

QEF 2020/21 Project Sample project

Level: Primary 5

Suggested no. of lessons: 8 (30 minutes each)

Writing task: A story

Self-regulated strategies adopted:

Reading strategies

- Making use of picture clues
- Making predictions
- Confirming predictions
- Reading responses

Writing strategies

- Setting goals
- Planning (Story Mountain)
- Show, Don't Tell
- Revising (ARMS)
- Editing (CUPS)

21st century skills:

- Critical thinking: Discussing the moral of the story and relating it to students' personal experience
- Creativity: Creating a story with random characters, designing an e-storybook
- Collaboration: Paired writing

e-Learning tools adopted:

- Nearpod
- Quizizz
- Random Team Generator
- Google Docs
- Book Creator

Assessment as Learning (AaL) tasks:

- Self-evaluation
- Peer evaluation
- Self-reflection

Prior knowledge:

Students have learnt to:

- use the simple past tense to describe past events
- use verbs of speaking (e.g., asked, cried, laughed, said, screamed, shouted) in direct speech

Learning objectives:

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

1. identify the characteristics of narrative writing
2. set task-specific learning goals
3. plan a story using the Story Mountain organiser
4. collaborate with their peers to compose a story
5. draft, revise and edit a story using e-learning tools and resources
6. assess their own learning through self-evaluation, peer evaluation and self-reflection
7. publish an e-storybook with multimodal materials

Lessons 1 and 2

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ AaL tasks	Supporting materials/ e-Learning tools
<p><u>Lead-in</u></p> <ul style="list-style-type: none"> Teacher invites students to name some stories they have read before and to share what they remember about the stories (e.g. the characters, the setting and the plot). Teacher tells students the learning objectives of the project. 		<p>Nearpod (Appendix 1) Editable link: https://share.nearpod.com/e/Ym1OkVGNtbb</p>
<p><u>Before reading</u></p> <ul style="list-style-type: none"> Teacher shows the title of the story and the pictures that represent the events of the story. Teacher invites students to make predictions about the story by asking the following questions: <ul style="list-style-type: none"> ➤ Who are the characters? ➤ When did the story take place? ➤ Where did the story take place? ➤ What did the characters do? ➤ What was the problem? ➤ How did the characters solve the problem? Teacher writes students' predictions on the blackboard. 	<p>Self-regulated reading strategies:</p> <ul style="list-style-type: none"> Making use of picture clues Making predictions 	<p>Nearpod (Appendix 1)</p>
<p><u>While reading</u></p> <ul style="list-style-type: none"> Teacher reads the story with students part by part with the help of picture clues. While reading, teacher asks questions to check students' understanding and to engage their interest in reading. 	<p>Self-regulated reading strategies:</p> <ul style="list-style-type: none"> Making use of picture clues 	<p>Nearpod (Appendix 1)</p>
<p><u>After reading</u></p> <ul style="list-style-type: none"> Students check whether their predictions are confirmed or not. Students in groups discuss the moral of the story and post their ideas on the Collaborate Board of Nearpod. Teacher invites some students to share their ideas with the whole class. Students are given time to fill in the reading responses sheet. <p><i>*The less able students may be allowed to draw pictures and write in point form</i></p>	<p>Self-regulated reading strategies:</p> <ul style="list-style-type: none"> Confirming predictions Reading responses <p>21st century skills:</p> <ul style="list-style-type: none"> Collaboration Critical thinking 	<p>Nearpod (Appendix 1)</p> <p>Reading responses sheet (Appendix 2)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ AaL tasks	Supporting materials/ e-Learning tools
<p><i>instead of complete sentences.</i></p> <ul style="list-style-type: none"> Students share their reading responses in small groups. Then, teacher invites some students to share their reading responses with the whole class. 		
<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 read the story again in the next lesson to learn more writing strategies. 		

Lessons 3 and 4

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ AaL tasks	Supporting materials/ e-Learning tools
<p><u>Recap</u></p> <ul style="list-style-type: none"> Teacher asks students to recall the reading strategies they learned in the previous lesson (e.g. making use of picture clues and making predictions). Teacher tells students they are having a quiz competition: They are going to answer some questions about the story. They are allowed to refer back to the story during the competition. Teacher tells students they are going to read the story again to learn some writing strategies. 	<p>Self-regulated reading strategies:</p> <ul style="list-style-type: none"> Making use of picture clues Making predictions 	<p>Quizizz (Appendix 3) Share link: https://quizizz.com/admin/quiz/5fae190476b558001b55171e</p> <p>Reading text (Appendix 4)</p>
<p><u>Learning writing strategy 1- Story Mountain)</u></p> <ul style="list-style-type: none"> Teacher introduces Story Mountain. In groups, students identify the parts of the story and type/write their ideas on the Story Mountain (Activity- Draw It). Teacher invites students to present their ideas to the whole class with their ideas shown on the screen. Teacher reminds students that the Story Mountain is very useful when they plan their stories. 	<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 Critical thinking 	<p>Nearpod (Appendix 5) Editable link: https://share.nearpod.com/e/9QYxXijMtbb</p> <p>Reading text (Appendix 4)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ AaL tasks	Supporting materials/ e-Learning tools
<p><u>Learning writing strategy 2- Show, Don't Tell</u></p> <ul style="list-style-type: none"> ● Teacher plays a video about the Show, Don't Tell strategy. ● Students are given time to look for examples of Show, Don't tell in <i>A Day out with Bernie Bear</i>. ● Teacher plays a game with students: Three students are invited to go to the front. Each of them is given a card with a scenario and they have to act the scenario out. The rest of the class will describe their face, body and voice. ● Teacher asks questions to elicit ideas from students and writes any useful vocabulary or phrases on the board. ● Teacher restates that the Show, Don't Tell strategy helps make a story more interesting and lively. 	<p>Self-regulated reading strategies:</p> <ul style="list-style-type: none"> ● Show, Don't Tell 	<p>Nearpod (Appendix 5)</p> <p>Show, Don't Tell game (Appendix 6)</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 create a story in the next lesson. 		

Lessons 5 and 6

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ AaL tasks	Supporting materials/ e-Learning tools
<p><u>Recap</u></p> <ul style="list-style-type: none"> Teacher asks students to recall the writing strategies they learned in the previous lessons. Teacher tells students they are going to work in pairs and create a story. 	<p>Self-regulated writing strategies:</p> <ul style="list-style-type: none"> Planning (Story Mountain) Show, Don't Tell 	
<p><u>Introducing the writing task</u></p> <ul style="list-style-type: none"> Using the Random Team Generator, each pair of students is assigned two random characters (e.g. a pig and a monkey). They have to create a story involving the two characters. 	<p>21st century skills:</p> <ul style="list-style-type: none"> Creativity Collaboration 	<p>Random Team Generator (Appendix 7)</p>
<p><u>Introducing useful expressions for collaboration</u></p> <ul style="list-style-type: none"> Teacher reminds students of what a good team member does. Teacher introduces useful expressions for collaboration (e.g. how to show agreement and how to disagree politely). 	<p>21st century skills:</p> <ul style="list-style-type: none"> Collaboration 	<p>Useful expressions for collaboration (Appendix 8)</p>
<p><u>Vocabulary building</u></p> <ul style="list-style-type: none"> Teacher goes over some useful vocabulary about the setting, characters and actions of a story with students. Students in pairs brainstorm more useful words and record them in the word banks. Teacher reminds students to refer to the word banks when they write their stories. 	<p>21st century skills:</p> <ul style="list-style-type: none"> Collaboration 	<p>Word banks (Appendix 9)</p>
<p><u>Setting writing goals</u></p> <ul style="list-style-type: none"> Teacher demonstrates how to set task-specific goals and provides students with some examples: <ul style="list-style-type: none"> ➤ Use the Show, Don't Tell strategy. ➤ Use dialogue in the story to make it more fun to read. ➤ Include a moral in the story. Students work in pairs and they will act as writing partners to help each other. They discuss what goals they would like to achieve for the writing task and type their goals (at least two) in the Google document. 	<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 	<p>Google Docs (Appendix 10)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ AaL tasks	Supporting materials/ e-Learning tools
<ul style="list-style-type: none"> Teacher invites students to share their goals with the whole class. Teacher reminds students to refer to their goals while they are writing the story. 		
<p><u>Planning the story</u></p> <ul style="list-style-type: none"> Teacher reminds students to include all the parts of Story Mountain in their story. They should also use the Show, Don't Tell strategy to make their story more interesting and lively. Students plan the story with Story Mountain. 	<p>Self-regulated writing strategies:</p> <ul style="list-style-type: none"> Planning (Story Mountain) Show, Don't Tell 	<p>Story Mountain (Appendix 11)</p>
<p><u>Drafting the story</u></p> <ul style="list-style-type: none"> Student A and Student B take turns to be the writer and the helper. When Student A is writing, Student B provides help when necessary. They swap their roles after finishing a sentence/paragraph. While students are drafting their stories, teacher reads their work on Google Docs and give instant feedback to them by adding comments. After finishing the story, students should check whether all the parts of Story Mountain have been included. 	<p>Self-regulated writing strategies:</p> <ul style="list-style-type: none"> Planning (Story Mountain) Show, Don't Tell <p>21st century skills:</p> <ul style="list-style-type: none"> Creativity Collaboration 	<p>Google Docs (Appendix 10)</p>
<p><u>Self-evaluation</u></p> <ul style="list-style-type: none"> Students read their writing again. They highlight the parts of the story that meet their goals in different colours. For example: Yellow: The sentences written using the Show, Don't Tell strategy Green: The dialogue in the story Blue: The sentences about the moral of the story 	<p>AaL tasks:</p> <ul style="list-style-type: none"> Self-evaluation 	<p>Google Docs (Appendix 10)</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 revise, edit and publish their stories in the next lesson. 		

Lessons 7 and 8

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ AaL tasks	Supporting materials/ e-Learning tools
<p><u>Recap</u></p> <ul style="list-style-type: none"> Teacher asks students to recall the writing strategies they learned in the previous lessons. Teacher tells students they are going to revise, edit and publish their stories in this lesson. 	<p>Self-regulated writing strategies:</p> <ul style="list-style-type: none"> Planning (Story Mountain) Show, Don't Tell 	
<p><u>Revising and editing</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>Self-regulated writing strategies:</p> <ul style="list-style-type: none"> Revising (ARMS) Editing (CUPS) 	<p>ARMS and CUPS poster (Appendix 12)</p> <p>Google Docs</p>
<p><u>Publishing</u></p> <ul style="list-style-type: none"> Teacher shows the e-storybook <i>A Day out with Bernie Bear</i>. Teacher tells students that they are going to design an e-storybook with pictures and sounds. Teacher introduces the functions of Book Creator to students, such as how to insert texts and images, how to add a background, and how to record their voice. 	<p>21st century skills:</p> <ul style="list-style-type: none"> Creativity Collaboration 	<p>e-Storybook https://read.bookcreator.com/Z31hAe6yRkeScATVv5rSVhBaKqo1/HjYgQLRDSp6E0KLcgxudw Book Creator</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ AaL tasks	Supporting materials/ e-Learning tools
<ul style="list-style-type: none"> ● Students in pairs design an e-book for the story they have written. ● Students read the e-book designed by another pair of students and fill in the peer evaluation form. 	AaL tasks: <ul style="list-style-type: none"> ● Peer evaluation 	Peer evaluation form (Appendix 13)
<p><u>Self-reflection</u></p> <ul style="list-style-type: none"> ● Students reflect upon their experience of writing a story with a partner collaboratively and complete the self-reflection form. 	AaL tasks: <ul style="list-style-type: none"> ● Self-reflection 	Self-reflection form (Appendix 14)
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> ● Teacher summarises what students have learned in this project. ● Teacher encourages students to remember the writing strategies introduced in this project (Story Mountain, Show, Don't Tell, ARMS and CUPS) and use them when they write stories in the future. ● Follow-up activity in the next lesson- Reader's Theatre: Students are invited to read their stories aloud to their classmates. They are encouraged to read their stories to convey meaning using their voice, facial expressions, and gestures. 		

Remark:

The Writing Assessment Rubric (Appendix 15) may be used to assess students' stories.

Appendix 1



Story writing

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This slide features a central blue oval with the text "Story writing". Surrounding the oval are various colorful icons: a pencil, a speech bubble, a notebook, a paper airplane, a star, and an apple. The background is light blue with white clouds and stars.



In this project, we are going to...

- read a story called "A Day out with Bernie Bear"
- learn the features of a good story
- learn some reading and writing strategies
- work in pairs to write a story
- publish our stories using Book Creator

nearpod

This slide has a light blue background with white clouds and stars. It lists five project goals in a bulleted format. A small orange star icon is placed to the right of the first goal.

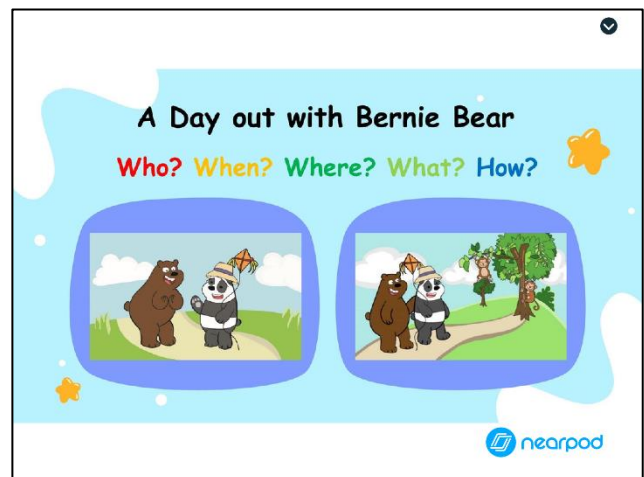


From reading to writing

Read the story "A Day out with Bernie Bear" → Write our own stories

nearpod

This slide illustrates the process from reading to writing. It shows a yellow box with the text "Read the story 'A Day out with Bernie Bear'" and a green box with "Write our own stories", connected by a grey arrow. Below the boxes are illustrations of a child reading a book and a child writing at a desk. The background is light blue with white clouds and stars.



A Day out with Bernie Bear

Who? When? Where? What? How?

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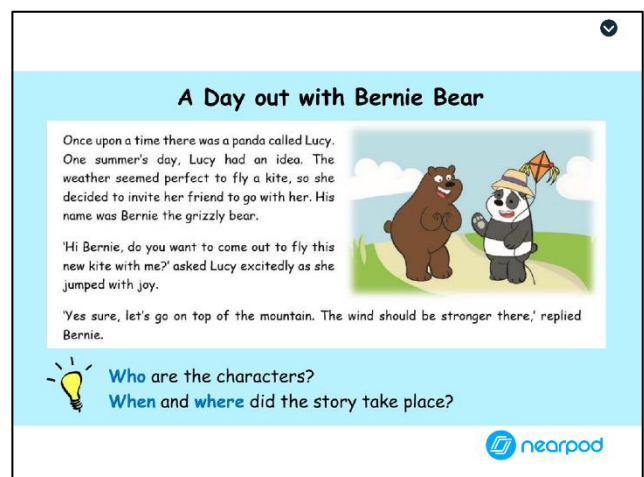
This slide focuses on the story "A Day out with Bernie Bear". It includes the title and the five Ws and H. Below the text are two rounded rectangular frames, each containing an illustration of a brown bear and a panda flying a kite in a park. The background is light blue with white clouds and stars.



Let's read the story together!

nearpod

This slide features a large blue speech bubble with the text "Let's read the story together!". The background is light blue with white clouds and stars.



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 on top of the mountain. The wind should be stronger there,' replied Bernie.

Who are the characters?
When and where did the story take place?

nearpod

This slide contains the beginning of the story "A Day out with Bernie Bear". It includes an illustration of a brown bear and a panda flying a kite. Below the illustration are two questions: "Who are the characters?" and "When and where did the story take place?". A lightbulb icon is placed to the left of the first question. The background is light blue with white clouds and stars.


⌵




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.

'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 wish that those naughty monkeys won't disturb us when we fly the kite!' hoped Lucy as she crossed her cute and fluffy paws.


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





⌵

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!' Three monkeys were laughing on a tree. 'Useless bears!' shouted the monkeys.



 **What happened?**
How did Bernie feel?
What do you think Bernie would do next?



⌵


'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!' chanted the monkeys whilst munching on a banana.

Bernie sulked with anger and 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 above your head; jump up and down and shout FLY KITE FLY, FLY HIGH INTO THE BLUE SKY!'

 **What was the problem?**
What would you do if you were Bernie?





⌵


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 by 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.



 **How was the problem solved?**
How did the story end?
What have you learned from this story?




⌵



What is the moral of the story?

A moral is a lesson that can be learned from a story.

