Writing Project 1

Project name: Endangered Animals

Level: Primary 4 – 5

Suggested time: 30 – 40 minutes for each lesson

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

Prior knowledge:
Students have learnt to:
● use simple present tense to describe facts
● use the pronoun 'it' to refer to an animal and 'they' to refer to a group of animals

Learning objectives:
By the end of the writing project, students will be able to:
1. identify vocabulary about animals
2. use simple present tense to describe the characteristics and facts of animals
3. scan a text to locate specific information
4. recognise the format and language features of information reports
5. gather and organise information about animals using mind maps
6. plan, draft, revise and edit information reports using self-regulated writing strategies

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

Lessons 1-2 ('Before writing' stage)

	Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
	(1) Introducing the writing project • Teacher tells students that they are going to do a writing project about endangered animals. • Teacher introduces the learning objectives of the writing project.		PowerPoint (Appendix 1)	

	(2) Introducing endangered animals
	• Teacher shows pictures of endangered animals and asks the following questions:
	  ➢ What are these animals?
	  ➢ Where in the world do they live?
	• Teacher explains to students the meaning of endangered animals.
	• Teacher brainstorms with students why some animals are endangered (e.g., pollution, global warming, over-fishing, over-hunting, cutting down the trees, and killing of the animals for horns, meat or fur).
		Generic skills
		• Communication skills
		
		Speaking skills
		• Present information and ideas clearly and coherently
			PowerPoint (Appendix 1)	E

	(3) Vocabulary building • Teacher introduces names of endangered animals. • Teacher works out the pronunciation of the vocabulary with students by separating the words into syllables. • Students in groups play the board game to familiarise themselves with the vocabulary. They need to read aloud the animal names and name the features of the animals (e.g., colour and size).	Vocabulary building Generic skills • Communication skills Speaking skills • Practise the pronunciation of words • Present information and ideas clearly and coherently	PowerPoint (Appendix 1) Board game (Appendix 2)	D & E
SR	(4) Conclusion • Teacher summarises the learning covered in the lesson. • Teacher demonstrates how to create a word bank. • Assignment: Students are asked to create a word bank in their notebook to record vocabulary about animals. They may record vocabulary in the form of a 'word web'. • Pre-study: Students have to read an information report about penguins.	Vocabulary building Generic skills • Study skills	Example of a 'word web' (Appendix 3) Information report about penguins (Appendix 4)	B

SR = Self-regulated strategies

Lessons 3-4 ('Before writing' stage)

	Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1)	**Motivation** • Students in groups look at the word banks they have created and choose the best one. Teacher invites two to three students to show their good work to the whole class. • Teacher encourages students to add new words to their word banks throughout the project.	Generic skills • Communication skills • Study skills		B

(2)	**Reading an information report**
	• Teacher asks students what they have found out about penguins after reading the information report at home.
	• Teacher reads the information report with students and draws their attention to the following:
	➢ Purpose of writing
	➢ Target audience
	➢ Structure
	  - Heading
	  - Sub-headings
	➢ Language features
	  - Present tense
	  - Pronoun reference (they)
	• Teacher asks guiding questions about the information report and demonstrates how to use a mind map to present the main ideas of the report.
	• Students in groups complete the mind map.
		Generic skills
		• Communication skills
		• Collaboration skills
		
		Language forms
		• Text types: Information reports
		
		Reading skills
		• Scan a text for specific information
		
		Speaking skills
		• Present information and ideas clearly and coherently
			Information report about penguins (Appendix 4)
			
			Mind map (Appendix 5)
				B, C, D & E

(3)	**Introducing the context and POW** • Teacher introduces the context: You are the Green Ambassadors at your school. You think that your schoolmates know too little about endangered animals. You have decided to learn more about the animals and introduce them to your schoolmates. • Teacher tells students that there is a secret weapon that will help them become amazing writers. • Teacher shows students the POW poster and invites them to say POW together. • Teacher asks students what POW makes them think of (power, superheroes, strength, etc.).	Generic skills • Communication skills • Collaboration skills Speaking skills • Present information and ideas clearly and coherently Writing skills • Present information and ideas clearly and coherently	POW poster (Appendix 6)	B, C, D, E & F

(SR icons appear beside activities (2) and (3))

SR = Self-regulated strategies

	Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)

SR	• Teacher tells students what POW stands for:
	Pick my idea
	Organise my notes
	Write and say more
	• Students chant POW and what it stands for together.
	• Students form groups of four. They should discuss:
	  ➢ which endangered species they would like to work on (**Pick my idea**), and
	  ➢ what information they are going to include in their information report (e.g., the animals' appearance and eating habits).
	• Teacher may encourage the more able students to think of other information to be included in the report, such as what we can do to save the animals.
	• Students are given a K-W-L chart. They should write down what they already know about the animals (the first column) and list the things that want to know (the second column). Teacher reminds students to write in note form.
	• Teacher invites groups to share with the whole class what they have written on the K-W-L chart.
			K-W-L chart (Appendix 7)	

SR	(4) <u>Conclusion</u> • Teacher summarises the learning covered in the lesson. • Assignment: Students are asked to gather information about the animals and write the information on the K-W-L chart (the last column). Teacher may tell students that there are different sources they can use to find information, including books, newspapers, magazines, brochures, the Internet and people-experts on the topic.	<u>Generic skills</u> • Study skills • Information technology skills	K-W-L chart (Appendix 7)	A & B

SR = Self-regulated strategies

Lesson 5 ('Before writing' stage)

	Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
SR →	(1) Motivation • Teacher asks students what POW stands for and chants the mnemonic with them. • Teacher tells students that using POW will make them powerful writers and thus they should try their best to remember this strategy. • Teacher invites groups to share with the whole class what they have learnt about the animals and what sources they have used to gather information.	Generic skills • Communication skills Speaking skills • Present information and ideas clearly and coherently	K-W-L chart (Appendix 7)	A, B, E & F
SR →	(2) Introducing the Hamburger Writing Organiser • Teacher shows a picture of a hamburger to students and asks them to name the different parts of it (bun, ham, lettuce, cheese, etc.). • Teacher tells students that the structure of a piece of writing is similar to that of a hamburger – the introduction is the top bun; the supporting details are the ham, lettuce and cheese; and the conclusion is the bottom bun. • Students then look at their K-W-L chart again and organise their ideas by putting them in the right position in the Hamburger Writing Organiser (***O**rganise my notes*).	Generic skills • Communication skills • Collaboration skills Speaking skills • Present information and ideas clearly and coherently Writing skills • Present information and ideas clearly and coherently	PowerPoint (Appendix 8) Hamburger Writing Organiser (Appendix 9)	B, C, D, E & F
	(3) Conclusion • Teacher summarises the learning covered in the lesson. • Teacher tells students they are going to write the 1st draft of the information report in the next lesson. • Assignment: Students have to prepare all the necessary information for writing up the report.	Generic skills • Study skills • Information technology skills		A

SR = Self-regulated strategies

5

Lessons 6-7 ('While writing' stage)

	Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
SR	**(1) Motivation** • Teacher invites students to show their Hamburger Writing Organiser to the whole class. • Teacher reminds students to follow the structure of a hamburger when they write the report.	Generic skills • Communication skills Speaking skills • Present information and ideas clearly and coherently		B & C
SR	**(2) Teacher demonstration** • Teacher tells students the specific objectives they need to achieve in the writing task. • Teacher asks students to focus on the content and structure of the report in the 1st draft. Teacher reminds students that they do not have to worry about grammar and vocabulary at this stage. • Teacher demonstrates how to write an information report based on the Hamburger Writing Organiser by thinking aloud.	Language forms • Text types: Information reports	Hamburger Writing Organiser (Appendix 9)	B, C & F
SR	**(3) Setting goals and writing the 1st draft** • Teacher tells students that they are going to set three goals for the writing task. The goals can be about the content, language and organisation of their writing (e.g., *'I will write an information report that has all the parts'* and *'I will use more million-dollar words in my writing'*). • Students set goals for the writing task. • Teacher reminds students to refer to their goals while writing. • Students start drafting their report (individual work). They are allowed to discuss with their group members if they encounter any difficulties while drafting the report.	Values and attitudes • Develop goals in learning Language forms • Text types: Information reports Writing skills • Express own ideas using the structures learnt in lessons	Goal setting sheet (Appendix 10) Writing worksheet – 1st draft (Appendix 11)	
SR	**(4) Self-evaluation and peer evaluation** • After drafting the report, students complete the self-evaluation form for 1st draft. • Then, students work in pairs and read each other's report. They have to complete the peer evaluation form for 1st draft.	Generic skills • Critical thinking skills	Evaluation forms for 1st draft (Appendix 12)	B, E & F

SR = Self-regulated strategies

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(5) Conclusion • Teacher summarises the learning covered in the lesson. • Teacher tells students that they are going to learn how to revise and edit their information report in the next lesson.			B

Lessons 8-9 ('After writing' stage)

	Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
SR (1)	Motivation • Teacher asks students to give some examples of writing strategies they have learnt in the previous lessons and briefly explain how they can make use of them.	Generic skills • Communication skills Speaking skills • Present information and ideas clearly and coherently		B
SR (2)	Revising and editing their drafts • Teacher brainstorms with students what good writers do after writing a composition. Teacher asks the following guiding questions: ➢ What can you add? ➢ What can you remove? ➢ What should you check? ➢ How can you make the sentences better? • Teacher introduces ARMS and CUPS to students and demonstrates how to revise and edit a paragraph using the two strategies. Depending on students' ability, teacher may focus on some areas of ARMS and CUPS.	Generic skills • Communication skills Speaking skills • Present information and ideas clearly and coherently	PowerPoint (Appendix 13)	B, E & F
SR (3)	Writing the 2nd draft • Teacher reminds students to use the two strategies (ARMS and CUPS) when they write the 2nd draft. Students should also look at the evaluation form completed by their partner for the things they need to improve. • Students write the 2nd draft individually.	Language forms • Text types: Information reports Writing skills • Express own ideas using the structures learnt in lessons	Writing worksheet – 2nd draft (Appendix 14)	B, C, D, E & F
SR (4)	Self-evaluation and peer evaluation • After finishing the report, students complete the self-evaluation form for 2nd draft. • Then, students work in pairs and read each other's report. They have to complete the peer evaluation form for 2nd draft.	Generic skills • Critical thinking skills	Evaluation forms for 2nd draft (Appendix 15)	B, E & F
(5)	Conclusion • Teacher summarises the learning covered in the writing project. • Extended activity: Students in groups prepare for a 3-minute presentation introducing the endangered animals.	Generic skills • Collaboration skills Speaking skills • Present information and ideas clearly and coherently		B, D, E & F

SR = Self-regulated strategies

Writing Project 1

Endangered animals

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

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

2

What are endangered animals?

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

3

Why are some animals endangered?

global warming   killing the animals for horns

cutting down the trees

4

Do you know these animals?

5

---

sea turtles   crocodiles

dolphins

whales   salmon

6

penguins

polar bears

giant pandas

elephants

rhinoceros

kangaroos

gorillas

Board game

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

	1	2	3
Start			**Go 1 step forward**
			4
8	7	6	5
9			
10 **Go 2 steps back**	11	12	**Finish**

Paper dice

1

4 2 3

5

6

Appendix 3

Rhinoceros

Polar bears

Penguins

Sea turtles

Names

Gorillas

Tigers

Endangered animals

Problems

Pollution

Water pollution

Global warming

Hunting
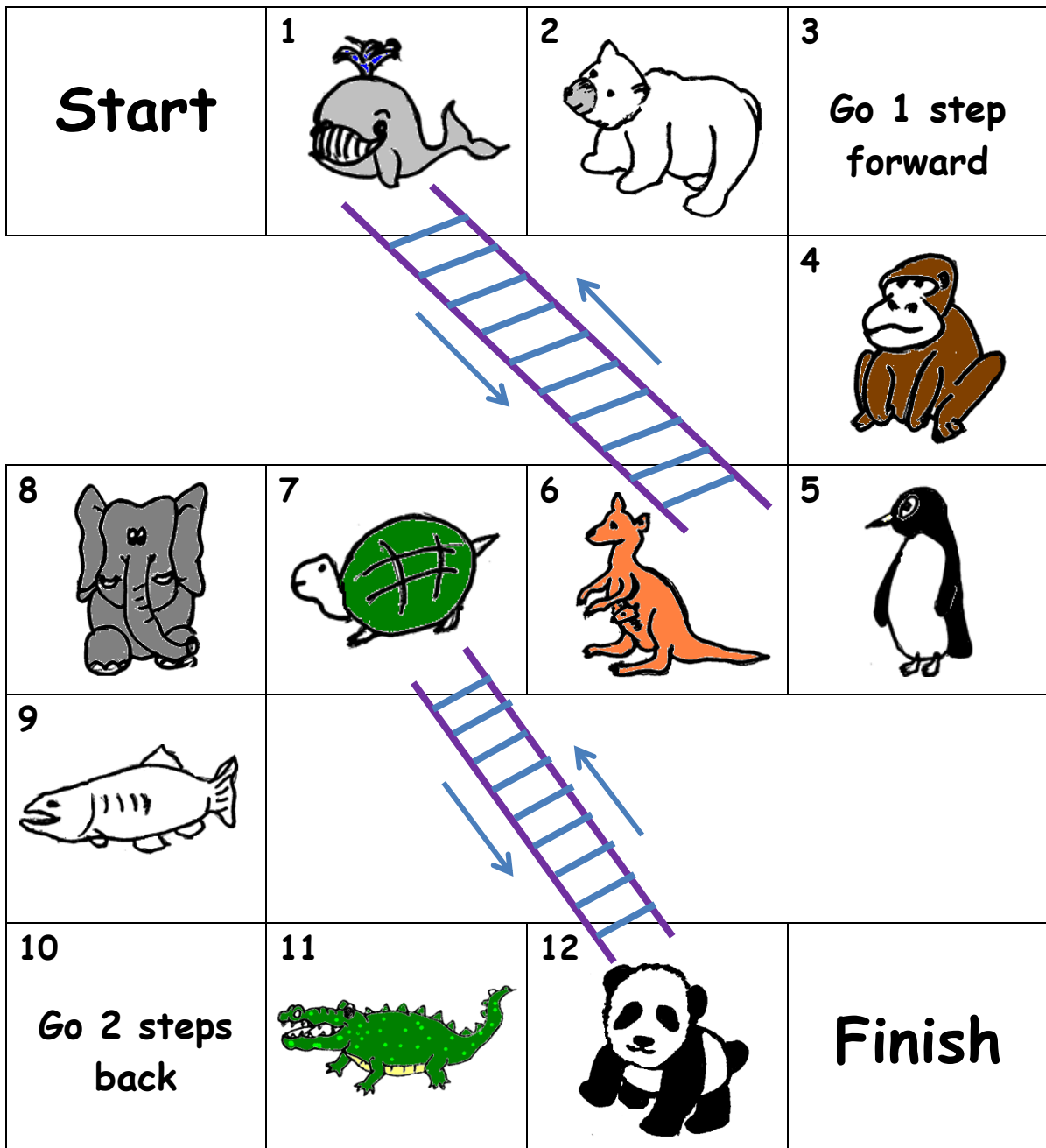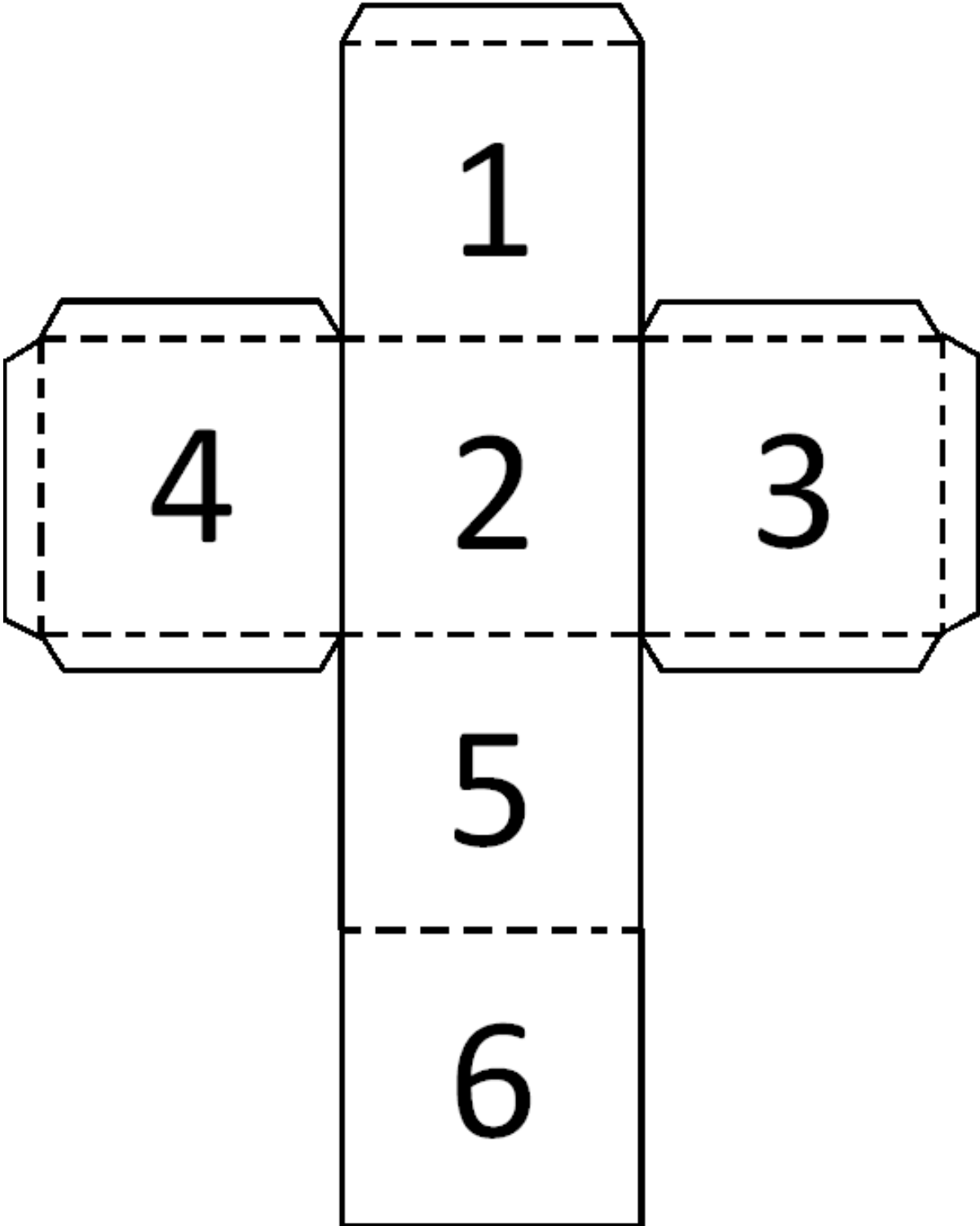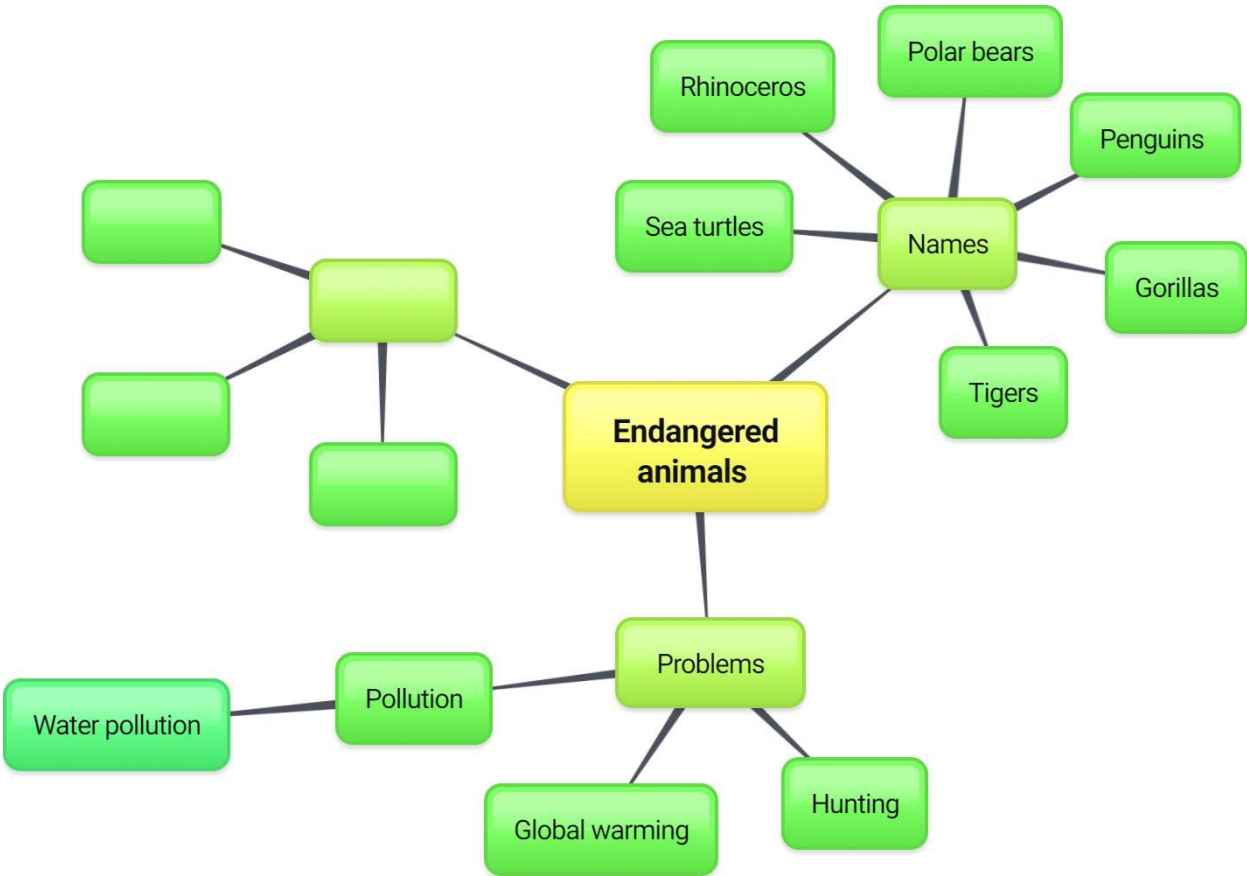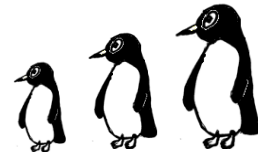
Penguins

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

Appearance and size

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

Habitat

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

Eating habits

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

Interesting facts

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

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

Appendix 5

Mind map:

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                    ┌──────────────┐
                    │              │
                    │              │
                    └──────┬───────┘
                           │              ┌──────────────┐
                    ┌──────┴──────┐       │              │
                    │ Appearance  │       │              │
                    │  and size   ├───────┤              │
                    └──────┬──────┘       └──────────────┘

┌────────────────┐
│ global warming │
└────────┬───────┘
         │      ┌──────────────┐                              ┌──────────────────┐
         └──────┤    Why       │      ┌──────────┐            │                  │
                │ endangered?  ├──────┤ Penguins ├────┬───────┤                  │
                └──────────────┘      └────┬─────┘    │       └──────────────────┘
                                           │      ┌───┴────┐
┌──────────────┐                           │      │Habitat │
│              │      ┌─────────────┐      │      └────────┘
│              ├──────┤Eating habits├──────┘
└──────────────┘      └──────┬──────┘                 ┌──────────────┐
                             │                        │              │
             ┌──────────────┐│                        │              │
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             └──────────────┘     │    facts   │
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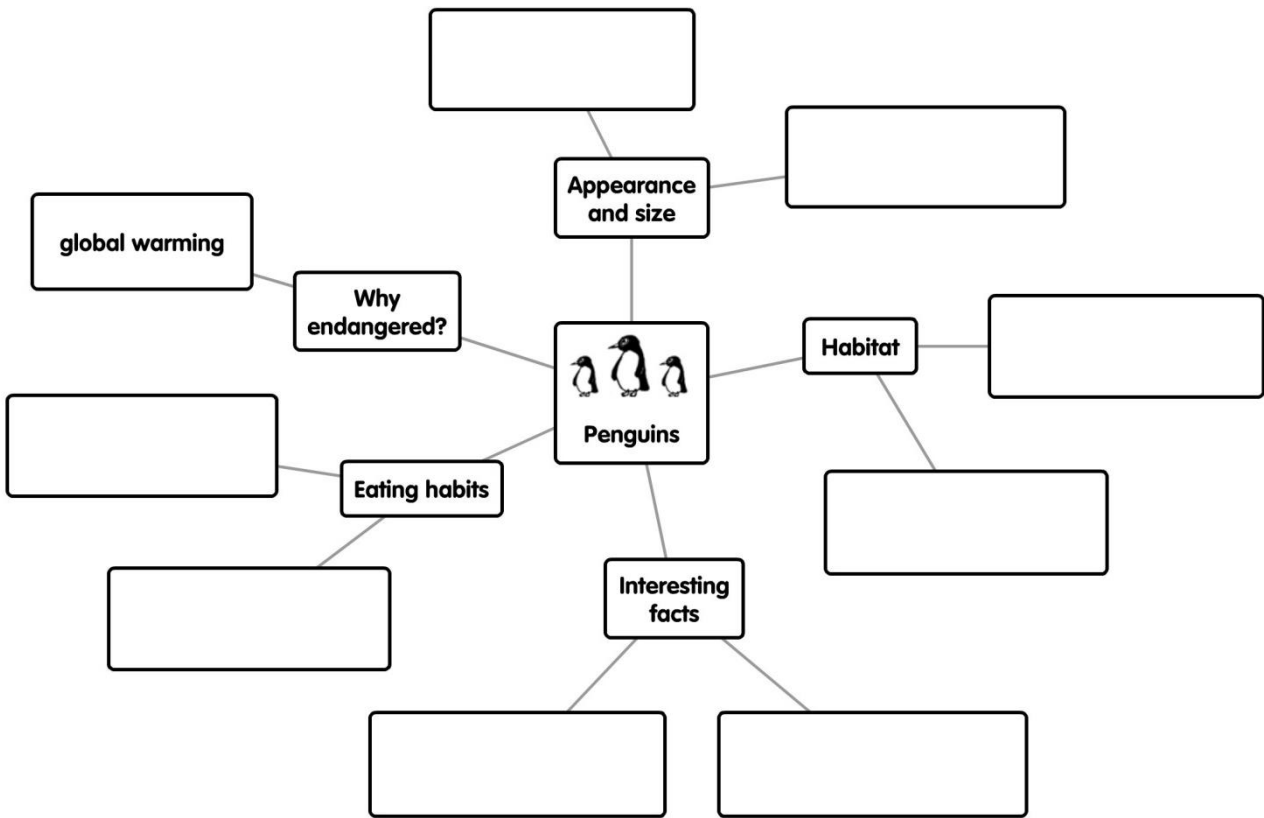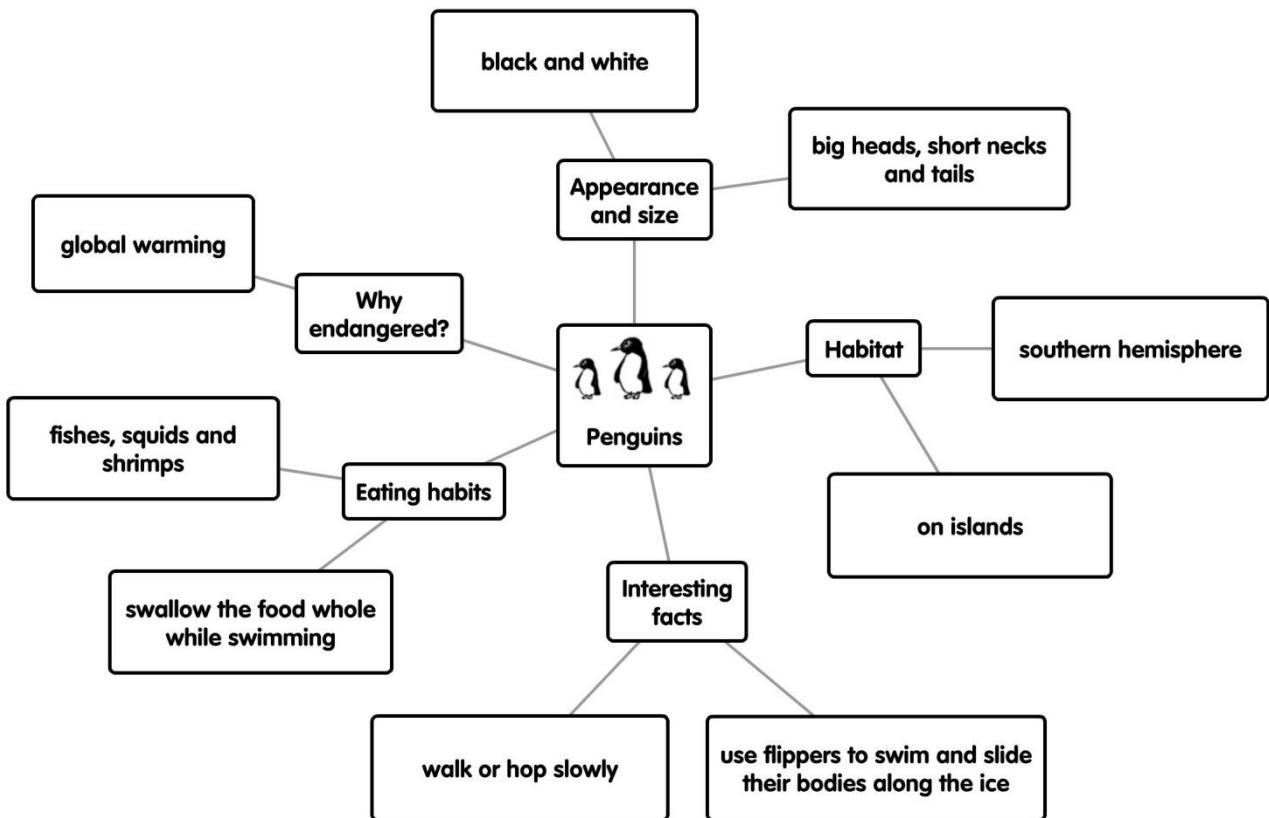
Central box: **Penguins**

Connected boxes (labelled): **Appearance and size**, **Why endangered?**, **Habitat**, **Eating habits**, **Interesting facts**

Filled box: **global warming**

Remaining boxes are blank.

Suggested answers:

black and white

big heads, short necks
and tails

Appearance
and size

global warming

Why
endangered?

Penguins

Habitat

southern hemisphere

fishes, squids and
shrimps

Eating habits

on islands

swallow the food whole
while swimming

Interesting
facts

walk or hop slowly

use flippers to swim and slide
their bodies along the ice

Pick my idea

Organise my notes

Write and say more

Topic: _____

K-W-L

Before reading		After reading
K - What we already know	**W** - What we want to know	**L** - What we learned
1.	1.	
2.	2.	
3.	3.	
4.	4.	

Useful links:

✧ http://www.kidcyber.com.au/animals

✧ http://www.anglomaniacy.pl/animals-facts.htm

✧ https://seaworld.org/en/animal-info/animal-infobooks

Writing an information report

1

Structure of an information report:

2

Structure of an information report:

Introduction

Supporting details
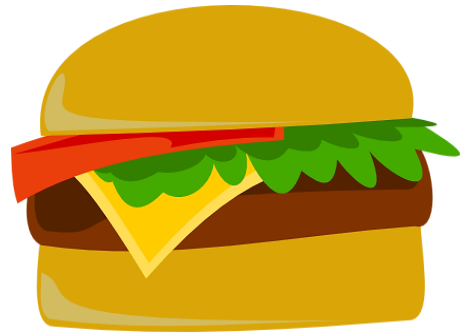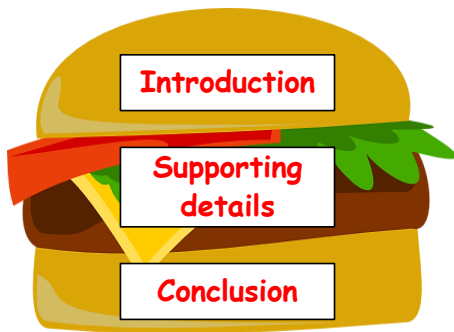
Conclusion

3

Now, organise your ideas by putting them in the right position in the Hamburger Writing Organiser!
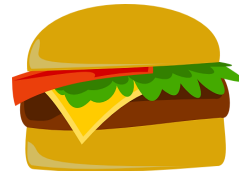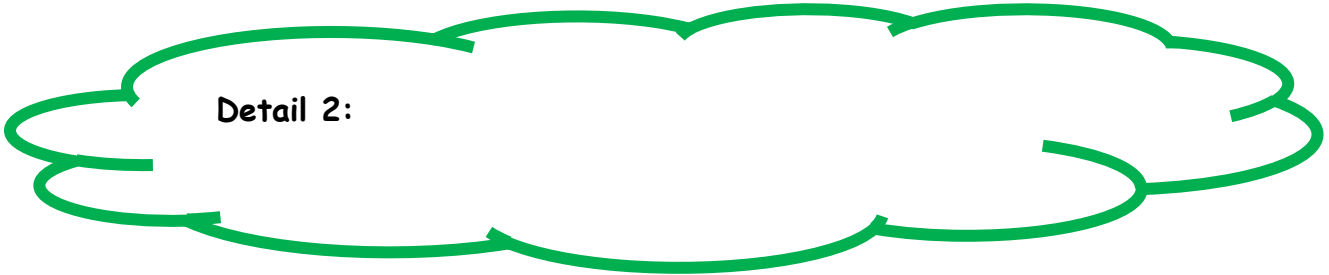
4

Hamburger Writing Organiser

Introduction:

Detail 1:

Detail 2:

Detail 3:

Detail 4:

Conclusion:

My Goals

☐ Accomplished ☺

☐ Still improving

☐ Accomplished ☺

☐ Still improving

☐ Accomplished ☺

☐ Still improving

An information report (1ˢᵗ draft)

You are a Green Ambassador at your school. You are doing a project about saving endangered animals. Choose ONE endangered species and write an information report to let your schoolmates know more about the animals.
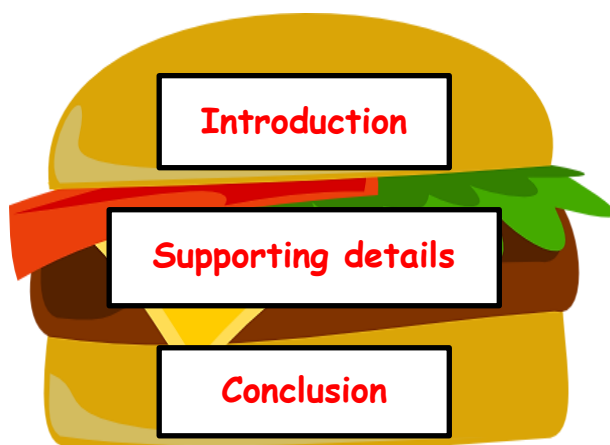
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Appendix 12

Self-evaluation form for 1ˢᵗ draft
(Content and structure)

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

	Yes ☺	No ☹
1. Did I write a **heading** for the report?	☐	☐
2. Did I write an **introduction**?	☐	☐
3. Did I write at least **THREE body paragraphs** to give information about the animals?	☐	☐
4. Did I write **sub-headings** for the body paragraphs?	☐	☐
5. Did I write a **conclusion**?	☐	☐
6. Did I include some **interesting ideas**?	☐	☐

Introduction

Supporting details

Conclusion

# Peer evaluation form for 1ˢᵗ draft (Content and structure)

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

	Yes ☺	No ☹
1. Did he/she write a **heading** for the report?	☐	☐
2. Did he/she write an **introduction**?	☐	☐
3. Did he/she write at least **THREE body paragraphs** to give information about the animals?	☐	☐
4. Did he/she write **sub-headings** for the body paragraphs?	☐	☐
5. Did he/she write a **conclusion**?	☐	☐
6. Did he/she include some **interesting ideas**?	☐	☐

Introduction

Supporting details

Conclusion
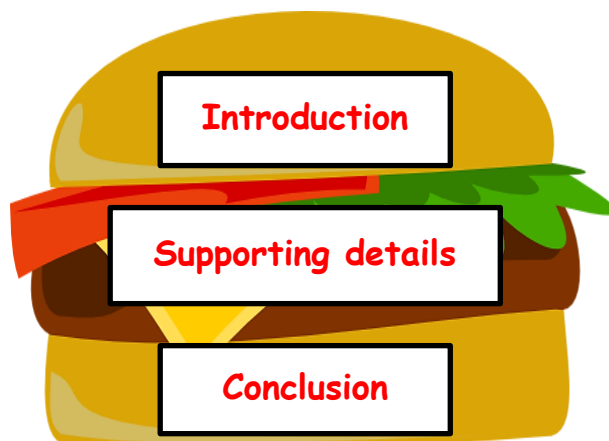
Appendix 13

Revise our compositions using

A R M S
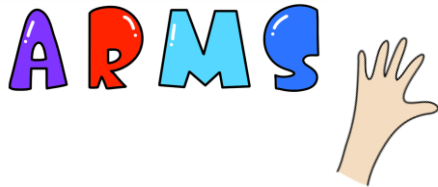
A **Add** sentences and words

R **Remove** unneeded words or sentences

M **Move** a sentence or word placement

S **Substitute** words or sentences for others

Edit our compositions using

C U P S

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

U **Usage:**
match nouns and verbs correctly

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

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

An information report (2nd draft)

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

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Self-evaluation form for 2nd draft (Language)

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

	Yes ☺	No ☹
1. Did I **capitalise** words correctly? (e.g., the first word of a sentence, names of places)	☐	☐
2. Did I use **the present tense** to describe the animals?	☐	☐
3. Did I **punctuate** sentences correctly?	☐	☐
4. Did I **spell** words correctly?	☐	☐

CUPS

Peer evaluation form for 2nd draft (Language)

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

	Yes ☺	No ☹
1. Did he/she **capitalise** words correctly? (e.g., the first word of a sentence, names of places)	☐	☐
2. Did he/she use **the present tense** to describe the animals?	☐	☐
3. Did he/she **punctuate** sentences correctly?	☐	☐
4. Did he/she **spell** words correctly?	☐	☐

CUPS