

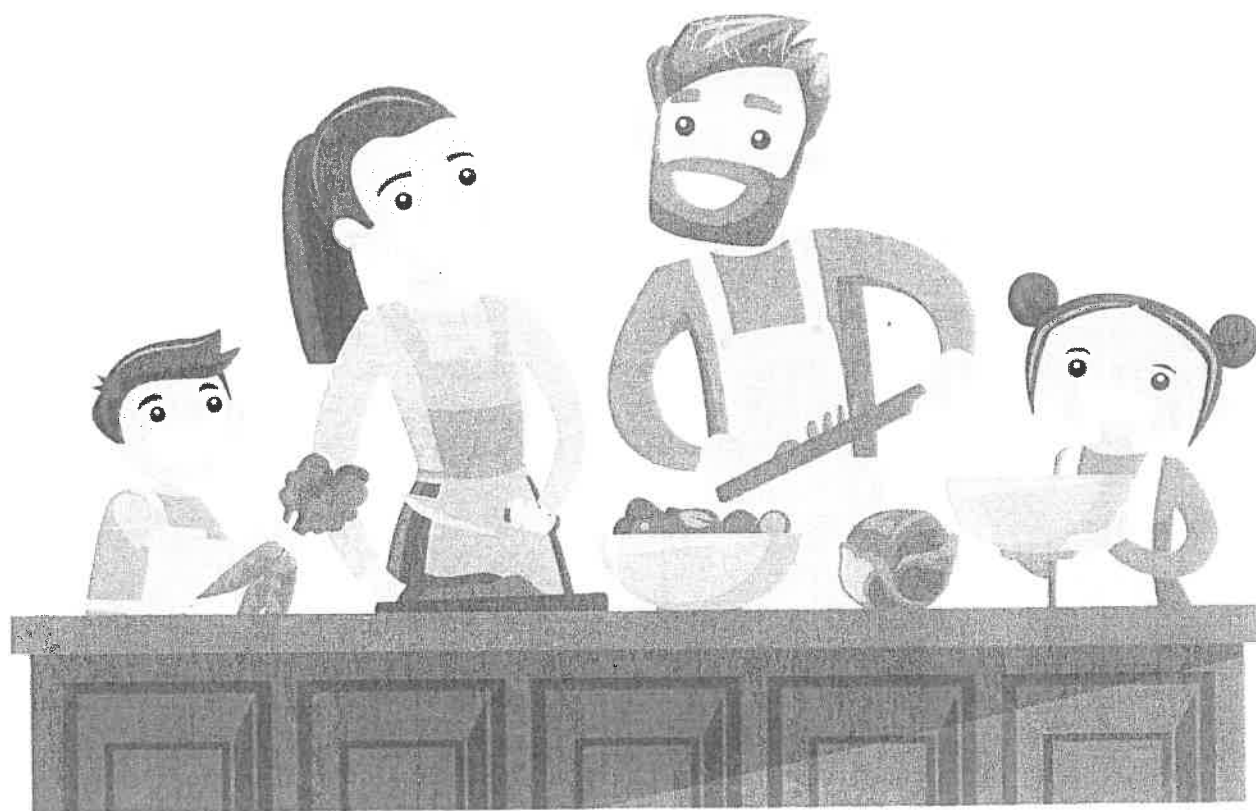
Confucian Tai Shing Primary School

2019-2020 1st Term

Let's Cook!



Read to write (1) ☀

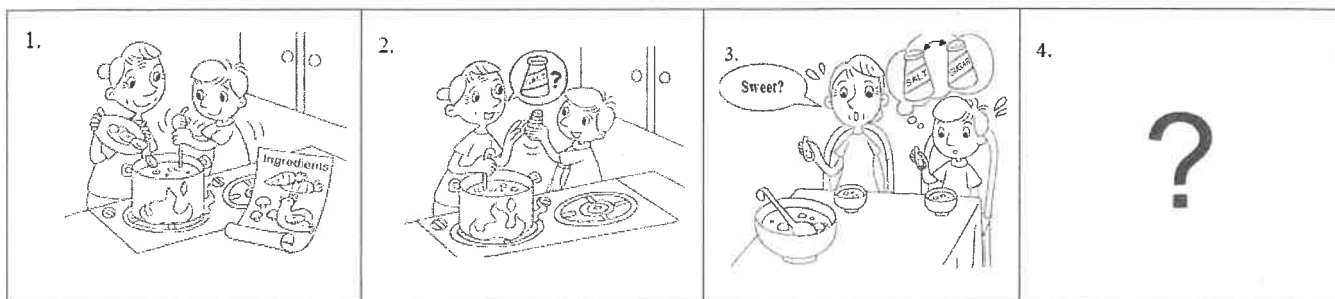


Name: Cathy (24)

Class: P. 3 (H)

Harry and Grandma are in the kitchen. What are they doing? Look at the pictures and write the story about them. The following word bank may help you.

A. Wha



	Structure	Language features
1.	Beginning	Today/ In the morning/ In the afternoon/ In the evening
2.	Sequence of events	First/ Next/ Then/ Finally/ before/ after/ soon/ later
4.	Nouns	People: Grandma, Henry Others: dish/ recipe/ kitchen/ ingredients/ salt/ sugar/ soup/ pot
5.	Adjectives	healthy/ hot/ tasty/ delicious/ salty/ sweet/ sour/ spicy/ surprised
6.	Verbs	make/ cook/ cut/ take/ put/ mix/ boil

the picture

What is your favourite food?

a.	tomato ✓
b.	ice-cream ✓
c.	carrot ✓

✓
- 2 OCT 2019

B. What are your favourite fruits?

a.	watermelon ✓
b.	blueberry ✓ (blueberry) ✓
c.	apple ✓

C. What food is 'countable'? What food is 'uncountable'?

Countable Food

Uncountable Food

1.	tomato ✓
2.	potato ✓
3.	banana ✓

1.	cheese ✓
2.	ham ✓
3.	juice ✓

D. Write the correct punctuation marks.

1. Can you make some fruit salad for me? ✓

2. This fruit salad is yummy. ✓

3. Listen! The bird is singing. ✓

4. Mum, can I go to the supermarket now? ✓

On Monday, Harry and Grandma are in the kitchen. What are they doing? Use the verbs in the box to form a sentence. **Draw the last picture on P.5**

1.



put/ ingredients

Monday
On Sunday, Harry and grandma are cooking. They are cooking some soup.

2.



give/ add

Grandma asks Harry "Harry, could you help me to take the salt?" Harry says "Yes, I can help you."

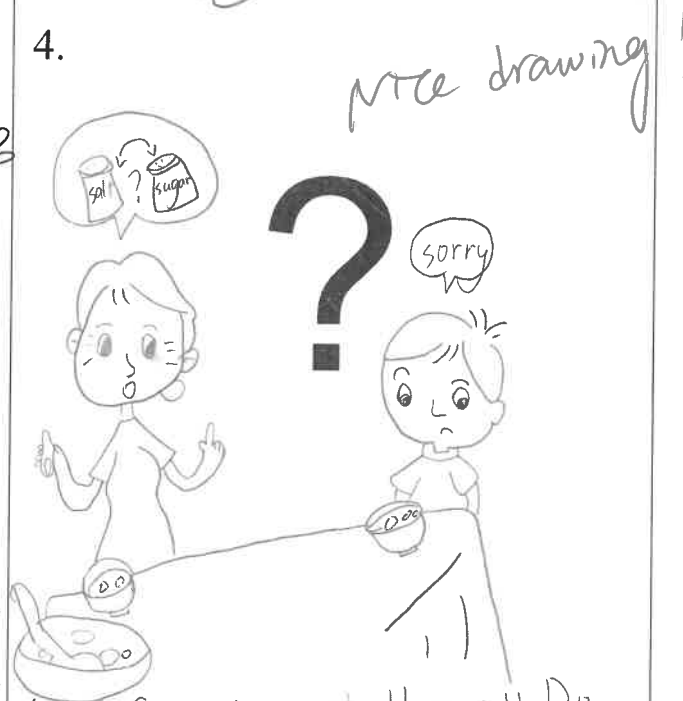
3.



taste/ salty

The soup is done! Grandma says "let's eat this soup." But the soup is sweet.

4.



Grandma asks Harry "Do you switch the salt and sugar?" Harry says "Yes, I'm sorry."

Grandma says "OK, this is the first time. I forgive you." At last, they make a yummy soup.

Excellent!
great work!
- 2 OCT 2019

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

Cooking with Grandma

On Monday, Harry and grandma are cooking in the kitchen. They are cooking some soup. ^{They} need some carrots, some mushrooms and chicken to make the soup.

"Harry, could you give me some salt?" asks grandma. "Yes, I can." ^{replies} Harry.

The soup is done! "Let's drink this soup." says grandma. Harry and grandma are ^{tasting} taste the soup. But the soup is sweet. "Did I switch the salt and sugar?" Harry thinks.

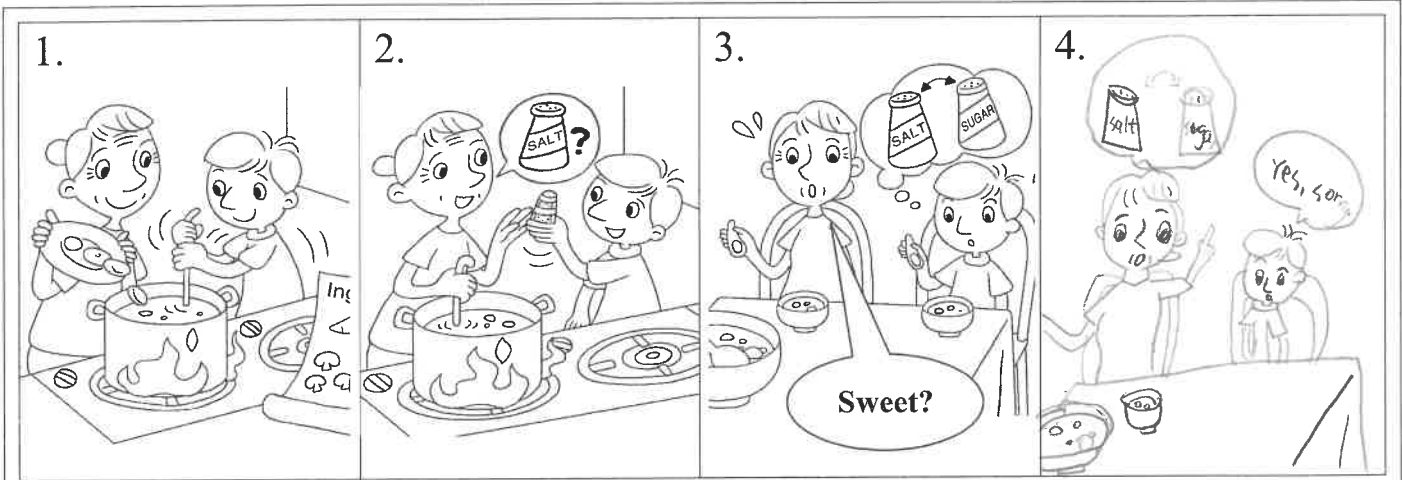
"Harry, did you switch the salt and sugar?" asks grandma. "Yes, I am sorry." says Harry. "Ok, this is the first time, I forgive you." ^{At} last, they make a yummy soup.

Great job!
I'm glad that you can use past Tense!

102 words

Content :	Language :	Format / Organisation :	Creativity :	Total :
10 /10	8 /10	6 /6	4 /4	28 /30

Publishing Cooking with Grandma



On Monday, Harry and grandma are cooking in the kitchen. They are cooking some soup. They need some carrots, some mushrooms and chicken to make the soup.

"Harry, could you give me some salt?" asks grandma. "Yes, I can." replies Harry.

The soup is done! "Let's drink this soup." says grandma. Harry and grandma are tasting the soup. But the soup is sweet. "Did I switch the salt and sugar?" thinks Harry.

"Harry, did you switch the salt and sugar?" asks grandma. "Yes, I am sorry." says Harry. "Ok, this is the first time. I forgive you." says grandma. And last, they make a yummy soup.

Wonderful job!
I really appreciate your hard work!

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. 	✓		

✓
Self

Peer assessment

Name of the proof reader: Vicky

(✓ 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:

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

Suggestions:

Content:

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

Language:

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

Format / Organization:

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

Creativity:

- Use original and imaginative ideas

Others:

- Need to improve your handwriting

keep going!
Your English is pretty
good!

Parent's Feedback:

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

Others:
