

VWC-L1-U2-LC1-2

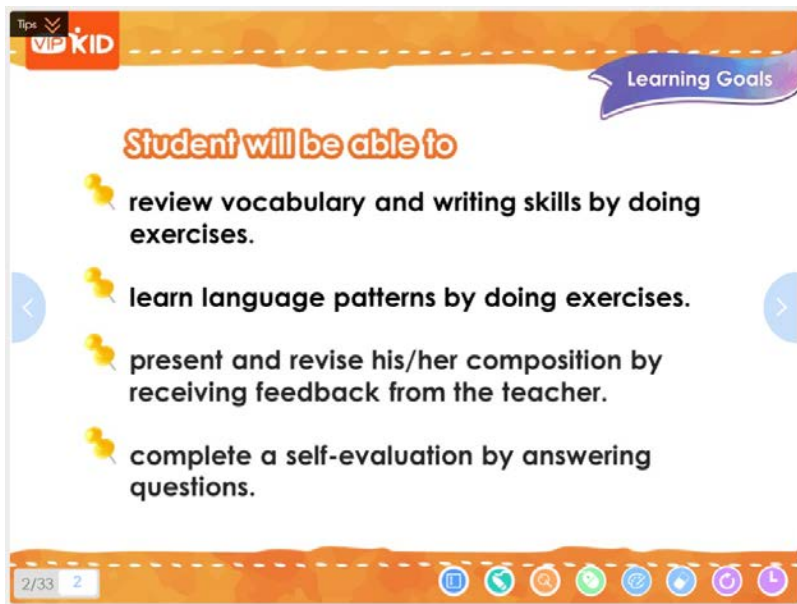


The slide features a vibrant orange and white background with a torn-paper effect at the top. The VIPKID logo is in the top left corner. The main title "VIPKID Writing Class" is written in large, colorful, bubbly letters. Below it, "Personal Email" is written in a smaller, bold font. A red banner on the left side says "Elementary Level 1 Lesson 4". At the bottom, the text "There's No Place Like School" is displayed. The slide includes navigation icons at the bottom and a "Tips" box on the right.

Tips

Suggested time: 0.5 min
Greetings.

1/33 1



The slide has a white background with a dashed orange border at the top and bottom. The VIPKID logo is in the top left corner. A blue banner on the right side says "Learning Goals". The main text "Student will be able to" is in a bold, orange font. Below it, there are four bullet points, each with a yellow pushpin icon. The slide includes navigation icons at the bottom and a "Tips" box on the right.

Tips

Suggested time: 0.5 min
S can glance at the slide.

Student will be able to

- review vocabulary and writing skills by doing exercises.
- learn language patterns by doing exercises.
- present and revise his/her composition by receiving feedback from the teacher.
- complete a self-evaluation by answering questions.

2/33 2

Warm Up **Match**

Match the pictures with the sentences.

1



A

I love to play basketball.

2



B

I enjoy looking at the stars.

3



C

I want to plant trees.

3/33 3

Tips

Suggested time: 2 min

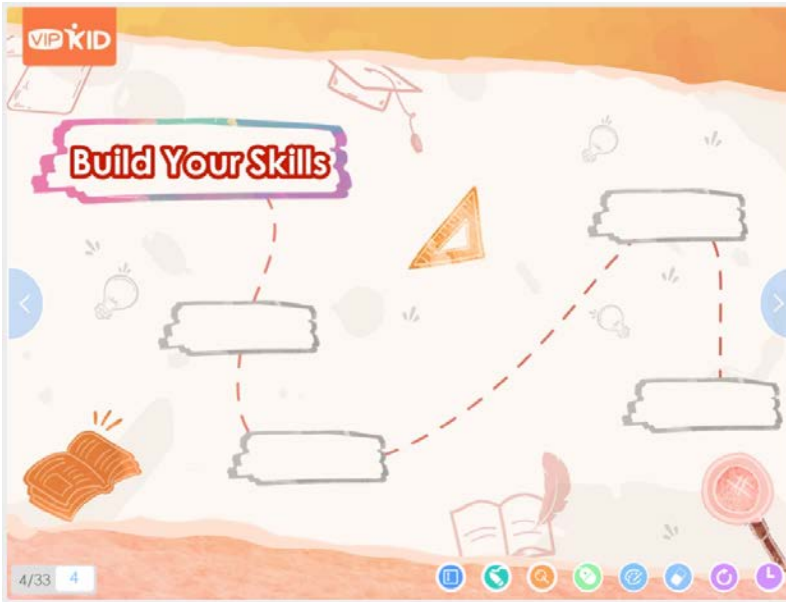
Goal: S will warm up by reviewing the vocabulary from last lesson.

