

Set 2 – A scary experience

Level: Primary 4

Suggested no. of lessons: 6 (40 minutes each)

Coursebook/ Reference materials: *James and the Giant Peach*

Writing task: Writing a story (personal narrative)

Self-regulated strategies adopted:

Writing:

- Setting goals
- Show, Don't Tell!
- Planning (Story Mountain)
- Great beginnings- LEADS
- Drafting
- Revising (ARMS)
- Editing (CUPS)

21st century skills:

Critical thinking:

- Asking open-ended and higher-order thinking questions
- Using graphic organizers (Story Mountain)

Creativity:

- Creating a story with an interesting beginning (LEADS strategy)

Collaboration:

- Pair writing
- Pair tasks

Assessment as learning:

- Self-reflection
- Peer evaluation

e-Learning tools adopted:

- Nearpod
- Padlet

Prior knowledge:

Students have learned to:

- Use the simple past tense to describe past events
- Use verbs of speaking in direct speech
- Use adjectives to describe feelings

Learning objectives:

By the end of the set, students will be able to:

1. Identify the characteristics of a personal narrative
2. Set task-specific learning goals
3. Plan a story using the story mountain organizer
4. Write a story with an interesting opening using the leads strategy
5. Assess their own learning through self-evaluation and peer evaluation

Lessons 1-2

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Lead-in</u></p> <ul style="list-style-type: none"> ● Teacher recaps the story of <i>James and the Giant Peach</i> and highlights how James is always scared of his aunts in his early life. ● Teacher links the story to students' real life and asks if they have any scary/unhappy moment in life. ● Teacher tells students they are going to write a story about their scary/unhappy experience in the writing task. Before that, they are going to learn two useful writing strategies, the Story Mountain and the LEADS strategy in the following lessons. 		
<p><u>Before writing: Introducing a personal narrative</u></p> <ul style="list-style-type: none"> ● Teacher introduces the characteristics of a personal narrative. ● Teacher shows two short paragraphs about one of James' scary moments and asks students to decide which one is a personal narrative and explain why. ● Teacher emphasizes that a personal narrative is a story, but it has to be about something that the writer experienced. 	<p>21st century skills:</p> <ul style="list-style-type: none"> ● Critical thinking 	<p>PowerPoint (Appendix 1)</p>

Learning and teaching activities	Self-regulated strategies/ 21st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Before writing: Introducing and practicing the Story Mountain</u></p> <ul style="list-style-type: none"> • Teacher shows a personal narrative with all the paragraphs scrambled up and asks students: <ol style="list-style-type: none"> 1) What do you think of this story? (The story is unclear and confusing.) 2) What is wrong with this story? (The paragraphs are scrambled up.) 3) After reading the story, what do you think is important when writing a story? (We need to structure the story well so that our readers can understand it.) • Teacher tells students they will share their ideas in pairs and reminds them the rules for collaborative work. • Students discuss in pairs. Then, some students are invited to share their opinions to the whole class. • Teacher introduces the Story Mountain to students. Teacher tells students that all stories have some common elements (beginning, build up, climax, resolution and ending) and a good story should have clear stages. • Teacher plays a video clip about the Little Red Riding Hood and uses it as an example to explain the Story Mountain. • Teacher asks students to read the scrambled story again and match the paragraphs with the correct elements of the Story Mountain. 	<p>Writing strategies:</p> <ul style="list-style-type: none"> • Planning (Story Mountain) <p>21st century skills:</p> <ul style="list-style-type: none"> • Critical thinking • Collaboration 	<p>Story Mountain (Appendix 2)</p>

<p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Teacher summarises what students have learned in the lesson. • Teacher tells students that they are going to practice the Story Mountain and learn the LEADS strategy. 		
---	--	--

Lessons 3-4

<p>Learning and teaching activities</p>	<p>Self-regulated strategies/ 21st century skills/ Assessment as learning</p>	<p>Supporting materials/ e-Learning tools</p>
<p><u>Lead-in</u></p> <ul style="list-style-type: none"> • Teacher asks students to recall what they have learned in the previous lesson and explain what a personal narrative is in their own words. • Students identify and explain each element in the Story Mountain. • Teacher tells students they are going to continue practicing the Story Mountain and learn the LEADS strategy. 		
<p><u>Before writing: Practicing the Story Mountain</u></p> <ul style="list-style-type: none"> • Students read a short personal narrative about the teacher’s bad day. • Teacher gives out a blank Story Mountain worksheet and briefly explains it. • Teacher puts students in groups and asks them to identify the main events in the story and fill in the Story Mountain collaboratively. Teacher encourages the class to write in their own words instead of copying sentences from the text. • Teacher invites some groups to share their work. 	<p>Writing strategy:</p> <ul style="list-style-type: none"> • Planning (Story Mountain) <p>21st century skills:</p> <ul style="list-style-type: none"> • Critical thinking • Collaboration 	<p>Story PowerPoint (Appendix 1) Story Mountain Worksheet (Appendix 3)</p>

Learning and teaching activities	Self-regulated strategies/ 21st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Before writing: Introducing and practicing the LEADS strategy</u></p> <ul style="list-style-type: none"> • Teacher shows two openings of the same topic at a time on Nearpod and asks students to compare and vote for the more interesting one. • Students are invited to explain why they think that opening is more interesting. • Teacher introduces the LEADS strategy and tells students they will learn how to write three different kinds of leads (question lead, dialogue lead and onomatopoeia) that can attract the readers. • Teacher explains each kind of leads with examples. • Teacher asks students to match different openings with the correct kinds of leads. • Teacher shows the personal narrative about her bad day again and asks students to improve the writing by using the LEADS strategy. • Students work in pairs and write their openings using a question, dialogue and onomatopoeia on Padlet. • Teacher highlights some good work and reminds students to use the LEADS strategy to make their story more interesting. 	<p>21st century skills:</p> <ul style="list-style-type: none"> • Critical thinking • Collaboration • Creativity <p>Writing strategies:</p> <ul style="list-style-type: none"> • Great beginnings - LEADS 	<p>Nearpod (Appendix 4)</p> <p>LEADS poster (Appendix 5)</p> <p>Padlet (Appendix 6)</p>
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Teacher summarises what students have learned in the lesson. • Teacher asks students to plan their story using the Story Mountain as homework. 		

Lessons 5-6

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Lead-in</u></p> <ul style="list-style-type: none"> Teacher asks students to recall the things they have learned in the previous lesson (e.g. the Story Mountain and the LEADS strategy). Teacher tells students they are going to learn more writing strategies and write their story. 		
<p><u>Before writing: Show, Don't Tell</u></p> <ul style="list-style-type: none"> Teacher plays a video about the Show, Don't Tell strategy. Teacher introduces the strategy and explains how students can make their writing more interesting by describing the face expressions, body movement and voice of the characters. Teacher provides more examples and useful phrases. Teacher shows different scenarios and asks students to choose one character and describe him/her using Show, Don't Tell strategy. Students write their sentences. Teacher invites students to share their ideas with the whole class. Teacher restates that the Show, Don't Tell strategy helps make a story more interesting and lively. 	<p>Writing strategies:</p> <ul style="list-style-type: none"> Show, Don't Tell! 	<p>Show, Don't Tell! PowerPoint (Appendix 7) Show, Don't Tell! Poster (Appendix 8)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Before writing: Setting goals</u></p> <ul style="list-style-type: none"> • Teacher tells students setting goals is important as it can help them improve their writing and monitor their progress. • Teacher demonstrates how to set writing goals by setting goals with the whole class: <ol style="list-style-type: none"> 1) Write a personal narrative 2) Use the Story Mountain to guide the structure of the story 3) Use the LEADS strategy to write the opening 4) Use the Show, Don't Tell strategy to describe the characters • Teacher encourages students to set their own individual goals in the future. • Teacher reminds students to refer to the goals while writing the story. 	<p>Writing strategies:</p> <ul style="list-style-type: none"> • Setting goals 	
<p><u>While writing: Drafting the story</u></p> <ul style="list-style-type: none"> • Students work on their story individually with their own Story Mountain. • Teacher walks around the classroom to provide assistance if needed. 	<p>Writing strategies:</p> <ul style="list-style-type: none"> • Planning (Story Mountain) • Show, Don't Tell! • Drafting <p>21st century skills:</p> <ul style="list-style-type: none"> • Creativity 	

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>After writing: Revising and editing the story</u></p> <ul style="list-style-type: none"> • Teacher brainstorms with students what good writers do after finishing a piece of writing. Teacher asks the following guiding questions: <ul style="list-style-type: none"> ➤ What can you add? ➤ What can you remove? ➤ How can you make the sentences better? ➤ What should you check? • Teacher introduces ARMS (<u>A</u>dd, <u>R</u>emove, <u>M</u>ove, and <u>S</u>ubstitute) and CUPS (<u>C</u>apitalisation, <u>U</u>sage, <u>P</u>unctuation, and <u>S</u>pelling) to students. • Taking students’ writing as an example, teacher demonstrates how to revise and edit a paragraph using the two strategies. <i>* To cater for learner diversity, students can be asked to focus on certain areas of ARMS and CUPS according to their abilities and needs.</i> • Students revise and edit their stories. 	<p>Writing strategies:</p> <ul style="list-style-type: none"> • Revising (ARMS) • Editing (CUPS) 	<p>ARMS and CUPS poster (Appendix 9)</p>
<p><u>After writing: Self-assessment and peer evaluation</u></p> <ul style="list-style-type: none"> • Teacher gives students a self-assessment and peer evaluation form. Teacher instructs students to focus on the self-assessment section first. • Students read their story again, evaluate whether they have achieved all the writing goals and give evidence when necessary. • Teacher asks students to invite a peer to read their writing and give comments. • Students exchange their writing and evaluate their peer’s story based on the writing goals. 	<p>Assessment as learning:</p> <ul style="list-style-type: none"> • Self-assessment • Peer evaluation 	<p>Self-assessment and peer evaluation form (Appendix 10)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as learning	Supporting materials/ e-Learning tools
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Teacher summarises what students have learned in this set. • Teacher encourages students to remember the writing strategies introduced in this set and use them when they write stories in the future. 		



What is it?

- A true story in your life. Something that really happened to you!
- Main character is yourself!
- Usually use the first person point of view when writing.

Which one is a Personal Narrative?

1

Poor James was still slaving away at the chopping block. The heat was terrible. He was sweating all over.

2

I was dying in the heat. The weather was terribly hot and my body was aching all over from all the chopping.

Personal Narrative ↔ **Story**



I talked to her about it. She was really scared and nervous at first but she apologized.

While I was cleaning our room, I found out that she was using my expensive glitter pens!

Mom told me to clean my room. I share a room with my sister, Anna.

We went to the stationery shop together and I bought her some of her own glitter pens.

I was so angry! They were all out of ink and she didn't even ask me! How could she do that?

I talked to her about it. She was really scared and nervous at first but she apologized.

While I was talking to her about that she was really nervous.

Monday morning I went to my room with my mom and she was really nervous.

We went to the store to buy some paper and I bought her some paper for her letter paper.

I was so angry! They were all out of ink and she didn't even ask me! How could she do that?

What do you think of this story?

7

I talked to her about it. She was really scared and nervous at first but she apologized.

While I was talking to her about that she was really nervous.

Monday morning I went to my room with my mom and she was really nervous.

We went to the store to buy some paper and I bought her some paper for her letter paper.

I was so angry! They were all out of ink and she didn't even ask me! How could she do that?

What is wrong with this story?

8

I talked to her about it. She was really scared and nervous at first but she apologized.

While I was talking to her about that she was really nervous.

Monday morning I went to my room with my mom and she was really nervous.

We went to the store to buy some paper and I bought her some paper for her letter paper.

I was so angry! They were all out of ink and she didn't even ask me! How could she do that?

Everything is scrambled up!

9

After reading that, what do you think is important when writing a story?

10

Story Mountain

11

story Mountain

Climax

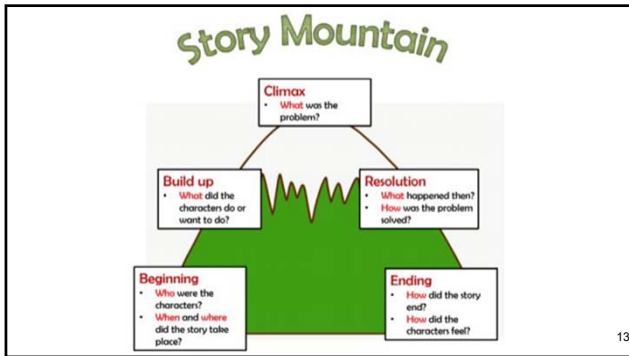
Build up

Resolution

Beginning

Ending

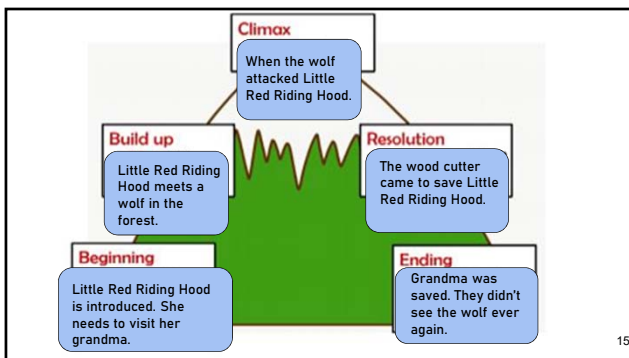
12



Little Red Riding Hood

https://www.youtube.com/watch?v=ivg_Yc-YDYe

14



Matching

16

Story Mountain

Climax

Build up

Resolution

Beginning

Ending

17

- A** I talked to her about it. She was really scared and nervous at first but she apologized.
- B** While I was cleaning our room, I found out that she was using my expensive glitter pens!
- C** Mom told me to clean my room. I share a room with my sister, Anna.
- D** We went to the stationery shop together and I bought her some of her own glitter pens.
- E** I was so angry! They were all out of ink and she didn't even ask me! How could she do that?

Story Mountain

Climax **E**

Build up **B**

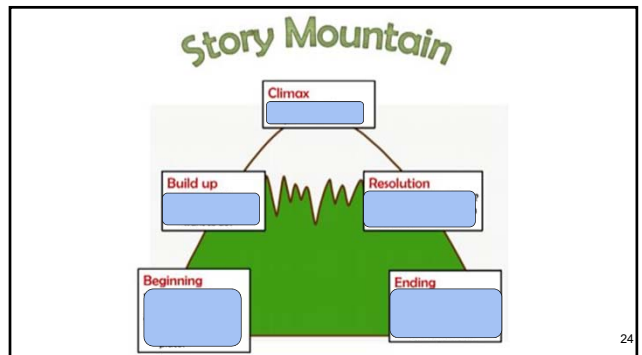
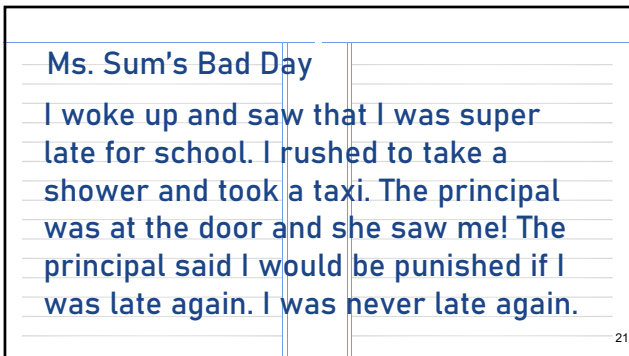
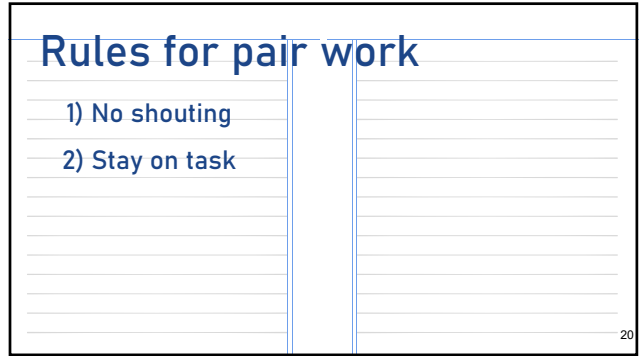
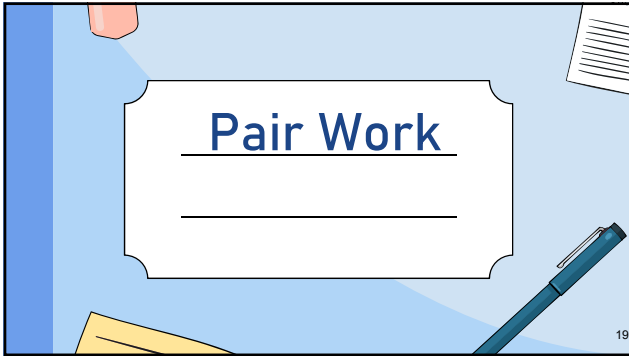
Resolution **A**

Beginning **C**

Ending **D**

18

- A** I talked to her about it. She was really scared and nervous at first but she apologized.
- B** While I was cleaning our room, I found out that she was using my expensive glitter pens!
- C** Mom told me to clean my room. I share a room with my sister, Anna.
- D** We went to the stationery shop together and I bought her some of her own glitter pens.
- E** I was so angry! They were all out of ink and she didn't even ask me! How could she do that?



Narrative Texts

Story Mountain

Climax

- **What** was the problem?

Build up

- **What** did the characters do or want to do?

Resolution

- **What** happened then?
- **How** was the problem solved?

Beginning

- **Who** were the characters?
- **When** and **where** did the story take place?

Ending

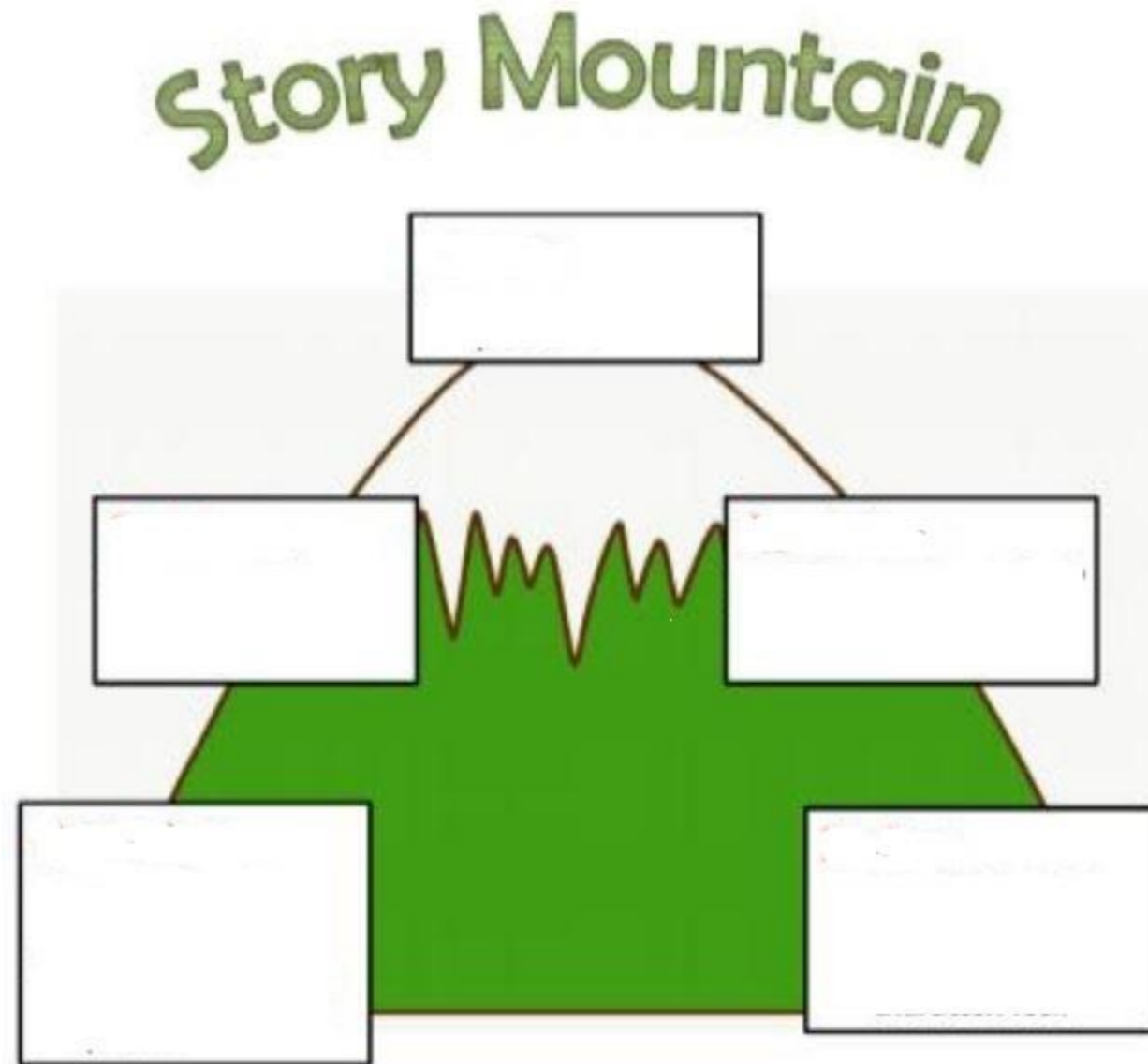
- **How** did the story end?
- **How** did the characters feel?

Appendix 3 Story Mountain Worksheet

Members: _____

A. Warm-up: Write the correct parts of the Story Mountain in the boxes.

Climax	Build up	Ending
Resolution	Beginning	



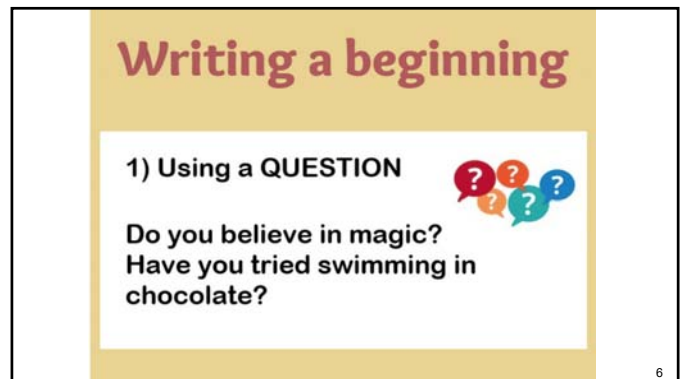
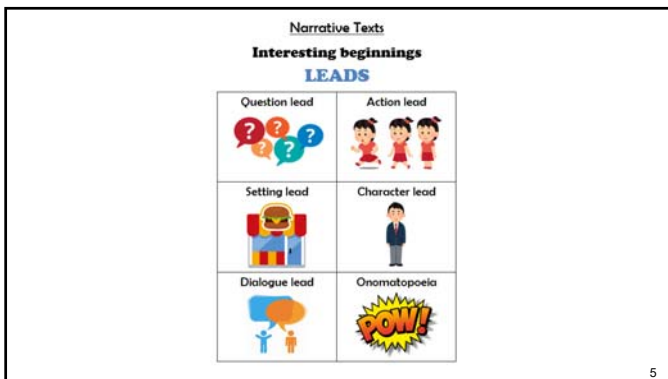
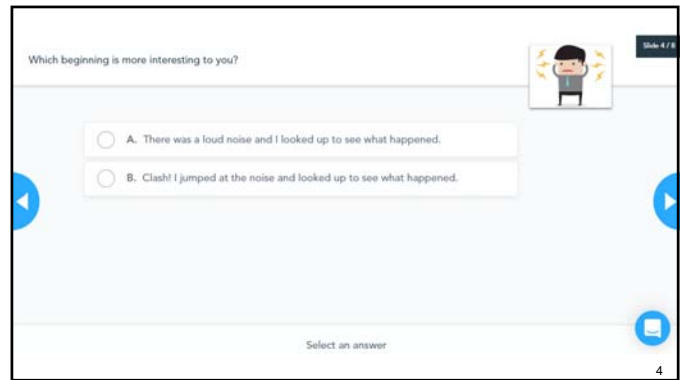
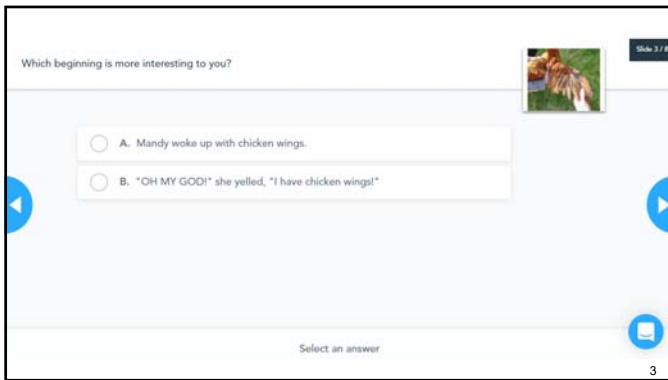
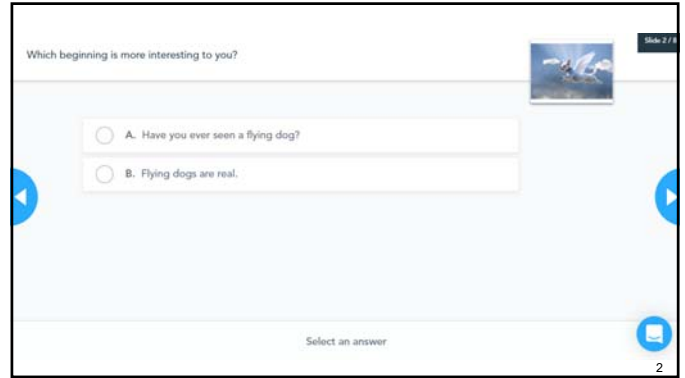
B. Main Task: In your own words, write Ms. Sum's story on the Story Mountain. One example has been done for you.

The diagram features a black silhouette of a mountain with a jagged peak. Five white text boxes with black borders are positioned around the mountain. The boxes are connected to the mountain's outline by black lines. The bottom-left box contains the text "Ms. Sum went to school." and has a white background. The other four boxes (top, middle-left, middle-right, and bottom-right) have white backgrounds with horizontal lines for writing.

C. Extra Task: Storyboard
Draw some events in Ms. Sum's story!

The storyboard consists of three empty rectangular boxes arranged vertically. A blue downward-pointing arrow is centered between the first and second boxes, and another blue downward-pointing arrow is centered between the second and third boxes.

Appendix 4 Nearpod



Writing a beginning

2) Using a DIALOGUE

"Oh my God, my arms have turned into chicken wings!"

"You're in trouble now!" said Mr. Wong



7

Writing a beginning

3) Using an Onomatopoeia

BANG BANG BANG!
Someone was knocking loudly on the door.









CRASH! That's going to hurt.

8

Narrative Texts

Interesting beginnings

LEADS

<p>Question lead</p> 	<p>Action lead</p> 
<p>Setting lead</p> 	<p>Character lead</p> 
<p>Dialogue lead</p> 	<p>Onomatopoeia</p> 

Appendix 5 Padlet

padlet

♡ REMAKE ↗ SHARE ⚙️ ...

The LEADS strategy - Ms Sum's Bad Day

Write interesting openings using the LEADS strategy.

Question leads	Dialogue leads	Onomatopoeia
Henry Have you ever had a bad day?	Selena 'OH MY GOD! It's already 9 am!' I screamed.	Yuki RIIINNNGGG . I was awoken by the loud sound of my alarm clock.
+	Desmond 'What!?!? I'm late for school!'	+

Show, Don't Tell

1

To make your writing more interesting, you can use a phrase or a sentence to **show** the characters' feelings, rather than telling the readers by using the adjectives.

To **show** a character's feelings, you may describe his/her **face expressions, body movement** and **voice/dialogues**.

2

<https://www.youtube.com/watch?v=N4RthgSOcR0>

3

Don't (just) tell	Show
Annie was angry when I told her my decision.	<p>Facial expression Her cheeks turned red and her eyebrows narrowed.</p>
	<p>Body movement She clenched her fist.</p>
	<p>Voice/ Dialogue She shouted at me, "Coward. Leave me alone!"</p>

4

happy

- He had a big smile on his face.
- He jumped up and down.
- He clapped his hands.
- "Hurray!" he said in excitement.

5

sad

- His eyes were full of tears.
- His lips were trembling.
- He frowned.


6



scared

- His hands were shaking.
- He was biting his nails.
- He was breathing fast.


7



angry

- His face turned red.
- He clenched his fists.
- He was yelling.


8



nervous

- His heart was pounding.
- He was sweating.
- His legs were trembling.

9



shocked

- His mouth was wide open.
- His jaw dropped.
- His eyes popped out of his head.
- "I can't believe it!" he gasped.





10

When **Tom** saw his test marks, ...

When **Susan** saw an elephant outside the window, ...

Paul won!

Suddenly, **Kitty** saw her mother outside the school gate.

Choose ONE character and describe him/her using Show, Don't Tell

Face expression

Body movement

Voice/ Dialogue











11

Narrative Texts

Show	Don't Tell
<p>His eyes were open wide and his teeth started chattering.</p>	<p>He was scared.</p>
<p>He folded his arms tightly and looked at his brother with glaring eyes.</p>	<p>He was angry.</p>
<p>As I walked onto the stage, I could feel the butterflies in my stomach. My heart was pounding like a drum.</p>	<p>I was nervous.</p>
<p>When I got my test back, my mouth dropped and my eyes popped out of my head.</p>	<p>I was shocked.</p>
<p>A smile spread across his face. He jumped up and down with joy. 'Hurray! I made it!' he said with excitement.</p>	<p>He was excited.</p>



After writing

Revise	Edit
	
 Add words or sentences	 Capitalisation: names, places, months, titles, I
 Remove words or sentences that are not needed	 Usage: tenses, subject-verb agreement
 Move words or sentences	 Punctuation: . , ? ! " "
 Substitute words or sentences for others	 Spelling: check all words; use a dictionary if necessary

Appendix 10 Self-assessment & Peer Evaluation Form

Writer: _____

Evaluator: _____

Date: _____

Self-assessment and peer evaluation

Read your story again and evaluate whether you achieved all the goals. Give evidence when necessary. Invite a peer to read your writing and give comments in the spaces provided.

	My evidence	Peer's comments
1. I wrote a personal narrative.		
2. I used a Story Mountain to guide the structure of my story.		
3. I used the LEADS strategy to write my opening.		
4. I used the Show, Don't Tell strategy to describe the characters.		