Share thoughts and/or images here 250 

Editable link:

<https://share.nearpod.com/e/Ym1OkVGNtbb>

Reading Responses



Date: _____

Topic: _____

How does the story make you feel?

What is your favourite part of the story?

Which character do you want to be friends with? Why?

Appendix 3



Questions:

1. In which season did the story happen?	a. Spring <input checked="" type="checkbox"/> b. Summer c. Autumn d. Winter
2. Where did the story happen?	a. In a forest <input checked="" 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? <u>Follow-up question</u> In the third last paragraph of the story, we can see the word 'cheetah'. Why isn't it a character in the story?	<input checked="" type="checkbox"/> a. A cheetah b. A panda c. A monkey d. A 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 checked="" type="checkbox"/> d. They wanted to fly a kite.
5. Bernie, crossing his paws for good luck, 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 checked="" 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 a kite before it finally flew high in the sky?	a. One time <input checked="" type="checkbox"/> b. Two times c. Three times d. Four times

<p>7. Which of the sentences is NOT true in the end?</p> <p><u>Follow-up question</u></p> <p>Can you explain why it is not true?</p>	<p>a. The monkeys were surprised by the bears' positivity.</p> <p>b. The bears and the monkeys hated one another.</p> <p>c. The monkeys planned on flying to different trees to gather fruits.</p> <p>d. The bears and the monkeys became friends.</p>
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Share link:

<https://quizizz.com/admin/quiz/5fae190476b558001b55171e>



Appendix 4

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 on top of the mountain. The wind should be stronger there,' replied Bernie.



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.

'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 wish that those naughty monkeys won't disturb us when we fly the kite!' hoped Lucy as she crossed her cute and 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!' chanted the monkeys whilst munching on a banana.

Bernie sulked with anger and 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 above your head; jump up and down and shout FLY KITE FLY, FLY HIGH INTO THE BLUE SKY!'

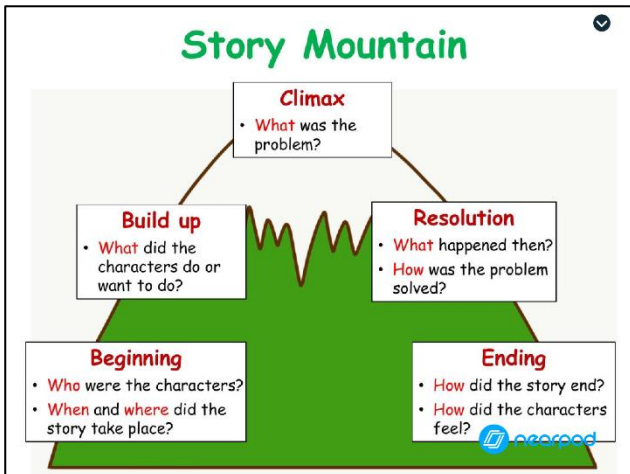
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The monkeys were amazed by Bernie Bear's positivity and were even planning on flying to different trees to gather fruits.



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 5



Identify the story parts of A Day out with Bernie Bear and fill in the Story Mountain. You may type or write the keywords in the boxes.

Climax

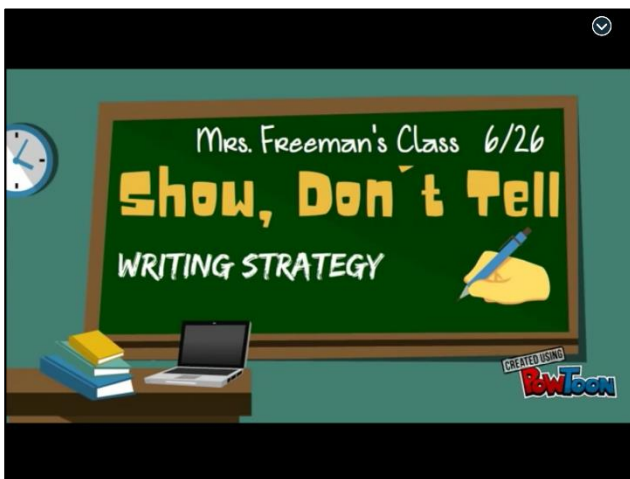
Build up

Resolution

Beginning

Ending

Submit



Show, Don't Tell

Example 1

Tell: Lucy was excited.

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

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Show, Don't Tell

Example 2

Tell: Bernie was angry.

Show: Bernie sulked with anger and his fur was standing up from his body.

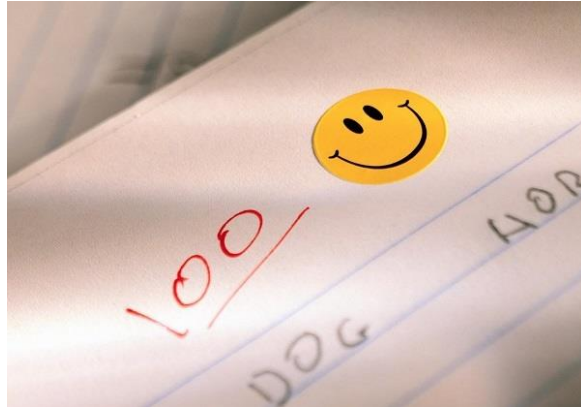
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Editable link:

<https://share.nearpod.com/e/9QYxXijMtbb>

Appendix 6

You got high marks in the English test.



You lost the basketball match.



You saw a big spider in your room.



Appendix 7

Random Team Generator

<https://www.keamk.com/random-team-generator>

The screenshot shows the 'Participants' and 'Teams' sections of the Random Team Generator. The 'Participants' section has a dropdown set to 10 and lists 10 items: a cat, a pig, a dog, an elephant, a frog, a monkey, a horse, a duck, a tiger, and a snake. The 'Teams' section has a dropdown set to 5 and lists 5 teams: Team 1, Team 2, Team 3, Team 4, and Team 5. Both sections have an 'Add' button at the bottom.

Generate teams:

The screenshot shows the 'Generate teams' section of the Random Team Generator. It displays five teams, each with two members. Team 1 (2) has a frog and a dog. Team 2 (2) has a pig and a monkey. Team 3 (2) has an elephant and a tiger. Team 4 (2) has a horse and a duck. Team 5 (2) has a snake and a cat. At the bottom, there are three buttons: 'Edit', 'Relaunch', and 'View public draw'.

Appendix 8

Giving suggestions:

- Let's...
e.g. *Let's think of another idea.*
- What about...?
e.g. *What about deleting this sentence?*
- Shall we...?
e.g. *Shall we start a new paragraph?*
- We could...
e.g. *We could give an example here.*



Accepting suggestions:

- Ok, let's...
e.g. *Ok, let's rewrite this sentence.*
- It sounds like a good idea.
- That's a great idea.
- Why not?



Rejecting suggestions:

- No, let's not.
- I'm not sure about that idea.
- I don't think so.
- Well, I'd rather...
e.g. *Well, I'd rather keep this sentence.*



Giving encouragement:

- You've done a good job.
- Well done.
- Keep up the good work.
- Keep trying.
- Don't give up.
- You can do it.



Appendix 9

Word banks

Vocabulary about setting, characters and actions

Before you start to write your story, think about how to describe

- the setting (place) and the characters (people)
- how the characters feel

Study the following vocabulary with your partner and add more words (with pictures) you think are useful for your story in the spaces provided.

Setting

		
<p>a <u>beautiful</u> palace</p>	<p>a <u>gloomy</u> forest</p>	<p>the <u>quiet</u> and <u>peaceful</u> ocean</p>

Other possible settings:

on the mountain	at the beach	in a restaurant	in Ocean Park

Other useful adjectives to describe settings:

☺	clean	spacious	calm	fancy		
☹	dirty	small	scary	crowded		

Characters

 <p>the <u>lonely</u> Ugly Duckling</p>	 <p>the three <u>scared</u> little pigs</p>	 <p>a <u>fierce</u> dragon</p>

Other useful adjectives to describe characters:

☺	wealthy	generous	pleased	surprised		
☹	poor	mean	upset	disappointed		

Actions

 <p>smoke (-d)</p> <p>speaking (spoke)</p>	 <p>paint (-ed)</p> <p>climb (-ed)</p>	 <p>jump (-ed)</p> <p>fight (fought)</p>

Other useful words about actions:

Regular verbs	appear (-ed)	cheer (-ed)		
Irregular verbs	hide (hid)	find (found)		

Appendix 10

Writer 1:

Writer 2:

Our writing goals:

1. Use the Show, Don't Tell strategy.
2. Use dialogue in the story to make it more fun to read.
3. Include a moral in the story.

