

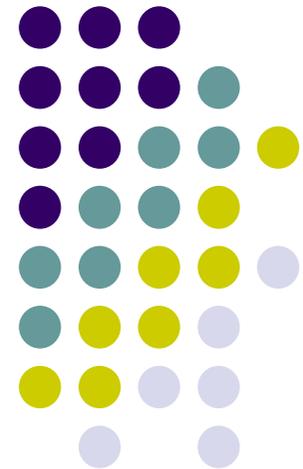
# From Sentence to Short Passage

--Teaching and Grading--

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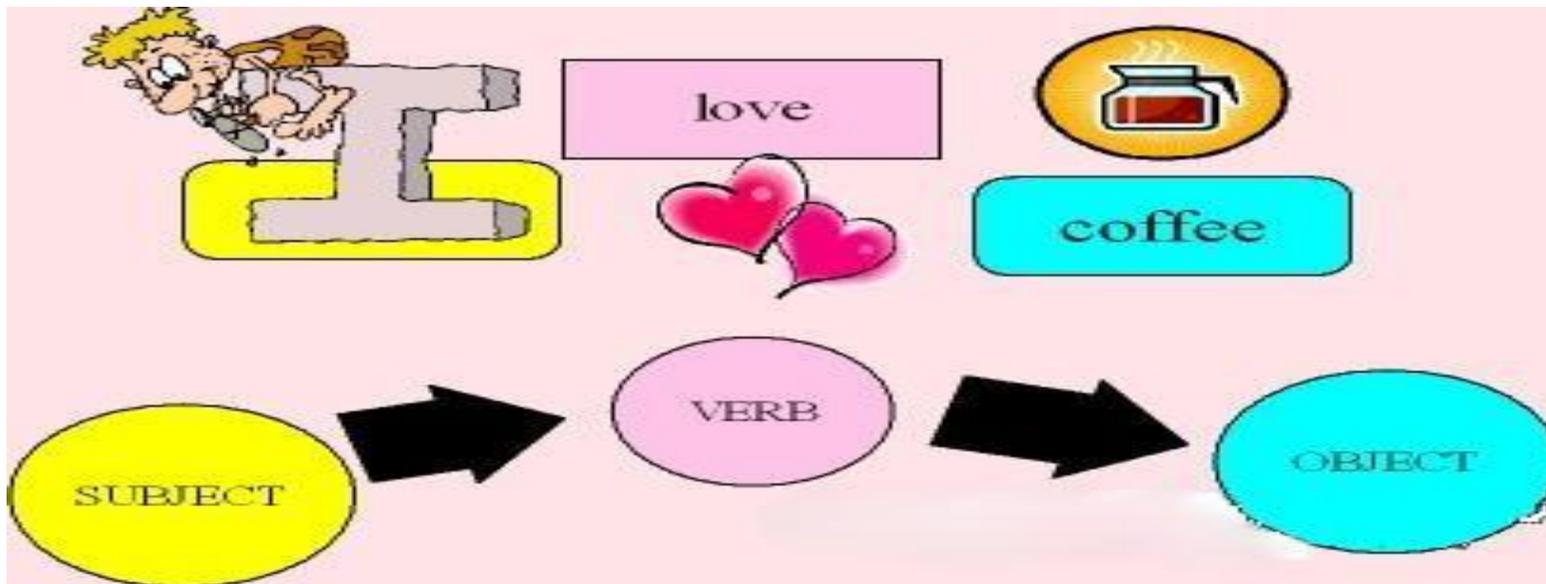


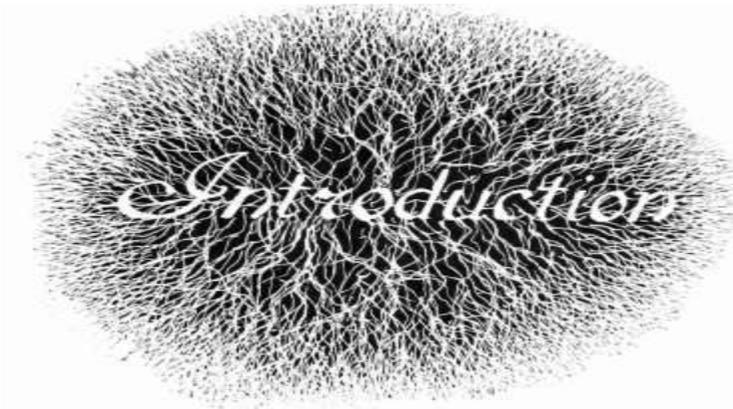
[www.ugru.uaeu.ac.ae/.../Sentence.Building](http://www.ugru.uaeu.ac.ae/.../Sentence.Building)





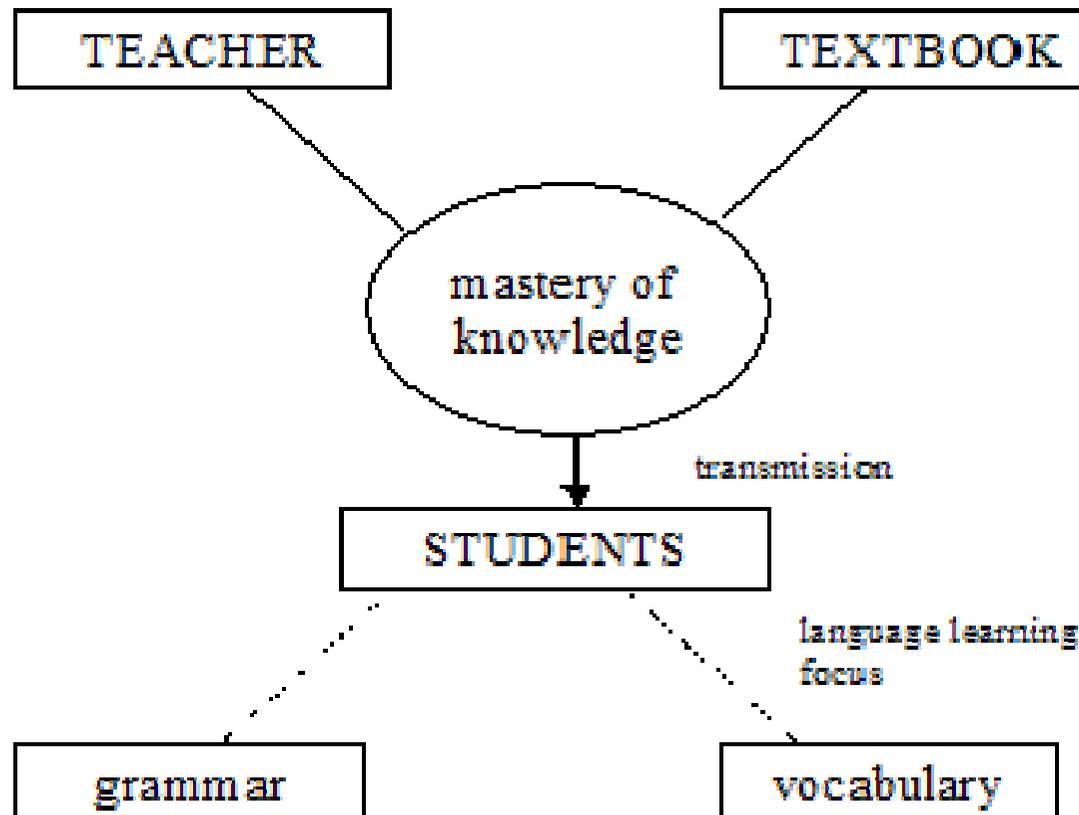
- I. Introduction
- II. Lesson Plans
- III. Analysis
- IV. Reflections & Suggestions



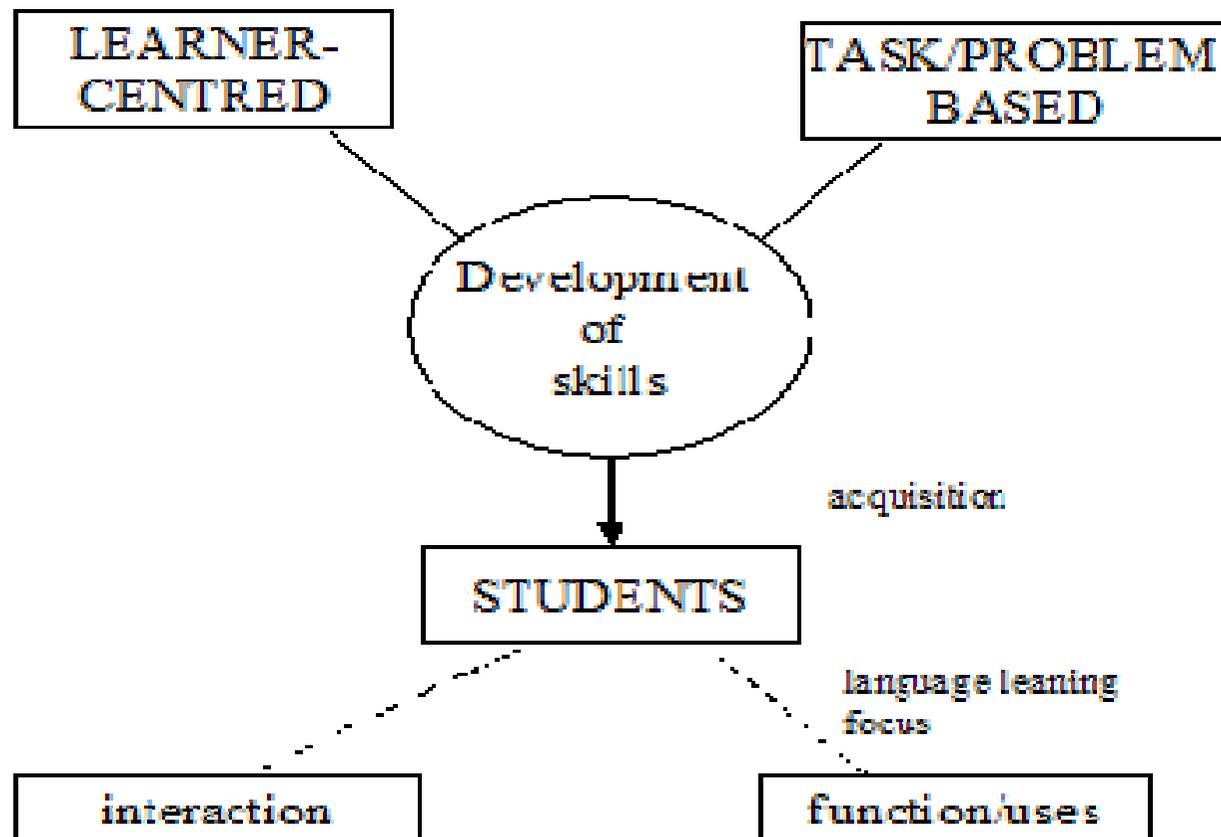


- Longitudinal classroom action research project
- Book 2 of Sanmin English textbook (2008)
- Cooperative learning approach
- Visual and auditory activities
- Peer-conferencing
- Evaluating Rubrics

**Figure 1 - A Chinese cultural model of learning English**  
Extracted from Jin and Cortazzi, 1998, pp102-103



**Figure 1 - A western cultural model of learning of foreign language learning**  
Extracted from Jin and Cortazzi, 1998, pp102-103





- **Difficulty Level:** Low-intermediate
- **Mode(s) of writing:** Sentence writing  
**Focus on the lesson plans:** sentence writing & guided writing
- **Grammar focus:** Figurative Language – metaphor & simile

# Teaching points



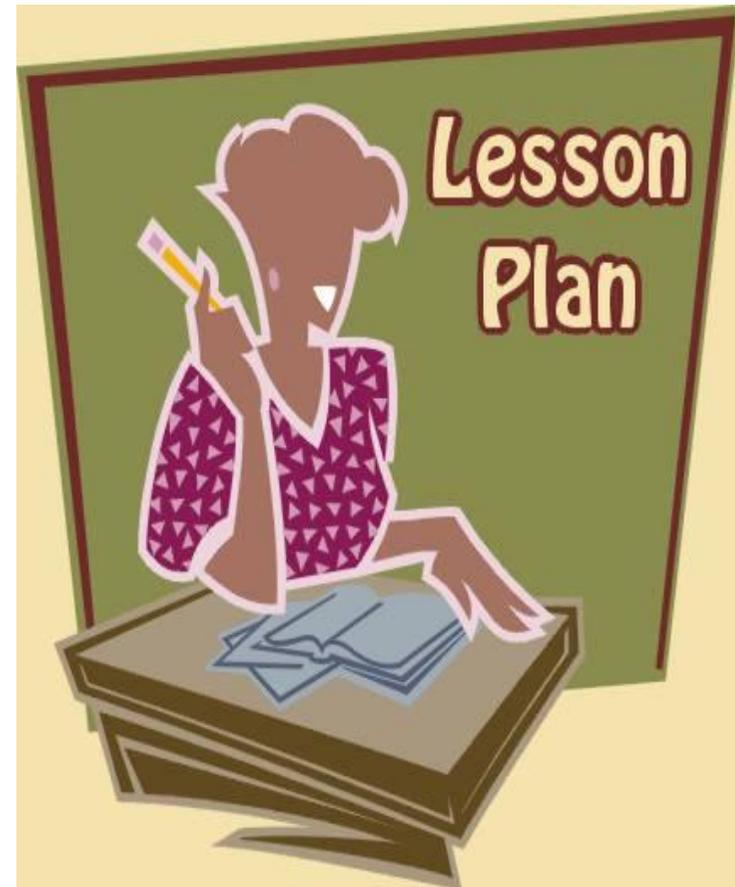
1. Raising students' awareness: Usage of 'like' and 'as...as'
2. Presenting the text: Using a graphic organizer for concept mapping.
3. Bridging practice to writing: Exercises and tasks
4. Sentence writing: 'S+V+as...as N' + 'S+V+ like N'
5. Rubrics in grading: Evaluating sentence writing and guided paragraph writing

# Lesson Plans

## --Figurative Language--



- Reading 1—Poetry
- Reading 2—Images of Animals
- Reading 3—Hey, Thanks
- Reading 4—Colors at Play
- Reading 5—All Started by a Mouse

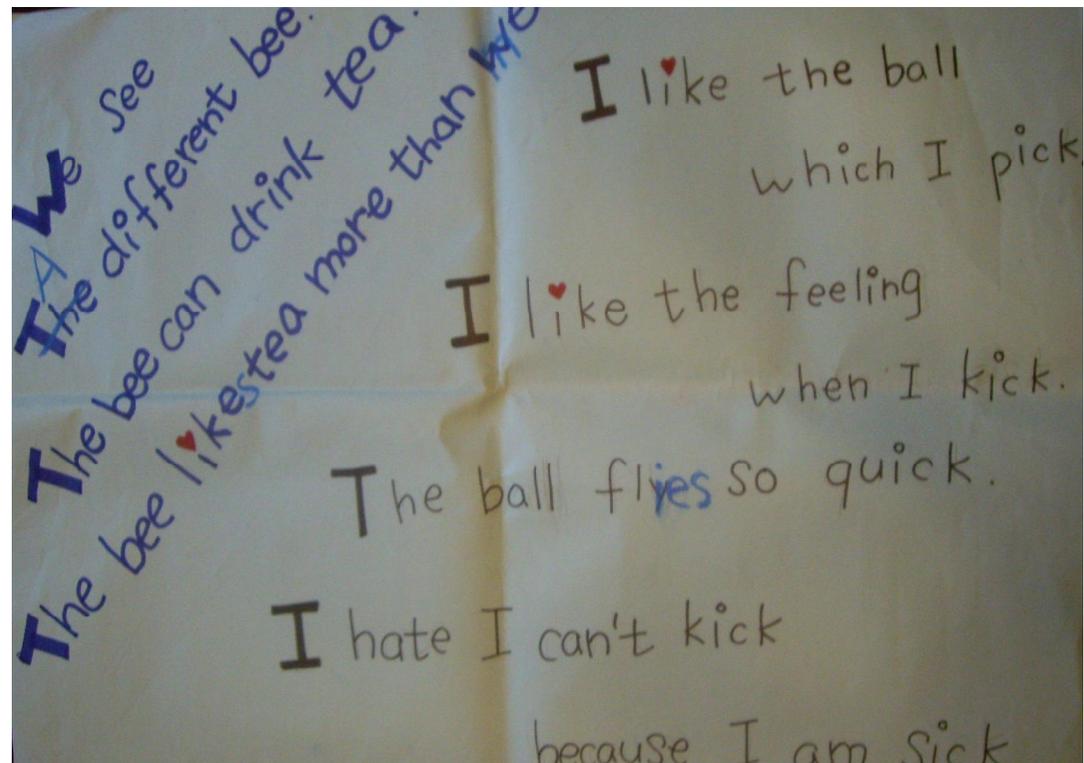
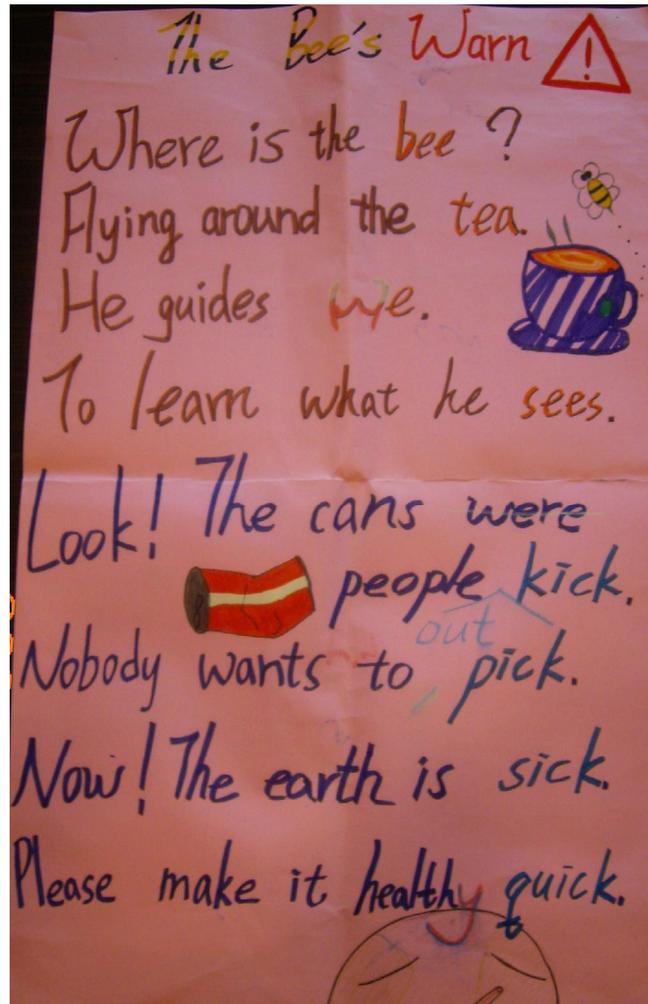


# Outline of Lesson Plans



- Overview
- Exercises and Tasks
- Rubrics for Grading

# Reading 1--Poetry



# Exercises and Tasks

-- Some elements of poetry--

title

*The Whole Duty of a Poem*

*by Arthur Guiterman*

line

*A poem should be, as our best ever **are**,  
Golden of heart like a **rose** or a **star**.*

imagery

*A poem should be, like the brook that you **hear**  
Sing down the mountainside, lovely and **clear**.*

rhyme

stanza

*Yet in its music a poem should **hold**  
That which is felt but never be **told**.*

# Exercises and Tasks

## --similes and metaphors



- Mark “M” if it is a metaphor, “S” if it is a simile, and “N” if it is neither of the two.

- 1. Our friendship is as deep as the ocean.
- 2. He eats like a horse.
- 3. The eyes are the window to the soul.
- 4. His arms are as strong as giant trees.
- 5. Let the light of hope shine in the moment of misery.

# Rubrics For Grading



FIGURATIVE LANGUAGE THROUGH POETRY	Scores: 95 Advanced	Scores: 85 Proficient	Scores: 75 Approaching	Scores: 65 Needs Improvement
Imagery Poem	Includes detailed imagery and appropriate use of similes and metaphors and rhyming words with no grammar mistakes	Includes appropriate use of similes and metaphors but rhyming words are not complete	Includes some appropriate use of similes and metaphors	Includes little to no appropriate use of similes and metaphors

O, my love is **as** sweet **as** honey.

It makes me happy.

O, my love is **like** a blind.

It is a one-of-the-kind (risk).

Please change your mind,

So we don't need the finish line.



Comments and Grades: 85

Includes some imagery and appropriate  
use of similes and metaphors but  
rhyming words are not complete

O, my love is **as** sweet **as** honey.

It makes me happy.

O, my love is **like** a (new) world.

It can help everyone (can open your vision).

Please tell me your hope,

So I can help you.



Comments and Grades: 70  
Includes some appropriate use  
of similes and metaphors

- O, my love is **as warm as spring**. It makes me happy.
- O, my love is **like a river**.
- It disappear (runs) faster and faster,
- Please let me follow you everywhere.
- So that I can live better.



Comments and Grades: 90

Includes detailed imagery and appropriate use of **similes and metaphors** and rhyming words are complete; only one mistake in word usage

# Reading 2—*Images of Animals*



He is as slow as a tortoise; he is already eighty years old. Tortoises Symbolize long life.

Checklist Items	Good	Average	Wrong	Grades	Total 5
<b>Subject+ Verb Agreement</b>	v			1	
<b>as...as/like</b>	v			1	
<b>Right Form in Nouns</b>	v			1	
<b>Meaningful and understandable</b>	v			2	

# Reading 2—*Images of Animals*



Duke was quiet as a mouse when he walked through the hall because his father was in a bad mood. 'Mouse' is used to describe someone who is quiet.

Checklist Items	Good	Average	Wrong	Grades	Total
<b>Subject+ Verb Agreement</b>	<b>v</b>			<b>1</b>	<b>4</b>
<b>as...as</b>		<b>v</b>		<b>0.5</b>	
<b>Right Form in Nouns</b>		<b>v</b>		<b>0.5</b>	
<b>Meaningful and understandable</b>	<b>v</b>			<b>2</b>	

# Reading—Hey, Thanks

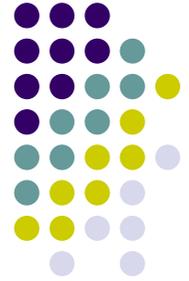


- What did Amir do for Hassan's birthday?
- What did Amir's father do for Hassan's birthday?
- Did Hassan and Amir win the tournament? How? Could they win the tournament individually? Why/not?
- How did Hassan encourage Amir to win the kite competition? (What did he say to him?)
- What did Hassan say when getting the kite for Amir? What does it mean for their friendship?

<p><b>Scores: 95</b> <b>Advanced</b></p>	<p><b>Scores: 85</b> <b>Proficient</b></p>	<p><b>Scores: 75</b> <b>Approaching</b></p>	<p><b>Scores: 65</b> <b>Needs Improvement</b></p> 
<p><b>Accurate in expressing the ideas and perfect in grammar use and word usage</b></p>	<p><b>Being able to express the ideas with few errors in grammar use and word usage, while being understandable</b></p>	<p><b>Giving general descriptions for the ideas; with errors in grammar use and word usage; not comprehensively understandable</b></p>	<p><b>Offering few ideas for the guided questions; not able to express the thoughts to the point; making errors in grammar use and word usage and hard to understand</b></p>



- Amir gave a catapult to Hussan (at him) (*for his*) birthday and Amir's father bought a kite for him. And they won the tournament by teamwork. But if they joined the (game) (*contest*) individually, they couldn't win because two hands (*heads*) are better than one. Before the game, Hussan encouraged Amir to win the kite competition and said, "I know you are going to win." In the end, when Hussan getting winner (*became the winner*), he said, "For you, a thousand times over." It means that they had a close friendship.



- Words: 88
- Grades: 85
- Comments: Giving general descriptions for the ideas; with few errors in grammar use and word usage; comprehensively understandable

- Amir gave a box of catapult(s) to Hussan in (*for*) his birthday. Also, Amir's father bought a kite for Hussan that (*so*) they can (*could*) go to join the tournament. In the tournament, they helped each other so that they won the tournament. I think they couldn't win the tournament individual (*individually*) because "Two heads are better than one." Before the tournament, Hussan said to Amir, "I know you are going to win." And "You have to (*too*) much faith to (*in*) me." to encourage Amir. And they won the tournament, Hussan said to Amir; "I'm going to ran (*run*) that blue kite for you." That's (*That*) mean (*means*) their friendship was strong and can't (*couldn't*) move forever.





- Words: 117
- Grades: 82
- Comments: Being able to express the ideas fluently; with a few errors in grammar use and word usage, but is quite understandable

# A Model of Writing



- Who is the king of the jungle? The answer to that is the 'lion'. Lions must make you feel frightened. Well, that's exactly how Ms. Pearl behaves when she is really angry. Boys in our class often forget to do their homework and can be very irresponsible at times, and "ROAR", what's that? Ms. Pearl's way of showing her anger is very similar to a lion's. She sees red.

# All Started by a Mouse



- He has a potbelly and a squeaky voice. His arms and legs are as thin as sticks.
- He wears funny-looking red shorts with big white buttons, and his ears are black.
- He is also one of the world's most famous movie stars.
- For a mouse, he has done pretty well – having starred in more than 130 movies and enjoyed worldwide fame as a superstar.
- However, few people know that he is the mouse that helped his creator rise above the toughest time of his life.

# Reading 5

## All Started by a Mouse



- He has a 1 \_\_\_\_\_ and a 2 \_\_\_\_\_.
- His arms and legs are 3 \_\_\_\_\_.
- He wears 4 \_\_\_\_\_ red shorts with 5 \_\_\_\_\_, and his ears are 6 \_\_\_\_\_.
- He is also one of the world's most 7 \_\_\_\_\_.

# Vocabulary for describing one's appearance



- **Height--short, tall, etc.**
- **Buildfit-- slim, skinny, fat, plump, chubby, overweight, strong, slender, etc.**
- **Age--young, old, middle-aged, teenage, in one's 20s/30s, etc.**
- **Face--round, long, square, pale, thin, white, etc.**
- **Eyes--big, round, small, bright, lovely, large, etc.**
- **Hair--straight, long, curly, wavy, short, golden, etc.**

# Vocabulary for describing one's character



- Positive--hard-working, careful, active, cheerful, humorous, gentle, reliable, smart, energetic, confident, caring, helpful, loyal, friendly, generous, brave, kind, cool, honest, etc.
- Negative--stupid, careless, lazy, passive, moody, stubborn, ill-tempered, unfriendly, selfish, boring, irresponsible, impolite, sly, etc.
- Neutral—shy, curious, tough, busy, lonely, etc.



<b>Scores: 95 Advanced</b>	<b>Scores: 85 Proficient</b>	<b>Scores: 75 Approaching</b>	<b>Scores: 65 Needs Improvement</b>
<b>Accurately expresses the ideas and almost perfect in grammar use and word usage</b>	<b>Able to express the ideas; with a few errors in grammar use and word usage, but understandable</b>	<b>Giving general descriptions for the ideas; with errors in grammar use and word usage; not comprehensively understandable</b>	<b>Offering few ideas for the guided questions; not able to express the thoughts to the point; making errors in grammar use and word usage and hard to understand</b>

- I would like to describe **John**. He is as thin as bamboos. He wears a(x) big glasses and a big smile. He's hardworking and generous. He is also one of our class's star (*class stars*). He is called 'Smile Point.'



Words: 41

Grades: 85

Comments: Being able to express the ideas; with few errors in grammar use and word usage, but is understandable



- I would like to describe **Black Tea**. He is tall and thin but he is strong. His eyes is (*are*) very small, his hair is short, he is as ant as hard working and active (*he is as busy as a bee, hardworking and active*), But, he is not shy. He has a round face with big eyes. His hair is short but good looking. He is 170 cm tall.

Words: 58

Grades: 88

Comments: Being able to express the ideas fluently; with one error in word usage; but quite understandable

- I would like to describe **Avon**. A 16 year-old young lovely boy, tall and thin, he
- has (*wears*) short (black) hair (with black color). He is a friendly, hardworking student. His heart is as sensitive as a girl's. This is my classmate, Avon



Words: 41

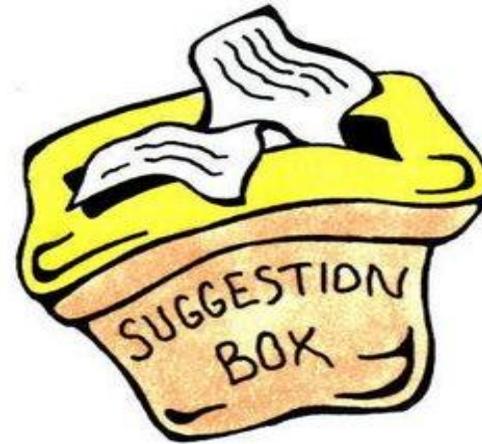
Grades: 85

Comments: Being able to express the ideas fluently; with few errors in word usage and singular form of noun; but quite understandable

# Analysis



- Less aware of N after ***as or like & verb BE***
  - My little brother character *as cowardices* as ^ mouse.
  - For example, the person who has no friend ^ ^ as quiet as ^ ***mouse*** in the class.
  - I wish you could live as long as ^ crane.
  - My brother ^ *liked* a herd of elephants.



- Basic Level writing grading of the GEPT
- Soft rubrics
- Benefited by guided-question writing
- Working on an appropriate syllabus