

Writing Project 4

Project name: A Letter to Santa

Level: Primary 4

Suggested time: 30 – 40 minutes for each lesson

Writing strategies adopted:

OREO, word web, self-evaluation, peer evaluation, self-statements

Prior knowledge:

Students have learnt:

- the present perfect tense
- the format of a letter

Learning objectives:

By the end of the writing project, students will be able to:

1. use vocabulary about Christmas
2. recognise the structure of persuasive texts
3. gather and organise information using mind maps
4. plan, draft, revise and edit letters using self-regulated writing strategies

Expected learning outcomes:

By the end of the writing project, students are expected to:

- A. obtain information and ideas from different sources using various self-regulated learning strategies
- B. develop and use self-regulated writing strategies for 'Before', 'While' and 'After' writing stages
- C. develop the organisation, content and language of a writing task according to its purpose and audience
- D. work collaboratively with peers and engage in tasks and teamwork
- E. develop higher order thinking skills, collaboration skills, creativity and positive attitudes through writing
- F. become confident and independent writers

Lessons 1-2 ('Before writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>(1) <u>Topic introduction</u></p> <ul style="list-style-type: none"> Teacher tells students that Christmas is coming and asks them to share what they usually do to celebrate Christmas. Teacher asks students if they know where Santa Claus lives. Teacher tells students that Santa Claus lives far away in the North Pole. Teacher tells students that they are going to write a letter to Santa Claus in this writing project. Teacher introduces the writing task: Santa Claus wants to pick the most helpful kid to be his helper and deliver presents with him. This kid will even get to ride in his sleigh. Every student needs to write a letter to Santa telling him why he should choose him/her to be his helper. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 	<p>PowerPoint (Appendix 1)</p>	<p>C & E</p>
<p>(2) <u>Introducing persuasive texts</u></p> <ul style="list-style-type: none"> Teacher asks students what they should do if they want to be chosen as Santa's helper. Teacher tells students they have to write a good letter to persuade Santa Claus. That's why they are learning some writing strategies. Teacher discusses with students the features of a good letter. Teacher tells students there are many different situations that they have to persuade others. For example, the school is going to organise a study tour to Okinawa next year. Students have to persuade their teachers to choose them to go on the tour. Teacher shows pictures of Okinawa and asks students what they think they will be doing there if they join the study tour. Teacher asks the following questions: <ul style="list-style-type: none"> ➤ Do you want to go on the overseas study tour next year? 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 	<p>PowerPoint (Appendix 2)</p>	<p>B, C & E</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<ul style="list-style-type: none"> ➤ Do you think teachers should choose you to go on the study tour next year? ➤ Why should teachers choose you to go on the study tour? ➤ How can you prepare yourself for the study tour? 			
<p>(3) <u>Introducing the OREO organiser</u></p> <ul style="list-style-type: none"> • Teacher tells students that there is an easy way to help them remember how to build a persuasive argument. • Teacher takes out a pack of Oreo cookies and asks students what it is. • SR Teacher tells students that OREO can help them become better writers. • Teacher explains what each letter in OREO stands for and encourages students to remember the four parts (<u>O</u>pinion, <u>R</u>eason, <u>E</u>xample, and <u>O</u>pinion). 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> • Organise ideas • Present main and supporting ideas with elaboration 		
<p>(4) <u>Discussion and practice</u></p> <ul style="list-style-type: none"> • SR In groups of four, students come up with one argument on why they should be chosen for the overseas study tour. They have to write their argument in the OREO organiser. • Each group is given one minute to tell the rest of the class why they should be chosen for the study tour. • Teacher gives feedback to students on whether they have followed the OREO organiser in building their argument. • Teacher will choose the best group that has made the strongest argument. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • Communication skills • Collaboration skills • Critical thinking skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • Present information and ideas clearly and coherently <p><u>Writing skills</u></p> <ul style="list-style-type: none"> • Organise ideas • Present main and supporting ideas with elaboration 	<p>PowerPoint (Appendix 2)</p> <p>OREO organiser (Appendix 3)</p>	<p>B, C, D, E & F</p>
<p>(5) <u>Conclusion</u></p> <ul style="list-style-type: none"> • Teacher summarises the learning covered in the lesson. • SR To prepare students for the writing task, they are going to create a large word web: 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • Self-learning skills 	<p>Word web (Appendix 4)</p>	<p>A & F</p>



SR = Self-regulated strategies

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<ul style="list-style-type: none"> ➤ Teacher puts a piece of poster paper on the board. ➤ The theme is 'Christmas'. The smaller themes that branch out from that can be 'food', 'decorations' and 'gifts'. • Throughout the days leading up to the writing lesson, students can write their ideas on Post-it notes provided by the teacher and stick it on the poster paper. 			

