

2: 1: T13: to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something

2: 1: T14: to note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language

‘about’, ‘roughly’

bullets for a list – clear layout

what type?

title and goal

materials and equipment

material particularly good for puppets

colour? how much? (these will depend on preference and skill)

what you do

numbered sequence – chronological order

track how each instruction builds on the previous one

extra information

specialist vocabulary

these instructions are for a particular puppet; this can be varied using different finishing effects

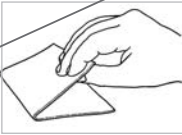




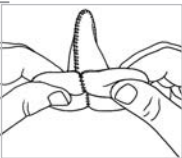
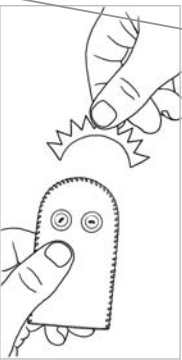
illustrations and text work together

Felt finger puppets

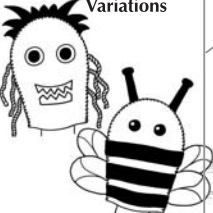
What you need:

- piece of felt (approx 14cm x 8cm)
- sewing needle
- cotton thread
- collage materials (wool, buttons, sequins)
- scissors
- glue
- felt pens

Instructions:

1. Fold the piece of felt in half. 
2. Place your finger on the felt and draw a line around it. 
3. Draw another line 2cm from the first line. Try to keep the same shape. This will be the cutting line. 
4. Cut out the two layers of fabric. 
5. Sew the two pieces together. Leave the base edge free for your finger. 
6. Turn the fabric so that the seams are inside. 
7. Stick or sew on collage materials to make the face and hair. 

Variations



2: 1: T16: to use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering

2: 1: T17: to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions