

Confucian Tai Shing Primary School

2019-2020 1st Term

Let's go shopping!



Read to write (2) ☀



Name: olive (12)

Class: P. 3 (17)

Pre-writing task

Good job!

(a) Who do you go to the supermarket with?

My mum, dad and sister go to the supermarket with me.

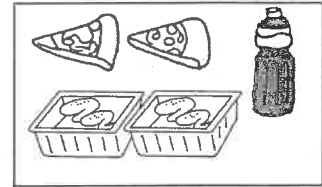
(b) What do you want to buy?

I want to buy some watermelons.

Warm up exercise

(c) How much are two slices of pizza, two boxes of chicken wings and a bottle of cola?

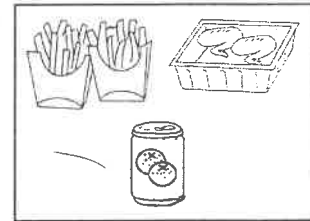
It's thirty-two dollars.
They are



\$32

(d) How much are two packets of French fries, a box of chicken wings and a can of orange juice?

It's twenty-five dollars.
They are



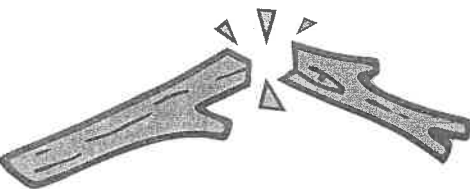
\$25

Fill in the blanks with the correct word.

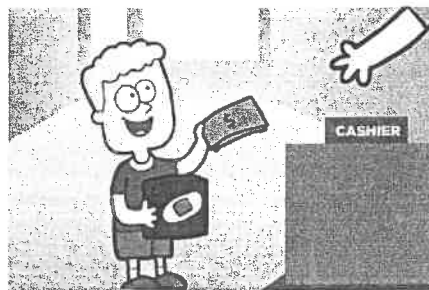
pay

break

drop



break



pay



drop

On Friday evening, Helen goes to a supermarket. What is she doing? Look at the pictures and write the story about Helen.

1.



go/ buy

2.



pay/cashier

she is paying money.

On Friday, Helen is going to the supermarket. What can I buy? I want to buy three packets of potato chips, two cans of cola and a box of eggs.

3. thinks Helen

Then, she goes to the cashier. "How much are they?" says Helen. "Forty-five dollars, please," says the woman. "Here is fifty dollars," says Helen. "I will give you back five dollars," says the woman.



break/ drop

Helen goes out of the supermarket. The bag is so heavy and Helen drops the bag. The eggs are cracked on the floor.

"Oh my God!" cries Helen. "What can I do? My mum will hit me. Oh my bottom!" cries Helen.

The woman comes out. "What's the matter? I can help you!" says the woman. "Thanks!" says Helen. Then, the woman gives Helen some papers and they clear the floor together.

?

nice ending!

After looking at the three pictures, write the story in about 60 words.

At the Supermarket

On Friday, Helen is going to the supermarket.
"What can I buy? I want to buy three packets of potato chips, two cans of cola and a box of eggs." thinks Helen.

Then, she ~~go~~^{goes} to the cashier. She pays some money. "How much are they?" "Forty-five dollars, please?" "Here is fifty dollars." "I will give back five dollars." Says the woman.

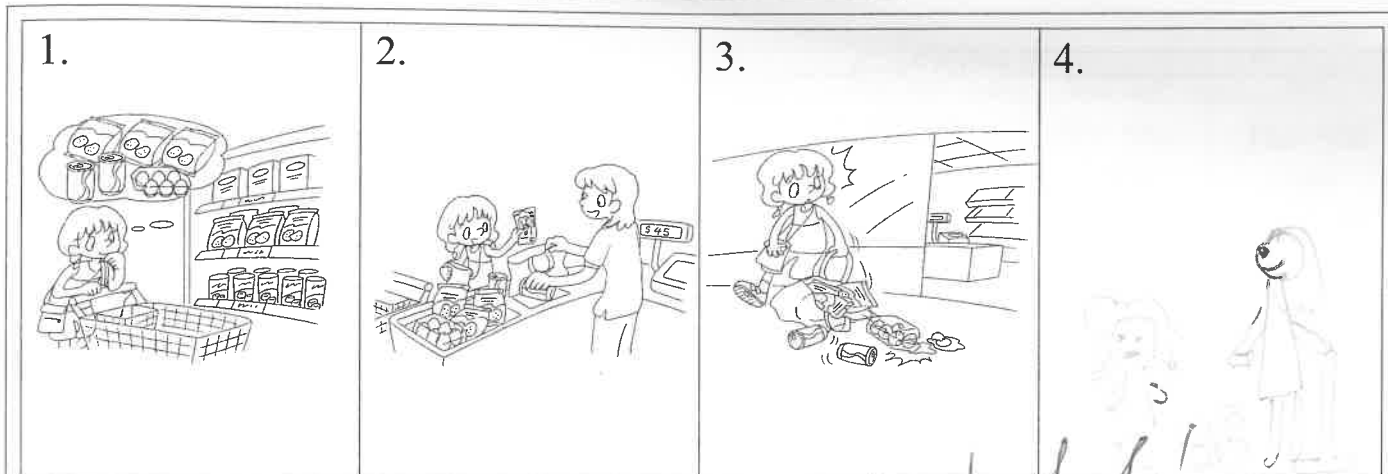
Helen goes out of the supermarket. The bag is so heavy and Helen drops the ~~bags~~^{bag}. The eggs are crack on the floor. "Oh my God! What can I do? My mum will hit me! on my bottom!" cries Helen.