Lessons 3-4 ('While writing' stage)





Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>SR</p> <p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"> Teacher displays OREO and asks students to tell what each letter represents. Teacher shows an example of using OREO to build an argument and asks them to identify the four parts. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Organise ideas 	<p>PowerPoint (Appendix 5)</p>	<p>B, C & F</p>
<p>SR</p> <p>(2) <u>Knowing the task requirements</u></p> <ul style="list-style-type: none"> Teacher reads the writing topic with students and draws their attention to the task requirements, such as the format, audience, and purpose of writing. Teacher asks the following guiding questions: <ul style="list-style-type: none"> ➤ What type of writing is it - an article, a letter, a story, or a diary? ➤ Who is going to be reading this? ➤ Why are you writing this? Teacher tells students it is important to use OREO if they want to write a good letter to persuade Santa Claus to choose them to be his helper. Teacher draws students' attention to the format of a letter. They should start the letter with 'Dear (Name)' and end it with 'Best wishes, (Name)'. Teacher reminds students that they can use the present perfect tense to talk about what they have already done to help prepare for Christmas. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Use appropriate formats Identify purpose and audience for a writing task Organise ideas <p><u>Language forms</u></p> <ul style="list-style-type: none"> Text type - Letters Present perfect tense 	<p>PowerPoint (Appendix 5)</p>	<p>B, C & F</p>
<p>(3) <u>Planning</u></p> <ul style="list-style-type: none"> Students discuss the tasks Santa's helper will need to do, and the qualities that are important. For example, he/she will help Santa to look after the reindeer, so it is important for him/her to be reliable and patient. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Plan Organise ideas Use available resources 		<p>A, B, C, E & F</p>

SR = Self-regulated strategies

	Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
	<ul style="list-style-type: none"> Students use the OREO organiser to plan their writing. Teacher reminds students to write in note form in the planning stage. Students may refer to the large word web they created on the board for more ideas. 		OREO organiser (Appendix 3)	
	<p>(4) <u>Drafting the letter</u></p> <ul style="list-style-type: none"> Students draft the letter on the writing task sheet. After drafting the letter, students should check whether they have followed the OREO organiser. They should add details to their letter if any of the four parts of OREO is missing. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Draft Re-read the draft 	Writing task sheet (Appendix 6)	B, C, E & F
	<p>(5) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson. Teacher tells students that they are going to read their classmates' letters and give comments in the next lesson. 			B & F

SR = Self-regulated strategies

Lessons 5-6 ('After writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
 <p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"> Teacher asks students to tell the purpose of writing a letter to Santa Claus and the writing strategies they learnt in the previous lesson. Teacher invites students to tell what each letter in OREO stands for. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Organise ideas 		B, C & F
 <p>(2) <u>Peer evaluation</u></p> <ul style="list-style-type: none"> Teacher tells students they can help each other become better writers. Teacher reminds students to be kind, specific and helpful when they give feedback to their classmates. Teacher goes through the useful sentence patterns with students. Students work in pairs. They should read the draft written by their partner and complete the peer evaluation form. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Collaboration skills Critical thinking skills 	Peer evaluation form (Appendix 7)	B, D, E & F
 <p>(3) <u>Revising and editing</u></p> <ul style="list-style-type: none"> Students read their partner's feedback and revise their letter. They should also re-read the draft and correct spelling, punctuation, grammar and vocabulary. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Revise and edit written texts with peer support 	Writing task sheet (Appendix 8)	B, C, D, E & F
 <p>(4) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the writing project. Teacher tells students that OREO can help them when they write other persuasive texts so it is important for them to remember it. Students recall the strategies they used in this writing project. They write down the strategies they use before, while and after writing on the self-statements sheet. 	<p><u>Generic skills:</u></p> <ul style="list-style-type: none"> Self-learning skills 	Self-statements sheet (Appendix 9)	B, E & F

SR = Self-regulated strategies

Appendix 1

A Letter to Santa



1

What do you usually do to celebrate Christmas?



2

Do you know where Santa Claus lives?



3

This year, Santa Claus wants to pick the most helpful kid to be his helper. This kid will get to ride in his sleigh and help deliver presents on Christmas Eve.



4

Your task is to write a letter to Santa telling why you think he should choose you to be his helper.



5

Appendix 2

Do you know where the P5
and P6 students will be going on
their study tour?

1



2



3



4

They will be going to Okinawa, Japan!



5

What do you think the students will be
doing in Okinawa, Japan?

6



7



8



9



10



11



12



13



14

- ◆ Do you want to go on the overseas study tour next year?
- ◆ Do you think teachers should choose you to go on the study tour next year?
- ◆ Why should teachers choose you to go on the study tour?
- ◆ How can you prepare yourself for the study tour?

15

OREO



16



Opinion: Give my opinion.



Reason: State the reason for my opinion.



Example: Give an example to support my opinion.



Opinion: Restate my opinion.

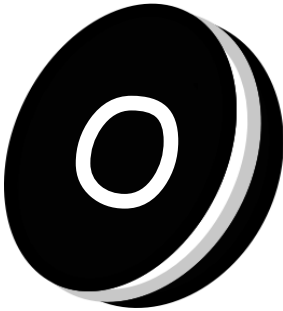
17

Think of the reasons why you and your group members should be chosen to go on the study tour next year.

Remember to use **OREO!**

18

Appendix 3



Opinion - Give my opinion.



Reason - State the reason for my opinion.



Example - Give an example to support my opinion.



Opinion - State my opinion again.

Appendix 4

Word web:



Appendix 5

O **Opinion:** Give my opinion.

R **Reason:** State the reason for my opinion.

E **Example:** Give an example to support my opinion.

O **Opinion:** Restate my opinion.

1

An example of a letter:

Dear Ms Wong,

How are you? I hope you are enjoying Christmas. I hope to go on the study tour to Japan and I hope you will choose me. I think you should choose me because I am an independent girl. I will be able to look after myself in Japan. I don't need my mum and dad to wake me up for school in the morning. I also go to bed at 9:00pm every night without anyone reminding me. Teachers will not need to worry about me. I hope to go on the study tour to Japan and I hope you will choose me.

Best Wishes,
Gemma Lee

How did the letter use OREO?

2

How did the letter use OREO?

O **Opinion:** I hope you will choose me to go on the study tour.

R **Reason:** I am an independent girl. I will be able to look after myself.

E **Example:** I don't need my mum and dad to wake me up for school in the morning. I also go to bed at 9:00pm every night without anyone reminding me.

O **Opinion:** I hope you will choose me to go on the study tour.

3

Santa Claus wants to pick the most helpful kid to be his helper. This kid will get to ride in his sleigh and help deliver presents on Christmas Eve. Write a letter in 80 to 100 words to Santa Claus. You need to tell him why he should choose you to be his helper.


Format: A letter

Audience: Santa Claus

Purpose: To persuade Santa Claus to choose you to be his helper

Word count: 80-100 words

Remember to use OREO!



4

How do we start and end a letter?

Dear Ms Wong, ← **Start**

How are you? I hope you are enjoying Christmas. I hope to go on the study tour to Japan and I hope you will choose me. I think you should choose me because I am an independent girl. I will be able to look after myself in Japan. I don't need my mum and dad to wake me up for school in the morning. I also go to bed at 9:00pm every night without anyone reminding me. Teachers will not need to worry about me. I hope to go on the study tour to Japan and I hope you will choose me.

End → Best Wishes,
Gemma Lee

5

Language

☺ Try to use present perfect tense.

For example, "I have hung up the ornaments on the Christmas tree."

☺ Try to use "already", "just" or "yet".

For example, "I have already written 50 Christmas cards."

6

Self-check

Have you followed the OREO organiser? Put a tick (✓) in the appropriate boxes.

	Yes, I did!	Oops... I forgot! I'll try again!
1. Did I give my opinion in the beginning?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did I state the reason for my opinion?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did I give an example to support my opinion?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did I restate my opinion at the end?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 7

Peer Evaluation



My name: _____

My peer's name: _____

Be Kind

I really like the way you _____

I enjoyed reading this because _____

Be Specific

I think _____

_____ could include more details.

I think _____

_____ could help the reader understand your ideas better.

Be Helpful

Think about adding _____

Think about taking away _____

Appendix 9

Name: _____

Date: _____



My Self-statements



Before I write my composition:

e.g. I write an outline.







When I am writing my composition:

e.g. I recall ideas that I have read in books.







After writing my composition:

e.g. I correct spelling and punctuation.



