

What Will I Write? Book 1 – Contents

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Write a **narrative** about this illustration.

Introduce who, what, when and where.
(Orientation).

A series of events happens in order.
An unexpected problem occurs.
(Complication).

The characters attempt to solve the problem.
(Resolution).

The characters may learn a lesson or change as a result of the events.
(Coda)

Have you

Written in sentences ?

Used paragraphs to organise your writing?

Checked your spelling?

Checked your punctuation?

Needs assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student self-evaluation
Writing this narrative was _____

because _____

Teacher comments

Where?

Who?

Why?



How?

When?

NARRATIVE

You find the winning lottery ticket – for \$10 million. What will you do? But then something surprising happens ... Write a **narrative** to tell about it.

Needs assistance Developing Achieved

Introduce the main character, the setting and time. (Orientation).

A series of events happens in order, including an unexpected problem. (Events and Complication)

The characters solve the problem. (Resolution).

The characters may learn a lesson or change as a result of the events. (Coda)

Have you

Written in sentences?

Used paragraphs to organise your writing

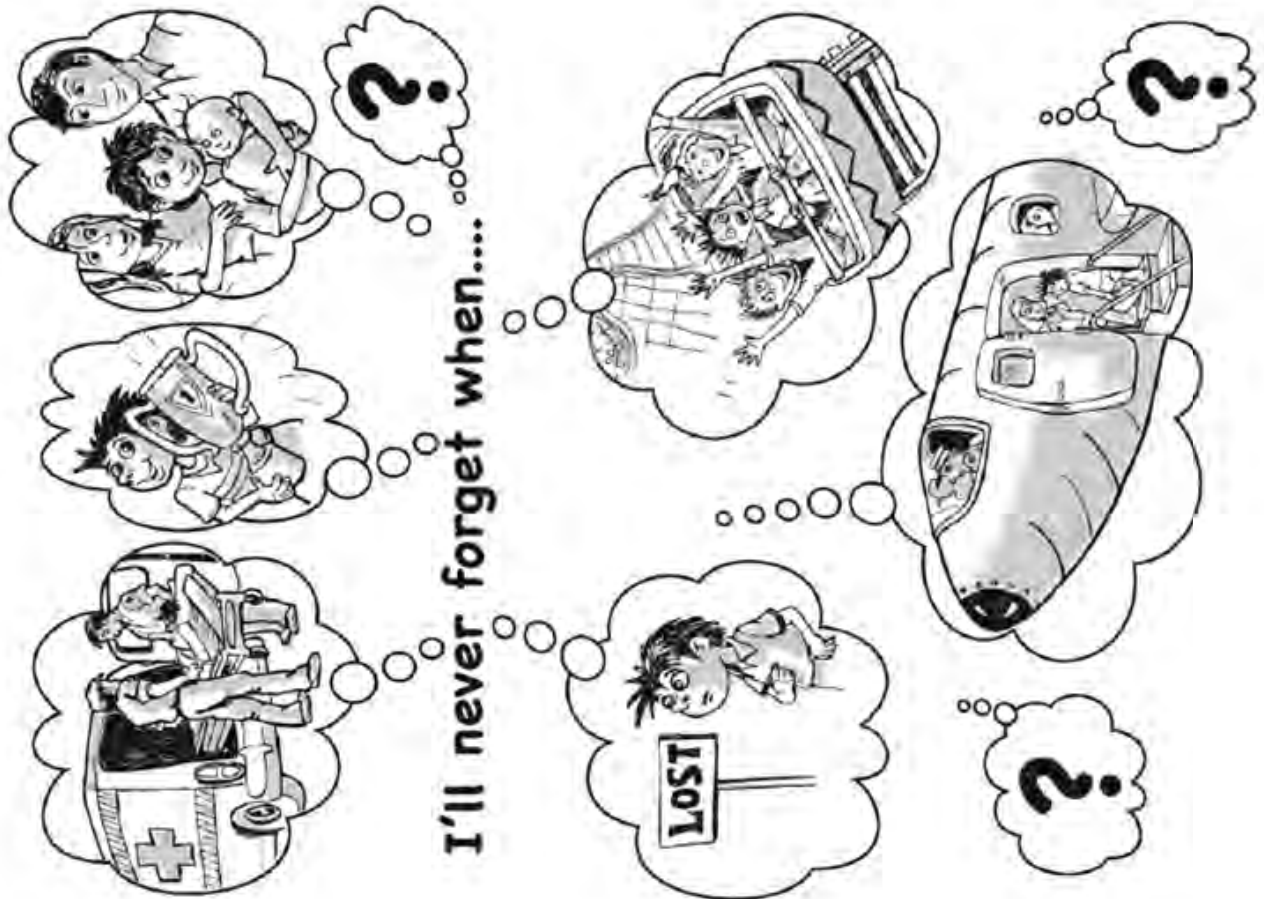
Checked your spelling?