The woman comes out. "What's ^{the} matter? I can help you!" says the woman. Then, the woman gives Helen some ~~papers~~^{tissues} and they ~~clean~~^{clear} the floor together.

Content :	Language :	Format / Organisation :	Creativity :	Total :
10 / 10	9 / 10	6 / 6	9 / 14	27 / 30

Wonderful!
3 Make your words darker and more clear.

Publishing
At the Supermarket



Wonderful!

On Friday, Helen is going to the supermarket. "What can I buy? I want to buy three packets of potato chips, two cans of cola and a box of eggs" thinks Helen.

Then, she goes to the cashier. She pays some money. "How much are they?" "Forty-five dollars, please?" "Here is fifty dollars" "I will give back five dollars." says the woman.




Helen goes out of the supermarket. The bag is so heavy and Helen drops the bag. The eggs crack on the floor. "Oh my God!

What can I do? My mum will hit me! on my bottom" cries Helen.

The woman comes out. "What's the matter? I can help you" says the woman. Then, the woman gives Helen some tissue and they clean the floor together.

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 verb phrases, adjectives or describing phrases to help create pictures in the reader's mind. I can use striking words and phrases to catch the reader's eye. 	✓		
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. 	✓		

✓
seen

Peer assessment

Name of the proof reader: Coco

(✓ Tick the appropriate boxes)

Assessing Items	 Scales 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. • My classmate can use striking words and phrases to catch the reader's eye. 	✓		
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. 	✓		

✓ seen

Teacher's Feedback

Comments:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Creative | <input type="checkbox"/> Interesting | <input checked="" type="checkbox"/> Well described |
| <input checked="" type="checkbox"/> Good ideas | <input checked="" type="checkbox"/> Well-organized | <input type="checkbox"/> Precise writing |
| <input type="checkbox"/> Insufficient length | <input type="checkbox"/> Thin content | <input type="checkbox"/> Off topic |
| <input type="checkbox"/> Good to use the target structure / vocabulary | | <input type="checkbox"/> Disconnected ideas |
| <input type="checkbox"/> Beware of grammatical mistakes | | <input type="checkbox"/> Improvement needed |
| <input type="checkbox"/> Beware of spelling mistakes | | |

Suggestions:

Content:

- | | |
|---|--|
| <input type="checkbox"/> Add more details or information | <input type="checkbox"/> Tell more about the story |
| <input type="checkbox"/> Pay attention to the question(s)/topic | <input type="checkbox"/> Others: _____ |

Language:

- | | |
|---|---|
| <input type="checkbox"/> Check spelling | <input type="checkbox"/> Use different kinds of sentences |
| <input type="checkbox"/> Proofread the tense markers | <input type="checkbox"/> Use complete sentences |
| <input type="checkbox"/> Use correct punctuation | <input type="checkbox"/> Use proper singular and plural forms |
| <input type="checkbox"/> Mind the use of prepositions | <input type="checkbox"/> Mind the use of articles |

Format / Organization:

- | | |
|--|---|
| <input type="checkbox"/> Use paragraphs | <input type="checkbox"/> Outline ideas before write |
| <input type="checkbox"/> Try to write in order | <input type="checkbox"/> Group your ideas |

Creativity:

- Use original and imaginative ideas

Others:

- Need to improve your handwriting

Next time, try to use

your own words more.

Parent's Feedback:

- | | |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Good job! | <input type="checkbox"/> Nice work! |
| <input type="checkbox"/> Keep it up! | <input type="checkbox"/> Work harder! |

Others:
