Topic 1: Who am I?

Writing Log: pages 8-15

Genre
Personal Information
A personal information text states key details and facts about a person. The ability to write basic information about oneself is a fundamental writing skill.

Format
Student ID Card
A student ID card provides basic, personal information that helps to identify students. In this topic, students create ID cards and write sentences giving their personal information.

Writing Log: pages 8-15

Writing Strategy Focus
Stating Key Details
What is it? An informational text contains key details (facts, evidence and examples) about a topic.
What will students do? Students will write key details about themselves.
Why is it important? Stating key details, such as personal information, is a very common activity in real life. It is important for students to be able to give personal information.

Lessons Preview

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Topic 7

Who am I?

International School
Lesson 1

Teaching Resources
Compass Writing Log 1 pages 8 and 9
A soft ball
Pictures of a boy and a girl
Construction paper signs: Name, Gender, Age, Country, Parent’s name

Reading Strategy
Using Pictures
Pictures are the illustrations or photos that accompany a text. Students can construct and confirm their understanding of a text by looking at the pictures.

Lead in to the Lesson (25 min.)
• Point to yourself and say: Hello! My name’s (your name). Encourage the class to reply Hello. Introduce a child to the class, say for example: Her name’s Maria.
• Have students stand and form a circle. Hold the ball and say: My name’s (your name). Toss the ball to a student and have the student say his or her name. Encourage the student to say My name’s … .
• Continue the activity until everyone has said his or her name.
• Show a picture of a girl. Say: She’s a girl. Show a picture of a boy. Say: He’s a boy.
• Display the pictures of the girl and boy on the board. Write girl and boy above the pictures.
• Have the girls form a line in front of the picture of the girl, and have the boys form a line in front of the picture of the boy.
• Point to the line of girls and say: You are girls. Point to the line of boys and say: You are boys.
• Tell students to sit down.
• Write the numbers 1 to 7 on the board. Point to the numbers, say them, and have students repeat them. Point to the number 6 and say: Who’s six? Have students who are six years old stand. Encourage them to say: I’m six.
• Point to the number 7 and repeat the steps.
• Direct students’ attention to page 8. Tell students to point out the boys and the girls.
• Ask: Where are they? (At school.) Where are you? (At school. In class.)

Read and Understand the Model Texts (25 min.)
Reading Strategy
• Direct students’ attention to page 9. Have them look at the pictures and ID cards. Point to the pictures on the ID cards. Have students match the children in the ID cards to the children in the picture on page 8.
• Point to “International School” on the ID cards. Have students find the words in the picture on page 8.
• Elicit or teach what student ID cards are.
• Display the construction paper signs on the board, vertically.
• Point to the Name paper sign. Say: Name. Have students’ find the word Name on the ID cards. Elicit the names of the students. (Erick Mora, Lisa Diaz.)
• Continue pointing out the signs on the board, saying the words and having students find and say the information for Gender, Age, Country and Parent’s name on the ID cards. Teach any new words.

Take the Lesson Further (10 min.)
• Have students stand in a circle again.
• Holding the ball, say: My name’s (your name). I’m a (boy / girl.) I’m (age). Toss the ball to a student and have him or her give personal information. Point to the words Name, Gender, Age if students need cueing.
• Continue the game until everyone has had a chance to give their personal information. Encourage students to say complete sentences.
Lesson 2

**Teaching Resources**
- Compass Writing Log 1 page 9
- A soft ball
- A world map or a globe
- Red, blue and green colored pencils

**Writing Strategies**

**Capitalizing Words**
Capitalizing words is a fundamental writing skill. It signals the importance of certain words such as names, countries and nationalities. It also functions as a text marker for new sentences, making it easier for readers to understand a text.

**Using End Punctuation**
Using end punctuation, such as periods, is essential to writing. A text must have end punctuation so readers know when one idea ends and another begins.

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**Lead in to the Lesson** (10 min.)
- Write on the board: Name, Gender, Age.
- Say: Hello! My name’s (your name). I’m a (girl / boy). I’m (age) years old. Point to the headings on the board as you give each piece of personal information.
- Have students stand and form a circle. Toss the ball to a student and encourage him or her to give personal information. Continue the activity until everyone has participated.
- Display the world map or globe. Say: Hello! My name’s (your name). I’m from (country). Point to your country on the map or globe.

1 **Read the ID cards and the sentences. Mark ✓ the information on them.** (15 min.)
- Direct students’ attention to the ID cards. Read the information on the ID cards and the sentences.
- Have students trace the words with their fingers while you read.
- Point to item 1. Read the instructions and the options. Elicit or teach the word address. (The number of a house or apartment and street name.) Say: Look at the ID cards. Ask: Is their address on the cards? (No.) Tell students not to mark the box.
- Continue guiding students through the rest of the options in activity 1. Monitor and help as needed.

**Answers:** age, name, nationality

2 **Answer the questions.** (15 min.)
- Point to the word name on the board. Say: My name’s (your name). Point to a student and ask: What’s your name? Elicit the answer. After eliciting two or three students’ names, point to two students and ask: What are their names? Guide students to say: Their names are (name of student) and (name of student).
- Point to question 1 and ask: What are their names? (Their names are Erick and Lisa.) Direct students’ attention to where they can find the answers on the ID cards.
- Have students write the names on the lines.
- Continue guiding students through the rest of the questions. For question 3, use the world map or globe to point out Spain and Mexico. Confirm students’ understanding of the difference between country and nationality. Monitor and help as needed.

**Answers:**
1. Erick, Lisa  2. seven, six  3. Spain, Mexico  4. Sara, David

3 **Look at the ID Cards and the sentences. Follow the instructions.** (15 min.)

**Writing Strategies**
- Write on the board:
  1. Erick  lisa
  2. Spain
  3. Mexican
- Point to the E and l in the names. Ask: Which is correct, capital E or lowercase l? (E, Erick.) Tell students to look at the ID cards to confirm their answers if they are not sure. Explain that the first letter in people’s names is capitalized.
- Point to item 2 on the board. Have students find it in the ID card. Ask: Is this correct? (No.) Have students guide you to writing the word correctly. Explain that the names of countries are also capitalized.
- Point to item 3 on the board. Have students find it in the text. Ask: Is this correct? (Yes.) Why? (Because nationalities are capitalized.)
- Elicit and write on the board what is capitalized: Name, Country, Nationality.
- Hand out colored pencils.
- Read the instructions for activity 3 aloud. Point to item 1. Ask: What color pencil do you need? Have students hold up their red pencils. Tell them to circle capital letters in names on the ID cards and in the sentences.
- Continue guiding students through items 2 and 3. Monitor and help as needed.

**Answers:**
1. Circle in red the capital letters in Erick, Mora, Sara, Lisa, Diaz, David.
2. Circle in blue the capital letters in Spanish, Mexican.
3. Draw green squares around the end punctuation in all but the first sentences for both students.

**Take the Lesson Further** (5 min.)
- Write the beginning of the sentence My name’s... on the board.
- Have students copy and complete the sentence in their notebooks. Remind them to capitalize their names and put a period at the end of the sentence.
Hi! My name's Erick Mora. I'm a boy. I'm seven years old. I'm Spanish. My mom's name is Sara.

Hello! My name's Lisa Diaz. I'm a girl. I'm six years old. I'm Mexican. My dad's name is David.

1 Read the ID cards and the sentences. Mark (✓) the information on them.
   - address
   - age
   - appearance
   - name
   - nationality

2 Answer the questions.
   1 What are their names?
      Their names are ______________________ and ______________________.
   2 How old are they?
      Erick is _______________ years old. Lisa is _______________ years old.
   3 Where are they from?
      Erick is from ______________________. Lisa is from ______________________.
   4 What are their parents’ names?
      a Erick: “My mom’s name is ______________________.”
      b Lisa: “My dad’s name is ______________________.”

3 Look at the ID cards and the sentences. Follow the instructions.
   1 Circle the capital letters of names in red.
   2 Circle the capital letters of nationalities in blue.
   3 Draw a green square around the periods at the end of sentences.
Planning My ID Card

1 Mark (✓) the correct answers.
1 Is this ID card about you?  ☐ Yes  ☐ No
2 Who has Student ID cards in real life?  ☐ Teachers  ☐ Students
3 Is there a picture on an ID card?  ☐ Yes  ☐ No

2 Think about your ID card. Write words for it.

3 Write your ideas for your ID card.

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10 Topic 1
Lesson 3

Lead in to the Lesson (10 min.)
• Before class, draw an outline of a student ID card on the board and write personal information for an imaginary student in it.
• Form small groups. Have them read the information.
  Ask: What's (his / her) name? Is the student a girl or a boy? How old is (he / she)? What nationality is (he / she)? What's (his / her) parent's name? Circle the answers as students say them.
• Have students think about who the information on a student ID card is for. Ask: Where do you use a student ID card, at school or at home? (At school.)

1 Mark (√) the correct answers. (10 min.)
• Read the questions aloud and guide students to answer them.
  Have students refer to the model ID cards on page 9 if they are unsure about an answer.
  Answers: 1. Yes 2. Students 3. Yes

2 Think about your ID card. Write words for it. (15 min.)
Writing Strategy
• Write five headings on the board: Name, Age, Gender, Nationality, Parent's name.
• Point to the headings and elicit students’ personal information.
• Form pairs. Have them work together to write words they will use on their ID cards. Monitor and help as needed.

Know Your Students
Some students may not live with their mother or father. Make sure those students feel included by giving other options such as Guardian’s name or teaching the class the names of some extended family members, such as aunt or grandfather.

3 Write your ideas for your ID card. (15 min.)
• Model forming sentences from words on the board, for example, write on the board: 6 → I'm six.
• Have students write at least two or three short sentences about themselves using the information they wrote in activity 2. Tell students to look back at the model texts on page 9 if they need to see example sentences.

Know Your Students
Some students may find it too challenging to go directly from writing words to writing full sentences. Consider giving them gap-fill models to copy such as My dad’s name is …………….

Take the Lesson Further (5 min.)
• Form small groups. Have students share their sentences.
• Encourage students to share their sentences with the class.
Lesson 4

Teaching Resources
Compass Writing Log 1 pages 9-11
Construction paper signs: Name, Gender, Age, Country, Parent’s name (from Lesson 1)
Note cards (1 set per group): Name, Gender, Age, Country, Lisa, Erick, boy, girl, six, seven, Spain, Mexico, Sara, David
A world map or a globe

Lead in to the Lesson (15 min.)
Writing Strategy
• Display the construction paper signs on the board.
• Form small groups.
• Have students look at the model ID cards on page 9. After a couple of minutes, tell students to close their books.
• Hand out a set of note cards to each group.
• Direct students’ attention to the categories on the construction paper signs on the board.
• Have a volunteer read them aloud.
• Point to Name. Have students find their Name note card.
  Say: Read the information on the cards. Ask: What is a student’s name? (Lisa or Erick.) Tell students to put those cards together.
• Have students categorize the rest of the note cards.

4 Write words about you. (25 min.)
Writing Strategy
• Direct students’ attention to the activity.
• Point to the Name box. Tell students to write their names in the space.
• Continue guiding students to write their personal information in the rest of the boxes. Monitor and help as needed.
• Ask: What's the question for name? (What's your name?)
  Write it on the board.
• Elicit and write the questions for the rest of the categories on the board. (Are you a boy or a girl? How old are you? Where are you from? What’s your Mom’s name? What’s your Dad’s name?)
• Form small groups. Have students take turns asking the questions on the board. Tell them they can use their information on page 11 to answer the questions.

Writing Strategy
Categorizing Information
The ability to categorize details enables students to define and understand sets of information. It helps students improve memory and recall by grouping similar items or ideas together. It is also an indispensable planning tool that helps students produce well-organized and clear writing texts.

Take the Lesson Further (15 min.)
Geography Connection
• Display a world map or globe.
• Say: I’m from (country). Point to the country.
• Ask: Where are you from? Elicit names of countries and point them out on the world map or globe.
• If students are from the same country, elicit the names of famous people from other countries, and where they are from.
• Encourage students to find the countries on the map or globe.

Geography Connection
Nationalities and countries can be abstract concepts for young learners. By using a world map or a globe, students can begin to understand the connection between countries and nationalities and geographic location.

Organizing My Ideas

T14
4 Write words about you.

About Me

Name: 

Boy or Girl: 

Age: 

Nationality: 

Mom's or Dad's name: 

Organizing My Ideas
1 Complete the information for your ID card.

Name: ..................................................

Gender: ..............................................

Age: ..................................................

Country: ...........................................

Parent’s name: ....................................

2 Complete the sentences about you.

1 My name is ..........................................

2 I am a .............................................. (gender)

3 I am ................................................... years old.

4 I am ................................................... (nationality)

5 My ................................................... (parent) name is .........................................

My Classmate’s Checklist

3 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No.

1 The ID card information is about me. Yes ☐ No ☐

2 There are five pieces of information. Yes ☐ No ☐
Lesson 5

**Teaching Resources**
- *Compass Writing Log 1* pages 9, 11 and 12
- Construction paper signs: Name, Gender, Age, Country, Parent’s Name (from Lesson 1)
- Construction paper sign: Nationality
- A world map or a globe

**Writing Strategy**
- **Capitalizing Words**

**Geography Connection**

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**Lead in to the Lesson** (5 min.)

- Display the construction paper signs horizontally across the board.
- Point to the signs and say the words.
- Ask: Where do you see this information? (On student ID cards.)
- Tell students to close their eyes while you remove one sign. Ask: What’s missing? Students identify the missing sign. Repeat with other signs.

**Writing Strategy** (15 min.)

- Elicit some names and write them on the board, without capitalizing the first letter. Ask: Is this how you write (names)? (No, it isn’t.) What’s wrong with it? (You have to capitalize the first letter.)
- Have students identify the other categories that require capitalized words.
- Draw a circle around the signs: Name, Country, Parent’s Name and Nationality. Say: We capitalize names, countries and nationalities.

**1 Complete the information for your ID card.** (15 min.)

- Have students look at their information on page 11.
- Tell them to use the information to complete their ID cards on page 12.
- Ask: What words do you capitalize? (Name, country, parent’s name.)
- Monitor and help as needed.

**2 Complete the sentences about you.** (15 min.)

- Direct students’ attention to page 9.
- Read the sentences aloud. Have students follow along.
- Tell students they are going to complete sentences like these about themselves.
- Guide students through the activity, completing them one by one. Point out the words in parentheses that help them complete items 2, 4 and 5. Elicit the words that must be capitalized.

**3 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No.** (5 min.)

- Form pairs. Have students exchange books.
- Tell them to read the ID card information and sentences.
- Guide students through the checklist. Have them mark Yes or No.
- Tell students to return the books to their classmates.
- Have students look at the checklists. Item 1 should be marked No and item 2, Yes. If they are not, have students raise their hands so you can review the checklists and see what, if any, information is missing from the ID cards or sentences.

**Take the Lesson Further** (5 min.)

**Geography Connection**

- Have students call out the names of countries. Write them on the board.
- Display a world map or a globe. Elicit or point out where the countries are.
Lead In to the Lesson (10 min.)

Writing Strategy
• Write on the board:
  1. (common name in your country, not capitalized)
  2. girl
  3. six
  4. mexico
  5. spanish
• Point to item 1. Ask: Is this written correctly? (No.)
  What’s wrong with it? (It’s a name. The first letter should be capitalized.)
• Form pairs. Have students look at items 2-5. Tell them to decide which words should be capitalized and write them correctly in their notebooks. (Mexico, Spanish.) Monitor and help as needed.
• Elicit the categories. (Name, Country, Nationality.)

Writing Strategies (10 min.)
• Write on the board: My name is (your name). Circle the M in My and the period at the end of the sentence.
• Point to My. Say: The first word is capitalized. Point to the period. Say: There is a period at the end of the sentence.
• Direct students’ attention to activity 2 on page 12.
  Have students find and circle the first words and periods in the sentences. Monitor and help as needed.

4 Write your ID card information. (15 min.)
• Elicit and write the words that should be capitalized on the board: First word in a sentence, name, nationality.
• Have students write the sentences from activity 2 again.
  Remind them to put a period at the end of each sentence.

5 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No. (15 min.)
• Form pairs. Have students exchange books.
• Tell them to read the sentences.
• Guide students through the checklist. Have them mark Yes or No.
• Tell students to return the books to their classmates.
• Have students look at the checklists. Item 1 should be marked No and items 2-5, Yes. If they are not, have students raise their hands so you can review the checklists and see what, if any, information is missing from the ID cards or sentences.

Take the Lesson Further (10 min.)

Geography Connection
• Draw a T-chart on the board. Write the headings Country and Nationality at the top.
• Have students recall the names of countries they called out in Lesson 5. Write them vertically on the board. Add the names of two or three more countries to the list.
• Elicit the nationalities for the countries. Write them on the board next to the countries.
• Display a world map or a globe. Elicit or point out where the countries are.
4 Write your ID card information.

My Classmate's Checklist

5 Exchange books with a classmate. Read the sentences.
Mark (√) Yes or No.

1 The ID card information is about me. Yes ☐ No ☐

2 There are five pieces of information. Yes ☐ No ☐

3 Proper names are capitalized. Yes ☐ No ☐

4 Nationalities are capitalized. Yes ☐ No ☐

5 There is a period at the end of each sentence. Yes ☐ No ☐
Lesson 7

Teaching Resources
Compass Writing Log 1 pages 12-15
Colored pencils and crayons

Writing Strategy

Lead in to the Lesson (10 min.)
Writing Strategy
• Write on the board: My name is (your name). I am from (country). I am (nationality).
• Elicit the words that are capitalized. (First word, name, country, nationality.)
• Point to the period. Ask: What do we write at the end of the sentence? (A period.)
• Hand out colored pencils.
• Have students check their sentences on page 13. Tell them to circle the capitalized words and the periods.

Write a Final Version (25 min.)
• Have students write the final versions of their sentences on page 15. Monitor and help as needed.
• Form pairs. Have students check that words are capitalized correctly and that there is a period at the end of each sentence. Tell them to make corrections.

Make an ID card (20 min.)
• Direct students’ attention to page 14.
• Invite a volunteer to read the heading: My ID card.
• Point to the blank space. Ask: What do we put here? (A picture of me.)
• Hand out crayons.
• Tell students to draw a picture of themselves.
• When they’ve finished their pictures, have students write their information under it. Monitor and help as needed.

Take the Lesson Further (5 min.)
Read the sentences. Mark (✓) Yes or No.
• Tell students to read the final version of their ID cards and sentences.
• Guide students through the checklist on page 15.
• Tell students they will present their information in the next lesson.
Lesson 8

Teaching Resources
Compass Writing Log 1 pages 14 and 15
Copy of completed ID card and sentences pages 14 and 15

Reading Strategy
Reading Clearly and Slowly
The ability to give presentations is a skill students need to develop because they are often expected to present their work in school. One characteristic of a good presentation is the ability to read aloud clearly and slowly.

Lead in to the Lesson (5 min.)
• Display your completed ID card on the board. Elicit the information on it.

Reading Strategy (15 min.)
• Tell students they will present their ID cards to the class.
• Model the presentation two ways. Read the sentences from your completed ID card quietly and quickly. Then present again, showing the picture you drew of yourself and reading clearly and slowly.
• Elicit which way they liked better and why.
• Ask: What should you do when giving your presentation? (Answer will vary, but you should guide them to reading clearly and slowly.) Write clearly and slowly on the board.
• Form pairs. Have students take turns quietly practicing giving their presentations.

Presenting (30 min.)
• Elicit characteristics of good listeners. (They are quiet, and they listen carefully.)
• Have students present their student ID cards.

Reflection (5 min.)
• Write on the board: I like my presentation because...
• Tell students to think about why they like their presentations.
• Encourage them to share their sentences with the class.
# Writing Rubric

## Topic 1: Who am I?

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<th>Content / Information</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
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<tr>
<td><strong>Student ID card contains correct name, age, gender, nationality and parent name.</strong></td>
<td><strong>Student ID card contains some correct details of name, age, gender, nationality and parent name.</strong></td>
<td><strong>Student ID card does not include correct details of name, age, gender, nationality or parent name.</strong></td>
<td></td>
</tr>
<tr>
<td>All the information in sentences matches the information on student ID card.</td>
<td>Some of the information in sentences matches the information on student ID card.</td>
<td>Little or none of the information in sentences matches the information on student ID card.</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Organization</th>
<th><strong>Effectively organizes information on the student ID card by category.</strong></th>
<th><strong>Somewhat effectively organizes information on the student ID card by category.</strong></th>
<th><strong>Does not organize information on the student ID card by category.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information in sentences is in the same order as the information on the student ID card.</td>
<td>Some of the information in sentences is in the same order as the information on the student ID card.</td>
<td>Little or none of the information in sentences is in the same order as the information on the student ID card.</td>
<td></td>
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<tr>
<th>Expression</th>
<th><strong>Consistently and accurately uses above- and at-level vocabulary.</strong></th>
<th><strong>Somewhat consistently and accurately uses at-level vocabulary.</strong></th>
<th><strong>Does not consistently or accurately use at-level vocabulary.</strong></th>
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<td><strong>vocabulary</strong></td>
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<tr>
<th>Conventions</th>
<th><strong>Consistently and accurately uses simple, complete sentences.</strong></th>
<th><strong>Somewhat consistently and accurately uses simple, complete sentences.</strong></th>
<th><strong>Does not use simple, complete sentences.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete sentences</strong></td>
<td>Consistently and accurately uses capital letters for first words, names, countries and nationalities.</td>
<td>Consistently and accurately uses capital letters for first words, names, countries and nationalities.</td>
<td>Does not use capital letters for first words, names, countries or nationalities.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Consistently and accurately uses periods at the end of sentences.</td>
<td>Consistently and accurately uses periods at the end of sentences.</td>
<td>Does not use periods at the end of sentences.</td>
</tr>
<tr>
<td><strong>Capitalization</strong></td>
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<td><strong>Punctuation</strong></td>
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