

# The Strangest Thing Happened to Me

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## Domain:

Written presentation

## Benchmark:

Produce a short piece of coherent writing that conveys personal experiences

## Description:

In this task, pupils are asked to write a short passage about a strange, unusual, or funny thing that happened to them. The passages are to be collected in a book, which will then be sold to raise funds for the English library.

## Rationale for choice of topic:

Telling stories with strange or amusing elements is a familiar and engaging gateway to the use of English.

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

Have a class discussion about what makes a story strange or funny. You may want to have pupils read stories with surprise endings or comic elements. Ask pupils to relate strange, unusual, and funny stories. Practice telling stories in first person, either in writing or orally. Explain the difference between a story told in first person and a story told by a narrator. During implementation, encourage pupils to develop their stories as much as possible.

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

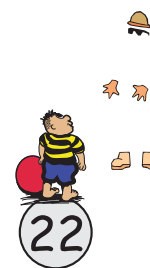
## Suggested time allotment:

One lesson

## Prerequisites:

- ◆ Knowledge of the past tense

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Points	Part One Planning*	Part Two Performance
5	<ul style="list-style-type: none"> <li>◆ Filled in the chart appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ Wrote 5 or more sentences</li> <li>◆ Included all of the required elements (items 3-4 in the checklist)</li> <li>◆ Writing is well organized</li> <li>◆ Content corresponds to Part One</li> <li>◆ Vocabulary is varied</li> <li>◆ Skillful use of basic language (spelling; word order; singular/plural forms; verb forms, capitalization; punctuation)</li> </ul>
4		
3	<ul style="list-style-type: none"> <li>◆ Filled in some of the chart appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ Wrote 3 sentences</li> <li>◆ Included some of the required elements (items 3-4 in the checklist)</li> <li>◆ Writing is fairly organized</li> <li>◆ Content corresponds partially to Part One</li> <li>◆ Vocabulary is basic</li> <li>◆ Adequate use of basic language (spelling; word order; singular/plural forms; verb forms, capitalization; punctuation)</li> </ul>
2		
1	<ul style="list-style-type: none"> <li>◆ Filled in little of the chart appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ Wrote 1 sentence</li> <li>◆ Included few of the required elements (items 3-4 in the checklist)</li> <li>◆ Writing is not well organized</li> <li>◆ Content does not correspond to Part One</li> <li>◆ Vocabulary is limited</li> <li>◆ Limited use of basic language (spelling; word order; singular/plural forms; verb forms, capitalization; punctuation)</li> </ul>

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



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

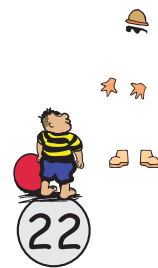
The Car 

One day, one year ago, I went to my cousin, Odi. After, my mother call me and ask me back to my home. I went. One the way, I see a car. The car slowed. And slowed. And slowed... I was <sup>(3 min)</sup> scary. I runed to my home very fast. From my luck, I see my father.

I say to my father it.

This thing was very scary.

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

The book

It happened in the library. I'm reading book.  
perhaps the book speaking Hebrew. It's the  
book speaking the library in and  
the pupils and games. The book stop speaking.  
And I reading to.



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

## The macar

I and DaD and ~~my~~ moter,  
Luking gras and macar one  
off - on The 14g lb moter.