

Writing Project 5

Project name: The Miracle Drink

Level: Primary 4

Suggested time: 30 – 40 minutes for each lesson

Writing strategies adopted:

POW, forming questions, goal setting, ARMS, CUPS, TAG conference

Prior knowledge:

Students have learnt:

- words for feelings
- adjectives describing character traits
- sentence patterns for making comparisons (e.g., I became taller/ the tallest.)

Learning objectives:

By the end of the writing project, students will be able to:

1. set writing goals
2. brainstorm a topic with the help of wh-questions
3. write a story with the important story elements (e.g., setting, development, and ending)
4. revise and edit their compositions using self-regulated strategies
5. give meaningful feedback on their peers' compositions

Expected learning outcomes:

By the end of the writing project, students are expected to:

- A. obtain information and ideas from different sources using various self-regulated learning strategies
- B. develop and use self-regulated writing strategies for 'Before', 'While' and 'After' writing stages
- C. develop the organisation, content and language of a writing task according to its purpose and audience
- D. work collaboratively with peers and engage in tasks and teamwork
- E. develop higher order thinking skills, collaboration skills, creativity and positive attitudes through writing
- F. become confident and independent writers

Lesson 1 ('Before writing' stage)




Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>(1) <u>Topic introduction</u></p> <ul style="list-style-type: none"> • Teacher tells students that they are going to do a writing project on the topic 'The Miracle Drink'. • Teacher introduces the learning objectives of the writing project and tells them that they are going to learn different writing strategies in the project. • Teacher introduces the main character – Matt. He is a P4 student and he likes playing basketball. He has a dream. He wants to be a famous basketball player. However, he isn't tall enough. • Students discuss what problems Matt may have at school. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • Communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • Present information and ideas clearly and coherently 	<p>PowerPoint (Appendix 1)</p>	<p>B</p>
<p>(2) <u>Reading school reports</u></p> <ul style="list-style-type: none"> • Teacher tells students that Matt was teased by others at school. • Students read three short school reports to find out what happened to Matt. • While reading the reports, teacher asks the following questions: <ul style="list-style-type: none"> ➤ Who teased Matt? ➤ What happened? ➤ When did it happen? ➤ Where did it happen? ➤ How did Matt feel? How did other students feel? • Teacher invites students to share how they would feel if they were Matt. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • Communication skills <p><u>Reading skills</u></p> <ul style="list-style-type: none"> • Locate specific information in a text 	<p>School reports (Appendix 2)</p>	<p>A & B</p>
<p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> • Teacher summarises the learning covered in the lesson. • Teacher tells students that they are going to find out what happened next in the coming lesson. 			

Lessons 2-3 ('Before writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"> Students share what they remember about the three school reports they read in the previous lesson. Teacher asks students to predict what happened next. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Reading skills</u></p> <ul style="list-style-type: none"> Make predictions <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 		
<p>(2) <u>Reading a story</u></p> <ul style="list-style-type: none"> Students read a story to find out what happened next. While reading, teacher asks the following questions: <ul style="list-style-type: none"> ➤ What did Matt try to do so he could grow taller and stronger? Did it work? ➤ Why did he think 'It is THE ANSWER' when he found the bottle of Miracle Drink? Students discuss what the Miracle Drink is about and what it can do. Students write one function of Miracle Drink they can think of and draw the bottle. Teacher encourages them to think out of the box. Teacher invites students to share their ideas. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Reading skills</u></p> <ul style="list-style-type: none"> Locate specific information in a text <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 	<p>Story (Appendix 3)</p>	<p>A & B</p>
<p>(3) <u>Introducing the writing task</u></p> <ul style="list-style-type: none"> Teacher introduces the writing task. Teacher tells students that there is a secret weapon to help them write better. Teacher introduces POW: <ul style="list-style-type: none"> <u>P</u>ull apart the prompt <u>O</u>rganise my notes <u>W</u>rite and say more Teacher guides students through the process of pulling apart the prompt. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Plan and organise information by identifying purpose and audience for a writing task 	<p>POW poster (Appendix 4)</p>	<p>B, C & F</p>






SR = Self-regulated strategies

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
 <ul style="list-style-type: none"> Students need to read the prompt carefully and understand what they are asked to do. Students highlight the keywords in the prompt and fill in the Do/What Chart. 		Do/What Chart (Appendix 5)	
 <p>(4) <u>Forming questions</u></p> <ul style="list-style-type: none"> Teacher asks “<i>What questions would you ask yourself when you are planning your story?</i>” Students in groups form questions using the given wh-words. Teacher invites groups to read their questions aloud and writes the questions on the blackboard. Teacher reminds students that before they start writing a composition, they can always ask themselves questions to help them think of more ideas. 	<u>Generic skills</u> <ul style="list-style-type: none"> Communication skills Collaboration skills <u>Writing skills</u> <ul style="list-style-type: none"> Gather and share information and ideas by using strategies such as brainstorming and questioning 	Worksheet (Appendix 6)	B, C, D, E & F
 <p>(5) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson. Preparation for the next lesson: With the help of the questions formed in class, students pick the ideas to be included in their story. They should organise their ideas by writing them in the appropriate boxes. 	<u>Writing skills</u> <ul style="list-style-type: none"> Plan and organise information by deciding on the sequence of content 	Worksheet (Appendix 6)	B & C



SR = Self-regulated strategies

Lessons 4-5 ('While writing' stage)


Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
 <p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"> Teacher asks students if they remember what POW stands for. Teacher invites students to share the ideas they are going to include in their story. Teacher reminds students of the important story elements, such as setting, development, and ending. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 	<p>Worksheet (Appendix 6)</p>	<p>B & F</p>
 <p>(2) <u>Goal setting</u></p> <ul style="list-style-type: none"> Students are given time to set goals for the writing task. If students are clueless about how to set goals, teacher may provide them with some suggestions: <ul style="list-style-type: none"> ➤ Write an interesting ending. ➤ Use more adjectives to describe the characters. Teacher reminds students to refer to their goals while they are writing the story. 	<p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> Develop goals in learning 	<p>Goal setting sheet (Appendix 7)</p>	<p>B, E & F</p>
 <p>(3) <u>Drafting the story</u></p> <ul style="list-style-type: none"> Referring to POW, teacher tells students that they have already pulled apart the prompt and organised their notes. Now it's time to write and say more. Teacher reminds students to focus on content and organisation when they write the first draft. Students draft the story individually. Then, they complete the self-evaluation form. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Draft written texts Use story structure that comprises setting, characters and events <p><u>Text types</u></p> <ul style="list-style-type: none"> Stories (Narrative) 	<p>Writing worksheet and self-evaluation form (Appendix 8)</p>	<p>B, C & F</p>
<p>(4) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson. Teacher tells students that they are going to learn how to revise and edit their stories in the next lesson. 			

SR = Self-regulated strategies



Lessons 6-7 ('After writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(1) <u>Motivation</u> <ul style="list-style-type: none"> • Teacher asks students to recall what they learned in the previous lesson. • Teacher tells students that they are going to revise and edit their stories in this lesson. 	<u>Generic skills</u> <ul style="list-style-type: none"> • Communication skills <u>Speaking skills</u> <ul style="list-style-type: none"> • Present information and ideas clearly and coherently 		B & F
 (2) <u>Introducing ARMS & CUPS</u> <ul style="list-style-type: none"> • Teacher asks students the following questions: <ul style="list-style-type: none"> ➤ What do you usually do after writing a composition? ➤ What do you check? ➤ What do you change? • Teacher tells students that ARMS and CUPS can help them revise and edit their compositions. • Teacher explains what ARMS and CUPS stand for. 	<u>Writing skills</u> <ul style="list-style-type: none"> • Revise and edit written texts 	PowerPoint (Appendix 9)	B & F
 (3) <u>Peer review</u> <ul style="list-style-type: none"> • Teacher tells students that they are going to exchange their stories with a partner and give feedback to each other. • Teacher reminds students to be kind, specific and helpful when they give feedback: <ul style="list-style-type: none"> ➤ They should first tell something they like about their peer's work. ➤ Then, they ask questions on areas that require further elaboration. ➤ After that, they give advice on how their partner can improve his/her work. • Teacher provides students with some useful sentence patterns. • Students work in pairs and read each other's story. They have to help their partner revise and edit the story using 	<u>Generic skills</u> <ul style="list-style-type: none"> • Communication skills • Critical thinking skills <u>Writing skills</u> <ul style="list-style-type: none"> • Revise and edit written texts 	PowerPoint (Appendix 9)	B, D, E & F

SR = Self-regulated strategies

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
ARMS and CUPS. Then, they fill in the TAG Conference Sheet.		TAG Conference Sheet (Appendix 10)	
 (4) <u>Writing the 2nd draft</u> <ul style="list-style-type: none"> Students get back their story and the TAG Conference Sheet filled in by their partner. Students read their partner's comments and complete the last part of the TAG Conference Sheet (Writer's plan). Students write the 2nd draft of their story individually. 	<u>Generic skills</u> <ul style="list-style-type: none"> Critical thinking skills <u>Writing skills</u> <ul style="list-style-type: none"> Revise and edit written texts 	TAG Conference Sheet (Appendix 10) Writing worksheet (Appendix 11)	B, C, E & F
(5) <u>Conclusion</u> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson. Preparation for the next lesson: Students read a story about what happened at the end. 		Story (Appendix 12)	A

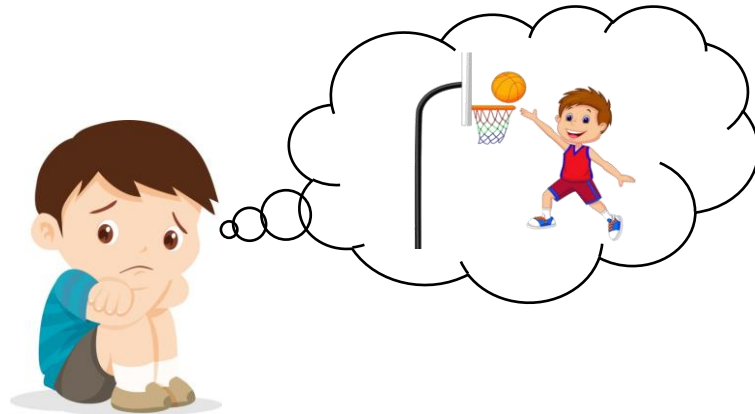
Lesson 8 ('After writing' stage)

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
 <p>(1) <u>Motivation</u></p> <ul style="list-style-type: none"> Teacher asks students what strategies they used to revise and edit their stories in the previous lesson. Teacher invites students to tell what each letter in ARMS and CUPS stands for. 			B & F
<p>(2) <u>Reading a story</u></p> <ul style="list-style-type: none"> Teacher reads the story with students and asks them the following questions: <ul style="list-style-type: none"> ➤ What happened to Matt after he drank from the bottle? ➤ How did he feel at first? ➤ What was the problem? ➤ How did he feel then? ➤ How did the story end? ➤ What is the message of the story? Students share what they have learnt from the story and whether they like the ending or not. Teacher brings out the message that everyone is unique and we should all respect one another. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> Respect for others <p><u>Reading skills</u></p> <ul style="list-style-type: none"> Locate specific information in a text 	Story (Appendix 12)	A & E
 <p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the project. Teacher reminds students that they can use the writing strategies they learned in the project when they write about other topics in the future. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Transfer strategies to other writing tasks 		B & F

SR = Self-regulated strategies

The main character

Matt is a P4 student and he likes playing basketball. He has a dream. He wants to be a famous basketball player. However, he isn't tall enough.



Discussion

What problems do you think Matt may face at school?



Appendix 2

Reading Corner

Matt is being teased at school. Look at the school reports written by Miss Lee.

Date: 10th January, 20XX

What happened:

Simon, Teddy, Adam and Ken laughed at Matt in the playground. They made fun of Matt when Matt joined their basketball practice. They teased Matt for being too short and called him 'Dwarf'. Matt told the teacher.

Penalty:

Simon, Teddy, Adam and Ken received a demerit which will be shown on the report card. Also, they need to write an apology letter to Matt.



Date: 12th January, 20XX

What happened:

Matt wanted to earn some money for buying a pair of basketball boots. He set up a lemonade stall after school, selling lemonade at \$5 per glass.

Adam, Teddy and Ken came over and drank Matt's lemonade without giving him any money. Teddy held the money up and asked Matt to get it if he was tall enough to do so. Adam and Ken even knocked over his stall and the lemonade was splashed everywhere.

Mr Lee came and asked the three boys to tidy up the mess. They were accused of bullying Matt and Ken admitted that he wanted to take revenge on Matt since his good friends were punished because of him.

Penalty:

Adam, Teddy and Ken will receive two demerits for bullying Matt on their report cards.

Date: 18th January, 20XX

What happened:

Matt was teased by Adam and Teddy in the changing room after the basketball team practice. Adam and Teddy unzipped Matt's bag and took out his T-shirt and shorts.

The boys shouted loudly to the other teammates that Matt wore the mini-sized clothes. They threw Matt's clothes to one another. Matt wanted to get the clothes back but he was not as tall as the boys. He shouted at them and cried loudly.

Barry was angry with the scene and asked Mr Wong to come and handle the mess.

Penalty:

Adam and Teddy will have three detentions from 18th to 20th January.

Appendix 3

Time To Read: Now, read what happened to Matt.

One day Matt found a brochure at school. He picked it up and had a look. The brochure was about all the important food which children need for growing healthy and strong.

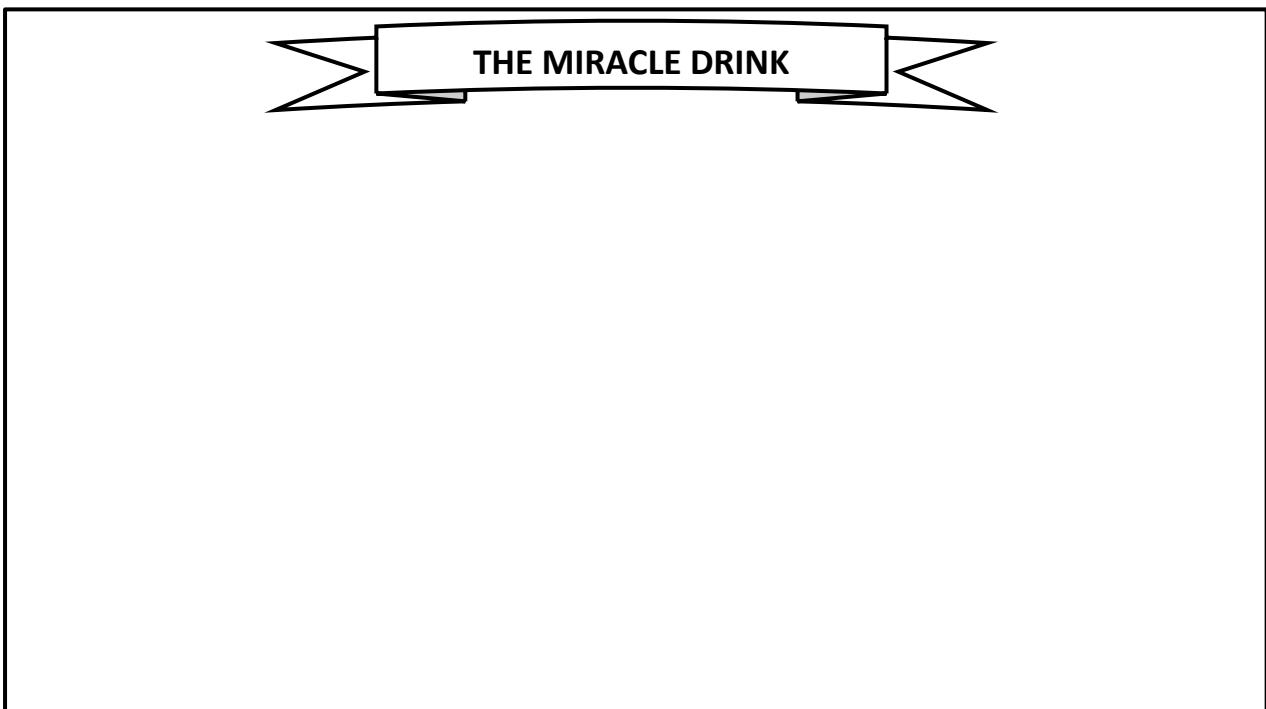
After reading it, Matt made up his mind to eat the right food so he could grow taller and stronger. Every day Matt drank lots of milk and ate lots of vegetables and lean meat. But, he still did not get any taller!

Then one day, Matt found a bottle in the changing room. It was labelled 'Miracle Drink'. Matt thought for a while. He thought, 'It is *THE ANSWER*.' Then he drank from the bottle.

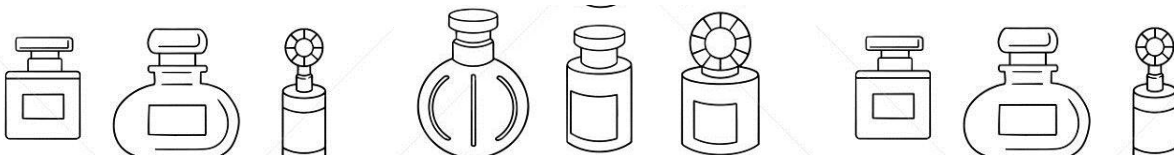
What is the MIRACLE DRINK about? What can it do?

Draw the bottle and write one function (in point forms only).

The words in the box may help you.



make you **stronger** build muscles **make you taller** make you happier
make you sleepy **make you energetic** make you angry
make you sad **make you powerful** **make you weak**





Pull apart the prompt

Organise my notes

Write and say more

Appendix 5

Now, read the writing topic carefully and pull apart the prompt.

You are Matt. After drinking from the bottle, some magic was working on your body. Write a story about what happened in the week after you had the miracle drink. Recall things that happened to you and describe your feelings.

Ask yourself: **What am I asked to do?**

Then, fill in the Do/What Chart below.

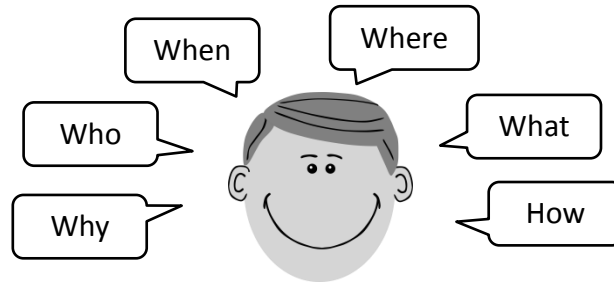
Do/What Chart

<u>Do</u> (Verbs)	<u>What</u> (Nouns/ Noun phrases)
e.g. write	a story

Appendix 6

Story Writing: Brainstorming

After understanding what you need to do, what questions would you ask yourself when you are planning your story? Use the wh-words below to form questions.

