



'Big Mamma' EXTRACT

- Read the Manisha Mathew piece.
- Ask students what the ***effect of speech*** is in the passage. What would the passage be like ***without*** speech, or with reported speech?
- Ask students to locate what they think are the **FIVE WEAKEST & STRONGEST WORDS** and write them in a column.
- Beside each word write a ***weaker (or stronger) version***.
- Discuss the **effect of strong v weak words**.

WRITING TASK

- Explain to students that they will write about someone that they know personally who is important to them (brainstorm ideas). They will write about the following aspects: ***appearance, voice, personality, behaviour***.
Stress the following points about the writing task:
 - Each of these aspects will be its own paragraph.
 - Each topic sentence will be as interesting and captivating for a reader as possible.
 - There will be speech included somewhere in the students' efforts.
- Using a thesaurus, ask students to locate as many strong/effective words as they can to describe their writing subject, in the above categories.
- Once you're happy that students have organised their vocabulary ask them to begin a draft, reminding them about the effective beginning work completed previously.
- Draft & final copy, as you do...



My favourite person

“Manisha! Manisha get yourself in this house right now!”

“Here I am Mamma. Can I do anything for you?”

“Have you washed your hands? Go and find your brothers, tell them it’s time for dinner! Your poor gran is tired, you boys wear me out”

My favourite relative is my grandmother. She is my mother's mother and she is the sweetest, kindest person I have ever known. She has 10 children and 24 grand children! Isn't that amazing? Even though there are so many people in our family, my grandmother always remembers everybody's birthday. She never forgets to send all her children and grandchildren a special birthday card. She keeps all these important dates in her head, I have never seen her writing anything down in her diary or book.

“Come here my little Mani, happy birthday my boy. God bless you, enjoy your day!”

My grandparents used to live in a small, beautiful town in East Africa for many years. Then they shifted to London, but now they live in Chennai. I am very happy to have my grandmother near me once more. During my holidays I love to go and visit her and my grandfather at their home. My grandfather is very strict and does not like any noise or indiscipline from us. So, my cousins and I are very careful and well behaved whenever he is around.

We call our grandmother *"Big Mama"* because she is plump and cuddly. When I was younger, I used to sit on her stomach and bounce up and down because she is so soft and comfortable to sit on!

She is also an excellent cook. I love to eat her biriyani and cutlets. During the winter, she even knits me some lovely warm sweaters and tops and sends them to me.

I think my Big Mama is a very special person and even her birthday falls on a special day — December 31. This is New Year's Eve and all over the world, people have parties and celebrations. But in my family, we always have a double celebration in her honour. I am eagerly waiting to see her again next month.



My Favourite Person Assessment Schedule

Curriculum Strand – Writing Sub-Strand – Expressive Writing

Excellent = 4 Good=3 Satisfactory=2 Poor=1

CONTENT:

- **Topic sentences** are interesting and captivating for a reader
- **Vocabulary** – strong and original word choice
- **Speech** included that is enjoyable and adds to your description
- **Writing Mechanics** (spelling, punctuation, etc.)

○

○

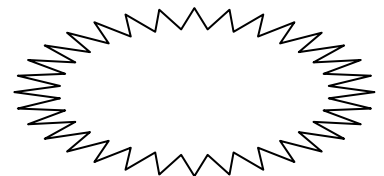
○

○

○

OVERALL EFFORT

TOTAL



Did you achieve as well as you could?

Achievement Standard

17 – 20	Excellent	<input type="checkbox"/>
13 – 16	Merit	
10 – 12	Achieved	

NC Level



National Curriculum Level - Expressive Writing
Students should:
LEVEL 4 • write regularly and with ease to express personal responses to a range of experiences and texts, explore ideas, and record observations
LEVEL 5 • write regularly and confidently to respond to a range of experiences, ideas, observations, and texts, developing a personal voice
LEVEL 6 • write regularly, confidently, and fluently to reflect on a range of experiences, ideas, feelings, and texts, developing a personal voice
LEVEL 7 • write regularly, confidently, and fluently to reflect on, interpret, and explore a wide range of experiences, ideas, feelings, and texts, developing a personal voice

