



Confucian Tai Shing Primary School

2019-2020 1st Term

Activities in a Month



Read to write (1) ☀



Name: Andy (23)








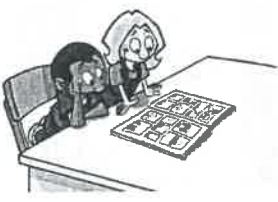




Class: P. 4 (Jay)

A. Pre-writing task:



A 2/10

Discuss with your neighbour and fill in the missing words.

 <p>e.g. play _____ Chinese checkers</p>	 <p>_____ play the piano</p>
 <p>_____ play football</p>	 <p>_____ dance</p>
 <p>_____ play the violin</p>	 <p>_____ play volleyball</p>
 <p>_____ go cycling</p>	 <p>_____ read comics</p>
 <p>_____ play rugby</p>	 <p>_____ go ice-skating</p>
 <p>_____ collect stamps</p>	 <p>_____ play tennis</p>

B. Writing – planning:

A No Perfect

always	often	sometimes	seldom
never	Mondays	Tuesdays	Wednesdays
Thursday	Fridays	Saturdays	Sundays

Here is Candy's timetable. It shows what she does after school and at weekends. Look at Candy's timetable and help her fill in suitable words for her presentation.

Candy's timetable

September

Mon	Tue	Wed	Thu	Fri	Sat	Sun
X	X	X	X	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	X

Hello everyone! My name is Candy. I am in 5A. I often play Chinese chess on

Mondays with my grandfather. He is very kind to me. I like sports very much. I like playing basketball so I always play basketball on Tuesdays.

Sometimes I go swimming on Wednesdays in summer because it is hot. I

always go ice skating on Sundays too.

Other than sports, I like reading and music. I sometimes read comics on Saturdays if I finish doing my homework. Also, I often play the piano on

Thursdays because I will have a piano competition next week. I have to practise my piano more often. I don't have any activities on Fridays because I have to do my homework.

This is the end of my sharing. Thank you.

Time Expression

☞ You may use these phrases to write about the story.

In present

..... now.

..... on Sundays.

..... every day.

In past

Today,

Yesterday,

Last Sunday,

One day,

In future

Tomorrow,

Next week,

Adverbs of frequency

☞ You may use these adverbs of frequency to say how often we do things, or how often things happen.

always	often	sometimes	seldom	never
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Adjectives

☞ You may use these adjectives to describe feeling:

happy	excited	surprised	scared	frightened
sad	shocked	angry	ashamed	bored

C. Writing:

According to your timetable, you are now writing about what activities you usually have. Write your presentation in about 60 words.

Activities in a Month

Hello everyone! My name is Andy. I am in 4th grade. I seldom play games with my parents. They are not interested in me. I really like sports. I like playing soccer so I always play soccer on Saturdays. Sometimes I play badminton on Fridays in fall because it's cool. I seldom go jogging on Thursdays too. Other than sports, I also like playing board games. I often play Chinese checkers on Sundays. I sometimes play chess on weekends.

This is the end of my sharing. Thank you!

(86 words)

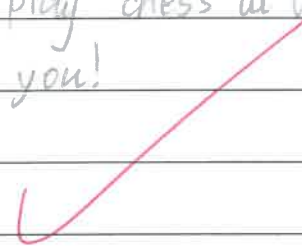
Content:	Language:	Organization:	Creativity:	Total:
9 /10	7 /10	6 /6	4 /4	26 /30



D. Corrections:

Hello everyone! My name is Andy. I am in 4Joy. I seldom play games with my parents. They are nice to me. I really like sports. I like playing soccer so I always play soccer on Saturdays. Sometimes I play badminton on Fridays in fall because it's cool. I seldom go jogging on Thursdays too.




Other than sports, I also like playing board games. I often play Chinese Checkers on Sundays. I sometimes play chess at weekends. This is the end of my sharing. Thank you!



I see
Good writing.
Who do you play
Chinese checkers with?
Your father? 😊




Self Assessment

(✓ Tick the appropriate boxes)

<p style="text-align: center;"><i>Scales</i></p> <p>Assessing Items</p>	 I can always do it.	 I can sometimes do it.	 I can seldom do it.
<p>Ideas:</p> <ul style="list-style-type: none"> • I can write the story using time expression. • I can expand the main ideas with supporting details. 	✓		
<p>Organization:</p> <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. 	✓		
<p>Conventions:</p> <ul style="list-style-type: none"> • I have checked the spellings and grammar of my writing. 	✓		
<p>Word Choice:</p> <ul style="list-style-type: none"> • I can choose different adjectives to describe feelings. • I can use adverbs of frequency. 	✓		
<p>Sentence Fluency:</p> <ul style="list-style-type: none"> • I can use different sentence structures to write. 	✓		
<p>Voice / Creativity:</p> <ul style="list-style-type: none"> • My views and choices are clear. • I like my writing. 	✓		

Peer assessmentName of the proof reader: Henry

(✓ Tick the appropriate boxes)

<i>Scales</i>	 He/she can always do it.	 He/she can sometimes do it.	 He/she can seldom do it.
Assessing Items <i>Ideas:</i> <ul style="list-style-type: none"> • My classmate can write the story using time expression. • My classmate can expand the main ideas with supporting details. 	✓		
<i>Organization:</i> <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. 	✓		
<i>Conventions:</i> <ul style="list-style-type: none"> • My classmate has checked the spellings and grammar of my writing. 	✓		
<i>Word Choice:</i> <ul style="list-style-type: none"> • My classmate can choose different adjectives to describe feelings. • My classmate can use adverbs of frequency. 	✓		
<i>Sentence Fluency:</i> <ul style="list-style-type: none"> • My classmate can use different sentence structures to write. 	✓		
<i>Voice / Creativity:</i> <ul style="list-style-type: none"> • My classmate's views and choices are clear. • I enjoy my classmate's writing. 	✓		

Teacher's Feedback

Comments:

- | | | |
|--|--|--|
| <input type="checkbox"/> Creative | <input checked="" 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 checked="" 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 checked="" 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
-
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