statement</b> which shows or describes what the reader has achieved.
	<b>Bullet points</b> or <b>numbers</b> for each step.		

## Task:

Use the Plan Template (on the Home Learning page) to plan your instructions. Follow these slides to help you fill in your plan.

# Title

Select a title that tells the reader what they are making.

# Opening Sentence

Use a rhetorical question.

Have you ever wondered what a ..... might look like?

## You will need:

Write a list of items you will need to make your animal.

Include expanded noun phrases and adjectives to describe your materials.

# Method:

Make a list of time connectives and imperative verbs you will use.

E.g.. Firstly, Secondly, Next, Finally, Glue, Take, Stick

# Closing Paragraph

A short statement that sums up what the reader has made.