Mouse to Mouse

Unit Overview

Week 1 SR 1/GR 1 Outcomes:
1. Recognise the names of different rooms and furniture.
2. Practise the learned reading skills and strategies.

Week 1 SW 1 Outcome:
Identify the format of an e-mail.

Week 2 GR 2 Outcomes:
1. Recognise the names of different rooms and furniture.
2. Practise the learned reading skills and strategies.

Week 2 SR 2/SW 2 Outcome:
Write captions about pictures using verbs and prepositions.

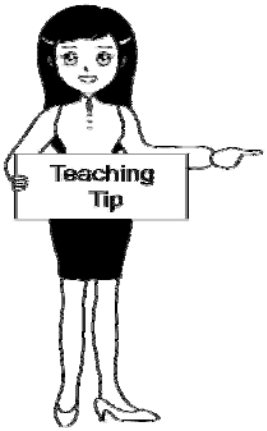
Week 3 SR 3/GR 3 Outcomes:
1. Comprehend and respond to questions relating to an e-mail.
2. Practise the learned reading skills and strategies.

Week 3 SW 3 Outcome:
Exchange information through e-mails (draft).

Week 4 GW Outcome:
Revisit and edit – make any necessary improvements to their writing.

Week 4 SR 4/SW 4 Outcomes:
1. Publish - use a computer to send an e-mail or make final copy of e-mail.
2. Share the e-mails with whole class.

The main focus of this unit is to exchange information using e-mails. Students will take on the role of a cat and write e-mails to another cat to plan how they can catch the mice living in their house.



Characteristics of the e-mail:

Purpose	Structure and Language Features
• **Exchange information electronically**	• **Header** **- To: receiver's e-mail address** **- From: sender's e-mail address** **- Subject: what the e-mail is about** • **Body** **- Greeting** **- Message: concise** **- Closing**

e-mail to Ida 2 (Draft)

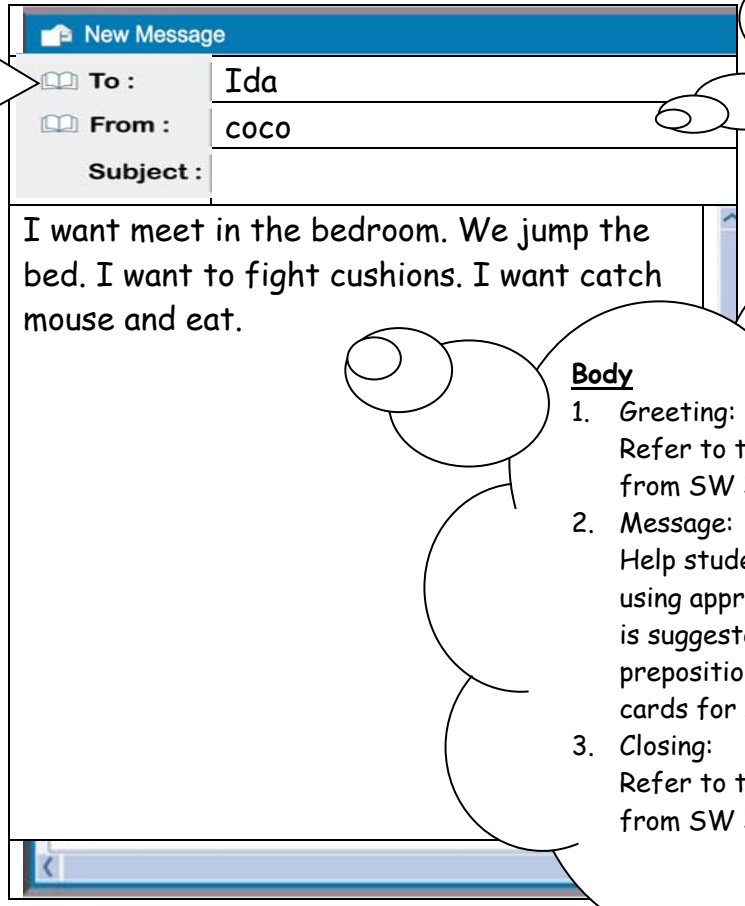
The responses here are how we anticipate students will write their e-mails.
The following are some suggestions as to how teachers may question students to improve their e-mails.

Header

Who are you writing to?
What is Ida's e-mail address?
Who is the e-mail from?
What is your e-mail address?
What do you want to write about?

Body

1. Greeting:
What greeting would you like to send to Ida?
2. Message:
Have you answered Ida's question?
Can you read your e-mail to me?
Do you think it makes sense?
3. Closing:
What closing sentence would you like to use?
Did you write your name at the end?



Header

Remind students to read e-mail *Reply from Ida* to obtain correct e-mail address and subject.

Body

1. Greeting:
   Refer to the suggestions on the Flip Chart from SW 3.
2. Message:
   Help students to improve their writing by using appropriate verbs and prepositions. It is suggested that teachers have prepositions written on small boards or cards for students to choose.
3. Closing:
   Refer to the suggestions on the Flip Chart from SW 3.

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Cool Kids

Because of the requirement of three adults in each guided reading and guided writing lessons for P3, the lesson format of all P3 units has been changed as follows:

Week 1 SR 1/GR 1	**Week 1 SW 1**
Week 2 GR 2	**Week 2 SR 2/SW 2**
Week 3 SR 3/ GR 3	**Week 3 SW 3**
Week 4 GW	**Week 4 SR 4/SW 4**

Unit Overview

Week 1 SR 1/GR 1 Outcome:
Use the Contents Page to locate information and various articles in a magazine.

Week 1 SW 1 Outcome:
Write descriptive sentences about animals and clothes using adjectives.

Week 2 GR 2 Outcomes:
1. Use the Contents Page to locate information and various articles in a magazine.
2. Share ideas on how to help dolphins.

Week 2 SR 2/SW 2 Outcome:
1. Identify the format of a recipe.
2. List the ingredients of a recipe.
3. Write appropriate steps for a recipe.

Week 3 SR 3/GR 3 Outcomes:
1. Describe what is happening in a picture.
2. Describe changes that have been made in the picture.

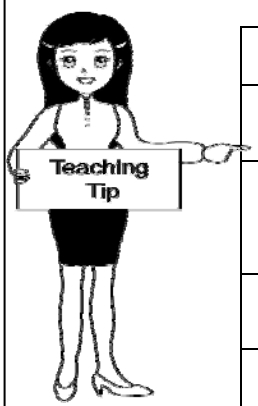
Week 3 SW 3 Outcomes:
1. Design a wordsearch using learned high frequency words.
2. Use similes, e.g. white as snow, to create a poem.

Week 4 GW Outcome:
Revisit and edit – make any necessary improvements to their writing.

Week 4 SR 4/SW 4 Outcomes:
1. Publish students' own magazines.
2. Share and appreciate others' work.

The main focus of this unit is for each student to produce a magazine which includes:

- front and back covers
- a contents page
- articles on different text types, e.g. captions, poster, recipe, poem



Text Types	Purpose	Structure and Language Features
Captions	To explain a drawing or photograph	Short description using nouns, adjectives, simple present tense and/or present continuous tense.
Poster	To influence readers' actions or feelings	Short message using adjectives, simple present tense and imperatives.
Recipe	To explain how to prepare a food item	Detailed factual description using nouns, simple present tense and imperatives.
Poem	To entertain	Short description about pets using nouns, adjectives, similes (white as snow) and simple present tense.

Animal Fashion Contest

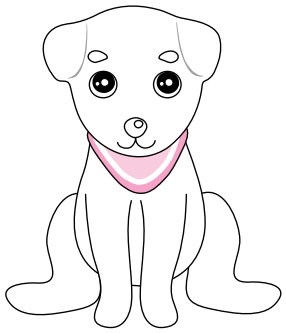
1. **The responses here are how we anticipate students will write their captions for the Animals Fashion Contest.**
2. **The following are some suggestions as to how teachers may question students to improve their captions.**

Illustration for clothing items

- *What is the animal wearing?*
- *What colour is the clothing?*
- *Is it long or short?*
- *Is it thick or thin?*
- *Is it for hot weather or cold weather?*
- *Is it for dry weather or wet weather?*

Description

- *What does the animal look like?*
- *How does the animal feel?*
- *Can you write more interesting words about the clothing?*
- *Is it long or short?*
- *Is it thick or thin?*
- *Is it for hot weather or cold weather?*
- *Is it for dry weather or wet weather?*



Dolly Dog is very small.
She is wearing a pink scarf.

Illustration

- *Elicit more details about the scarf and why Daisy is wearing it.*

Description

- *Elicit detailed description about Daisy, i.e. appearance and feelings.*
- *Elicit a detailed description about the scarf.*

e.g.
Daisy Dog is a very small, cute dog.
She is wearing a long, thick, pink scarf because it is a cold day.

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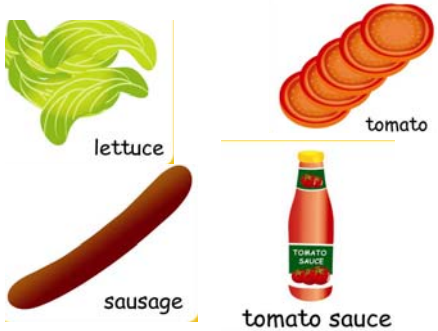
Hot Dog Recipe

1. The responses here are how we anticipate students will write their Hot Dog Recipe.

2. The following are some suggestions as to how teachers may question students to improve their recipe.

We need:

- *How many pieces of onion/tomato/ egg/cucumber?*
- *How much lettuce/mustard/salad dressing/tomato sauce?*
- *How big is the sausage?*



1. Cut the bun.
2. Open the bun.
3. Put lettuce on the bun.
4. Put tomato on the bun.
5. Put a sausage on the bun.
6. Put tomato sauce on the bun.

We need:

- *Elicit more details of quantities of ingredients, i.e. three pieces of tomato, some lettuce, two spoons of tomato sauce, a long sausage.*

Steps

- *What do you do first?*
- *What do you put on the bun first?*
- *What do you put on after that? Etc.*

Steps

- *Elicit correct order of placing ingredients on the bun.*

e.g.

1. Cut the bun. Open the bun.
2. Put some lettuce on the bun.
3. Put three pieces of tomato on the lettuce.
4. Put a long sausage on the tomato.
5. Put two spoons of tomato sauce on the sausage.

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Poem of the Month

1. The responses here are how we anticipate students will write their poem.
2. The following are some suggestions as to how teachers may question students to improve their poem.

- *Can you make your poem more interesting?*
- *Do you have other words to describe the size of your animal?*
- *Do you have other creative words to describe your animal's covering?*
- *Can you read your poem with expression and intonation?*

Alice has a little Turtle

Alice has a little turtle,
Little turtle, little turtle,
Alice has a little turtle,
Its shell is green as grass.
And everywhere that Alice goes,
Alice goes, Alice goes,
And everywhere that Alice goes,
The turtle is sure to go.

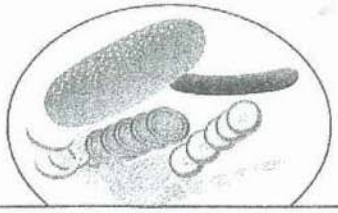
- *Elicit more adjectives to describe the size and covering of the animal.*

e.g. Alice has a big/small/tiny/cute/ naughty turtle.
Its shell is hard as rocks/stones.
Its shell is smooth as snow/a table.

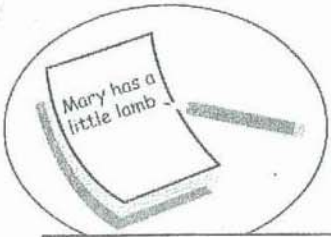
- *Encourage students to read their own poem with expression and intonation to the group.*

Happy Farm

imal Fashion Contest



Hot Dog Recipe



Poem of the Month

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Magazine Cover Template

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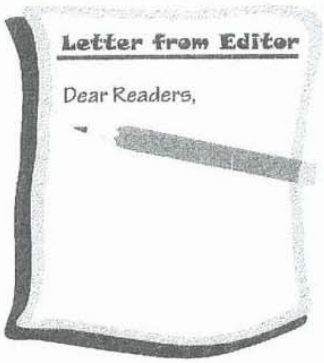
Letter from the Editor

Hi Readers,

What do you like to do? Do you like reading? If you do, this is the magazine for you. We have a game, a recipe, a poem and interesting pictures.

Happy Reading!



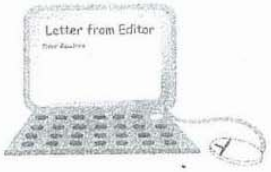
The Editor,

Victor Wong

Letter to the Editor

Dear Editor,

I like your magazine. I like reading Animal Fashion Contest because it is beatiful.



From, Jacky

Jacky

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Letter from the Editor

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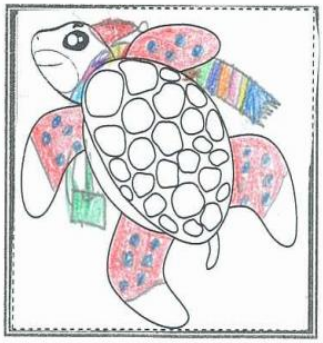
Suggestion for Week 4 GW – Magazine

Animal Fashion Contest

Kitty is pretty. She is wearing her red and pink T-shirt, a green scarf and a brown hat with a flower on it. She is the winner.



Tommy Turtle is excited. He is wearing his blue, yellow, pink, orange, purple, green and brown scarf and red and blue pyjamas. He is also holding a green handbag.

Daisy Dog is cute. She is wearing her yellow raincoat, black sunglasses, brown boots and high-heel-shoes.

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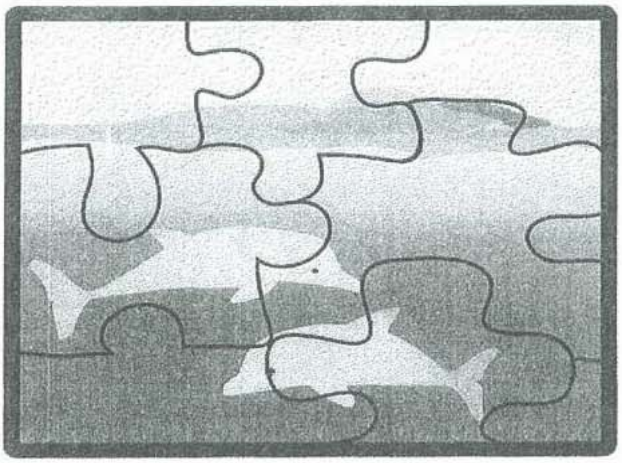
Suggestion for Week 4 GW – Magazine

WORDSEARCH

Draw a circle around the words.

s	o	s	n	a	i	w
w	n	a	i	d	c	w
o	s	n	a	i	l	o
r	f	a	i	h	d	r
i	o	i	f	o	o	d
o	a	l	i	o	e	d
a	d	d	o	i	s	s

food	word	nail	does	snail



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Poem of the Month

Yoyo has a little goldfish,

Little goldfish, Little goldfish,

Yoyo has a little goldfish,

It's tail is orange as orange.

And everywhere that Yoyo goes,

Yoyo goes, Yoyo goes.

And everywhere that Yoyo goes.

The goldfish is sure to go.

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Victor (31)
Poem of the Month (publish)

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Suggestion for Week 4 GW – Magazine

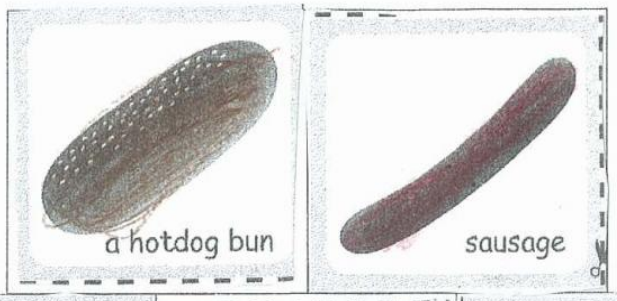
3A

Victor (31)

green

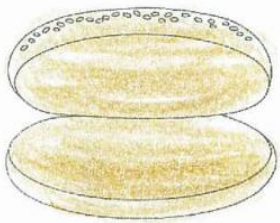
Hot Dog Recipe

We need:



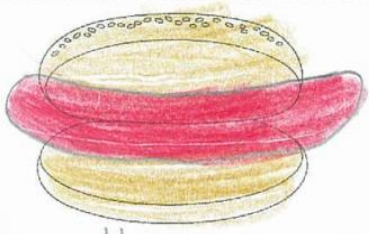
Steps:

1.



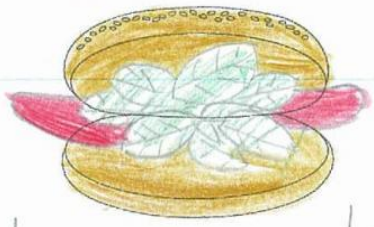
Cut and open the bun.

2.



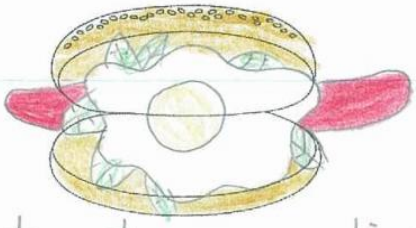
Put the sausage onto the bun.

3.



Put some lettuce onto the sausage.

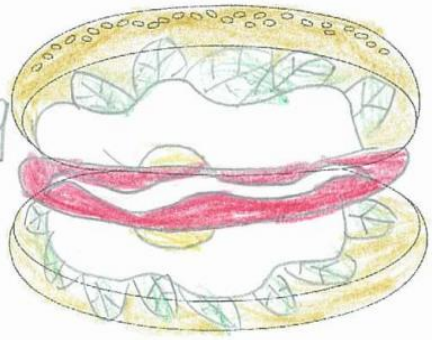
4.



Put two slices of boiled egg onto the lettuce

5.

Add some salad dressing onto the sausage.



The Pirate, the Parrot and Fun at the Bun Festival

Because of the requirement of three adults in each guided reading and guided writing lessons for P3, the lesson format of all P3 units has been changed as follows:

Week 1 SR 1/GR 1	**Week 1 SW 1**
Week 2 GR 2	**Week 2 SR 2/SW 2**
Week 3 SR 3/ GR 3	**Week 3 SW 3**
Week 4 GW	**Week 4 SR 4/SW 4**

Unit Overview

Week 1 SR 1/GR 1 Outcomes:
1. Understand the features of a comic.
2. Read, comprehend and retell by sequencing the content of the comic.

Week 1 SW 1 Outcomes:
1. Understand speech bubbles are used in comics to convey meaning.
2. Create a comic using speech bubbles.
3. Understand and use contractions in text.

Week 2 GR 2 Outcomes:
1. Understand the features of a comic.
2. Read, comprehend and retell by sequencing the content of the comic.

Week 2 SR 2/SW 2 Outcomes:
1. Understand speech bubbles are used in comics to convey meaning.
2. Create a comic using speech bubbles.
3. Understand and use contractions in text.

Week 3 SR 3/GR 3 Outcomes:
1. Read with expression.
2. Describe what is happening in a picture.
3. Create an alternative story ending to the big book story.

Week 3 SW 3 Outcome:
Create students' own story ending.

Week 4 GW Outcome:
1. Make any necessary improvements to their writing.
2. Illustrate story ending.

Week 4 SR 4/SW 4 Outcomes:
1. Publish story ending and illustrate.
2. Share and appreciate others' work.

The main focus of this unit is for each student to produce a narrative incorporating a comic strip and a story ending. This will be an extension of the story, *The Pirate, the Parrot and Fun at the Bun Festival*. It will include:

- a front cover
- formatted sheets with illustrations, captions and speech bubbles
- students' own interpretation of the story ending

Characteristics of a comic:

Purpose	Structure and Language Features
• Entertain	A comic has the same features as a narrative, i.e. setting, characters, problem(s) and solution(s), ending/conclusion. These features are represented in the panels using illustrations, speech bubbles and captions. Their purpose and language features are as follows: Panels the order of the boxes shows the sequence of actions Illustrations - show feelings and actions Speech bubbles contain - what characters say to each other - formulaic language - simple present or present continuous tense Captions - tell more about the story - use simple present tense or present continuous tense

My Story Ending

1. The responses here are how we anticipate students will write their story endings.

2. The following are some suggestions as to how teachers may question students to improve their story endings.

Characters and Setting

- *Who is in the picture?*
- *What is happening?*
- *Where are they?*

Katarina is in the water. She is swimming. She is excited. She has a fish. The whale is swimming behind Katarina. The whale is hungry.

How do they feel?

- *How do you think the whale and Katarina feel?*
- *Why do they feel that way?*

Elicit more detail about the characters and the setting:

- *write about Katarina and the whale, e.g. The whale is behind Katarina.*
- *describe the sea/weather/sky in more detail*
  e.g. It is raining. The sky is grey. The waves are big.

NB: Students who have already written a lot of relevant information about the picture may be able to reconstruct the text to make more complex sentences, e.g.
Katarina is in the water. She is swimming.
Ask students, *Can you make these sentences into one sentence without adding 'and'?*
Katerina is swimming in the water.

Elicit more detail about the feelings of the characters and why they feel that way, e.g. Katarina is scared because the whale is big.

NB: Encourage students to use connectives, (and, but, because) and pronouns to make better sentences, e.g.
The whale wants to eat Katarina and the fish because it is hungry.

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Problems

- *What happens next?*

Katarina swims to the junk. She is scared. Her family is scared. Pirate Pang and Parrot Pete are scared.

Solution and Ending

- *How is the problem solved?*
- *What happens in the end?*
- *How do you think they feel?*

- *Elicit more detail about the problem(s) the characters could encounter, ask students What you think will happen to Katarina/whale? Can you add other characters to create more interesting problems?*

- *Elicit more detail about the solution(s) to the problem(s), ask students: Does anyone help her? What does the whale do? What does the pirate/parrot do? Is Katarina safe?*
- *Elicit more detail about the characters' feelings: Ask students to use more words to describe feelings, e.g. worried, frightened.*
- *Tell students to write a sentence to end the story, e.g. They go home happy but tired.*

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Green Earth Project Week

Because of the requirement of three adults in each guided reading and guided writing lessons for P3, the lesson format of all P3 units has been changed as follows:

Week 1 SR 1/GR 1	**Week 1 SW 1**
Week 2 GR 2	**Week 2 SR 2/SW 2**
Week 3 SR 3/ GR 3	**Week 3 SW 3**
Week 4 GW	**Week 4 SR 4/SW 4**

Unit Overview

Week 1 SR 1/GR 1 Outcomes:
1. Understand the features of a recount.
2. Understand the use of past tense.
3. Practise the learned reading skills and strategies.

Week 1 SW 1 Outcomes:
1. Identify the setting and sequence of events in a recount.
2. Make a group machine.

Week 2 GR 2 Outcomes:
1. Read, comprehend and retell by sequencing the content of a story.
2. Identify the structure and language features of a recount.
3. Practise the learned reading skills and strategies.

Week 2 SR 2/SW 2 Outcomes:
1. Understand the purpose and features of a recount.
2. Write a recount.
3. Understand and use past tense and linking words to do with time, e.g. Last week, first, next, after that, then, finally.

Week 3 SR 3/GR 3 Outcomes:
1. Identify past tense.
2. Practise the learned reading skills and strategies.

Week 3 SW 3 Outcome:
1. Understand the purpose and features of a recount.
2. Complete the draft of a recount with a concluding statement.
3. Use linking words to do with time and describing words for feelings.

Week 4 GW Outcome:
1. Understand the purpose and features of a recount.
2. Make any necessary improvements to their writing.

Week 4 SR 4/SW 4 Outcomes:
1. Publish students' recounts.
2. Share and appreciate others' work.

The main focus of this unit is for each student to produce a personal recount, motivated by the book, *Green Earth Project Week*. Students will make a machine and write a recount about the process. The recount will be published on a three dimensional shape (i.e. a milk carton) representing a machine. Students are encouraged to read their recounts aloud to others. Teachers are encouraged to display the three dimensional machine recounts in prominent positions around the school.

Characteristics of a recount:		
Purpose	**Structure**	**Language Features**
• Entertain and/or inform	**Setting including background information**: who, what, where, when and why **Events in order**: what happened and when it happened, plus personal comments reflecting writer's feelings (as appropriate). Each event should start on a new line. **Concluding statement**: reflecting writer's over all feelings about what happened	• Personal pronouns "I" or "we" • Action words in simple past tense, e.g. went, saw, did • Words describing feelings, actions, etc. • Linking words to do with time e.g. yesterday, last…, on…, first, next, after that, then, finally

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Writing Activity Sheet 2

1. The responses here are how we anticipate students will write their recounts.

2. The following are some suggestions as to how teachers may question students to improve their recounts.

Title
- *Is the title about the machine you made?*
- *Have you used capital letters in the title?*

Setting
- *Have you answered the questions 'Who', 'What', 'Where' and 'When'?*
- *Does your sentence make sense? Are there any words missing? Have you used past tense?*

Events
- *What was the book about?*
- *What did the machine parts look like?*
- *How did your machine look? What could your machine do?*
- *Do your sentences make sense? Are there any words missing? Have you used past tense?*

Concluding Statement
- *How did you feel?*
- *Why did you feel that way?*
- *Did you like making the machine?*
- *Do your sentences make sense? Are there any words missing? Have you used past tense?*

Title	*Student's own choice
Setting	Last week reading room we made a machine.
Events	First we read book Green Earth Project Week.
	Next we drew eyes, ears, mouth, nose, hair and a hat.
	After that we coloured them.
	Then we cut and glued them.
	Next we made a machine.
	Finally machine walking.
Concluding Statement	I am excited. I liked machine.

It should relate to the experience of making a machine.

It should answer 'who', 'what', 'where', 'when' questions.

Elicit more details about the events:
- *It **was** about a rubbish machine/Polly the Machine.*
- *The machine parts are described in more details, i.e. big brown eyes, little yellow ears.*
- *It looked funny/interesting/ugly. It could clean the classroom.*

Elicit more details about their personal feelings and impressions:
- I was excited because I liked drawing, colouring and making a machine.
- I liked working with my friends.

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Amy's Diary (P3)

Because of the requirement of three adults in each guided reading and guided writing lessons for P3, the lesson format of all P3 units has been changed as follows:

Week 1 SR 1/GR 1	**Week 1 SW 1**
Week 2 GR 2	**Week 2 SR 2/SW 2**
Week 3 SR 3/ GR 3	**Week 3 SW 3**
Week 4 GW	**Week 4 SR 4/SW 4**

Unit Overview

Week 1 SR 1/GR 1 Outcomes:
1. Understand the features of a diary.
2. Understand the use of past tense.
3. Practise the learned reading skills and strategies.

Week 1 SW 1 Outcomes:
1. Understand the purpose, structure and language features of a diary.
2. Write a class diary based on experiences associated with Chinese New Year.

Week 2 GR 2 Outcomes:
1. Read and comprehend a diary.
2. Identify and use more adjectives.
3. Practise the learned reading skills and strategies.

Week 2 SR 2/SW 2 Outcomes:
1. Understand the purpose, structure and language features of a diary
2. Complete the first day of My Diary Planner

Week 3 SR 3/GR 3 Outcomes:
1. Identify past tense and adjectives.
2. Practise the learned reading skills and strategies.

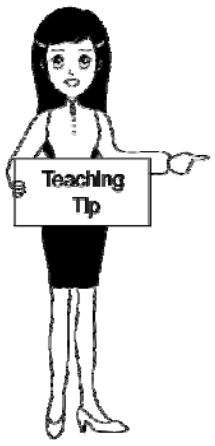
Week 3 SW 3 Outcome:
1. Understand the purpose, structure and language features of a diary.
2. Complete the draft of a diary using a completed diary planner.

Week 4 GW Outcome:
1. Understand the purpose and features of a diary.
2. Make any necessary improvements to their writing.

Week 4 SR 4/SW 4 Outcomes:
1. Publish the Student's Diary.
2. Self evaluate own writing.

The main focus of this unit is for each student to produce a diary, motivated by the book, *Amy's Diary*. Using a Diary Planner, students record events, personal feelings and emotions for four days. Then students publish their own diaries.

Characteristics of a diary:



Purpose	Structure	Language Features
Record events, thoughts and emotions about the events	**I. Date and day (sometimes weather)** **II. Content**: • What happened in chronological order (significant personal events) • Thoughts about them • Feelings about them	• First person: "I", "me", "we", "us" • Action words in simple past tense, e.g. went, saw, did • Words describing feelings, actions, etc. • Sometimes use linking words to do with time, e.g. in the morning/afternoon, first, next, after that, then, finally

My Diary Planner

1. The responses here are how we anticipate students will write the <u>sentences</u> on their diary planners.
2. The following are some suggestions as to how teachers may question students to improve their <u>sentences</u>.
3. Choose one or two foci as determined by the needs of a group.

Day and Date	What was the weather like?	What did you do at home?	What sport did you play?	What did you eat?	How did you feel?
Monday 12 April	cloudy	did homework watch TV	ball games rode bicycle	rice chicken wings vegetables	happy excited

Monday was cloudy. I did homework. I watched TV. I play ball games. I rode bicycle. I eat rice and chicken wings and vegetables. I was happy and excited.

<u>Focus: proper nouns and pronouns</u>

Can you think of other word/s for Monday, Tuesday, etc?

<u>Today</u> was cloudy.
<u>It</u> was cloudy.
<u>This morning</u> was cloudy.

<u>Focus: connectives for sequence of events 'first', 'then', 'next', 'after that'</u>

1. When did you do it? What words can you use to show the activities in sequence?
2. Can you begin one sentence with 'then' instead of 'I', 'I', 'I'?

<u>In the afternoon</u>, I watched TV. <u>Then</u> I did my homework. <u>After that</u> I played ball games and rode my bicycle. <u>At dinner time</u>, I ate rice, chicken wings and vegetables. I was happy and excited.

<u>Focus: past tense and punctuation</u>

1. What did you do?
2. Did you do it in the past?
3. Can you check that the verb is in past tense?
4. Can you use a comma in a sentence instead of using 'and', 'and'?

I <u>watched</u> TV. I <u>played</u> ball games. I <u>ate</u> rice, chicken wings and vegetables.

<u>Focus: connectives 'and', 'because', 'but'</u>

What words can you use to join two short sentences together?

