

## **Writing Project 1**

**Project name: Endangered Animals**

**Level:** Primary 4 – 5

**Suggested time:** 30 – 40 minutes for each lesson

### **Writing strategies adopted:**

POW, Hamburger Writing Organiser, think aloud, ARMS, CUPS, self-evaluation, peer evaluation

### **Prior knowledge:**

Students have learnt to:

- use simple present tense to describe facts
- use the pronoun ‘it’ to refer to an animal and ‘they’ to refer to a group of animals

### **Learning objectives:**

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

1. identify vocabulary about animals
2. use simple present tense to describe the characteristics and facts of animals
3. scan a text to locate specific information
4. recognise the format and language features of information reports
5. gather and organise information about animals using mind maps
6. plan, draft, revise and edit information reports 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)
(1) <u>Introducing the writing project</u> <ul style="list-style-type: none"> <li>Teacher tells students that they are going to do a writing project about endangered animals.</li> <li>Teacher introduces the learning objectives of the writing project.</li> </ul>		PowerPoint (Appendix 1)	
(2) <u>Introducing endangered animals</u> <ul style="list-style-type: none"> <li>Teacher shows pictures of endangered animals and asks the following questions:               <ul style="list-style-type: none"> <li>➤ What are these animals?</li> <li>➤ Where in the world do they live?</li> </ul> </li> <li>Teacher explains to students the meaning of endangered animals.</li> <li>Teacher brainstorms with students why some animals are endangered (e.g., pollution, global warming, over-fishing, over-hunting, cutting down the trees, and killing of the animals for horns, meat or fur).</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	PowerPoint (Appendix 1)	E
(3) <u>Vocabulary building</u> <ul style="list-style-type: none"> <li>Teacher introduces names of endangered animals.</li> <li>Teacher works out the pronunciation of the vocabulary with students by separating the words into syllables.</li> <li>Students in groups play the board game to familiarise themselves with the vocabulary. They need to read aloud the animal names and name the features of the animals (e.g., colour and size).</li> </ul>	Vocabulary building <u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Practise the pronunciation of words</li> <li>Present information and ideas clearly and coherently</li> </ul>	PowerPoint (Appendix 1)  Board game (Appendix 2)	D & E
(4) <u>Conclusion</u> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Teacher demonstrates how to create a word bank.</li> <li>Assignment: Students are asked to create a word bank in their notebook to record vocabulary about animals. They may record vocabulary in the form of a 'word web'.</li> <li>Pre-study: Students have to read an information report about penguins.</li> </ul>	Vocabulary building <u>Generic skills</u> <ul style="list-style-type: none"> <li>Study skills</li> </ul>	Example of a 'word web' (Appendix 3)  Information report about penguins (Appendix 4)	B



SR = Self-regulated strategies

## Lessons 3-4 ('Before 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"> <li>• Students in groups look at the word banks they have created and choose the best one. Teacher invites two to three students to show their good work to the whole class.</li> <li>• Teacher encourages students to add new words to their word banks throughout the project.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Study skills</li> </ul>		B
<p>(2) <u>Reading an information report</u></p> <ul style="list-style-type: none"> <li>• Teacher asks students what they have found out about penguins after reading the information report at home.</li> <li>• Teacher reads the information report with students and draws their attention to the following:               <ul style="list-style-type: none"> <li>➢ Purpose of writing</li> <li>➢ Target audience</li> <li>➢ Structure                   <ul style="list-style-type: none"> <li>- Heading</li> <li>- Sub-headings</li> </ul> </li> <li>➢ Language features                   <ul style="list-style-type: none"> <li>- Present tense</li> <li>- Pronoun reference (they)</li> </ul> </li> </ul> </li> <li>• Teacher asks guiding questions about the information report and demonstrates how to use a mind map to present the main ideas of the report.</li> <li>• Students in groups complete the mind map.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Collaboration skills</li> </ul> <p><u>Language forms</u></p> <ul style="list-style-type: none"> <li>• Text types: Information reports</li> </ul> <p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>• Scan a text for specific information</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>• Present information and ideas clearly and coherently</li> </ul>	<p>Information report about penguins (Appendix 4)</p> <p>Mind map (Appendix 5)</p>	B, C, D & E
<p>(3) <u>Introducing the context and POW</u></p> <ul style="list-style-type: none"> <li>• Teacher introduces the context: You are the Green Ambassadors at your school. You think that your schoolmates know too little about endangered animals. You have decided to learn more about the animals and introduce them to your schoolmates.</li> <li>• Teacher tells students that there is a secret weapon that will help them become amazing writers.</li> <li>• Teacher shows students the POW poster and invites them to say POW together.</li> <li>• Teacher asks students what POW makes them think of (power, superheroes, strength, etc.).</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Collaboration skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>• Present information and ideas clearly and coherently</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>• Present information and ideas clearly and coherently</li> </ul>	<p>POW poster (Appendix 6)</p>	B, C, D, E & F



SR = Self-regulated strategies





Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<ul style="list-style-type: none"> <li>• Teacher tells students what POW stands for: <i>Pick my idea</i> <i>Organise my notes</i> <i>Write and say more</i></li> <li>• Students chant POW and what it stands for together.</li> <li>• Students form groups of four. They should discuss:               <ul style="list-style-type: none"> <li>➤ which endangered species they would like to work on (<i>Pick my idea</i>), and</li> <li>➤ what information they are going to include in their information report (e.g., the animals' appearance and eating habits).</li> </ul> </li> <li>• Teacher may encourage the more able students to think of other information to be included in the report, such as what we can do to save the animals.</li> <li>• Students are given a K-W-L chart. They should write down what they already know about the animals (the first column) and list the things that want to know (the second column). Teacher reminds students to write in note form.</li> <li>• Teacher invites groups to share with the whole class what they have written on the K-W-L chart.</li> </ul>		K-W-L chart (Appendix 7)	
<p>(4) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>• Teacher summarises the learning covered in the lesson.</li> <li>• Assignment: Students are asked to gather information about the animals and write the information on the K-W-L chart (the last column). Teacher may tell students that there are different sources they can use to find information, including books, newspapers, magazines, brochures, the Internet and people-experts on the topic.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>• Study skills</li> <li>• Information technology skills</li> </ul>	K-W-L chart (Appendix 7)	A & B



**SR = Self-regulated strategies**

## Lesson 5 ('Before 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"> <li>Teacher asks students what POW stands for and chants the mnemonic with them.</li> <li>Teacher tells students that using POW will make them powerful writers and thus they should try their best to remember this strategy.</li> <li>Teacher invites groups to share with the whole class what they have learnt about the animals and what sources they have used to gather information.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>K-W-L chart (Appendix 7)</p>	<p>A, B, E &amp; F</p>
 <p>(2) <u>Introducing the Hamburger Writing Organiser</u></p> <ul style="list-style-type: none"> <li>Teacher shows a picture of a hamburger to students and asks them to name the different parts of it (bun, ham, lettuce, cheese, etc.).</li> <li>Teacher tells students that the structure of a piece of writing is similar to that of a hamburger – the introduction is the top bun; the supporting details are the ham, lettuce and cheese; and the conclusion is the bottom bun.</li> <li>Students then look at their K-W-L chart again and organise their ideas by putting them in the right position in the Hamburger Writing Organiser (<i>Organise my notes</i>).</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>PowerPoint (Appendix 8)</p> <p>Hamburger Writing Organiser (Appendix 9)</p>	<p>B, C, D, E &amp; F</p>
<p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Teacher tells students they are going to write the 1<sup>st</sup> draft of the information report in the next lesson.</li> <li>Assignment: Students have to prepare all the necessary information for writing up the report.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Study skills</li> <li>Information technology skills</li> </ul>		<p>A</p>

SR = Self-regulated strategies





## Lessons 6-7 ('While writing' stage)

	Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
SR	<p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"> <li>Teacher invites students to show their Hamburger Writing Organiser to the whole class.</li> <li>Teacher reminds students to follow the structure of a hamburger when they write the report.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		B & C
SR	<p>(2) <u>Teacher demonstration</u></p> <ul style="list-style-type: none"> <li>Teacher tells students the specific objectives they need to achieve in the writing task.</li> <li>Teacher asks students to focus on the content and structure of the report in the 1<sup>st</sup> draft. Teacher reminds students that they do not have to worry about grammar and vocabulary at this stage.</li> <li>Teacher demonstrates how to write an information report based on the Hamburger Writing Organiser by thinking aloud.</li> </ul>	<p><u>Language forms</u></p> <ul style="list-style-type: none"> <li>Text types: Information reports</li> </ul>	Hamburger Writing Organiser (Appendix 9)	B, C & F
SR	<p>(3) <u>Setting goals and writing the 1<sup>st</sup> draft</u></p> <ul style="list-style-type: none"> <li>Teacher tells students that they are going to set three goals for the writing task. The goals can be about the content, language and organisation of their writing (e.g., '<i>I will write an information report that has all the parts</i>' and '<i>I will use more million-dollar words in my writing</i>').</li> <li>Students set goals for the writing task.</li> <li>Teacher reminds students to refer to their goals while writing.</li> <li>Students start drafting their report (individual work). They are allowed to discuss with their group members if they encounter any difficulties while drafting the report.</li> </ul>	<p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> <li>Develop goals in learning</li> </ul> <p><u>Language forms</u></p> <ul style="list-style-type: none"> <li>Text types: Information reports</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Express own ideas using the structures learnt in lessons</li> </ul>	<p>Goal setting sheet (Appendix 10)</p> <p>Writing worksheet – 1<sup>st</sup> draft (Appendix 11)</p>	
SR	<p>(4) <u>Self-evaluation and peer evaluation</u></p> <ul style="list-style-type: none"> <li>After drafting the report, students complete the self-evaluation form for 1<sup>st</sup> draft.</li> <li>Then, students work in pairs and read each other's report. They have to complete the peer evaluation form for 1<sup>st</sup> draft.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Critical thinking skills</li> </ul>	Evaluation forms for 1 <sup>st</sup> draft (Appendix 12)	B, E & F

SR = Self-regulated strategies

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(5) <u>Conclusion</u> <ul style="list-style-type: none"> <li>• Teacher summarises the learning covered in the lesson.</li> <li>• Teacher tells students that they are going to learn how to revise and edit their information report in the next lesson.</li> </ul>			B

## Lessons 8-9 ('After writing' stage)

	Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
	(1) <u>Motivation</u> <ul style="list-style-type: none"> <li>Teacher asks students to give some examples of writing strategies they have learnt in the previous lessons and briefly explain how they can make use of them.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		B
	(2) <u>Revising and editing their drafts</u> <ul style="list-style-type: none"> <li>Teacher brainstorms with students what good writers do after writing a composition. Teacher asks the following guiding questions: <ul style="list-style-type: none"> <li>➤ What can you add?</li> <li>➤ What can you remove?</li> <li>➤ What should you check?</li> <li>➤ How can you make the sentences better?</li> </ul> </li> <li>Teacher introduces ARMS and CUPS to students and demonstrates how to revise and edit a paragraph using the two strategies. Depending on students' ability, teacher may focus on some areas of ARMS and CUPS.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	PowerPoint (Appendix 13)	B, E & F
	(3) <u>Writing the 2<sup>nd</sup> draft</u> <ul style="list-style-type: none"> <li>Teacher reminds students to use the two strategies (ARMS and CUPS) when they write the 2<sup>nd</sup> draft. Students should also look at the evaluation form completed by their partner for the things they need to improve.</li> <li>Students write the 2<sup>nd</sup> draft individually.</li> </ul>	<u>Language forms</u> <ul style="list-style-type: none"> <li>Text types: Information reports</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Express own ideas using the structures learnt in lessons</li> </ul>	Writing worksheet – 2 <sup>nd</sup> draft (Appendix 14)	B, C, D, E & F
	(4) <u>Self-evaluation and peer evaluation</u> <ul style="list-style-type: none"> <li>After finishing the report, students complete the self-evaluation form for 2<sup>nd</sup> draft.</li> <li>Then, students work in pairs and read each other's report. They have to complete the peer evaluation form for 2<sup>nd</sup> draft.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Critical thinking skills</li> </ul>	Evaluation forms for 2 <sup>nd</sup> draft (Appendix 15)	B, E & F
	(5) <u>Conclusion</u> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the writing project.</li> <li>Extended activity: Students in groups prepare for a 3-minute presentation introducing the endangered animals.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Collaboration skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		B, D, E & F

**SR = Self-regulated strategies**



# Appendix 1



## Writing Project 1

### Endangered animals



### In this writing project, we are going to...

- learn some strategies to plan our compositions
- read some information about endangered animals
- work in groups to gather information about endangered animals
- learn the features of an information report
- write an information report

2

### What are endangered animals?

→ animals that may soon not exist  
→ there are very few now alive



3

### Why are some animals endangered?



global warming



killing the animals for horns




cutting down the trees

4




### Do you know these animals?


5




sea turtles




crocodiles



dolphins



whales



salmon

6



polar bears



penguins



giant pandas



elephants



rhinoceros



kangaroos

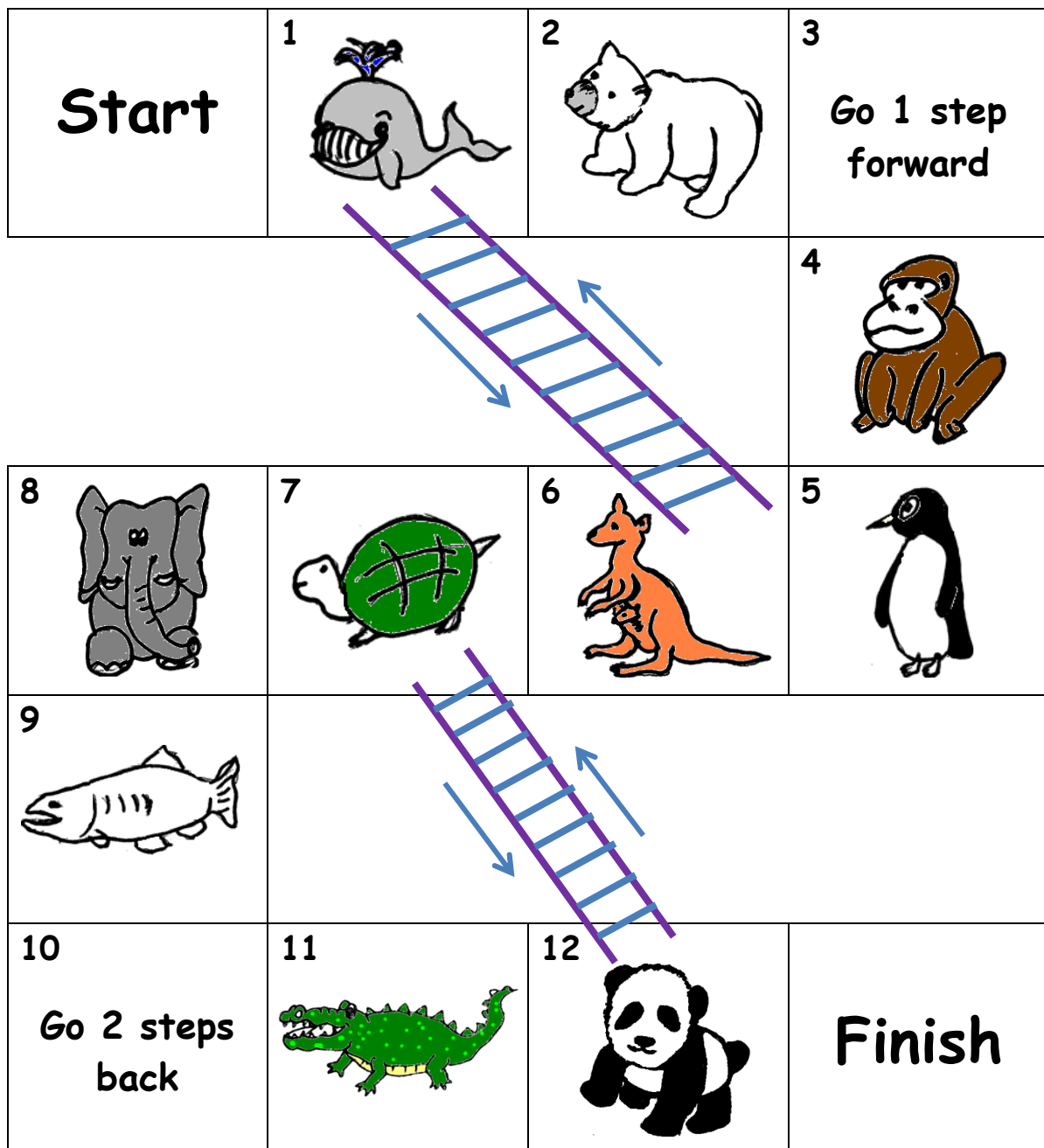


gorillas

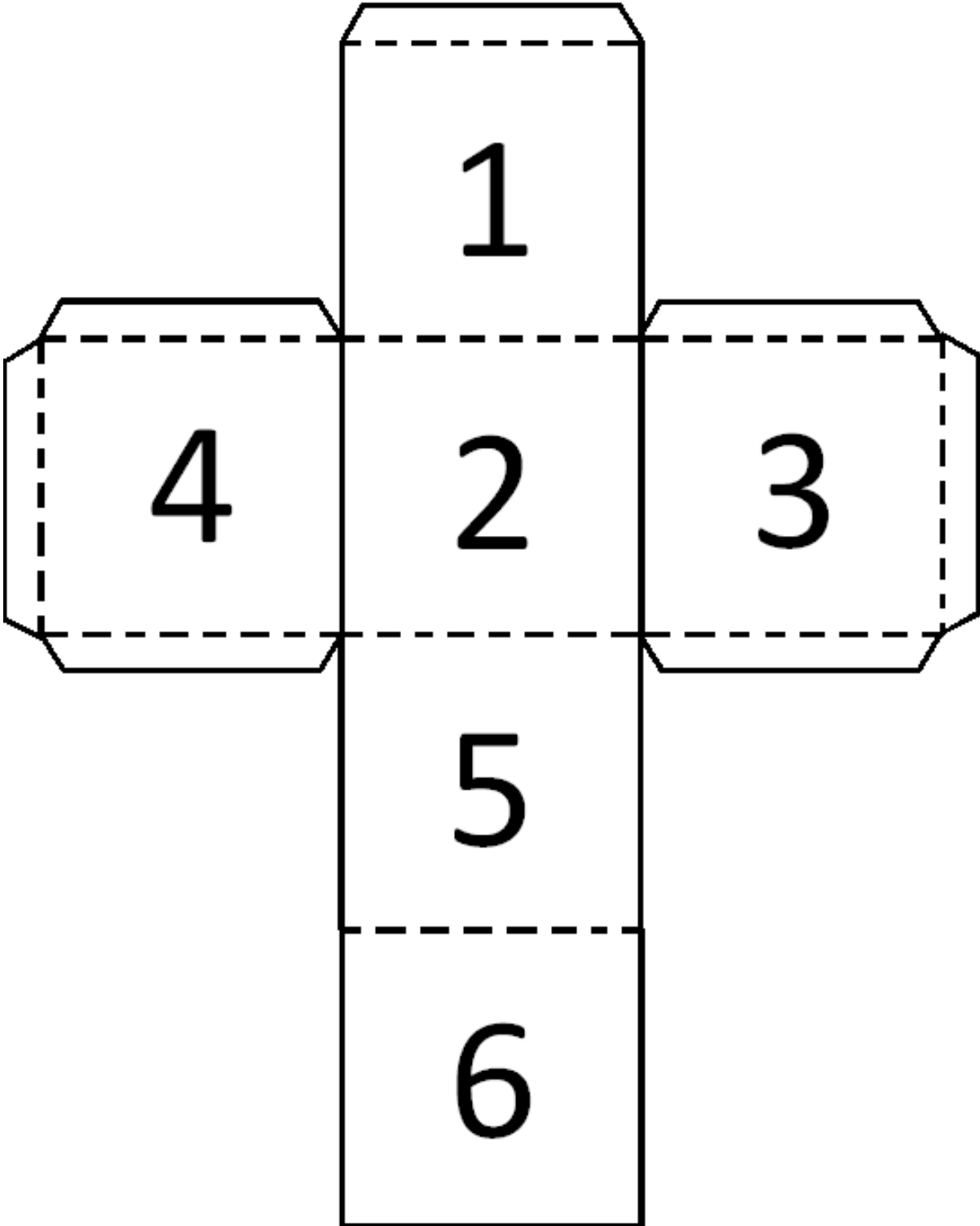
# Board game

**Instructions:**

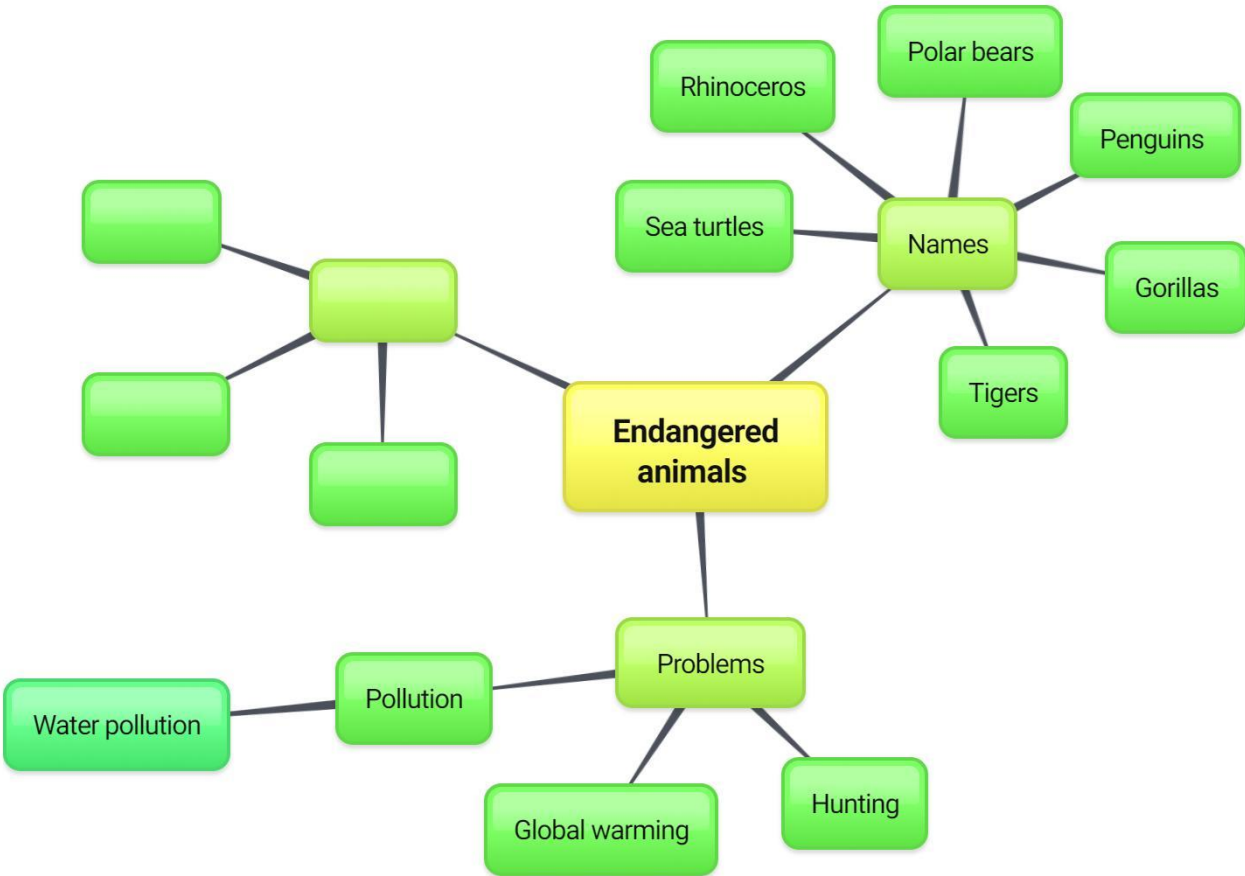
1. Roll the dice and move your counter to the corresponding box.
2. Read aloud the name of the animal shown in the box.
3. Name one feature of the animal (e.g., its colour and size).



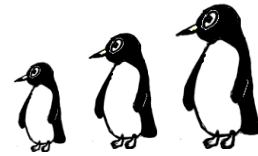
Paper dice



**Appendix 3**



# Penguins



Penguins are cute animals but they are endangered. Their home is melting because of global warming.

## **Appearance and size**

Penguins are usually black and white. They have big heads, short necks and tails. Their legs are short but strong. The largest penguins are emperor penguins. They are about 1 m tall and can weigh more than 41 kg. The smallest penguins are little penguins. They are about 40 cm tall and weigh about 1 kg.

## **Habitat**

All 18 species of penguins live in the southern hemisphere. They generally live on islands. Some species spend months at sea at a time.

## **Eating habits**

Penguins eat different kinds of fishes, squids and shrimps. They swallow the food whole while swimming.

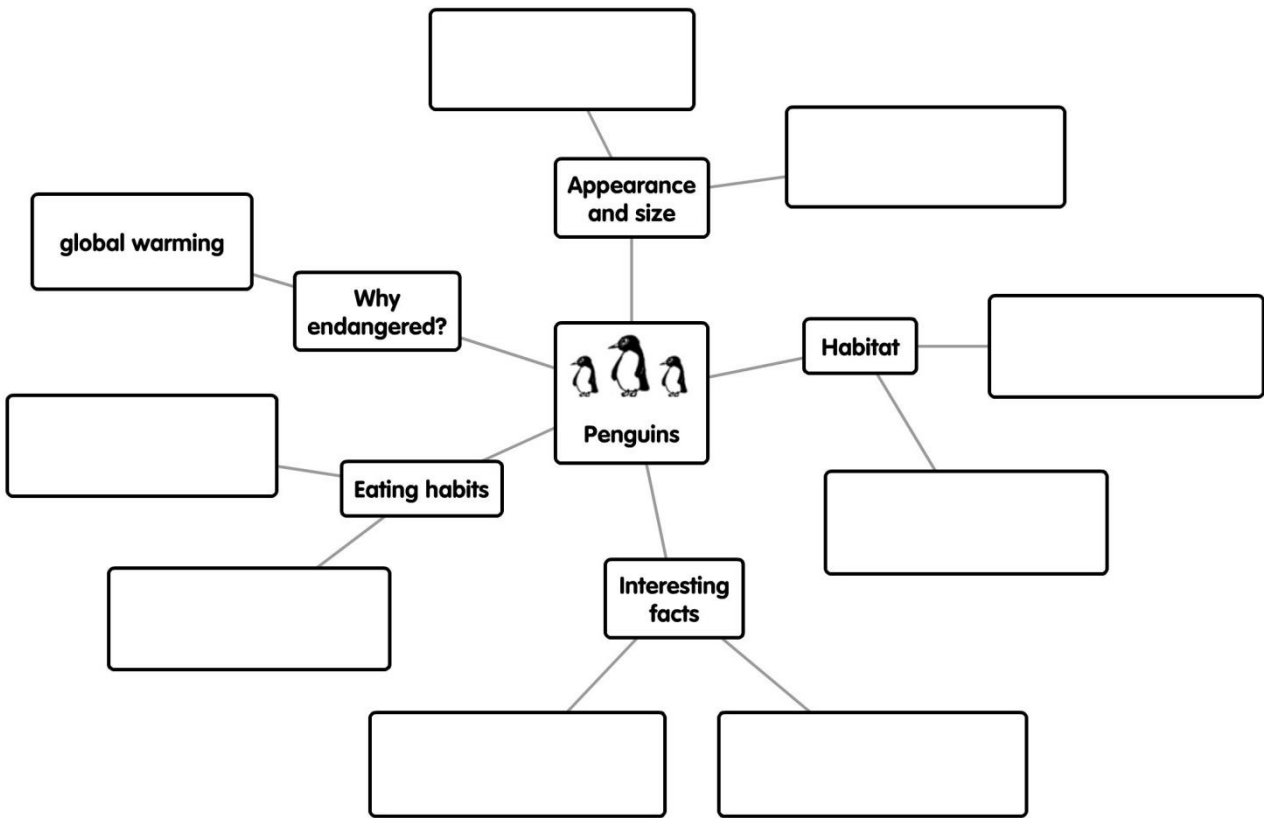
## **Interesting facts**

Penguins walk or hop very slowly. They use their flippers to swim and slide their bodies along the ice.

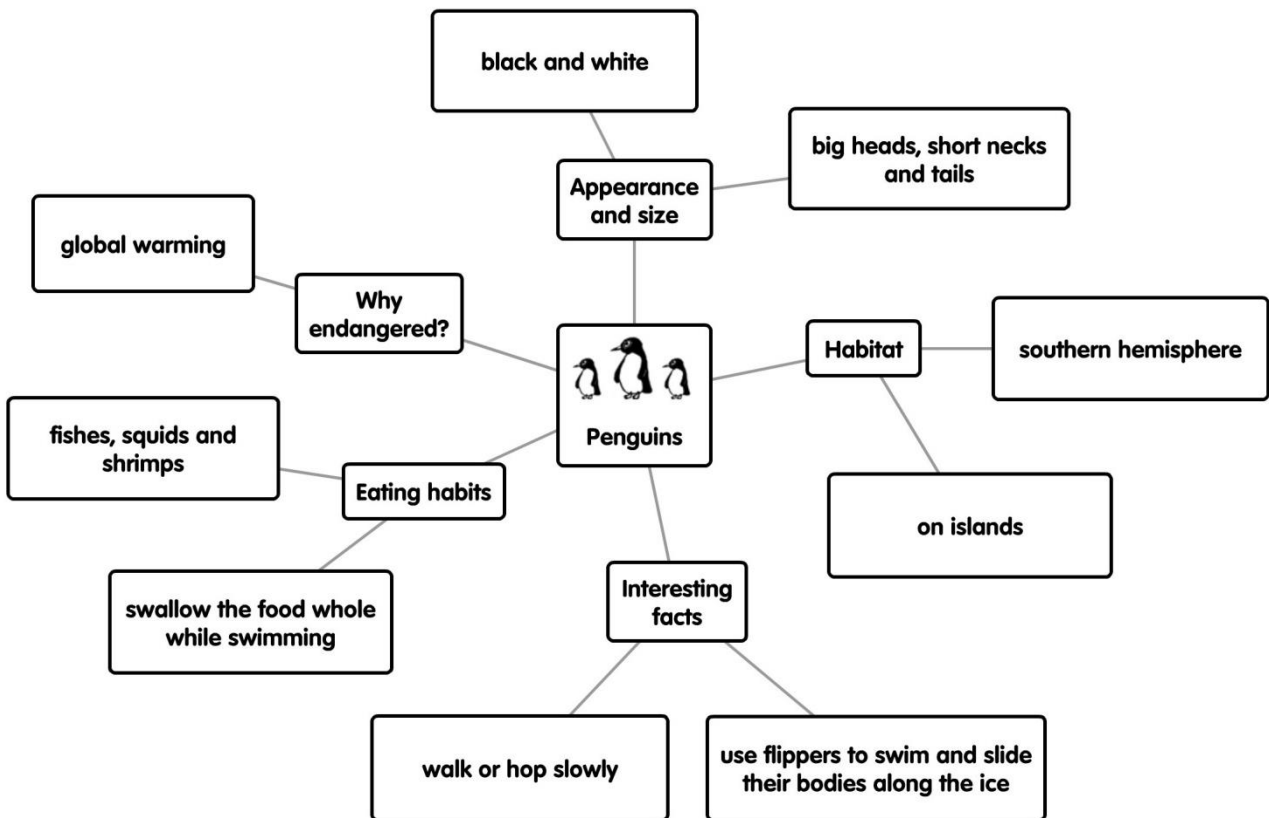
Penguins are lovely animals. We should all join hands to protect them.

**Appendix 5**

Mind map:



Suggested answers:







**P**ick my idea

**O**rganise my notes

**W**rite and say more

## Appendix 7

Topic: \_\_\_\_\_

# K-W-L

Before reading		After reading
<b>K</b> - What we already know	<b>W</b> - What we want to know	<b>L</b> - What we learned
1. _____ _____	1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____	4. _____ _____

### Useful links:

- ◇ <http://www.kidcyber.com.au/animals>
- ◇ <http://www.anglomaniacy.pl/animals-facts.htm>
- ◇ <https://seaworld.org/en/animal-info/animal-infobooks>

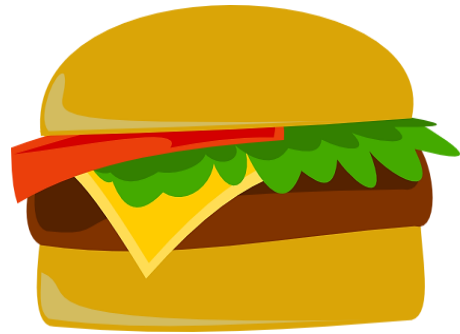
**Appendix 8**

**Writing an information report**



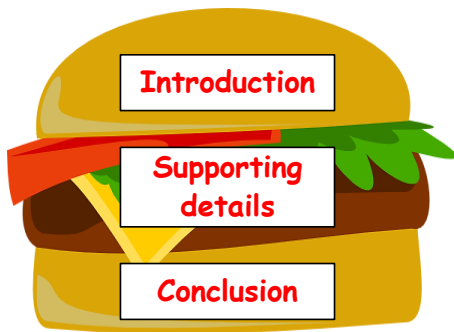
1

**Structure of an information report:**



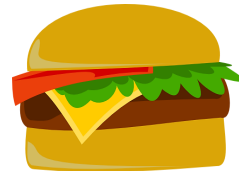
2

**Structure of an information report:**



3

Now, organise your ideas by putting them in the right position in the Hamburger Writing Organiser!



4

# Hamburger Writing Organiser

**Introduction:**

**Detail 1:**

**Detail 2:**

**Detail 3:**

**Detail 4:**

**Conclusion:**

# My Goals



Accomplished 😊

Still improving

Accomplished 😊

Still improving

Accomplished 😊

Still improving

**Appendix 11**

**An information report (1<sup>st</sup> draft)**

You are a *Green Ambassador* at your school. You are doing a project about saving endangered animals. Choose *ONE* endangered species and write an information report to let your schoolmates know more about the animals.

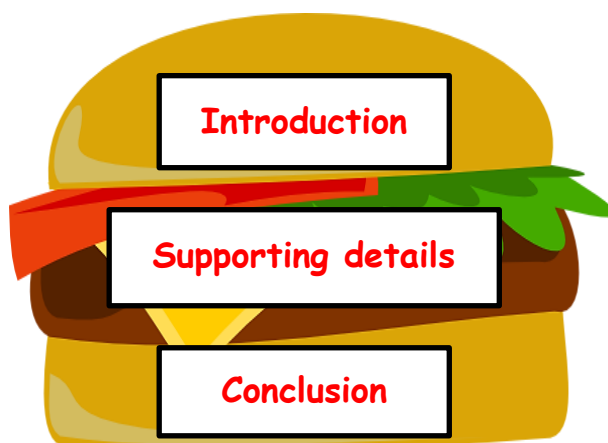
A large rounded rectangular box with a dotted border, containing 25 horizontal lines for writing. The lines are evenly spaced and cover most of the page area below the instructions.

Appendix 12

## Self-evaluation form for 1<sup>st</sup> draft (Content and structure)

Now, read your information report again and evaluate your writing.  
Put a tick (✓) in the appropriate boxes.

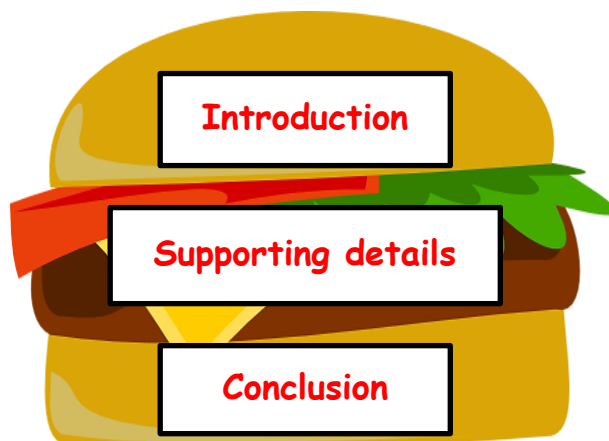
	Yes 😊	No ☹️
1. Did I write a <b>heading</b> for the report?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did I write an <b>introduction</b> ?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did I write at least <b>THREE</b> body paragraphs to give information about the animals?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did I write <b>sub-headings</b> for the body paragraphs?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did I write a <b>conclusion</b> ?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did I include some <b>interesting ideas</b> ?	<input type="checkbox"/>	<input type="checkbox"/>



## Peer evaluation form for 1<sup>st</sup> draft (Content and structure)

Now, read your partner's information report and evaluate his/her writing.  
Put a tick (✓) in the appropriate boxes.

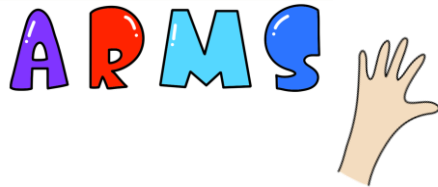
	Yes 😊	No ☹️
1. Did he/she write a <b>heading</b> for the report?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did he/she write an <b>introduction</b> ?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did he/she write at least <b>THREE body paragraphs</b> to give information about the animals?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did he/she write <b>sub-headings</b> for the body paragraphs?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did he/she write a <b>conclusion</b> ?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did he/she include some <b>interesting ideas</b> ?	<input type="checkbox"/>	<input type="checkbox"/>





## Appendix 13

Revise our compositions using



1

**A**

**Add** sentences and words

**R**

**Remove** unneeded words or sentences

**M**

**Move** a sentence or word placement

**S**

**Substitute** words or sentences for others

2

Edit our compositions using



3

**C**

**Capitalisation:**  
names, places, months, titles, I,  
the first word of a sentence

**U**

**Usage:**  
match nouns and verbs correctly

**P**

**Punctuation:**  
. , ? ! " "

**S**

**Spelling:**  
check all words; use a dictionary if  
needed

4

**Appendix 14**

**An information report (2<sup>nd</sup> draft)**

You are a *Green Ambassador* at your school. You are doing a project about saving endangered animals. Choose *ONE* endangered species and write an information report to let your schoolmates know more about the animals.

The form consists of a large rounded rectangular area enclosed by a dotted border. Inside this area, there are 22 horizontal lines for writing. The lines are spaced evenly and extend across most of the width of the box, leaving a small margin on the left and right sides. The first line is positioned near the top, and the last line is near the bottom.

Appendix 15

## Self-evaluation form for 2<sup>nd</sup> draft (Language)

Now, read your information report again and evaluate your writing.  
Put a tick (✓) in the appropriate boxes.

	Yes 😊	No ☹️
1. Did I <b>capitalise</b> words correctly? (e.g., the first word of a sentence, names of places)	<input type="checkbox"/>	<input type="checkbox"/>
2. Did I use <b>the present tense</b> to describe the animals?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did I <b>punctuate</b> sentences correctly?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did I <b>spell</b> words correctly?	<input type="checkbox"/>	<input type="checkbox"/>



## Peer evaluation form for 2<sup>nd</sup> draft (Language)

Now, read your partner's information report and evaluate his/her writing.  
Put a tick (✓) in the appropriate boxes.

	Yes 😊	No ☹️
1. Did he/she <b>capitalise</b> words correctly? (e.g., the first word of a sentence, names of places)	<input type="checkbox"/>	<input type="checkbox"/>
2. Did he/she use <b>the present tense</b> to describe the animals?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did he/she <b>punctuate</b> sentences correctly?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did he/she <b>spell</b> words correctly?	<input type="checkbox"/>	<input type="checkbox"/>



## **Writing Project 2**

**Project name: A Balanced Diet**

**Level:** Primary 4

**Reference material:** Longman Elect 4B Chapter 4

**Suggested time:** 30 – 40 minutes for each lesson

### **Writing strategies adopted:**

TREE, Stretch a Sentence, Hamburger Writing Organiser, CUPS

### **Prior knowledge:**

Students have learnt:

- vocabulary about food types and phrases about healthy diets
- the quantifiers and adjectives that describe food
- the structure 'We need to...' to give advice

### **Learning objectives:**

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


1. use vocabulary and phrases about food and healthy diets
2. recognise the structure of an article
3. gather and organise information using mind maps
4. plan, draft, revise and edit articles 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

## Lesson 1 ('Before writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Topic introduction</u> <ul style="list-style-type: none"> <li>Teacher asks students what food and drinks they like the most.</li> <li>Teacher discusses with students whether their favourite food and drinks are healthy or not.</li> <li>Teacher points out the importance of having healthy eating habits.</li> <li>Teacher tells students that they are going to do a writing project to promote healthy eating at school.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		C & E
 (2) <u>Vocabulary building</u> <ul style="list-style-type: none"> <li>Teacher reviews names of food and food groups with students. Students are asked to read the vocabulary aloud.</li> <li>Teacher asks students which food items they should eat more and why.</li> <li>Students in groups create a mind map to categorise food items into healthy food and junk food. To cater for learner diversity, students are encouraged to add examples of food items that are not mentioned in the textbook. They can also add pictures of food items to their mind maps.</li> <li>Teacher invites groups to show their mind maps to the whole class.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Pronounce words correctly</li> <li>Present information and ideas clearly and coherently</li> </ul>	PowerPoint (Appendix 1)  Mind map (Appendix 2)	B, C, D & E
(3) <u>Conclusion</u> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Self-study: Students study the names of food.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Study skills</li> </ul>		F

SR = Self-regulated strategies

## Lesson 2 ('Before 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"> <li>Teacher asks students to share what they had for breakfast that morning.</li> <li>Teacher writes the food items mentioned by students on the blackboard and asks students to choose the healthiest options and explain their choices.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		E
<p>(2) <u>Introducing the writing task</u></p> <ul style="list-style-type: none"> <li>Teacher introduces the context: Many of your schoolmates have unhealthy eating habits. The school principal is worried about the situation. She has invited you to write an article to the school newsletter giving advice on healthy diets.</li> <li>To prepare for the writing task, students are going to look into the diet of one of their schoolmates.</li> <li>Students work in groups and read 'Tommy's diet'. They have to discuss the problems with Tommy's diet and suggest how he can improve it. Students write their ideas in note form.</li> <li>Teacher reminds students to use 'a lot of', 'a few', 'a little', 'too much' and 'too many' to talk about the quantities of food. They are also reminded to use 'fewer', 'less' and 'more' to give advice about the quantities of food.</li> <li>Teacher invites groups to share the problems they have identified and the advice they have for Tommy.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> <li>Problem-solving skills</li> </ul> <p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>Locate information and ideas</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Express own ideas and feelings</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> <li>Participate effectively in an oral interaction</li> </ul>	Tommy's diet task sheet (Appendix 3)	B, D & E
<p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Self-study: Students watch the video <i>Healthy Food Vs Junk Food Song!</i> before the next lesson. (<a href="https://www.youtube.com/watch?v=fE81ezHs19s">https://www.youtube.com/watch?v=fE81ezHs19s</a>)</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Study skills</li> <li>Information technology skills</li> </ul> <p><u>Listening skills</u></p> <ul style="list-style-type: none"> <li>Identify main ideas</li> </ul>	YouTube	A & F

### Lessons 3-4 ('Before 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"> <li>Teacher plays <i>Healthy Food Vs Junk Food Song!</i> and asks students to sing along to it. (<a href="https://www.youtube.com/watch?v=fE81ezHs19s">https://www.youtube.com/watch?v=fE81ezHs19s</a>)</li> <li>Teacher asks students to identify the healthy food and junk food mentioned in the video.</li> <li>Teacher asks students to tell the reasons why it is important to eat more healthy food (e.g. it makes them strong and helps them grow).</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Listening skills</u></p> <ul style="list-style-type: none"> <li>Identify main ideas</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>YouTube</p>	<p>A &amp; E</p>
<p>(2) <u>Introducing TREE</u></p> <ul style="list-style-type: none"> <li>Teacher tells students that there is an easy way to help them remember how to write a good paragraph.</li> <li>Teacher shows the TREE Writing Organiser and explains to students what each letter stands for.</li> <li>Students work in groups. They are given a task sheet and some jumbled sentences. They have to read the sentences and put them in the right order to form a paragraph that follows the structure of TREE.</li> <li>Teacher invites groups to read out their answers.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul> <p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>Locate information and ideas</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Participate effectively in an oral interaction</li> </ul>	<p>TREE organiser (Appendix 4)</p> <p>Task sheet (Appendix 5)</p> <p>Jumbled sentences (Appendix 6)</p>	<p>B, D &amp; E</p>
<p>(3) <u>Discussion and practice</u></p> <ul style="list-style-type: none"> <li>Students work in groups and choose one food group to write about with the help of the TREE Writing Organiser.</li> <li>Teacher invites students to show the paragraph they have written on the visualizer and read it aloud as a whole group.</li> <li>Teacher gives feedback to students on whether they have followed the TREE Writing Organiser when writing the paragraph.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Present main and supporting ideas with elaboration</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>Group writing task sheet (Appendix 7)</p>	<p>B, C, D &amp; E</p>



**SR = Self-regulated strategies**



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>(4) <u>Demonstrating how to stretch a sentence</u></p> <ul style="list-style-type: none"> <li>Teacher tells students that they can make their paragraph better by adding more details to it.</li> <li>Teacher demonstrates how to stretch the sentence ‘Dairy products are good for us.’ with the help of question words.</li> <li>Students practise stretching a sentence.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Develop main ideas</li> </ul>	<p>PowerPoint (Appendix 8)</p>	<p>B</p>
<p>(5) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Self-study: Students choose two food groups (one good and one bad) to be included in their article. They have to search information about the food groups on the Internet and write down any useful information in their notebook.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Study skills</li> <li>Information technology skills</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Gather information</li> </ul>		<p>A &amp; F</p>

SR

SR

SR = Self-regulated strategies





## Lessons 5-6 ('While writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Motivation</u> <ul style="list-style-type: none"> <li>Students share what they have discovered about the food groups on the Internet.</li> <li>Teacher tells students they are going to make use of the information they found on the Internet when they write the article in this lesson.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Gather information</li> </ul>		A
(2) <u>Reviewing the structure of an article</u> <ul style="list-style-type: none"> <li>Teacher goes over the writing topic with students: Many of your schoolmates have unhealthy eating habits. The school principal is worried about the situation. She has invited you to write an article to the school newsletter giving advice on healthy diets.</li> <li>Teacher asks students if they remember the three main parts of an article (introduction, body, and conclusion) and reviews the structure with them.</li> <li>Teacher shows TREE and elicits from students what each letter stands for.</li> <li>Teacher reminds students to use TREE to help them when they write the body paragraphs of the article.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Identify purpose and audience for a writing task</li> <li>Use appropriate formats</li> </ul>	PowerPoint (Appendix 9)	B, C & F
(3) <u>Constructing a mind map</u> <ul style="list-style-type: none"> <li>Students construct a mind map for their article.</li> <li>Students work in pairs. They share with their partner their writing ideas and give comments to each other.</li> <li>Teacher reminds students to follow the mind map when they are writing the article.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Plan and organise information</li> </ul>	Writing mind map (Appendix 10)	B, C, D, E & F
(4) <u>Drafting the article</u> <ul style="list-style-type: none"> <li>Students draft the article individually.</li> <li>After finishing the draft, they have to read it again and check if they have followed the TREE Writing Organiser when they write the body paragraphs.</li> </ul>	<u>Writing skills</u> <ul style="list-style-type: none"> <li>Present main and supporting ideas with elaboration</li> <li>Re-read the draft</li> </ul>	Writing task sheet (Appendix 11)	B, C, E & F



**SR = Self-regulated strategies**

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(5) <u>Conclusion</u> <ul style="list-style-type: none"> <li>• Teacher summarises the learning covered in this lesson.</li> <li>• Teacher tells students they are going to edit their article in the next lesson.</li> </ul>			

## Lessons 7-8 ('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"> <li>Teacher asks students if they remember TREE and what each letter stands for.</li> <li>Teacher tells students that they are going to learn a method for editing their writing in this lesson.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		B
 <p>(2) <u>Introducing CUPS</u></p> <ul style="list-style-type: none"> <li>Teacher brainstorms with students what good writers do after writing a composition.</li> <li>Students watch the video <i>Editing Writing for Kids!</i> (<a href="https://www.youtube.com/watch?v=XP5yWz-MNpM">https://www.youtube.com/watch?v=XP5yWz-MNpM</a>)</li> <li>After watching the video, teacher asks students to tell the four types of mistakes they can fix when editing their writing. Teacher tells students that there is an easy way to remember them.</li> <li>Teacher introduces CUPS (<u>C</u>apitalisation, <u>U</u>sage, <u>P</u>unctuation, and <u>S</u>pelling) and explains what each letter represents. Then, teacher demonstrates how to edit a paragraph using CUPS.</li> <li>For <u>U</u>sage, teacher reminds students to focus on subject-verb agreement (e.g. using 'is' for uncountable nouns and 'are' for countable nouns) and the correct use of determiners (e.g. fewer potato chips and less cola).</li> </ul> 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Listening skills</u></p> <ul style="list-style-type: none"> <li>Identify main ideas</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Edit written texts</li> </ul>	<p>YouTube</p> <p>PowerPoint (Appendix 12)</p>	B
 <p>(3) <u>Discussion and practice</u></p> <ul style="list-style-type: none"> <li>Students work in groups. They have to read two paragraphs written by their classmates and try to use CUPS to fix the mistakes in the paragraphs.</li> <li>Teacher invites students to share what mistakes they have fixed.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> <li>Critical thinking skills</li> </ul>	<p>Paragraphs written by classmates (Appendix 13)</p>	B, D, E & F

**SR = Self-regulated strategies**

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<ul style="list-style-type: none"> <li>Teacher reminds students to use CUPS to help them edit their writing.</li> </ul>	<u>Writing skills</u> <ul style="list-style-type: none"> <li>Edit written texts</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Participate effectively in an oral interaction</li> <li>Present information and ideas clearly and coherently</li> </ul>		
 <p>(4) <u>Editing</u></p> <ul style="list-style-type: none"> <li>Teacher displays CUPS and what each letter represents on the screen.</li> <li>Students re-read their draft and fix the mistakes in it using CUPS. Depending on students' ability, they may work individually or in pairs. They use a green pen to correct the mistakes they notice.</li> <li>Teacher walks around the classroom and provides guidance to students.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Collaboration skills</li> <li>Critical thinking skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Re-read the draft</li> <li>Edit written texts</li> </ul>		B & F
<p>(5) <u>Publishing</u></p> <ul style="list-style-type: none"> <li>After editing the article, students are given another piece of writing paper to publish their work. They may also include illustrations in the article.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Creativity</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Present writing using appropriate layout and visual support</li> </ul>	Writing paper (Appendix 14)	B, C, E & F
 <p>(6) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the writing project.</li> <li>Teacher encourages students to remember TREE and CUPS as they can use these strategies to help them when they write about other topics in the future.</li> <li>Extended task: Students in groups prepare for a 3-minute presentation to promote healthy eating. They can do it in any forms they like, such as a PowerPoint presentation, a short play and a video.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Collaboration skills</li> <li>Creativity</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		B, D & E

**SR = Self-regulated strategies**

**Appendix 1**

**Vocabulary about food**



**grain products**



**rice**



**noodles**



**spaghetti**



**macaroni**



**bread**



**fruit and vegetables**



**cherries**



**grapes**



**lychees**



**tomatoes**



**lettuce**



**broccoli**



**peas**



**meat and fish**



**pork**



**beef**





**chicken**



**fish**



**dairy products**



**milk**



**cheese**



**yoghurt**



**junk food**



**sugary food**



**chocolate**



**ice cream**



**fried food**



**French fries**



**fried chicken**



**salty food**



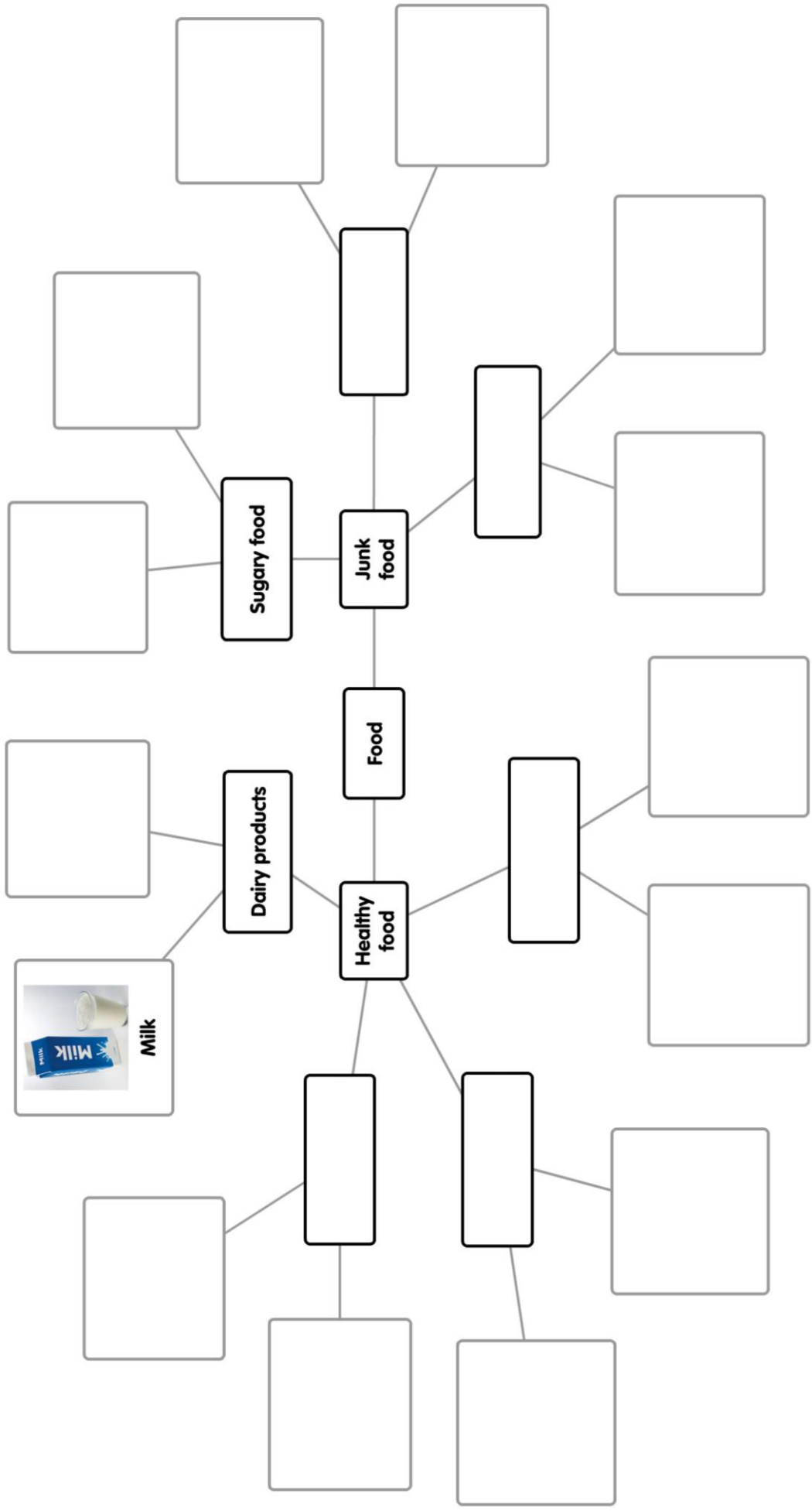
**potato chips**



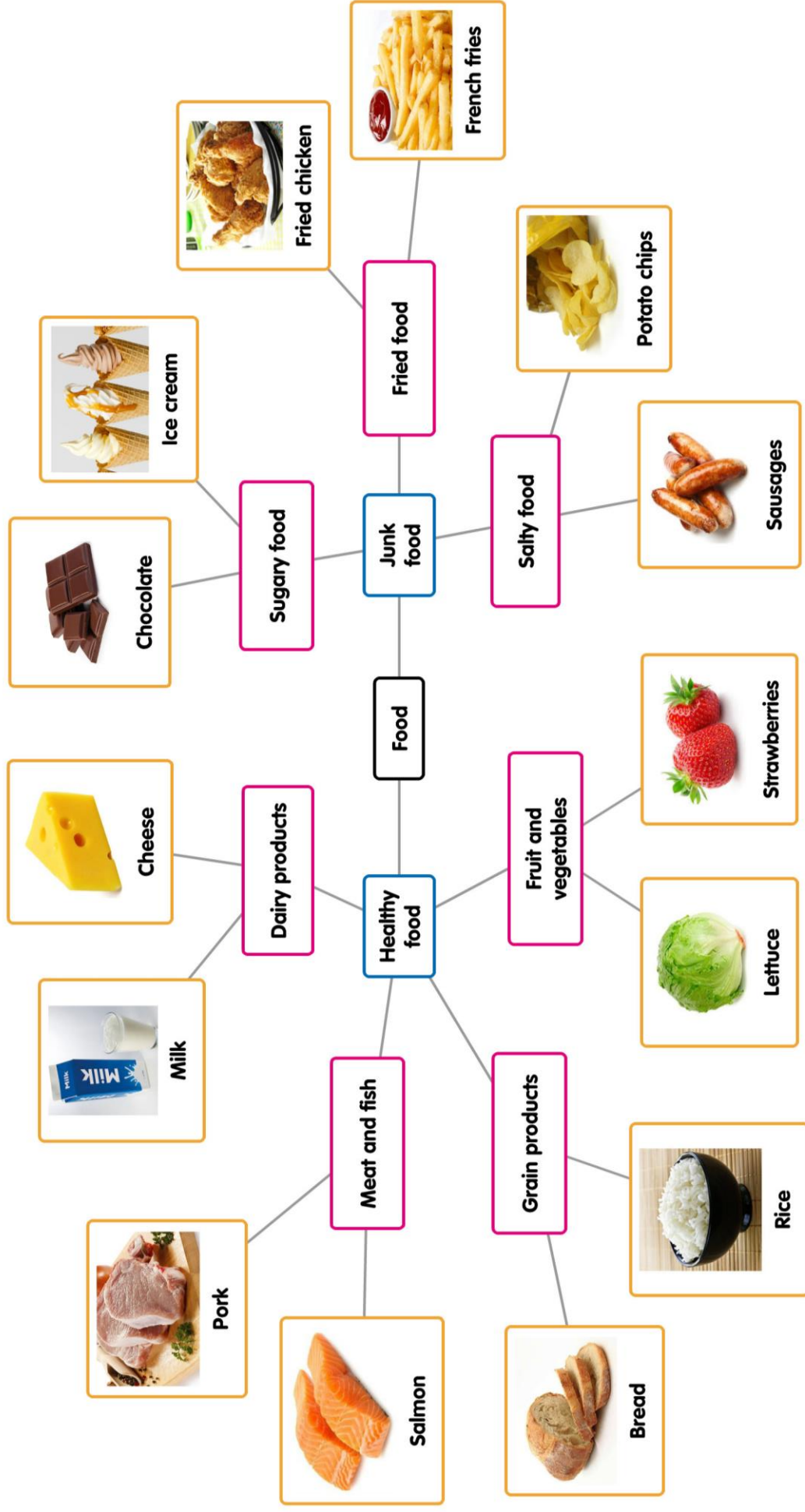
**sausages**

Appendix 2

Classify food into healthy food and junk food using a mind map. Try to add more examples.



Suggested answers:



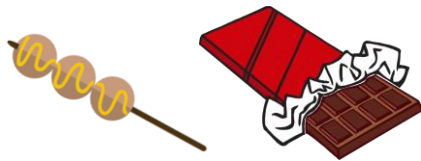
### Appendix 3

Your schoolmate, Tommy, pays very little attention to what he eats. Look at what he ate yesterday and discuss with your members the problems with his diet. Then, suggest how he can eat more healthily. Write in note form.

#### Useful words:

To talk about the quantities of food: *a lot of, a few, a little, too much, too many*  
To give advice: *fewer, less, more*

#### Breakfast:



Tommy got up late in the morning. He only had some fish balls before going to school. He felt hungry during recess, so he bought a bar of chocolate at the tuck shop.

Problem:

Advice:

#### Lunch:

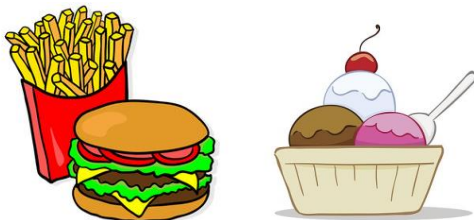


Tommy hated eating vegetables and fruit. He only ate the chicken sandwich in his lunchbox. As he felt thirsty after lunch, he bought a can of coke at the vending machine.

Problem:

Advice:

#### Dinner:

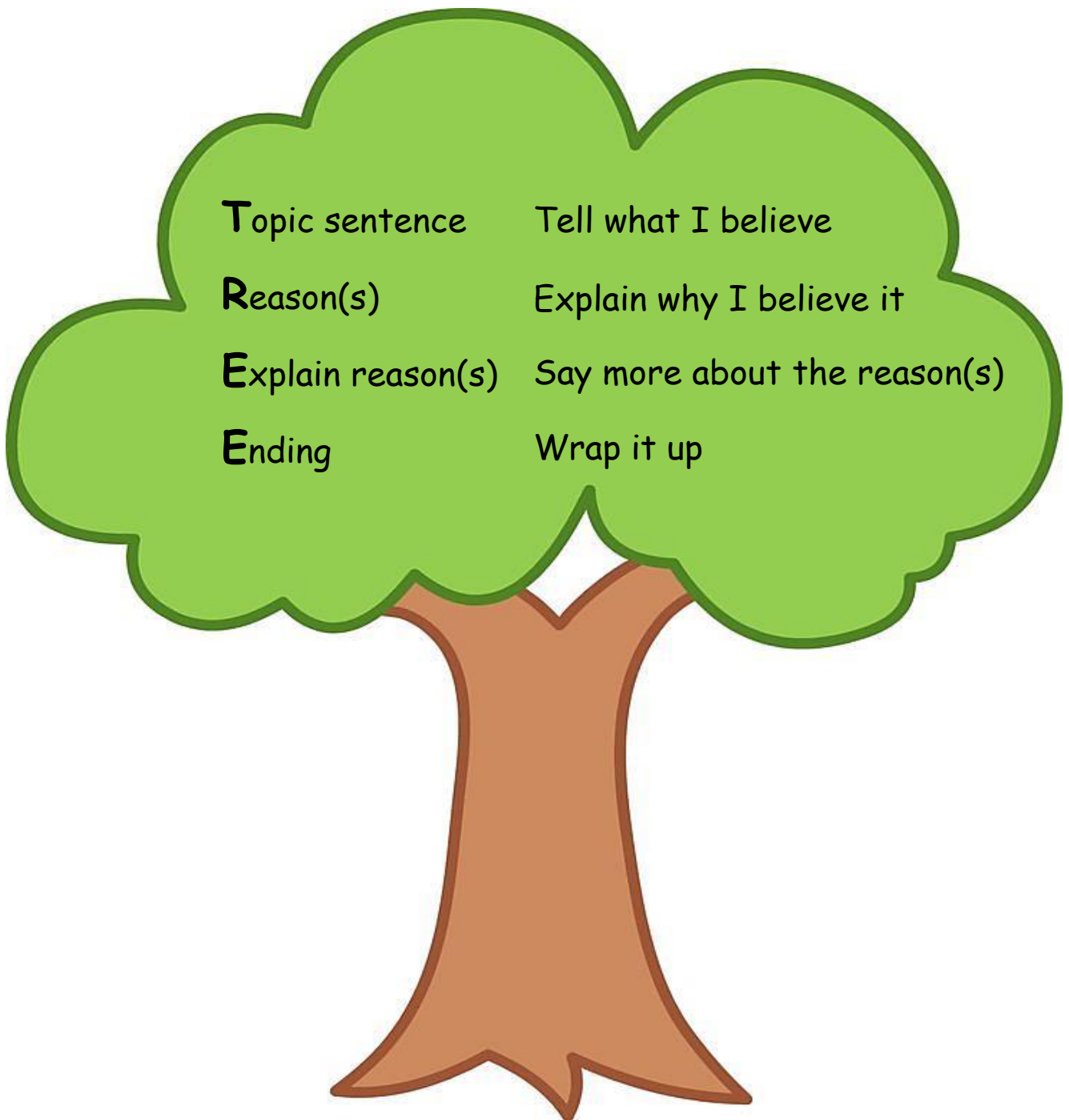


Tommy's mom bought him a hamburger and some French fries for dinner. He was so excited that he finished everything quickly. After dinner, he had a cup of ice cream.

Problem:

Advice:

# TREE



Appendix 5

Put the four sentences in the right order to form a paragraph.

# TREE

1. **T**opic sentence



2. **R**eason(s)

3. **E**xplain reason(s)

4. **E**nding



## Appendix 6



Fruit and vegetables are good for us.

They have a lot of vitamins and minerals.

We need vitamins and minerals to stay healthy.

Therefore, we need to eat more fruit and vegetables every day.

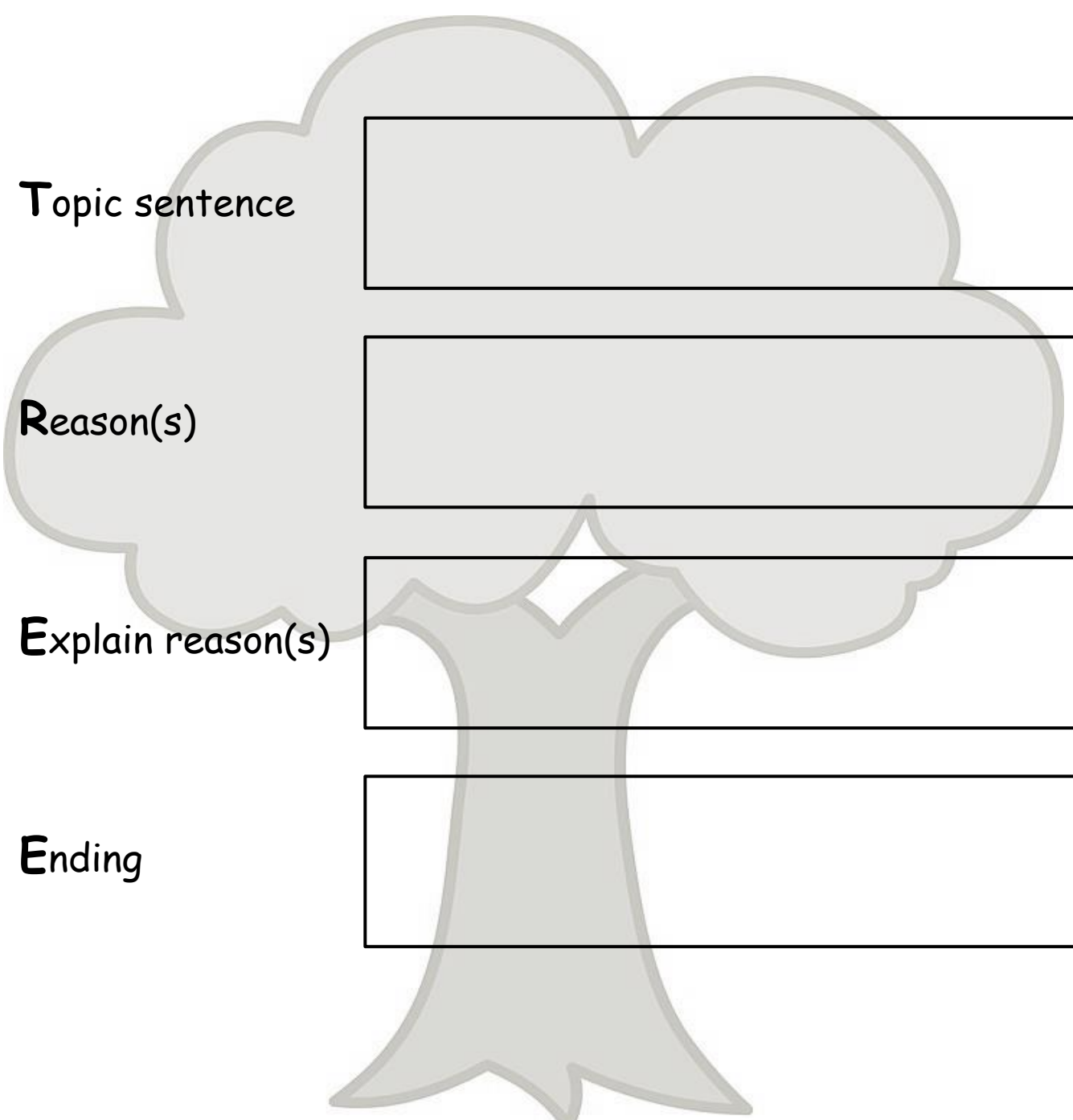
Appendix 7

**Group Work - Advice on Healthy Diets**

Some food and drinks are good for us and some are bad for us. Discuss with your group members and choose ONE food group (e.g. dairy products, grain products, meat and fish, sugary food, and fried food) to write about. Remember to use the TREE Writing Organiser to help you.

# TREE

1. **T**opic sentence



--

2. **R**eason(s)

--

3. **E**xplain reason(s)

--

4. **E**nding

--

## Appendix 8

### Stretch a sentence



1

e.g. Dairy products are good for us.



**What** are some examples of dairy products?

Dairy products, **such as milk and cheese**, are good for us.

**What?**

2

e.g. Dairy products are good for us.



**Why** are dairy products good for us?

Dairy products are good for us **because they are rich in protein, calcium and vitamin B2.**

**Why?**

3

**Now, it's your turn! Try to stretch the following sentences.**

1. Meat and fish are good for us.
2. Sugary food is bad for us.



4

## Appendix 9

Many of your schoolmates have unhealthy eating habits. The school principal is worried about the situation. She has asked you to write an article to the school newsletter giving advice on healthy diets.



1

Many of your schoolmates have unhealthy eating habits. The school principal is worried about the situation. She has asked you to write an article to the school newsletter giving advice on healthy diets.

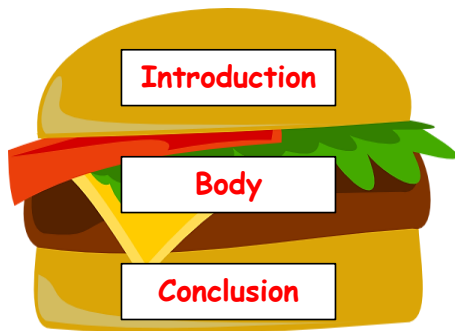
**Format:** An article

**Audience:** Schoolmates

**Purpose:** To give advice on healthy diets

2

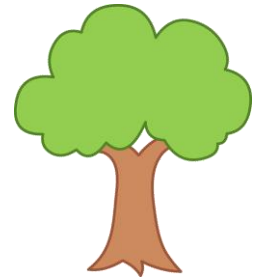
What are the three main parts of an article?



3

When you write the body paragraphs, remember to use

**T** Topic sentence  
**R** Reason(s)  
**E** Explain reason(s)  
**E** Ending

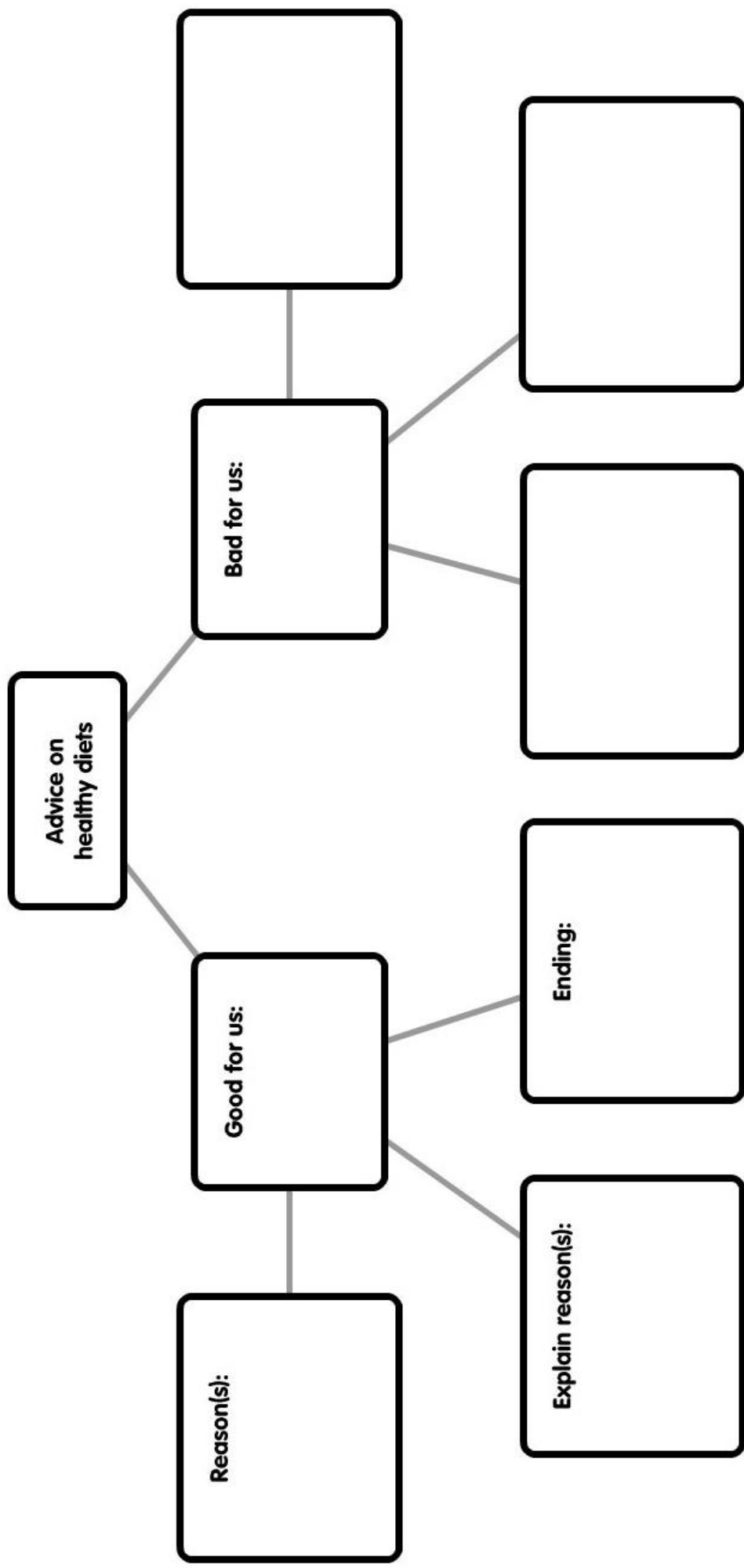


4

Appendix 10

**Task: Writing an article about healthy diets**

Choose one type of food which is good for us and one type which is bad for us. Brainstorm ideas for each type of food using a mind map. Write your ideas in note form.





---

---

---

---

---

---

---

---

---

---

---

---

By \_\_\_\_\_

### Self-check

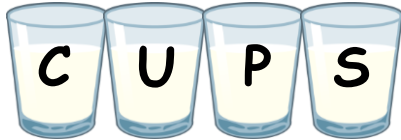
Have you followed the TREE Writing Organiser? Put a tick (✓) in the appropriate boxes.

	Yes, I did!	No, I didn't. I'll try again!
1. Did I write <b>topic sentences</b> ?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did I give <b>reasons</b> to support my opinion?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did I <b>explain</b> more about each reason?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did I <b>end</b> the paragraphs properly?	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 12

### What is editing?

When you edit your writing, you fix the mistakes in it.



1



**Capitalisation:**  
names, places, months, titles, I,  
the first word of a sentence



**Usage:**  
match nouns and verbs correctly



**Punctuation:**  
. , ? ! " "



**Spelling:**  
check all words; use a dictionary if  
needed

2

### Example:

tommy is very fat. He eat too much

sugary food. He likes eating ice crem

the most, He needs to eat fewer sugary

food.



3

### Example:

**T**ommy **U**eats  
tommy is very fat. He eat too much

**S**ice cream  
sugary food. He likes eating ice crem

**P**. **U**less  
the most, He needs to eat fewer sugary

food.



4



### Appendix 13

You have learnt to use **CUPS** for editing your writing. Now, read the following paragraphs written by your classmates and try to fix the mistakes.

#### Instructions

1. Underline the mistake
2. Put the correct word/punctuation above it
3. Write down C/U/P/S in the right-hand column

e.g.	<b>many</b> Too <u>much</u> soft drinks are bad for us.	<u>U</u>
------	--	----------

*Hint: There is one mistake in each line.*

(1)	Fruit and vegetables is good for us because we need	_____
(2)	vitamins and minerals to stay healthy, We need to eat a lot	_____
(3)	of fruit and vegetables evry day.	_____
(4)	sugary food is bad for us because too much sugar is	_____
(5)	bad for our teeth. It is a good idea to eat less sweets.	_____

**Answers:**

You have learnt to use **CUPS** for editing your writing. Now, read the following paragraphs written by your classmates and try to fix the mistakes.

Instructions

4. Underline the mistake
5. Put the correct word/punctuation above it
6. Write down C/U/P/S in the right-hand column

e.g.	<b>many</b> Too <u>much</u> soft drinks are bad for us.	<u>U</u>
------	--	----------

*Hint: There is one mistake in each line.*

(1)	<b>are</b> Fruit and vegetables <u>is</u> good for us because we need	<u>U</u>
(2)	vitamins and minerals to stay healthy. We need to eat a lot	<u>P</u>
(3)	<b>every</b> of fruit and vegetables <u>evry</u> day.	<u>S</u>
(4)	<b>Sugary</b> <u>sugary</u> food is bad for us because too much sugar is	<u>C</u>
(5)	<b>fewer</b> bad for our teeth. It is a good idea to eat <u>less</u> sweets.	<u>U</u>

Advice on healthy diets

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

By \_\_\_\_\_

## **Writing Project 3**

**Project name: My Unforgettable Experience**

**Level:** Primary 6

**Suggested time:** 30 – 40 minutes for each lesson

### **Writing strategies adopted:**

TOWER, Show, Don't Tell, ARMS, CUPS, TAG conference, self-reflection

### **Prior knowledge:**

Students have learnt:

- adjectives describing feelings (worried, excited, upset, angry, happy, etc.)
- connectives (so, so that, because, although, etc.)
- simple past tense

### **Learning objectives:**

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

1. set goals for their own learning
2. use adjectives to describe people and write descriptions for pictures
3. organise ideas about an unforgettable experience using mind maps
4. use reporting verbs when writing a personal recount

### **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



## Lesson 1 ('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"> <li>Teacher tells students that they are going to do a writing project about an unforgettable experience.</li> <li>Teacher introduces the purposes of the writing project.</li> <li>Teacher encourages students to set at least one goal according to the objectives of the project.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Study skills</li> </ul> <p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> <li>Develop goals in learning</li> </ul>	<p>PowerPoint (Appendix 1)</p>	<p>C &amp; E</p>
<p>(2) <u>Introducing adjectives about feelings</u></p> <ul style="list-style-type: none"> <li>Teacher asks students “<i>How do you feel today?</i>” and invites some of them to share their feelings with the whole class.</li> <li>Students in groups of four write down the adjectives to describe feelings they have learnt. They write as many adjectives as possible on a piece of paper.</li> <li>Teacher reviews the adjectives with students and asks them to read the words aloud.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Participate effectively in an oral interaction</li> <li>Pronounce words correctly</li> </ul>	<p>PowerPoint (Appendix 1)</p> <p>Pieces of paper (one for each group)</p>	<p>D &amp; E</p>
<p>(3) <u>Introducing Show, Don't Tell</u></p> <ul style="list-style-type: none"> <li>Teacher tells students that they can actually use a phrase or a sentence to show a feeling rather than telling others using the feeling word.</li> <li>Teacher displays the word ‘sad’ and asks students to close their eyes and imagine a sad person.</li> <li>Teacher asks the following questions: <ul style="list-style-type: none"> <li>➤ Can you describe his facial expression?</li> <li>➤ What about his body language?”</li> <li>➤ What did he say?</li> </ul> </li> <li>Teacher writes students’ suggestions on the blackboard and tells them that all those phrases can show that the person is sad even if the feeling word is not used.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Express imaginative ideas</li> </ul>	<p>PowerPoint (Appendix 1)</p>	<p>B, C &amp; E</p>

**SR**



**SR**

**SR = Self-regulated strategies**

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
 <p>(4) <u>Guessing game</u></p> <ul style="list-style-type: none"> <li>Teacher invites one student to go to the front and act each time. The student has to draw an emotion card from the teacher and act out the emotion written on the card. He/she should show the emotion without telling their classmates the adjective. Other students will guess what the emotion is.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Creativity</li> </ul>	<p>Emotion cards (Appendix 2)</p>	<p>B &amp; E</p>
 <p>(5) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Self-study: Students create a word bank in their notebook to record adjectives describing feelings. They are encouraged to draw emojis next to the adjectives.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Study skills</li> </ul>		<p>A &amp; B</p>

**SR = Self-regulated strategies**

## Lesson 2 ('Before 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"> <li>Students in groups look at the word banks they have created and choose the one they like the most. Teacher invites some students to show their good work to the whole class.</li> <li>Teacher encourages students to add new words to their word banks throughout the project.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Study skills</li> </ul>		B & E
 <p>(2) <u>Role play</u></p> <ul style="list-style-type: none"> <li>Teacher shows a picture of a boy doing his homework and asks “<i>How does Peter feel?</i>” and “<i>Why do you think he feels...?</i>”</li> <li>Teacher invites students to share if they have ever felt like that before.</li> <li>Teacher introduces the role-playing activity and demonstrates how to do it with an example.</li> <li>Students work in groups. Each group is given a picture and they have to write a description of the character in the picture. They should not include the feeling word in the description.</li> <li>Each group is given one minute to read the description aloud and act out the scene. Other groups will guess the feeling of the character.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul> <p><u>Listening skills</u></p> <ul style="list-style-type: none"> <li>Understand speakers’ feelings through their use of language, gestures and facial expressions</li> </ul>	<p>PowerPoint (Appendix 3)</p> <p>Task sheet (Appendix 4)</p>	C, D, E & F
<p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Preparation for the next lesson: Students think about memories they have that connect to different feelings. They will share with their classmates in the next lesson.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul>	<p>Emotion worksheet (Appendix 5)</p>	A & F

SR = Self-regulated strategies

### Lessons 3-4 ('Before writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Motivation</u> <ul style="list-style-type: none"> <li>Students share with their members the memories they have that connect to different feelings.</li> <li>Teacher invites students to act out the feelings. Then, they describe their body language and facial expression when they have these feelings.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul>	Emotion worksheet (Appendix 5)	C
(2) <u>Introducing TOWER</u> <ul style="list-style-type: none"> <li>Teacher tells students that they are going to write a diary entry about an unforgettable experience.</li> <li>Teacher discusses with students what they usually write in a diary.</li> <li>Teacher tells students there is an easy way to remember how to write a diary entry.</li> <li>Teacher displays TOWER and explains to students what each letter represents.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Plan and organise information</li> </ul>	PowerPoint (Appendix 6)	B & C
(3) <u>Group work (Writing a diary entry)</u> <ul style="list-style-type: none"> <li>Students watch a video about two children going to a haunted house. (<a href="http://learnenglishkids.britishcouncil.org/en/short-stories/the-haunted-house">http://learnenglishkids.britishcouncil.org/en/short-stories/the-haunted-house</a>)</li> <li>In groups of four, students write a diary entry as if they were one of the children in the video.</li> <li>Students should fill in the graphic organiser before they start writing. While writing, they should make sure that the components of TOWER are included in their diary entry. They may also include illustrations in their diary entry.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Provide personal ideas based on a framework provided</li> <li>Plan and organise information, and express own ideas and feelings</li> </ul> <u>Text types</u> <ul style="list-style-type: none"> <li>Diary entries</li> </ul>	PowerPoint (Appendix 6)  Graphic organiser (Appendix 7)	B, C, D & E
(3) <u>Presentation</u> <ul style="list-style-type: none"> <li>Students take turns reading their diary entry aloud.</li> <li>Teacher invites students to comment</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul>		D & E

**SR**

**SR**

**SR = Self-regulated strategies**






Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>on their classmates' diary entries and vote for their favourite one.</p> <ul style="list-style-type: none"> <li>Teacher gives feedback on whether students have included all the components of TOWER in their diary entries.</li> </ul>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings</li> </ul>		
<p>(4) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Preparation for the next lesson: Students think about one unforgettable experience that they would like to share with their classmates. They may choose one of the memories they put down on the emotion worksheet. They have to complete the TOWER organiser before the next lesson.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Provide personal ideas based on a framework provided</li> <li>Plan and organise information, and express own ideas and feelings</li> </ul>	<p>Graphic organiser (Appendix 8)</p>	<p>A, B &amp; C</p>



**SR = Self-regulated strategies**

## Lessons 5-6 ('While 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"> <li>Teacher invites students to tell what each letter of TOWER stands for.</li> <li>Students share with their classmates what they have written on their organiser. They suggest what their classmates can change or add.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul>	<p>Graphic organiser (Appendix 8)</p>	<p>B, C, D &amp; E</p>
<p> (2) <u>Drafting the diary entry</u></p> <ul style="list-style-type: none"> <li>Teacher tells students his/her expectations, i.e., the specific objectives students need to achieve. Objectives may include: <ul style="list-style-type: none"> <li>➤ Follow the TOWER organiser.</li> <li>➤ Use Show, Don't Tell!</li> <li>➤ Write at least three paragraphs.</li> <li>➤ Use past tenses.</li> </ul> </li> <li>Students draft the diary entry. They are allowed to discuss with their group members if they encounter difficulties.</li> <li>After drafting the diary entry, students check if all the components of TOWER are included. They should also check if the diary entry meets the teacher's requirements.</li> </ul>	<p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> <li>Develop goals in learning</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Write paragraphs which develop main ideas</li> <li>Use appropriate formats and language features</li> <li>Draft written texts with peer support</li> </ul> <p><u>Text types</u></p> <ul style="list-style-type: none"> <li>Diary entries</li> </ul>		<p>B, C, E &amp; F</p>
<p> (3) <u>Peer evaluation</u></p> <ul style="list-style-type: none"> <li>Teacher reminds students to be positive when they give feedback to each other.</li> <li>Students work in pairs. They read the draft written by their partner and give feedback using the TAG Conference sheet.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Critical thinking skills</li> </ul>	<p>TAG Conference sheet (Appendix 9)</p>	<p>B, C, D, E &amp; F</p>
<p>(4) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Teacher tells students that they are going to learn how to revise and edit their diary entries in the next lesson.</li> </ul>			

**SR = Self-regulated strategies**

## Lessons 7-8 ('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"> <li>Teacher brainstorms with students what good writers do after writing a composition. Teacher asks the following guiding questions:               <ul style="list-style-type: none"> <li>➤ What can you add?</li> <li>➤ What can you remove?</li> <li>➤ What should you check?</li> <li>➤ How can you make the sentences better?</li> </ul> </li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul>	<p>Graphic organiser (Appendix 8)</p>	<p>B &amp; E</p>
<p>(2) <u>Introducing ARMS and CUPS</u></p> <ul style="list-style-type: none"> <li>Teacher tells students there are two secret weapons which can help them improve their compositions.</li> <li>Teacher introduces ARMS and CUPS and explains what each letter stands for.</li> <li>Taking one of the diary entries written by students in lessons 3-4 as an example, teacher demonstrates how to use ARMS and CUPS to revise and edit a piece of writing.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Revise and edit written texts</li> </ul>	<p>PowerPoint (Appendix 10)</p>	<p>B</p>
<p>(3) <u>Revising and editing their drafts</u></p> <ul style="list-style-type: none"> <li>Teacher reminds students to read their peers' comments on the TAG Conference sheet when they revise and edit their writing. They should also use ARMS and CUPS to help them.</li> <li>Students write the 2<sup>nd</sup> draft and complete the self-evaluation form.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Revise and edit written texts</li> </ul>		<p>B, E &amp; F</p>
<p>(4) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the writing project.</li> <li>Students complete the reflection form.</li> <li>Extended activity: Students are invited to give a presentation on an unforgettable experience. They are encouraged to prepare visual aids for their presentation, e.g. a PowerPoint presentation or a poster with photos or pictures.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Creativity</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently</li> </ul>	<p>Reflection form (Appendix 11)</p>	<p>B, E &amp; F</p>


**SR = Self-regulated strategies**

**Appendix 1**

**My Unforgettable Experience**  
**Lesson 1**

1

**How do you feel today? Why?**



2

**In this writing project, we are going to...**

- learn some strategies to plan, draft, revise and edit our compositions
- learn the features of a diary entry
- work in groups to prepare ideas for a diary entry
- write a diary entry



3


**Setting goals**



4

**Adjectives describing feelings**

5



worried/sad/unhappy/  
upset

6



scared/frightened/  
afraid/terrified

7



proud/glad/happy

8



confused/puzzled

9



embarrassed

10



satisfied/joyful/pleased

11



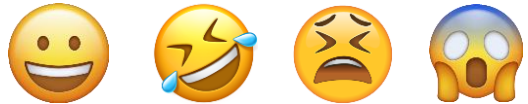
sick/disgusted

12



angry/mad/furious

# Show, Don't Tell



← Telling Showing →

I was sad.



I had a frown on my face.



My heart was sunk. A tear rolled down my cheek.



What does it look like?

← Telling Showing →

I was happy.



I had a smile on my face.



My eyes lit up and a smile spread across my face.



What does it look like?

## Try to **SHOW** the feeling!

Telling:

I was surprised.

Showing:

My eyes widened and my jaw dropped to the floor.



What does it look like?



Appendix 2



satisfied/joyful/pleased



worried/sad/unhappy/upset



embarrassed



confused/puzzled



angry/mad/furious



scared/frightened/afraid/  
terrified

## Appendix 3

# My Unforgettable Experience

## Lesson 2

1

How does Peter feel? Why?



Peter is **frustrated** because he hasn't finished his homework.

2

How does Amy feel? Why?



Amy is **nervous** because she is going to sit for an exam.

3

## Group work (Role play)

- ▶ In groups of four, you will write a description of a picture.
- ▶ Each group will read the description aloud and act out the scene.
- ▶ Don't tell others the feeling word. Try to **SHOW** the feeling!
- ▶ Other groups will guess the feeling word and give comments.

4

## Example



Ken has won the football match. He holds his head up high and has a big smile on his face.

Describe his body language and facial expression

How does Ken feel? He feels **proud**.

5



**Appendix 4**



**Feeling:**

---

**Description:**

---

---

---

---

---



**Feeling:**

---

**Description:**

---

---

---

---

---



**Feeling:**

---

**Description:**

---

---

---

---

---



**Feeling:**

---

**Description:**

---

---






---

---

---

## Appendix 5

Think about memories you have that connect to the following feelings. Write the details in the boxes.

Feeling	Memories
 joyful	
 sad	
 worried	
 scared	
 angry	

## Appendix 6

# My Unforgettable Experience

## Lesson 3

1

What do you write in a diary?



2

**T  
O  
W  
E  
R**

Tell who, when and where

Order of events  
(Beginning, middle and end)

What are the characters' feelings?

Exciting words

Review my notes  
Begin to write



3

Now, let's watch a video together!

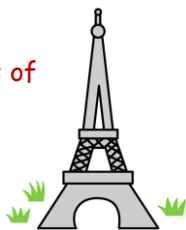


4

While watching the video, try to find out:

- Who, when and where
- Order of events (Beginning, middle and end)
- What are the characters' feelings?

The first three letters of  
**TOWER**



5

## Group writing

**Before writing**

Fill in the organiser

Review your notes

**While writing**

Refer to the organiser

Use exciting words

**After writing**

Check your diary entry. Make sure it includes all the important parts.

6

## Appendix 7

In groups of four, write a diary entry describing your visit to a haunted house.  
To begin with, fill in the organiser below.

**T**ell who, when and where

<b>Who</b>	<b>When</b>	<b>Where</b>
------------	-------------	--------------

**O**rders of events

Beginning	Middle	End

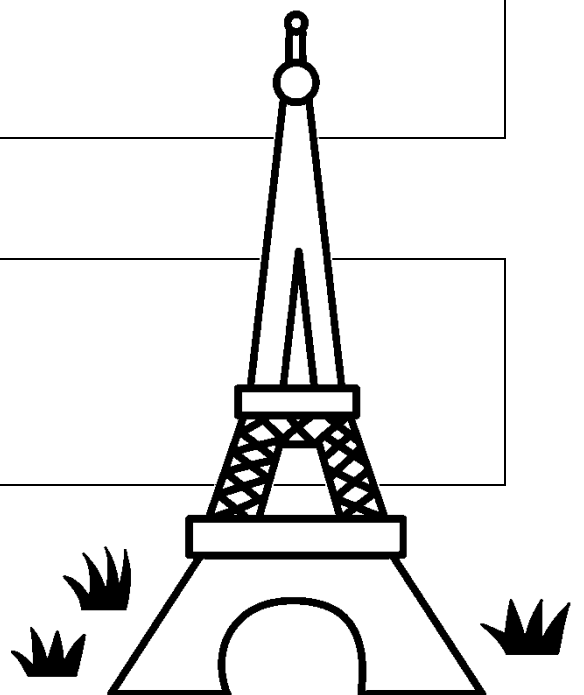
**W**hat are the characters' feelings?

--

**E**xciting words

--

**R**evise your notes and begin to write



## Appendix 8

You are going to write a diary entry describing an unforgettable experience.  
To begin with, fill in the organiser below.

**T**ell who, when and where

<b>Who</b>	<b>When</b>	<b>Where</b>
------------	-------------	--------------

**O**rders of events

Beginning	Middle	End

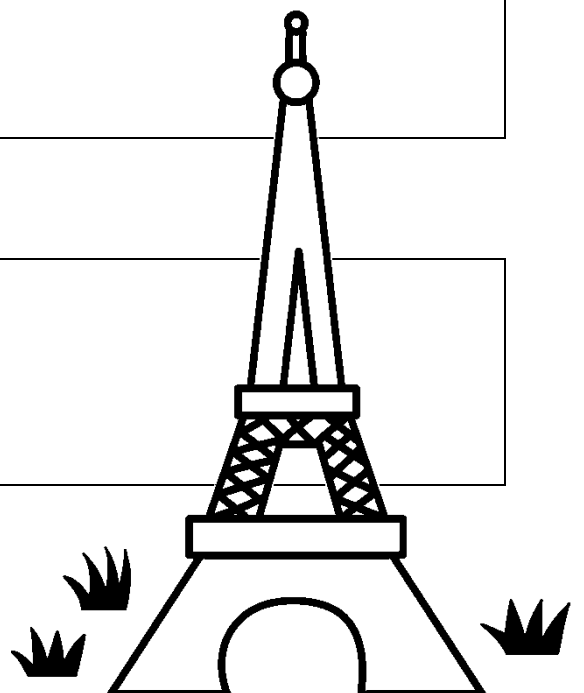
**W**hat are the characters' feelings?

--

**E**xciting words

--

**R**eview your notes and begin to write





Appendix 9

# TAG Conference

Writer's name: \_\_\_\_\_ Partner's name: \_\_\_\_\_

Topic: \_\_\_\_\_

Tell something you like:

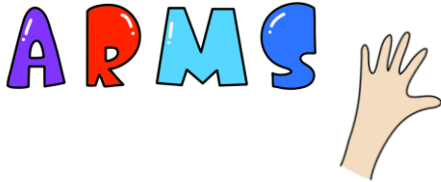
Ask questions:

Give advice:

**Writer's plan:** (What am I going to do to improve this piece of writing?)

## Appendix 10

Revise our compositions using



1

**A**

**Add** sentences and words

**R**

**Remove** unneeded words or sentences

**M**

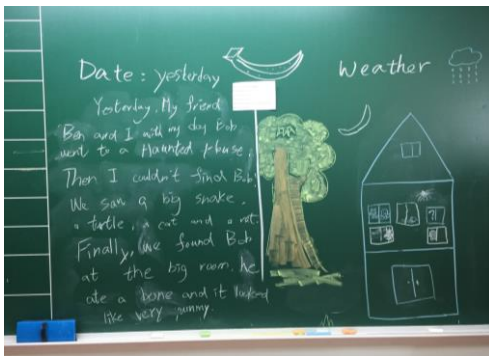
**Move** a sentence or word placement

**S**

**Substitute** words or sentences for others

2

Writing a diary entry describing your visit to a haunted house



3

Date: Yesterday

Weather:



**S**ubstitute

31<sup>st</sup> October

Yesterday, my friend Ben and I with my dog Bob went to a Haunted House. Then I couldn't find Bob! We saw a big snake, a turtle, a cat and a rat. Finally, we found Bob at the big room, he ate a bone and it looked like very yummy.

4

Date: 31<sup>st</sup> October

Weather:



**M**ove

Yesterday, my friend Ben and I with my dog Bob went to a Haunted House. Then I couldn't find Bob! We saw a big snake, a turtle, a cat and a rat. Finally, we found Bob at the big room, he ate a bone and it looked like very yummy.

5

Date: 31<sup>st</sup> October

Weather:




**S**ubstitute

Yesterday, my friend Ben and I went to a Haunted House with my dog Bob. Then I couldn't find Bob! We saw a giant big snake, a turtle, a cat and a rat. Finally, we found Bob at the big room, he ate a bone and it looked like very yummy.

6

Date: **31<sup>st</sup> October**


Weather: 

Yesterday, my friend Ben and I went to a Haunted House **with my doyl Bob**. Then I couldn't find Bob! We saw a **giant** snake, a turtle, a cat and a rat. Finally, we found Bob at the big room, he ate a bone **and it looked like very yummy.**

**R**emove

7

Date: **31<sup>st</sup> October**

Weather: 


**A**dd

Yesterday, my friend Ben and I went to a Haunted House **with my doyl Bob**. Then I couldn't find Bob! We saw a **giant** snake, a turtle, a cat and a rat. Finally, we found Bob at the big room, he ate a bone.

**What are the characters' feelings?**

8

Date: **31<sup>st</sup> October**


Weather: 

**A**dd

Yesterday, my friend Ben and I went to a Haunted House **with my doyl Bob**. Then I couldn't find Bob! We saw a **giant** snake, a turtle, a cat and a rat. **They looked so scary! We walked as fast as we could.** Finally, we found Bob at the big room, he ate a bone.

9

Date: **31<sup>st</sup> October**


Weather: 

**A**dd

Yesterday, my friend Ben and I went to a Haunted House **with my doyl Bob**. Then I couldn't find Bob! We saw a **giant** snake, a turtle, a cat and a rat. **They looked so scary! We walked as fast as we could.** Finally, we found Bob at the big room, he ate a bone. **I put my arms round him and gave him a hug.**

10

Date: **31<sup>st</sup> October**


Weather: 

**A**dd

Yesterday, my friend Ben and I went to a Haunted House **with my doyl Bob**. Then I couldn't find Bob! We saw a **giant** snake, a turtle, a **What happened at the end?** **They looked so scary! We walked as fast as we could.** Finally, we found Bob at the big room, he ate a bone. **I put my arms round him and gave him a hug.**

11

Date: **31<sup>st</sup> October**


Weather: 

**A**dd

Yesterday, my friend Ben and I went to a Haunted House **with my doyl Bob**. Then I couldn't find Bob! We saw a **giant** snake, a turtle, a cat and a rat. **They looked so scary! We walked as fast as we could.** Finally, we found Bob at the big room, he ate a bone. **I put my arms round him and gave him a hug. We went home together happily.**

12

Date: 31<sup>st</sup> October

Weather: 

Yesterday, my friend Ben and I went to a Haunted House **with my doy Bob**. Then I couldn't find Bob! We saw a **giant** snake, a turtle, a cat and a rat. **They looked so scary! We walked as fast as we could.** Finally, we found Bob at the big room, he ate a bone. **I put my arms round him and gave him a hug. We went home together happily.**

**ARMS** helps us write better!

13

Edit our compositions using



14



**Capitalisation:**  
names, places, months, titles, I,  
the first word of a sentence



**Usage:**  
match nouns and verbs correctly




**Punctuation:**  
. , ? ! " "



**Spelling:**  
check all words; use a dictionary if  
needed

15

Date: 31<sup>st</sup> October

Weather: 


**C**apitalisation

**h**aunted house

Yesterday, my friend Ben and I went to a **H**aunted **H**ouse with my doy Bob. Then I couldn't find Bob! We saw a giant snake, a turtle, a cat and a rat. They looked so scary! We walked as fast as we could. Finally, we found Bob at the big room, he ate a bone. I put my arms round him and gave him a hug. We went home together happily.

16

Date: 31<sup>st</sup> October


Weather: 

**S**pelling

Yesterday, my friend Ben and I went to a **h**aunted **h**ouse with my **d**oy **d**og Bob. Then I couldn't find Bob! We saw a giant snake, a turtle, a cat and a rat. They looked so scary! We walked as fast as we could. Finally, we found Bob at the big room, he ate a bone. I put my arms round him and gave him a hug. We went home together happily.

17

Date: 31<sup>st</sup> October


Weather: 

Yesterday, my friend Ben and I went to a **h**aunted **h**ouse with my **d**og Bob. Then I couldn't find Bob! We saw a giant snake, a turtle, a cat and a rat. They looked so scary! We walked as fast as we could. Finally, we found Bob at the big room, **h**e ate a bone. I put my arms round him and gave him a hug. We went home together happily.

**P**unctuation **C**apitalisation

18

Date: 31<sup>st</sup> October


Weather: 

Yesterday, my friend Ben and I went to a **haunted house** with my **dog** Bob. Then I couldn't find Bob! We saw a giant snake, a turtle, a cat and a rat. They looked so scary! We walked as fast as we could. Finally, we found Bob at the big room. He **ate** **was eating** a bone. I put my arms round him and gave him a hug. We went home together happily.

**U**sage

19

Date: 31<sup>st</sup> October

Weather: 

Yesterday, my friend Ben and I went to a **haunted house** with my **dog** Bob. Then I couldn't find Bob! We saw a giant snake, a turtle, a cat and a rat. They looked so scary! We walked as fast as we could. Finally, we found Bob at the big room. **He was eating** a bone. I put my arms round him and gave him a hug. We went home together happily.

**CUPS** helps us fix our mistakes!

20

# My Reflections



## Three things I learned

--	--	--

## Two things I did well

--	--

## One goal I have for myself

--

## **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"> <li>Teacher tells students that Christmas is coming and asks them to share what they usually do to celebrate Christmas.</li> <li>Teacher asks students if they know where Santa Claus lives. Teacher tells students that Santa Claus lives far away in the North Pole.</li> <li>Teacher tells students that they are going to write a letter to Santa Claus in this writing project.</li> <li>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.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>PowerPoint (Appendix 1)</p>	<p>C &amp; E</p>
<p>(2) <u>Introducing persuasive texts</u></p> <ul style="list-style-type: none"> <li>Teacher asks students what they should do if they want to be chosen as Santa's helper.</li> <li>Teacher tells students they have to write a good letter to persuade Santa Claus. That's why they are learning some writing strategies.</li> <li>Teacher discusses with students the features of a good letter.</li> <li>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.</li> <li>Teacher shows pictures of Okinawa and asks students what they think they will be doing there if they join the study tour.</li> <li>Teacher asks the following questions: <ul style="list-style-type: none"> <li>➤ Do you want to go on the overseas study tour next year?</li> </ul> </li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>PowerPoint (Appendix 2)</p>	<p>B, C &amp; E</p>



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

SR



SR

SR



**SR = Self-regulated strategies**

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<ul style="list-style-type: none"> <li>➤ Teacher puts a piece of poster paper on the board.</li> <li>➤ The theme is 'Christmas'. The smaller themes that branch out from that can be 'food', 'decorations' and 'gifts'.</li> <li>• 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.</li> </ul>			

### Lessons 3-4 ('While 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"> <li>Teacher displays OREO and asks students to tell what each letter represents.</li> <li>Teacher shows an example of using OREO to build an argument and asks them to identify the four parts.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Organise ideas</li> </ul>	<p>PowerPoint (Appendix 5)</p>	<p>B, C &amp; F</p>
<p> (2) <u>Knowing the task requirements</u></p> <ul style="list-style-type: none"> <li>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"> <li>➤ What type of writing is it - an article, a letter, a story, or a diary?</li> <li>➤ Who is going to be reading this?</li> <li>➤ Why are you writing this?</li> </ul> </li> <li>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.</li> <li>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)'.</li> <li>Teacher reminds students that they can use the present perfect tense to talk about what they have already done to help prepare for Christmas.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Use appropriate formats</li> <li>Identify purpose and audience for a writing task</li> <li>Organise ideas</li> </ul> <p><u>Language forms</u></p> <ul style="list-style-type: none"> <li>Text type - Letters</li> <li>Present perfect tense</li> </ul>	<p>PowerPoint (Appendix 5)</p>	<p>B, C &amp; F</p>
<p>(3) <u>Planning</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Plan</li> <li>Organise ideas</li> <li>Use available resources</li> </ul>		<p>A, B, C, E &amp; F</p>

SR = Self-regulated strategies

	<b>Learning and teaching activities</b>	<b>Focus (skills/forms/functions)</b>	<b>Supporting materials</b>	<b>Related learning outcome(s)</b>
	<ul style="list-style-type: none"> <li>Students use the OREO organiser to plan their writing. Teacher reminds students to write in note form in the planning stage.</li> <li>Students may refer to the large word web they created on the board for more ideas.</li> </ul>		OREO organiser (Appendix 3)	
	<p>(4) <u>Drafting the letter</u></p> <ul style="list-style-type: none"> <li>Students draft the letter on the writing task sheet.</li> <li>After drafting the letter, students should check whether they have followed the OREO organiser.</li> <li>They should add details to their letter if any of the four parts of OREO is missing.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Draft</li> <li>Re-read the draft</li> </ul>	Writing task sheet (Appendix 6)	B, C, E & F
	<p>(5) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Teacher tells students that they are going to read their classmates' letters and give comments in the next lesson.</li> </ul>			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"> <li>Teacher asks students to tell the purpose of writing a letter to Santa Claus and the writing strategies they learnt in the previous lesson.</li> <li>Teacher invites students to tell what each letter in OREO stands for.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Organise ideas</li> </ul>		B, C & F
<p> (2) <u>Peer evaluation</u></p> <ul style="list-style-type: none"> <li>Teacher tells students they can help each other become better writers.</li> <li>Teacher reminds students to be kind, specific and helpful when they give feedback to their classmates.</li> <li>Teacher goes through the useful sentence patterns with students.</li> <li>Students work in pairs. They should read the draft written by their partner and complete the peer evaluation form.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Collaboration skills</li> <li>Critical thinking skills</li> </ul>	Peer evaluation form (Appendix 7)	B, D, E & F
<p> (3) <u>Revising and editing</u></p> <ul style="list-style-type: none"> <li>Students read their partner's feedback and revise their letter.</li> <li>They should also re-read the draft and correct spelling, punctuation, grammar and vocabulary.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Revise and edit written texts with peer support</li> </ul>	Writing task sheet (Appendix 8)	B, C, D, E & F
<p> (4) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the writing project.</li> <li>Teacher tells students that OREO can help them when they write other persuasive texts so it is important for them to remember it.</li> <li>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.</li> </ul>	<p><u>Generic skills:</u></p> <ul style="list-style-type: none"> <li>Self-learning skills</li> </ul>	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.

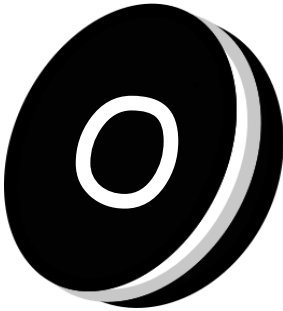
17

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 <b>opinion</b> in the beginning?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did I state the <b>reason</b> for my opinion?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did I give an <b>example</b> to support my opinion?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did I restate my <b>opinion</b> 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 \_\_\_\_\_

\_\_\_\_\_





---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Self-check**

Have you checked your writing carefully? Put a tick (✓) in the appropriate boxes.

	Yes, I did!	No, I didn't. I'll try again!
1. Did I <b>spell</b> the words correctly?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did I <b>punctuate</b> the sentences correctly?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did I use <b>tenses</b> correctly?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did I use a wide range of <b>vocabulary</b> ?	<input type="checkbox"/>	<input type="checkbox"/>

**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.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## **Writing Project 5**

**Project name: The Miracle Drink**

**Level:** Primary 4

**Suggested time:** 30 – 40 minutes for each lesson

### **Writing strategies adopted:**

POW, forming questions, goal setting, ARMS, CUPS, TAG conference

### **Prior knowledge:**

Students have learnt:

- words for feelings
- adjectives describing character traits
- sentence patterns for making comparisons (e.g., I became taller/ the tallest.)

### **Learning objectives:**

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

1. set writing goals
2. brainstorm a topic with the help of wh-questions
3. write a story with the important story elements (e.g., setting, development, and ending)
4. revise and edit their compositions using self-regulated strategies
5. give meaningful feedback on their peers' compositions

### **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

## Lesson 1 ('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"> <li>Teacher tells students that they are going to do a writing project on the topic 'The Miracle Drink'.</li> <li>Teacher introduces the learning objectives of the writing project and tells them that they are going to learn different writing strategies in the project.</li> <li>Teacher introduces the main character – Matt. He is a P4 student and he likes playing basketball. He has a dream. He wants to be a famous basketball player. However, he isn't tall enough.</li> <li>Students discuss what problems Matt may have at school.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>PowerPoint (Appendix 1)</p>	<p>B</p>
<p>(2) <u>Reading school reports</u></p> <ul style="list-style-type: none"> <li>Teacher tells students that Matt was teased by others at school.</li> <li>Students read three short school reports to find out what happened to Matt.</li> <li>While reading the reports, teacher asks the following questions: <ul style="list-style-type: none"> <li>➤ Who teased Matt?</li> <li>➤ What happened?</li> <li>➤ When did it happen?</li> <li>➤ Where did it happen?</li> <li>➤ How did Matt feel? How did other students feel?</li> </ul> </li> <li>Teacher invites students to share how they would feel if they were Matt.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>Locate specific information in a text</li> </ul>	<p>School reports (Appendix 2)</p>	<p>A &amp; B</p>
<p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Teacher tells students that they are going to find out what happened next in the coming lesson.</li> </ul>			

### Lessons 2-3 ('Before writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Motivation</u> <ul style="list-style-type: none"> <li>Students share what they remember about the three school reports they read in the previous lesson.</li> <li>Teacher asks students to predict what happened next.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Reading skills</u> <ul style="list-style-type: none"> <li>Make predictions</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		
(2) <u>Reading a story</u> <ul style="list-style-type: none"> <li>Students read a story to find out what happened next. While reading, teacher asks the following questions:               <ul style="list-style-type: none"> <li>➤ What did Matt try to do so he could grow taller and stronger? Did it work?</li> <li>➤ Why did he think 'It is THE ANSWER' when he found the bottle of Miracle Drink?</li> </ul> </li> <li>Students discuss what the Miracle Drink is about and what it can do.</li> <li>Students write one function of Miracle Drink they can think of and draw the bottle. Teacher encourages them to think out of the box.</li> <li>Teacher invites students to share their ideas.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Reading skills</u> <ul style="list-style-type: none"> <li>Locate specific information in a text</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	Story (Appendix 3)	A & B
(3) <u>Introducing the writing task</u> <ul style="list-style-type: none"> <li>Teacher introduces the writing task.</li> <li>Teacher tells students that there is a secret weapon to help them write better.</li> <li>Teacher introduces POW:               <ul style="list-style-type: none"> <li><u>P</u>ull apart the prompt</li> <li><u>O</u>rganise my notes</li> <li><u>W</u>rite and say more</li> </ul> </li> <li>Teacher guides students through the process of pulling apart the prompt.</li> </ul>	<u>Writing skills</u> <ul style="list-style-type: none"> <li>Plan and organise information by identifying purpose and audience for a writing task</li> </ul>	POW poster (Appendix 4)	B, C & F






**SR = Self-regulated strategies**

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
 <ul style="list-style-type: none"> <li>Students need to read the prompt carefully and understand what they are asked to do.</li> <li>Students highlight the keywords in the prompt and fill in the Do/What Chart.</li> </ul>		Do/What Chart (Appendix 5)	
 <p>(4) <u>Forming questions</u></p> <ul style="list-style-type: none"> <li>Teacher asks “<i>What questions would you ask yourself when you are planning your story?</i>”</li> <li>Students in groups form questions using the given wh-words.</li> <li>Teacher invites groups to read their questions aloud and writes the questions on the blackboard.</li> <li>Teacher reminds students that before they start writing a composition, they can always ask themselves questions to help them think of more ideas.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Gather and share information and ideas by using strategies such as brainstorming and questioning</li> </ul>	Worksheet (Appendix 6)	B, C, D, E & F
 <p>(5) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Preparation for the next lesson: With the help of the questions formed in class, students pick the ideas to be included in their story. They should organise their ideas by writing them in the appropriate boxes.</li> </ul>	<u>Writing skills</u> <ul style="list-style-type: none"> <li>Plan and organise information by deciding on the sequence of content</li> </ul>	Worksheet (Appendix 6)	B & C



**SR = Self-regulated strategies**

## Lessons 4-5 ('While 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"> <li>Teacher asks students if they remember what POW stands for.</li> <li>Teacher invites students to share the ideas they are going to include in their story.</li> <li>Teacher reminds students of the important story elements, such as setting, development, and ending.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>Worksheet (Appendix 6)</p>	<p>B &amp; F</p>
 <p>(2) <u>Goal setting</u></p> <ul style="list-style-type: none"> <li>Students are given time to set goals for the writing task. If students are clueless about how to set goals, teacher may provide them with some suggestions: <ul style="list-style-type: none"> <li>➤ Write an interesting ending.</li> <li>➤ Use more adjectives to describe the characters.</li> </ul> </li> <li>Teacher reminds students to refer to their goals while they are writing the story.</li> </ul>	<p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> <li>Develop goals in learning</li> </ul>	<p>Goal setting sheet (Appendix 7)</p>	<p>B, E &amp; F</p>
 <p>(3) <u>Drafting the story</u></p> <ul style="list-style-type: none"> <li>Referring to POW, teacher tells students that they have already pulled apart the prompt and organised their notes. Now it's time to write and say more.</li> <li>Teacher reminds students to focus on content and organisation when they write the first draft.</li> <li>Students draft the story individually. Then, they complete the self-evaluation form.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Draft written texts</li> <li>Use story structure that comprises setting, characters and events</li> </ul> <p><u>Text types</u></p> <ul style="list-style-type: none"> <li>Stories (Narrative)</li> </ul>	<p>Writing worksheet and self-evaluation form (Appendix 8)</p>	<p>B, C &amp; F</p>
<p>(4) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Teacher tells students that they are going to learn how to revise and edit their stories in the next lesson.</li> </ul>			


**SR = Self-regulated strategies**

## Lessons 6-7 ('After writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Motivation</u> <ul style="list-style-type: none"> <li>• Teacher asks students to recall what they learned in the previous lesson.</li> <li>• Teacher tells students that they are going to revise and edit their stories in this lesson.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>• Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>• Present information and ideas clearly and coherently</li> </ul>		B & F
 (2) <u>Introducing ARMS &amp; CUPS</u> <ul style="list-style-type: none"> <li>• Teacher asks students the following questions:               <ul style="list-style-type: none"> <li>➤ What do you usually do after writing a composition?</li> <li>➤ What do you check?</li> <li>➤ What do you change?</li> </ul> </li> <li>• Teacher tells students that ARMS and CUPS can help them revise and edit their compositions.</li> <li>• Teacher explains what ARMS and CUPS stand for.</li> </ul>	<u>Writing skills</u> <ul style="list-style-type: none"> <li>• Revise and edit written texts</li> </ul>	PowerPoint (Appendix 9)	B & F
 (3) <u>Peer review</u> <ul style="list-style-type: none"> <li>• Teacher tells students that they are going to exchange their stories with a partner and give feedback to each other.</li> <li>• Teacher reminds students to be kind, specific and helpful when they give feedback:               <ul style="list-style-type: none"> <li>➤ They should first tell something they like about their peer's work.</li> <li>➤ Then, they ask questions on areas that require further elaboration.</li> <li>➤ After that, they give advice on how their partner can improve his/her work.</li> </ul> </li> <li>• Teacher provides students with some useful sentence patterns.</li> <li>• Students work in pairs and read each other's story. They have to help their partner revise and edit the story using</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Critical thinking skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>• Revise and edit written texts</li> </ul>	PowerPoint (Appendix 9)	B, D, E & F



**SR = Self-regulated strategies**



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
ARMS and CUPS. Then, they fill in the TAG Conference Sheet.		TAG Conference Sheet (Appendix 10)	
 (4) <u>Writing the 2<sup>nd</sup> draft</u> <ul style="list-style-type: none"> <li>Students get back their story and the TAG Conference Sheet filled in by their partner.</li> <li>Students read their partner's comments and complete the last part of the TAG Conference Sheet (Writer's plan).</li> <li>Students write the 2<sup>nd</sup> draft of their story individually.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Critical thinking skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Revise and edit written texts</li> </ul>	TAG Conference Sheet (Appendix 10)  Writing worksheet (Appendix 11)	B, C, E & F
(5) <u>Conclusion</u> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Preparation for the next lesson: Students read a story about what happened at the end.</li> </ul>		Story (Appendix 12)	A

SR = Self-regulated strategies

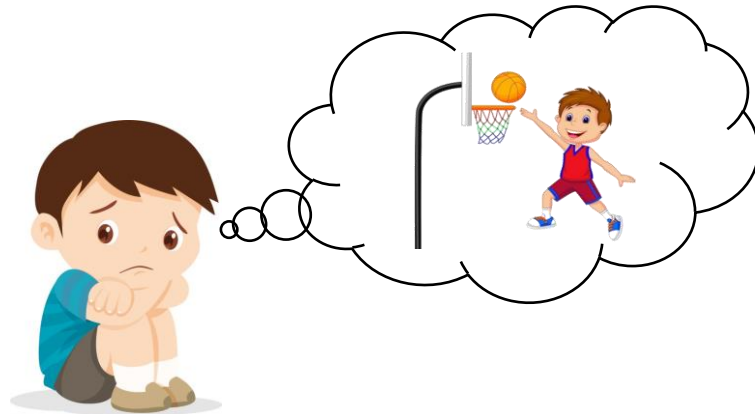
## Lesson 8 ('After writing' stage)

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"> <li>Teacher asks students what strategies they used to revise and edit their stories in the previous lesson. Teacher invites students to tell what each letter in ARMS and CUPS stands for.</li> </ul>			B & F
<p>(2) <u>Reading a story</u></p> <ul style="list-style-type: none"> <li>Teacher reads the story with students and asks them the following questions:               <ul style="list-style-type: none"> <li>➤ What happened to Matt after he drank from the bottle?</li> <li>➤ How did he feel at first?</li> <li>➤ What was the problem?</li> <li>➤ How did he feel then?</li> <li>➤ How did the story end?</li> <li>➤ What is the message of the story?</li> </ul> </li> <li>Students share what they have learnt from the story and whether they like the ending or not.</li> <li>Teacher brings out the message that everyone is unique and we should all respect one another.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> <li>Respect for others</li> </ul> <p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>Locate specific information in a text</li> </ul>	Story (Appendix 12)	A & E
 <p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the project.</li> <li>Teacher reminds students that they can use the writing strategies they learned in the project when they write about other topics in the future.</li> </ul>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Transfer strategies to other writing tasks</li> </ul>		B & F

**SR = Self-regulated strategies**

## The main character

Matt is a P4 student and he likes playing basketball. He has a dream. He wants to be a famous basketball player. However, he isn't tall enough.



## Discussion

**What problems do you think Matt may face at school?**



## Appendix 2

### **Reading Corner**

Matt is being teased at school. Look at the school reports written by Miss Lee.

**Date:** 10<sup>th</sup> January, 20XX

**What happened:**

Simon, Teddy, Adam and Ken laughed at Matt in the playground. They made fun of Matt when Matt joined their basketball practice. They teased Matt for being too short and called him 'Dwarf'. Matt told the teacher.

**Penalty:**

Simon, Teddy, Adam and Ken received a demerit which will be shown on the report card. Also, they need to write an apology letter to Matt.



**Date:** 12<sup>th</sup> January, 20XX

**What happened:**

Matt wanted to earn some money for buying a pair of basketball boots. He set up a lemonade stall after school, selling lemonade at \$5 per glass.

Adam, Teddy and Ken came over and drank Matt's lemonade without giving him any money. Teddy held the money up and asked Matt to get it if he was tall enough to do so. Adam and Ken even knocked over his stall and the lemonade was splashed everywhere.

Mr Lee came and asked the three boys to tidy up the mess. They were accused of bullying Matt and Ken admitted that he wanted to take revenge on Matt since his good friends were punished because of him.

**Penalty:**

Adam, Teddy and Ken will receive two demerits for bullying Matt on their report cards.

**Date:** 18<sup>th</sup> January, 20XX

**What happened:**

Matt was teased by Adam and Teddy in the changing room after the basketball team practice. Adam and Teddy unzipped Matt's bag and took out his T-shirt and shorts.

The boys shouted loudly to the other teammates that Matt wore the mini-sized clothes. They threw Matt's clothes to one another. Matt wanted to get the clothes back but he was not as tall as the boys. He shouted at them and cried loudly.

Barry was angry with the scene and asked Mr Wong to come and handle the mess.

**Penalty:**

Adam and Teddy will have three detentions from 18<sup>th</sup> to 20<sup>th</sup> January.

**Appendix 3**

**Time To Read:** Now, read what happened to Matt.

One day Matt found a brochure at school. He picked it up and had a look. The brochure was about all the important food which children need for growing healthy and strong.

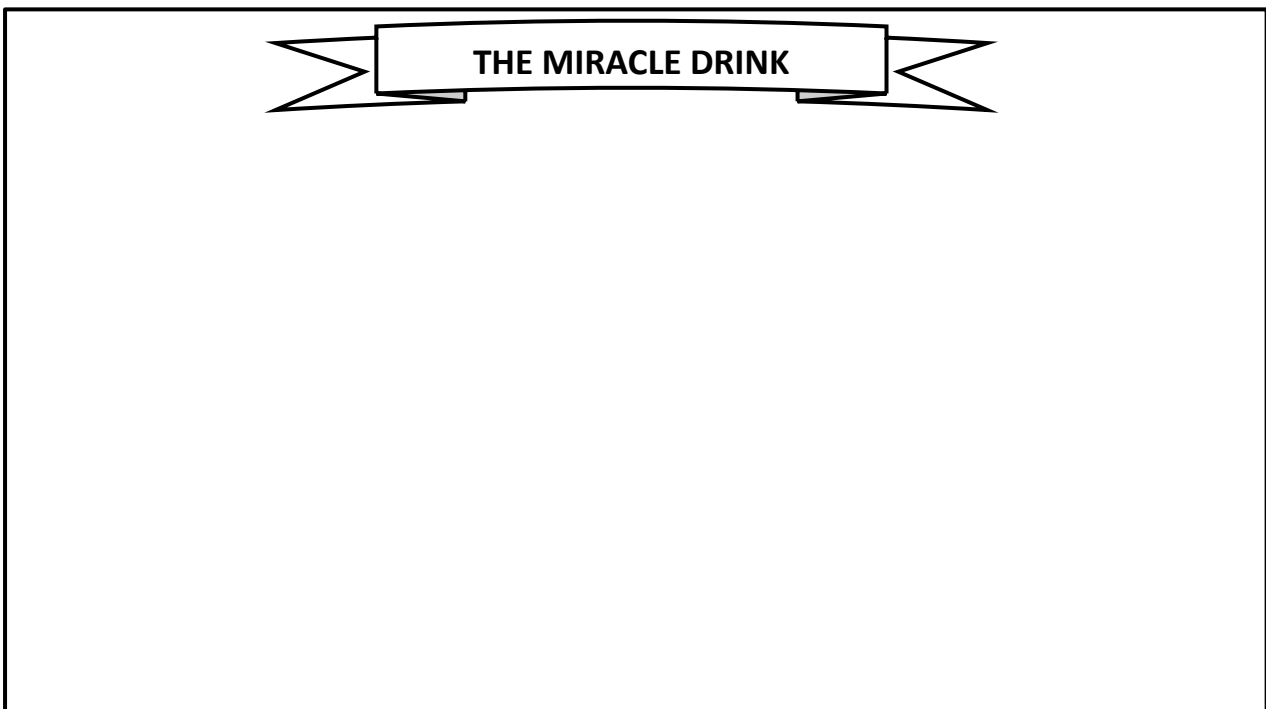
After reading it, Matt made up his mind to eat the right food so he could grow taller and stronger. Every day Matt drank lots of milk and ate lots of vegetables and lean meat. But, he still did not get any taller!

Then one day, Matt found a bottle in the changing room. It was labelled 'Miracle Drink'. Matt thought for a while. He thought, 'It is *THE ANSWER*.' Then he drank from the bottle.

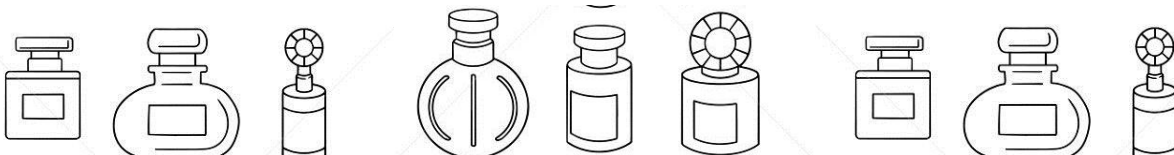
**What is the MIRACLE DRINK about? What can it do?**

**Draw the bottle and write one function (in point forms only).**

The words in the box may help you.



make you **stronger**    build muscles    **make you taller**    make you happier  
make you sleepy    **make you energetic**    make you angry  
make you sad    **make you powerful**    **make you weak**





**P**ull apart the prompt

**O**rganise my notes

**W**rite and say more

## Appendix 5

Now, read the writing topic carefully and pull apart the prompt.

*You are Matt. After drinking from the bottle, some magic was working on your body. Write a story about what happened in the week after you had the miracle drink. Recall things that happened to you and describe your feelings.*

Ask yourself: **What am I asked to do?**

Then, fill in the Do/What Chart below.

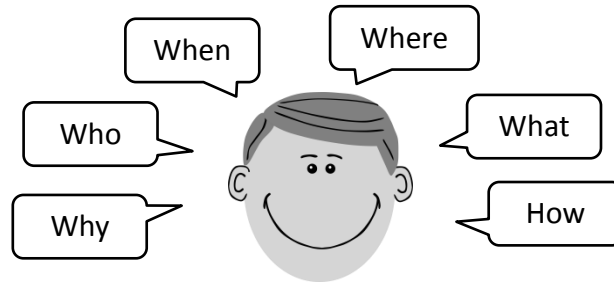
### Do/What Chart

<u>Do</u> (Verbs)	<u>What</u> (Nouns/ Noun phrases)
e.g. write	a story

**Appendix 6**

**Story Writing: Brainstorming**

After understanding what you need to do, what questions would you ask yourself when you are planning your story? Use the wh-words below to form questions.



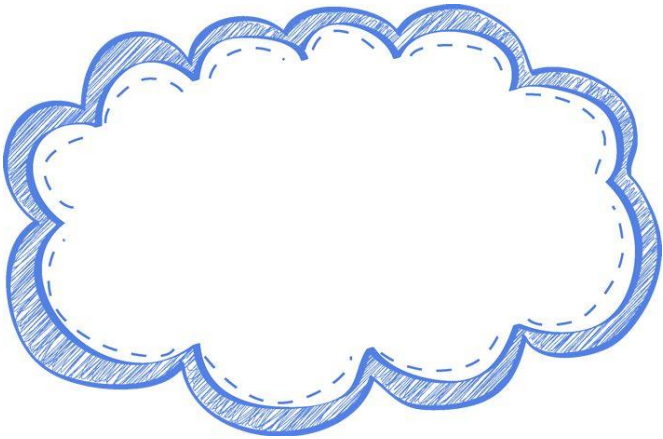
1. \_\_\_\_\_ ?
2. \_\_\_\_\_ ?
3. \_\_\_\_\_ ?
4. \_\_\_\_\_ ?
5. \_\_\_\_\_ ?
6. \_\_\_\_\_ ?
7. \_\_\_\_\_ ?
8. \_\_\_\_\_ ?

Now, pick the ideas to be included in your story and write them in the boxes below. Put the events in the order as they occurred. You may start by writing the question numbers in the spaces provided.

Question(s) _____	Question(s) _____	Question(s) _____
-------------------	-------------------	-------------------

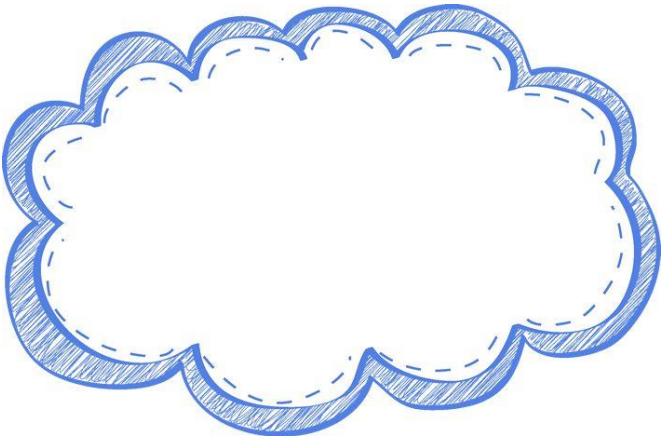


# My Goals



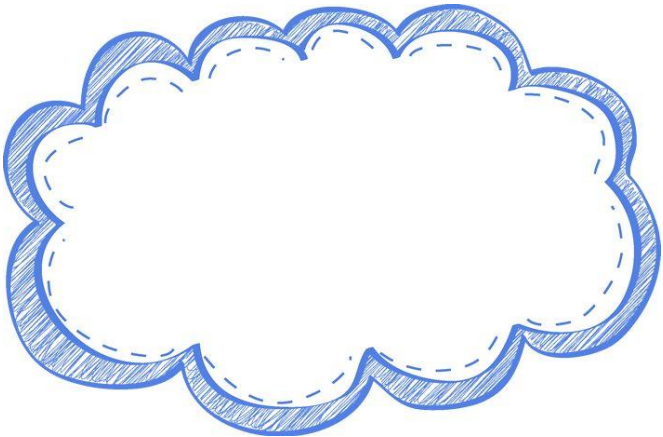
Accomplished 😊

Still improving



Accomplished 😊

Still improving



Accomplished 😊

Still improving



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Self-evaluation:**

Put a tick (✓) in the appropriate boxes.



	Yes!	No, I'll try again!
1. My story has a <b>beginning</b> , <b>middle</b> and <b>an end</b> .	<input type="checkbox"/>	<input type="checkbox"/>
2. My story describes <b>the changes of Matt</b> after having the miracle drink.	<input type="checkbox"/>	<input type="checkbox"/>
3. My story describes <b>Matt's feelings</b> after having the miracle drink.	<input type="checkbox"/>	<input type="checkbox"/>
4. My story has <b>interesting ideas</b> .	<input type="checkbox"/>	<input type="checkbox"/>

# The Miracle Drink

After writing-  
Revising and editing



## After writing...

Revise	Edit
	
<b>A</b> Add sentences and words	<b>C</b> Capitalization: names, places, months, titles, I
<b>R</b> Remove unneeded words or sentences	<b>U</b> Usage: match nouns and verbs correctly
<b>M</b> Move a sentence or word placement	<b>P</b> Punctuation: . , ? ! " "
<b>S</b> Substitute words or sentences for others	<b>S</b> Spelling: check all words; use a dictionary if needed

## Peer Evaluation



### Be Kind

All comments should focus on the writing but not the person. Tell the writer what he/she did well.



### Be Specific

The comments should tell the writer exactly what he/she needs to work on.



### Be Helpful

Every piece of feedback is there to help improve the writing.

## TAG Conference Sheet

Writer's name: \_\_\_\_\_ Partner's name: \_\_\_\_\_

Topic: \_\_\_\_\_

Tell something you like:

Ask questions:

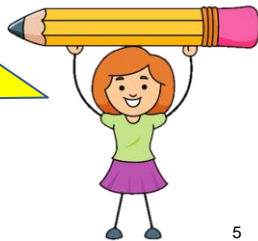
Give advice:

Writer's plan: (What am I going to do to improve this piece of writing?)

## Tell something you like:

- I really like your story because there are a lot of interesting ideas in it such as...
- I enjoyed reading your story because...
- The best thing in your story is...
- Your story is really fantastic because...

Comment on the whole piece of writing. Tell your classmate what he/she did well.



5

## Ask questions

- How did you feel after having the miracle drink?
- Do you mean...in paragraph\_\_?
- Have you thought about...?
- Why don't you write about...?

Ask your classmate questions on areas you think he/she needs to further elaborate.

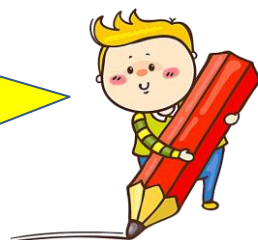


6

## Give advice

- Content:
  - ▶ You may also write about...in paragraph\_\_ because...
  - ▶ Think about adding/taking away...in paragraph\_\_ because...
- Language:
  - ▶ You may check the use of... (e.g. tenses/adjectives) again.
  - ▶ Why don't you use...in paragraph\_\_?

Tell your classmate how he/she can improve the story.



7

## Writer's plan

- I am going to check the tense of all the verbs.
- I am going to add some more adjectives into my story.
- I am going to add more details to paragraph\_\_.
- I am going to ...

Write what you are going to do to improve your story.



8

Appendix 10

# TAG Conference

Writer's name: \_\_\_\_\_ Partner's name: \_\_\_\_\_

Topic: \_\_\_\_\_

Tell something you like:

Ask questions:

Give advice:

**Writer's plan:** (What am I going to do to improve this piece of writing?)




**Teacher's comment:**

--



## Appendix 12

# THE END

The next day he was taller. The day after that he was taller too. Every day he grew and grew!

On Saturday Matt went to the basketball court. He played basketball with the tall boys. 'Go, Matt, go!' shouted the tall boys. Matt scored three baskets. He was a hero! He was the happiest boy in the world.

*But on Monday something started to happen...*

*On Tuesday Matt was 1 metre 35 cm tall...*

*On Wednesday he was even shorter...*

*And on Thursday he was only 1 metre 5 cm tall!*

On Friday he measured himself again — 1 metre 5 cm. He was so sad. He did not go out for a week. He did not go back to the basketball court. The tall boys came to visit. 'Hey, Matt. Come and play!' But Matt did not go out.

One day his old friends called. 'Matt! We have a new game. Come and play. Please, Matt. We want you to play with us!'

Finally, Matt decided to go out again. The game was football! Matt liked playing football and he was a really good player. He was fit and strong because he ate good food and did lots of exercise.

Suddenly the tall boys arrived. Matt felt ashamed of his height. But the tall boys said, 'This looks exciting. Can we play with you?' 'Sure!' said the short boys. The short boys were quicker than the tall boys. The tall boys tripped over each other.

In the end the short boys beat the tall boys, five goals to nil! The tall boys did not mind. They said, 'That was fun! But we can't play a good game unless we mix our teams.'

So the two teams mixed their players. Each team had some short boys and some tall boys. The tall boys said to Matt and the short boys, 'Hey, we're sorry we were mean to you before. Let's play basketball together next week.' Matt and the short boys welcomed this idea so much.

Matt was happy. He understood that everyone was unique. We had to learn how to respect one another.

## **Writing Project 6**

**Project name: A Famous Person**

**Level:** Primary 5

**Suggested time:** 30 – 40 minutes for each lesson

### **Writing strategies adopted:**

Mind maps, FAT, goal setting, peer evaluation

### **Prior knowledge:**

Students have learnt to:

- use the present tense to talk about facts
- use the past tense to talk about past events

### **Learning objectives:**

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



1. recognise the features and structure of a biography
2. gather and organise information using mind maps
3. plan, draft, revise and edit biographies 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"> <li>Teacher shows pictures of famous people in the world and asks students if they know who they are.</li> <li>Teacher tells students that they are going to read the biographies of some famous people and learn how to write a biography. Then, they are going to interview the teacher and write a biography about him/her.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>PowerPoint (Appendix 1)</p>	
<p>(2) <u>Reading a biography</u></p> <ul style="list-style-type: none"> <li>Teacher shows the pictures of Alexander Selkirk and asks students if they have ever heard of him and why they think he might be famous.</li> <li>Students read the biography of Alexander Selkirk and discuss any words they do not understand.</li> <li> Teacher distributes a mind map to students and explains to them that they can present the information about Alexander Selkirk using a mind map.</li> <li>Teacher demonstrates how to locate information in the biography and complete the mind map.</li> <li>Students work in small groups to complete the mind map.</li> <li>Teacher invites some students to show their mind maps to the class and discusses the answers with them.</li> <li>Teacher asks students to suggest some adjectives that would describe Alexander Selkirk.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>Locate information and ideas</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	<p>PowerPoint (Appendix 1)</p> <p>Mind map (Appendix 2)</p>	<p>B &amp; D</p>
<p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li> Self-study: Students read two biographies at home. Biography of Jackie Chan: <a href="https://www.jackiechan.com/biography.htm">https://www.jackiechan.com/biography.htm</a> Biography of Matthew Lui Yu Chun: <a href="http://luisir.com/interview.jsp?interviewID=56">http://luisir.com/interview.jsp?interviewID=56</a></li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Study skills</li> </ul>		<p>A</p>

**SR = Self-regulated strategies**

### Lessons 3-4 ('Before writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Motivation</u> <ul style="list-style-type: none"> <li>Teacher asks students to share the interesting things they have discovered about Jackie Chan and Matthew Lui Yu Chun from their biographies.</li> <li>Teacher discusses with students why a biography has been written for them.</li> <li>Teacher tells students they are going to learn more about how to write a biography in this lesson.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		A, C & E
(2) <u>Learning how to write a biography</u> <ul style="list-style-type: none"> <li>Showing the biography of Alexander Selkirk to students again, teacher draws students' attention to the features of a biography (e.g., describing the life events of the person in chronological order).</li> <li>Teacher reminds students of the correct use of tenses when writing a biography.</li> </ul>	<u>Writing skills</u> <ul style="list-style-type: none"> <li>Use appropriate formats and language features</li> </ul>	PowerPoint (Appendix 3)	B & C
 (3) <u>Collecting information</u> <ul style="list-style-type: none"> <li>Teacher tells students that they are going to write a biography about him/her.</li> <li>Students are given a mind map. They discuss in groups what they want to write about their teacher in the biography (e.g., the teacher's childhood, family, education background, and career). They should think about what information they would like to include in each paragraph.</li> <li>Students discuss the questions that they want to ask their teacher during the interview.</li> <li>Groups of students take turns to ask their teacher questions and write down the useful information on the mind map.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Gather information by using strategies such as questioning and interviewing</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>	Mind map (Appendix 4)	A, B, C, D & E
(4) <u>Conclusion</u> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the lesson.</li> <li>Preparation for the next lesson: Students organise the ideas on their mind maps.</li> </ul>			

**SR = Self-regulated strategies**

**Lessons 5-6 ('Before writing' and 'While writing' stages)**

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"> <li>Teacher asks students if they still remember the features of a biography.</li> <li>Teacher tells students that they are going to learn how to describe a person in a lively manner before writing up the biography.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		B
<p>(2) <u>Introducing the FAT writing strategy</u></p> <ul style="list-style-type: none"> <li>Teacher tells students there is an easy way to remember how to describe a person in a lively manner.</li> <li>Teacher shows the FAT writing strategy and explains what each letter stands for: <u>F</u>eelings <u>A</u>ctions <u>T</u>houghts</li> <li>Teacher shows a picture of an angry girl and asks students to describe her feelings, actions and thoughts.</li> <li>Using the information gathered in the previous lesson, teacher demonstrates how to describe a person using the FAT writing strategy.</li> </ul>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> <li>Present main and supporting ideas with elaboration</li> </ul>	PowerPoint (Appendix 5)	B & E
<p>(3) <u>Goal setting</u></p> <ul style="list-style-type: none"> <li>Before drafting the biography, students are given time to set goals for the writing task.</li> <li>Teacher may provide students with some examples: <ul style="list-style-type: none"> <li>I will write at least four sentences for each paragraph.</li> <li>I will describe the feelings, actions and thoughts of my teacher.</li> <li>I will use a wide range of adjectives.</li> </ul> </li> </ul>	<p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> <li>Develop goals in learning</li> </ul>	Goal setting sheet (Appendix 6)	B, E & F
<p>(4) <u>Drafting the biography</u></p> <ul style="list-style-type: none"> <li>Students draft the biography.</li> <li>They should check if they have accomplished their goals after drafting.</li> </ul>		Writing task sheet (Appendix 7)	B, C, E & F



**SR**

**SR**

**SR = Self-regulated strategies**

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(5) <u>Conclusion</u> <ul style="list-style-type: none"> <li>• Teacher summarises the learning covered in the lesson.</li> <li>• Teacher tells students they are going to revise and edit their drafts in the next lesson.</li> </ul>			

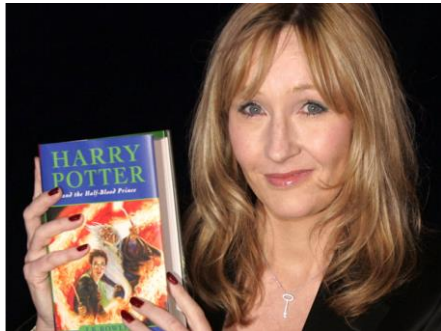
## Lessons 7-8 ('After writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Motivation</u> <ul style="list-style-type: none"> <li>Teacher asks students if they still remember the FAT writing strategy and invites them to tell what each letter stands for.</li> <li>Teacher tells students they are going to revise and edit their drafts in this lesson.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul>		B
 (2) <u>Peer evaluation</u> <ul style="list-style-type: none"> <li>Teacher invites one student to show his/her draft to the class and asks other students to give comments. Teacher may ask the following questions:               <ul style="list-style-type: none"> <li>➤ Did he/she describe the feelings, actions and thoughts of the teacher?</li> <li>➤ Did he/she use tenses correctly?</li> <li>➤ Did he/she use a wide range of adjectives?</li> </ul> </li> <li>Teacher shows the features of a well-written biography on the screen.</li> <li>Students work in pairs. They have to read their partner's writing and give feedback by filling in the 'Two stars and a wish' form.</li> <li>Teacher provides students with useful sentence patterns for giving feedback.</li> </ul>	<u>Generic skills</u> <ul style="list-style-type: none"> <li>Communication skills</li> </ul> <u>Speaking skills</u> <ul style="list-style-type: none"> <li>Present information and ideas clearly and coherently</li> </ul> <u>Writing skills</u> <ul style="list-style-type: none"> <li>Revise and edit written texts with peer support</li> </ul>	PowerPoint (Appendix 8)  'Two stars and a wish' form (Appendix 9)	B, D, E & F
 (3) <u>Revising and editing the drafts</u> <ul style="list-style-type: none"> <li>Students re-read their drafts and make changes according to their peers' feedback.</li> </ul>	<u>Writing skills</u> <ul style="list-style-type: none"> <li>Revise and edit written texts with peer support</li> </ul>	Writing task sheet (Appendix 10)	B, D, E & F
(4) <u>Conclusion</u> <ul style="list-style-type: none"> <li>Teacher summarises the learning covered in the project.</li> <li>Teacher reminds students that the writing strategies introduced in this project can help them when they write about other topics in the future.</li> </ul>			E & F

**SR = Self-regulated strategies**

Appendix 1

**J.K. Rowling**



1

**Steve Jobs**



2

**Malala Yousafzai**



3

**Jacky Chan**



4

**Alexander Selkirk**



5

Do you know anything about  
**Alexander Selkirk?**

Let's read his biography together!

