PRIMARY

Book C

writing

Read — Analyse — Plan

- Narratives
- Recounts
- Reports
- Procedures
- Explanations
- Expositions

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Foreword

Primary writing is a series of seven books designed to provide opportunities for students to read, examine and write a variety of text types; narratives, recounts, procedures, reports, explanations and expositions.

Titles in this series:

- *Primary writing* Book A
- *Primary writing* Book B
- *Primary writing* Book C
- *Primary writing* Book D
- *Primary writing* Book E
- *Primary writing* Book F
- *Primary writing* Book G

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Writing format information

Below are general descriptions of the text types included in this book.

Report

– is a framework which describes aspects of a living or non-living thing in detail

– includes:
- **Title**
- **Classification**: a general or classifying statement
- **Description**: accurate and detailed
- **Conclusion**: a comment about the content of the report (optional)

– uses the following **language features**:
- factual language rather than imaginative
- the third person
- the timeless present tense
- information organised into paragraphs

A report may be written in the form of a book review, scientific report, newspaper or magazine article, eyewitness account or a progress report.

Recount

– is a framework which retells events as they happened in time order

– may be factual, personal or imaginative

– includes:
- **Title**
- **Orientation**: all relevant background (who, when, where, why)
- **Events**: significant events in detail
- **Ending**: often with an evaluative comment

– uses the following **language features**:
- vocabulary to suggest time passing
- paragraphs to show separate sections
- the past tense

A recount may be written in the form of a newspaper report, diary, letter, journal, eyewitness account, biography, autobiography or history.

Narrative

– is a framework which tells a story

– includes:
- **Title**
- **Orientation**: the setting, time and characters
- **Complication**: involving the main character(s) and a sequence of events
- **Resolution**: to the complication
- **Ending**: often showing what has changed and what the characters have learnt

– uses the following **language features**:
- a range of conjunctions to connect ideas
- appropriate paragraphing
- descriptive language
- usually written in past tense

A narrative may be written in the form of a poem, story, play, imaginative story, fairytale, novel, myth, legend, ballad, science fiction story or modern fantasy.

Procedure

– is a framework which outlines how something is made or done

– includes:
- **Title**
- **Goal**: the purpose of the procedure shown clearly and precisely
- **Materials**: a list of materials or requirements under appropriate headings or layout
- **Steps**: the method in a detailed, logical sequence
- **Test**: an evaluation (if appropriate)

– uses the following **language features**:
- instructions often with an imperative verb
- subject-specific vocabulary
- simple present tense
- concise language

A procedure may be written in the form of a recipe, instructions for making something, an experiment, an instruction manual, a maths procedure, how to play a game, how to operate an appliance, how to use an atlas or how to deal with a problem.

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Writing format information

Explanation

– is a framework which outlines how something occurs, works or is made

– includes:
  - **Title**
  - **Statement**: precisely what is to be explained
  - **Explanation**: a clear account in logical sequence of how and why the phenomenon occurs
  - **Conclusion**: an evaluation and comment about what has been explained

  OR
  - **Title**
  - a **definition**
  - a **description** of the components or parts
  - the operation—how it works or is made
  - the application—where and when it works or is applied
  - special features—interesting comments
  - evaluation or comment/**conclusion**

– uses the following **language features**:
  - subject-specific terms and technical vocabulary where appropriate
  - simple present tense is often used
  - linking words to show cause and effect
  - information is organised into paragraphs

An explanation may be written in the form of an essay, or a handbook—for example, how a kite works—a science, health or society and environment text.

Exposition

– is a framework which argues for a particular position and attempts to persuade the audience to share this view

– includes:
  - **Title**
  - **Overview**: statement of the problem or issue and the writer's position
  - **Arguments**: presented in a logical manner with supporting detail, usually from the strongest to the weakest
  - **Conclusion**: a restating of the writer's position and a summary of the arguments presented

– uses the following **language features**:
  - a variety of controlling words and conjunctions
  - paragraphs to state and elaborate on each point

An exposition may be written in the form of an essay, a letter, policy statement, a critical review, an advertisement, an editorial or a speech.

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Modelled writing

The role of the teacher is to observe and support students as they develop as writers.

Writing is an extremely complex activity, simultaneously involving decisions on content, text coherence and cohesion, spelling, grammar, punctuation and a sense of audience and purpose. Because it takes time and practice to develop understanding of the writing process and the different writing formats, many opportunities for students to interact with their teacher and their peers are essential.

Modelled writing is an effective way of supporting student writers, particularly when the focus is on the cognitive processes involved.

Frequent modelling of the planning process and how these plans can be used to write text in different formats, is strongly recommended.

ISBN 978-1-925201-89-5

1 Procedures

TEACHERS NOTES

Structural and language features are shown on the left and right of the text below.

Title

Marvellous milkshake

Goal – the purpose of this procedure is to make a chocolate milkshake.

Make a chocolate milkshake.

a list of **ingredients** and **equipment** needed under an appropriate heading

You will need:

- 2 cups milk
- 1 scoop vanilla ice-cream
- 1 egg
- 1 tablespoon malt
- **blender**
- straw
- tablespoon
- 3 tablespoons chocolate syrup
- glass
- cup
- ice-cream scoop

Steps – are written clearly and concisely in a logical sequence.

Steps:

1. **Pour** milk into blender.
2. **Add** ice-cream, egg, malt and chocolate syrup.
3. Blend mixture on high until milkshake is thick.
4. Pour into glass.
5. Drink with straw.
6. Keep any leftover milkshake in fridge.

Test – the success of this procedure would be evaluated by tasting it

Test: Check if the instructions were followed and the milkshake tasted good.

- written in simple present tense; e.g. **Pour**
- uses subject-specific vocabulary; e.g. **blender**
- instructions begin with command verbs; e.g. **Add**
- unnecessary words have been omitted
- a capital letter is needed at the beginning of each instruction and a full stop at the end

Teacher information

- The procedure on page 27 can either be read and discussed with the students or selected students could take it in turns to assist the teacher to actually make the milkshake, while other students follow the procedure and suggest what comes next.
- Work through the analysis on page 28 with the students. In the 'Steps' section, point out that not all procedures have six steps, some may have more and others less. Further discussion may be needed to revise 'verbs' or 'doing words'. Ensure students can identify the unnecessary words that are omitted in a procedure, to make it concise.
- Students can write words, sentences and draw pictures to complete a plan on page 29 for making a variation of a milkshake or another drink. Variations could include making a strawberry milkshake with real fruit, deleting the egg or malt, adding other ingredients or using a shaker instead of a blender. Other drinks could include fresh fruit juice, a 'spider' (soda and ice-cream) or hot chocolate or tea.
- Students' published procedures could be collated into a class book for others to read, so ideas for drinks are shared. (Publishing/Audience/Purpose)
- Students can make an illustration of their drink along with the procedure of how to make it and display on a pin-up board. They could add a short caption about the ideal time to have this drink. (Display/Audience)
- The activity could be done in conjunction with a food or healthy eating theme. Various drinks could be made following the students' procedures and sampled. (Context)

Answers

Page 28

1. *Marvellous milkshake*
2. To make a chocolate milkshake
3. (a) Teacher check
   (b) blender, glass, straw, tablespoon, cup or ice-cream scoop
4. (a) 6
   (b) Pour, Add, Blend, Pour, Drink, Keep
   (c) verbs
   (d) (i) the, the
   (ii) the, the, the, the
   (iii) a
5. The answer should indicate that (a) the procedure could be followed and (b) the milkshake tasted good.

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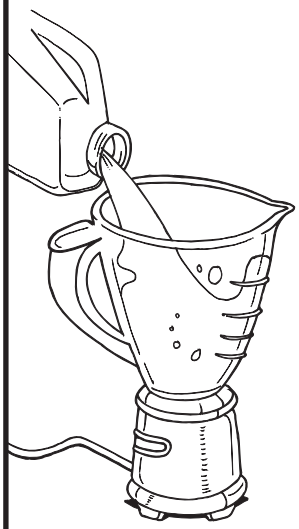
Marvellous milkshake

Make a chocolate milkshake.

You will need:

- 2 cups milk
- 1 scoop vanilla ice-cream
- 1 egg
- 1 tablespoon malt
- blender
- straw
- tablespoon
- 3 tablespoons chocolate syrup
- glass
- cup
- ice-cream scoop



Steps:

1. Pour milk into blender.
2. Add ice-cream, egg, malt and chocolate syrup.
3. Blend mixture on high until milkshake is thick.
4. Pour into glass.
5. Drink with straw.
6. Keep any leftover milkshake in fridge.

Test:

Check if the instructions were followed and the milkshake tasted good.

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Looking at procedure 1

Use the procedure on page 27 to complete the page.

1. Title

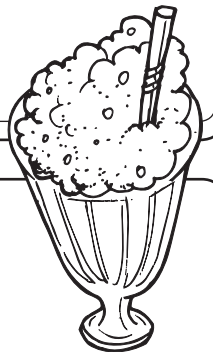
2. Goal

3. Needs

(a) List three ingredients you need.

_____ _____ _____

(b) Draw and label three items of equipment you need.



4. Steps

(a) How many steps are there? _____

(b) List the first word of each step.

_____ _____ _____

_____ _____ _____

(c) These words are called _____.

(d) Cross out the words that have been added to each step.

(i) *1. Pour the milk into the blender.*

(ii) *2. Add the ice-cream, the egg, the malt and the chocolate syrup.*

(iii) *4. Pour into a glass.*

The words you have crossed out are not needed in a procedure.

5. Test

How would you know
if the procedure worked?

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1. Plan a procedure for making a milkshake the way you like it, or for a different kind of drink.

Title

Goal

What do you want to do?

Needs

Steps

How will you make it? Put your steps in order.

Test

How would you know if your procedure worked?

2. Check your work.

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1 Reports

TEACHERS NOTES

Structural and language features are shown on the left and right of the text below.

Title

Classification – a general or classifying statement about what is being reported

Description – this report gives a detailed and accurate account of what the animal looks like, where it can be found, what it can do and other interesting facts

Conclusion – a comment giving the writer's opinion about the subject of the report

The dragonfly

The dragonfly is a flying insect. It gets its name from its wings and body shape—**it looks like** a tiny flying dragon.

Like all insects, it has three main body parts—the **head**, the **thorax** and the **abdomen**. On the head are two large eyes which allow the dragonfly to see very well. Two pairs of large wings and three pairs of legs are attached to the thorax. A dragonfly flies very fast and skilfully. It can fly backwards, loop-the-loop and hover. The abdomen is long and thin and contains the gut and male or female parts.

A dragonfly is often brightly coloured. Its body may be blue, red or green with white, yellow or black markings.

It is most likely to be seen near water. A dragonfly lays its eggs in or around damp places such as ponds, lakes, swamps and rivers. Some even lay their eggs in rain puddles.

An adult dragonfly uses its strong jaws and sharp teeth for crunching and eating other flying insects such as mosquitoes, midges, butterflies and moths. Its enemies are birds, frogs, spiders and larger dragonflies.

The biggest dragonfly can have a wingspan of about 16 cm. The smallest can be less than 2 cm.

Although the dragonfly has a scary sounding name, it does not bite or sting people. I like the way its colours glisten in the sunlight as it hovers over the water.

- written in timeless present tense, in the third person; e.g. **it looks like**
- uses factual language rather than imaginative; e.g. **head**, **thorax**, **abdomen**
- information is organised into paragraphs

Teacher information

- Direct the students to the title of the report on page 39 and the classifying statement. Encourage them to share what they know about dragonflies. Read through the report with the students and discuss new things they learnt about dragonflies.
- Work through the analysis on page 40 with the students, pointing out the sections of a report. Point out that the middle section or description part of a report does not always have five paragraphs. Students can write keywords, phrases or sentences to complete the analysis.
- Students can write words, phrases, sentences or draw pictures to complete a report plan about an animal of their choice on page 41.
- Students' report plans could be read out by them in small groups and discussed. (Purpose/Audience)
- The report plans could be displayed for other students to read and compare, especially those who chose the same animal. (Publishing/Display/Purpose)
- The activity could be done in conjunction with a broad or selective animal theme. (Context/Purpose)
- Books containing simple animal facts or reports could be displayed in the classroom and read as a class or individually. (Context)

Answers

Page 40

1. *The dragonfly*
2. The dragonfly is a flying insect.
3. (a) 5
   (b)–(f) Teacher check
4. (a) No
   (b) The writer likes the way the dragonfly's colours glisten in the sun as it hovers over the water.

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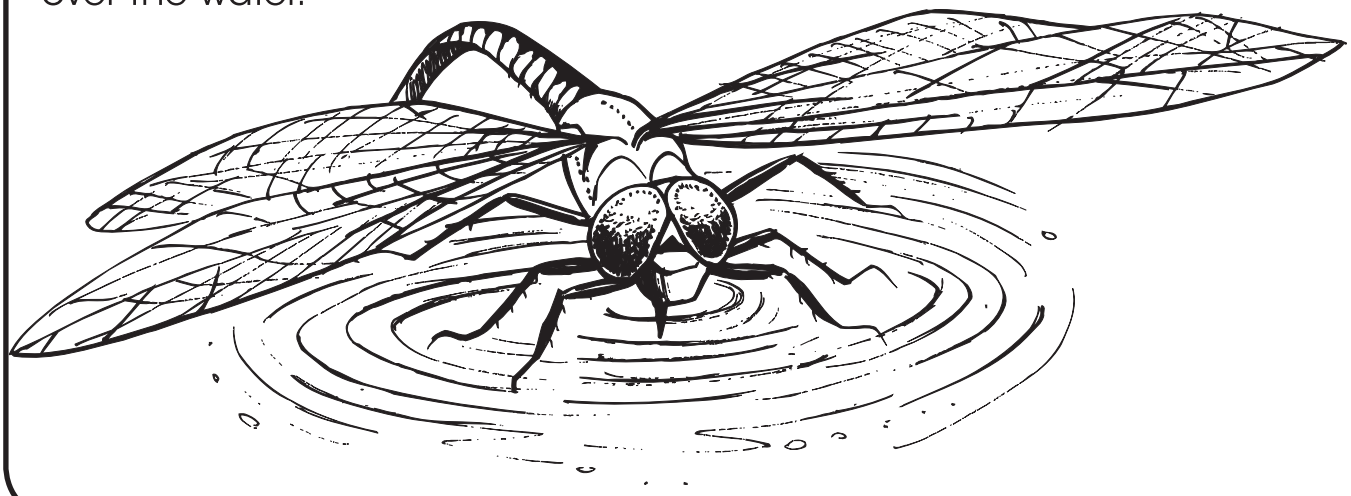

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Use the report on page 39 to complete the page.

1. Title

2. Classification

What is it?

3. Description

(a) How many paragraphs make up the description? _____

(b) What does the dragonfly look like? _____

_____

_____

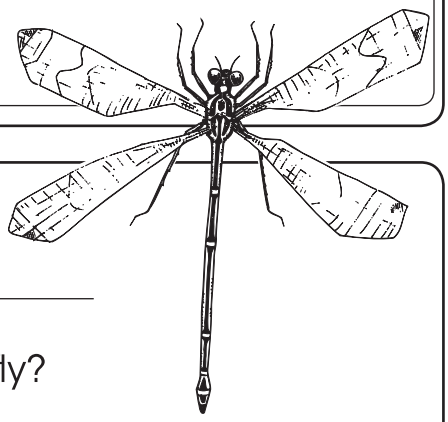
_____

(c) Where do you find it? _____

(d) What does it eat?

(e) What does it do?

(f) What are some other interesting facts?



4. Conclusion

Answer the questions about the ending.

(a) Does a dragonfly bite or sting people? _____

(b) What does the writer like about the dragonfly?

_____

_____

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Report plan 1

1. Plan a report about an animal.

Title

Classification

Description

What does it look like? _____

_____

_____

_____

_____

_____

Where do you find it? _____

What does it eat?

What does it do?

What are some other interesting facts?

Conclusion

What do think about it?

2. Check your work.

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