I did homework <u>and</u> watched TV.
I was happy <u>because</u> I played ball games <u>and</u> rode my bicycle.
I ate rice, chicken wings <u>and</u> vegetables. I liked chicken wings <u>but</u> I did not like vegetables.

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Florence and Drago

Because of the requirement of three adults in each guided reading and guided writing lessons for P3, the lesson format of all P3 units has been changed as follows:

Week 1 SR 1/GR 1	**Week 1 SW 1**
Week 2 GR 2	**Week 2 SR 2/SW 2**
Week 3 SR 3/ GR 3	**Week 3 SW 3**
Week 4 GW	**Week 4 SR 4/SW 4**

Unit Overview

Week 1 SR 1/GR 1 Outcomes:
1. Understand the features of a simple narrative poem.
2. Use decoding and encoding skills to make rhyming pairs.
3. Practise the learned reading skills and strategies.

Week 1 SW 1 Outcomes:
1. Understand the purpose and features of a poem.
2. Use similes to create a group poem.

Week 2 GR 2 Outcomes:
1. Use decoding and encoding skills to make rhyming pairs.
2. Identify and use rhyme and rhythm.
3. Practise the learned reading skills and strategies.

Week 2 SR 2/SW 2 Outcomes:
1. Understand the purpose and features of a poem.
2. Use similes to create a poem.

Week 3 SR 3/GR 3 Outcomes:
1. Use expressive actions, sounds and language to recreate the poem.
2. Use decoding and encoding skills to make rhyming pairs.
3. Practise the learned reading skills and strategies.

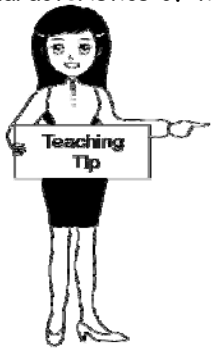
Week 3 SW 3 Outcome:
1. Understand the purpose and features of a poem.
2. Use similes to create a poem.

Week 4 GW Outcome:
1. Understand the purpose and features of a poem.
2. Use similes to create a poem.
3. Make any necessary improvements to their writing.

Week 4 SR 4/SW 4 Outcomes:
1. Read, recognise and use more initial blends.
2. Publish and share the poem.

The main foci of this unit are for students to listen to, read, respond to, plan and write simple poems. Poems are pieces of writing in which words are selected for the way they sound, the sense of rhythm they create and the pictures and emotions they generate in the reader's mind. There are many kinds of poems (see Appendix, *Types of Poetry,* p.28, 29). *Florence and Drago* is an example of a rhyming narrative poem which tells a story. However, it is not necessary for a poem to rhyme. Students will enrich and extend their vocabulary through reading *Florence and Drago*. They will be supported as they work towards creating **a simple descriptive poem of four or six lines which incorporates similes**. When writing poetry, students will have the opportunity to examine their creativity, imagination, emotions and freedom of expression. Students are encouraged to use their own experiences to create similes in their poems about imaginary dragons. Poems will be published on a three dimensional shape.

Characteristics of the simple descriptive poem in <u>this unit</u>:



Purpose	Structure and Language Features
Tell about a thing, i.e. a dragon.	1. Begin with the title. 2. One sentence on each line. 3. Use "like" to describe familiar body parts and actions in unfamiliar ways, e.g. His hair is like a broom. He walks like a robot.

Dragon Poem

1. The responses here are how we anticipate students will write the poem.
2. The following are some suggestions as to how teachers may question students to improve their poems.
3. Choose one or two foci as determined by the needs of a group.

Alice Dragon

His eyes is like lemons.
His nose is like a tomato.
his hair is like noodles.
And he is very kind.

He ate like a pig.
He roars like a pig.
He is my friend.

Focus: singular and plural nouns

Have you used "is" and "are" correctly?

His eyes are…

Focus: present tense and punctuation

1. Can you check that the verb is in present tense?
2. Does each line begin with a capital letter?
3. Have you used exclamation marks to show more about your feelings?

He eats like a pig.
His hair is like noodles.
He is my friend!

Focus: creativity

1. Can you think of some different nouns to describe what your dragon is like?
2. Can you add some adjectives to describe the nouns?
3. Can you think of some different action words to describe what your dragon can do?

He eats like a pig.
He roars like a lion.
His eyes are like bright yellow lemons.
But he dances like a fairy.

Focus: 'and/but' to begin the last line to each verse

Have you used 'and/but' to add the last line to each verse?

But he is my friend!

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