

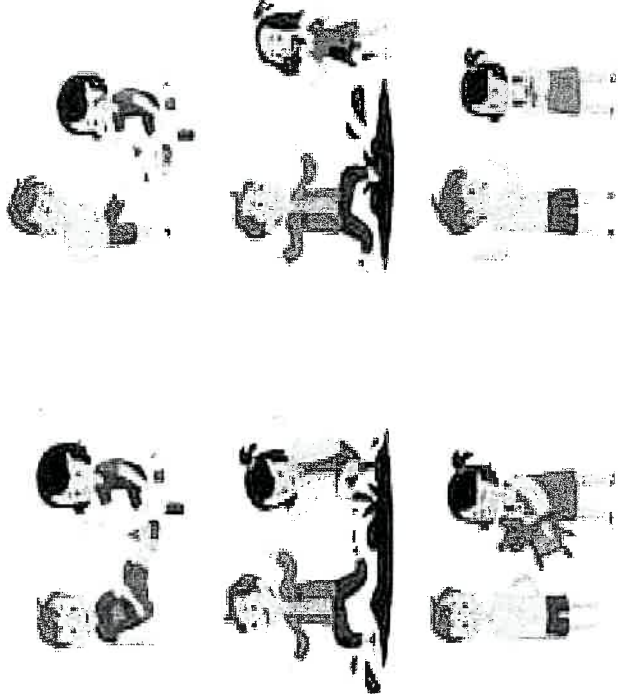
Confucian Tai Shing Primary School

2019-2020 1st Term

Good and Bad Behaviour



Read to write (1) ☀



NAME: Macy (9) CLASS: P.5 (J)

Part A : Complete the crossword puzzle with the correct adverbs.

The crossword puzzle grid is filled with the following words:

- Across:**
 - 1. late
 - 2. quietly
 - 3. impatiently
 - 4. politely
 - 5. especially
 - 6. never
 - 7. here
 - 8. me
 - 9. a
 - 10. always
- Down:**
 - 1. late
 - 2. quietly
 - 3. impatiently
 - 4. politely
 - 5. especially
 - 6. never
 - 7. here
 - 8. me
 - 9. a
 - 10. always

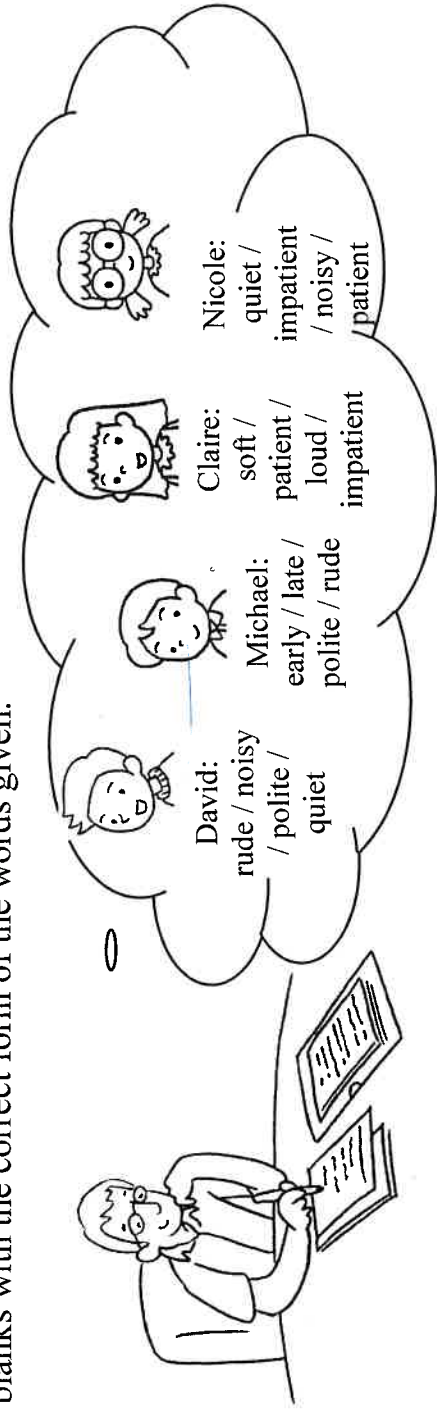
Down

- 1 We shouldn't talk _____ because Dad is taking a nap.
- 2 Class 5B are having a test now. They are all working _____.
- 3 'When will the bus come? I don't want to wait any longer!' Betsy said _____.
- 4 Baby Jason is crying _____ because he is hungry.
- 5 Mum wakes up _____ and cooks us breakfast every morning.

Across

- 6 Joey is a good pupil. She never arrives _____ for school.
- 7 'Come here!' Kim said to her sister _____.
- 8 Mr Ng gave me some good advice. I thanked him _____.
- 9 Mrs Lam is a gentle woman. She always talks _____.
- 10 Morgan always listens to us _____. Everyone likes talking to him.

Part B : Mr Lau is writing some notes for Parents' Day. Look at the pictures and fill in the blanks with the correct form of the words given.



Comments about my pupils

David

David seldom behaves well. He always plays **1** noisily with his friends in class. He sometimes shouts at his classmates **2** rudely.

Michael

Michael is the Star Pupil in class. He speaks **3** politely to teachers and classmates. He always says 'please' and 'thank you'. He arrives at school **4** early every day and he never hands in his homework **5** late.

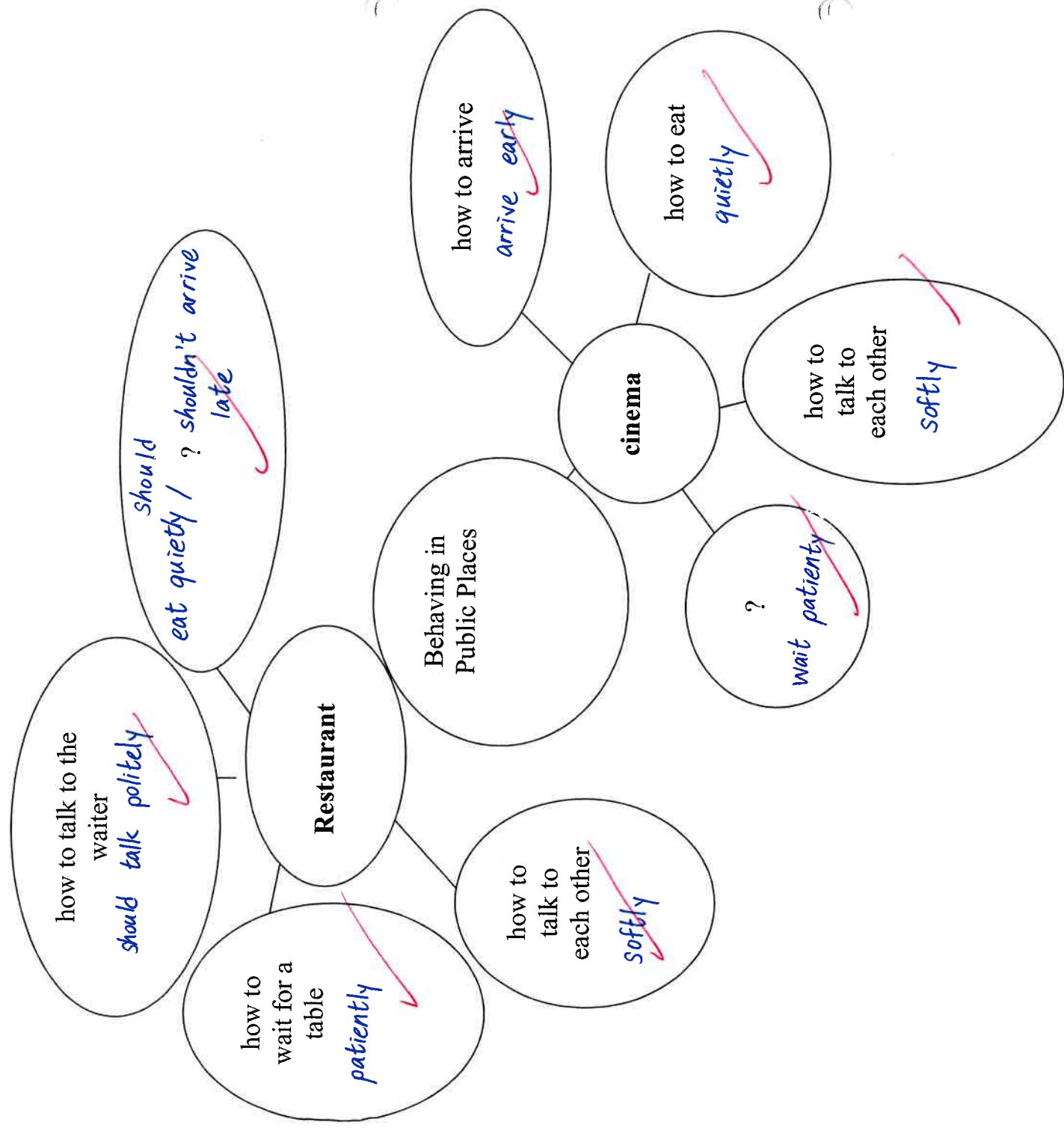
Claire

Claire is shy. She speaks **6** softly. She has a lot of friends because she seldom gets angry. She always listens to her friends **7** patiently.

Nicole

Nicole helps her classmates a lot. She is a nice girl but she needs to learn some good manners. She sometimes jumps the queue at the tuck shop. She shouldn't wait **8** impatiently. Also, Nicole should learn how to eat **9** quietly. She is quite noisy when she eats.

Part C : Jim is writing an article about how to behave in public places. You are Jim. Write the article in about 70 words. You may use the mind map to help you.



Now, write the story in not less than 80 words

Good and Bad Behaviour

What should we do in Public Places?

In the restaurant, we should talk to each other softly. When

the waiter comes, we should talk to him politely. If there are many

people, we should wait patiently. When we are eating our food, we should eat quietly.

When we went to the cinema, we should arrive early. When we

watch film, we should eat quietly. Then, we should talk to each other the softly. Also, before the film starts, we should wait patiently.

We should have a good habits and behave well in Public Places.

(_____ words)

Content	Language	Organization	Creativity	Total:
10 /10	9 /10	6 /6	4 /4	29 /30









Self Assessment

(✓ Tick the appropriate boxes)

Assessing Items	Scales		
	😊😊😊 I can always do it.	😊😊 I can sometimes do it.	😊 I can seldom do it.
Ideas: <ul style="list-style-type: none">• I can write about several main ideas.• I can expand the main ideas with supporting details.		✓	
Organization: <ul style="list-style-type: none">• I have a clear plan before I write. The writing includes an introduction, a body of 1-2 paragraphs and a conclusion.• I have used connecting words to guide the reader toward the key points.	✓		
Conventions: <ul style="list-style-type: none">• I have checked the spellings and grammar of my writing.	✓		
Word Choice: <ul style="list-style-type: none">• I can choose different adverbs to give more information and modify verbs, clauses and other adverbs in the sentence.		✓	
Sentence Fluency: <ul style="list-style-type: none">• I can use different sentence structures to write.• I know how to connect sentences to link up the ideas.		✓	
Voice / Creativity: <ul style="list-style-type: none">• My views and choices are clear.• I like my writing.	✓		




Self Assessment

(✓ Tick the appropriate boxes)

Assessing Items	Scales		
	  	 	
Ideas: <ul style="list-style-type: none"> • I can write about several main ideas. • I can expand the main ideas with supporting details. 		✓	
Organization: <ul style="list-style-type: none"> • I have a clear plan before I write. The writing includes an introduction, a body of 1-2 paragraphs and a conclusion. • I have used connecting words to guide the reader toward the key points. 	✓		
Conventions: <ul style="list-style-type: none"> • I have checked the spellings and grammar of my writing. 	✓		
Word Choice: <ul style="list-style-type: none"> • I can choose different adverbs to give more information and modify verbs, clauses and other adverbs in the sentence. 		✓	
Sentence Fluency: <ul style="list-style-type: none"> • I can use different sentence structures to write. • I know how to connect sentences to link up the ideas. 		✓	
Voice / Creativity: <ul style="list-style-type: none"> • My views and choices are clear. • I like my writing. 	✓		

Peer assessmentName of the proof reader: Iay

(✓ Tick the appropriate boxes)

Assessing Items	 He/She can always do it.	 He/She can sometimes do it.	 He/She can seldom do it.
Ideas: <ul style="list-style-type: none"> My classmate can write about several main ideas. My classmate can expand the main ideas with supporting details. 	✓		
Organization: <ul style="list-style-type: none"> My classmate has a clear plan before he/she writes. The writing includes an introduction, a body of 1-2 paragraphs and a conclusion. My classmate has used connecting words to guide the reader toward the key points. 	✓		
Conventions: <ul style="list-style-type: none"> My classmate has checked the spellings and grammar of my writing. 		✓	
Word Choice: <ul style="list-style-type: none"> My classmate can choose different verb phrases, adjectives or describing phrases to help create pictures in the reader's mind. 			
Sentence Fluency: <ul style="list-style-type: none"> My classmate can use different sentence structures to write. My classmate knows how to connect sentences to link up the ideas. 	✓		
Voice / Creativity: <ul style="list-style-type: none"> My classmate's views and choices are clear. I enjoy my classmate's writing. 		✓	

Teacher's Feedback

Comments:

- Creative Interesting Well described
- Good ideas Well-organized Precise writing
- Insufficient length Thin content Off topic
- Good to use the target structure / vocabulary Disconnected ideas
- Beware of grammatical mistakes Improvement needed
- Beware of spelling mistakes

Suggestions:

- #### Content:
- Add more details or information Tell more about the story
 - Pay attention to the question(s)/topic Others: _____

Language:

- Check spelling Use different kinds of sentences
- Proofread the tense markers Use complete sentences
- Use correct punctuation Use proper singular and plural forms
- Mind the use of prepositions Mind the use of articles

Format / Organization:

- Use paragraphs Outline ideas before write
- Try to write in order Group your ideas

Creativity:

- Use original and imaginative ideas

Others:

- Need to improve your handwriting

Mary, very good idea! I love your conclusion. Good to use

different kinds of sentences. Keep it up!



Parent's Feedback:

- Good job! Nice work!
- Keep it up! Work harder!

Others:
