



Quality Education Fund Thematic Networks - Tertiary Institutes (QTN-T)
Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools

Primary One
English Language
Christmas Presents



Name: _____

Class & Class no.: _____ ()

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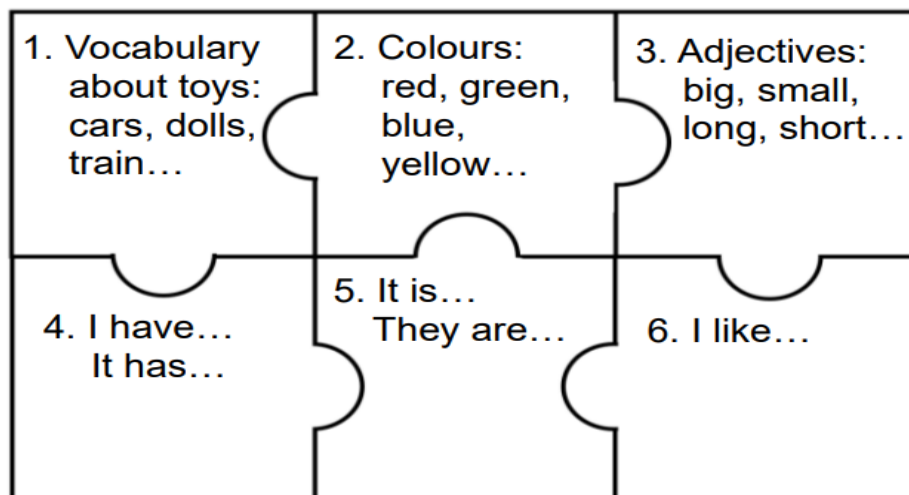
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Unit Start: Goals Projection

What will I learn about?

In this unit, you will learn about things in this puzzle.



At the end of the unit, you will use all of them in your writing.

Reading – Christmas Presents

Pre-reading Stage

Task 1 – Vocabulary Building: Singing

What colour is it?

What colour is it? What colour is it?

It's red. It's red.

What colour is it? What colour is it?

It's yellow. It's yellow.

What colour is it? What colour is it?

It's pink. It's pink.

What colour is it? What colour is it?

It's green. It's green.

What colour is it? What colour is it?

It's blue. It's blue.

What colour is it? What colour is it?

It's orange. It's orange.

What colour is it? What colour is it?

It's purple. It's purple.

What colour is it? What colour is it?

It's brown. It's brown .

What colour is it? What colour is it?

It's black. It's black.

What colour is it? What colour is it?

It's grey. It's grey.

What colour is it? What colour is it?

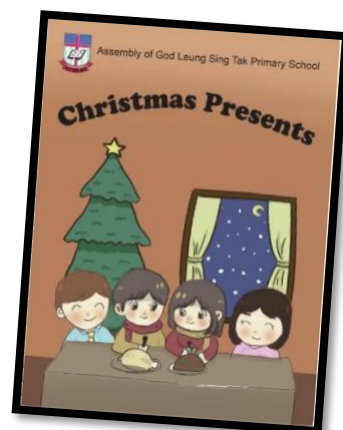
It's white. It's white.

While-reading Stage

Task 1 – School-based Reader: Christmas Presents

It's Christmas Eve. Jack and Judy are having dinner with their parents.

Jack and Judy are very happy because they can get Christmas presents from Santa Claus.



In the middle of the night, Santa Claus comes to every house and gives the good children presents.

'Judy! Look! I have many presents!' says Jack.

'Let's open them!' says Judy.

'I have two **cars**. One is **red**. One is **purple**,' says Jack.

'I also have a **black** toy **gun** and a **white** robot. I am so happy!'

'I have a **doll** with a **pink** dress, two toy **planes** and a **teddy bear**,' says Judy.

'What colour are the planes, Judy?' asks Jack.

'They are **green** and **blue**!' says Judy.

'Here are some presents from us!' say Mum and Dad.



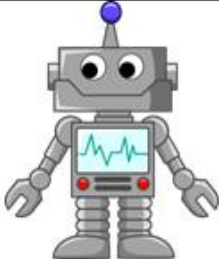





'Wow! It is an **orange ball**! I want to play with this!' says Judy.

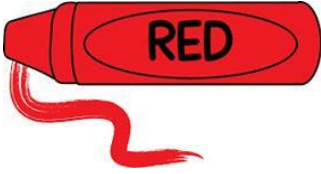

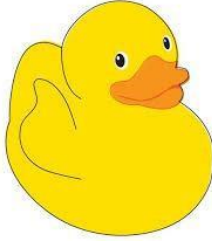

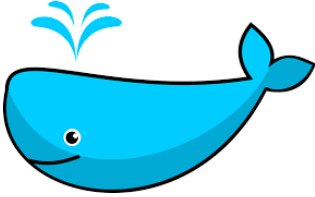
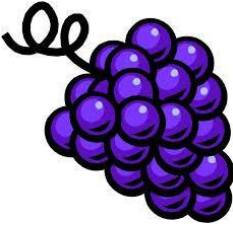

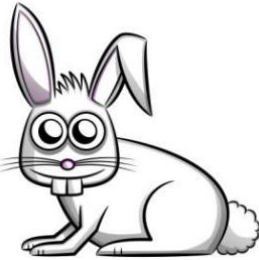

'It is a **yellow train**! This is great!' says Jack.

'Thank you so much, Mum and Dad!' say both Jack and Judy.

Jack and Judy play with their toys happily.

Vocabulary Bank

(1)  a ball	(2)  a doll
(3)  a robot	(4)  a teddy bear
(5)  a gun	(6)  a car
(7)  a train	(8)  a plane

<p>(9)</p>  <p>red</p>	<p>(10)</p>  <p>orange</p>
<p>(11)</p>  <p>yellow</p>	<p>(12)</p>  <p>green</p>
<p>(13)</p>  <p>blue</p>	<p>(14)</p>  <p>purple</p>
<p>(15)</p>  <p>pink</p>	<p>(16)</p>  <p>white</p>
<p>(17)</p>  <p>black</p>	

Post-reading Stage

After reading the story, let's think about these questions:


1. How many presents received by Jack and Judy can you remember?
2. Have you been good children this year? Do you think Santa will give you a present?
3. What present will you ask for?

POST-TEXT QUESTIONS:


How many presents received by Jack and Judy can you remember?

Have you been good children this year? Do you think Santa will give you a present?


What present will you ask for?



'I have two [redacted]. One is **red**. One is [redacted],' says Jack.
'I also have a **black** toy [redacted] and a [redacted]. I am so happy!'



'I have a [redacted] with a [redacted] dress, two toy [redacted] and a [redacted],' says Judy.
'What colour are the planes, Judy?' asks Jack.
'They are [redacted] and [redacted]!'



'Wow! It is an [redacted]! I want to play with this!' says Judy.
'It is a [redacted]! This is great!' says Jack.
'Thank you so much, Mum and Dad!' say both Jack and Judy.



FINISH THE SENTENCES



1. Vocabulary
about toys:
cars, dolls,
trains...


Marks: _____

Date: _____


Language Focus

Task 1

Janet is reading an essay about toys. Read it and fill in the blanks with the most suitable words. Underline the key words.

Emma loves playing with her toys. She has a (1)  _____.

It wears a dress. It is a toy in the shape of a little girl. She named


it Kelly. Kelly has a friend, Bob. It is a (2)  _____.

It is brown and soft. It has two small ears. Emma loves sharing her toys

with her brother. However, her  brother does not like her toys.

He loves playing with a (3)  _____.


It is clever and it can talk. He often plays with his (4)  _____.

He throws it into the basket. When he is bored, he plays with his toy (5)  _____

and (6)  _____.

He thinks he is flying in the sky and driving on the track. He even thinks he is a

policeman. He drives a (7)  _____ and catches

bad people with his  toy (8) _____.

3. Adjectives:
big, small,
long, short...

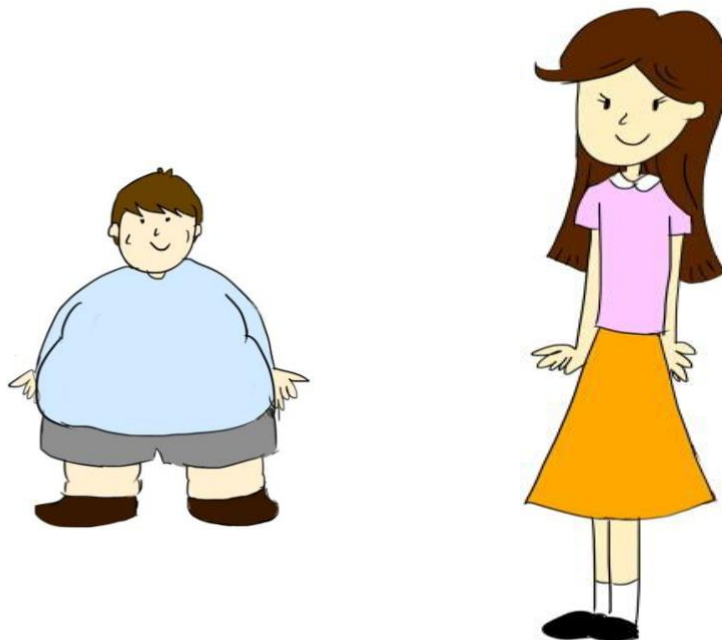
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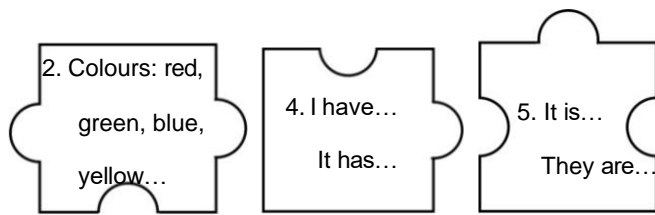
Date: _____

Anna is reading an article. Read it and fill in the blanks with suitable words.

tall	thin	fat	small	long	short
------	------	-----	-------	------	-------

Cherry has two friends. One of them is Mary. She is (1) _____ and (2) _____. She has (3) _____ hair too. Another one is John. He is (4) _____ and (5) _____. He has (6) _____ eyes too. They look different but they are both nice. Cherry loves them very much.





Marks: _____

Date: _____

Task 2

Read the conversation and fill in the blanks with colours and the most suitable words.

red	blue	yellow	purple
-----	------	--------	--------

1. A: I have a doll.

B: (1) _____ colour (2) _____?

A: It is  (3) _____.

2. A: I have two planes.

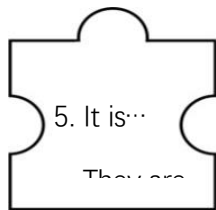
B: (1) _____ colour (2) _____?

A: They are  (6) _____ and  _____.

3. A: I have a ball.

B: (7) _____?

A:  (8) _____.



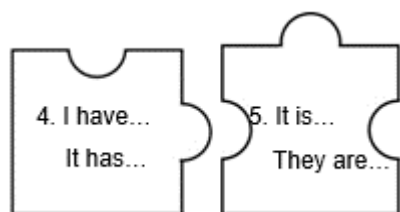
Marks: _____

Date: _____

Task 3

Answer the questions with the given words.

1. A : Look at this car.
B : What colour is it? (pink)
A : _____.
2. A : Look at these rabbits.
B : What colour are they? (white)
A : _____.
3. A : Look at this gun.
B : What colour is it? (green, blue)
A : _____.
4. A : I have three teddy bears.
B : What colour are they? (purple, red)
A : _____.
5. A : I have ten robots.
B : What colour are they? (black, yellow, orange)
A : _____.



Marks: _____






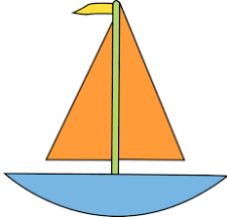
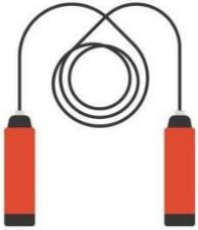
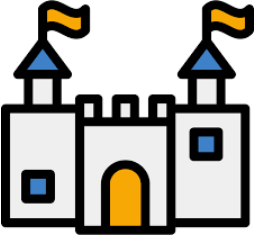
Date: _____

Task 4

Lily is writing a diary entry. Read the conversation. If the sentence is correct, put a tick “✓” next to the sentence. If the sentence is wrong, underline the mistake and write the correct answer on the space provided.

<u>My Classmate</u>	<u>Corrections</u>
I <u>(e.g.) has</u> a lot of friends in my class. We always play together.	<u>(e.g.) have</u>
Tony is a naughty boy in the class. She has a lot of toys. He has a ball for his birthday.	(1) _____ (2) _____
It are red and yellow.	(3) _____
He sometimes brings both his toy robot an car to school. They is purple and green. We play together. We am best friends.	(4) _____ (5) _____ (6) _____

Extended Vocabulary

<p>(1)</p>  <p>a block</p>	<p>(2)</p>  <p>a yoyo</p>
<p>(3)</p>  <p>a kite</p>	<p>(4)</p>  <p>coral</p>
<p>(5)</p>  <p>a piece of puzzle</p>	<p>(6)</p>  <p>a boat</p>
<p>(7)</p>  <p>a skipping rope</p>	<p>(8)</p>  <p>a castle</p>

1. Vocabulary about toys: cars, dolls, train...	2. Colours: red, green, blue, yellow...	3. Adjectives: big, small, long, short...
4. I have... It has...	5. It is... They are...	6. I like...

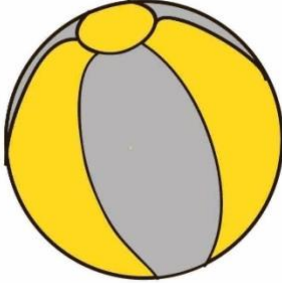

Date: _____

Writing – Christmas Presents

Pre-writing Stage

Task 1 – Class Writing: Colourful Toys

Peter is introducing his toy to his friend. Read it and finish the writing about your toy.

<p>Peter's Toy</p> 	<p>(1) I have a ball. (2) It is big. (3) It is grey and yellow. (4) I like my ball.</p>
<p>Your Toy</p> 	<p>(1) I have _____. (2) It is _____. (3) It is _____. (4) I like my _____.</p>

1. Vocabulary about toys: cars, dolls, train...	2. Colours: red, green, blue, yellow...	3. Adjectives: big, small, long, short...
4. I have... It has...	5. It is... They are...	6. I like...

Date: _____

Task 2 – Group Writing: Colourful Toys

Mary is introducing her toy to her friend. Read it and finish the writing about your toy.

Mary's Toy



- (1) I have a doll.
- (2) It is small.
- (3) It is brown and purple.
- (4) I like my doll.

Your Toy



- (1) I have _____.
- (2) It is _____.
- (3) It is _____.
- (4) I like my _____.


1. Vocabulary about toys: cars, dolls, train...	2. Colours: red, green, blue, yellow...	3. Adjectives: big, small, long, short...
4. I have... It has...	5. It is... They are...	6. I like...

While-writing Stage

Date: _____

Individual Writing: My Toy

Ben is introducing his toy to his friend. Read it, draw your toy and finish the writing about it.

<p>Ben's Toy</p> 	<p>(1) I have a train.</p> <p>(2) It is big.</p> <p>(3) It is green and black.</p> <p>(4) I like my train.</p>
<p>My Toy</p>	<p>(1) _____</p> <p>(2) _____</p> <p>(3) _____</p> <p>(4) _____</p>

Post-writing Stage

Task 1 – Self-assessment

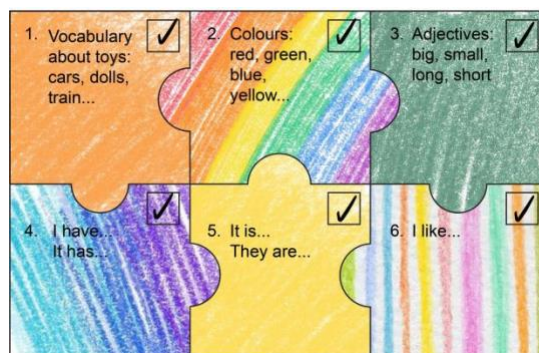
1. Read your work again. Tick the boxes if you have used them in your writing.
2. Colour the puzzle pieces with many colours if you are very happy with your work. Colour them with only one colour if you are not so happy with your work.

Read this example:

◆ This student writes all no. 1-6 in his writing, so he ticks all boxes.

◆ He is very happy about his work for no. 2, no.4 and no.6, so he colours these boxes with many colours.

◆ He is not so happy about his work for no. 1, no.3 and no. 5, so he only colours these boxes with one colour.



Self-assessment

1. Vocabulary about toys: cars, dolls, train... <input type="checkbox"/>	2. Colours: red, green, blue, yellow... <input type="checkbox"/>	3. Adjectives: big, small, long, short... <input type="checkbox"/>
4. I have... It has... <input type="checkbox"/>	5. It is... They are... <input type="checkbox"/>	6. I like... <input type="checkbox"/>

Task 2 – Peer Assessment

My name is _____().

I am reading _____'s work.

Read your partner's description of his/her toy.

Tick the boxes if he or she can do it.

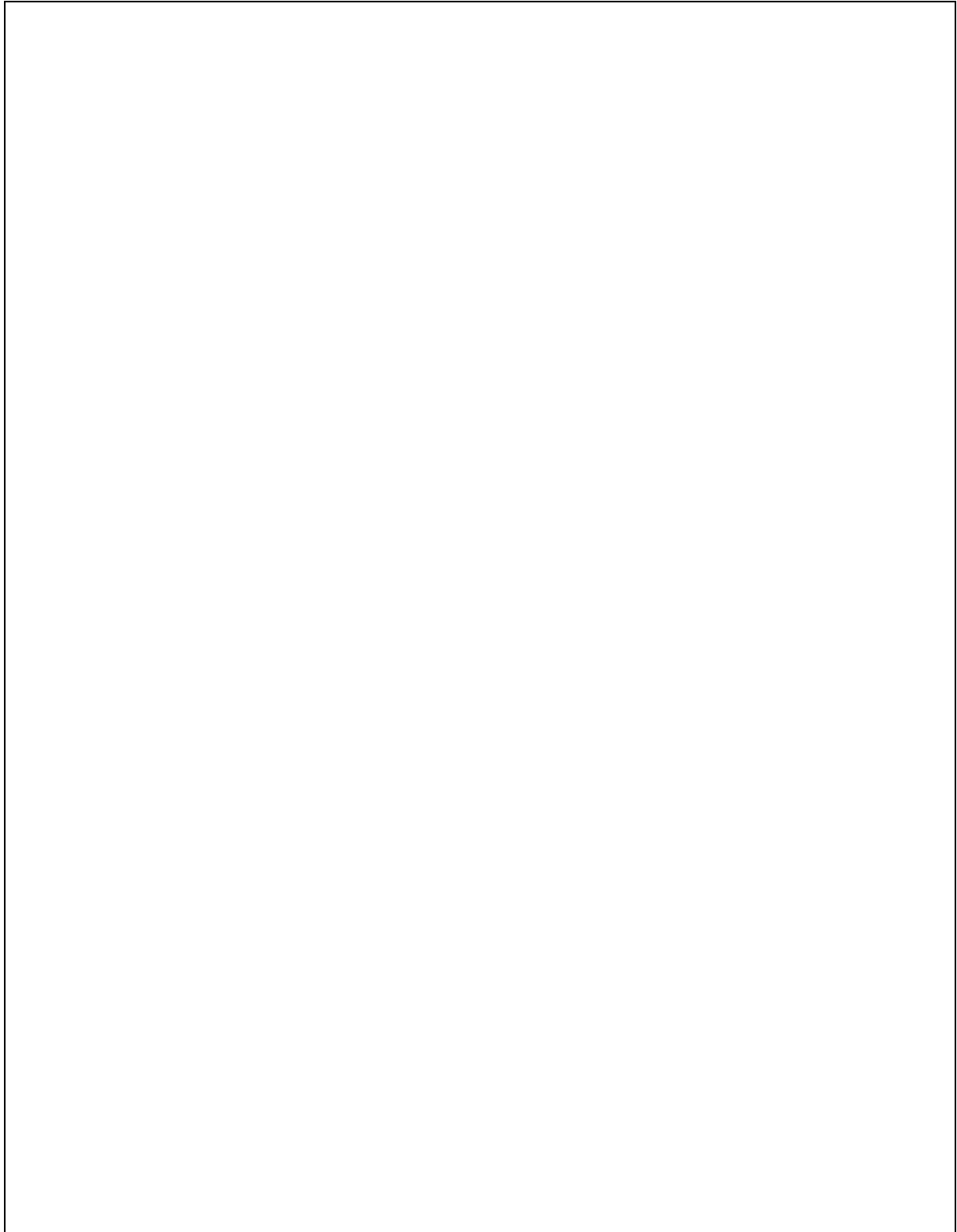
- 1. You can use the subject pronoun “It” and “I” correctly.
- 2. You can spell the colour words correctly.
- 3. You can use the connective “and” correctly.
- 4. You can use capital letters at the beginning of the sentences.

Content	Language
<input type="checkbox"/> Express creative ideas clearly.	<input type="checkbox"/> Sentence structure varies.
<input type="checkbox"/> Attain the basic requirements of the task.	<input type="checkbox"/> Sentences are formed appropriately.
<input type="checkbox"/> Lack of ideas.	<input type="checkbox"/> Word choice is excellent.
	<input type="checkbox"/> Words are spelt correctly.
	Grammar items are used correctly: <input type="checkbox"/> pronouns <input type="checkbox"/> prepositions <input type="checkbox"/> articles <input type="checkbox"/> plurals & singulars <input type="checkbox"/> subject-verb agreements <input type="checkbox"/> others: _____
	<input type="checkbox"/> Capitalization and punctuation are used correctly.
Teacher's comment:	Teacher's comment:
Content: /60	Language: /40
Total:	/100

Teacher Assessment



Common Mistakes





Sample Writing