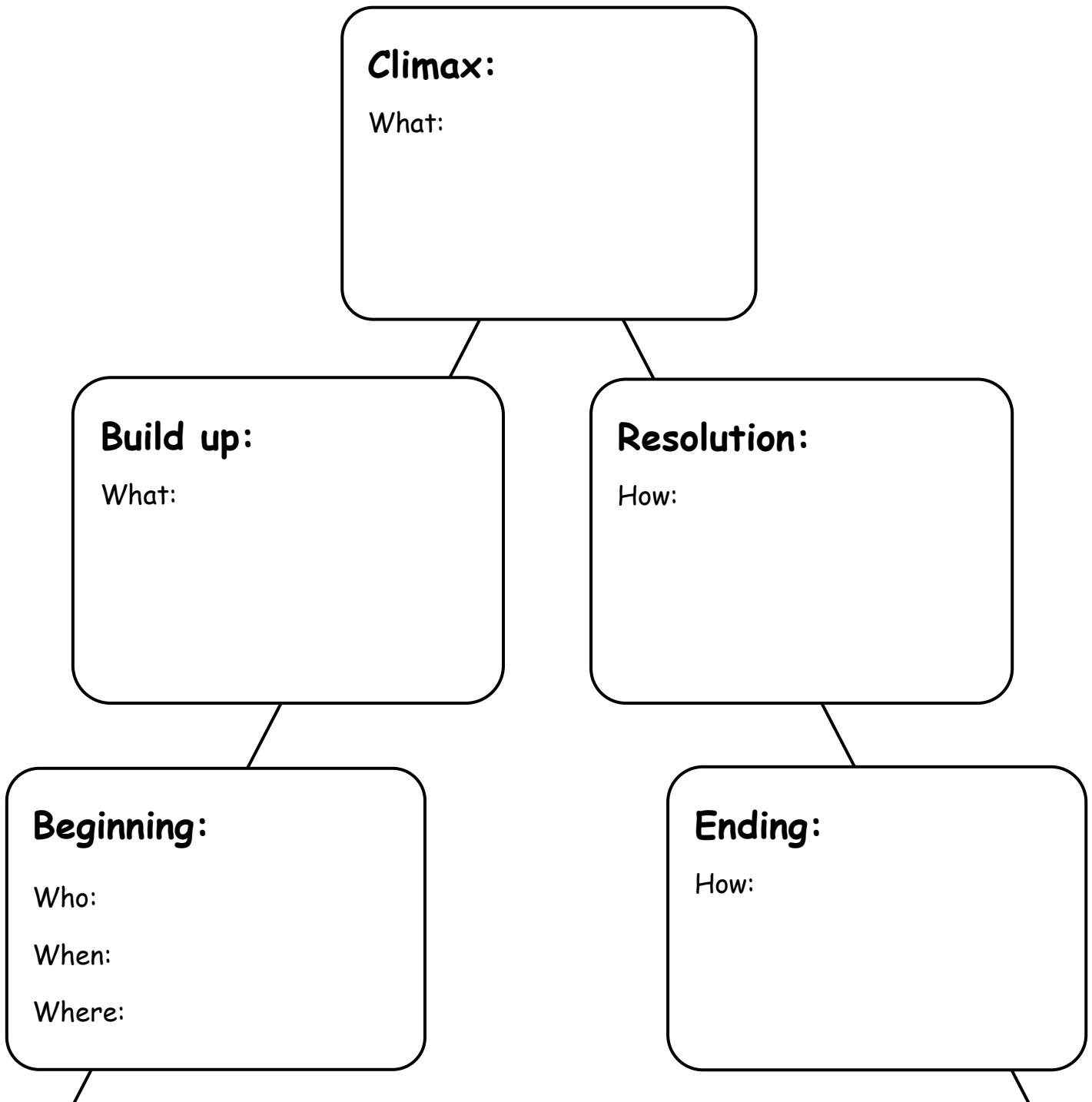
Story parts	Useful expressions	Our writing
Beginning (Who, when, where)	Once upon a time, ... One summer's day, ...	
Build up (What)	'Yes sure, let's ...,' replied _____. 'Hi _____, do you want to ...?' asked _____.	
Climax (What)	'Wow, it is ...!' said _____. 'Hooray! ...,' shouted _____.	
Resolution (How)	... should mustn't, so ... 'If ..., ... (will) ...'	
Ending (How)	In the end, ... Finally, ...	

