

QEF 2021/22 Project**Level:** Primary 5**Suggested No. of Lessons:** 10 (30 minutes each)**Reading Text:** 'A Day Out With Bernie Bear'**Writing Task:** A Story**Self-regulated Strategies:****Reading Strategies**

- Asking Questions
- Making and Confirming Predictions
- Making Use of Picture Clues
- Self-correcting
- Picturing What I Read
- Making Connections

Writing Strategies

- Setting Goals
- Planning (Story Mountain)
- Show, Don't Tell
- Editing (CUPS)

21st Century Skills:

- Critical Thinking
 - Asking questions
 - Answering higher-order thinking (HOT) questions
 - Making connections to the story
 - Analysing the structure of a story
 - Working out how writers bring characters to life
 - Setting goals
 - Evaluating one's own work and the work of peers
 - Evaluating one's own learning
- Creativity:
 - Making predictions about the story
 - Writing sentences that bring characters to life
 - Creating a story that includes a random object
 - Designing an e-storybook
- Collaboration:
 - Group work
 - Pair work
 - Pair writing

e-Learning Tools:

- Plickers
- Nearpod
- Padlet
- Random Object Generator
- Google Docs
- Book Creator

Assessment for Learning (AfL) Activities:

- Discussing learning intentions and success criteria
- Assessment prior to instruction
- Assessment during instruction
- Assessment after instruction

Assessment as Learning (AaL) Tasks:

- Setting goals
- Self-evaluation
- Self-reflection
- Peer evaluation

Prior Knowledge:

Students have learnt to:

- Apply different self-regulated strategies (Asking Questions, Making and Confirming Predictions, Making Use of Picture Clues, and Self-correcting) when approaching a narrative text
- Write stories with the help of picture prompts
- Use the simple past tense to talk about past events
- Use different verbs of speaking (e.g. 'asked', 'cried', 'laughed', 'said', 'screamed' and 'shouted')

Learning Objectives:

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

1. Apply different self-regulated reading strategies (i.e. Asking Questions, Making and Confirming Predictions, Making Use of Picture Clues, Self-correcting, Picturing What I Read, and Making Connections) before, while and after reading the story 'A Day Out With Bernie Bear'
2. Present the structure of a story with the help of the Story Mountain organiser
3. Write sentences that bring characters to life by using the Show, Don't Tell strategy
4. Set task-specific writing goals
5. Plan a story using the Story Mountain organiser
6. Write a story with a peer
7. Draft, revise, and edit a story using e-learning tools and resources
8. Assess their own learning through self-evaluation, peer evaluation and self-reflection
9. Publish an e-storybook

* Depending on the responses elicited, teacher decides to either reteach the item(s) or to move on.

Teacher adjusts his/her pace of teaching based on the responses elicited from students.

Lesson 1: Before-reading Stage

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p><u>Lead-in and Introduction</u></p> <ul style="list-style-type: none"> ● Teacher tells students that they are going to read a story together. ● Teacher elicits from students how many reading stages there are and what they are. ● Teacher asks students to form groups of four to talk about the reading strategies that they have learnt and that they can apply in the three reading stages. Strategies that students may talk about include: <ul style="list-style-type: none"> ➤ Before-reading stage: Asking Questions, and Making Predictions ➤ While-reading stage: Making Use of Picture Clues and Self-correcting ➤ After-reading stage: Confirming Predictions ● Teacher selects students at random to share their ideas. ● Teacher gives feedback. Students jot down notes on the outline of the reading process on P.3 of the Reading and Writing Booklet (Booklet).* ● Teacher tells students they are going to learn to apply two more reading strategies while applying these old ones as they read a story titled ‘A Day Out With Bernie Bear’. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Collaboration <p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Assessment Prior To Instruction 	<p>Reading and Writing Booklet (Booklet) P.3 (Appendix 1)</p>
<p><u>Learning Intentions and Success Criteria</u></p> <ul style="list-style-type: none"> ● Teacher puts this lesson’s learning intention on the blackboard. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>We are learning to (WALT):</u> 1. prepare to read a story.</p> </div> <ul style="list-style-type: none"> ● Teacher asks students to refer to the learning intention. Teacher constructs this lesson’s success criteria with students 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Discussing Learning Intentions and Success Criteria with Students 	

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>through engaging them in a conversation. Some questions teacher can ask include:</p> <ul style="list-style-type: none"> ➤ What do we do before we start to read a story? ➤ What are the strategies? ➤ What ‘I can’ statements can we make to check that we are ready to read the story? <ul style="list-style-type: none"> ● Teacher puts the co-constructed success criteria on the blackboard. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>I know I am successful when ...:</u></p> <ol style="list-style-type: none"> 1. I can ask questions before reading the story. 2. I can make predictions about the story. </div>		
<p><u>Reading Strategy: Asking Questions</u></p> <ul style="list-style-type: none"> ● Teacher shows students the title of the story and a picture taken from the story. ● Teacher tells them that they will use their critical thinking skills and ask Wh-questions or Yes/No questions. ● The class is divided into seven groups. One group come up with Yes/No questions. Each of the six other groups come up with questions that begin with the Wh-word assigned. Possible questions include: <ul style="list-style-type: none"> ➤ Who: <ul style="list-style-type: none"> ● Who was Bernie Bear? ● Who went out with Bernie Bear? ● Who did the bears meet? ➤ When: <ul style="list-style-type: none"> ● When did the story start? ● When did the bears meet? ● When did the story end? ➤ Where: <ul style="list-style-type: none"> ● Where were the bears? ● Where did they want to go? ● Where did they go? 	<p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> ● Asking Questions <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Collaboration ● Critical Thinking ● Creativity <p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Assessment During Instruction 	<p>PowerPoint presentation (Appendix 2)</p> <p>Booklet P.6 (Appendix 1)</p>

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<ul style="list-style-type: none"> ➤ What: <ul style="list-style-type: none"> • What did the bears do on their day out? • What was the weather like? • What was their problem? ➤ Why: <ul style="list-style-type: none"> • Why did the bears want to go out? • Why did they fly a kite? • Why were they friends? ➤ How: <ul style="list-style-type: none"> • How did the bears become friends? • How did they solve their problem? • How did they feel? ➤ Yes/No: <ul style="list-style-type: none"> • Did the bears fly a kite? • Did they have a great time? • Did they meet anybody? • Students write their questions in the bubbles on P.4 of the Booklet and then upload their groups' work to the Group Work Display Board on Padlet. Alternatively, students may type their questions directly on Padlet. • Teacher goes through students' questions on the Group Work Display Board on Padlet and gives feedback.* 		<p>Booklet P.4 (Appendix 1)</p> <p>Group Work Display Board on Padlet (Appendix 3)</p>
<p><u>Reading Strategy: Making Predictions</u></p> <ul style="list-style-type: none"> • Teacher shows the title of the story and a picture taken from the story again. • Each group of four come up with three predictions about the story. Students write their predictions on the prediction chart on P.5 of the Booklet. <i>Less able students may write keywords or draw pictures.</i> • Students share their predictions with the class. 	<p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> • Making Predictions <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Collaboration • Creativity <p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Assessment During Instruction 	<p>PowerPoint presentation (Appendix 2)</p> <p>Booklet P.5-P.6 (Appendix 1)</p>

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<ul style="list-style-type: none"> Teacher gives feedback.* 		
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher draws students' attention to the success criteria on the blackboard. Students 'traffic light' their learning today by holding up P.27 (red light), P.28 (amber light), or P.29 (green light). Students holding up red and amber lights ask questions about what they do not understand. Students holding up the green light are selected at random to answer the questions. Teacher follows up. Students fill in an End-of-lesson Evaluation Form on P.23 and upload it to Padlet for teacher to read after class. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment After Instruction <p>Assessment as Learning:</p> <ul style="list-style-type: none"> Self-evaluation Self-reflection 	<p>Booklet P.27-P.29 (Appendix 1)</p> <p>Booklet P.23 (Appendix 1)</p> <p>Padlet</p>

Lessons 2-3: While-reading Stage

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>Recap</p> <ul style="list-style-type: none"> Teacher asks students what they learnt in the previous lesson. Teacher brings up any common misconceptions that are revealed in students' responses on the End-of-lesson Evaluation Form and/or reads out any common questions that students have. Teacher selects students at random and asks them to correct the misconceptions and/or answer the questions. Teacher follows up.* 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment After Instruction <p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> Asking Questions Making Predictions 	<p>Booklet P.23 (Appendix 1)</p>
<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> Teacher tells students that they are going to read the story today. Teacher show's this lesson's learning intention. <div data-bbox="201 1133 719 1261" style="border: 1px solid black; padding: 5px;"> <p><u>We are learning to (WALT):</u></p> <ol style="list-style-type: none"> apply reading strategies while reading a story. </div> <ul style="list-style-type: none"> Teacher asks students to refer to the learning intention and P.3 of the Booklet, and constructs with them the lesson's success criteria. Some questions teacher can ask include: <ul style="list-style-type: none"> ➤ What should we do while we are reading a story? ➤ What 'I can' statements can we make to check that we can apply reading strategies while reading a story? Teacher puts the co-constructed success criteria on the blackboard. <div data-bbox="201 1771 719 2022" style="border: 1px solid black; padding: 5px;"> <p><u>I know I am successful when...</u></p> <ol style="list-style-type: none"> I can use picture clues to help me understand the story. I can work out the meaning of unknown words. </div>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Discussing Learning Intentions and Success Criteria with Students 	<p>Booklet P.3 (Appendix 1)</p>