Checked your punctuation?

Student self-evaluation
 Writing this narrative was _____

 because _____

Teacher comments



Write a **factual recount** titled 'I'll Never Forget When ...'. Write about something that happened in your life that you will never forget.

Use the prompts to help you.

Your writing should include

An introduction telling about the main character, the setting and time.
(Introduction or orientation).

A series of events in time order.

Evaluative comments.

A concluding or finishing statement about the subject.

Have you

Written in sentences?

Used paragraphs to organise your writing?

Checked your spelling?

Checked your punctuation?

Needs assistance
Developing
Achieved

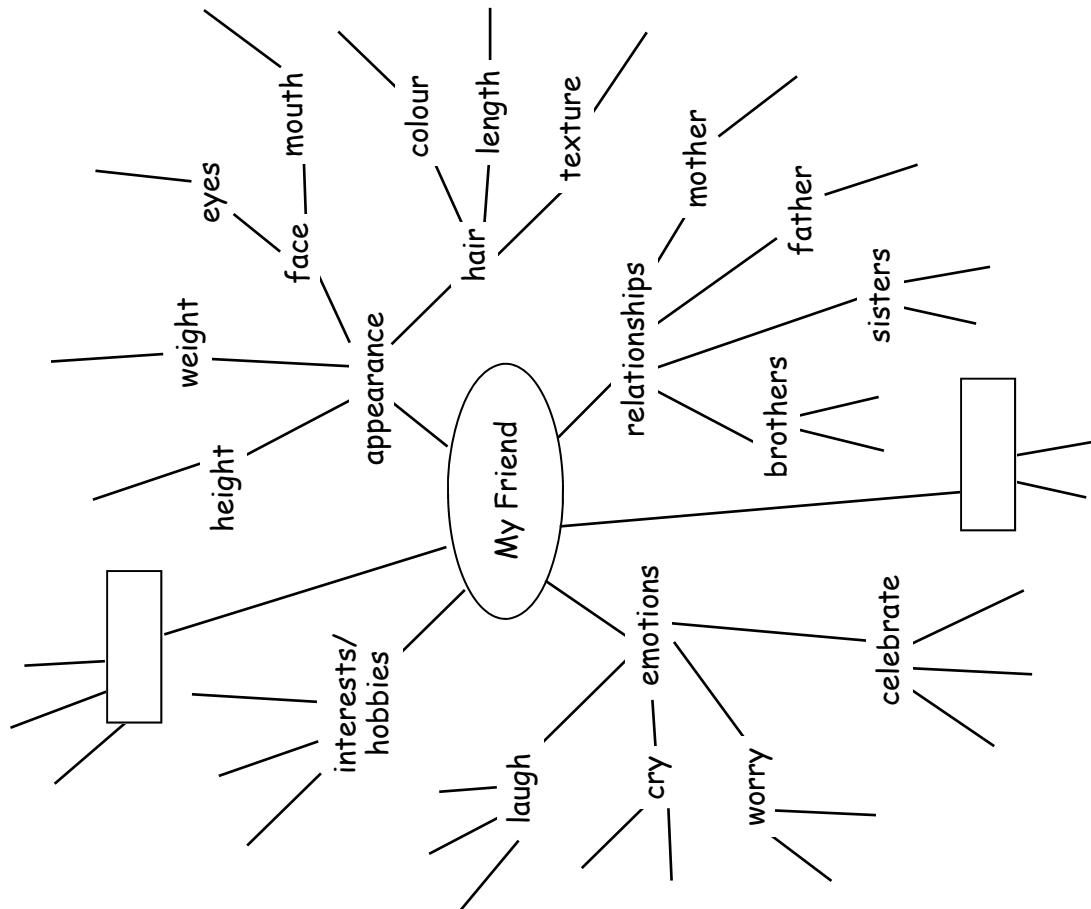
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Student self-evaluation

Writing this factual recount was _____

because _____

Teacher comments



Write a **description** of a real or imaginary friend.
 Complete the mind map (remember adjectives) to help you write your descriptive piece.

