HOW TO LEARN IN THE ONLINE WRITING CLASS

There are 10 online live ZOOM lessons (2 hours each). There are also 3 persuasive video writing lessons. Students who missed out on the live ZOOM sessions can access recorded videos in the Google class. Students can repeat the lessons using the video lessons.

Course organisation

The course is organised with 10 lessons on narrative writing as the main part. The reason why persuasive writing is not officially a part of the course and put on the side as video lessons is because the two writing styles are so different and even in conflict if learned together, and narrative writing skills will be used in 99% of the tests. Students get confused if they have to learn both at the same time. Students should focus mainly on narrative. Persuasive video lessons could be taken at any time as an option.

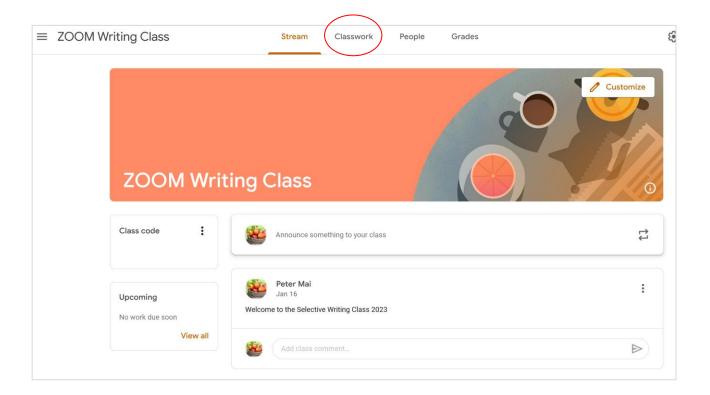
The learning procedure for each week.

- Attend the live ZOOM lesson.
- Optionally watch the video lesson in the Google classroom.
- Do some short writing activities.
- Write a narrative task within 20-23 minutes (about 300-400 words) using the module Selective Writing in Mathematix website.

Note: Only one writing task per lesson will be marked. Parents can mark any additional writing tasks themselves or request and pay for professional marking (\$15 per task). This allows parents the flexibility to plan how hard their kids will work and how much they want to spend.

Access Google Classroom (optional)

To access Google Classroom, each student will need a Google Account. As some of the resources are videos on YouTube, a Google account for kids under 13 years of age may have problem playing these videos. Therefore, parents should set up Google account for a kid 13 year of age or older to use the resources in the Google classroom.



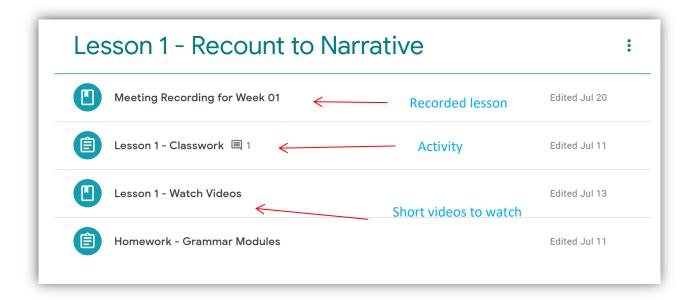
Students can read the STREAM for information and post their request for help. Students who join in later can answers to their questions by reading posts on the STREAM.

Preparation for the class

There is no preparation for the class. However, it is expected that students have decent spelling, sentence structure and grammar. As some students may have issues with spelling, sentence structure and grammar, some modules on Mathematix website should be used to improve these areas before starting the writing class and along the way.

Weekly lesson 1-10

Each lesson has a video recording, some online activities and some short YouTube videos to watch.

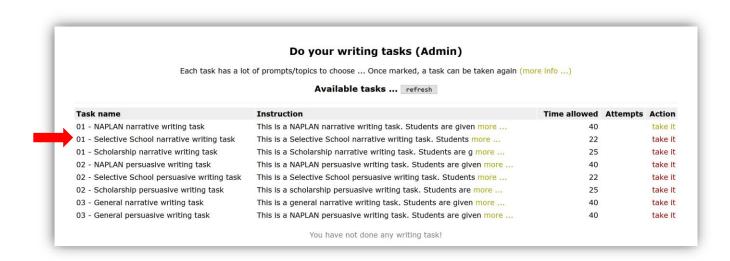


The weekly timed narrative writing task

Go to More ... on Mathemafix and access Selective Writing module.







Click "take it" for the task "01 – Selective School narrative writing task" to get started. The prompt is given in the video lesson recording.

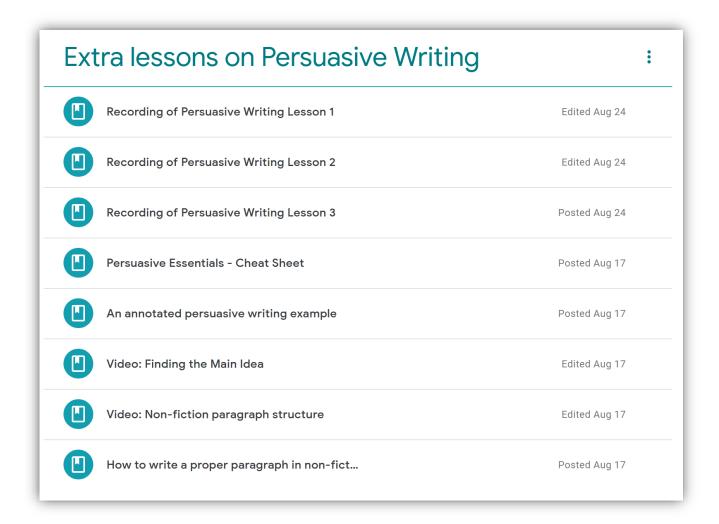
The writing form in the Selective Writing module

Please make sure if you install a spell and grammar checker like Grammarly, turn it off! You need to write with your own knowledge of spelling, punctuation and sentence structure. The marker will comment on these areas.

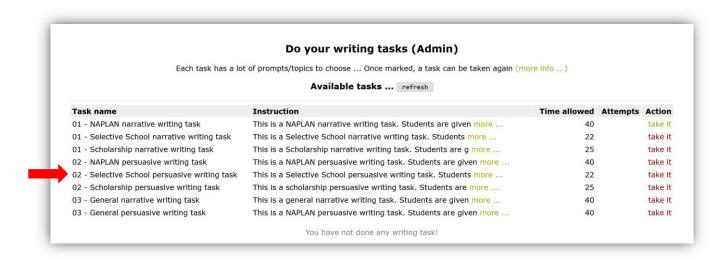


Persuasive writing

The 3 lessons for persuasive writing should be learned independently of narrative writing. They can be done at any time as an optional effort.



To do a persuasive writing task, use the module Selective Writing on Mathemafix.



Click "take it" for the task "01 – Selective School persuasive writing task" to get started. The prompt is given in the video lesson recording.

How to request marking for a writing task

Parents need to deposit money by PayPal or bank transfer into the account first before making a request for marking.



Marking Report for a writing task

Individual Feedbacks for test: 01 -	Scholarship narrative writing task	
farker's comments:		
ou wrote an excellent amount and the story has a great theme. You need to however show more think that you could have had Mum and Dad be there earlier with Megan and all helping Emma in	of Emma's thoughts and feelings. Don't describe her facial expression, only do instead of having them there last minute. Setting is great.	OTHER PEOPL
Vatch the way you do "she thought". Some thoughts if they aren't exact words don't need to be p se more metaphor and simile to describe feelings.	out in "" like that. Some of your sentences also need to be longer and complex s	sentences. Try
ou ending has too many summary sentences. Also, don't give Megan the last word. It makes it se	eem like she was the one learning something.	
Name?		
She sat there, her mind racing to think of ideas, before		
The Christmas tree and lights had been set up and decorations were placed all around the		
house. Presents were neatly stacked under the Christmas tree. The pleasant smell of the Chri		
Eye dinner wafted past Emma. It was truly a very jolly time.	x Don't show all thoughts in "	
Eye dinner wafted past Emma. It was truly a very joily time. \$ 6.00 +	walk in	
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could remeber seeing a man sitting on the streets. He was wrapped in blankets and begging	for	
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	sne dito and of the	
thought. "If Issie and I only walked in one part of the city, I wonder how many other people to be in the same situation as this man. Surely, I can do something about this."	Tood dialogue but make her to someone!	talk
Emma buried her head in her hands. She spent hours trying to figure out a way she could	- to someone	
these poor people. "Emma, are you okay?" Emma's younger sister Megan asked in a worried		
"I'm fine," Emma replied. She tried to sound as cheerful as possible, She watched as Megan	exited	
the-room. but (make	sentence longer)	
Then suddenly, an idea popped in her head 1 smile emerged on her face, and a feeling o	DO NOT DESCRIBE MAIN	
excitement washed over her. Her eyes were fixed on the heap of presents. Finally, she realise	CHARACTER'S EACE ONLY	thers.
the answer was right there in front of her.	/ Describe the auticipation 1	MILDE
As quickly as possible, she gathered up all her old toys, clothes, shoes and everything th		
didn't figure she needed into a large box. "Emma, what are you doing?" Megan curiously ask		
"I'm donating all these toys to a charity," Emma replied. At once, Megan delightfully gathered	d up all	
her old things as well, and placed them into the box. Anticipation sparkled in Emma's eyes as	s,she	
gratefully watched Megan.		
She look the box out to front door to get ready to donate all of her's and Megan't old thin	ngs to	
charity. Their parents saw Megan and Emma and somehow, their parents had new what they	were J- summary sentences. Needs	
doing and they smiled. too maky and	I pavent dialogue.	
"Christmas isn't all about getting presents, is it?" Emma questioned her sister. "No," Meg	the main. Let Emma have last	
Marking criteria for	r marker to check	
e question:	r marker to check Total 39 out of 47 (82.98%)	
e question: asse write a short story in response to any prompt on this web page	Total 39 out of 47 (82.98%) # Criteria	Poin
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Content of the Online Writing Class

Lesson 1: Moving from Recount to Narrative

Lesson 2: Narrative Elements and Structure

Lesson 3: Introducing Conflict

Lesson 4: Showing Not Telling

Lesson 5: Cohesion and Coherence

Lesson 6: The Poet in Me

Lesson 7: Plot Types and Genre

Lesson 8: Introducing Themes

Lesson 9: Quantity vs. Quality

Lesson 10: Putting Everything Together

Bonus ---- Persuasive writing lessons

