

Confucian Tai Shing Primary School
2021/2022 First Term
This is My Pet!



Read to write (3) ✨



Name: Yoyo (2)

Class: P. 1 (J)





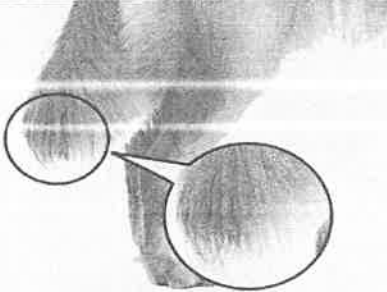


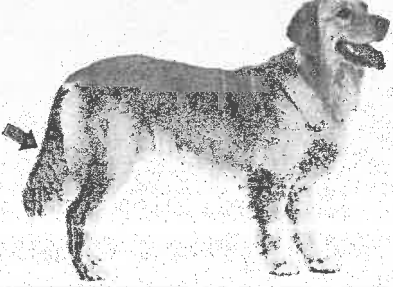
Numbers:

1	2	3	4	5
one	two	three	four	five
6	7	8	9	10
six	seven	eight	nine	ten

Colors:

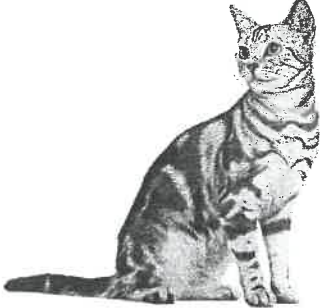
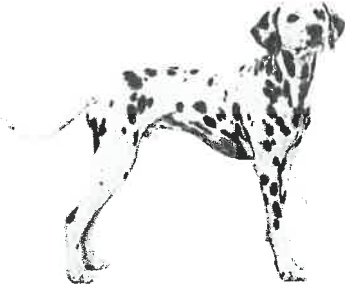



red	yellow	black	blue	orange
white	green	purple	grey	brown

Body Parts:

ear		eye	
leg		head	
hair		mouth	
nose		tail	

Pre-writing task (1)

Fill in the table with the animal words.

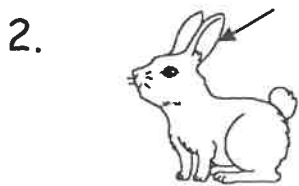
cat ✓	
dog ✓	
hamster ✓	
parrot ✓	
rabbit ✓	

Pre-writing task (2)

Fill in the blanks with correct adjectives and circle the correct answers.



