



Calgary Board
of Education

English Language Development Unit

Calgary Board of Education

My Hand



Using language to describe relationships between objects

Name: _____ Date: _____

My Hand

The following unit was designed for ELLs in high school working at a level 2 language proficiency; however, the materials can be adapted to suit younger students, or modified for those who have a lower level of English language proficiency. Recommended adaptations:

- Increase the amount of time needed for students to absorb concepts and complete tasks.
- Reduce the number of descriptive adjectives (Exercise C).
- Increase opportunities for oral practice.
- Use the flashcards provided in the appendices to reinforce vocabulary.
- Include supplementary exercises that reinforce the target forms, functions, or vocabulary.
- Omit the variation of the simile sentence pattern (Exercise P).
- Omit or simplify the self/peer-evaluations.

Items included in the appendices are optional and are not, specifically, included in the lesson plans. Teachers may find them useful with certain individuals or groups of students.



This template is a synthesis of Susana Dutro’s English Language Development etc. Sheltered Instructional Observation Protocol, Dr. Roessingh’s Learning By Design web-based unit planning, Alberta Education Benchmarks, AISI Area V Differentiated Learning Template, Universal Design for Learning, and Understanding by Design.

Date: March 2013 Language Proficiency Level: LP1, LP2 Author(s): Joan Miles

Program of Studies/Locally Developed Course: LEAD/Language Horizontal / **Vertical** (circle one)

Unit/ Theme: Autobiography: Describing My Hand

Part A / Overview of Unit

General and Learning Outcomes and Skills

1. Language Learning Function(s):

Overarching: Describe, compare, and contrast

Specific: Describe physical characteristics using sensory details; compare physical characteristics to show relationships.

Manage conversations and participate in discussions.

Seek information and clarification.

2. Benchmark Competencies and Language Strand Outcomes: **Number in parentheses (e.g. LP2) = targeted Language Proficiency level**

Reading	Writing	Speaking	Listening
<ul style="list-style-type: none"> Understands utility words (<i>is/are, because, both</i>), descriptive words (<i>slender, fleshy</i>), and subject-specific vocabulary (<i>wrist, thumb</i>) Understands simple (LP1), detailed (LP2) and compound sentences (LP2) (e.g. using 'because'). Decodes familiar/sight words (LP1); word families (<i>fingerprints/fingernails</i>); 	<ul style="list-style-type: none"> Uses utility, descriptive, and subject-specific words. Uses familiar nouns (<i>hand, fingers, etc.</i>), pronouns, adjectives, articles (LP1) and plurals (<i>regular and some irregular</i>), possessive pronouns (<i>my, your</i>) (LP2). Writes simple declarative sentences using sentence frames (LP1); writes simple 	<ul style="list-style-type: none"> Uses utility, descriptive, and subject-specific words to express ideas, ask and answer questions, and make statements. Uses common pronouns, adjectives, and nouns (LP1); uses regular plurals and possessives (LP2). Follows patterned 	<ul style="list-style-type: none"> Understands utility, descriptive, subject-specific, and academic words (<i>characteristic, adjectives</i>) with (LP1 & 2) or without (LP2) visual support. Understands S-V-O (LP1 & 2) and compound sentences (LP2) in familiar contexts. Responds to literal (LP1) and open-ended (LP2)

<p>short vowel sounds; vowel blends (ei/ea/ai) (LP2); silent letters (thumb, knuckles, palm, wrist) – this criterion is not listed in Benchmarks.</p> <ul style="list-style-type: none"> Relies on pictures, patterned sentences, context and shared experiences to comprehend simple texts on familiar topics (LP1); uses re-reading and contextual clues to comprehend texts on familiar topics (LP2) Texts will be student-generated. Understands common social expressions and figurative language (simile) in texts on familiar topics (LP2). Texts will be student generated. Understands descriptive texts containing common conjunctions (LP1). Reads word by word (LP1), or with some phrasing (LP2). Will re-read, sound out words, and refer to visuals (LP2). 	<p>compound/detailed sentences (LP2).</p> <ul style="list-style-type: none"> Uses copying. Uses writing from sentence frames to spell familiar words, write ideas, complete patterned sentences, and use basic punctuation (LP1); Uses known phrases, common expressions, templates and models. Uses a personal or picture dictionary to find appropriate words (LP2). Connects ideas in simple sentences (LP1) and a basic paragraph (LP2). Edits sentences (LP1) for capitalization at the beginning of sentences, periods at the ends of sentences, and spelling of familiar words. Edits and revises paragraphs (LP2) for regular spelling, end punctuation, and addition of detail. Completes checklists and self/peer- evaluations. 	<p>sentences, phrases, and S-V-O sentences (e.g. My skin is brown) (LP1); Uses patterned and predictable affirmative statements and questions (LP2); adds detail to affirmative statements (LP3); uses compound sentence structures (e.g. My thumb is like a banana because they are both curved) (LP4).</p> <ul style="list-style-type: none"> Connects familiar phrases and simple sentences with 'and' to express opinions (LP1); connects ideas using common conjunctions to describe/explain (LP2). Approximates English rhythm and intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning (LP1); Demonstrates comprehensible pronunciation and appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur. 	<p>questions.</p> <ul style="list-style-type: none"> Seeks clarification by using familiar expressions (LP1) (e.g. Please describe your fingers.) or asking questions (LP3) (e.g. How are your fingers like carrots?). Understands familiar commands and the gist of discussions and presentations containing phrases and simple related sentences connected with 'and' and 'then'(LP1), common conjunctions, time markers, and sequence markers (LP2) on familiar topics with visual support. Understands familiar, reduced speech.
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3. Alberta’s Program of Study/ Locally Developed Course/Content Learning Outcomes:

This unit connects to the process statements described in the High School Guide to Implementation (2002) which affirm that students will use spoken and written English to *gather, interpret and communicate information, make decisions, solve problems, plan and carry out projects, explore, respond to, and extend ideas and experiences.*

Name : _____ Date : _____

- a. Gather, interpret and communicate information: Locate, gather, and interpret information; categorize and classify; define key vocabulary; describe physical attributes; compare and contrast; explain how/why something happens; develop and present reports.
- b. Make decisions, solve problems, plan and carry out projects: Interact to accomplish a task; negotiate meaning; follow and give instructions; evaluate information and ideas; interact with others from a variety of cultural, linguistic, and racial backgrounds.
- c. Explore, respond to, and extend ideas and experiences: Develop an understanding of a variety of text forms; express and explain personal responses; discuss the elements of text structure; identify and use figurative language; choose forms appropriate to topic, purpose, and audience.

4. Technology Skills/ICT Outcomes:

- **General Outcome C7**: Students will use electronic research techniques to construct personal knowledge and meaning.
SO 4.1: Use appropriate strategies to locate information to meet personal needs.
SO 4.2: Analyze and synthesize information to determine patterns and links among ideas.

- **General Outcome P1**: Students will compose, revise, and edit texts.
SO 1.1: create original text, using word processing software, so communicate and demonstrate understanding of forms and techniques.
SO 1.2: Edit complete sentences, using such features of word processing as cut, copy, and paste.
SO 2.1: Create and revise original text to communicate and demonstrate understanding of forms and techniques.
SO 2.2: Edit and format text to clarify and enhance meaning using such word processing features as the thesaurus, find/change/ text alignment, etc.

5. Academic Skills:

Many of the following academic skills that are expected of students in mainstream Canadian classes may be new to LP1 and LP2 English language learners:

- Using a variety of writing formats (graphic organizers, sentence frames)
- Employ time management skills (meeting targets for formative assignments)
- Practice concentration and memory skills (mastering new vocabulary and sentence patterns)
- Develop group work/team skills (peer-evaluation)
- Build communications skills (asking and answering questions; discussing relationships using descriptive language)
- Employ strategies/strategy selection (demonstrate understanding of concepts through illustration; edit and revise based on self-/peer-evaluation and teacher consultation)

Name : _____ Date : _____

6. Engagement and Relevance	7. Essential Question
<p><i>Students are invited to be creative using an accessible and familiar concept (the hand). They are encouraged to explore their own identity of belonging through the identification of personally and culturally significant objects, symbols, and motifs.</i></p> <p><i>Students will learn the functional language related to making comparisons between different objects and parts of their hand based on shared characteristics. This is a common linguistic construct that has broad application in daily life as a means of describing relationships in the wider world.</i></p> <p><i>Through highly scaffolded learning tasks (introduction of new vocabulary, use of patterned sentences and sentence frames, partner work, etc.), students will develop oral and written skills that will enable them to communicate confidently and effectively. The foundational knowledge will be easily transferable and will serve as groundwork for further skill development.</i></p> <p><i>Students who enjoy art will appreciate the opportunity to represent their learning through illustration, colour, and design. Those who are ‘reluctant artists’ will be guided through the creative process in manageable steps that will allow them to enjoy the experience of success. Through this task, students will come to understand the abstractions of figurative language and visual metaphors which are also highly transferable to other academic content areas.</i></p> <p><i>Students will develop a sense of pride and ownership in their work through metacognitive tasks designed to foster self-reflection and evaluation.</i></p> <p><i>Multiple opportunities to engage with peers throughout the learning process will build cooperative learning skills that are unfamiliar to many ELLs and develop sociolinguistic and socio-</i></p>	<p>How do I use language to describe relationships in my world?</p>

<p><i>emotional competencies. Such opportunities will enable students to develop respectful and trusting relationships with one another which will, in turn, reduce feelings of isolation.</i></p>	
<p>8. Profile of your Learners</p>	<p>9. Pre-assessment / Background Knowledge</p>
<p>LP1 and LP2 English Language Learners may:</p> <ul style="list-style-type: none"> • Rely on first language • Seek out L1 speakers during breaks and for collaborative work • Be reluctant to participate orally (silent period) • Require frequent checks for understanding • Need help or strategies to form partnerships or gather into groups • Require discussion of instructions to complete tasks • Require visual support and scaffolding to understand and communicate • Respond in words or short phrases rather than sentences • Disengage from the lesson as a way of taking a mental break from the challenge of second language learning • Rely on graphic organizers, sentence frames, and shared writing to complete writing tasks. • Make errors when copying (word/line omission; spelling; punctuation) • Decode or copy text without understanding • Rely on picture cues to comprehend text • Rely on electronic or bilingual dictionaries for support 	<p>Work from whole to part: What is the whole physical self called? (body). Explore some of the body parts that students know the names of (e.g. arms, legs, face, stomach, ears, eyes, etc.). If the ‘hand’ doesn’t come up, then introduce it. If it does, then tell students that, just as a whole body is made of many smaller parts, a hand is made of many smaller parts as well.</p> <p>Step 1: Students will work in pairs to label parts of a hand using only the knowledge that they share between them. Vocabulary will not be provided for this first assessment of prior knowledge.</p> <p>Step 2: Students will work individually to match words to pictures of various parts of a hand.</p> <p>Both activities will be discussed. Which was easier? Which words did they know before they were provided with a word box? Which words were easy after they could choose from the word box? Which words were still unfamiliar?</p> <p>Once students are familiar with all of the parts of the hand, the teacher may explore the ability of the students to describe different parts of the hand to them. How do they respond when asked: “<i>Please describe your... (fingers, thumb, palm, etc.)</i>,” or “<i>What is/are your (fingers, thumb, palm, skin, etc.) like?</i>”</p>
<p>10. Opportunities for Differentiation & Personalization</p>	<p>11. Evidence of Student Learning/Assessment</p>
<p><i>Formative tasks will guide students through learning and practice to ingrain target vocabulary and specific sentence structures related to</i></p>	<p>Once formative tasks are complete (exercises A – N), students will be provided with an outline of the project and the rubric that will be</p>

<p><i>description and comparison. Students are invited to be creative using an accessible and familiar concept (the hand). Students will choose which side of the hand to write about and illustrate. They are encouraged to explore their own identity of belonging through the identification of personally and culturally significant objects, symbols, and motifs when making comparisons. They will be provided with multiple opportunities to revise and improve their work through self- and peer- evaluation at the draft stage of their writing, and will have direct feedback from the teacher during on-on-one discussions. Students will be invited to extend their new skills by writing in a similar style about an object of their choice that they find interesting.</i></p>	<p>used to evaluate their final product. Teachers may use the rubric included in the unit plan, or they may wish to incorporate student input to develop their own rubric. The rubric must be discussed thoroughly with students and examples of previous work must be provided.</p> <p>The product will have two important components: written work based on the formative tasks, and an aesthetic component which represents the students' understanding of the ideas that they expressed in writing. The work will be self- and peer-evaluated at the draft stage (for the purposes of editing and revision), and again at the good copy stage. In order to do this, students will be guided in the use of checklists which closely mirror the teacher's assessment rubric. Final assessment will be done by the teacher. Written feedback will be provided, along with a numerical value.</p> <p>Teachers should note which benchmarks students have achieved.</p> <p><u>Examples of soft skills that are not assessed on the rubric:</u> Time management, collaboration, pair/group work, learning to accept feedback from adults and peers, editing and revision, etc.</p>
<p>12. Resources</p>	<p>13. Other</p>
<p><i>ELD unit; teacher's unit with lesson breakdown; student worksheets; checklists, self-evaluations, peer-evaluations; graphic organizers; computers (optional); online or paper dictionaries; additional grammar practice exercises (hard copy or on-line); realia to explain adjectives; green, red, and yellow 'traffic lights' to show understanding; blank white paper for illustrations; coloured pencils; fine black markers.</i></p>	<p>It is possible to start at different points within the introductory part of the unit based on how much preliminary preparation needs to be done in order to familiarize students with vocabulary and concepts. Students will need to practice self/peer evaluation techniques before undertaking them in this unit.</p> <p>Please note that suggested times for tasks are flexible. More or less time will be required to complete tasks depending on student ability and language proficiency.</p>

Name : _____ Date : _____

Part B | Lessons at a Glance

	Lesson 1* 1 hour	Lesson 2* 1 hour	Lesson 3* 1 hour	Lesson 4* 1 hour	Lesson 5* 1 hour
Unit page numbers/ exercises	Pages 1 – 3 Exercises A - C	Pages 3 & 4 Exercises C - E	Pages 5 – 7 Exercises F - I	Pages 8 – 11 Exercises J & K	Pages 11 – 14 Exercises L - N
Openers	Assess prior knowledge of parts of the hand and adjectives; Label a picture.	Review and recycle vocabulary; Complete work from previous class (adjectives)	Review and recycle vocabulary, simple sentences, and opposites.	Review and recycle vocabulary, indefinite articles.	Review and recycle vocabulary, sentences using similes; sentences showing a relationship between two dissimilar objects using 'both'.
Tasks / Grouping	<p>Individual tasks: Copying words correctly (ex. A), matching words to pictures; listening for vowel sounds and silent letters (ex. B). Recording definitions and examples on a chart (ex. C);</p> <p>In pairs: Label a diagram (<i>pretest</i>); Complete chart of 'opposites' (ex. D).</p> <p>Large group:</p>	<p>Individual tasks: writing sentences: <i>A ___ is ___ (adj.) ___;</i> or <i>___s are ___ (adj.) ___.</i> (<i>no formal exercise</i>)</p> <p>Revisit the chart (ex. C); Add new adjectives.</p> <p>In pairs: Think of adjectives to describe different parts of the hand (ex. E)</p> <p>Large group: Repetition; Group think-aloud- words to</p>	<p>Individual tasks: Listening to the teacher's use of articles before singular, plural, and collective nouns (ex. F); choosing which article to use (ex. G). Writing sentences based on the provided sentence frame (ex. H).</p> <p>In pairs: Oral practice (ex. I) – describing parts of the hand to a partner;</p> <p>Large group: Discussion of the use</p>	<p>Individual tasks: Writing sentences using the sentence frames (ex. K);</p> <p>In pairs: Identifying shared characteristics between dissimilar objects/ completing the chart (ex. J).</p> <p>Large group: Review information gathered on chart J; Discussion of new sentence frames: 1. <i>Article + noun (part</i></p>	<p>Individual tasks: Writing sentences to explain using 'because' (ex. M). Using possessive adjectives and possessive pronouns (ex. N)</p> <p>In pairs: Oral practice (ex. L) – extending the conversation.</p> <p>Large group: Discussion: adding <i>because</i> to give a reason. Sharing sentences (ex. M);</p>

<p>Overarching Function (Dutro 3.7)</p>	<p>Repetition; discussion; discussion about opposites; building a vocabulary of adjectives; Looking for other objects with similar characteristics.</p>	<p>describe a familiar object (e.g. apple).</p>	<p>of the indefinite articles 'a' and 'an', or no article at all (Ø); marking exercises F & G; discussion of the parts of the sentence frame leading to ex. H: <i>Indefinite articles a/an, noun, verb 'to be', adjective;</i> Discussion of pair-work task (ex. I); Discussion of new target words (p. 7)</p>	<p><i>of hand) + verb 'to be' + 'like'/'similar to' + noun (object).</i> 2. <i>Plural pronoun 'They' + verb 'to be' + 'both' + adjective.</i></p>	<p>Discussion of possessive adjectives and possessive pronouns. Contextual examples.</p>
	<p>- Describe, Classify, Compare, and Contrast</p>	<p>- Describe, Classify, Compare, and Contrast</p>	<p>- Describe, Classify, Compare, and Contrast - Interpersonal Communication</p>	<p>- Describe, Classify, Compare, and Contrast</p>	<p>- Describe, Classify, Compare, and Contrast - Interpersonal Communication</p>
<p>Specific Language Function (Dutro 3.7)</p>	<p>5.8 Describe physical characteristics</p>	<p>5.8 Describe physical characteristics 5.13 Compare physical characteristics</p>	<p>5.8 Describe physical characteristics 5.4 Express needs and make requests (asking informational questions) 5.13 Compare physical characteristics</p>	<p>5.8 Describe physical characteristics 7.1 Compare and contrast characteristics.</p>	<p>5.4 Express needs and make requests (asking informational questions) 5.8 Describe physical characteristics 7.1 Compare and contrast characteristics. 6.15 Explain classifications of ideas</p>

Name : _____ Date : _____

					or things (using 'because')
Language Tools Grammatical Forms (Dutro 2.14 & Tabs 5,6,7) Using sentence frames with nouns and adjectives	Concrete nouns and adjectives; Respond to teacher question "What is this?" or "What are these?"	Concrete nouns and adjectives	Indefinite articles; concrete nouns and adjectives; verbs and verb phrases in simple questions about familiar or concrete objects; adjectives	Indefinite articles; concrete nouns and adjectives; adjectives; simple indicative verb forms in simple declarative sentences (e.g. <i>My palm is like a plate. They are both flat</i>).	Concrete nouns and adjectives; verbs and verb phrases in questions; possessive adjectives; possessive pronouns.
Vocabulary / transferable (mortar)	<i>This is...</i> <i>That is...</i>	<i>A _____ is _____ (adj) _____.</i> 'opposite'	Indefinite articles 'a/an'; verb 'to be' (is/are).	<i>Like, similar to, both.</i> Various adjectives.	<i>Because, my, your, his, hers, its, our, your, their, mine, yours, his, hers, ours, yours, theirs.</i>
Vocabulary / content specific (bricks)	<i>Hand, thumb, fingers, palm, knuckles, wrist, skin, fingernails, fingerprints, veins, tendons, various adjectives</i>	A variety of adjectives (e.g. <i>slender, rough, creased, pale, fleshy, etc.</i>) See chart D for a complete list.	<i>Alike, characteristic, object, share, similar to, both, adjectives</i>	Various nouns for comparison: <i>Tree trunk, rope, sandpaper, rivers, cinnamon rolls, banana, hills, map, carrots, mirror; simile form using 'like'.</i>	Various nouns for comparison, as per previous lesson.
Assessment / Pre, Ongoing, Formative, Summative	Group discussion; pair labeling; repetition; Q & A.	Group discussion; demonstration of individual understanding through illustration and follow-up tasks.	Correct use of the indefinite article; simple sentence construction; appropriate Q. and A.	Effective completion of chart J; sentence completion, chart K.	Oral language practice – demonstration of effective inquiry and response in pairs. Sentence construction (ex. M); chart completion (ex. N).

Name : _____ Date : _____

	Lesson 6* 1 hour	Lesson 7* 1 hour	Lesson 8* 1 hour	Lesson 9* 1 hour	Lesson 10* 1 hour
Unit page numbers/ exercises	Pages 14 – 17 Exercises O - Q	Page 17 & 18 Exercises R & S	Pages 18; 20 - 24 Exercises S & T	Pages 18, 25, & 26 Exercise U	Pages 18, 25, & 26 Exercise U
Openers	Review and recycle possessive adjectives and possessive pronouns.	Review different sentence patterns for comparison ('like', 'as + as') and pattern for providing a reason using <i>because</i> .	Review basic paragraph structure.	Review vocabulary and concepts from lesson 8.	Role play: conversation between two students; teacher conference with a student; recycle vocabulary related to providing feedback.
Tasks / Grouping	<p>Individual tasks: Personalizing the task (ex. O): Students use hard copy or on-line picture dictionaries to look for objects that share characteristics with different parts of their own hand. Writing sentences using new sentence pattern with 'as + as' (ex. P). In Pairs: Oral practice (e. Q): Describing parts of a hand to a partner using 'as + as'. Large groups: Discussion: saying the same thing a different</p>	<p>Individual tasks: Copy topic sentence and concluding sentence (ex. R); Develop supporting sentences to describe each part of the hand by comparing it to another, unrelated object using comparative language with 'as + as' and 'like'; create a rough draft of a visual representation of the writing (ex. R). In Pairs: Ø Large groups: Discussion: preparing to write a paragraph & representing the</p>	<p>Individual tasks: Complete drafts of paragraph and representation; complete self/peer-evaluation checklists (draft copy); edit and revise own paragraph; modify representation of paragraph (ex. T). In Pairs: Oral practice: Discuss peer-evaluation of draft copy of paragraph (based on sample conversation/ guiding questions). Large groups: Discussion of self and peer-assessment checklists (draft copy);</p>	<p>Individual tasks: Continue the process of completing draft copies or checklists; edit and revise work; begin a final draft (good copy) of the paragraph and the representation (ex. U – good copies) In Pairs: Oral practice: Negotiate a student-teacher conference about the draft copy; Large groups: Discussion about where students are situated in the writing process (there will be different rates of completion).</p>	<p>Individual tasks: Complete final drafts (good copies) of paragraph and representation; complete self/peer-evaluation checklists In Pairs: Oral practice: Discuss peer-evaluation of final draft (good copy) of paragraph with a different partner. Large groups: Discussion about where students are situated in the writing process (there will be different rates of completion).</p>

Name : _____ Date : _____

	way, using ‘ <i>as + as</i> ’ – preparation for exercise P.	paragraph.	introduce new vocabulary for self/peer-evaluation.		
Overarching Function (Dutro 3.7)	- Describe, Classify, Compare, and Contrast - - Interpersonal communication	- Describe, Classify, Compare, and Contrast	- Interpersonal communication - Describe, Classify, Compare, and Contrast	- Interpersonal communication - Describe, Classify, Compare, and Contrast	- Interpersonal communication
Specific Language Function (Dutro 3.7)	7.1 Compare and contrast characteristics. 5.4 Express needs and make requests (asking informational questions) 5.13 Compare physical characteristics	7.1 Compare and contrast characteristics.	5.3 Express appreciation and give compliments. 5.5 Express feelings and preferences.	5.6 / 6.6 Requesting assistance and clarification	5.3 Express appreciation and give compliments. 5.5 Express feelings and preferences.
Language Tools / Grammatical Forms (Dutro 2.14 & Tabs 5,6,7) Using sentence frames with nouns and adjectives	Concrete nouns and adjectives; simple indicative verb forms in simple declarative sentences (e.g. <i>My palm is as flat as a plate</i>).	Varied sentence structures with specific adjectives and phrases (Internal structures within sentence construction).	Sentence structure for initiating and extending discourse; responding with detail and acquired vocabulary.	Sentence structure for initiating and extending discourse; responding with detail and acquired vocabulary.	Sentence structure for initiating and extending discourse; responding with detail and acquired vocabulary.
Vocabulary / transferable (mortar)	Nouns for parts of the hand; various nouns (personalized); adjectives (from previous lessons).	All previously learned vocabulary words related to this unit.	All previously learned vocabulary words related to this unit; <i>please, thank you, you’re welcome.</i>	All previously learned vocabulary words related to this unit; <i>‘Can you show me how to...’ ‘I don’t know how to..’</i>	All previously learned vocabulary words related to this unit; <i>please, thank you, you’re welcome.</i>

Name : _____ Date : _____

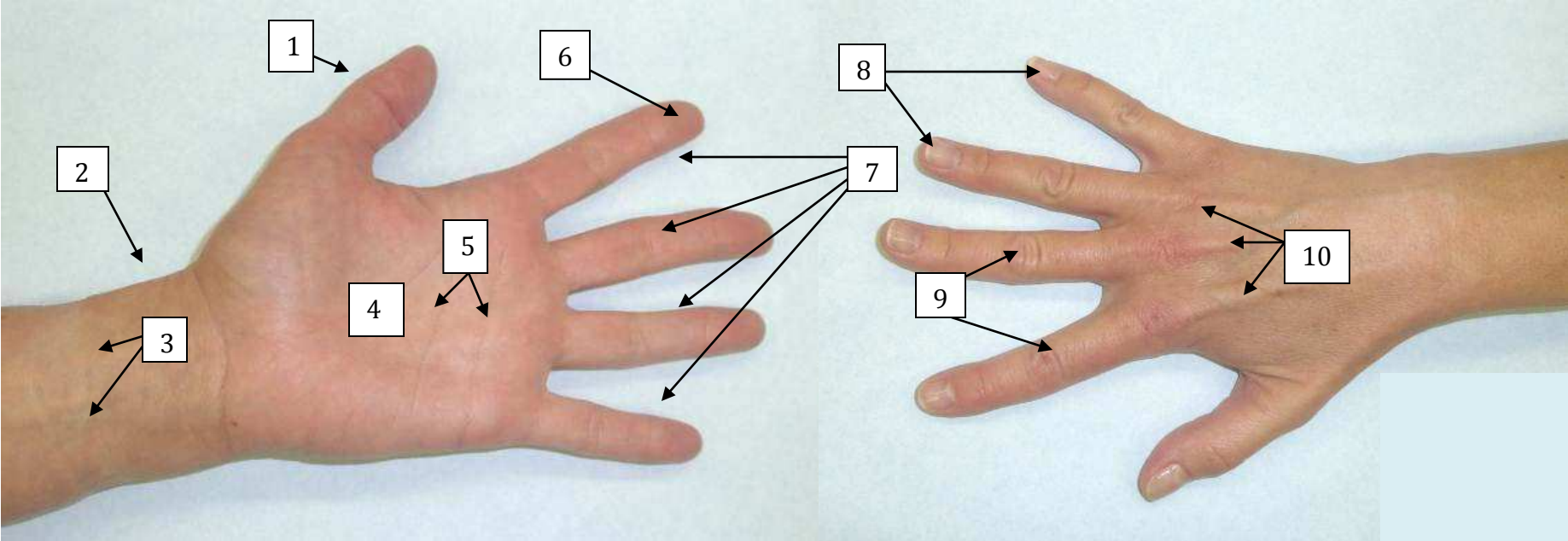
<p>Vocabulary / content specific (bricks)</p>	<p><i>Simile</i> structure for comparison: ‘<i>as + as</i>’</p>	<p><i>Topic sentence, indent/indentation, supporting sentences, concluding sentence, unique, draft copy, rough copy, trace, ;</i> all previously learned vocabulary words related to this unit.</p>	<p>Vocabulary related to assessment checklists: <i>feedback, self, peer, evaluation, connect, original, variety appropriate, logical.</i></p>	<p>Vocabulary related to assessment checklists: <i>feedback, self, peer, evaluation, connect, original, variety appropriate, logical.</i></p>	<p>Vocabulary related to assessment checklists: <i>feedback, self, peer, evaluation, connect, original, variety appropriate, logical.</i></p>
<p>Assessment / Pre, Ongoing, Formative, Summative</p>	<p>Completion of chart (ex. O); Correct sentence formation using ‘<i>as + as</i>’; oral discourse.</p>	<p>Rough draft stage of both writing and representation.</p>	<p>Self/peer checklists for draft copies.</p>	<p>Teacher conference</p>	<p>Self/peer checklists for final drafts (good copies).</p>

Name: _____ Date: _____

The Hand

The inside of the hand

The back of the hand




Label each part of the hand according to the picture above.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Name: _____ Date: _____

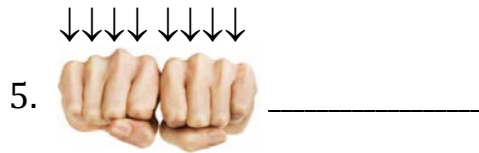
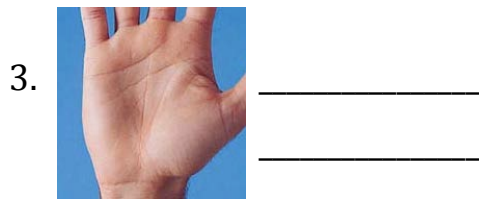
Parts of the Hand

This is a hand.  A hand has many different parts.

Each part of the hand has a name:

tendons	skin	creases	fingerprints
veins	fingers	fingernails	
wrist	palm	thumb	knuckles

A. Name each different part of the hand. **Copy** a word from the box on the line beside each picture.



B. Listening for vowels and silent letters



Vowel Sounds

Listen to your teacher say each key word. Think about the **sound** of the vowel (a,e,i,o,u) that is underlined in each word. **Listen** to the teacher read three other words that use the same vowel (underlined). **Circle** the words that have the **same vowel sound** as the key word. *There may be one or more than one correct answer.*

Key Words

e.g. hand



1. thumb



2. fingers



3. tendons



Other Words

take



palm

umbrella

university

puppy

like

ice

kitten

be

desk

send

Sometimes **TWO** vowels make **one sound**. Your teacher will read a key word. Then your teacher will read four other words. **Circle** the words that have the **SAME SOUND** as the vowel sound in the key word (the letters might be different).

Key Words

1. veins



2. creases



3. fingernails



Other Words

bake

eight

height

neighbor

pear

tea

meat

hear

aisle

chair

tail

same

Silent Letters

Some words have letters that you cannot hear. These are called **silent letters**. Listen to your teacher read each key word. Put an **X** over the letter(s) that you do not hear when your teacher says each word (see example).

Key Words

e.g. comb

Letters

c o m **X**

1. palm

p a l m

2. wrist

w r i s t

3. knuckles

k n u c k l e s

4. thumb

t h u m b

Try saying these other words that have the same silent letters:

calm, balm, write, wrong, wring, wrap, knee, knit, know, knot, knob, crumb, dumb

Name: _____ Date: _____

C. How can we **describe** the different parts of a hand?

Adjective Word List

Beside each word, write the meaning in your own language, or draw a picture.		
long	moist	curved
short	soft	white
thin	strong	light
narrow	powerful	pale
slender	weak	brown
thick	bumpy	dark
chubby	flat	blue
smooth	lined	pink
rough	spiral	dull
creased	oval	shiny
sharp	square	bony
pointy	rectangular	fleshy
dry	straight	interesting

Remember that there are many other interesting adjectives that you could use to describe the parts of your hand!

D. **Opposites:** Some adjectives have **opposite** meanings. Match each word in column A with a word from column B that is **opposite**. Write the letter of the **opposite** word in the blank space. Look at the example for help.

Column A

- e.g. g long
 1. _____ bony
 2. _____ thin
 3. _____ smooth
 4. _____ dry
 5. _____ strong
 6. _____ flat
 7. _____ curved
 8. _____ pale
 9. _____ shiny
 10. _____ slender


Column B








- a. rough
 b. thick
 c. weak
 d. chubby
 e. moist
 f. dark
 g. short
 h. straight
 i. bumpy
 j. fleshy
 k. dull



Name: _____ Date: _____



E. Choose words from the list of **adjectives** on the previous page to correctly describe each different part of **YOUR** hand. Can you think of some other words, too?









Object	Adjectives (describing words)			
Example:  apple	round	shiny	tasty	speckled
	hard	waxy	firm	crunchy
	juicy	crisp	delicious	red

Part of the Hand	Adjectives (describing words)	Part of the Hand	Adjectives (describing words)
			
			
			
			
			

Using 'A' or 'An'









F. Listening: Write 'a', 'an', or 'Ø' in front of each part of the hand.

Eg. 1		<u>a</u> thumb	Eg. 2		Ø skin
-------	---	----------------	-------	--	--------

- | | | | | | |
|----|--|-----------------|----|---|--------------|
| 1. |  | ___ fingerprint | 5. |  | ___ tendons |
| 2. |  | ___ fingernails | 6. |  | ___ knuckles |
| 3. |  | ___ wrist | 7. |  | ___ veins |
| 4. |  | ___ fingers | 8. |  | ___ palm |

How do we know whether to use 'a', 'an', or 'Ø'?

G. On your own: Add 'a', 'an', or 'Ø' in front of these words:

- | | | | | | |
|----|---|-------------|----|--|----------------|
| 1. |  | ___ apple | 5. |  | ___ banana |
| 2. |  | ___ oranges | 6. |  | ___ bread |
| 3. |  | ___ carrots | 7. |  | ___ hamburger |
| 4. |  | ___ corn | 8. |  | ___ sandwiches |

Name: _____ Date: _____

Sentence Frame to Describe the Parts of a Hand

Article 'a', 'an', Ø	Part of the Hand	Verb 'to be'	Adjective
A	thumb	is	(use the words from your chart on page 2)
An	fingernails		
	palm	are	
	fingerprints		
	knuckles		
	veins		
	wrist		
Ø	hair		
	skin		
	fingers		

Sentence frame: **A/An/Ø** _____ **is/are** _____.

Eg. (for ONE): **A thumb is short.** (MORE than one): **Thumbs are short.**
A thumb is curved. **Thumbs are curved.**

H. Make your own sentences. Write TWO (2) sentences to describe each part of a hand, one singular and one plural. Use the example to help you.

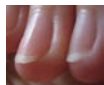
Eg. thumb/thumbs:



A thumb is short.

Thumbs are curved.

1. fingernail/fingernails:



2. palm/palms:



3. Fingerprint/fingerprints:



4. Knuckle/knuckles:



Name : _____ Date : _____

5. vein/veins:



6. wrist/wrists:



7. tendon/tendons:



8. skin/skin:



9. finger/fingers:



I. Oral Practice: Sit with a partner. Take turns asking each other to ***describe*** the different parts of a hand.

A: Please describe what a thumb looks like/ Please describe what thumbs look like.

B: A thumb is *curved*/ Thumbs are *thin*. (or... A thumb is *curved and thin*/Thumbs are *curved and thin*.)

Here are some new words that you will need to understand:

1. **alike** - like: e.g. My sister and I look **alike**. We both have long brown hair.
2. **characteristic** - quality: e.g. Her big brown eyes are her best **characteristic**.
3. **object** - thing/item: e.g. A pencil is a useful **object**.
4. **share** - to have in common: e.g. He **shares** his bedroom with his brother.
5. **similar to** - alike: e.g. A lion is **similar to** a tiger. They are both large cats.
6. **both** - together: e.g. A lion is similar to a tiger. They are **both** large cats.
7. **adjectives** - describing words: e.g. Tall, thin, and pretty are three **adjectives** that describe my teacher.

Name : _____ Date : _____

J. Can two different things be **alike**? Yes!

Objects can **share characteristics**. Beside each part of the hand is an **object** that **shares a characteristic** with that part. Tell how the two different objects are **alike**. There is more than one correct answer. Write as many **similar characteristics** as you can think of. Use your word list. Look at the example to help you.

Part of a Hand	Object	Similar Characteristic: How are they <i>alike</i> ?
1.  thumb	 banana	e.g. curved, thin
2.  fingernails	 mirror(s)	
3.  palm	 map	
4.  fingerprints	 cinnamon roll(s)	
5.  knuckles	 hills	
6.  veins	 rivers	
7.  wrist	 tree trunk	
8.  tendons	 ropes	
9.  skin	 sandpaper	
10.  fingers	 carrots	

Name : _____ Date : _____

Think about the parts of a hand. Look back at the chart in **exercise H**. How is each part of a hand **like** the object in the picture beside it?



This is a thumb. It is curved.
This is a thumb. It is thin.



This is a banana. It is curved.
This is a banana. It is thin.

Make sentences to show how each part of a hand is **like** the object that is beside it in the chart. Use the describing words (adjectives) that you wrote beside each pair of pictures. Look at the two examples below about number 1 in exercise H:

e.g. 1: **A thumb is like a banana. They are both curved.**
 e.g. 2: **A thumb is like a banana. They are both thin.**

 e.g. 3: **A thumb is similar to a banana. They are both curved.**
 e.g. 4: **A thumb is similar to a banana. They are both thin.**

In each example above, the first sentence tells which two objects are **alike**.
The second sentence tells what **characteristic** they share.
Note: **like** and **similar to** mean the same thing.

Look at the sentence frames below:

Sentence 1					Sentence 2				
A/An/Ø	Object 1- part of hand	Verb 'to be'	Comparing word	'a' 'Ø'	Object 2 – item that shares the characteristic	Both objects together	Plural verb 'to be'	'both'	Adjective (describing word)
A	thumb	is	like	a	tree trunk.	They	are	both	(your idea).
An	fingerprints				ropes.				
Ø	tendons				mirrors.				

Instructions:

- Compare each part of a hand to the object in the chart using the frame.
- Write it in TWO different ways. In one way, use 'like'. In the second way, use 'similar to'.
- You may use the same adjective or a different adjective to tell how the two objects are similar.
- Look at the examples at the top of the page to help you.

Name : _____ Date : _____

K. Fill in the missing words in each sentence:

Eg. a. A **thumb** is like a banana. They are both curved.

b. A thumb is similar to a banana. They are both curved.

1. a. **Fingernails** are _____ mirrors. They are _____.

b. _____ are _____ mirrors. _____ are _____.

2. a. _____ **palm** _____ like _____ map. _____ both _____.

b. A _____ is _____ a _____. They are _____.

3. a. **Fingerprints** _____ . They

_____ both _____.

b. _____ are _____ . They

_____ .

4. a. **Knuckles** _____ hills. They are _____.

b. _____ .

_____ are _____ .

Write the next 5 sentence pairs by yourself . Write about the part of the hand in brackets.

5. (veins) _____

(veins) _____

6. (wrist) _____

(wrist) _____

7. (tendons) _____

(tendons) _____

Name : _____ Date : _____

8. (skin) _____

(skin) _____

9. (fingers) _____

(fingers) _____

L. Oral Practice: Sit with a partner. Take turns asking each other to describe the different parts of a hand.

Pair Conversation:

A: Please describe a thumb. What is a thumb like?

B: A thumb is like a banana. OR A thumb is similar to a banana.

A: How is a thumb (like/similar to) a banana?

B: They are both curved.

B: Please describe fingers. What are fingers like?

A: Fingers are like carrots. OR Fingers are similar to carrots.

B: How are fingers (like/similar to) carrots?

A: They are both long.

Writing Practice: Adding 'because'.

The word 'because' is used to give a reason. It joins two smaller sentences together when the second sentence explains the first sentence.

e.g. He ate an apple. He was hungry.

He ate an apple **because** he was hungry.



Look at our sample sentences about the thumb:

e.g. 1: A thumb is like a banana. They are both curved. **or**

e.g. 2: A thumb is similar to a banana. They are both curved.

We can join each pair of sentences using **because**, like this:

A thumb is like a banana **because** they are both curved. **or**

A thumb is similar to a banana **because** they are both curved.

Name : _____ Date : _____

M. Make ONE sentence using '*because*' for each part of a hand.

1. (thumb) _____

2. (fingernails) _____

3. (palm) _____

4. (fingerprints) _____

5. (knuckles) _____

6. (veins) _____

7. (wrist) _____

8. (tendons) _____


9. (skin) _____

10. (fingers) _____

Possessives: Adjectives and Pronouns

Possessive adjectives show who something belongs to (who 'possesses' something). The possessive adjectives in English are *my, your, his, her, our, their,* and *its*.

To ask who possesses something, we use the word *whose*, like this:

Whose apple is this?  (singular)

We might answer : *It is my* apple.

Notice that the possessive adjective '*my*' comes before the noun '*apple*'.

Name : _____ Date : _____

Look at what happens if there is more than one object, like this:

Whose apples are these?
They are my apples.



Possessive Pronouns are used to talk about things that belong to someone or something. They do not come before a noun. The possessive pronouns in English are *mine, yours, his, hers, ours, yours, and theirs*.

Look at the following examples:



Whose apple is this? (singular)
It is mine.

Look at what happens if there is more than one object, like this:



Whose apples are these? (plural)
They are mine.

Remember: possessive pronouns do NOT come before nouns.

Below is a chart showing the *pronouns, possessive adjectives, and possessive pronouns* in English:

Number	Gender (of the owner)	Pronoun	Possessive Adjective	Possessive Pronoun
Singular	male / female	I	my	mine
	male / female	you	your	yours
	male	he	his	his
	female	she	her	hers
	male / female	it	its	
Plural	male / female	we	our	ours
	male / female	you	your	yours
	male / female / neuter	they	their	theirs


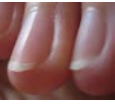












Use this chart to help you to complete the answers for the next exercise.

Name : _____ Date : _____

N. Whose ____ is it?



Whose _____ are they?

Use the pronoun in brackets to fill in the missing words. Follow the examples.

 <p>Eg. 1 This is a thumb. (<i>I</i>) It is <u>my</u> thumb. It is <u>mine</u>.</p>	 <p>Eg. 2 These are fingernails. (<i>he</i>) They are <u>his</u> fingernails. They are <u>his</u>.</p>
 <p>This is a palm. (<i>you</i>) It is _____ palm. It is _____.</p>	 <p>These are veins. (<i>he</i>) They are _____ veins. They are _____.</p>
 <p>This is a fingerprint. (<i>she</i>) It is _____ fingerprint. It is _____.</p>	 <p>These are knuckles. (<i>I</i>) They are _____ knuckles. They are _____.</p>
 <p>This is a wrist. (<i>he</i>) It is _____ wrist. It is _____.</p>	 <p>These are fingers. (<i>she</i>) They are _____ fingers. They are _____.</p>
 <p>This is a map. (<i>we</i>) It is _____ map. It is _____.</p>	 <p>These are pencils. (<i>they</i>) They are _____ pencils. They are _____.</p>
 <p>This is a hamburger. (<i>you</i>) It is _____ hamburger. It is _____.</p>	 <p>These are apples. (<i>you</i>) They are _____ apples. They are _____.</p>
 <p>This is a mirror. (<i>I</i>) It is _____ mirror. It is _____.</p>	 <p>These are dogs. (<i>we</i>) They are _____ dogs. They are _____.</p>

Think about YOUR hand!

There are many other objects that have the same characteristics as each of the different parts of your hand. Think of your fingers. Maybe your fingers are **long** and **thin**. Many objects are long and thin! **Talk** to your partner or **look** in your picture dictionary. **List** 5 (or more) other things that are long and thin. **Circle** the one you like best. **Draw** a picture of that item in the last box. Here is an example:

Part of the Hand	Adjectives	Similar Objects	Picture
e.g. fingers 	long thin	<u>Pencils</u> , rulers, towers, candles, chocolate bars	





Name : _____ Date : _____

0. Fill out the chart. Use the example to guide you. You may use one or two adjectives, but be sure to use adjectives that describe **your own** hand.

Parts of the Hand	Adjectives	Similar Objects	Picture
1.  thumb			
2.  fingernails			
3.  palm			
4.  fingerprints			
5.  knuckles			
6.  veins			
7.  wrist			
8.  tendons			
9.  skin			
10.  fingers			

Name : _____ Date : _____

P. Try another sentence pattern. Use the following example:

Part of the Hand	Adjectives	Similar Objects	Picture
e.g. fingers 	long thin	<u>Pencils</u> , rulers, towers, candles, chocolate bars	
thumb 	short fat	key, violin, <u>peanut</u> , avocado, pear	

You could say: "My fingers are like pencils. They are long and thin." **or** "My fingers are like pencils because they are long and thin."

Here is another way to say the same thing:
"My fingers are **as** long and thin **as** pencils."

Possessive Adjective	Part of your hand	Verb 'to be' (is/are)	'as'	Adjectives	'as'	a/an/∅	Similar Object
My	fingers	are	as	long and thin	as	∅	pencils.
My	thumb	is	as	short and fat	as	a	peanut.

You have MANY fingers, but only ONE thumb on each hand. Can you see the difference in the sentence patterns?

Follow the patterns. Use your chart and the sentence frame above to make a sentence about each part of **your** hand:

1. My _____ (is/are) as _____ as _____.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name : _____ Date : _____

Q. Oral Practice: Sit with a partner. Take turns asking each other to describe the different parts of your hand. Answer using the sentence pattern that you just made. For example:

A: Please describe your fingers. OR What are your fingers like?

B: My fingers are *as long and thin as pencils*.

R. Now you are ready to write a paragraph about your hand! Remember...

Letters make words. Words make sentences. Sentences make paragraphs.



I love cookies.



I love cookies. Cookies are sweet. They taste good. They can be soft or crunchy. I eat cookies every day.



This paragraph has a topic sentence that tells us what the main idea is: *I love cookies.*

This paragraph has supporting sentences that tell us more about the writer's topic: *Cookies are sweet. They taste good. They can be soft or crunchy.*

This paragraph has a concluding sentence that restates the main idea using different words: *I eat cookies every day.*

The **topic** of your paragraph is your own hand. Your hand is different from any other hand. It is special. Start the paragraph about your hand like this:

No one in the world has a hand like mine!

After copying the opening sentences above, write about all of the different parts of your hand. Use the sentence patterns that you learned. *Be sure to use all of the different patterns.* This adds **variety** to your paragraph.

When you have finished writing all of your sentences, copy this concluding sentence:

I think you will agree that my hand is very unique!

Write your paragraph on a clean piece of lined paper. Please double-space. This is your first **draft**, or your **rough copy**.

Name : _____ Date : _____

S. Representing your paragraph. Start by making a **draft**, or **rough copy** of your picture:

- Use a pencil to **lightly trace** the shape of one of your hands on a blank white paper.
- Change each part of your hand so that it looks like the object that you compared it with.

T. **Feedback from yourself, a peer, and the teacher:**

- When the draft, or rough copies, of your paragraph and your drawing are complete, do your first **self-evaluation**. Complete the checklist and provide examples. Make corrections.
- After your self-evaluation, ask a classmate to check your paragraph and picture. This is the first **peer-evaluation**. After your classmate has completed the checklist, discuss your work with him or her. Did he or she find any errors? What did he or she like best about your project. What was their suggestion for improving the project? Make additional corrections.
- Ask for a teacher-conference. Show the teacher your work as well as the self- and peer-evaluations. The teacher will give you additional feedback about your project. Make final corrections.

U. **Good Copies:**

Writing

- Once again, use a pencil to **lightly trace** the shape of one of your hands on a blank white paper. **Trace** over the pencil lines with a thin, black marker.
- Title the paragraph: **My Hand**
- **Copy** your edited paragraph inside the outline of your hand. Please use a pen! Neatness is important: form your words clearly and carefully. Try not to make any mistakes.

Representation

- Use the draft copy of your drawing, or make a new one, if you prefer.
- **Trace** over the pencil lines with fine coloured markers or crayons.
- Neatly **colour** the different parts of your hand to make them interesting and beautiful.



Self-, peer-, and teacher-evaluations

- Now that the work is complete, do one final self-evaluation.
- If you wish, ask a different classmate to check your work.
- Hand in the good copies, draft copies, and all of the checklists. Be sure that your name and the date are neatly printed on all pieces of paper.

Name: _____ Date: _____

Name: _____ Date: _____

Assessment Tools:

- Checklists
 - ✓ Self-evaluations
 - ✓ Peer-evaluations
 - ✓ Guiding conversation
- Teacher Rubrics

Self-evaluation Checklist – draft copy

My Hand



Part 1: Writing

I copied the topic sentence correctly.

I indented the first sentence of my paragraph.

My paragraph has a sentence that describes **each** of the following parts of my hand (Note: All of row 1 **OR** all of row 2 should be checked ✓):

- fingers thumb palm fingerprints creases wrist
 veins knuckles skin fingernails tendons hair (maybe)

I connected each part of my hand with another object that shares a similar characteristic using ‘like’ or ‘as’ + ‘as’.

Example using ‘like’: “ _____
_____.”

Example using ‘as’ + ‘as’: “ _____
_____.”

My comparisons are **original**. I used my own ideas.

I used a **variety** of sentence patterns to show relationships.

Each of my comparing sentences uses an **appropriate** describing word.

Two new adjectives that I learned are _____ and _____.

I gave extra details and examples to support my similes. (Copy one sentence that gives extra information on the line below.)

“ _____.”

I began each sentence with a capital letter and ended with a period.

Spelling: I checked my spelling. All of my words are correct, **OR**

I made some spelling errors. These are the words that I spelled incorrectly: _____

I checked my **grammar** for:

- no un/ pronoun-verb agreement. (e.g. My **thumb is**...)
- articles (a/ an/ the) (e.g. ...**as a** banana.)
- possessive pronouns (my) (e.g. **My** thumb is...)

The sentences in my paragraph are organized in a **logical** way.

My paragraph ends with a concluding sentence.

Name: _____ Date: _____

Part 2: Representing



- I drew a picture for every simile in my paragraph.
- My ideas are **thoughtful** and **creative**.
- My final product still looks like a hand.

The two things that I like best about my project are:

★ 1. _____

★ 2. _____

I could improve my project if I... _____

Name: _____ Date: _____

Peer evaluation Checklist – draft copy

_____’s Hand



Part 1: Writing

The topic sentence is copied correctly.

The first sentence of the paragraph is indented.

The paragraph has a sentence that describes **each** of the following parts of the hand (**Note: All of row 1 OR all of row 2 should be checked ✓**):

fingers thumb palm fingerprints creases wrist

veins knuckles skin fingernails tendons hair

The writer connects each part of his/her hand with another object that shares a similar characteristic using ‘like’ or ‘as’ + ‘as’.

Copy one example using ‘like’: “ _____ ”

Copy one example using ‘as’ + ‘as’: “ _____ ”

The comparisons are **original**. The writer uses his/her own ideas.

The writer uses a **variety** of sentence patterns to show relationships.

Each of the comparing sentences uses an **appropriate** describing word.

The writer gives extra details and examples to support his/her similes.

Copy one sentence from the paragraph that uses extra details or examples:

Each sentence begins with a capital letter and ends with a period.

Spelling: The spelling is correct, **OR**

The writer has made the following spelling mistakes: _____

The following **grammar** forms are used correctly:

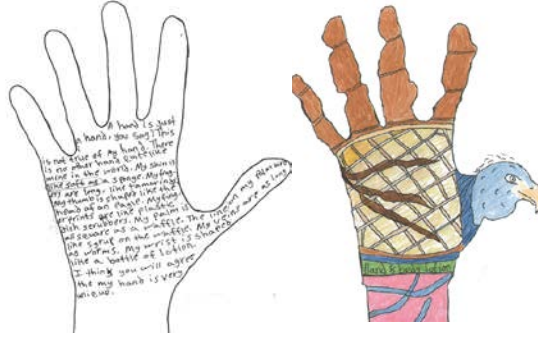
no un/pronoun-verb articles (a/an/the) possessive pronouns (my)
agreement (e.g. My **thumb** is...) (e.g. ...as a banana.) (e.g. **My** thumb is...)

The sentences in the paragraph are organized in a **logical** way.

The paragraph ends with a concluding sentence.

Name: _____ Date: _____

Part 2: Representing



- The writer drew a picture for every simile in his/her paragraph.*
- The ideas are **thoughtful** and **creative**.*
- The final product still looks like a hand.*

The two things that I like best about the project are:

★ 1. _____

★ 2. _____

I wish that... _____

Name: _____ Date: _____

Starting a Conversation About Writing

Read the following conversation between two students:

Student A: Thank you for reading my paragraph.

Student B: *You're welcome! I really enjoyed reading it.*

Student A: Great! What did you like about it?

Student B: *I thought that it was really funny when you compared your thumb to a banana, and I liked the sentence that compared your fingernails to mirrors. Your drawing is really interesting, too!*

Student A: Was there anything to change?

Student B: *We'll... I think that you forgot to talk about your knuckles. Also, I think your sentences need more variety.*

Student A: Thank you, that helps me. Is there anything else you want to tell me?

Student B: *I don't think so.*

Student A: Thank you!

Student B: *You're welcome.*

Steps to begin your own conversation:

Student A:

- a. **Thank your partner** for reading your paragraph.
- b. **Ask what your partner liked** about your paragraph.
- c. **Ask your partner for suggestions** about changes.
- d. **Thank your partner for their help.** Ask if they have any **other suggestions**.
- e. Say your final **thanks**.

Student B:

- a. Be **polite and helpful**.
- b. Tell **at least three things** that you **liked** about the writing.
- c. Tell your partner about **at least one thing** that you would **like to change**.

Name: _____ Date: _____

Self-evaluation Checklist – good copy

My Hand



Part 1: Writing

- I copied the topic sentence correctly.
- I indented the first sentence of my paragraph.
- I began each sentence with a capital letter and ended with a period.
- Spelling: I checked my spelling. All of my words are correct, **OR**
 I made some spelling errors. These are the words that I spelled incorrectly: _____

I checked my grammar for:

- no un/pro no un-verb agreement. (e.g. My **thumb** is...)
- articles (a/an/the) (e.g. ...as a banana.)
- possessive pronouns (my) (e.g. **My** thumb is...)
- The sentences in my paragraph are organized in a logical way.
- My paragraph ends with a concluding sentence.

Part 2: Representing

- My picture is coloured very neatly.
- There are no visible pencil lines on my picture.
- I outlined the picture in black ink
- My picture is very easy to see from far away.
- My writing is neat, easy to read, evenly-spaced, in ink, and error-free.

The two things that I like best about my project are:

★ 1. _____

★ 2. _____

One thing I could have done better was ...

Name: _____ Date: _____

Peer evaluation Checklist – good copy

_____’s Hand



Part 1: Writing

- The topic sentence is copied correctly.*
- The first sentence of the paragraph is indented.*
- Each sentence begins with a capital letter and ends with a period.*
- Spelling: *The spelling is correct, OR*
 The writer has made the following spelling mistakes: _____

The following grammar forms are used correctly:

- no un/pronoun-verb agreement
- articles (a/an/the)
- possessive pronouns (my)
- The sentences in the paragraph are organized in a logical way.*
- The paragraph ends with a concluding sentence.*

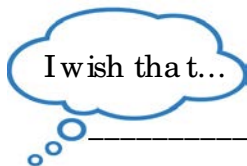
Part 2: Representing

- The picture is coloured very neatly.*
- There are no visible pencil lines on the picture.*
- The picture is outlined in black ink*
- The picture is very easy to see from far away.*
- The writing is neat, easy to read, evenly spaced, in ink, and error-free.*

The two things that I like best about the project are:

★ 1. _____

★ 2. _____



I wish that... _____

Name: _____ Date: _____

Writing Assessment Rubric

Topic: **My Hand**



Total= /50

Part 1: Writing Proficiency /30

Task Description: Write a paragraph that describes one side of your hand. Compare each part of your hand to something that shares a similar characteristic. This rubric is designed to assess the learner’s understanding of *linguistic syntax* (knowledge of word order and sentence structure), *linguistic grammar* (ability to form sentences according to the rules of English), *socio-linguistic proficiency* (awareness of social and cultural factors that influence the way language is used), *linguistic vocabulary* knowledge of words and their meanings), and *strategic discourse* (knowledge of how ideas are organized and connected) as they relate to the task.

Student has completed:

- self-evaluation (draft) peer-evaluation (draft) teacher conference (draft)
 self-evaluation (good copy) peer-evaluation (good copy) Checked items (☑) must be included in portfolio

Levels of Performance					
Criteria	5 Outstanding	4 Proficient	3 Adequate	2 * Limited	Insufficient *
Writing:					
Content (x2)	Uses all required parts of the hand. Chooses an appropriate and original simile for each part.	Most parts of the hand are described; similes are mostly appropriate and original.	More than half of the parts of the hand are described; similes are mostly appropriate, but unoriginal.	Fewer than half of the parts of the hand are described. Similes are unoriginal and/or not always appropriate.	No score is awarded. Insufficient evidence of student performance based on the requirements of the assessment task.
Sentence Structure (x2)	Effectively combines a variety of patterned sentences to make comparisons. Excellent supporting information/elaboration.	Uses similes effectively, but with little variation. Some supporting information/elaboration.	Follows basic patterns without supporting information/elaboration.	Ability to use different comparing patterns is developing. Little or no evidence of supporting information/elaboration.	
Vocabulary	Consistently uses new words appropriately.	Generally uses new words appropriately.	Uses new words appropriately more than half of the time.	Demonstrates limited understanding of new words.	
Conventions	Fewer than 2 spelling, grammar, or punctuation errors.	2-5 spelling, grammar, or punctuation errors.	5-10 spelling, grammar, or punctuation errors.	More than 10 spelling, grammar, or punctuation errors.	

* When work is judged *limited* or *insufficient*, the teacher will conference with the student to determine the appropriate intervention to help the student improve.

Name : _____ Date : _____

Topic: **My Hand**



Part 2: Aesthetics /20

Task Description: Create a drawing of one side of your hand that accurately illustrates the similes you used in your paragraph.

This rubric is designed to assess:

- the learner’s ability to illustrate the relationship between dissimilar objects based on shared characteristics
- the accurate and creative representation of the written content
- the quality (neatness, readability) and spatial organization of the written text.

Criteria	Levels of Performance				
	5 Outstanding	4 Proficient	3 Adequate	2 * Limited	Insufficient *
Aesthetics:					
Artistic Quality of ‘The Hand’	Visually appealing; easy to see from a distance. Neatly coloured (no pencil lines). The visual similes work well together to resemble a hand.	Visually appealing; neatly coloured. Best seen from up close. No visible pencil lines. The visual similes work well together to resemble a hand.	A good visual. Colour and design are good, but need to be more defined. Pencil lines may be visible. The visual similes work well together to resemble a hand.	Needs to be visually stronger. Colouring needs improvement. Erase all pencil lines. The overall effect does not clearly resemble a hand.	No score is awarded. Insufficient evidence of student performance based on the requirements of the assessment task.
Correspondence to Written Text	Each sentence of the paragraph is represented	Almost all sentences of the paragraph are represented (missing one or two).	More than half of the sentences in the paragraph are represented.	Fewer than half of the sentences in the paragraph are represented.	
Creativity	Extremely interesting. Completely original.	Very interesting. Copied 1 or 2 ideas from examples.	Interesting. Copied 3 or 4 ideas from examples.	Lacks variety. Copied over half of ideas from examples.	
Visual Appeal & Layout of Written Text	Clear text. Neatly written/printed in ink. Excellent use of space. Very readable.	Clear text. Neatly written/printed in ink. Good use of space. Generally easy to read.	Clear text. Neatly written/printed in ink. Text is crowded in places, making reading difficult.	Text needs to be written/printed more neatly. Must use ink, not pencil. Must plan so that space is well used. Difficult to read.	

* When work is judged *limited* or *insufficient*, the teacher will conference with the student to determine the appropriate intervention to help the student improve.

Appendices

- Partner wheels
- Traffic lights
- Flashcards
- Graphic organizers
 - Venn diagram
 - Comparison chart
- Student Exemplars

PARNER WHEELS

Instructions for teachers:

The **goal** of the partner wheel task is to :

- (a) provide students with an opportunity to interact orally with other members of the class in order to complete a task, and
- (b) encourage students to work with a variety of individuals in the class on different assignments.

Each student receives a blank copy of the partner wheel. Students are then asked to approach 5 different members of the class and ask: “Will you be my (red/green/purple/ orange/blue/) partner?”

If the answer is yes, the ‘asker’ must write the person’s name in the appropriately coloured space. **THE STUDENT THEY ASKED MUST WRITE THE ASKER’S NAME IN THE SPACE WITH THE SAME COLOUR ON THEIR OWN PAPER!**

Students continue with the task until they have completed the wheel with the names of five **DIFFERENT** students.

Students are to keep the Partner wheel in their binders so that it is accessible at times when they are asked to complete a task with a partner.

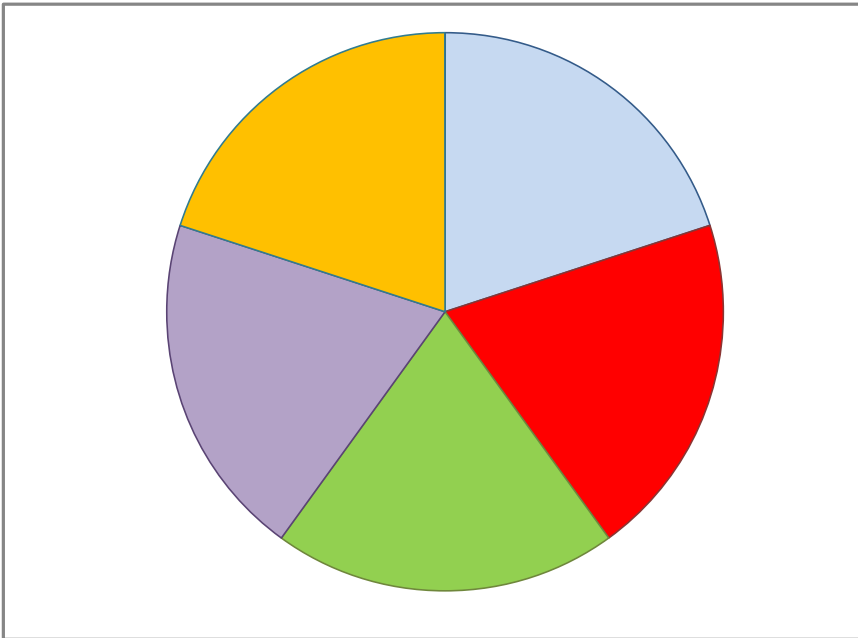
Advantages:

- Students can approach people with whom they are comfortable, but it avoids the problem of having students grow so accustomed to working with one another that they never choose to work with anyone else.
- No student is ever without a partner.

Disadvantages:

- Note: In a small class (less than 10), this may not be successful. If there is a problem, the teacher may include his/herself as a partner, or a person may need to have the same partner more than once.

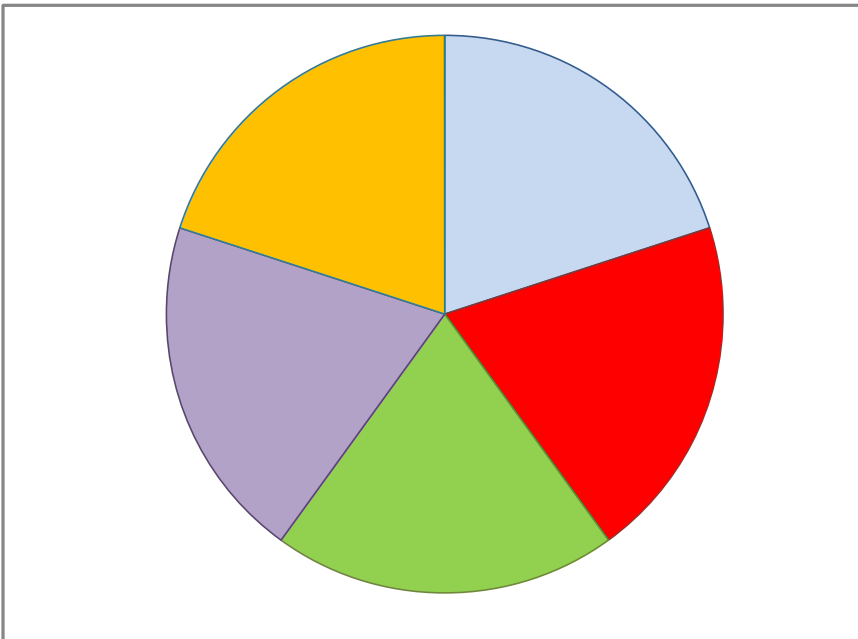
Partner Wheel



Go to one of the other students in the class. Ask them: “Will you be my (red/green/purple/orange/blue/) partner?” If they say yes, write their name in the coloured space. **THEY MUST WRITE YOUR NAME IN THE SPACE WITH THE SAME COLOUR ON THEIR PAPER, TOO!**

Repeat until you have filled your wheel with the names of five **DIFFERENT** students.

Partner Wheel



Go to one of the other students in the class. Ask them: “Will you be my (red/green/purple/orange/blue/) partner?” If they say yes, write their name in the coloured space. **THEY MUST WRITE YOUR NAME IN THE SPACE WITH THE SAME COLOUR ON THEIR PAPER, !**

Repeat until you have filled your wheel with the names of five **DIFFERENT** students.

Traffic Lights

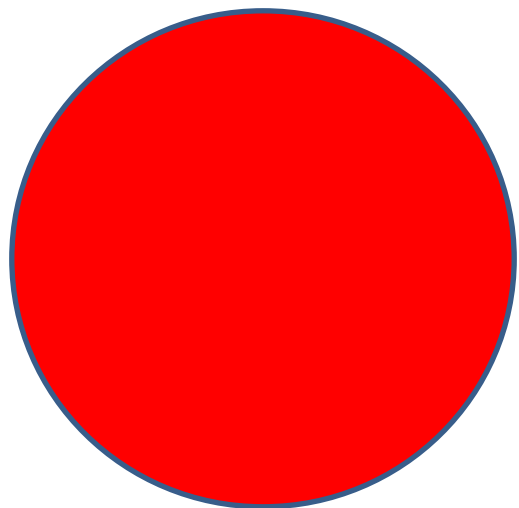
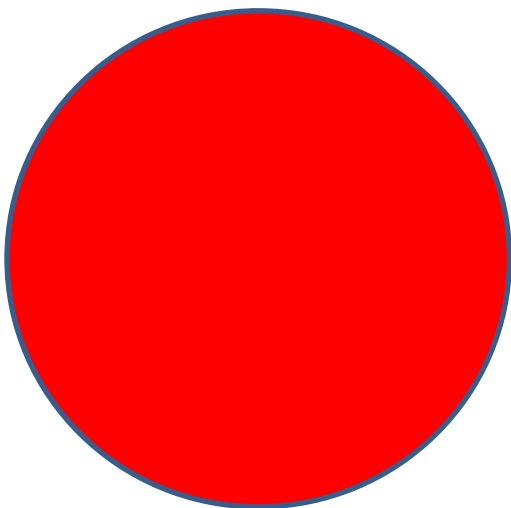
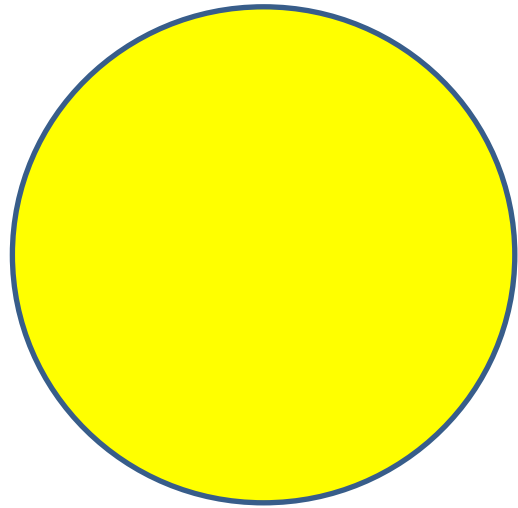
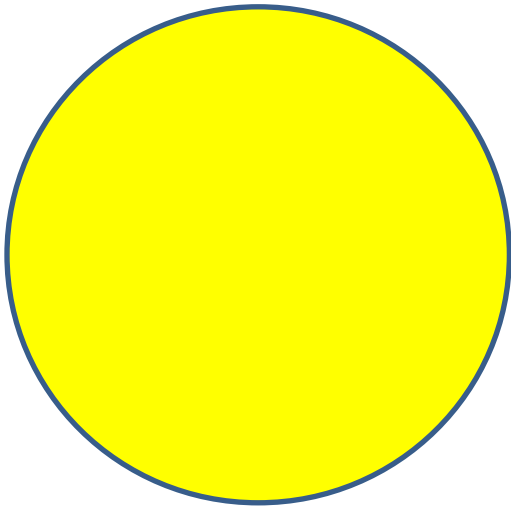
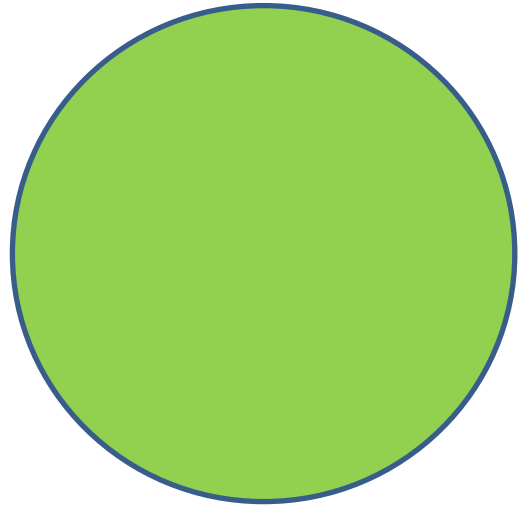
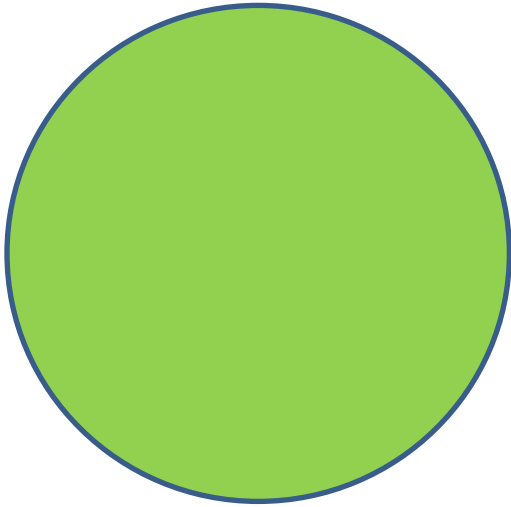
Instructions for teachers:

- Cut out and laminate a set of 'traffic lights' for each student in the class.
- Instruct students to show their understanding of a concept, when requested to do so, by:
 - holding up a green light if they are confident that they know the answer to a question, or that they understand a word or concept,
 - holding up a yellow light if they THINK that they understand or have the correct answer, or
 - holding up a red light if they have no idea.