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
3. I can draw a picture to show what happens in the story.		
<p><u>Reading Strategy: Making Use of Picture Clues</u></p> <ul style="list-style-type: none"> Students read the story part by part with the help of picture clues. 	<p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> Making Use of Picture Clues 	<p>Booklet P.7-P.8 (Appendix 1)</p>
<p><u>LOT and HOT questions</u></p> <ul style="list-style-type: none"> Every time students have read one to two paragraphs, teacher asks LOT questions to check students’ understanding and HOT questions to facilitate critical thinking. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking Creativity <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment During Instruction 	<p>List of questions (Appendix 4)</p>
<p><u>Reading Strategy: Self-correcting</u></p> <ul style="list-style-type: none"> Teacher draws students’ attention to several vocabulary items: <ul style="list-style-type: none"> ➤ ‘paws’ ➤ ‘fluffy’ ➤ ‘gasp’ ➤ ‘chant’ ➤ ‘munch on’ Students work out the meaning of these items by using the Self-correcting strategy. Teacher checks students’ understanding of the vocabulary items using a Plickers quiz. Teacher gives feedback.* 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> Self-correcting <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment During Instruction 	<p>Plickers quiz (Appendix 5)</p>
<p><u>Reading Strategy: Picturing What I Read</u></p> <ul style="list-style-type: none"> Teacher tells students that they are going to learn a new reading strategy that can help them understand a text. Teacher tells them that the strategy is Picturing What I Read. Students make notes on the outline of the reading process on P.3 of the Booklet. Students form groups of four and draw on P.9 a picture of what they can see in their minds from reading the paragraph below: <div data-bbox="209 1962 740 2040" style="border: 1px solid black; padding: 5px;"> <p>Bernie's face became red and hot. His eyebrows were lowered and pulled</p> </div>	<p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> Picturing What I Read <p>21st Century Skills:</p> <ul style="list-style-type: none"> Collaboration <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment During Instruction 	<p>Booklet P.3 (Appendix 1)</p> <p>Booklet P.9 (Appendix 1)</p>

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>together. His fur was standing up from his body.</p> <ul style="list-style-type: none"> Students upload their work to the Group Work Display Board on Padlet. Teacher gives feedback and asks the students if they can tell how Bernie was feeling.* 		Group Work Display Board on Padlet (Appendix 3)
<p><u>Reading Strategy: Confirming Predictions</u></p> <ul style="list-style-type: none"> Students finish reading the story. In groups of four, students refer to the prediction chart on P.5 of the Booklet and confirm their predictions. They provide evidence to support their answers. 	<p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> Confirming Predictions <p>21st Century Skills:</p> <ul style="list-style-type: none"> Collaboration 	Booklet P.5, P.7-P.8 (Appendix 1)
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher draws students’ attention to the success criteria on the blackboard. Students ‘traffic light’ their learning today. (For details, refer to P.6.) Teacher follows up. Students fill in an End-of-lesson Evaluation Form on P.23 and upload it to Padlet for teacher to read after class. Teacher tells students that the next lesson will begin with a quiz competition on the story ‘A Day Out With Bernie Bear’ and that they should read the story a few more times before the next lesson as preparation. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment After Instruction <p>Assessment as Learning:</p> <ul style="list-style-type: none"> Self-evaluation Self-reflection 	<p>Booklet P.27-P.29 (Appendix 1)</p> <p>Booklet P.23 (Appendix 1)</p>

Lesson 4: After-reading Stage

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>Recap</p> <ul style="list-style-type: none"> Teacher asks students what they learnt in the previous lesson. Teacher follows up on students' responses on the End-of-lesson Evaluation Form. (For details, refer to P.7.)* Teacher tells them that they are going to do some after-reading activities today. Students do a Time To Climb quiz on Nearpod. Teacher gives feedback.* 	<p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> Making Use of Picture Clues Self-correcting Picturing What I Read <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment After Instruction 	<p>Booklet P.23 (Appendix 1)</p> <p>Time To Climb questions (Appendix 6)</p> <p>Nearpod editable link: https://np1.nearpod.com/sharePresentation.php?code=829b4d8085c32f104f2990cd81240e70-1</p>
<p><u>Learning Intentions and Success Criteria</u></p> <ul style="list-style-type: none"> Teacher tells students that they can understand texts better by connecting them to their knowledge. Teacher show's this lesson's learning intention. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>We are learning to (WALT):</u></p> <ul style="list-style-type: none"> understand a text better by making connections. </div> <ul style="list-style-type: none"> Teacher asks students how they can connect to a story. Teacher selects students at random to answer.# Teacher constructs this lesson's success criteria with students. Some questions that teacher can ask include: <ul style="list-style-type: none"> ➤ In what ways can I make connections to 'A Day Out With Bernie Bear'? ➤ What is the moral of 'A Day Out With Bernie Bear'? What lesson have we 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Discussing Learning Intentions and Success Criteria with Students Assessment Prior To Instruction 	

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>learnt from reading the story?</p> <ul style="list-style-type: none"> Does it remind you of something you've experienced? Is this one way we can connect to the story? 'A Day Out With Bernie Bear' is a story. Are there other stories or texts that you've read which remind you of 'A Day Out With Bernie Bear'? What are they? Is this another way we can connect to the story? 'A Day Out With Bernie Bear' also reminds us of what is happening in the world around us. Do you think we can make connections between the story and what is happening in the world around us? Could you complete the sentence for me? 'I know I am successful when...' <p>Teacher puts the co-constructed success criteria on the blackboard.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>I know I am successful when...</u></p> <ol style="list-style-type: none"> I can connect the story to my own experiences. I can connect the story to other texts that I have read. I can connect the story to what is happening in the world around me. </div>		
<p><u>Reading Strategy: Making Connections</u></p> <ul style="list-style-type: none"> Teacher tells students that this strategy is Making Connections. Students make notes on the outline of the reading process on P.3 of the Booklet. Students answer the text connections questions on P.10 of the Booklet. Students pair up and share their ideas. Teacher selects students at random to report what their neighbours have shared. Teacher gives feedback.* 	<p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> Making Connections <p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity Critical Thinking Collaboration <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment During Instruction 	<p>Booklet P.3 (Appendix 1)</p> <p>Booklet P.10 (Appendix 1)</p>

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p><u>Self-assessment</u></p> <ul style="list-style-type: none"> • Students form groups of four. Referring to P.3-P.10 of the Booklet, they write ‘I can’ statements about what they have been able to do in these few reading lessons on the Self-assessment Form on P.11. • Teacher selects students at random to share their statements with the class. Students revise their ‘I can’ statements on their Self-assessment Forms. • Students evaluate their learning by circling the emoticons. • Students upload their Self-assessment Forms to Padlet for teacher to read after class. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Assessment After Instruction <p>Assessment as Learning:</p> <ul style="list-style-type: none"> • Self-evaluation 	<p>Booklet P.3-P.11 (Appendix 1)</p> <p>Padlet</p>
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Students circling the frowning faces or the poker faces ask the class questions about what they do not understand. Students circling the smiling faces are selected at random to answer the questions. Teacher follows up. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Assessment After Instruction 	

Lessons 5-6: Before-writing Stage

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>Recap</p> <ul style="list-style-type: none"> Teacher elicits from students what reading strategies they learnt and applied in the previous lessons. 	<p>Self-regulated Reading Strategies:</p> <ul style="list-style-type: none"> Asking Questions Making and Confirming Predictions Making Use of Picture Clues Self-correcting Picturing What I Read Making connections 	
<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> Teacher shows this lesson's learning intentions. <div data-bbox="207 1048 719 1391" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>We are learning to (WALT):</u></p> <ol style="list-style-type: none"> understand the structure of a story. make our characters real in writing. <p><i>With more able students, the phrase 'bring characters to life' can be used.</i></p> </div> Teacher constructs this lesson's success criteria with students. Questions that teacher can ask include: <ul style="list-style-type: none"> How can we best show our understanding of the structure of a story? How can we show that we know how to make our characters real in writing? What 'I can' statements can we make? Teacher puts the co-constructed success criteria on the blackboard. <div data-bbox="207 1861 719 2031" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>I know I am successful when...</u></p> <ol style="list-style-type: none"> I can plot a diagram that shows the structure of the story. I can write sentences to make </div> 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Discussing Learning Intentions and Success Criteria with Students 	

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>the characters appear real. <i>With more able students, the success criterion could be ‘I can write sentences which bring characters to life.’</i></p>		
<p><u>Writing Strategy: Story Mountain</u></p> <ul style="list-style-type: none"> ● Teacher asks students what stories they have read. ● Teacher asks students what they know about the structure of these stories they have read. Guiding questions that teacher can ask include: <ul style="list-style-type: none"> ➢ How many parts are there in a story? ➢ What information can we find at the beginning/end of the story? ● Students form groups of four and present their understanding of the structure of a story on a piece of paper in any format that they feel most suitable, using, for example point-form, a mind map, or a graph. ● Students upload their work to the Group Work Display Board on Padlet. ● Teacher discusses students’ work.# ● Teacher introduces the Story Mountain organiser. ● Referring to ‘A Day Out With Bernie Bear’, students answer the questions on the Story Mountain organiser on P.16 of the Booklet in groups of four. ● Students upload their work to Padlet. ● Teacher gives feedback.* ● Teacher explains that these five parts (i.e. beginning, build-up, climax, resolution and ending) should be included in the stories that they write and that they will return to the Story Mountain organiser when they plan their stories for this unit. 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> ● Story Mountain <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Critical Thinking ● Collaboration <p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Assessment Prior To Instruction ● Assessment During Instruction 	<p>Paper</p> <p>Group Work Display Board on Padlet (Appendix 3)</p> <p>PowerPoint presentation (Appendix 7)</p> <p>Booklet P.16 (Appendix 1)</p> <p>Padlet</p>

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p><u>Writing Strategy: Show, Don't Tell</u></p> <ul style="list-style-type: none"> Teacher asks students who the characters from 'A Day Out With Bernie Bear' are. Teacher asks students whether they like these characters and whether they find these characters real. Teacher asks students what makes them feel that these characters are real. Teacher selects students at random to answer the question.# Teacher tells students that they are going to learn a strategy that will help them make their characters real in writing. Teacher draws students' attention to the following excerpts from 'A Day Out With Bernie Bear'. <div data-bbox="209 1043 738 1173" style="border: 1px solid black; padding: 5px;"> <p>'Wow, it's windy here!' said Lucy as she held on to her hat, fearing that it would fly off.</p> </div> <div data-bbox="209 1173 738 1346" style="border: 1px solid black; padding: 5px;"> <p>'Perfect, let's hope that the kite can fly as high as that monkey tree over there,' answered Bernie, crossing his paws for good luck.</p> </div> Teacher asks students what they think the writer has done in these two excerpts to make Lucy and Bernie appear real. (Answer: using dialogue and describing their actions) Teacher draws students' attention to another excerpt from the story. <div data-bbox="209 1644 738 1816" style="border: 1px solid black; padding: 5px;"> <p>Bernie's face became hot and red. His eyebrows were lowered and pulled together. His fur was standing up from his body.</p> </div> Teacher asks students what they think the writer has done to make Bernie seem real. (Answer: describing his facial expressions and his body) Teacher explains that we can bring our 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> Show, Don't Tell <p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment Prior To Instruction 	<p>Booklet P.18 (Appendix 1)</p>

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>characters to life by writing about their face, body and voice. Teacher introduces to students the name of this strategy— Show, Don't Tell.</p> <ul style="list-style-type: none"> Teacher discusses with students the examples of Show, Don't Tell on P.18 of the Booklet. Students write sentences describing Lucy and the monkey and underline/highlight in different colours how they refer to the characters' face, body and voice. <i>With more able students, teacher may require that they write sentences describing the face, body and voice of the characters; whereas with less able students, teacher may require that they write about the characters in sentences describing at least one of the three aspects.</i> Students upload their work to Padlet. Teacher gives feedback.* 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment During Instruction <p>Assessment as Learning:</p> <ul style="list-style-type: none"> Self-evaluation 	<p>Booklet P.18-P.19 (Appendix 1)</p> <p>Padlet</p>
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher draws students' attention to the success criteria on the blackboard. Students 'traffic light' their learning today. (For details, refer to P.6.) Teacher follows up. Students fill in an End-of-lesson Evaluation Form on P.24 and upload it to Padlet for teachers to read after class. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment After Instruction <p>Assessment as Learning:</p> <ul style="list-style-type: none"> Self-evaluation Self-reflection 	<p>Booklet P.24 (Appendix 1)</p> <p>Padlet</p>

Lesson 7: Before-writing Stage

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>Recap</p> <ul style="list-style-type: none"> Teacher asks students what they learnt in the previous lesson. Teacher follows up on students' responses on the End-of-lesson Evaluation Form. (For details, refer to P.7.)* 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> Planning (Story Mountain) Show, Don't Tell 	<p>Booklet P.24 (Appendix 1)</p>
<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> Teacher tells students that they will start working on the writing task in this lesson. Teacher tells students that they will write their stories in pairs. Teacher shows this lesson's learning intentions. <div data-bbox="209 958 719 1093" style="border: 1px solid black; padding: 5px;"> <p><u>We are learning to (WALT):</u></p> <ol style="list-style-type: none"> be good writing partners. prepare to write. </div> <ul style="list-style-type: none"> Teacher constructs this lesson's success criteria with students through conducting a group discussion. Students discuss in groups of four what it means to be a good writing partner. Teacher selects group representatives at random. Each representative reports one of his/her groups' ideas. Teacher writes students' ideas on the blackboard.# Teacher and students refer to the list of criteria for being a good writing partner on P.13 of the Booklet. On the self-evaluation form on P.22, students write down statements about the criteria for being a good writing partner. Possible criteria include: <div data-bbox="209 1771 740 2031" style="border: 1px solid black; padding: 5px;"> <p><u>I know I am successful when ...</u></p> <ol style="list-style-type: none"> I can focus on the task. I can work towards the common goal. I can share ideas. I can listen to my partner. </div>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking Collaboration <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Discussing Learning Intentions and Success Criteria with Students Assessment Prior To Instruction 	<p>Booklet P.13 (Appendix 1)</p> <p>Booklet P.22 (Appendix 1)</p>

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 5. I can divide the work with my partner. 6. I can provide useful feedback to my partner. 7. I can provide reasons for not accepting my partner's ideas. 8. I can support and encourage my partner. 9. (Any other criteria constructed with the class) </div> <ul style="list-style-type: none"> ● Teacher tells students that they will check to see if they have been good writing partners after they have finished writing their stories. ● Teacher asks students to refer to the second learning intention and continues constructing success criteria with students. Teacher engages students in a conversation. Questions that teacher can ask include: <ul style="list-style-type: none"> ➤ After receiving the writing task, should we start writing immediately? If no, what should we do? ➤ What 'we can' statements can we make? ● Teacher puts the co-constructed success criteria on the blackboard. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <u>We know we are successful when...</u> <ol style="list-style-type: none"> 1. we can set writing goals for this writing task. 2. we can plan the story using the 'Story Mountain' organiser. </div>		
<p><u>Introducing the Writing Task</u></p> <ul style="list-style-type: none"> ● Teacher introduces the writing task: <ul style="list-style-type: none"> ➤ In 'A Day Out With Bernie Bear', the kite is a very important object. ➤ In this writing task, each pair of students will be assigned an object randomly and will write a story that 	21 st Century Skills: <ul style="list-style-type: none"> ● Creativity ● Collaboration 	Booklet P.14 (Appendix 1)

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>includes Bernie, Lucy, the monkeys and the object.</p> <p><i>In addition to the random object assigned, one more random object, a random setting and/or a random character could be assigned to students who are more able.</i></p>		
<p><u>Setting Writing Goals</u></p> <ul style="list-style-type: none"> ● Teacher demonstrates how to set task-specific goals. Teacher tells students they could include the two writing strategies they learnt in the previous lesson in their list of goals. <ul style="list-style-type: none"> ➢ We will plan our stories using the Story Mountain organiser. ➢ We will use the Show, Don't Tell strategy when we write the story. ● Students set writing goals in pairs. ● Students write up to eight goals on P.15 of the Booklet and upload their lists of writing goals to Padlet. ● Teacher gives feedback.# ● Teacher highlights good goals set by the students and recommends to students some goals that they did not think of. Possible goals include: <ul style="list-style-type: none"> ➢ We will include a moral in the story. ➢ We will write an interesting ending. ● Students revise their lists of writing goals. <i>Less able students could be given a list of goals to choose from.</i> 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> ● Setting goals <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Collaboration ● Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Assessment During Instruction <p>Assessment as Learning</p> <ul style="list-style-type: none"> ● Setting goals 	<p>Booklet P.15 (Appendix 1)</p> <p>Padlet</p>
<p><u>Random Object</u></p> <ul style="list-style-type: none"> ● Each pair of students are assigned a random object. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity 	<p>Booklet P.14 (Appendix 1)</p> <p>Random Object Generator: https://www.eggradie.com/tool/random-object-generator</p>

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p><u>Planning the Story</u></p> <ul style="list-style-type: none"> ● Teacher asks students how many parts there are in the Story Mountain organiser and what they are. ● Students plan their stories on the Story Mountain organiser on P.17 of the Booklet in pairs. 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> ● Planning (Story Mountain) <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Collaboration ● Creativity <p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Assessment During Instruction 	<p>Booklet P.17 (Appendix 1)</p>
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> ● Teacher draws students’ attention to the success criteria on the blackboard. ● Students ‘traffic light’ their learning today. (For details, refer to P.6.) Teacher follows up. ● Students fill in an End-of-lesson Evaluation Form on P.24. ● Teacher collects students’ Booklets to review students’ plans on the Story Mountain organiser and their responses in the End-of-lesson Evaluation Form. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Assessment After Instruction <p>Assessment as Learning:</p> <ul style="list-style-type: none"> ● Self-evaluation ● Self-reflection 	<p>Booklet P.27-P.29 (Appendix 1)</p> <p>Booklet P.24 (Appendix 1)</p>

Lessons 8-9: While-writing Stage

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>Recap</p> <ul style="list-style-type: none"> Teacher asks students what they learnt in the previous lesson. Teacher follows up on students' responses on the End-of-lesson Evaluation Form. (For details, refer to P.7.)* 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> Setting goals Planning (Story Mountain) 	<p>Booklet P.24 (Appendix 1)</p>
<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> Teacher shows this lesson's learning intention. <div data-bbox="207 790 740 963" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>We are learning to (WALT):</u></p> <ol style="list-style-type: none"> write and improve our stories and help our classmates improve theirs. </div> Teacher constructs this lesson's success criteria with students. Some questions teacher can ask include: <ul style="list-style-type: none"> ➤ What may we do after receiving our teacher's comments on our plans? ➤ While we are writing the story, what should we always bear in mind? ➤ After we have written the story, what can we do to improve our story? ➤ What can we do to help others improve their stories? ➤ What 'we can' statements can we make? Teacher puts the co-constructed success criteria on the blackboard. <div data-bbox="207 1603 740 2024" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>We know we are successful when...</u></p> <ol style="list-style-type: none"> we can improve our plan by referring to the teacher's comments. we can write our story and achieve all our goals. we can improve our story by checking it against the writing goals we set. we can revise our story based on </div> 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Discussing Learning Intentions and Success Criteria with Students 	

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>the advice given by our classmates.</p> <p>5. we can give feedback to our classmates on their story.</p>		
<p><u>Revising the Plan</u></p> <ul style="list-style-type: none"> Teacher returns the Booklets to the students. Students improve their plans on P.17 of the Booklet by referring to the descriptive feedback teacher gave. 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> Planning (Story Mountain) <p>21st Century Skills</p> <ul style="list-style-type: none"> Creativity Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment During Instruction 	<p>Booklet P.17 (Appendix 1)</p>
<p><u>Drafting</u></p> <ul style="list-style-type: none"> Teacher reminds students to refer to their goals while they are drafting their stories on Google Docs. Students take turns to write. While one student is writing, the other student provides help. They swap roles every time they finish a sentence/paragraph. While students are drafting their stories, teacher monitors their progress, reads their work on Google Docs, and gives instant feedback. 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> Setting goals Planning (Story Mountain) Show, Don't Tell <p>21st Century Skills</p> <ul style="list-style-type: none"> Collaboration Creativity <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment During Instruction 	<p>Booklet P.15 (Appendix 1)</p> <p>Google Docs</p>
<p><u>Self-evaluation</u></p> <ul style="list-style-type: none"> Students check their stories against the list of goals they set and indicate what goals they have achieved. Students discuss and work to reach those goals they have not achieved. 	<p>21st Century Skills</p> <ul style="list-style-type: none"> Creativity Critical Thinking <p>Assessment as Learning:</p> <ul style="list-style-type: none"> Measuring progress and achieving goals 	<p>Booklet P.15 (Appendix 1)</p>
<p><u>Peer Evaluation</u></p> <ul style="list-style-type: none"> Teacher explains how students can provide 	<p>21st Century Skills</p> <ul style="list-style-type: none"> Creativity 	

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>feedback to their classmates using the Two Stars and a Wish framework.</p> <ul style="list-style-type: none"> Teacher shows some expressions that can be used to give feedback. Each two pairs of students form a group. Students swap their Booklets. They read each other's stories and evaluate them by checking them against the goals their classmates have set. They jot down their comments on P.20 of the Booklet using the Two Stars and a Wish framework. They present their comments to their classmates with the help of the language support teacher gave. 	<ul style="list-style-type: none"> Critical Thinking Collaboration <p>Assessment as Learning:</p> <ul style="list-style-type: none"> Peer Evaluation 	<p>PowerPoint presentation (Appendix 8)</p> <p>Booklet P.15 and P.20 (Appendix 1)</p>
<p><u>Revising</u></p> <ul style="list-style-type: none"> Students revise their drafts. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity Collaboration 	
<p><u>Editing</u></p> <ul style="list-style-type: none"> Teacher introduces the CUPS strategy to help students edit their stories. Students edit their stories. 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> Editing CUPS 	<p>Booklet P.21 (Appendix 1)</p>
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher draws students' attention to the success criteria on the blackboard. Students 'traffic light' their learning today. (For details, refer to P.6.) Teacher follows up. Students fill in an End-of-lesson Evaluation Form on P.25 and upload it to Padlet. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment After Instruction <p>Assessment as Learning:</p> <ul style="list-style-type: none"> Self-evaluation Self-reflection 	<p>Booklet P.27-P.29 (Appendix 1)</p> <p>Booklet P.25 (Appendix 1)</p>

Lesson 10: After-writing Stage

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>Recap</p> <ul style="list-style-type: none"> Teacher asks students what they learnt in the previous lesson. Teacher follows up on students' responses on the End-of-lesson Evaluation Form. (For details, refer to P.7.)* 	<p>Self-regulated Writing Strategies:</p> <ul style="list-style-type: none"> Planning (Story Mountain) Show, Don't Tell Editing CUPS 	<p>Booklet P.25 (Appendix 1)</p>
<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> Teacher shows this lesson's learning intention. <div data-bbox="207 790 738 963" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>We are learning to (WALT):</u></p> <ol style="list-style-type: none"> publish our stories and give comments on our classmates' stories. </div> Teacher constructs this lesson's success criteria with students. Questions that teacher can ask include: <ul style="list-style-type: none"> ➤ Now that you have finished writing your stories, do you want to share your stories with others? Do you know what e-platforms we can use to publish our books? ➤ When we comment on someone's story, what do we talk about? ➤ What are some 'We can' statements that we can make? Teacher puts the co-constructed success criteria on the blackboard. <div data-bbox="217 1559 738 1901" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>We know we are successful when...</u></p> <ol style="list-style-type: none"> we can create e-storybooks on Book Creator with the story we have written. we can talk about what we like about our classmates' stories and what we think can make their stories better. </div> 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Discussing Learning Intentions and Success Criteria with Students 	

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p><u>Publishing</u></p> <ul style="list-style-type: none"> Teacher shows the e-storybook of ‘A Day Out With Bernie Bear’. Teacher tells students that they are going to design an e-storybook that comes with pictures and sounds. Teacher introduces to students some functions on Book Creator, such as inserting texts and images, adding a background picture, and making voice recordings. Each pair of students design an e-book with the story they have written. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity Collaboration 	<p>e-Storybook: https://read.bookcreator.com/Z31hAe6yRkeScATVvk5rSVhBaKqo1/d4zU0GFtRXKd6DkmN-4I7Q</p>
<p><u>Peer Evaluation</u></p> <ul style="list-style-type: none"> Each pair of students read two stories from the class library on Book Creator. One of the stories is assigned by the teacher; the second story is the students’ choice. Each pair of students fill in a Two Stars and a Wish evaluation form for each of the stories they have read. Students pass the completed Two Stars and a Wish evaluation forms to the writers of the stories they have read. Students read the comments that their classmates have on their stories. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Collaboration <p>Assessment as Learning:</p> <ul style="list-style-type: none"> Peer Evaluation 	<p>Two Stars and a Wish evaluation form (Appendix 9)</p>
<p><u>Self-evaluation</u></p> <ul style="list-style-type: none"> Students evaluate their performance as writing partners using the self-evaluation form on P.22 of the Booklet. 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment as Learning</p> <ul style="list-style-type: none"> Self-evaluation 	<p>Booklet P.22 (Appendix 1)</p>
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher refers to the lesson’s success criteria and asks students to ‘traffic light’ their learning. Teacher asks students what they have learnt in this unit and draws a mind map on the blackboard using their responses. Teacher encourages students to apply the 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Critical Thinking <p>Assessment for Learning:</p> <ul style="list-style-type: none"> Assessment After Instruction <p>Assessment as Learning:</p>	

Learning and Teaching Activities	Self-regulated Strategies/ 21 st Century Skills/ AfL/AaL Tasks	Supporting Materials/ e-Learning Tools
<p>reading and writing strategies covered in class in the future.</p> <ul style="list-style-type: none"> ● Students make notes on the outline of the reading process on P.3 and the outline of the writing process on P.12 of the Booklet. ● Students fill in the reflection form on P.26 of the Booklet. ● Teacher collects the Booklets to review students' learning process. 	<ul style="list-style-type: none"> ● Self-evaluation ● Self-reflection 	<p>Booklet P.3 and P.12 (Appendix 1)</p> <p>Booklet P.26 (Appendix 1)</p>

Appendix 1



Story

Reading and Writing Booklet

Name: _____ () Class: _____

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Process of Reading



Before reading



While reading



After reading

Asking Questions

Write in each bubble one question you would like to ask before you start reading the story.



Wh-questions	Who	When	Where
	What	Why	How
Yes/No questions	Did...?	Was/Were...?	

Making and Confirming Predictions

Make three predictions about the story.

My Predictions	Confirmed (✓) Rejected (✗) Couldn't Conclude (?)	Evidence



A Day Out With Bernie Bear



Once upon a time there was a panda called Lucy. One summer's day, Lucy had an idea. The weather seemed perfect to fly a kite, so she decided to invite her friend to go with her. His name was Bernie the Grizzly Bear.



'Hi Bernie, do you want to come out to fly this new kite with me?' asked Lucy excitedly as she jumped with joy.

'Yes sure, let's go to the top of the mountain. The wind should be stronger there,' replied Bernie.

They reached the top of the mountain. Whooooosh! 'Wow, it's windy here!' said Lucy as she held on to her hat, fearing that it would fly off.

'Perfect, let's hope that the kite can fly as high as that monkey tree over there,' answered Bernie, crossing his paws for good luck.



'Well, let's hope that those naughty monkeys won't disturb us when we fly the kite!' said Lucy as she crossed her cute, fluffy paws.

Bernie ran near the monkey tree. 'Hooray!' he said breathlessly as he gasped for air. The kite lifted a little up into the air. Sadly, it soon fell onto the grass.

Bernie felt sadness spread from head to paws. He heard some noises, 'Hoo hoo hoo oo oo oo!' Three monkeys were laughing on a tree. 'Useless bears!' shouted the monkeys.

'We mustn't give up so easily,' said Lucy. 'Wave the kite high above your head. That will give it a boost.'

Bernie ran and tried again. He waved the kite above his head. It flew into the

clear blue sky and then it crashed onto the ground again.

'Haha, go back to the Bear Land! Go back to the Bear Land...' chanted the monkeys whilst they were munching on some bananas.

Bernie's face became hot and red. His eyebrows were lowered and pulled together. His fur was standing up from his body.

'Listen Bernie, don't be angry. It's not the end of the world. This time, hold the kite even higher, jump up and down and shout FLY KITE FLY, FLY HIGH INTO THE BLUE SKY!'

Bernie Bear ran as fast as a cheetah up the hill. He held the kite above his head; he jumped up and down and he shouted, 'FLY KITE FLY, FLY HIGH INTO THE BLUE SKY!' The kite glided high into the sky. It flew further and higher than the monkey tree. It was a success!

The monkeys were amazed at Bernie Bear's positivity and were even planning on flying to different trees to gather fruits.

The monkeys and the bears became good friends. 'Good luck monkeys and remember to stay positive!' wished Bernie. 'If you fail, never give up because F.A.I.L. means "First Attempt In Learning" and you will finally succeed!' said Lucy.

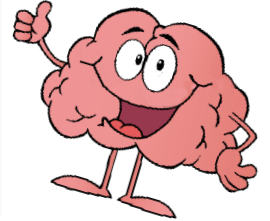


Picturing What I Read

Read the paragraph below and draw a picture of what you see in your mind in the space provided.



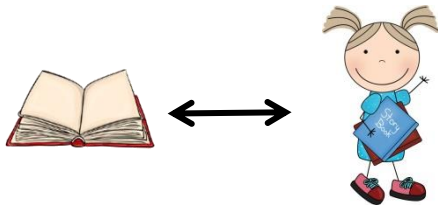
Bernie's face became hot and red. His eyebrows were lowered and pulled together. His fur was standing up from his body.



Making Connections

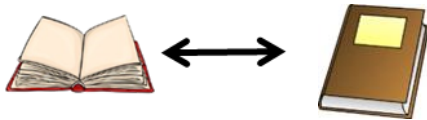
What does 'A Day Out With Bernie Bear' remind you of?
Write your answers in the spaces provided.

Text to Self



It reminds me of a time...

Text to Text



It reminds me of a book...


























Text to World



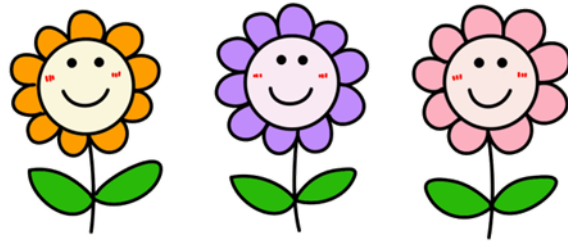
It reminds me of something in the world...

Self-assessment Form

Fill in 'I can' statements to show what you can do.
Then circle the emoticons to show how well you do.

Before-reading Stage				
1	I can ask questions before reading the story.			
2				
While-reading Stage				
1	I can use picture clues to help me understand the story.			
2				
3				
After-reading Stage				
1	I can confirm predictions.			
2				
3				
4				

Process of Writing



Before writing



While writing



After writing

Be a Good Writing Partner

A good writing partner...

☺ focuses on the task



☺ works towards the common goal



☺ shares ideas



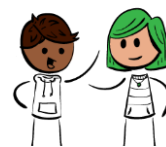
☺ listens to his/her partner



☺ divides the work with his/her partner



☺ provides useful feedback to his/her partner



☺ provides reasons for not accepting his/her partner's ideas

☺ supports and encourages his/her partner

Well done!

We can do it!

Don't give up!

Writing Task

You read a story about Bernie Bear, Lucy Panda, the monkeys and a kite.
Now, write a story about Bernie Bear, Lucy Panda, the monkeys and a random object.

water bottle

sunglasses

handbag

mobile phone

bracelet

a pack of peanuts

toenail clipper

basketball

Make your story even more interesting by adding a random setting.



Challenge yourself by adding a random character.

Stuart the Minion

Spiderman

Bernie Bear's mother

Yourself

Our Writing Goals



Set writing goals to guide you through your writing process.
Be realistic about the number of goals you set.

Goals		Self-evaluation			Peer Evaluation		
1	We will plan our stories using the Story Mountain organiser.						
2	We will use the Show, Don't Tell strategy when we write the story.						
3							
4							
5							
6							
7							
8							

Story Mountain

Present the structure of 'A Day Out With Bernie Bear' with the help of the Story Mountain organiser.

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?

Story Mountain

Plan your story.

Build Up

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

Climax

- **What** was the problem?

Resolution

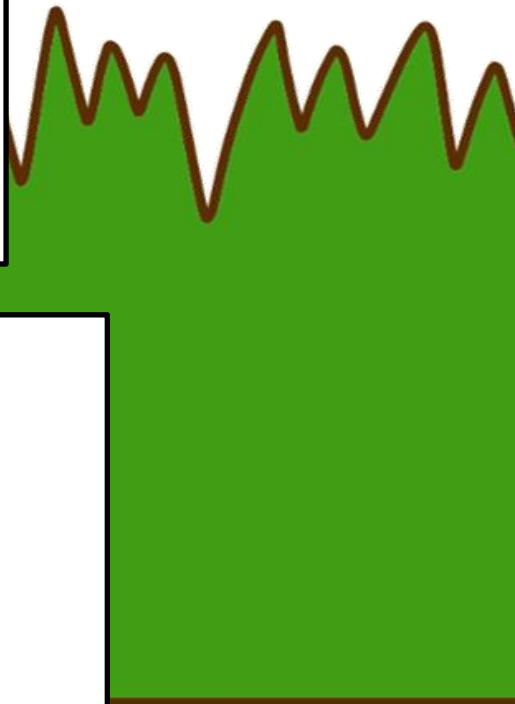
- **What** happened then?
- **How** was the problem solved?

Beginning

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

Ending

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









Show, Don't Tell

Think about how the writer makes Bernie and Lucy appear real in the following examples.

Example A	Example B
<p>'Wow, it's windy here!' said Lucy as she held on to her hat, fearing that it would fly off.</p>	<p>Bernie's face became hot and red. His eyebrows were lowered and pulled together. His fur was standing up from his body.</p>
<p>'Perfect, let's hope that the kite can fly as high as that monkey tree over there,' answered Bernie, crossing his paws for good luck.</p>	

To make your characters appear real, 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 **facial expressions (face)**, **body movements (body)** and **dialogues (voice)**.

<p>Happy </p> <ul style="list-style-type: none"> • He had a big smile on his face. • He jumped up and down. • He clapped his hands. • 'Hurray!' he said in excitement. 	<p>Sad</p> <ul style="list-style-type: none"> • His eyes were full of tears. • His lips were trembling. • He frowned. 	<p>Scared</p> <ul style="list-style-type: none"> • His hands were shaking. • He was biting his nails. • He was breathing fast. 
<p>Angry</p> <ul style="list-style-type: none"> • His face turned red. • He clenched his fists. • He was yelling. 	<p>Nervous</p> <ul style="list-style-type: none"> • His heart was pounding. • He was sweating. • His legs were trembling. 	<p>Shocked </p> <ul style="list-style-type: none"> • His mouth was wide open. • His jaw dropped. • His eyes popped out of his head. • 'I can't believe it!' he gasped.

Write sentences that describe each of the characters using the Show, Don't Tell strategy.
 Underline/highlight in different colours how your sentences refer to the characters' face, body, and/or voice.

Situation/Previous Sentence	Show ✓		Don't tell ✗
Bernie Bear collected his English exam paper from his teacher and saw that he received 100 marks.	<p>Bernie Bear stood still and his paws shook as he held the exam paper in them. His eyes were wide open. He stammered, "I... I... I can't believe this is REAL!"</p>	<input checked="" type="checkbox"/> Face (Blue) <input checked="" type="checkbox"/> Body (Yellow) <input checked="" type="checkbox"/> Voice (Green)	Bernie Bear was very surprised.
The referee blew the whistle. The basketball game ended. The scoreboard read 90-83. Lucy and her teammates won!	LUCY...	<input type="checkbox"/> Face (Blue) <input type="checkbox"/> Body (Yellow) <input type="checkbox"/> Voice (Green)	Lucy was very happy.
The monkey was munching on a banana on a tree when he saw a spider right in front of him!	The monkey...	<input type="checkbox"/> Face (Blue) <input type="checkbox"/> Body (Yellow) <input type="checkbox"/> Voice (Green)	The monkey was very scared.

Two Stars and a Wish



- ☺ My favourite part is ...
- ☺ The best thing about it is ...
- ☺ The most interesting part of your story is ...
- ☺ I really like the way you ...
- ☺ You should be proud of the way you ...

- ✓ Don't forget to ...
- ✓ Think about ...
- ✓ I suggest ...
- ✓ I think you might want to ...
- ✓ It would be even better if you ...

Refer to the goals your classmates have set and comment on their stories.

Two things that you like about your classmates' writing:



One thing that your classmates can do better:



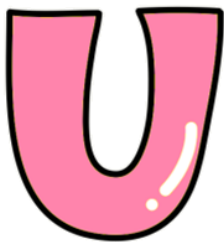
Comments given by: _____

Editing



Capitalisation:

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



Usage:

tenses, subject-verb
agreement



Punctuation:

. , ? ! “ ”






























Spelling:

check all words;
use a dictionary if necessary

I Am a Good Writing Partner!

Are you a good writing partner? Fill in this evaluation form to find out.

I Can Do These Things	How Well I Can Do These things	How Do I Know?	How Can I Do Better?
1. I can focus on the task.	  		
2. I can work towards the common goal.	  		
3.	  		
4.	  		
5.	  		
6.	  		
7.	  		
8.	  		
9.	  		

End-of-lesson Evaluation Form Date: _____

Three things that I have learnt:	Two things that I find interesting:
	One question that I have:

End-of-lesson Evaluation Form Date: _____

Three things that I have learnt:	Two things that I find interesting:
	One question that I have:

End-of-lesson Evaluation Form Date: _____

Three things that I have learnt:	Two things that I find interesting:
	One question that I have:

End-of-lesson Evaluation Form Date: _____

Three things that I have learnt:	Two things that I find interesting:
	One question that I have:

End-of-lesson Evaluation Form Date: _____

Three things that I have learnt:	Two things that I find interesting:
	One question that I have:

End-of-lesson Evaluation Form Date: _____

Three things that I have learnt:	Two things that I find interesting:
	One question that I have:

My Reflections

Date: _____

What I learnt:



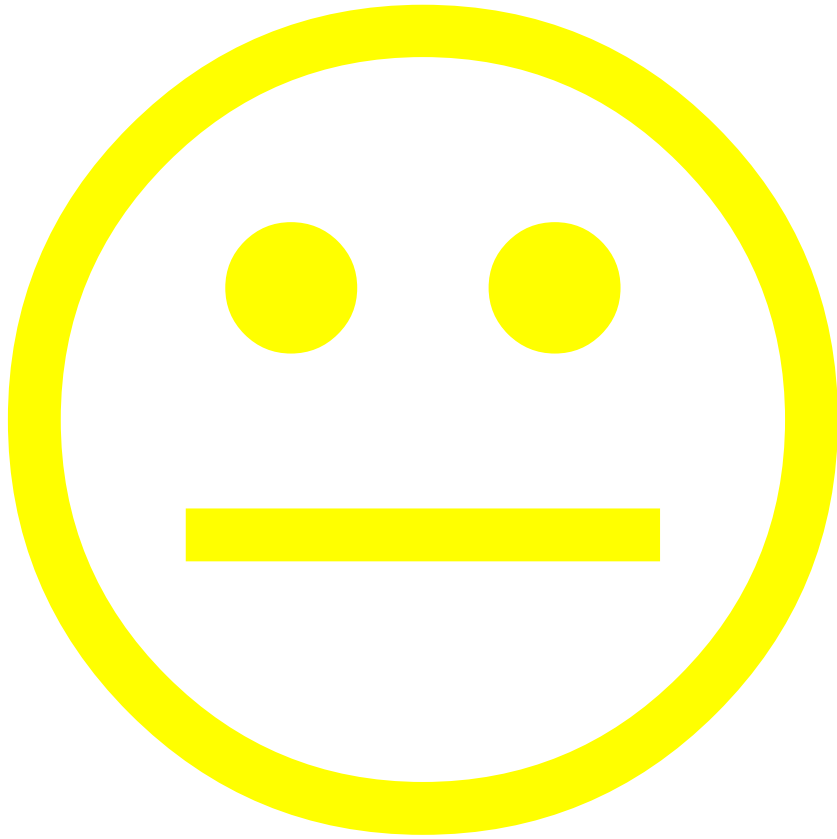
What I did well:



What I could do better next time:









Appendix 2

'A Day Out With Bernie Bear'



Once upon a time there was a panda called Lucy. One summer's day, Lucy had an idea. The weather seemed perfect to fly a kite, so she decided to invite her friend to go with her. His name was Bernie the Grizzly Bear.



'Hi Bernie, do you want to come out to fly this new kite with me?' asked Lucy excitedly as she jumped with joy.

'Yes sure, let's go to the top of the mountain. The wind should be stronger there,' replied Bernie.

They reached the top of the mountain. Whooooosh! 'Wow, it's windy here!' said Lucy as she held on to her hat, fearing that it would fly off.

'Perfect, let's hope that the kite can fly as high as that monkey tree over there,' answered Bernie, crossing his paws for good luck.



'Well, let's hope that those naughty monkeys won't disturb us when we fly the kite!' said Lucy as she crossed her cute, fluffy paws.

Bernie ran near the monkey tree. 'Hooray!' he said breathlessly as he gasped for air. The kite lifted a little up into the air. Sadly, it soon fell onto the grass.

Bernie felt sadness spread from head to paws. He heard some noises, 'Hoo hoo hoo oo oo oo!' Three monkeys were laughing on a tree. 'Useless bears!' shouted the monkeys.

'We mustn't give up so easily,' said Lucy. 'Wave the kite high above your head. That will give it a boost.'

Bernie ran and tried again. He waved the kite above his head. It flew into the clear blue sky and then it crashed onto the ground again.

'Haha, go back to the Bear Land! Go back to the Bear Land...' chanted the monkeys whilst they were munching on some bananas.

Bernie's face became hot and red. His eyebrows were lowered and pulled together. His fur was standing up from his body.

'Listen Bernie, don't be angry. It's not the end of the world. This time, hold the kite even higher, jump up and down and shout FLY KITE FLY, FLY HIGH INTO THE BLUE SKY!'

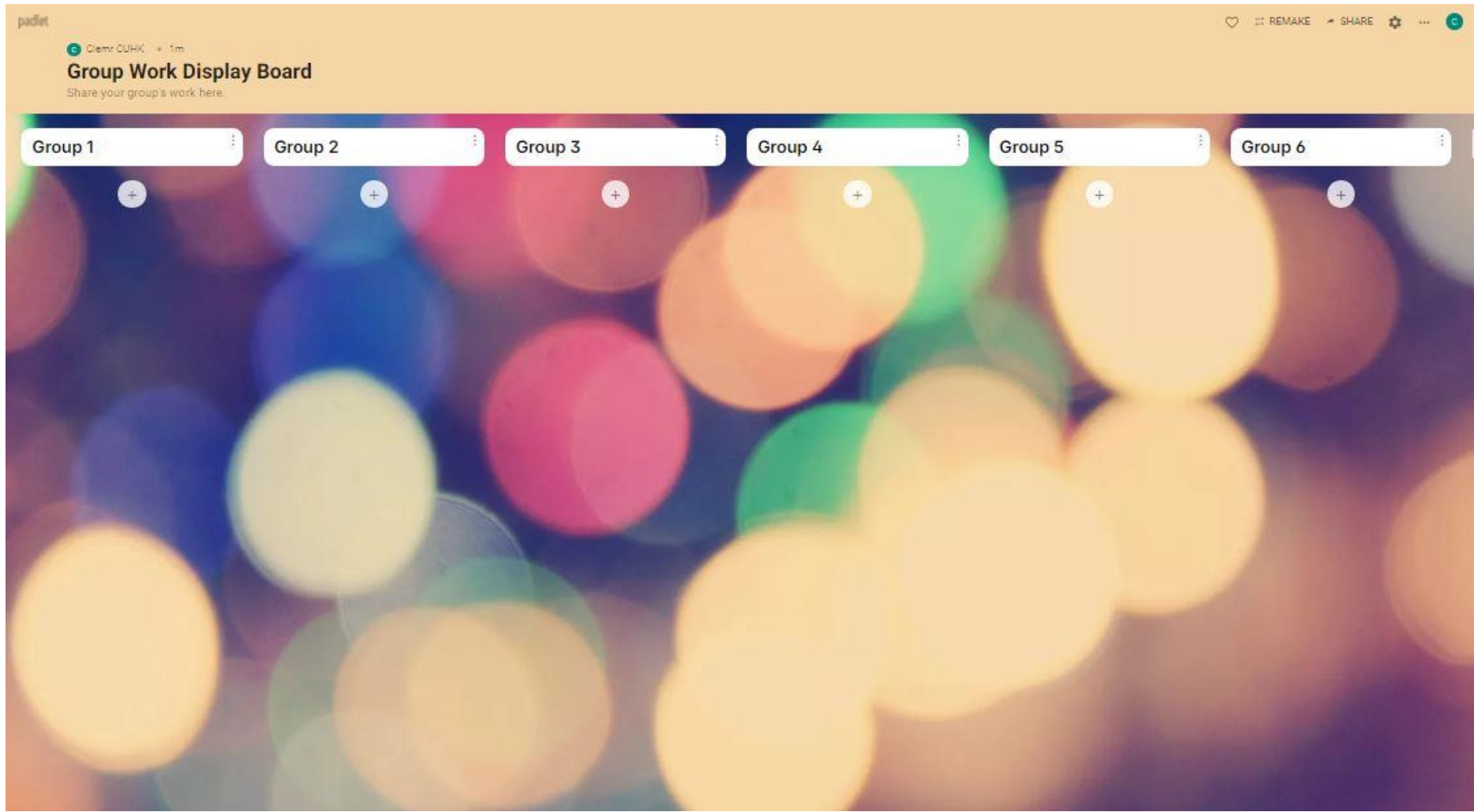
Bernie Bear ran as fast as a cheetah up the hill. He held the kite above his head; he jumped up and down and he shouted, 'FLY KITE FLY, FLY HIGH INTO THE BLUE SKY!' The kite glided high into the sky. It flew further and higher than the monkey tree. It was a success!

The monkeys were amazed at Bernie Bear's positivity and were even planning on flying to different trees to gather fruits.

The monkeys and the bears became good friends. 'Good luck monkeys and remember to stay positive!' wished Bernie. 'If you fail, never give up because F.A.I.L. means "First Attempt In Learning" and you will finally succeed!' said Lucy.



Appendix 3



Appendix 4

List of questions

Paragraphs	Text	Lower-order thinking questions	Higher-order thinking questions
1	Once upon a time there was a panda called Lucy. One summer's day, Lucy had an idea. The weather seemed perfect to fly a kite, so she decided to invite her friend to go with her. His name was Bernie the Grizzly Bear.	<ul style="list-style-type: none">• Who were the characters?• Where were they?• When was it?• Why did Lucy have a kite with her?	
2	'Hi Bernie, do you want to come out to fly this new kite with me?' asked Lucy excitedly as she jumped with joy.	<ul style="list-style-type: none">• How was Lucy feeling?• What did she do?	<ul style="list-style-type: none">• How else do people act when they are excited?
3	'Yes sure, let's go to the top of the mountain. The wind should be stronger there,' replied Bernie.	<ul style="list-style-type: none">• Where did they decide to go? Why?	<ul style="list-style-type: none">• Why was strong wind important?
4	They had reached the top of the mountain. Whooooosh! 'Wow, it's windy here!' said Lucy as she held on to her hat, fearing that it would fly off.	<ul style="list-style-type: none">• What was Lucy wearing?	<ul style="list-style-type: none">• What could be some reasons she was wearing a hat?
5	'Perfect, let's hope that the kite can fly as high as that monkey tree over there,' answered Bernie, crossing his paws for good luck.		

Paragraphs	Text	Lower-order thinking questions	Higher-order thinking questions
6	'Well, let's hope that those naughty monkeys won't disturb us when we fly the kite!' said Lucy as she crossed her cute, fluffy paws.	<ul style="list-style-type: none"> • What did Lucy do as she wished for good luck? 	<ul style="list-style-type: none"> • Do you sometimes cross your fingers for good luck? Why or why not? • What are some occasions on which you wish for good luck?
7	Bernie ran near the monkey tree. 'Hooray!' he said breathlessly as he gasped for air. The kite lifted a little up into the air. Sadly, it soon fell onto the grass.		<ul style="list-style-type: none"> • Why is it difficult to fly a kite?
8	Bernie felt sadness spread from head to paws. He heard some noises, 'Hoo hoo hoo oo oo oo!' Three monkeys were laughing on a tree. 'Useless bears!' shouted the monkeys.	<ul style="list-style-type: none"> • Why were the monkeys laughing? 	<ul style="list-style-type: none"> • Why do some people like to laugh at others? • Should we laugh at people who fail at something? Why? What should we do instead?
9	'We mustn't give up so easily,' said Lucy. 'Wave the kite high above your head. That will give it a boost.'		<ul style="list-style-type: none"> • How would you describe Lucy?
10	Bernie ran and tried again. He waved the kite above his head. It flew into the clear blue sky and then it crashed onto the ground again.		
11	'Haha, go back to the Bear Land! Go back to the Bear Land...' chanted the monkeys whilst they were munching on some bananas.		<ul style="list-style-type: none"> • How would you describe the monkeys?





Paragraphs	Text	Lower-order thinking questions	Higher-order thinking questions
12	Bernie's face became hot and red. His eyebrows were lowered and pulled together. His fur was standing up from his body.	<ul style="list-style-type: none"> How did Bernie feel? 	<ul style="list-style-type: none"> If you were Bernie, would you feel angry?
13	'Listen Bernie, don't be angry. It's not the end of the world. This time, hold the kite even higher, jump up and down and shout FLY KITE FLY, FLY HIGH INTO THE BLUE SKY!		<ul style="list-style-type: none"> How would you describe Lucy? Do you think friends like Lucy are important? If you were Bernie, would you listen to Lucy and not be angry? Why?
14	Bernie Bear ran as fast as a cheetah up the hill. He held the kite above his head; he jumped up and down and he shouted, 'FLY KITE FLY, FLY HIGH INTO THE BLUE SKY!' The kite glided high into the sky. It flew further and higher than the monkey tree. It was a success!		
15	The monkeys were amazed at Bernie Bear's positivity and were even planning on flying to different trees to gather fruits.		<ul style="list-style-type: none"> What do you think about the monkey's plan? Why?
16	The monkeys and the bears became good friends. 'Good luck monkeys and remember to stay positive!' wished Bernie. 'If you fail, never give up because F.A.I.L. means "First Attempt In Learning" and you will finally succeed!' said Lucy.	<ul style="list-style-type: none"> According to Bernie, what did it mean to 'fail'? 	<ul style="list-style-type: none"> What do you think made the monkeys and the bears become good friends? Do you agree with what Bernie said? What did Bernie Bear and Lucy have in common?

Appendix 5
Plickers Quiz

LIVE Sample project Student List Display Options Show Graph Reveal Answer

'Perfect, let's hope that the kite can fly as high as that monkey tree over there,' answered Bernie, crossing his **paws** for good luck.





Which picture shows a **paw**?

A  B  C  D 

LIVE Sample project Student List Display Options Show Graph Reveal Answer

'Well, let's hope that those naughty monkeys won't disturb us when we fly the kite!' said Lucy as she crossed her cute, **fluffy** paws.

Which of the following is **fluffy**?

A  B  C  D 

Bernie ran near the monkey tree. 'Hooray!' he said breathlessly as he **gasp**ed for air. The kite lifted a little up into the air. Sadly, it soon fell onto the grass.

Which GIF below shows a person **gasp**ing for air?



A



B



C

Bernie ran and tried again. He waved the kite above his head. It flew into the clear blue sky and then it crashed onto the ground again. 'Haha, go back to the Bear Land! Go back to the Bear Land...' **chant**ed the monkeys whilst they were munching on some bananas.

What is the meaning of '**chant**'?

A say some words softly

B sing a beautiful song

C read a poem

D repeat a phrase again and again

Bernie ran and tried again. He waved the kite above his head. It flew into the clear blue sky and then it crashed onto the ground again. 'Haha, go back to the Bear Land! Go back to the Bear Land...' chanted the monkeys whilst they were **munching on** some bananas.

Who is **munching on** some food?



A



B



C

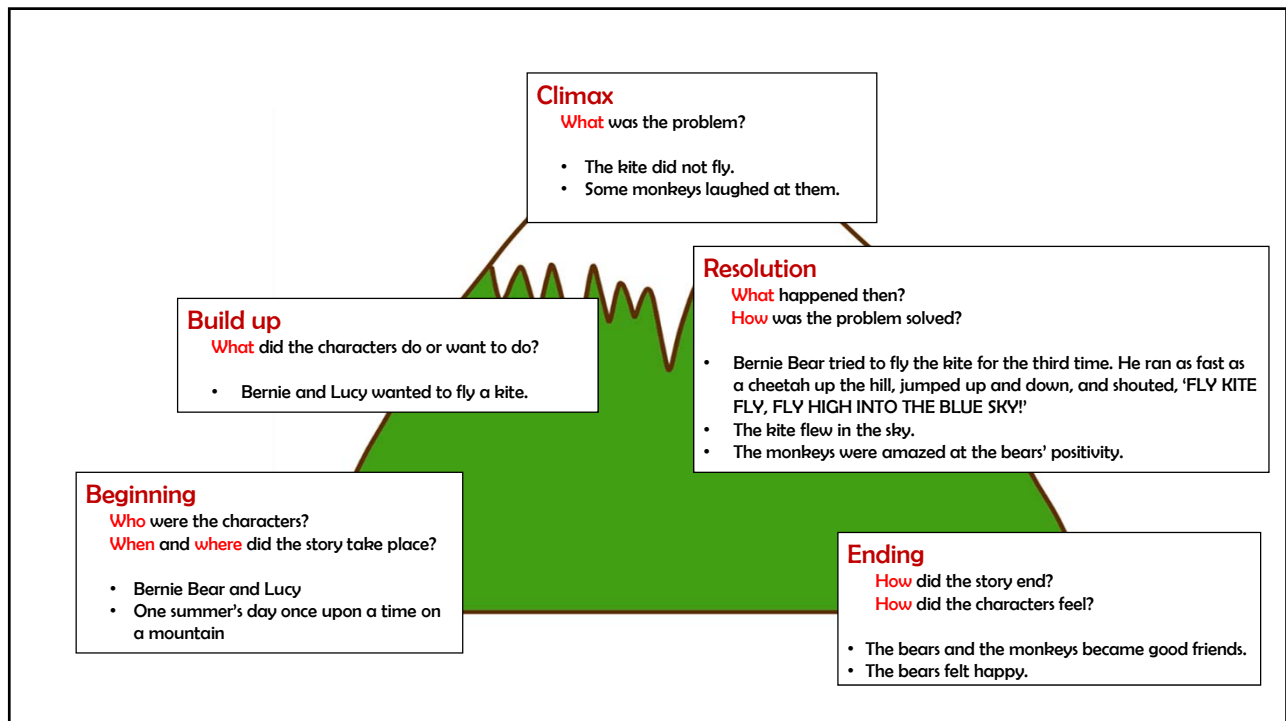
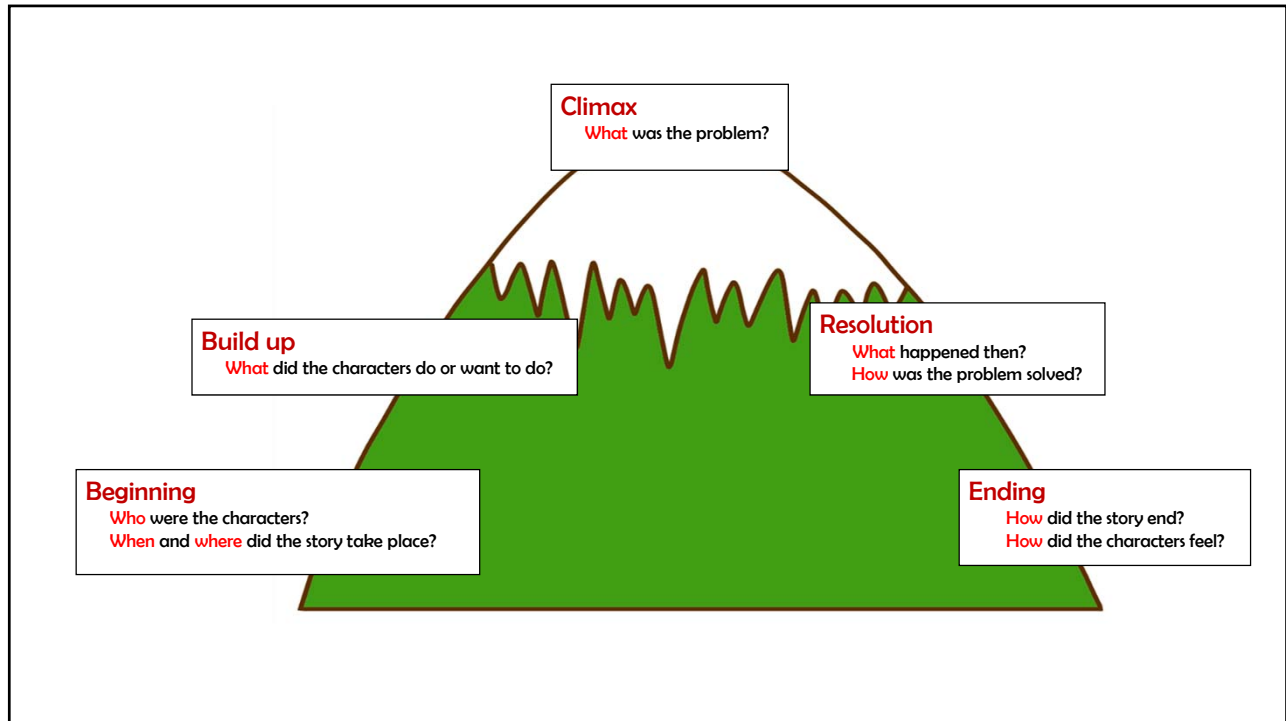
Appendix 6



Questions	Answers
1. In which season did the story take place?	a. Spring <input type="checkbox"/> b. Summer c. Autumn d. Winter
2. Where did the story take place?	a. In a forest <input type="checkbox"/> b. On a mountain c. In a castle d. At the beach
3. Which of these is NOT a character in the story?	<input type="checkbox"/> a. A cheetah b. A panda c. A monkey d. A grizzly bear
4. What did Lucy Panda and Bernie Bear want to do?	a. They wanted to climb up a tree. b. They wanted to have a walk on the mountain. c. They wanted to play with the monkeys. <input type="checkbox"/> d. They wanted to fly a kite.
5. Bernie crossed his paws for good luck and said, 'Let's hope that the kite can fly as high as that monkey tree over there.' Why did Bernie cross his paws for good luck?	a. The monkey tree was an unlucky tree. b. Bernie wanted to have a pair of lucky paws. <input type="checkbox"/> c. It was not easy to fly a kite high. d. They had a bad day.
6. How many times did Bernie and Lucy try to fly the kite before it finally flew high in the sky?	a. One time <input type="checkbox"/> b. Two times c. Three times d. Four times

Questions	Answers
7. Which of the statements is not correct about the last part of the story?	a. The monkeys were surprised by the bears' positivity. b. The bears hated the monkeys. c. The monkeys planned on flying to different trees to gather fruits. d. The bears and the monkeys became friends.

Appendix 7



Appendix 8

Two Stars and a Wish

☺ Tell your classmates **two** things you like about their story.



✓ Then, tell them **one** thing that they can do better.



1

Two Stars and a Wish



☺ My favourite part is ...

☺ The best thing about it is ...

☺ The most interesting part of your story is ...

☺ I really like the way you ...

☺ You should be proud of the way you ...

✓ Don't forget to ...

✓ Think about ...

✓ I suggest ...

✓ I think you might want to ...

✓ It would be even better if you ...

2

Two Stars and a Wish



☺ I really like the way you describe the setting at the beginning of the story.

☺ My favourite part of your story is the climax.



✓ Don't forget to use the Show, Don't Tell strategy.

3

Peer Feedback

Names of writers: _____

Two Stars and a Wish

Two things that you like about your classmates' writing:



One thing that your classmates can do better:



Comments given by: _____

Peer Feedback

Names of writers: _____

Two Stars and a Wish

Two things that you like about your classmates' writing:



One thing that your classmates can do better:



Comments given by: _____