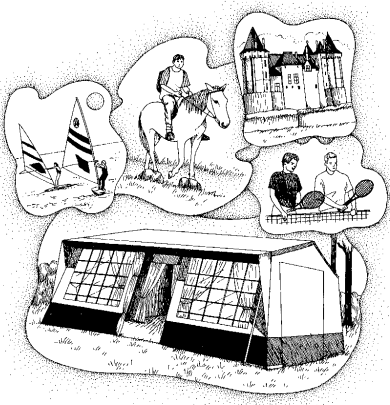


IMAGINATIVE/PERSONAL UNITS

<i>Reference No.</i>	<i>Title of Unit</i>	<i>Strand/Task</i>
WN4C06	An Activity Holiday	Personal – Account
WN5A01	A Frightening Experience	Imaginative – Imagined Personal Response
WN5B02	The Bully	Personal – Account
WN6C08	The Visit	Imaginative – Imagined Personal Response
WN7B02	A Brave Dog	Imaginative – Story
WN8B01	My Best Friend	Personal – Account
WN9B01	Hobbies and Pastimes	Personal – Account
WN0A01	The Day a Toy Came to Life	Imaginative – Story
WN0A02	The Magic Egg	Imaginative – Story
WN0B04	It Wisnae Me!	Personal – Account


FUNCTIONAL UNITS


<i>Reference No.</i>	<i>Title of Unit</i>	<i>Strand/Task</i>
WI3C01	Food Journey	Functional – Report
WI4B02	How to Grow Plants	Functional – Instructions
WI5B05	Anti-Bullying Leaflet	Functional – Leaflet
WI5C01	Stop Vandals	Functional – News Article
WI6B01	Invitation to a Writer	Functional – Letter
WI7B04	Looking After Your Pet	Functional – Instructions
WI8B01	Playground Report	Functional – Report
WI8C04	Please Join Us!	Functional – Letter
WI9C01	Ask an Expert	Functional – Letter
WI0A01	Making a Super Sandwich	Functional – Instructions
WI0C03	Moving From P7 to S1 – a Survival Guide	Functional – Leaflet


	<b>WN4C06</b>	AN ACTIVITY HOLIDAY
	POSSIBLE CONTEXTS	Caravanning, Camping, Activities, Holidays.
	DESCRIPTION	<p>Strand: Personal - Account.</p> <p>Pupils discuss the kind of activities they would take part in on an activity holiday. They then plan and write an account of the most memorable day on such a holiday.</p>
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).


<b>WN5A01</b>	A FRIGHTENING EXPERIENCE
POSSIBLE CONTEXTS	Adventure, Safety, Fear, Imagination.
DESCRIPTION	<p>Strand: Imaginative - Imagined Personal Response to a Given Topic/Context.</p> <p>Pupils discuss any frightening experiences they might have had and how they felt at different times during these experiences. Pupils then plan and write an account about a frightening experience. (A similar unit based on the same context is available for Levels D &amp; E.)</p>
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).

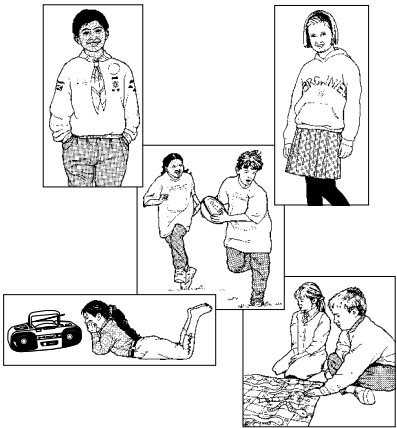



	<b>WN5B02</b>	THE BULLY
	POSSIBLE CONTEXTS	Bullying, Growing Up, School, Childhood.
	DESCRIPTION	<p>Strand: Personal - Account.</p> <p>Pupils discuss bullying, why it happens, the effect it has, how it can be dealt with and what should be done to help the bully and the person being bullied. Pupils then plan and write a personal account about a bully. (A similar unit based on the same context is available for Levels D &amp; E.)</p>
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).

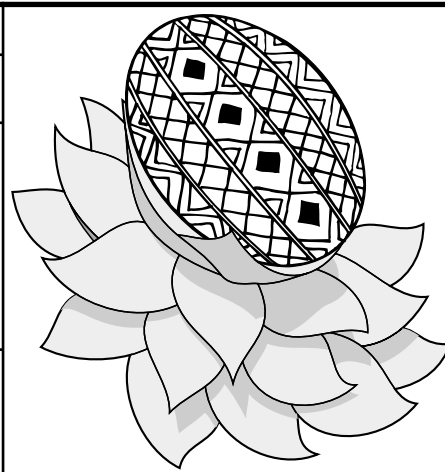
<p style="text-align: center;"><b>STAR</b></p>  <p style="text-align: center;"><b>VISITS SCHOOL</b></p>	<b>WN6C08</b>	THE VISIT
	POSSIBLE CONTEXTS	Famous People, Heroes/Heroines.
	DESCRIPTION	<p>Strand: Imaginative - Imagined Personal Response to a Given Topic/Context.</p> <p>Pupils discuss the idea of a famous person being invited to the school: who the person might be, whom he/she might meet, etc. Each pupil must decide on a famous person then write a letter about an imagined visit to the school by their 'hero/heroine'. The letter is to be sent to a friend not present on the day of the visit.</p>
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).

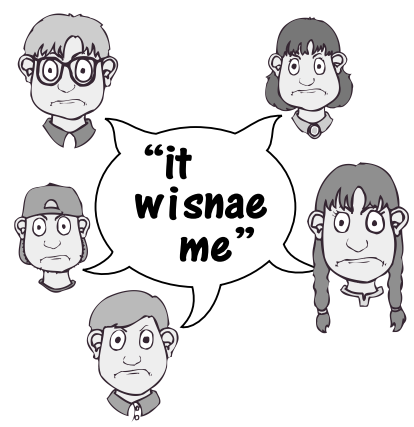
<b>WN7B02</b>	A BRAVE DOG	
POSSIBLE CONTEXTS	Animals, Animals and People, Courage.	
DESCRIPTION	<p>Strand: Imaginative - A Story.</p> <p>Pupils discuss the kinds of situation in which a dog might rescue or help to rescue someone. They then plan and write a story about a brave dog that helps in some way to rescue a person or people from a terrible danger. (A similar unit based on the same context is available for Levels D &amp; E.)</p>	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).	

	<b>WN8B01</b>	MY BEST FRIEND
	POSSIBLE CONTEXTS	Family, Friendship, Personal Relationships.
	DESCRIPTION	<p>Strand: Personal - Account.</p> <p>Pupils discuss what makes a good friend. They then plan and write an account describing their best friend and explaining why they are friends and what makes him/her a good friend. (A similar unit based on the same context is available at Levels D &amp; E.)</p>
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).

<b>WN9B01</b>	HOBBIES AND PASTIMES	
POSSIBLE CONTEXTS	Feelings, Ourselves, Hobbies, Clubs.	
DESCRIPTION	<p>Strand: Personal - Account.</p> <p>Pupils discuss their hobbies and favourite pastimes. Pupils then plan and write a personal account of their hobby or favourite pastime, describing what it involves and why they enjoy it. (A similar unit based on the same context is available for Levels D &amp; E.)</p>	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).	

	<b>WN0A01</b>	THE DAY A TOY CAME TO LIFE
	POSSIBLE CONTEXTS	Imaginative Writing, Text Based.
	DESCRIPTION	<p>Strand: Imaginative - A Story.</p> <p>Pupils discuss the idea of toys coming to life. Pupils then plan and write a story about a toy that comes to life and the adventure it has.</p>
	EQUIPMENT/ RESOURCES	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional) toy (optional).</p>

<b>WN0A02</b>	THE MAGIC EGG	
POSSIBLE CONTEXTS	Imaginative Writing, Text Based.	
DESCRIPTION	<p>Strand: Imaginative - A Story.</p> <p>Pupils discuss what they would like to hatch out of a magic egg. Pupils then plan and write a story about someone finding a magic egg.</p>	
EQUIPMENT/ RESOURCES	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p>	

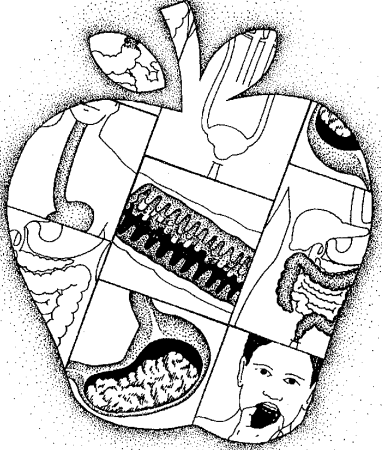
	<b>WN0B04</b>	IT WISNAE ME!
	POSSIBLE CONTEXTS	Moral Values, Citizenship, Caring For Others.
	DESCRIPTION	<p>Strand: Personal – Account.</p> <p>Pupils discuss the feelings and emotions which can be evoked by being wrongly blamed. Pupils then plan and write a personal account of a time when they were accused of doing something they did not do. (This unit is available at Levels D &amp; E.)</p>
	EQUIPMENT/ RESOURCES	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p>


**LANGUAGE**

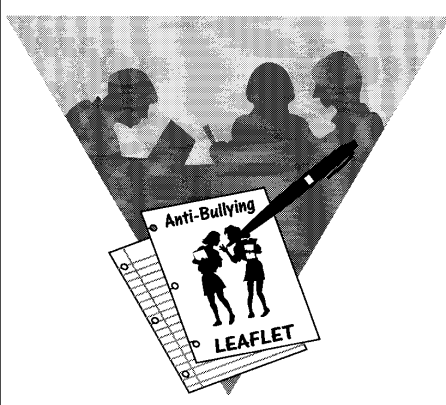
**WRITING**


**FUNCTIONAL**

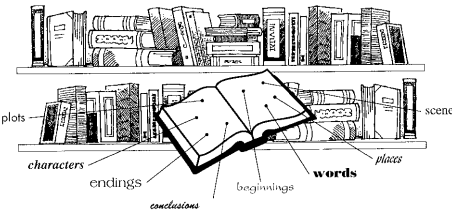
**LEVELS A-C**

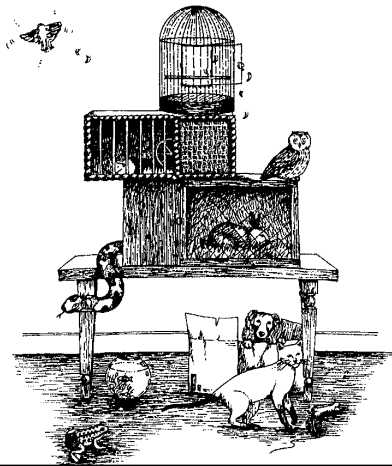
	<b>WI3C01</b>	FOOD JOURNEY
	POSSIBLE CONTEXTS	Health Education, Food, Myself.
	DESCRIPTION	<p>Strand: Functional - A Report.</p> <p>Pupils discuss with the teacher the process of digestion. They then plan and write a factual account of how food travels through the body.</p>
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).


<b>WI4B02</b>	HOW TO GROW PLANTS	
POSSIBLE CONTEXTS	Spring, Growth, Plants.	
DESCRIPTION	<p>Strand: Functional - Instructions.</p> <p>Pupils discuss with the teacher the sequence of planting and caring for seeds. Pupils then write instructions on how to grow plants from seed.</p>	
EQUIPMENT/ RESOURCES	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p> <p><b>Teacher:</b> plant pot with soil/compost, seed, water (optional).</p>	


	<b>WI5B05</b>	ANTI-BULLYING LEAFLET
	POSSIBLE CONTEXTS	Dangers of Bullying, How to Combat Bullying.
	DESCRIPTION	<p>Strand: Functional - A Leaflet.</p> <p>Pupils discuss the different forms of bullying, the consequences of bullying and what may be done in response to bullying. Pupils then plan and write a leaflet explaining the problems of bullying to new pupils and suggest what they should do if they are bullied or if they see someone being bullied. (A similar unit based on the same context is available for Levels D &amp; E.)</p>
EQUIPMENT/ RESOURCES	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p> <p><b>Teacher:</b> commercially produced materials and/or newspaper articles.</p>	

<b>WI5C01</b>	STOP VANDALS	
POSSIBLE CONTEXTS	Newspaper Articles, Vandalism, Caring for Our Environment.	
DESCRIPTION	<p>Strand: Functional - News Article.</p> <p>Pupils discuss acts of vandalism and their effects on individuals and the community at large. They then plan and write an article for a local newspaper describing the vandalism and its effect on the community. (A similar unit based on the same context is available for Levels D &amp; E.)</p>	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).	

	<b>WI6B01</b>	INVITATION TO A WRITER
	POSSIBLE CONTEXTS	Reading and Writing, Books, Writers.
	DESCRIPTION	Strand: Functional - Letter.  Pupils briefly discuss their favourite books/writers and are introduced to the idea of inviting a writer to come to their school to talk to the pupils about his/her new book. They discuss the type of information which should be included in invitations in general. Pupils then plan and write a letter inviting a writer to come to their school to talk to the pupils about his/her new book.
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional). <b>Teacher:</b> selection of books by pupils' favourite writers.	

<b>WI7B04</b>	LOOKING AFTER YOUR PET	
POSSIBLE CONTEXTS	Animals, Pets.	
DESCRIPTION	Strand: Functional - Instructions.  Pupils discuss the idea of keeping pets and the responsibilities that this involves. They also talk about how having an unusual pet may involve particular problems. The pupils then write a set of instructions giving advice to a person who is thinking of buying a particular type of pet. It can be any kind of pet, usual or unusual. (A similar unit based on the same context is available for Levels D & E.)	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional). <b>Teacher:</b> books/leaflets on looking after pets.	

	<b>WI8B01</b>	PLAYGROUND REPORT
	POSSIBLE CONTEXTS	Our School, The Local Area, Improving the Environment.
	DESCRIPTION	Strand: Functional - A Report.  Pupils discuss features of their school playground and identify different ways it could be improved. They then plan and write a report describing the playground and how it is used, making proposals for change and improvement. (A similar unit based on the same context is available at Levels D & E.)
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).	


<b>WI8C04</b>	PLEASE JOIN US!	
POSSIBLE CONTEXTS	Our School, The Local Community, Relationships.	
DESCRIPTION	Strand: Functional - Letter.  Pupils identify and discuss an annual school event and select a guest list from the local community. Pupils then plan and write a letter to one of the guests telling him/her about the event and inviting him/her to attend.	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional). <b>Teacher:</b> names and addresses of members of the local community.	

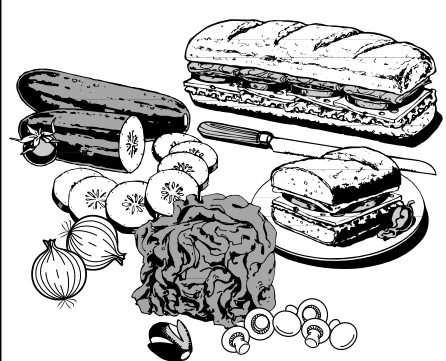
**LANGUAGE**


**WRITING**

**FUNCTIONAL**

**LEVELS A-C**

<b>W19C01</b>	<b>ASK AN EXPERT</b>	
<b>POSSIBLE CONTEXTS</b>	Environmental Studies or Religious and Moral Education Topic.	
<b>DESCRIPTION</b>	<p>Strand: Functional - Letter.</p> <p>Pupils discuss what they have learned about their class topic so far and then identify areas they would like to know more about. Pupils then plan and write a letter requesting more information from an expert.</p>	
<b>EQUIPMENT/ RESOURCES</b>	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p>	

	<b>W10A01</b>	<b>MAKING A SUPER SANDWICH</b>
	<b>POSSIBLE CONTEXTS</b>	Food, Healthy Eating.
	<b>DESCRIPTION</b>	<p>Strand: Functional - Instructions.</p> <p>Pupils discuss the purpose and nature of instructions and each stage of making a sandwich. Pupils then plan and write instructions which explain how to make a super sandwich. Teachers who wish to demonstrate making a sandwich are advised to consult their Local Authority's Health and Safety policy.</p>
	<b>EQUIPMENT/ RESOURCES</b>	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p> <p><b>Teacher:</b> bread, ingredients for a sandwich.</p>

<b>W10C03</b>	<b>MOVING FROM P7 TO S1 – A SURVIVAL GUIDE</b>	
<b>POSSIBLE CONTEXTS</b>	Personal and Social Development, Transition.	
<b>DESCRIPTION</b>	<p>Strand: Functional - Leaflet.</p> <p>Pupils discuss their own experience of transition from P7 to S1 and then plan and write a leaflet for P7 pupils.</p> <p>This unit is not suitable for primary school pupils. (This unit is also available at Levels D &amp; E.)</p>	
<b>EQUIPMENT/ RESOURCES</b>	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p> <p><b>Teacher:</b> selection of leaflets.</p>	