Note: It is not necessary for students to hold the card in such a way that others can see it. Only the teacher needs to be able to see the students' response.

After instruction or clarification is provided, the same questions can be asked to see whether the number of students holding up green cards has increased.

Traffic Lights



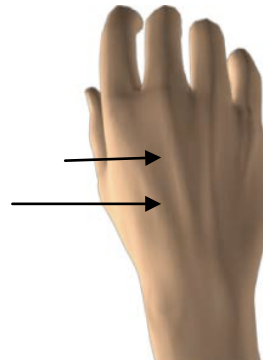
Flashcards

Instructions:

Use the following flashcards to reinforce new vocabulary and develop oral language skills.

Students may:

- Practice asking/answering with a partner
- Match words to pictures independently



Flashcards



tendons

wrist

knuckles

fingerprint

Flashcards

ve ins

fin ge ma ils

p a lm

thum b

skin

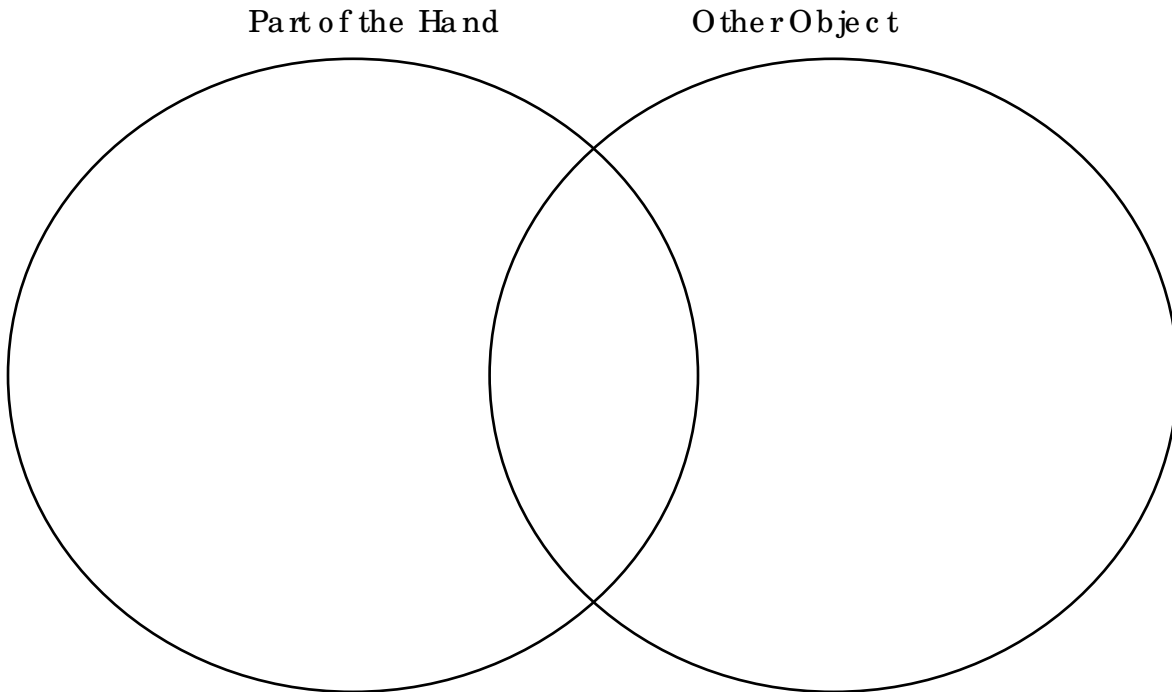
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Graphic Organizers

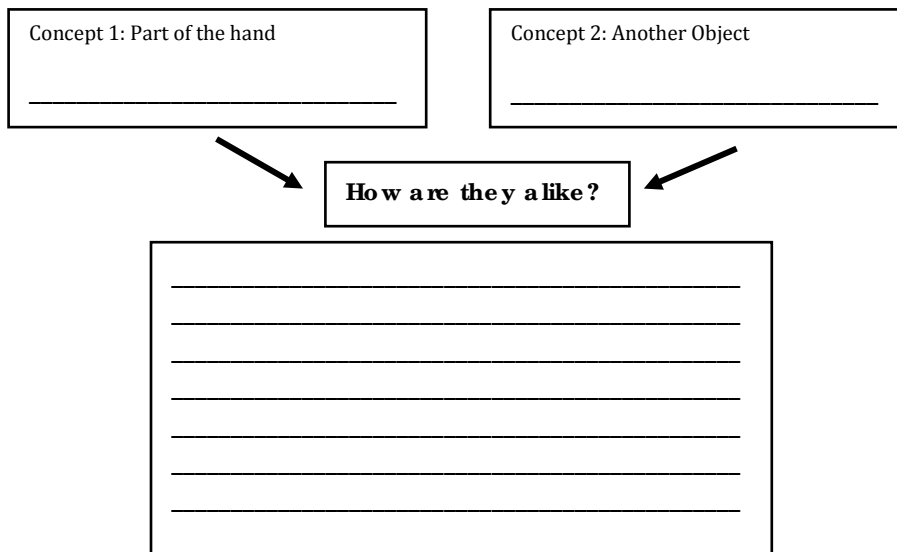
Instructions:

Use the following graphic organizers to visually compare objects in order to illustrate ways in which they are similar and different:

1. Venn Diagram



2. How are They Alike?



Student Exemplars

"No one in the world has a hand like mine. My hand is unique because my skin is smooth and brown, like a beaver's fur. The lines on my hand are thin and curved, like a rainbow. My hand veins are long and thin, like vines. My palm is square and flat, like a butterfly's wing. My fingers have different sizes, but they are all tall and very thick, like candles. My thumb is short and fat, like a key. My wrist is cylindrical and thick, like a mug. I think you will agree that my hand is very unique."

Target Adjectives	Target Phrases	Target vocabulary	Errors
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My Hand

My Hand



Student Exemplars

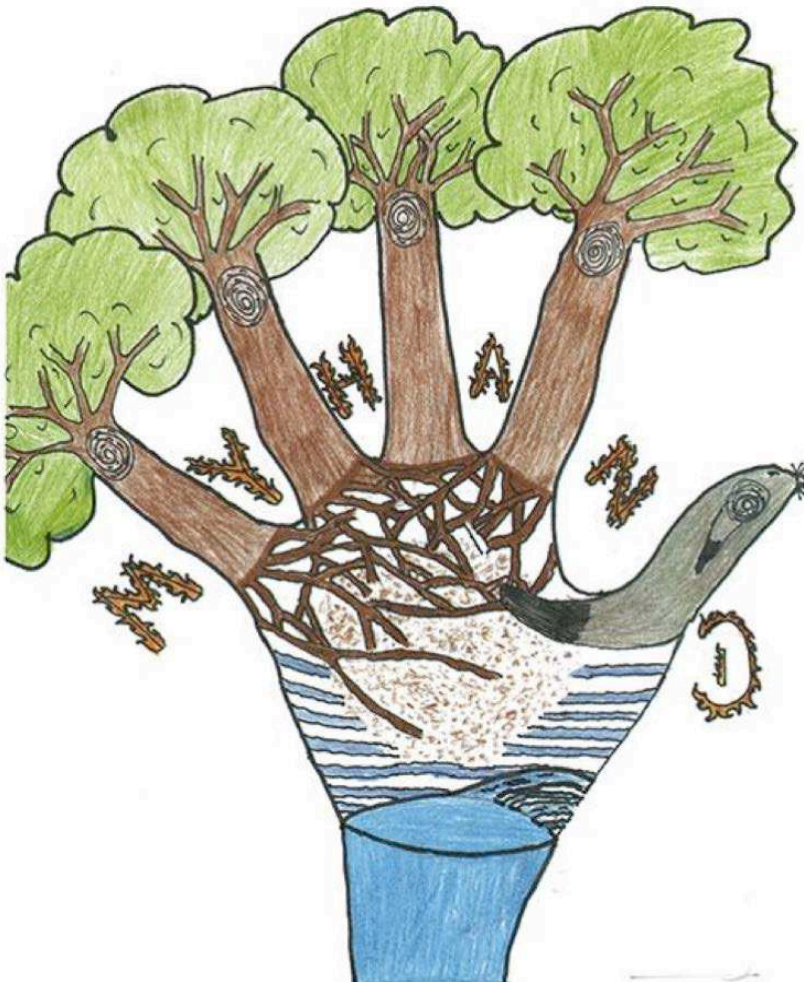
"No one in the world has a hand like mine.. The skin on my hand is as rough as sandpaper. The lines on my hand are curved, like roots. My veins are blue and long, like rivers. My palm is as circular as a field. My fingers are as tall as trees. My fingerprints are spirals, like the knots on the tree trunks. My thumb is as cute as a seal. I think you will agree that my hand is very unique!"

Target Adjectives

Target Phrases

Target vocabulary

Errors



Student Exemplars

"No one in the world has a hand like mine. My skin is like soft as a sponge. My fingers are long, like tamarinds. My thumb is shaped like the head of an eagle. My fingerprints are like plastic dish scrubbers. My palm is as square as a waffle. The line on my palm are like syrup on the waffle. My veins are as long as worms. My wrist is shaped like a bottle of lotion. I think you will agree the my hand is very unique."

Target Adjectives

Target Phrases

Target vocabulary

Errors

sentence doesn't correspond to illustration