a big eye / ear



a long tail / ear



a short leg / tail



a big mouth / nose



a small mouth / leg



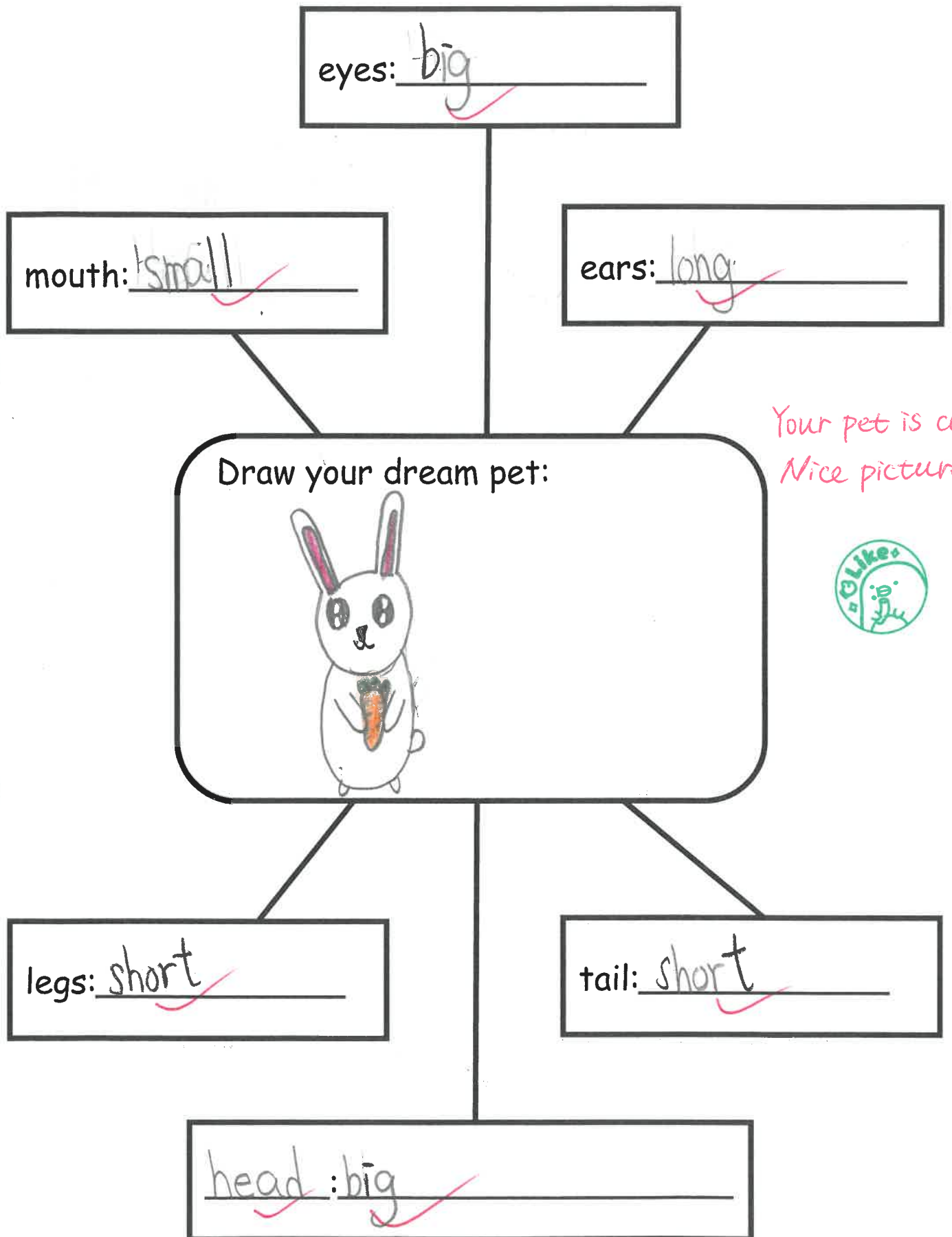
a big head / mouth



a long leg / hair

Pre-writing task (3)

Use different adjectives to describe your dream pet.



Writing task:

My Pet

My pet is a rabbit. Her name is Mary.
It has big eyes. It has a small mouth.
It has short legs. It has ^a short tail.
It has long ears. It has ^a big head.
She loves to eat ^{carrots} carrot.

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

My Pet



My pet is a rabbit. Her name is
Mary. It has big eyes. It has a
small mouth. It has short legs.
It has a short tail. It has long
ears. It has a big head. She
likes eating carrots.

You made a great progress! Well done!

Self Assessment

(✓ Tick the appropriate boxes)

Scales Assessing Items	☺☺☺ I can always do it.	☺☺ I can sometimes do it.	☺ I can seldom do it.
Ideas: • I can write in details.	✓		
Organization: • I have a clear plan before I write.	✓		
Conventions: • I check the spellings and I use full stops.	✓		
Word Choice: • I can choose different words to describe my, my classmates' and my teacher's ideas.	✓		
Sentence Fluency: • I can write complete sentence.	✓		
Voice / Creativity: • My views and choices are clear. • I like my writing.	✓		

Peer assessment

Name of the proof reader: Anam

(✓ Tick the appropriate boxes)

<p>Scales</p> <p>Assessing Items</p>	<p>☺☺☺ I can always do it.</p>	<p>☺☺ I can sometimes do it.</p>	<p>☺ I can seldom do it.</p>
<p>Ideas:</p> <ul style="list-style-type: none"> • My classmate can write in details. 	<p>✓</p>		
<p>Organization:</p> <ul style="list-style-type: none"> • My classmate has a clear plan before he/she writes. 	<p>✓</p>		
<p>Conventions:</p> <ul style="list-style-type: none"> • My classmate checks the spellings and uses full stops. 	<p>✓</p>		
<p>Word Choice:</p> <ul style="list-style-type: none"> • My classmate can choose different words to describe the ideas. 	<p>✓</p>		
<p>Sentence Fluency:</p> <ul style="list-style-type: none"> • My classmate can write complete sentence. 	<p>✓</p>		
<p>Voice / Creativity:</p> <ul style="list-style-type: none"> • My classmate's views and choices are clear. • I enjoy my classmate's writing. 	<p>✓</p>		

Teacher's Feedback

Comments:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Creative | <input checked="" type="checkbox"/> Interesting | <input checked="" type="checkbox"/> Well described |
| <input type="checkbox"/> Good ideas | <input 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 checked="" type="checkbox"/> Good to use the target structure /
vocabulary | | <input type="checkbox"/> Disconnected ideas |
| <input checked="" type="checkbox"/> Beware of grammatical mistakes | | <input type="checkbox"/> Improvement needed |
| <input type="checkbox"/> Beware of spelling mistakes | | |

Suggestions:

Content:

- | | |
|---|--|
| <input checked="" 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"/> Mind the use of articles | <input type="checkbox"/> Use complete sentences |
| <input type="checkbox"/> Use correct punctuation | <input checked="" type="checkbox"/> Use proper singular and plural forms |

Format / Organization:

- | | |
|--|--|
| <input type="checkbox"/> Use paragraphs | <input checked="" 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:

Parent's Feedback:

- | | |
|---|--|
| <input type="checkbox"/> Good job!
非常好! | <input checked="" type="checkbox"/> Nice work!
做得好! |
| <input type="checkbox"/> Keep it up!
繼續保持! | <input type="checkbox"/> Work harder!
需要更努力! |

Others:
