

# Teacher's Guide Writing Exercise 1

Refer to page 1 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

All About Me

2 What is the writer's name?

Jenny Lim

3 How old is the writer?

Six years old

4 What is the name of the school that the writer attends?

Bendemeer Primary School

5 Which level is the writer in?

Primary One

6 How does the writer feel about going to school?

She enjoys going to school.

7 What does the writer think about her teachers and classmates?

Friendly

8 How does the writer feel about having a lot of homework?

Practice is important.

9 What other information does the writer add on in the composition to tell you about herself?

She shares snacks with her friends.

She has a caring mother.

# Teacher's Guide Writing Exercise 2

Refer to page 5 in Book 1.

1 What is the title of the composition?

My Best Friend

2 Who is the writer's best friend?

Henry

3 When and how did the writer get to know his best friend?

In Kindergarten One when they were classmates

4 What are some of the things that the writer enjoys doing with his best friend?

Play in the playground; Watch television programmes: Play their favourite games

5 What do the writer and his best friend like about each other?

Share their happiness and sadness with each other

6 How does the writer feel about their friendship?

Wants to be best friends forever

7 What other information does the writer add on in the composition to tell you about him and his best friend?

They live very close to each other.

They go to different primary schools this year.

# Teacher's Guide

## Writing Exercise 3

Refer to page 9 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Breakfast With My Family

2 Who prepares breakfast for the writer's family every morning?

The writer's mother

3 What does the writer's father have in his cup?

Coffee

4 What does the writer's mother remind his sister to eat?

Her cereal

5 Why is the family's puppy near the table?

Wants to be fed

6 What happens after the writer's family has finished their breakfast?

Everyone helps to clear the table.

7 What other information does the writer add on in the composition to tell you about breakfast time with his family?

His mother prepares a variety of food.

His brother cannot join in because he is late for school.

# Teacher's Guide

## Writing Exercise 4

Refer to page 13 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Visiting Grandparents

2 Whose house are the children going to?

To their grandparents' house

3 How do the children's grandparents show that they love to see them?

Welcome them with open arms

4 What does the children's grandmother do for them?

Cook for them

5 What does the children's grandfather have in his study?

A huge collection of books

6 What do the children do when they are tired of reading?

Play in the garden

7 How do the children feel when it is time to go home?

Sad

9 What other information does the writer add on in the composition about the children's visit to their grandparents?

They love their grandmother's homemade apple pie.

Their grandparents have a large garden.

# Teacher's Guide Writing Exercise 5

Refer to page 17 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Grandfather's Visit

2 Who was coming to spend the holidays with the writer's family?

Grandfather

3 Where did the writer go to pick up his grandfather?

At Changi Airport

4 What did the writer do when he saw his grandfather?

Ran to him and hugged him

5 How did the writer's grandfather feel after a long flight?

Tired

6 The writer's grandfather had his luggage with him. Who helped to carry the luggage?

The writer's father

7 What did the writer's grandfather bring for the family from overseas?

Presents

8 How long did the writer's grandfather stay with the family?

Two weeks

9 How did the writer and his family feel when it was time for his grandfather to go home?

Sad

10 What other information did the writer add on in the composition to tell you about his grandfather's overseas visit?

His grandfather lived in America.

His grandfather planned to visit them again next year.

# Teacher's Guide

## Writing Exercise 6

Refer to page 21 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

A Picnic In The Park

2 Where were the writer and her family going?

To the park

3 What were they there for?

A picnic

4 What food did the writer's mother prepare for the picnic?

Sandwiches, bottles of mineral water and fresh fruit

5 What else did they bring along?

A picnic basket and a mat

6 What did they do when they first reached the park?

Found a shady spot

7 What did they do after they had finished all the food in the picnic basket?

Cleaned up the area they had left behind

8 What other information did the writer add on in the composition to tell you about her family's picnic in the park?

They admired the scenery around them.

Some birds came near them, hoping to pick up the crumbs.

# Teacher's Guide Writing Exercise 7

Refer to page 25 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Sick In Bed

2 What is the name of the boy?

Johnny

3 How did he feel when he woke up one morning?

Felt very ill

4 What was wrong with him?

Had a high fever and his throat was sore

5 What did his mother do?

Told him to stay in bed and covered him with a blanket

6 What did the boy hope to do instead of staying in bed?

Go to school to meet his friends

7 When could he return to school?

When he was well enough

8 Why did the boy feel grateful to his mother?

She took good care of him.

9 What other information did the writer add on in the composition about the sick boy?

He took his medicine to get better.

He wanted to go to school badly.

# Teacher's Guide

## Writing Exercise 8

Refer to page 29 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Spring-cleaning

2 Why did the children decide to clean up the house?

Wanted to give their mother a surprise

3 When did they clean the house?

After they had finished their homework

4 What did the boy do?

Wiped the table and windows

5 What did the girl do?

Mopped the floor

6 What was the house like after the clean-up?

Spick and span

7 How did the children's mother feel about her children helping to do the housework?

Surprised and touched

8 How did the children feel?

Felt proud of themselves

9 What other information did the writer add on in the composition about the children spring-cleaning the house?

The children knew their mother worked very hard.

Their mother rewarded them for cleaning the house.



# Teacher's Guide Writing Exercise 9

Refer to page 33 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

The Broken Vase

2 Why did the children have to stay indoors?

Raining heavily

3 How did the children feel about staying indoors?

Bored

4 What did the children do in the living room?

Played with a ball

5 What happened soon after they started playing?

The ball hit a vase.

6 What did the children's mother do when she saw the broken vase on the floor?

Scolded the children

7 How did the children feel about the broken vase?

Felt sorry

8 What happened in the end?

Realised their mistake and promised not to play indoors again

9 What other information did the writer add on in the composition about the children who broke the vase in the living room while they were playing with a ball?

One of the boys kicked the ball too hard.

The vase broke into many fragments.

# Teacher's Guide Writing Exercise 10

Refer to page 37 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

It's Raining!

2 What was the weather like at the beginning?

Cloudy

3 What happened while the writer was walking along the pavement?

It started to rain.

4 What did the writer have with her to keep herself dry?

An umbrella and boots

5 How did the writer feel about the weather?

Disliked it

6 What did the writer do before stepping into her house?

Took off her boots and left her umbrella by the door

7 What other information did the writer add on in the composition to tell you about her being out in the rain?

She was with her pet dog.

She had stepped into puddles of rainwater.

# Teacher's Guide Writing Exercise 11

Refer to page 41 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

At Home With The Children

2 Where is Mrs Lee?

In the garden

3 What is she doing there?

Hanging the clothes to dry

4 Where is Mr Lee?

In the kitchen

5 What is he doing there?

Washing the dishes

6 Why is Sally on a high stool?

Trying to reach for something on top of the refrigerator

7 Why can't Benny see where he is going?

Has a pot over his head

8 What is Timmy trying to get on the worktop?

His toy

9 How does Mr Lee feel when he sees his three children in the kitchen?

Worried

10 What other information does the writer add on in the composition about the Lee household?

Mr and Mrs Lee have active young children.

Mr Lee needs his wife's help to look after the children.

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## Writing Exercise 12

Refer to page 45 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

My Pet

2 What is the writer's pet?

A dog

3 What is his pet's name?

Bingo

4 How did he get his pet?

His father brought it home.

5 How does he take good care of his pet?

Brushes his pet's fur and takes his pet for walks

6 What are some things that the writer teaches his pet?

Fetch the ball and other new tricks

7 How can you tell that the writer loves being with his pet?

They spend many hours together.

8 What other information does the writer add on in the composition to tell you about his pet?

His pet is timid at first.

His pet becomes part of the family.

# Teacher's Guide

## Writing Exercise 13

Refer to page 49 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

The Gardener

2 What is the gardener's name?

Salim

3 What time does he start work?

Eight o'clock

4 Why is the garden described as 'lovely'?

Beautiful plants and brightly-coloured, sweet-smelling flowers

5 What animals can be found in the garden that the gardener works?

Birds and bees

6 What does the gardener use the shears for?

Trim the hedges

7 What does the gardener do to the weeds?

Pulls them out

8 What does the gardener like to do when he is watering the plants?

Hums a tune

9 What other information does the writer add on in the composition about the gardener?

He has green fingers.

He takes pride in his job.

# Teacher's Guide

## Writing Exercise 14

Refer to page **53** in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Baking A Cake For A Friend

2 What was the unique present that the writer wanted to give her best friend?

A cake

3 Where did the writer buy the ingredients for the cake from?

Supermarket

4 How should the egg whites look after beating them for a while?

Foamy

5 What were the last two ingredients to be put into the mixture?

Butter and sugar

6 How long did it take to bake the cake in the oven?

Half an hour

7 How did the cake turn out?

Perfect

8 What did the writer's best friend say to her when she received the cake?

Thank you

9 What other information did the writer add on in the composition to tell you about baking a cake for her friend?

Her mother was the one who suggested that she bake a cake for her friend.

Her mother helped her to bake the cake.

# Teacher's Guide Writing Exercise 15

Refer to page 57 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

My Favourite Teacher

2 Who is the writer's favourite teacher?

Miss Nancy Lee

3 What subjects does the writer's favourite teacher teach?

English and mathematics

4 How does the writer find her teacher's lessons?

Fun and easy to understand

5 When does the writer ask her teacher for help?

Whenever she has problems with her schoolwork

6 How does the writer's teacher explain the schoolwork to the writer?

Patiently

7 What did the writer's teacher do when she found that her student had lost her wallet?

Lent the student some money

8 When is the writer's teacher strict with her students?

When they misbehave or do not do their homework

9 What other information does the writer add on in the composition to tell you about her favourite teacher?

Her favourite teacher is also her form teacher.

The writer wants her favourite teacher to teach her next year too.

# Teacher's Guide Writing Exercise 16

Refer to page **61** in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

A Kennel For My Pet

2 What was Sarah's pet?

A puppy

3 What was her pet's name?

Fluffy

4 What did Sarah provide her pet with?

Dish, food and toys

5 What did Sarah ask her father to do for her pet?

Build a kennel

6 What materials did Sarah's father buy from the hardware shop?

Planks of wood, nails and paint

7 How many days did it take for Sarah's father to build the kennel?

Within one day

8 How do you know that Sarah's pet loved his new home?

Kept wagging his tail

9 What other information did the writer add on in the composition about building a kennel for the girl's pet?

Her pet needed a "room" of his own.

The kennel was placed in the garden.



# Teacher's Guide Writing Exercise 17

Refer to page **65** in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

An Accident At Home

2 What did Max do after eating the banana?

Threw the banana skin on the floor

3 Why didn't he use the dustbin?

Too lazy

4 What did Max do in the living room?

Played with his ball

5 Why did Max fall in the living room?

Stepped on the banana skin

6 How did Max land?

With a loud thud

7 Which body part was Max hurt?

His bottom

8 How did he feel after he fell?

Angry

9 What lesson did Max learn?

Not to litter again

10 What other information did the writer add on in the composition about the accident at home?

Max ate the banana after he had his lunch.

Max did not hurt himself badly when he fell.

# Teacher's Guide Writing Exercise 18

Refer to page **69** in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Doing A Good Deed

2 When did Anna board the bus?

Afternoon

3 Was the bus empty or crowded?

Quite crowded

4 Why was Anna happy to find a seat on the bus?

Her legs were tired.

5 Who boarded the bus after Anna found a seat?

An old lady

6 What was the old lady carrying?

A big bag

7 How did the old lady look?

Tired and weak

8 What did Anna do when she saw the old lady?

Offered her seat to the old lady

9 What did the old lady say about Anna?

Kind and thoughtful

10 What other information did the writer add on in the composition about Anna's good deed?

The old lady was grateful to Anna for offering her seat to her.

Anna felt happy with herself for doing a good deed.

# Teacher's Guide

## Writing Exercise 19

Refer to page 73 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

A Game Cut Short By The Rain

2 What game were the children playing?

Badminton

3 What happened when they were enjoying their game?

Started to rain

4 Where did the children run to when it started to pour?

Shelter

5 How did the children occupy their time while waiting for the rain to stop?

Chatted with one another

6 Why couldn't the children continue their game after the rain?

The court was too wet.

7 What other information did the writer add on in the composition about the game that was cut short by the rain?

The children chatted about their favourite cartoon shows at the shelter.

They could not continue their game so they went to a food centre instead.

# Teacher's Guide

## Writing Exercise 20

Refer to page 77 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Be Quiet In The Library

2 Why did the boys enter the library?

Wanted to cool down as it was hot outside

3 What did the boys start to do once they were in the library?

Started to play

4 How did the people in the library show their disapproval at the boys' behaviour?

Stared at the boys

5 Who came to stop the boys from making a lot of noise?

A librarian

6 How did the boys feel after the librarian spoke to them?

Ashamed

7 What did the boys do after the librarian spoke to them?

Sat down and read their books quietly

8 What other information did the writer add on in the composition about what happened in the library?

The boys talked and laughed loudly in the library.

The librarian explained to the boys why everyone must be quiet in the library.

# Teacher's Guide

## Writing Exercise 21

Refer to page 81 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Borrowing Books From The Library

2 Where were Bobby and his father going?

National Library

3 Which section of the library did Bobby go to?

Children's section

4 What kind of books did he choose to read?

Dinosaurs, spaceships and magic

5 What did his father recommend?

A book about animals

6 What must Bobby do at the computerised terminal so as to borrow the books?

Scanned his library card first before scanning and checking the books out

7 What other information did the writer add on in the composition about what Bobby and his father did in the library?

Bobby browsed around the shelves of books.

Bobby needed his library card to check the books out.

# Teacher's Guide

## Writing Exercise 22

Refer to page 85 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Shopping For A New Dress

2 Where were the writer and her mother going?

Orchard Shopping Mall

3 Describe the place that they went to on that weekend.

Crowded

4 Which section did they go to choose the dresses?

Children's Section

5 Where were the dresses placed on?

Racks

6 What kind of dress did the writer's mother choose for her?

A frilly pink dress

7 Where did they go to pay for the dress?

Cashier counter

8 What other information did the writer add on in the composition to tell you about her shopping trip with her mother?

She chose the dress herself.

She liked the dress as it suited her very well.

# Teacher's Guide

## Writing Exercise 23

Refer to page **89** in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

An Excursion To The Zoo

2 When did the writer visit the zoo with his teacher and friends?

Last Monday

3 Where were the animals in the zoo kept in?

Enclosures

4 What were the monkeys doing?

Swinging from tree to tree

5 Where was the animal show held?

At the ampitheatre

6 How did the writer and his friends go home?

By bus

7 What other information did the writer add on in the composition to tell you about his excursion to the zoo?

The writer's teacher accompanied the class to the zoo.

They watched the dolphins perform at the ampitheatre.

# Teacher's Guide

## Writing Exercise 24

Refer to page **93** in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

A New Addition To The Family

2 Why did the writer feel lonely at times?

No one to play with

3 Who told the writer that his mother was pregnant?

His father

4 How long did the writer's baby sister stay in the hospital?

Three days

5 What did the writer give to his baby sister to welcome her home?

A pink teddy bear

6 How old was the writer when his baby sister was born?

Seven years old

7 What other information did the writer add on to the composition to tell you about the new addition to his family?

His baby sister was named Emma.

She was beautiful.



# Teacher's Guide Writing Exercise 25

Refer to page 97 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

An Accident At The Canteen

2 Why were the children rushing to the canteen?

Recess time

3 What did Suzie order?

A bowl of soup noodles

4 What happened when Sam ran into Suzie?

Suzie dropped her bowl of soup noodles.

5 Why did Suzie go to the sick bay?

Cleaned herself up and changed into a new set of uniform

6 What did Sam say to Suzie?

Said sorry for being reckless

7 What other information did the writer add on to the composition about the accident at the canteen?

The soup spilt all over Suzie when Sam ran into her.

Sam promised not to run in the canteen again.

# Teacher's Guide

## Writing Exercise 26

Refer to page **101** in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

An Accident At The School Field

2 What were the boys doing at the school field?

Playing soccer

3 What did Ravi try to do?

Kick the ball into the goalpost

4 Why did Simon fall to the ground?

Hit on the head by the ball

5 How did Simon feel?

Dizzy

6 Where did Mr Lee bring Simon to?

Sick bay

7 What other information did the writer add on to the composition about the accident at the school field?

Ravi saw his chance to score a goal for his team.

Mr Lee, the teacher, informed Simon's mother about his accident.

# Teacher's Guide Writing Exercise 27

Refer to page **105** in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Going Fishing

2 Where did Tommy and his father go to fish?

At the pier

3 What did they bring along for fishing?

Fishing rods, worms and a bucket

4 Why did the boy's father place a worm on each of the fishing hooks?

Attract the fish to bite the bait

5 How long did Tommy wait before he caught a fish?

Thirty minutes

6 Where did they place the fish that they caught?

In the bucket

7 What other information did the writer add on in the composition about Tommy and his father's fishing trip?

They had to be patient when fishing.

Tommy's mother cooked the fish they caught.

# Teacher's Guide

## Writing Exercise 28

Refer to page 109 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

The School Bully

2 What was Ben known for in school?

A bully

3 What did he do during assembly?

Pulled Lisa's ponytail

4 What did Amy find in her textbook?

A toy spider

5 Why did some students tell Ben off when they were queueing up for ice cream?

He cut the queue.

6 How many times did Mrs Brown see Ben bullying the other children?

Three times

7 What did the principal do when Ben was brought to his office?

Gave Ben a stern warning and informed his parents about his bad behaviour

8 What other information did the writer add on in the composition about Ben, the school bully?

His classmates did not like him and were afraid of him.

His teacher caught him bullying the others three times that day.

# Teacher's Guide Writing Exercise 29

Refer to page 113 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Lifeguard To The Rescue

2 Where was Paul?

At Delta Swimming Complex

3 Where did he put his bag before he went into the pool?

In the locker

4 What did Paul see while he was swimming?

A girl struggling in the water

5 Who did Paul ask for help to rescue the girl?

A lifeguard

6 What did the lifeguard do immediately?

Jumped into the water to save the girl

7 How did Paul feel about doing his part to help someone in danger?

Glad

8 What other information did the writer add on in the composition about the rescue at the swimming pool?

Paul did not rescue the girl himself because he was not a good swimmer.

The girl was swimming in the middle of the pool.

# Teacher's Guide Writing Exercise 30

Refer to page 117 in Book 1.

Use these questions to help the child understand the development of ideas in a composition.

1 What is the title of the composition?

Time For A Haircut

2 When was the last time Alan cut his hair?

A long time ago

3 How does he look with his long hair?

Untidy

4 What did Alan's mother do?

Brought him to the barber

5 What was the first thing the barber did to Alan's hair?

Wet it

6 What did the barber do after he finished cutting Alan's hair?

Dusted the loose hair off Alan's neck

7 How did Alan feel about his new haircut?

Happy

8 What other information did the writer add on in the composition about Alan's visit to the barber's?

Alan went to the barber's in his neighbourhood.

The barber snipped Alan's hair quickly and carefully.