6



Alexander Selkirk was born in Fife, Scotland, in 1676. The son of a shoemaker, he ran away to sea and joined a band of pirates in the Pacific.

In 1704, he quarrelled with his captain and demanded to be put ashore on an uninhabited island in the Juan Fernandez cluster, 400 miles west of Chile. His adventures alone on the island have been told many times. *Robinson Crusoe* by Daniel Defoe contains many of Selkirk's adventures. How Selkirk learnt to build shelter, catch fish, find other food, make clothing and fire, withstand heat, cold, danger and storms and keep himself sane makes a hair-raising story.

After four and a half years, he was rescued by an English ship, which arrived in London in October 1711. He became a master's mate on a warship and worked there for the rest of his life.

Alexander Selkirk died at sea on 12 December 1721.

7

Which of the following adjectives would you use to describe Alexander Selkirk's personality?

hotheaded

brave

kind-hearted

angry

energetic

serious

excitable

dull

weak

argumentative

wishy-washy

friendly

inventive

tame

independent

calm

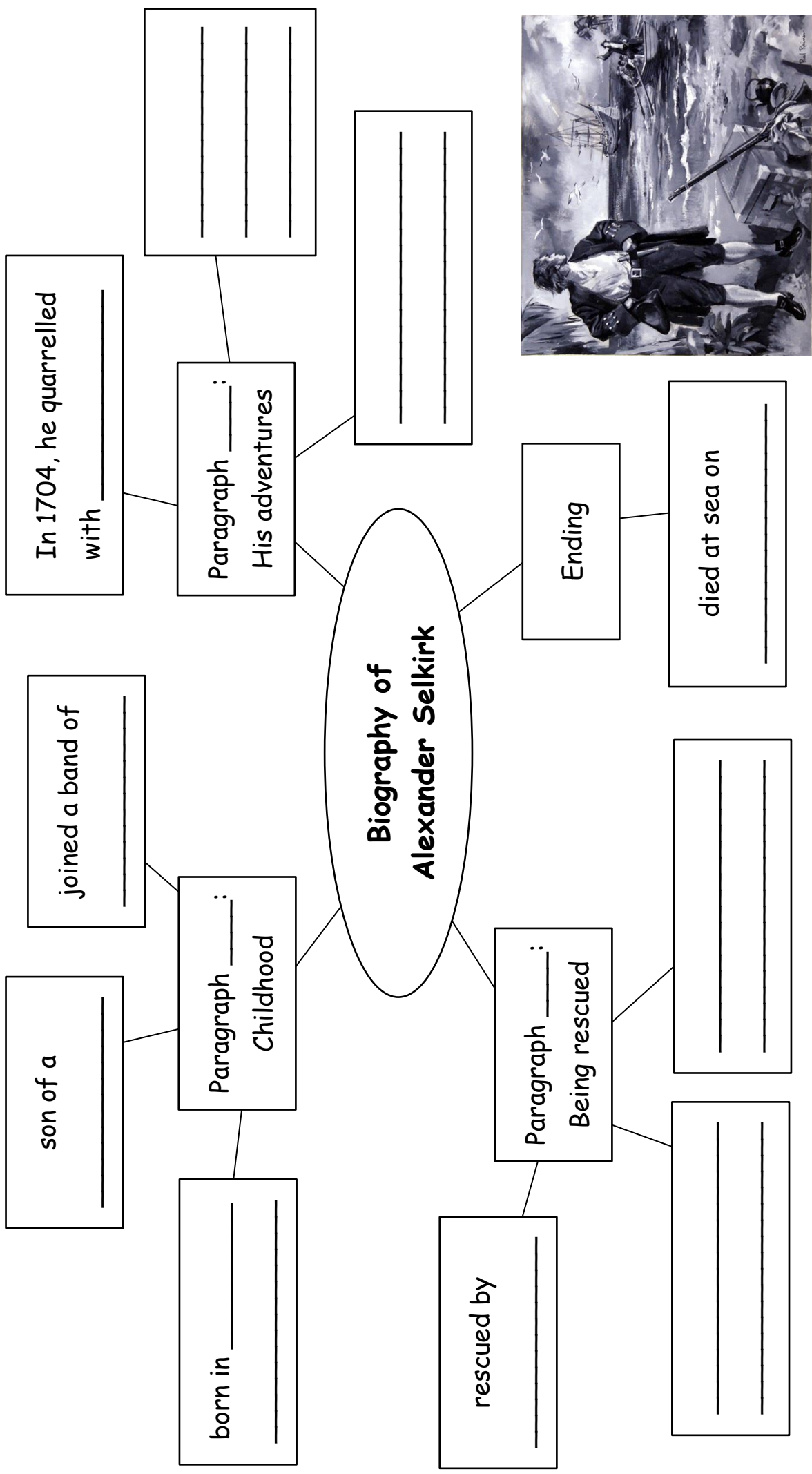
earnest

adventurous

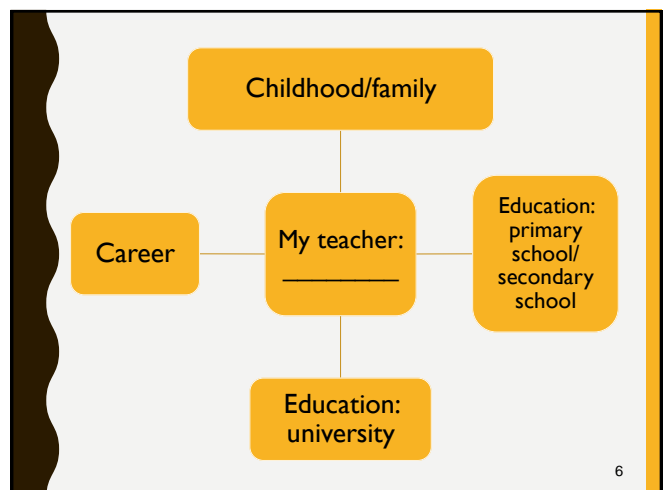
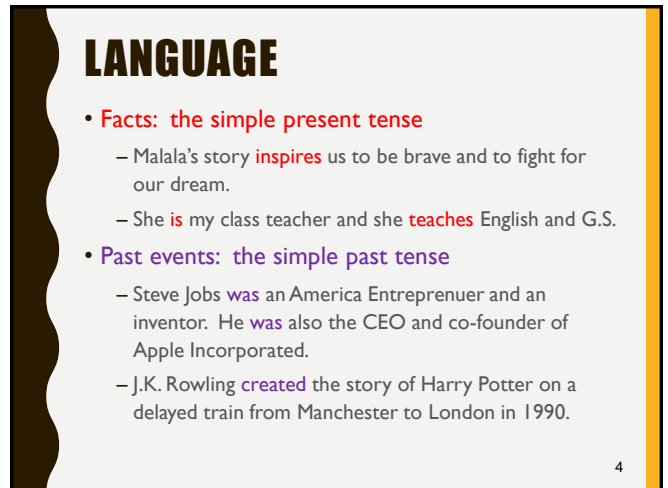
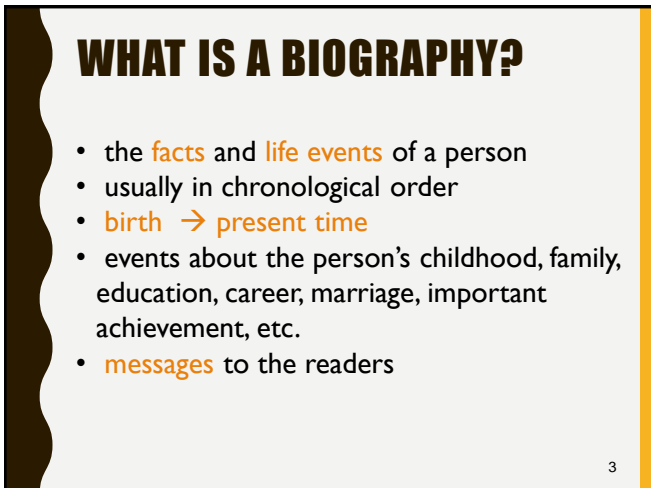
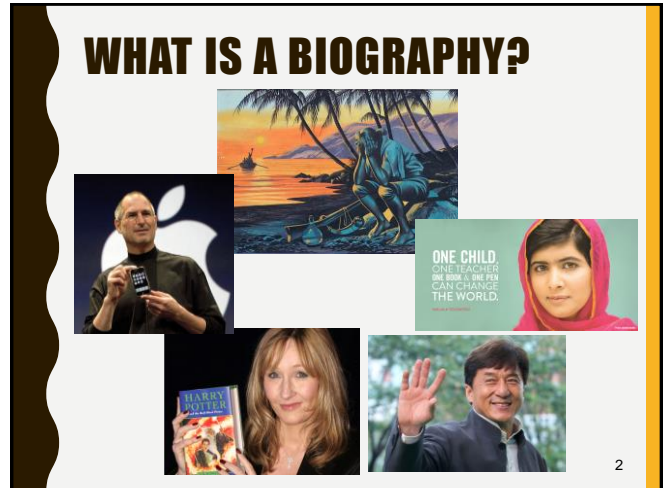
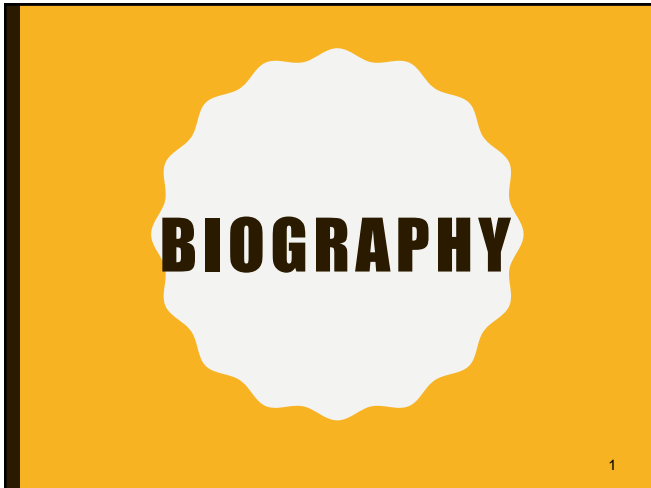
frail

8

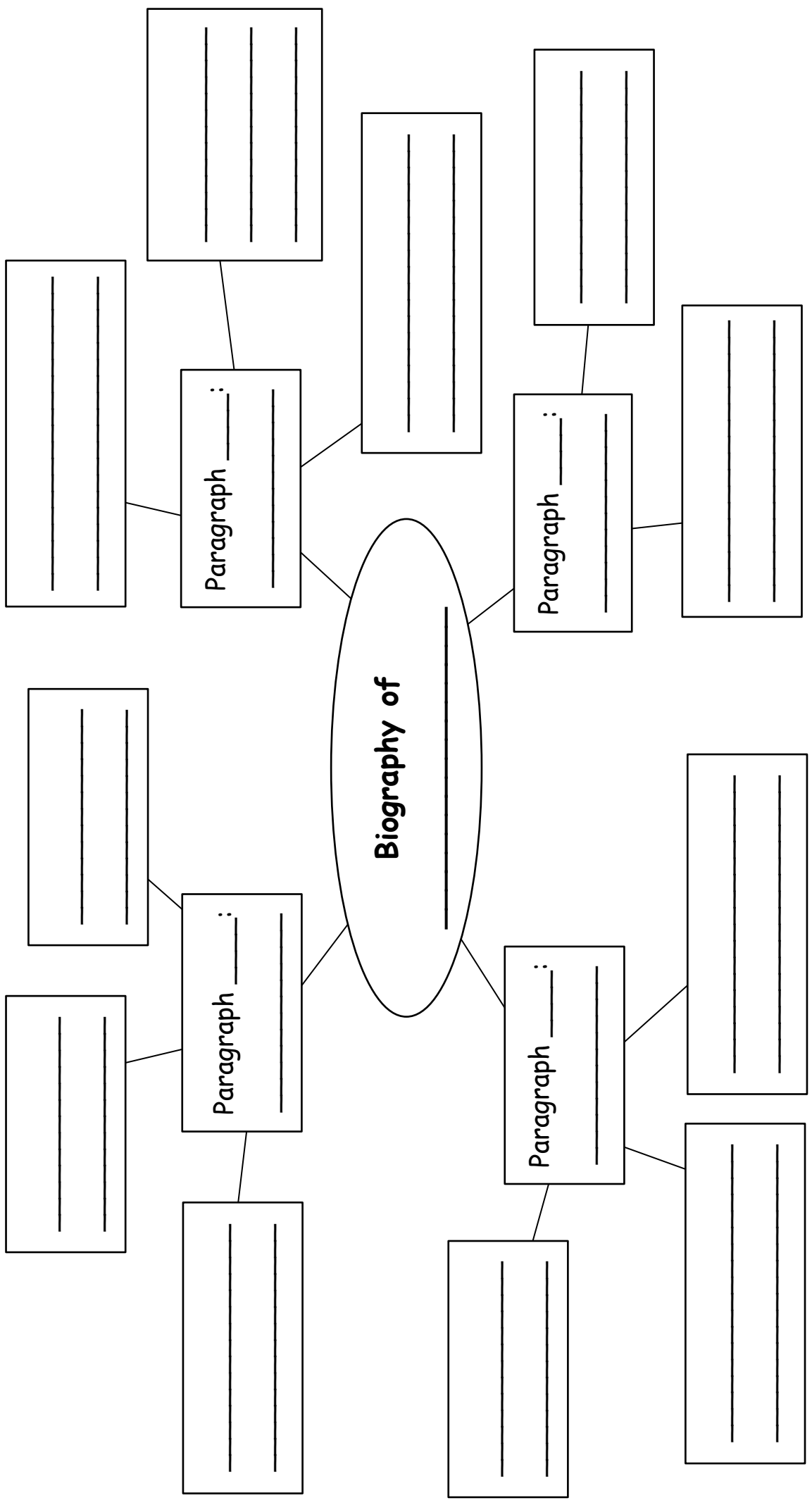
Appendix 2



## Appendix 3



Appendix 4



Appendix 5


**WRITING STRATEGY**

1

How do we describe a person in a lively manner?

**F+A+T**

- Feelings
- Actions
- Thoughts



2

**F+A+T**

How do we describe a person in a lively manner?

- Feelings
- Actions
- Thoughts



3

**F+A+T**

How do we describe a person in a lively manner?

- Feelings: **angry / annoyed**
- Actions: **grits her teeth and scowls at her enemy / clenches her fists into tight balls / knits her brows**
- Thoughts: **wants to hit someone or yell at someone**



4

**FEELINGS + ACTIONS + THOUGHTS**



5

**FEELINGS + ACTIONS + THOUGHTS**

Childhood

A quiet and hardworking child

↓

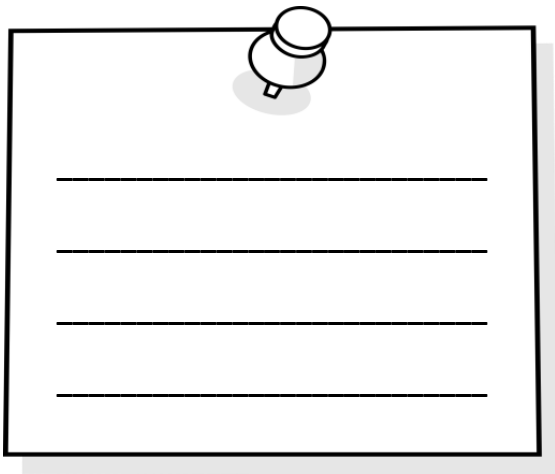
- Feelings:**
  - afraid to be scolded
  - a grin appeared on her face when she read her favourite book
- Actions:**
  - listened to the radio quietly all the time
  - studied hard and finished her homework before Dad returned home
- Thoughts:**
  - did not want to be scolded
  - wanted to work harder so that Mom and Dad would be happy

6

Appendix 6

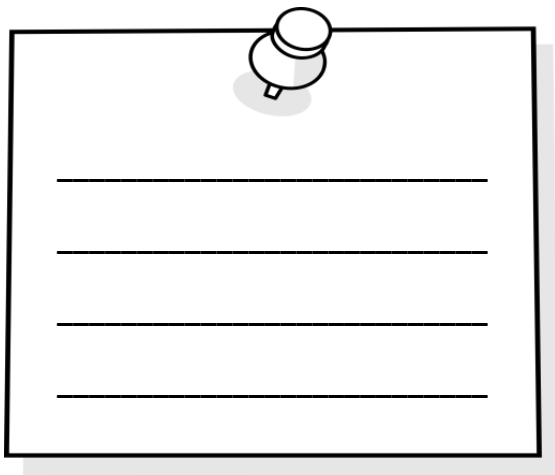
Topic: \_\_\_\_\_

# My Writing Goals



Accomplished 😊

Still improving



Accomplished 😊

Still improving

**Appendix 7**

You are about to write a biography about your English teacher. Use the notes you have written on your mind map to help you.

Title



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## IS MY WRITING GOOD?

1. **Title** and **subheadings** of the biography
2. Use of **topic sentences**
3. A wide range of **adjectives**
4. Describing the **feelings, actions** and **thoughts** of the teacher in detail
5. Use of the **simple present tense** to talk about **facts**
6. Use of the **simple past tense** for **past events**
7. Correct **spelling**
8. Correct **punctuations**



1

**CHECK YOUR  
WORK!**

2

**Appendix 9**

Writer's name: \_\_\_\_\_ Partner's name: \_\_\_\_\_

# Two Stars and A Wish

Write **TWO** things you think your classmate did well:



---

---

---



---

---

---

Write **ONE** thing you wish your classmate could do to improve the writing:



---

---

---

## Useful sentence patterns

### **Telling your classmate what he/she did well:**

- ☺ I enjoy reading your writing because...
- ☺ I really like the way you...
- ☺ My favourite part of your writing is... because...
- ☺ The best thing about your writing is...

### **Giving advice to your classmate:**

- ✧ It would be great if you...
- ✧ I think you might want to...
- ✧ You can improve by...
- ✧ It would be even better if you...

**Appendix 10**

Now, it's time to write the 2<sup>nd</sup> draft. Read your 1<sup>st</sup> draft again and check if it has included all the features of a well-written biography. Your classmates' suggestions may also help you improve your writing.

A large rectangular writing area with a dashed border. At the top, there is a solid horizontal line. Below this line, there are 20 horizontal lines spaced evenly down the page, providing a template for writing a biography draft.

A large rectangular area enclosed by a dashed border, containing 20 horizontal lines for writing.

Teacher's comments:

A large empty rectangular box for writing teacher's comments.