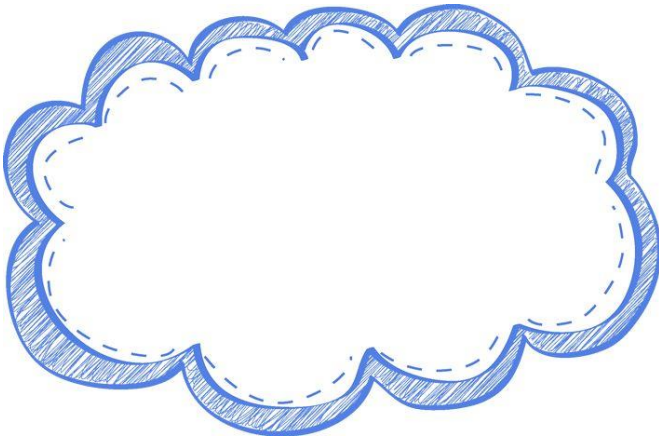


1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?
6. _____ ?
7. _____ ?
8. _____ ?

Now, pick the ideas to be included in your story and write them in the boxes below. Put the events in the order as they occurred. You may start by writing the question numbers in the spaces provided.

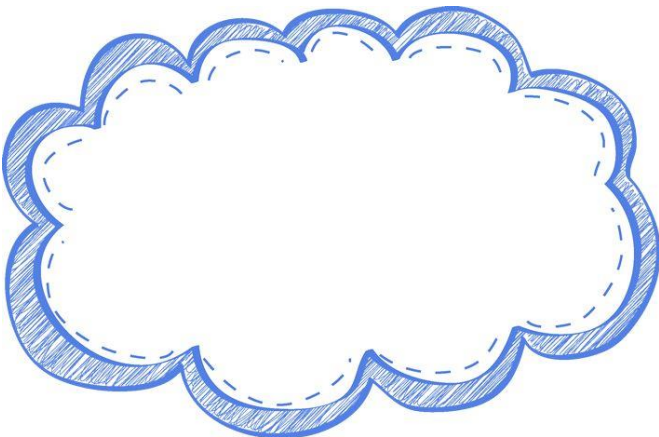
Question(s) _____	Question(s) _____	Question(s) _____
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My Goals



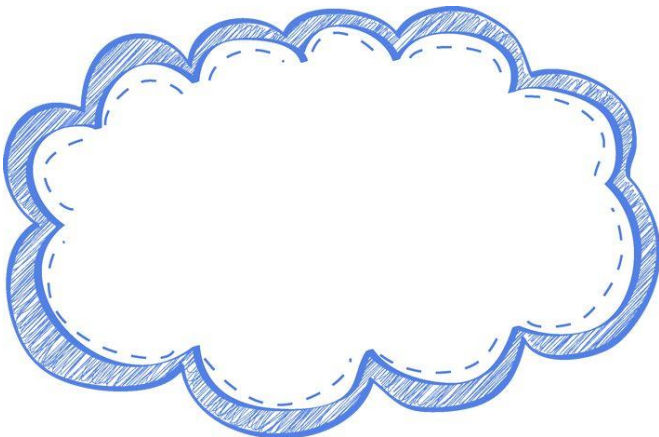
Accomplished 😊

Still improving



Accomplished 😊

Still improving



Accomplished 😊

Still improving

Self-evaluation:

Put a tick (✓) in the appropriate boxes.



	Yes!	No, I'll try again!
1. My story has a <i>beginning, middle</i> and <i>an end</i> .	<input type="checkbox"/>	<input type="checkbox"/>
2. My story describes <i>the changes of Matt</i> after having the miracle drink.	<input type="checkbox"/>	<input type="checkbox"/>
3. My story describes <i>Matt's feelings</i> after having the miracle drink.	<input type="checkbox"/>	<input type="checkbox"/>
4. My story has <i>interesting ideas</i> .	<input type="checkbox"/>	<input type="checkbox"/>

The Miracle Drink

After writing-
Revising and editing



After writing...