Tips:

1.S is asked to finish the activity. (Answers: Picture 1-B, Picture 2-C, Picture 3-A)

2.S is encouraged to talk about which school club he/she thinks each picture relates to.

Build Your Skills



4/33 4

Tips


No Tips for this page

Build Your Skills

To make your writing tone more casual, you can use **informal expressions** and **exclamation marks**.

Examples:

- 1 What's up?
- 2 Sounds good!
- 3 That's great!
- 4 See ya!



5/33 5

Tips

Suggested time: 2 min

Goal: S will be re-exposed to the first writing skill from the pre-class video.

Tips:


1. S listens to T explain the key concepts of using informal expressions and exclamation marks.
2. S reads over the example sentences.
3. S tries to give an example sentence using informal expressions and/or exclamation marks.

Circle the Correct Answer

Circle


I can't wait to go camping next weekend!

casual formal



Hello, Dr. Thomas. May I speak with you?

casual formal



6/33 6

Tips

Suggested time: 2 min

Goal: S will practice the first writing skill.

Tips:

1. S chooses the correct answers. (Answers: 1. casual 2. formal)

Build Your Skills

You can also use **short forms** to have a casual tone in your email.

Examples:

- 1 **I'm** making a robot.
- 2 **What's** your school like?
- 3 **How's** your project going?



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Tips

Suggested time: 2 min

Goal: S will be re-exposed to the second writing skill from the pre-class video.

Tips:

1. S listens to T explain the key concept of using short forms.
2. S reads over the example sentences.
3. S tries to give an example sentence using short forms.

Think and Drag

Drag & Drop

Think about your school and pick the right short form word for each question.

- 1 _____ my class over?
- 2 _____ my science textbook?
- 3 _____ your project going?

What's How's I'm When's Where's

8/33 8

Tips

Suggested time: 2 min

Goal: S will practice the second writing skill.

Tips:

1. S reads the sentences and chooses the words from the word bank that apply to them. (Answers: 1. When' s 2. Where' s 3. How' s)

Read and Choose Pick One

Which sentence uses **informal expressions, exclamation marks, and short forms** correctly?

A How are you!

B What's up, man?

C That's so cool!

9/33 9

Tips

Suggested time: 2 min

Goal: S will practice the first and second writing skills.

Tips:

1. S reads the question and chooses the correct answers.
2. S reviews the correct answers. (Answers: C)

Build Your Skills

Extend Your Writing

10/33 10

Tips

No Tips for this page

Language Patterns

When **describing a place**, use these language patterns:

Subject (S) + Verb (V) + Object (O)

Subject (S) + Verb (V) + Adjective (ADJ)



Our school has a gym.
S V O

Our gym is big and warm.
S V ADJ

11/33 11

Tips

Suggested time: 2 min

Goal: S will be introduced to language patterns for describing a place.

Tips:

1. S is introduced to the language patterns.
2. S reads the examples.
3. S tries to describe a place using the language patterns.

Language Patterns

When **describing the features of a place**, use these language patterns:

There is + Noun (N)

There are + Noun (N)



There is a swimming pool.
N

There are many classrooms.
N

12/33 12

Tips

Suggested time: 2 min

Goal: S will be introduced to language patterns for describing the features of a place.

Tips:


1. S is introduced to the language patterns.
2. S reads the examples.
3. S tries to describe the features of a place using the language patterns.

Language Patterns

When **asking questions**, use these language patterns:

Wh-word + Verb (Be) + Noun (N)

Wh-word + do/does + Subject (S) + Verb (V)

 **Who is your best friend?**
V N

When does school start?
S V

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Tips

Suggested time: 2 min

Goal: S will be introduced to language patterns for asking questions.

Tips:

1. S is introduced to the language patterns.
2. S reads the examples.
3. S tries to ask questions using the language patterns.

Read and Choose

Pick One

Which sentence fits the **Subject + Verb + Adjective** pattern?

A We start class at 8 a.m.

B The library is quiet.

C We have five subjects.

14/33 14

Tips

Suggested time: 1 min

Goal: S will be re-exposed to the language patterns from the pre-class video.

Tips:

1. S reads the question and chooses the correct answer.
2. S reviews the correct answer. (Answer: B)

Read and Choose Pick One

Which sentence fits the **Subject + Verb + Object** pattern?

A The classroom has a map.

B Science is interesting.

C My math teacher is smart.

15/33 15

Tips

Suggested time: 1 min

Goal: S will be re-exposed to the language patterns from the pre-class video.

Tips:

1. S reads the question and chooses the correct answer.
2. S reviews the correct answer. (Answer: A)

Read and Drag Drag & Drop

There is	Noun	There are	Noun
1	2	1	2
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

There are a pencil. There is books.

16/33 16

Tips

Suggested time: 2 min

Goal: S will be re-exposed to the language patterns from the pre-class video.

Tips:

1. S drags the words or phrases into the correct boxes.
2. S reviews the correct answers. (Answers: There is a pencil. There are books.)

Read and Match

Match

Match the language patterns to their questions.

A Wh-word+do+Subject+Verb	1 Who is your teacher?
B Wh-word+Verb+Noun	2 Where does she go?
C Wh-word+does+Subject+Verb	3 Why do you smile?

17/33 17

Tips

Suggested time: 1 min

Goal: S will be re-exposed to the language patterns from the pre-class video.

Tips:

- S is asked to finish the activity. (Answers: A matches 3, B matches 1, C matches 2)
- S is encouraged to make a question using one of the language patterns.

Build Your Skills

Extend Your Writing

Revise Your Writing

18/33 18

Tips

No Tips for this page

Read and Pick

Have you uploaded your writing?

Yes

Draft

Revise your draft from Slide **24 to 26**.
Click here!

No

No Draft

Revise the given draft from Slide **20 to 23**.

Click the "Writing Popup" button to check Student's writing.

19/33 19

Tips

Suggested time: 1 min

Goal: S will check if he/she finished the draft.

Tip:

1. S is asked if he/she has finished the draft before revising, then moves to the corresponding slides. T may click the "Writing Popup" button to check S's writing.

Checkpoint 1: Features **No Draft**

From: joejoejoey@teenmail.net

To: lisalauwaiyee@teenmail.net

What's up?

Hi Lisa,
How are you doing? I'm writing to tell you about my new school.

1 Subject line

2 Friendly closing and sender's name

3 Friendly greeting

4 Body

20/33 20

Tips

Suggested time: 3 min

Goal: S will show that he/she can label the paragraphs by feature.

Tip:

1. S reads the paragraphs and labels them. (Answers: 1, 3)

Checkpoint 1: Features No Draft

1 Subject line

2 Friendly closing and sender's name

3 Friendly greeting

4 Body

21/33 21

Tips

Suggested time: 3 min

Goal: S will show that he/she can label the paragraphs by feature.

Tip:

1. S reads the paragraphs and labels them. (Answers: 4, 2)

Checkpoint 2: Details No Draft

1 Subject line

2 Friendly greeting

3 Body

4 Friendly closing, Sender's name

From: joejoejoe@teenmail.net
 To: lisalauwaiyee@teenmail.net
 Subject: What's up?

Hey Lisa,
 How are you doing? I'm writing to tell you about my new school.

We have a very big cafeteria at my school. There are a lot of different things we can order. I eat lunch there every day with my classmates. There is also a sports field behind the school.

My favorite subjects are music and PE. We are learning to sing a beautiful song in music. In PE, we're learning how to play dodgeball at the moment.

I'm on the swimming team, but there aren't any swimming pools at my school. We need to walk for 20 minutes to the nearest swimming pool for practice.

Take care,
 Joey

22/33 22

Tips

Suggested time: 3 min

Goal: S will show his/her understanding of details.

Tip:

1. S reads over the categories and examples in the colored boxes.

2. S finds and circles the details in the passage.

Checkpoint 3: Edits No Draft

Grammar
am is are

Capitalization
Shanghai Jack
Monday

Spelling
clime → climb

Punctuation
. , ! ?

We have a very big cafeteria at my school. There are a lot of different things we can order. I eat lunch there every day with my classmates. There are also a sports field behind the school. ¹

my favorite subjects are music and PE. We are ² learning to sing a beautiful song in music. In PE, we're learning how to play dodgeball at the moment. ³

I'm on the swimming team, but there aren't any swimming pools at my school. We need to walk for 20 minutes to the nearest swimming pool for practice? ⁴

23/33 23

Tips

Suggested time: 3 min

Goal: S will check for errors in grammar, capitalization, spelling, and punctuation.

Tip:

1. S reads and checks for errors.
2. S reviews the correct answers. (Answers: 1. There is 2. My 3. play 4.)

Checkpoint 1: Features Draft

- 1 Subject line — names topic
- 2 Friendly greeting — Hey! How are you doing?
- 3 Body — topics details
- 4 Friendly closing — Take care, Best wishes,
- 5 Senders name — Dino

24/33 24

Tips

Suggested time: 2 min

Goal: S will go through the features with T.

1. S reads his/her work.
2. S identifies some errors in grammar, capitalization, punctuation, or spelling that he/she can see without looking too carefully.

Checkpoint 2: Edits Draft

<p>Capitalization</p> <p>Shanghai Jack Monday</p>	<p>Punctuation</p> <p>. , ! ?</p>
<p>Spelling</p> <p>clime → climb</p>	<p>Grammar</p> <p>am is are</p>

25/33 25

Tips

Suggested time: 2 min

Goal: S will go through the conventions with T.

Tips:

1. S is introduced to some problems in his/her writing (grammar), particularly mistakes that are frequently made.

Revise Your Writing

Click the "Writing Popup" button to check Student's writing.

26/33 26

Tips

Suggested time: 6 min

Goal: S will get feedback about his/her writing in regards to text type features.

Tips:

1. S check his/her own writing with T and edit their own work with T.
2. T may use the editing tools to give feedbacks to the S.
3. S polishes and extends his/her writing with T's help.



Tips

No Tips for this page

From _____

To _____

Subject _____

My new school has _____

My favorite subjects are _____

The school clubs I want to join are _____

Tips

Suggested time: 3 min

Goal:
S will publish their final work.

Tips:
S reads his/her final work.

Read Aloud **No Draft**

joejoejoey@teenmail.net
 lisalauwaiyee@teenmail.net
 What's up?

How are you doing? I'm writing to tell you about my new school. We have a very big cafeteria at my school. There are a lot of different things we can order. I eat lunch there every day with my classmates. There is also a sports field behind the school.

My favorite subjects are music and PE. We are learning to sing a beautiful song in music. In PE, we're learning how to play dodgeball at the moment.

I'm on the swimming team, but there aren't any swimming pools at my school. We need to walk for 20 minutes to the nearest swimming pool for practice.

Take care,
 Joey

29/33 29

Tips

Suggested time: 2 min

Goal:
 S will review the sample writing if he/she has not finished the draft.

Tips:
 S reads this sample writing.

Build Your Skills

Extend Your Writing

Revise Your Writing

Self-evaluate

Publish

30/33 30

Tips

No Tips for this page

Read and Check

How did you do?

PAT	😊	😐	😞
I used the right tone.			
I knew the purpose of my writing.			
I knew who my audience was.			
Content	😊	😐	😞
I gave information about my school.			
I talked about what facilities my school has.			
I talked about my favorite school subject(s).			
I talked about the school club(s) I want to join.			
I talked about what I like and dislike about my school.			

31/33 31

Tips

Suggested time: 2 min

Goal: S will reflect on his/her writing and evaluate his/her work.

Tips:

1. S reads through the sentences one by one with help.
2. S makes a checkmark in the correct column based on his/her self-evaluation.

Read and Check

How did you do?

Language	😊	😐	😞
I used the present continuous tense correctly.			
I used <i>there is</i> and <i>there are</i> correctly.			
I used informal expressions and short forms in my email correctly.			
Organization	😊	😐	😞
I made a brainstorm.			
I planned my writing.			
I included the features of a personal email.			

32/33 32

Tips

Suggested time: 2 min

Goal: S will reflect on his/her writing and evaluate his/her work.

Tips:

1. S reads through the sentences one by one with help.
2. S makes a checkmark in the correct column based on his/her self-evaluation.

Tips
VIP KID

SEE YOU NEXT TIME

33/33 33

Tips

Suggested time: 0.5 min

S will be reminded to do the writing and say goodbye.