Appendix 11











Name: _____ () Class: _____ Date: _____

Planning the story

Plan your story using the Story Mountain below.



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 13

Writers: _____ Evaluators: _____

Peer evaluation

Read your classmates' e-storybook and evaluate their work. Put a tick (✓) in the appropriate boxes and write your comments in the space provided.

	Yes, good job! (State the evidence)	No, you need to work on it. (State the evidence)
1. Does the first paragraph describe the setting?		
2. Does the first paragraph introduce the main character?		
3. Does the story include a climax?		
4. Are there descriptions of the characters using the Show, Don't Tell strategy?		
5. Is the problem solved at the end of the story?		
6. Is the e-storybook well-designed (with a background, texts, images and sounds)?		

Other comments:

Appendix 14

Your name: _____ Your partner's name: _____

Date: _____

Self-reflection

Now, reflect upon your experience of working with a writing partner and fill in the table below. Put a tick (✓) in the Yes/No column and give examples when necessary.

My collaborative efforts	Yes	Examples	No	Examples
1. I spoke my ideas clearly.				
2. I asked questions when I did not understand something.				
3. I listened carefully when my partner was talking.				
4. I gave feedback in a friendly way.				
5. I offered help to my partner when he/she was in need.				

Do you enjoy working with a writing partner? Why or why not?

Writing Assessment Rubric

Score: _____ /16

	Developing [1]	Fair [2]	Good [3]	Very Good [4]
Content	<ul style="list-style-type: none"> ● Ideas are unclear. ● There are a few relevant points. ● The story does not lead to any lesson to learn. 	<ul style="list-style-type: none"> ● There are some appropriate ideas. ● Creativity is sometimes shown. ● Most ideas are relevant. ● The story relates to students' experience but does not clearly lead to a lesson to learn. 	<ul style="list-style-type: none"> ● There are sufficient ideas with supporting details. ● Creativity is shown in most parts. ● Ideas are almost totally relevant. ● The story relates to students' experience and conveys a lesson to learn. 	<ul style="list-style-type: none"> ● There are lots of interesting ideas with supporting details. ● Creativity is consistently shown. ● Ideas are totally relevant. ● The story leads to a clear lesson to learn.
Structure	<p>The story does not follow the structure of Story Mountain.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning <input type="checkbox"/> Build up <input type="checkbox"/> Climax <input type="checkbox"/> Resolution <input type="checkbox"/> Ending 	<p>Some parts of the story follow the structure of Story Mountain.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning <input type="checkbox"/> Build up <input type="checkbox"/> Climax <input type="checkbox"/> Resolution <input type="checkbox"/> Ending 	<p>Most parts of the story follow the structure of Story Mountain.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning <input type="checkbox"/> Build up <input type="checkbox"/> Climax <input type="checkbox"/> Resolution <input type="checkbox"/> Ending 	<p>The story follows the structure of Story Mountain very well.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning <input type="checkbox"/> Build up <input type="checkbox"/> Climax <input type="checkbox"/> Resolution <input type="checkbox"/> Ending
Language	<ul style="list-style-type: none"> ● The sentences are very difficult to understand. ● There are many errors in grammar, capitalisation, punctuation and spelling. ● Few adjectives are used to describe the setting and the characters. 	<ul style="list-style-type: none"> ● Some sentences are unclear and a little difficult to understand. ● There are some errors in grammar, capitalisation, punctuation and spelling. ● Some general adjectives are used to describe the setting and the characters. 	<ul style="list-style-type: none"> ● Most of the sentences are clear and easy to understand. ● There are few errors in grammar, capitalisation, punctuation and spelling. ● Many adjectives are used to describe the setting and the characters. 	<ul style="list-style-type: none"> ● The sentences are clear and easy to understand. ● There are almost no errors in grammar, capitalisation, punctuation and spelling. ● A wide range of adjectives are used appropriately to describe the setting and the characters.
Multimodal resources	Multimodal resources (e.g., images, videos and music) are not relevant to the story.	Multimodal resources (e.g., images, videos and music) are sometimes relevant to the story.	Multimodal resources (e.g., images, videos and music) are mostly relevant to the story.	Multimodal resources (e.g., images, videos and music) are totally relevant to the story.