Revise	Edit
	
A Add sentences and words	C Capitalization: names, places, months, titles, I
R Remove unneeded words or sentences	U Usage: match nouns and verbs correctly
M Move a sentence or word placement	P Punctuation: . , ? ! " "
S Substitute words or sentences for others	S Spelling: check all words; use a dictionary if needed

Peer Evaluation



Be Kind

All comments should focus on the writing but not the person. Tell the writer what he/she did well.



Be Specific

The comments should tell the writer exactly what he/she needs to work on.



Be Helpful

Every piece of feedback is there to help improve the writing.

TAG Conference Sheet

Writer's name: _____ Partner's name: _____

Topic: _____

Tell something you like:

Ask questions:

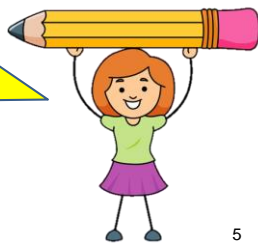
Give advice:

Writer's plan: (What am I going to do to improve this piece of writing?)

Tell something you like:

- I really like your story because there are a lot of interesting ideas in it such as...
- I enjoyed reading your story because...
- The best thing in your story is...
- Your story is really fantastic because...

Comment on the whole piece of writing. Tell your classmate what he/she did well.



5

Ask questions

- How did you feel after having the miracle drink?
- Do you mean...in paragraph__?
- Have you thought about...?
- Why don't you write about...?

Ask your classmate questions on areas you think he/she needs to further elaborate.

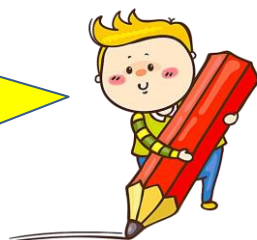


6

Give advice

- Content:
 - ▶ You may also write about...in paragraph__ because...
 - ▶ Think about adding/taking away...in paragraph__ because...
- Language:
 - ▶ You may check the use of... (e.g. tenses/adjectives) again.
 - ▶ Why don't you use...in paragraph__?

Tell your classmate how he/she can improve the story.



7

Writer's plan

- I am going to check the tense of all the verbs.
- I am going to add some more adjectives into my story.
- I am going to add more details to paragraph__.
- I am going to ...

Write what you are going to do to improve your story.



8

Appendix 10

TAG Conference

Writer's name: _____ Partner's name: _____

Topic: _____

Tell something you like:

Ask questions:

Give advice:

Writer's plan: (What am I going to do to improve this piece of writing?)

Teacher's comment:

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Appendix 12

THE END

The next day he was taller. The day after that he was taller too. Every day he grew and grew!

On Saturday Matt went to the basketball court. He played basketball with the tall boys. 'Go, Matt, go!' shouted the tall boys. Matt scored three baskets. He was a hero! He was the happiest boy in the world.

But on Monday something started to happen...

On Tuesday Matt was 1 metre 35 cm tall...

On Wednesday he was even shorter...

And on Thursday he was only 1 metre 5 cm tall!

On Friday he measured himself again — 1 metre 5 cm. He was so sad. He did not go out for a week. He did not go back to the basketball court. The tall boys came to visit. 'Hey, Matt. Come and play!' But Matt did not go out.

One day his old friends called. 'Matt! We have a new game. Come and play. Please, Matt. We want you to play with us!'

Finally, Matt decided to go out again. The game was football! Matt liked playing football and he was a really good player. He was fit and strong because he ate good food and did lots of exercise.

Suddenly the tall boys arrived. Matt felt ashamed of his height. But the tall boys said, 'This looks exciting. Can we play with you?' 'Sure!' said the short boys. The short boys were quicker than the tall boys. The tall boys tripped over each other.

In the end the short boys beat the tall boys, five goals to nil! The tall boys did not mind. They said, 'That was fun! But we can't play a good game unless we mix our teams.'

So the two teams mixed their players. Each team had some short boys and some tall boys. The tall boys said to Matt and the short boys, 'Hey, we're sorry we were mean to you before. Let's play basketball together next week.' Matt and the short boys welcomed this idea so much.

Matt was happy. He understood that everyone was unique. We had to learn how to respect one another.