

**Domain:**

Written presentation

Benchmark:

Describe people in writing

Description:

In this task, pupils bring photographs or drawings of at least two people they love to class. They are asked to write a description of the people in the picture.

Rationale for choice of topic:

Cultural exchange programs are an authentic and relevant subject for fifth and sixth graders. Providing an audience, even a fictitious one, will create a realistic atmosphere and motivation for writing. Pupils are able to describe people they care about and imagine a group of children their own age in an English-speaking country reading their descriptions.

Suggestions for implementation (prior to and/or during):

Ask your pupils to imagine that the class is participating in a cultural exchange project called “People I Love,” and that an album of their pictures and written descriptions will be sent to a class in an English-speaking country. (It may be possible to find a real class to participate.)

Review the vocabulary of relationships and the use of adjectives. You may want to use a map to show pupils the country to which they are sending their descriptions. The Friends and Flags Project (<http://www.friendsandflags.org>) may give you more ideas about how to go about implementing this task.

Note: It is very important to teach pupils how to use a checklist before they are given this performance task.

Suggested time allotment:

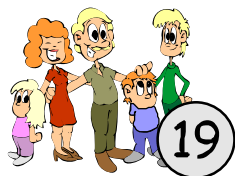
One lesson

Prerequisites:

- ◆ Knowledge of vocabulary relating to family and friends
- ◆ Knowledge of adjectives

Materials:

Pictures prepared in advance (photographs or drawings)



Points	Part One Planning*	Part Two Performance
5	<ul style="list-style-type: none"> ◆ Answered most of the questions appropriately 	<ul style="list-style-type: none"> ◆ Wrote at least 4 sentences ◆ Included all required elements (items 3-4 in the checklist) ◆ Writing is well organized ◆ Vocabulary is varied ◆ Skillful use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation)
4		
3	<ul style="list-style-type: none"> ◆ Answered some of the questions appropriately 	<ul style="list-style-type: none"> ◆ Wrote 2-3 sentences ◆ Included some of the required elements (items 3-4 in the checklist) ◆ Writing is fairly organized ◆ Vocabulary is basic ◆ Adequate use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation)
2		
1	<ul style="list-style-type: none"> ◆ Did not answer the questions appropriately 	<ul style="list-style-type: none"> ◆ Wrote 1 sentence ◆ Included few of the required elements (items 3-4 in the checklist) ◆ Writing is not well organized ◆ Vocabulary is limited ◆ Limited use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation)

* Do not take off points for spelling and grammar in Part One.



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These are my friends.

Maor is my cousin.

Maor is shirt.

Zohar and Sapir are tall.

Sapir has black long hair.

Sapir has pink shirt and bright blue pants.

Zohar has brown long hair.

Zohar has red shirt and blue pants.

I love them very much.



		Good start → → → → → → → → Well done!				
Score	Part One:	1	2	3	4	5
	Part Two:	1	2	3	4	5

Teacher's Comments

Very good!

You followed the instructions and used the checklist. Your sentences are clear and well organized.

You told a lot about your friends.

Your spelling is almost all correct.

(Note: Maor is short.)

Your picture is beautiful. Your sentences match your picture very well.



1) Name is my best friend.

2) Name is happy.

3) Name got very.

4) Name tall very.



		Good start → → → → → → → → Well done!					
Score	Part One:	1	2	3	4	5	
	Part Two:	1	2	③	4	5	

Teacher's Comments

Good!

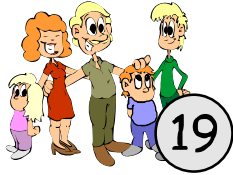
You followed the instructions and used the checklist.

I understand what you wrote about your friend.

Note the word order: Rami is very fat.

Note the spelling: best friend.

You spelled "friend" correctly!



The Baker is the is @ Arnold-
sfah-objk @ A sak ③ s/vs+k-rtlobd
is sthg And fbc and is an T. Vahl
Me fnd And Thks.



		Good start → → → → → → → → Well done!				
Score	Part One:	1	2	3	4	5
	Part Two:	①	2	3	4	5

Teacher's Comments

It is hard for me to understand what you wrote.

You can start by writing:

The people in the picture are...

Then write their names. Write sentences about each person.

For example:

Sylvester Stallone is strong.

He is on TV.