



Recipes and Menus

Curriculum Links

English: Literacy

- read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge (ACELY1679)
- use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)
- use vocabulary related to cooking and the technical conventions of written recipes
- recognise and understand the interplay of features in multimodal texts, including technical conventions in the writing of recipes
- analyse how multimodal texts, including film, use conventions to shape meaning and promote a particular point of view.

About this unit

The unit explores the ways recipes and menus are recorded and presented, and the ways in which text and graphic elements combine to inform and influence readers.

Class members are encouraged to bring family recipes to school, which may be very old and must be treated with care and respect. The participation of family members will enhance the lessons, particularly if grandparents (and even great-grandparents) can attend kitchen classes to bring the recipes to life.

Preparing for the unit

Students can begin collecting recipes and menus for several weeks prior to the start of the unit. Recipes can be found in scrapbooks, family recipe books, magazines, cookbooks, newspapers, promotional brochures and on the internet. Menus can be sourced from local restaurants and cafés as well as on the internet, where many restaurants provide online versions.

Recipes can feature dishes from around the world, and ideally should be from the past and the present.

Because students prepare recipes and menus for dishes cooked in kitchen classes, it would be useful for the Kitchen Specialist to provide at least three unadorned recipes for dishes the students will use in Lessons 4 and 6.

Garden and kitchen classes

In the kitchen, students discuss recipes before using them to prepare dishes. They can note and compare features of the recipes, as discussed in Lessons 1 and 2.

Instructional (procedural) texts, such as recipes, are not only used in the kitchen. In the garden, students will benefit from having written instructions about how to prepare and complete tasks. Similar discussions can be had about these texts, which may be presented in a variety of ways: handwritten notes, fact sheets, signs, chalkboards, copies from books (with appropriate acknowledgements) or files downloaded from websites such as Gardening Australia (www.abc.net.au/gardening).

