

Writing Project 3

Project name: My Unforgettable Experience

Level: Primary 6

Suggested time: 30 – 40 minutes for each lesson

Writing strategies adopted:

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

Prior knowledge:

Students have learnt:

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

Learning objectives:

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

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

Expected learning outcomes:

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

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



Lesson 1 ('Before writing' stage)

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

SR



SR

SR = Self-regulated strategies

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

SR = Self-regulated strategies

Lesson 2 ('Before writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
 <p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"> Students in groups look at the word banks they have created and choose the one they like the most. Teacher invites some students to show their good work to the whole class. Teacher encourages students to add new words to their word banks throughout the project. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills Study skills 		B & E
 <p>(2) <u>Role play</u></p> <ul style="list-style-type: none"> Teacher shows a picture of a boy doing his homework and asks “<i>How does Peter feel?</i>” and “<i>Why do you think he feels...?</i>” Teacher invites students to share if they have ever felt like that before. Teacher introduces the role-playing activity and demonstrates how to do it with an example. Students work in groups. Each group is given a picture and they have to write a description of the character in the picture. They should not include the feeling word in the description. Each group is given one minute to read the description aloud and act out the scene. Other groups will guess the feeling of the character. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills Collaboration skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information, ideas and feelings clearly and coherently <p><u>Listening skills</u></p> <ul style="list-style-type: none"> Understand speakers’ feelings through their use of language, gestures and facial expressions 	<p>PowerPoint (Appendix 3)</p> <p>Task sheet (Appendix 4)</p>	C, D, E & F
<p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson. Preparation for the next lesson: Students think about memories they have that connect to different feelings. They will share with their classmates in the next lesson. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Present information, ideas and feelings clearly and coherently 	<p>Emotion worksheet (Appendix 5)</p>	A & F

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Lessons 3-4 ('Before writing' stage)

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






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



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Lessons 5-6 ('While writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
 <p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"> Teacher invites students to tell what each letter of TOWER stands for. Students share with their classmates what they have written on their organiser. They suggest what their classmates can change or add. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information, ideas and feelings clearly and coherently 	<p>Graphic organiser (Appendix 8)</p>	<p>B, C, D & E</p>
 <p>(2) <u>Drafting the diary entry</u></p> <ul style="list-style-type: none"> Teacher tells students his/her expectations, i.e., the specific objectives students need to achieve. Objectives may include: <ul style="list-style-type: none"> ➤ Follow the TOWER organiser. ➤ Use Show, Don't Tell! ➤ Write at least three paragraphs. ➤ Use past tenses. Students draft the diary entry. They are allowed to discuss with their group members if they encounter difficulties. After drafting the diary entry, students check if all the components of TOWER are included. They should also check if the diary entry meets the teacher's requirements. 	<p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> Develop goals in learning <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Write paragraphs which develop main ideas Use appropriate formats and language features Draft written texts with peer support <p><u>Text types</u></p> <ul style="list-style-type: none"> Diary entries 		<p>B, C, E & F</p>
 <p>(3) <u>Peer evaluation</u></p> <ul style="list-style-type: none"> Teacher reminds students to be positive when they give feedback to each other. Students work in pairs. They read the draft written by their partner and give feedback using the TAG Conference sheet. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills Critical thinking skills 	<p>TAG Conference sheet (Appendix 9)</p>	<p>B, C, D, E & F</p>
<p>(4) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson. Teacher tells students that they are going to learn how to revise and edit their diary entries in the next lesson. 			

SR = Self-regulated strategies

Lessons 7-8 ('After writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"> Teacher brainstorms with students what good writers do after writing a composition. Teacher asks the following guiding questions: <ul style="list-style-type: none"> ➤ What can you add? ➤ What can you remove? ➤ What should you check? ➤ How can you make the sentences better? 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information, ideas and feelings clearly and coherently 	<p>Graphic organiser (Appendix 8)</p>	<p>B & E</p>
<p>(2) <u>Introducing ARMS and CUPS</u></p> <ul style="list-style-type: none"> Teacher tells students there are two secret weapons which can help them improve their compositions. Teacher introduces ARMS and CUPS and explains what each letter stands for. Taking one of the diary entries written by students in lessons 3-4 as an example, teacher demonstrates how to use ARMS and CUPS to revise and edit a piece of writing. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Revise and edit written texts 	<p>PowerPoint (Appendix 10)</p>	<p>B</p>
<p>(3) <u>Revising and editing their drafts</u></p> <ul style="list-style-type: none"> Teacher reminds students to read their peers' comments on the TAG Conference sheet when they revise and edit their writing. They should also use ARMS and CUPS to help them. Students write the 2nd draft and complete the self-evaluation form. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Revise and edit written texts 		<p>B, E & F</p>
<p>(4) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the writing project. Students complete the reflection form. Extended activity: Students are invited to give a presentation on an unforgettable experience. They are encouraged to prepare visual aids for their presentation, e.g. a PowerPoint presentation or a poster with photos or pictures. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills Creativity <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information, ideas and feelings clearly and coherently 	<p>Reflection form (Appendix 11)</p>	<p>B, E & F</p>


SR = Self-regulated strategies

Appendix 1

My Unforgettable Experience
Lesson 1

1

How do you feel today? Why?



2

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

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



3

Setting goals



4

Adjectives describing feelings

5



worried/sad/unhappy/
upset

6



scared/frightened/
afraid/terrified

7



proud/glad/happy

8



confused/puzzled

9



embarrassed

10



satisfied/joyful/pleased

11



sick/disgusted

12




angry/mad/furious


Show, Don't Tell



← Telling Showing →

I was sad.


I had a frown on my face.



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




What does it look like?

← Telling Showing →

I was happy.


I had a smile on my face.


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



What does it look like?

Try to **SHOW** the feeling!

Telling:

I was surprised.

Showing:

My eyes widened and my jaw dropped to the floor.



What does it look like?



Appendix 2



satisfied/joyful/pleased



worried/sad/unhappy/upset



embarrassed



confused/puzzled



angry/mad/furious



scared/frightened/afraid/
terrified

Appendix 3

My Unforgettable Experience

Lesson 2

1

How does Peter feel? Why?



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

2

How does Amy feel? Why?



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

3

Group work (Role play)

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

4

Example



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

↑
Describe his body language and facial expression

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

5

Appendix 4



Feeling:

Description:



Feeling:

Description:



Feeling:

Description:








Feeling:

Description:

Appendix 5

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

Feeling	Memories
 <p>joyful</p>	
 <p>sad</p>	
 <p>worried</p>	
 <p>scared</p>	
 <p>angry</p>	

Appendix 6

My Unforgettable Experience

Lesson 3

1

What do you write in a diary?



2

**T
O
W
E
R**

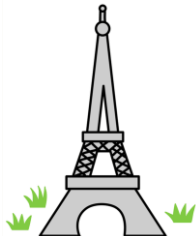
Tell who, when and where

Order of events
(Beginning, middle and end)

What are the characters' feelings?

Exciting words

Review my notes
Begin to write



3

Now, let's watch a video together!

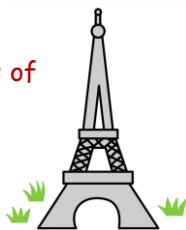


4

While watching the video, try to find out:

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

The first three letters of
TOWER



5

Group writing

Before writing

Fill in the organiser

Review your notes

While writing

Refer to the organiser

Use exciting words

After writing

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

6

Appendix 7

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

Tell who, when and where

Who When Where

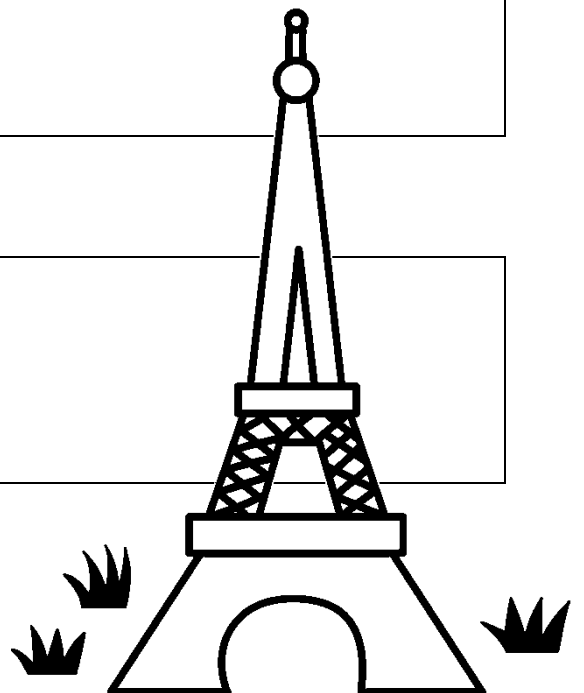
Orders of events

Beginning	Middle	End

What are the characters' feelings?

Exciting words

Review your notes and begin to write



Appendix 8

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

Tell who, when and where

Who When Where

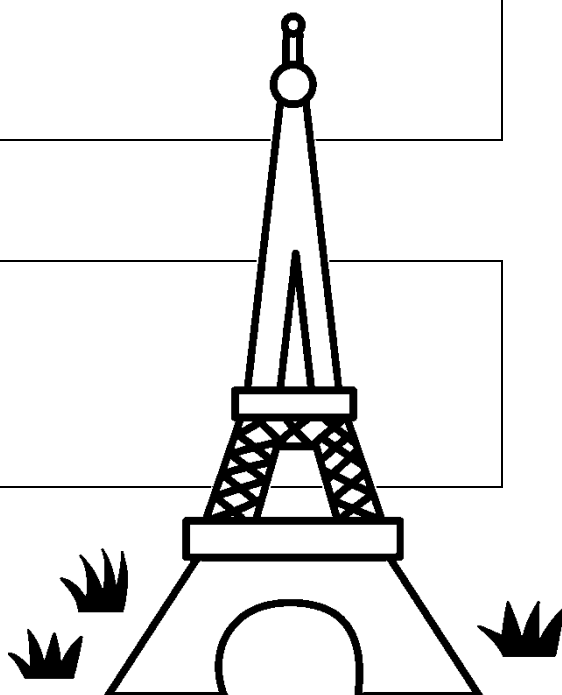
Orders of events

Beginning	Middle	End

What are the characters' feelings?

Exciting words

Revise your notes and begin to write



Appendix 9

TAG Conference

Writer's name: _____ Partner's name: _____

Topic: _____

Tell something you like:

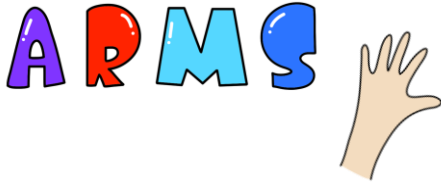
Ask questions:

Give advice:

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

Appendix 10

Revise our compositions using



1

A

Add sentences and words

R

Remove unneeded words or sentences

M

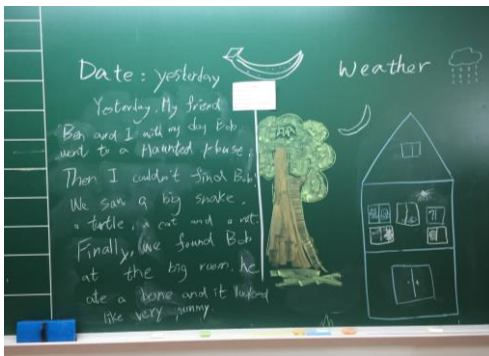
Move a sentence or word placement

S

Substitute words or sentences for others

2

Writing a diary entry describing your visit to a haunted house



3

Date: Yesterday

Weather:



Substitute

31st October

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

4

Date: 31st October

Weather:



Move

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

5

Date: 31st October

Weather:




Substitute

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

6

Date: **31st October**


Weather: 

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

Remove

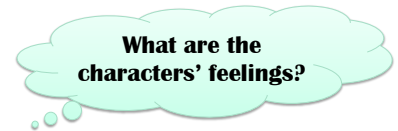
7

Date: **31st October**

Weather: 


Add

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



8

Date: **31st October**


Weather: 

Add

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

9

Date: **31st October**


Weather: 

Add

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

10

Date: **31st October**


Weather: 

Add

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

11

Date: **31st October**


Weather: 

Add

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

12

Date: 31st October

Weather: 

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

ARMS helps us write better!

13

Edit our compositions using



14



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



Usage:
match nouns and verbs correctly




Punctuation:
. , ? ! " "



Spelling:
check all words; use a dictionary if
needed

15

Date: 31st October

Weather: 


Capitalisation

haunted house

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

16

Date: 31st October


Weather: 

Spelling

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

17

Date: 31st October


Weather: 

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

Punctuation **C**apitalisation

18

Date: 31st October


Weather: 

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

Usage

19

Date: 31st October

Weather: 

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

CUPS helps us fix our mistakes!

20

My Reflections



Three things I learned

--	--	--

Two things I did well

--	--

One goal I have for myself

--