Your writing should include:

An introduction identifying the topic.
 (Context).

A description of your friend's characteristics — with similar information put together in paragraphs.
 (Features)

A finishing statement about the topic.
 (Conclusion)

Adjectives and adverbs to describe the topic.

Have you
 Written in sentences?
 Used paragraphs to organise your writing?
 Checked your spelling?
 Checked your punctuation?

Needs assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student self-evaluation
 Writing this review was _____

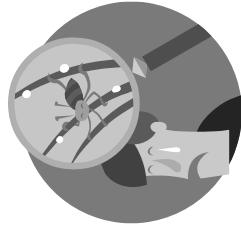
 because _____

Teacher comments

Head lice – what are they?

Tiny insects – about 2-3 mm long – no wings – can't fly – can't hop or jump – can run or crawl fast – 6 legs – claws on ends – cling to hair – like children's and adults' heads – clean or dirty hair – like warm scalp.

Feed on blood from scalp – bite makes scalp itch – need warmth from human scalp to live – lay tiny white eggs (nits) on hairs near scalp – eggs hatch in 7 days – live for about 4-5 weeks – lay eggs after 2 weeks – can't live more than couple of days on pets – can't live for more than 2 days on furniture, bedding, soft toys.



Nits- what are they?

Eggs laid by head lice – about this big [.] – stick to hair strand close to scalp – use special glue hard to move – look like tiny white dots – egg 'shell' stays stuck to hair after hatched so can tell which eggs dead or hatched further away from scalp – more than a centimetre from scalp means hatched or dead eggs.

How do you get them?

Head to head touching – being very close to someone who has them – friend, family, someone you work with at school – sharing hairbrushes, combs, clothes, hats, helmets and hair ties.

Write an **information report** about head lice and nits.

Use the notes to help you write your report.

Your writing should include:

An introduction identifying the subject. (Introduction).

Facts about the subject, e.g. appearance, habitat, food, behaviour. (Description)

A finishing statement or summary about the subject. (Conclusion)

Have you

Written in sentences?

Used paragraphs to organise your writing?

Checked your spelling?

Checked your punctuation?

Needs assistance

Developing

Achieved

Student self-evaluation

Writing this information report was _____

because _____

Teacher comments

Making a difference

Some people believe you need to be rich and powerful to make a difference, but many small actions can make a big difference.

Here are some small ideas that will end up making a big difference if many people join in. Remember: 'Think globally, act locally.'

How many ideas can you add to the list?

- * pick up litter
- * recycle
- * be kind
- * help the aged
- * turn of the switch
- * turn off the tap
- *
- *
- *
- *
- *
- *
- *
- *



Write an exposition about making a difference. Use the discussion points to help you persuade others to your point of view.		
<u>Your writing should include:</u> An introduction stating your point of view on the issue. (Statement of position).	<input type="checkbox"/>	<input type="checkbox"/>
A series of arguments to support your view, backed up by facts and evidence.	<input type="checkbox"/>	<input type="checkbox"/>
A summary of the issue and/or a recommendation for a solution. (Conclusion)	<input type="checkbox"/>	<input type="checkbox"/>
<u>Have you</u> Written in sentences?	<input type="checkbox"/>	<input type="checkbox"/>
Used paragraphs to organise your writing?	<input type="checkbox"/>	<input type="checkbox"/>
Checked your spelling?	<input type="checkbox"/>	<input type="checkbox"/>
Checked your punctuation?	<input type="checkbox"/>	<input type="checkbox"/>

Needs assistance
Developing
Achieved

Student self-evaluation Writing this exposition was _____
because _____

Teacher comments