

Cookie Mix

Instructions

by

Jarvyk-Ayrton

Quinio Punzalan

period 5



Old & Confusing



Instructions



Important: If cookie mix has been stored above 85°, refrigerate package 1 hour before mixing to keep chocolate chips from softening during preparation.

This product contains wheat, egg, milk and soy ingredients.

Prep time: 7 minutes **Bake time:** 11 minutes

YOU WILL NEED

1 Stick Margarine,
Butter or Spread,*
Softened (Not Melted)

1 Egg



1. Preheat
oven to 375°. Stir margarine and egg in medium bowl. Stir in cookie mix until soft dough forms.



2. Drop
dough by rounded teaspoonfuls 2 inches apart onto **ungreased** cookie sheet.



3. Bake
as directed in blue chart or until light golden brown. Cool 1 minute before removing from cookie sheet. Cool completely; store in airtight container.

* 1 stick is the same as 1/2 cup. If using spread, use only stick that has more than 65% vegetable oil.

Cookie Sheet • Bake Time
Shiny metal.... 8 to 11 minutes
Nonstick 7 to 9 minutes

High Altitude: Stir 1 Tbsp all-purpose flour into dry cookie mix.

Betty's Tips

Cool cookie sheet between batches because dough will spread too much if placed on a hot, or even warm, cookie sheet. For larger cookies, drop dough; by rounded tablespoonfuls onto ungreased cookie sheet. Bake 11 to 13 minutes. Makes about 2 dozen cookies.

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Try all
3 delicious flavors!
Available next to cookie mixes in the baking aisle.

BEST IF USED BY
15/00/02/03

Nutrition Facts

Serving Size 3 Tbsp. mix (28g)
makes 2 cookies
Servings Per Container 18

Amount Per Serving	Mix	Prepared
Calories	120	160
Calories from Fat	30	70

	% Daily Value**	
Total Fat 3g*	5%	12%
Saturated Fat 1.5g	8%	13%
Cholesterol 0mg	0%	4%
Sodium 55mg	2%	4%
Potassium 50mg	1%	2%
Total Carbohydrate 21g	7%	7%
Sugars 14g		
Protein 1g		
Vitamin A	0%	4%
Iron	2%	2%
Thiamin	2%	4%
Riboflavin	2%	2%
Niacin	2%	2%
Folic Acid	2%	2%

Not a significant source of dietary fiber, vitamin C and calcium.

* Amount in Mix. As prepared, one serving provides 8g total fat (2.5g saturated fat), 10mg cholesterol, 105mg sodium, 55mg potassium and 2g protein.

** Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Potassium	3,500mg	3,500mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

INGREDIENTS: ENRICHED FLOUR BLEACHED (WHEAT FLOUR, MALTED BARLEY FLOUR, NIACIN, IRON, THIAMIN MONONITRATE, RIBOFLAVIN, FOLIC ACID), SEMISWEET CHOCOLATE CHIPS (SUGAR, CHOCOLATE LIQUOR, COCOA BUTTER, BUTTERFAT, LECITHIN, VANILLIN), BROWN SUGAR, SUGAR, PARTIALLY HYDROGENATED SOYBEAN AND/OR COTTONSEED OIL, BAKING SODA, SALT, CORN STARCH, WHEAT STARCH, ARTIFICIAL FLAVOR, EGG, SOY FLOUR, NONFAT MILK.

CONTAINS WHEAT, EGG, SOY AND MILK INGREDIENTS.

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New & Improved Instructions

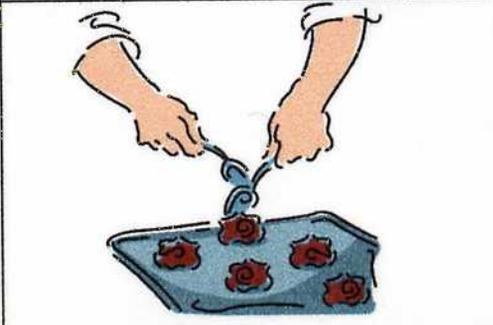


Preparation time: About 9 minutes **Baking Time:** About 11 minutes *look at the blue chart for more information*

WHAT YOU WILL NEED...

1 stick of margarine or ½ cup of butter-softened (NOT MELTED!!!)

1 egg



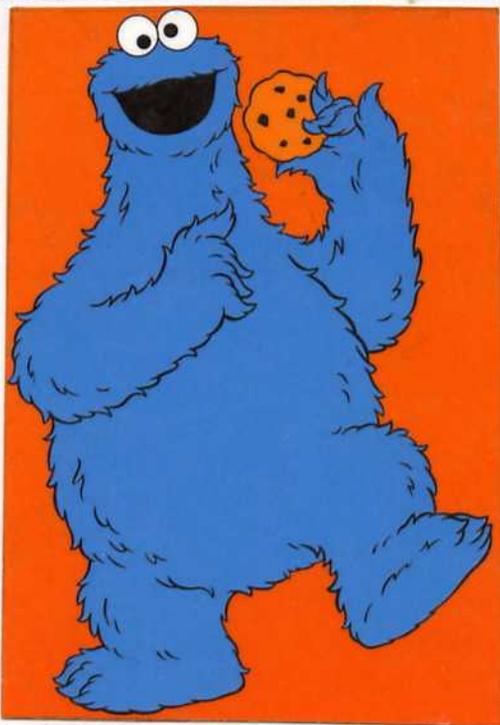
1.) PREHEAT...
oven to 375 degrees. Next, stir the 1 stick of margarine (½ cup of butter) and egg in a medium size bowl. Then stir in cookie mix until soft dough forms.

