

Writing Project 6

Project name: A Famous Person

Level: Primary 5

Suggested time: 30 – 40 minutes for each lesson

Writing strategies adopted:

Mind maps, FAT, goal setting, peer evaluation

Prior knowledge:

Students have learnt to:

- use the present tense to talk about facts
- use the past tense to talk about past events

Learning objectives:

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



1. recognise the features and structure of a biography
2. gather and organise information using mind maps
3. plan, draft, revise and edit biographies 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)
<p>(1) <u>Topic introduction</u></p> <ul style="list-style-type: none"> Teacher shows pictures of famous people in the world and asks students if they know who they are. Teacher tells students that they are going to read the biographies of some famous people and learn how to write a biography. Then, they are going to interview the teacher and write a biography about him/her. 	<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>PowerPoint (Appendix 1)</p>	
<p>(2) <u>Reading a biography</u></p> <ul style="list-style-type: none"> Teacher shows the pictures of Alexander Selkirk and asks students if they have ever heard of him and why they think he might be famous. Students read the biography of Alexander Selkirk and discuss any words they do not understand.  Teacher distributes a mind map to students and explains to them that they can present the information about Alexander Selkirk using a mind map. Teacher demonstrates how to locate information in the biography and complete the mind map. Students work in small groups to complete the mind map. Teacher invites some students to show their mind maps to the class and discusses the answers with them. Teacher asks students to suggest some adjectives that would describe Alexander Selkirk. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Reading skills</u></p> <ul style="list-style-type: none"> Locate information and ideas <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 	<p>PowerPoint (Appendix 1)</p> <p>Mind map (Appendix 2)</p>	<p>B & D</p>
<p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson.  Self-study: Students read two biographies at home. Biography of Jackie Chan: https://www.jackiechan.com/biography.htm Biography of Matthew Lui Yu Chun: http://luisir.com/interview.jsp?interviewID=56 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Study skills 		<p>A</p>

SR = Self-regulated strategies



Lessons 3-4 ('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"> Teacher asks students to share the interesting things they have discovered about Jackie Chan and Matthew Lui Yu Chun from their biographies. Teacher discusses with students why a biography has been written for them. Teacher tells students they are going to learn more about how to write a biography in this lesson. 	<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 		A, C & E
<p>(2) <u>Learning how to write a biography</u></p> <ul style="list-style-type: none"> Showing the biography of Alexander Selkirk to students again, teacher draws students' attention to the features of a biography (e.g., describing the life events of the person in chronological order). Teacher reminds students of the correct use of tenses when writing a biography. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Use appropriate formats and language features 	PowerPoint (Appendix 3)	B & C
<p>(3) <u>Collecting information</u></p> <ul style="list-style-type: none"> Teacher tells students that they are going to write a biography about him/her. Students are given a mind map. They discuss in groups what they want to write about their teacher in the biography (e.g., the teacher's childhood, family, education background, and career). They should think about what information they would like to include in each paragraph. Students discuss the questions that they want to ask their teacher during the interview. Groups of students take turns to ask their teacher questions and write down the useful information on the mind map. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Gather information by using strategies such as questioning and interviewing <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 	Mind map (Appendix 4)	A, B, C, D & E
<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 organise the ideas on their mind maps. 			



SR = Self-regulated strategies



Lessons 5-6 ('Before writing' and 'While writing' stages)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Motivation</u> <ul style="list-style-type: none"> Teacher asks students if they still remember the features of a biography. Teacher tells students that they are going to learn how to describe a person in a lively manner before writing up the biography. 	<u>Generic skills</u> <ul style="list-style-type: none"> Communication skills <u>Speaking skills</u> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 		B
 (2) <u>Introducing the FAT writing strategy</u> <ul style="list-style-type: none"> Teacher tells students there is an easy way to remember how to describe a person in a lively manner. Teacher shows the FAT writing strategy and explains what each letter stands for: <ul style="list-style-type: none"> <u>F</u>eelings <u>A</u>ctions <u>T</u>houghts Teacher shows a picture of an angry girl and asks students to describe her feelings, actions and thoughts. Using the information gathered in the previous lesson, teacher demonstrates how to describe a person using the FAT writing strategy. 	<u>Generic skills</u> <ul style="list-style-type: none"> Communication skills <u>Writing skills</u> <ul style="list-style-type: none"> Present main and supporting ideas with elaboration 	PowerPoint (Appendix 5)	B & E
 (3) <u>Goal setting</u> <ul style="list-style-type: none"> Before drafting the biography, students are given time to set goals for the writing task. Teacher may provide students with some examples: <ul style="list-style-type: none"> ➤ I will write at least four sentences for each paragraph. ➤ I will describe the feelings, actions and thoughts of my teacher. ➤ I will use a wide range of adjectives. 	<u>Values and attitudes</u> <ul style="list-style-type: none"> Develop goals in learning 	Goal setting sheet (Appendix 6)	B, E & F
(4) <u>Drafting the biography</u> <ul style="list-style-type: none"> Students draft the biography. They should check if they have accomplished their goals after drafting. 		Writing task sheet (Appendix 7)	B, C, E & F

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Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(5) <u>Conclusion</u> <ul style="list-style-type: none"> • Teacher summarises the learning covered in the lesson. • Teacher tells students they are going to revise and edit their drafts in the next lesson. 			

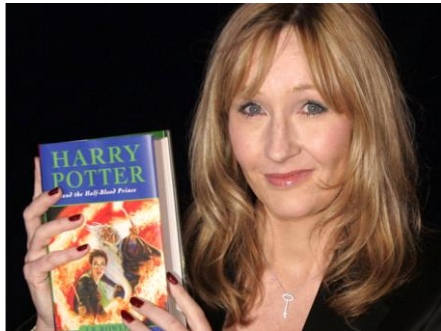
Lessons 7-8 ('After writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Motivation</u> <ul style="list-style-type: none"> Teacher asks students if they still remember the FAT writing strategy and invites them to tell what each letter stands for. Teacher tells students they are going to revise and edit their drafts in this lesson. 	<u>Generic skills</u> <ul style="list-style-type: none"> Communication skills <u>Speaking skills</u> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 		B
 (2) <u>Peer evaluation</u> <ul style="list-style-type: none"> Teacher invites one student to show his/her draft to the class and asks other students to give comments. Teacher may ask the following questions: <ul style="list-style-type: none"> ➤ Did he/she describe the feelings, actions and thoughts of the teacher? ➤ Did he/she use tenses correctly? ➤ Did he/she use a wide range of adjectives? Teacher shows the features of a well-written biography on the screen. Students work in pairs. They have to read their partner's writing and give feedback by filling in the 'Two stars and a wish' form. Teacher provides students with useful sentence patterns for giving feedback. 	<u>Generic skills</u> <ul style="list-style-type: none"> Communication skills <u>Speaking skills</u> <ul style="list-style-type: none"> Present information and ideas clearly and coherently <u>Writing skills</u> <ul style="list-style-type: none"> Revise and edit written texts with peer support 	PowerPoint (Appendix 8) 'Two stars and a wish' form (Appendix 9)	B, D, E & F
 (3) <u>Revising and editing the drafts</u> <ul style="list-style-type: none"> Students re-read their drafts and make changes according to their peers' feedback. 	<u>Writing skills</u> <ul style="list-style-type: none"> Revise and edit written texts with peer support 	Writing task sheet (Appendix 10)	B, D, E & F
(4) <u>Conclusion</u> <ul style="list-style-type: none"> Teacher summarises the learning covered in the project. Teacher reminds students that the writing strategies introduced in this project can help them when they write about other topics in the future. 			E & F

SR = Self-regulated strategies

Appendix 1

J.K. Rowling



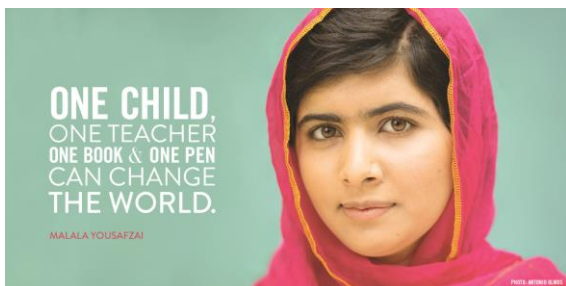
1

Steve Jobs



2

Malala Yousafzai



3

Jacky Chan



4

Alexander Selkirk



5

Do you know anything about
Alexander Selkirk?

Let's read his biography together!

6

Alexander Selkirk was born in Fife, Scotland, in 1676. The son of a shoemaker, he ran away to sea and joined a band of pirates in the Pacific.

In 1704, he quarrelled with his captain and demanded to be put ashore on an uninhabited island in the Juan Fernandez cluster, 400 miles west of Chile. His adventures alone on the island have been told many times. *Robinson Crusoe* by Daniel Defoe contains many of Selkirk's adventures. How Selkirk learnt to build shelter, catch fish, find other food, make clothing and fire, withstand heat, cold, danger and storms and keep himself sane makes a hair-raising story.

After four and a half years, he was rescued by an English ship, which arrived in London in October 1711. He became a master's mate on a warship and worked there for the rest of his life.

Alexander Selkirk died at sea on 12 December 1721.

7

Which of the following adjectives would you use to describe Alexander Selkirk's personality?

hotheaded

brave

kind-hearted

angry

energetic

serious

excitable

dull

weak

argumentative

wishy-washy

friendly

inventive

tame

independent

calm

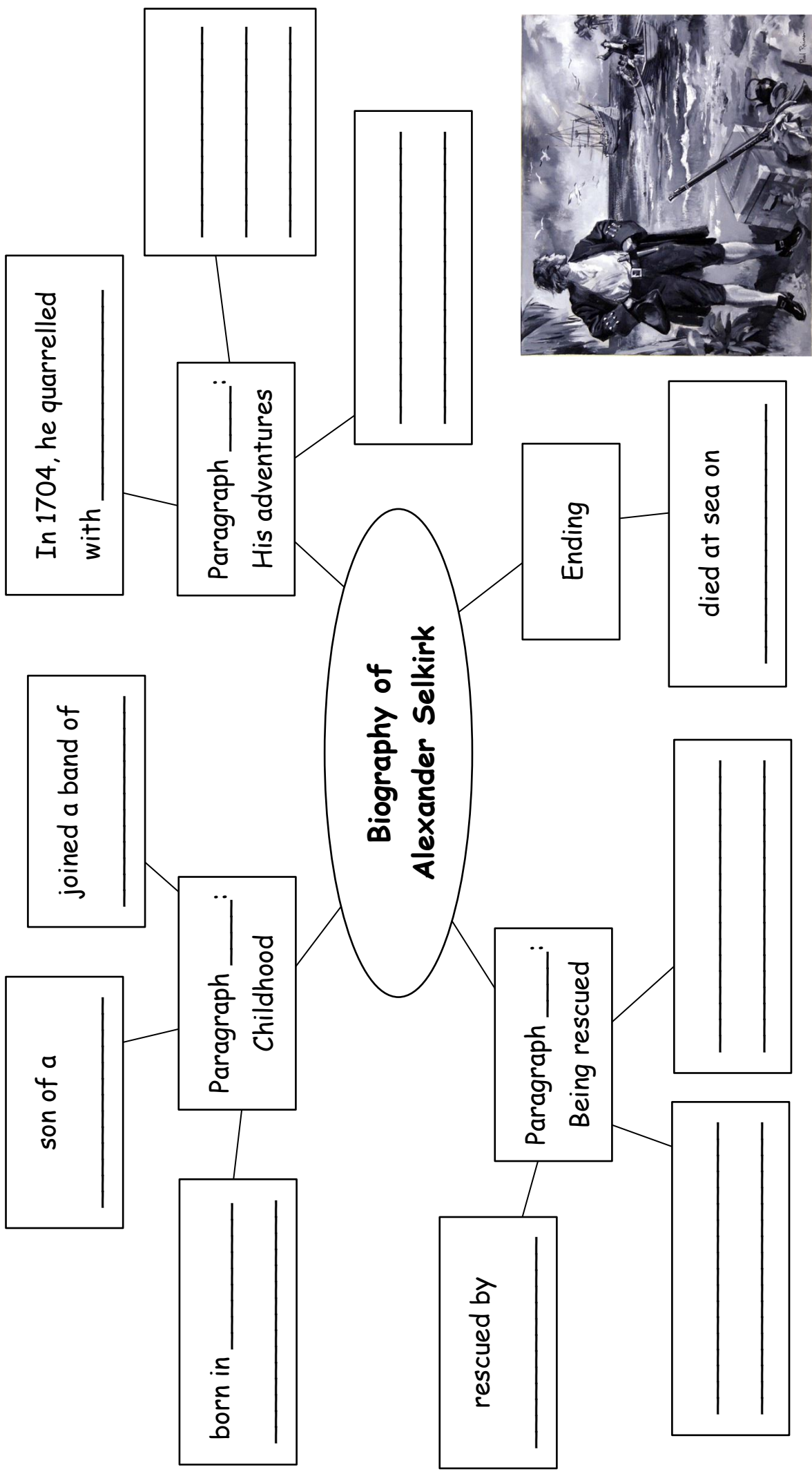
earnest

adventurous

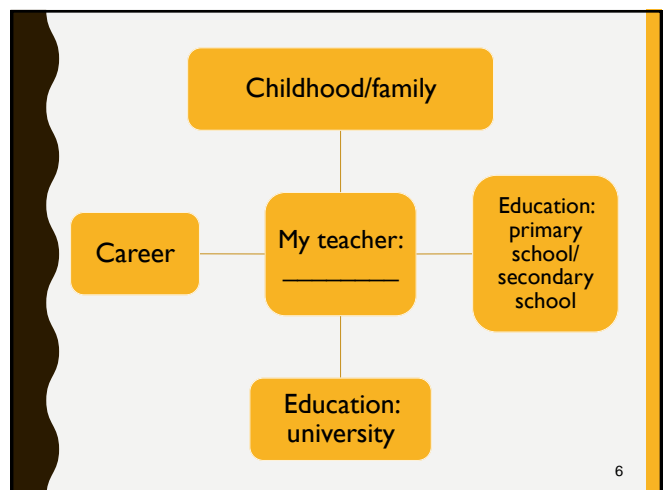
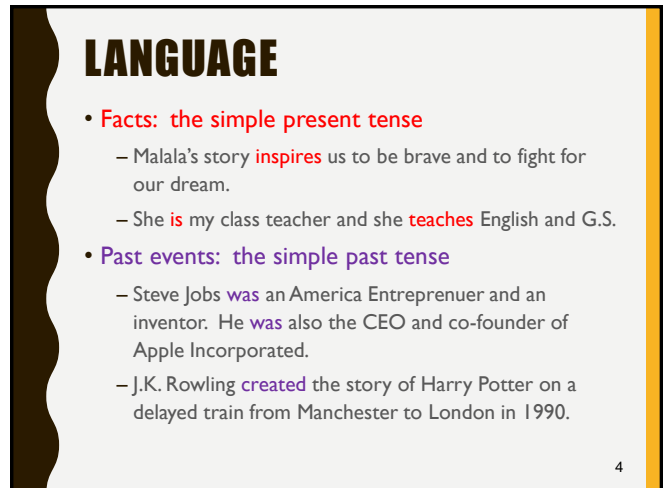
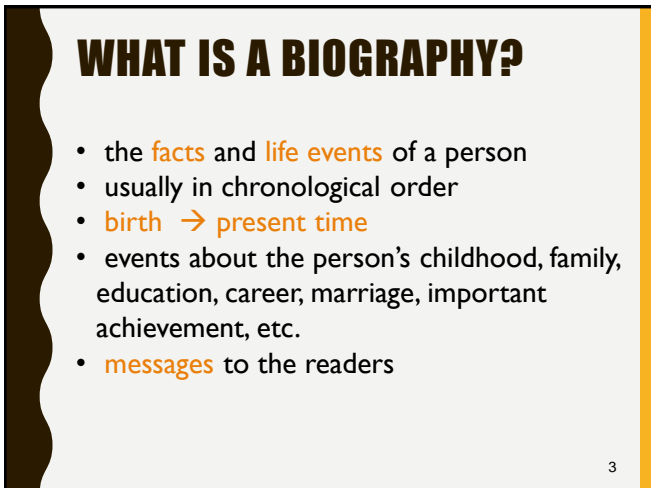
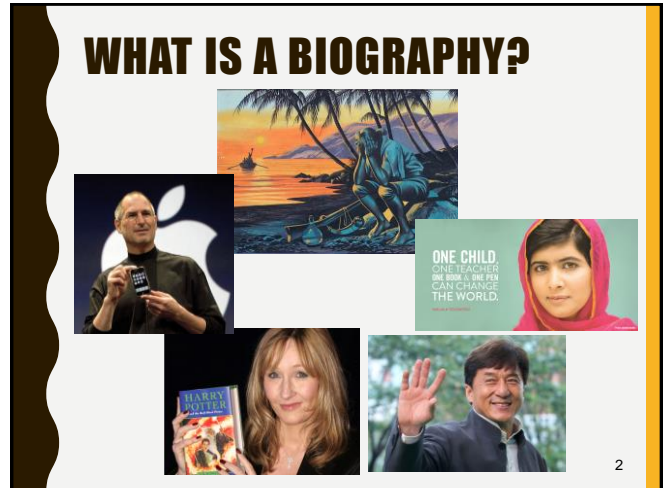
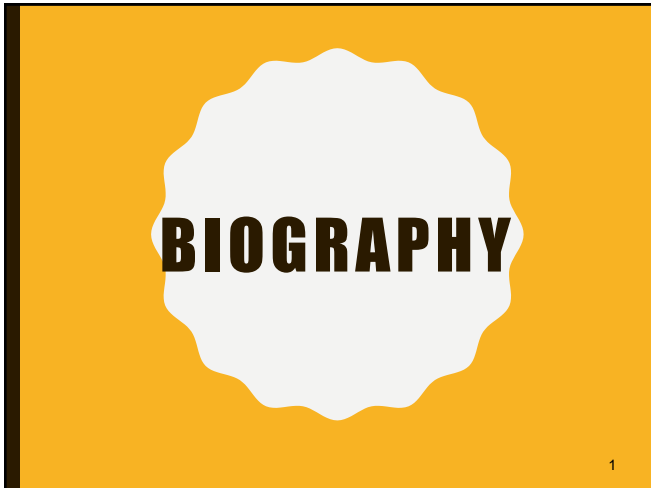
frail

8

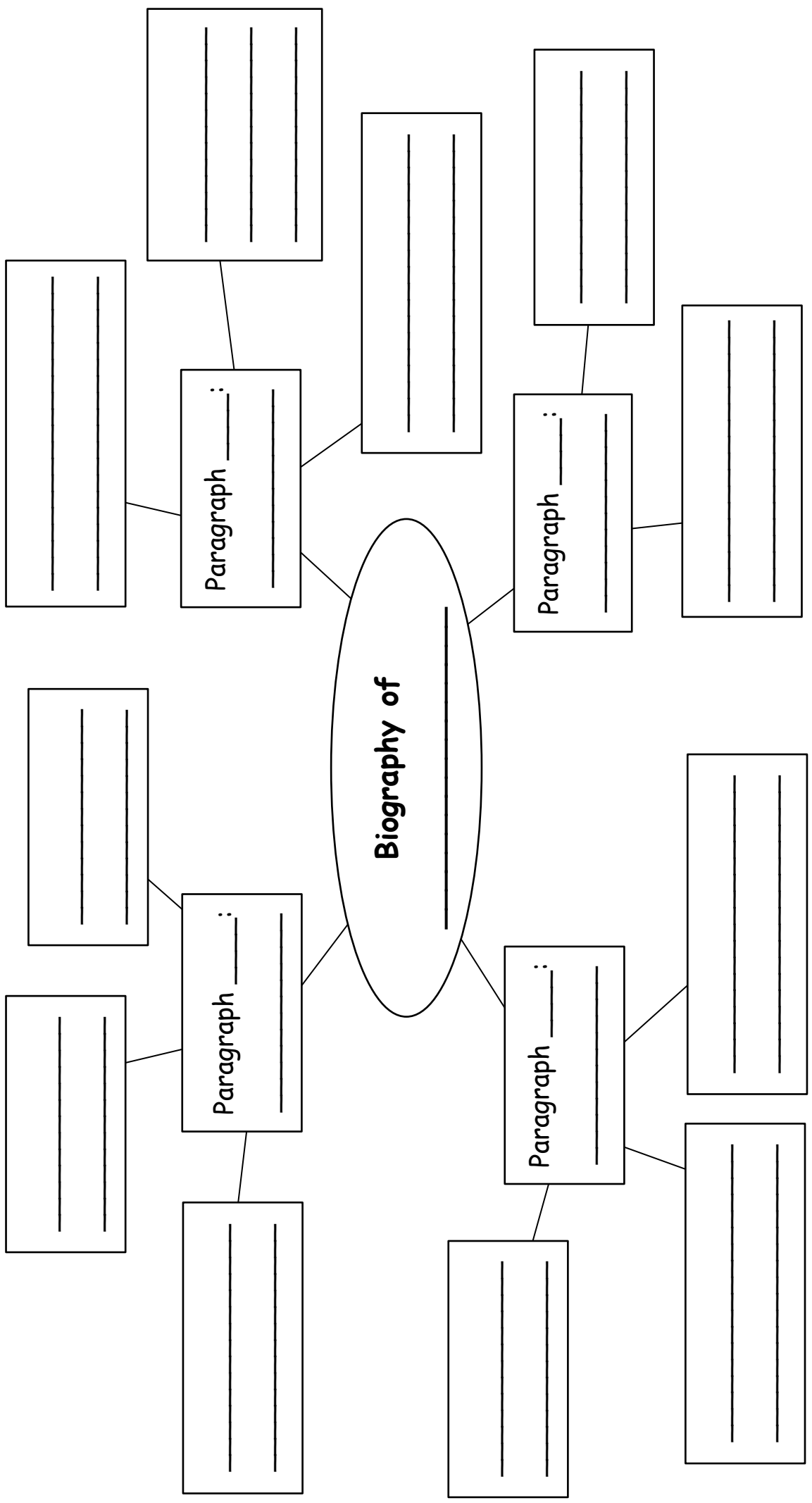
Appendix 2



Appendix 3



Appendix 4




WRITING STRATEGY

1

How do we describe a person in a lively manner?

F+A+T

- Feelings
- Actions
- Thoughts



2

F+A+T

How do we describe a person in a lively manner?

- Feelings
- Actions
- Thoughts



3

F+A+T

How do we describe a person in a lively manner?

- Feelings: **angry / annoyed**
- Actions: **grits her teeth and scowls at her enemy / clenches her fists into tight balls / knits her brows**
- Thoughts: **wants to hit someone or yell at someone**



4

FEELINGS + ACTIONS + THOUGHTS







5

FEELINGS + ACTIONS + THOUGHTS

Childhood

A quiet and hardworking child



Feelings:

- afraid to be scolded
- a grin appeared on her face when she read her favourite book

Actions:

- listened to the radio quietly all the time
- studied hard and finished her homework before Dad returned home

Thoughts:

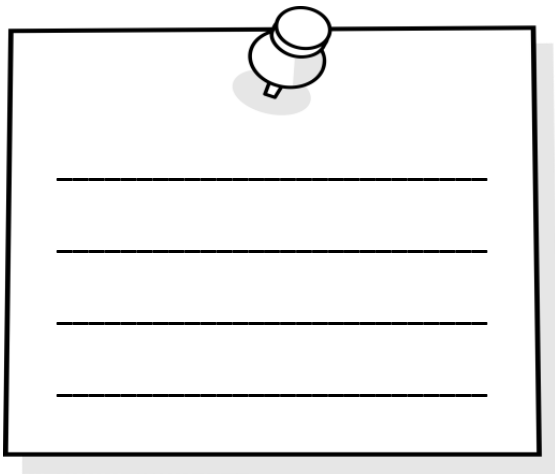
- did not want to be scolded
- wanted to work harder so that Mom and Dad would be happy

6

Appendix 6

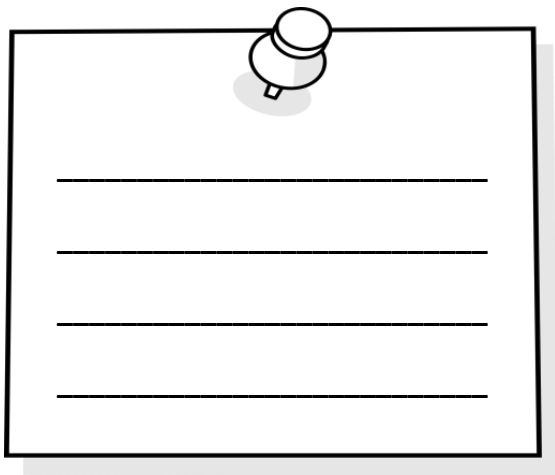
Topic: _____

My Writing Goals



Accomplished 😊

Still improving



Accomplished 😊

Still improving

Appendix 7

You are about to write a biography about your English teacher. Use the notes you have written on your mind map to help you.

Title



IS MY WRITING GOOD?

1. **Title** and **subheadings** of the biography
2. Use of **topic sentences**
3. A wide range of **adjectives**
4. Describing the **feelings, actions** and **thoughts** of the teacher in detail
5. Use of the **simple present tense** to talk about **facts**
6. Use of the **simple past tense** for **past events**
7. Correct **spelling**
8. Correct **punctuations**



1

**CHECK YOUR
WORK!**

2

Appendix 9

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

Two Stars and A Wish

Write **TWO** things you think your classmate did well:





Write **ONE** thing you wish your classmate could do to improve the writing:



Useful sentence patterns

Telling your classmate what he/she did well:

- ☺ I enjoy reading your writing because...
- ☺ I really like the way you...
- ☺ My favourite part of your writing is... because...
- ☺ The best thing about your writing is...

Giving advice to your classmate:

- ✧ It would be great if you...
- ✧ I think you might want to...
- ✧ You can improve by...
- ✧ It would be even better if you...

Appendix 10

Now, it's time to write the 2nd draft. Read your 1st draft again and check if it has included all the features of a well-written biography. Your classmates' suggestions may also help you improve your writing.

A large rectangular writing area with a dashed border. At the top, there is a solid horizontal line. Below this line, there are 20 horizontal lines spaced evenly down the page, providing a template for writing a biography draft.

A large rectangular area enclosed by a dashed border, containing 20 horizontal lines for writing.

Teacher's comments:

A large empty rectangular box for writing teacher's comments.