2.) FORM...
cookie dough to round shaped balls as big as a teaspoonful, and about 2 inches apart from each other, onto an ungreased cookie sheet.

3.) BAKE...
cookie dough as directed in the blue chart or until the cookies are a light golden brown color. Once the cookies are done, remove from the oven and let it cool for about 1 minute before removing from the cookie sheet.

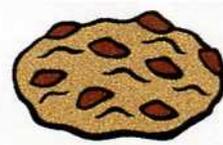
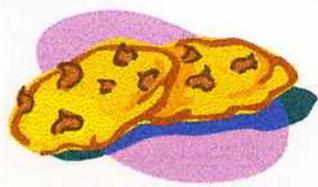
COOKIE SHEET ~ BAKE TIME	
Shiny Metal: 8-11 minutes	
Nonstick: 7-9 minutes	

Cookie



Teacher Commentaries
(click letter to view)

M



The Instructions are **EASY TO UNDERSTAND** because...

☺- The font is regular, not too curly or anything like that.
☺- It also lists what you will need to complete the task
☺- Most of the directions are easy to understand.
☺- Some important information is highlighted.
☺- The instructions have good visual pictures.

The Instructions are **DIFFICULT TO UNDERSTAND** because...

☹- A few of the instructions are very confusing.
☹- Some of the information is printed out to small.
☹- The instructions could be a little easier on the word usage.
☹- The visual instructions could be improved a little bit more.
☹- The tips should be on top, therefore we can read them before doing the instructions.

VOCABULARY

dough form: A mixture of stirred: margarine (1 stick) or 1/2 cup of butter, 1 egg and the entire pack of cookie mix.



airtight container: A holder that is resistant by air or gas.

ungreased: No grease.

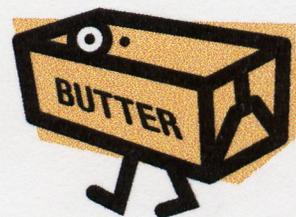
REFLECTION PARAGRAPH

I made changes to the original set of instructions because they were too confusing to understand. For example: the vocabulary words that I misunderstood, the small printed instructions that you could barely read and could have made it easier on yourself, the visual pictures that could use a little bit more help, and they should place the tips on the top of the page, so we can read them first, then follow the directions, so it could be of some use to us. Also, I changed the instructions, so it could be as simple as possible, so even a little child could cook this by him or herself, except for the oven part ☺!!! That is probably the main reasons why I chose to change the original set of instructions.





THE END



The task**Performance Task:**

To complete this task, you and your classmates must first bring in instructions on how to assemble something. These instructions could be anything from a model plane to a computer desk to a bicycle.

1. Review the instructions and develop a list detailing what makes instructions easy to follow.
2. Determine which of the sets of instructions need to be rewritten before continuing with the rest of the task.
3. Review a variety of functional documents and decide what graphic displays to include in your rewritten instructions. The graphic supplement will:
 - a. be sequentially organized and include details necessary to ensure proper assembly.
 - b. clarify those parts of the original instructions that were confusing.
 - c. include text and labels with definition of technical terms as appropriate.
 - d. include a reflection paragraph explaining why changes were made to the original set of instructions.
4. Write your new instructions including the graphic displays. Make sure that your instructions make the assembly process as simple as possible.
5. Request a conference with your teacher to solicit his/her suggestions and feedback.
6. Revise your instructions.
7. Attach your revised instructions to the original set of instructions, submit copies to your classroom teacher and the manufacturer of the product.

Circumstances of Performance**Circumstances of Performance:**

The student work is produced under the following conditions:

alone

in a group

in class

as homework

with teacher feedback

with peer feedback

timed

extended project

no opportunity for revision

opportunity for revision

What the work shows:

Reading

Ele - The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done) and produces written or oral work that does one or more of the following:

Ele.2 identifies the sequence of activities needed to carry out a procedure **A**

Ele.3 analyzes or uses the formatting techniques used to make a document user-friendly **B**

Ele.4 identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

Conventions, Grammar, and Usage of English Language

E4b - The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and context that apply to the work. Strategies for revising include:

E4b.1 adding or deleting details **C**

E4b.2 adding or deleting explanations **D**

E4b.3 clarifying difficult passages

E4b.4 rearranging words, sentences and paragraphs to improve or clarify meaning

E4b.5 sharpening the focus

E4b.6 reconsidering the organizational structure. **E**

- A.** *The student indicates an understanding of the sequence of activity by rewriting the sequence.*
- B.** *The student made the document more user friendly by inserting pictures, using clearer vocabulary, inserting a lexicon and making the font larger.*
- C.** *The student clarified the meaning and sequence of the directions by adding connector and sequence words. She also renamed ingredients.*
- D.** *The student added explanations by changing words to phrases to make the explanations clearer for a larger audience.*
- E.** *The student enlarged the print and photos. She created a table with divided cells to separate the steps in the directions. She enlarged the baking time direction information and referenced sit to the top of the page.*

DoDEA Rubric Bank Traits used: Communication, Conventions of Print, Conventions: Grammar, Organization