

Set 3 Heathy Eating

Level: Primary 4

Suggested no. of lessons: 6 (40 minutes each)

Coursebook/ Reference materials: Primary Longman Elect (PLE) 4B Chapter 3 Healthy Eating

Writing task: Writing a health report

Self-regulated strategies adopted:

Reading:

- Setting purpose for reading
- Re-reading for better understanding
- Outlining key points

Writing:

- Planning (OREO)
- Editing (CUPS)

Reading-writing connections:

- Raising awareness of how reading supports writing

21st century skills:

Critical thinking:

- Designing tasks that involve both Lower-Order Thinking (LOT) and Higher-Order Thinking (HOT) skills

Collaboration:

- Be my co-author

Assessment as Learning:

- Self-reflection on critical thinking skills

e-Learning tools adopted:

- Nearpod
- Google Docs

Prior knowledge:

Students have learnt:

- To distinguish the usage between countable and uncountable nouns
- To use determiners of quantifiers, e.g. some, a lot of

Learning objectives:

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

1. Set specific learning goals
2. Demonstrate referencing and inferencing skills to comprehend a text
3. Identify the features of a report
4. Plan to write a report by OREO strategy
5. Edit own writing using CUPS
6. Assess own learning through rubrics

Lessons 1-3 (Reading)

Learning and teaching activities	Self-regulated strategies/ 21st century skills/ Assessment as Learning	Supporting materials/ e-Learning tools
<p><u>Lead-in</u></p> <ul style="list-style-type: none"> • Teacher tells students they are going to learn about writing a health report. • Teacher recalls students’ memory about the classic story ‘Three Little Pigs’. • Teacher tells students they are going to: <ol style="list-style-type: none"> 1. read a new version of ‘Three Little Pigs’ to learn about the features of a report. 2. learn how to give suitable comments on healthy eating. 3. work in pairs to write a simple health report. 	<p>Reading strategies:</p> <ul style="list-style-type: none"> • Setting purpose for reading 	
<p><u>Reading</u> <u>Before reading</u></p> <ul style="list-style-type: none"> • Teacher assigns <i>Matching Pairs on Nearpod</i> to check students’ prior knowledge of food vocabulary. 		<p>Nearpod (Appendix 1)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as Learning	Supporting materials/ e-Learning tools
<p><u>While reading</u></p> <ul style="list-style-type: none"> • Teacher reads the story to students. • Teacher helps students understand the story by the following strategies: <ul style="list-style-type: none"> ➤ look at the setting and clarify the relationships between characters ➤ re-read and identify the pronouns in sentences • Teacher checks students’ understanding of the pie chart, picture and text by <i>Time to Climb on Nearpod</i>. • Teacher asks the following HOT guiding questions and inferencing questions. Students, in pairs, discuss the questions, then share in class. <ul style="list-style-type: none"> ➤ Why did Peter Pig make a pie chart to answer Mr Grunt’s question? ➤ Can you guess what else did Pippa Pig like to eat? Why do you think so? ➤ What was the problem of Paul Pig? Why do you think so? • Teacher introduces the OREO organizer to students. It is used for giving opinions and suggestions. • Students form groups to read the content of the report from Mr Grunt on coursebook (PLE). Then they have to find out the key points in the report and fill in the OREO reading worksheet. • Teacher asks, ‘What kinds of food did the three little pigs eat for lunch? What were their answers to Mr Grunt’s question?’ Students fill in the ‘example column’ on OREO reading worksheet with the information in the reading text on coursebook (PLE). 	<p>Reading strategies:</p> <ul style="list-style-type: none"> • Re-reading for better understanding <p>21st century skills:</p> <ul style="list-style-type: none"> • Critical thinking • Collaboration <p>Reading strategies:</p> <ul style="list-style-type: none"> • OREO • Outlining key points 	<p>Nearpod (Appendix 2)</p> <p>OREO reading WS (Appendix 3)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as Learning	Supporting materials/ e-Learning tools
<p><u>After reading</u></p> <ul style="list-style-type: none"> Teacher asks students question: Mr Grunt pointed out some problems about three little pigs' eating habits. How about you? Students finish Text-to-Self Connection worksheet. 	<p>Reading strategies:</p> <ul style="list-style-type: none"> Making text-to-self connection 	<p>Text-to-Self Connection WS (Appendix 4)</p>

Lessons 4-6 (Writing)

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as Learning	Supporting materials/ e-Learning tools
<p><u>Lead-in (From reading to writing)</u></p> <ul style="list-style-type: none"> Teacher recaps the report that Mr Grunt wrote about the three little pigs. Teacher tells students they are going to be doctors and write a health report to Biggs. 		<p>Writing Task (Appendix 5)</p>
<p><u>Pre-writing</u></p> <ul style="list-style-type: none"> Teacher introduces the writing task. Biggs is a Primary 4 student. He eats a lot every day. He does not like doing sports. One day, he was hurt badly when he was playing with his friends. He was sent to hospital. Students read the two pictures on the writing task in detail. Teacher asks about the setting and the build-up of the story. Teacher discusses with students what questions a doctor would ask an injured patient. Teacher and students type the questions on Google Docs as a reference for the role-play. Students scan QR code on the pre-writing task 1 to learn about healthy lifestyle. Students form groups of 3 to discuss the following questions: <ul style="list-style-type: none"> ➤ What happened to Biggs when he got hurt? 	<p>21st century skills:</p> <ul style="list-style-type: none"> Critical thinking <p>21st century skills:</p> <ul style="list-style-type: none"> Collaboration 	<p>Writing Task (Appendix 5)</p> <p>Questions for doctors (Appendix 6)</p> <p>Pre-writing Task 1 (Appendix 7)</p>

Learning and teaching activities	Self-regulated strategies/ 21 st century skills/ Assessment as Learning	Supporting materials/ e-Learning tools
<ul style="list-style-type: none"> ➤ What eating habits did Biggs have? ➤ What exercise habits did Biggs have? • Teacher organizes the students to do a role play in groups and assigns a role for the students, Doctor A, Doctor B and Biggs. • Students have a role play to act out the conversation between Biggs and the doctors. The doctors jot notes about Biggs. 		Pre-writing task 2 (Appendix 8)
<p><u>Drafting</u></p> <ul style="list-style-type: none"> • Teacher recaps the OREO strategy. • In groups of 3, students make use of the notes jotted down to draft a health report to Biggs. • Each group work collaboratively to give comments and make suggestions using OREO strategy. • Students put the ideas into two paragraphs to finish a health report. • Teacher encourages students to give more elaboration on their ideas. 	<p>Writing strategies:</p> <ul style="list-style-type: none"> • Be my co-author • OREO 	<p>PPT (Appendix 9)</p> <p>OREO Giving comments to Biggs (Appendix 10)</p> <p>Writing Task (Appendix 5)</p>
<p><u>Editing</u></p> <ul style="list-style-type: none"> • Teacher introduces CUPS strategy and explains what each letter represents. C- capitalisation U- usage & grammar P- Punctuation S- Spelling • Teacher assigns students to be responsible for a ‘letter’(C,U,P,S). Students edit their report in groups. 	<p>Writing strategies:</p> <ul style="list-style-type: none"> • Editing (CUPS) 	CUPS poster (Appendix 11)
<p><u>Self-reflection</u></p> <ul style="list-style-type: none"> • Teacher explains the CT strategies on the self-reflection form. 	<p>21st century skills:</p> <ul style="list-style-type: none"> • Critical thinking 	Self-reflection on CT (Appendix 12)

Learning and teaching activities	Self-regulated strategies/ 21st century skills/ Assessment as Learning	Supporting materials/ e-Learning tools
<ul style="list-style-type: none"> • Students finish the self-reflection form on their critical thinking experience individually. • Teacher gives suitable feedback to individual student. 	Assessment as learning: <ul style="list-style-type: none"> • Self-reflection 	

Appendix 1













Nearpod Lessons: Download re... x +

app.nearpod.com/command?puid=9e8a49a77f27c275ce57d4d5e0e650fe-1&sid=32244cd98f9802387d08ed28513467b2&origin=My%20Library

code: UAEG2 nearpod Open Worksheet Add Activity

01:59

Pairs

broccoli 	cherry 	carrot 	grapes 
lettuce 	lychee 	chicken 	rice 
noodles 	macaroni 	potato 	tomato 








2 of 2 Hide Student Names

Nearpod Lessons...html Show all x

Appendix 2



Time to Climb

▶ Question 1  Who ate a lot of broccoli?	Peter Pig	Pippa Pig	Paul Pig	Mr Grunt
▶ Question 2  Who ate a lot of beef?	Peter Pig	Pippa Pig	Paul Pig	Mr Grunt
▶ Question 3  Who ate a few tomatoes?	Peter Pig	Pippa Pig	Paul Pig	Mr Grunt
▶ Question 4  Who ate some noodles?	Peter Pig	Pippa Pig	Paul Pig	Mr Grunt
▶ Question 5  Who ate a few grapes?	Peter Pig	Pippa Pig	Paul Pig	Mr Grunt
▶ Question 6  Who ate a few lychees?	Peter Pig	Pippa Pig	Paul Pig	Mr Grunt
▶ Question 7  Who ate some lettuce?	Peter Pig	Pippa Pig	Paul Pig	Mr Grunt

Appendix 3

Reading Worksheet

Mr Grunt wrote a report about the three little pigs.



Character	Comment	Reason	Example	Opinion/suggestion
Peter Pig	Very fat	Eats a lot of ()	()	Eats () meat
		Eats a little ()	()	Eats () fruit
Paul Pig	Very thin	/	()	Eats more of everything
		/	()	/
Pippa Pig	Always ()	Eats only ()	()	Eats more ()

Appendix 3 (Answer Key)

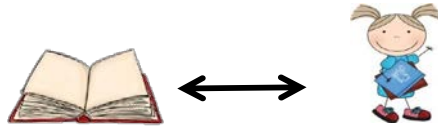
Mr Grunt wrote a report about the three little pigs.



Character	Comment	Reason	Example	Opinion/suggestion
Peter Pig	Very fat	Eats a lot of (meat)	(a lot of beef, a lot of chicken)	Eats (less) meat
		Eats a little (fruit)	(a few lychees)	Eats (more) fruit
Paul Pig	Very thin	/	(half a tomato, four peas, a baby carrot)	Eats more of everything
		/	(two cherries, three grapes)	/
Pippa Pig	Always (tired)	Eats only (a lot of vegetables)	(broccoli, lettuce)	Eats more (meat and more rice or noodles)

Appendix 4

After reading activity – Text-to-Self Connection



Do you have problems like these?	✓ or ✗
Peter Pig eats a lot of meat.	
Peter Pig only eats a little fruit.	
Paul Pig eats a little in every meal.	
Pippa Pig eats a little meat.	
Pippa Pig eats a few noodles (a little rice).	



What do you usually eat for lunch? How do you comment on your eating habits?
Write a few sentences to talk about your eating habits.

Appendix 5

Writing Task (Group writing)

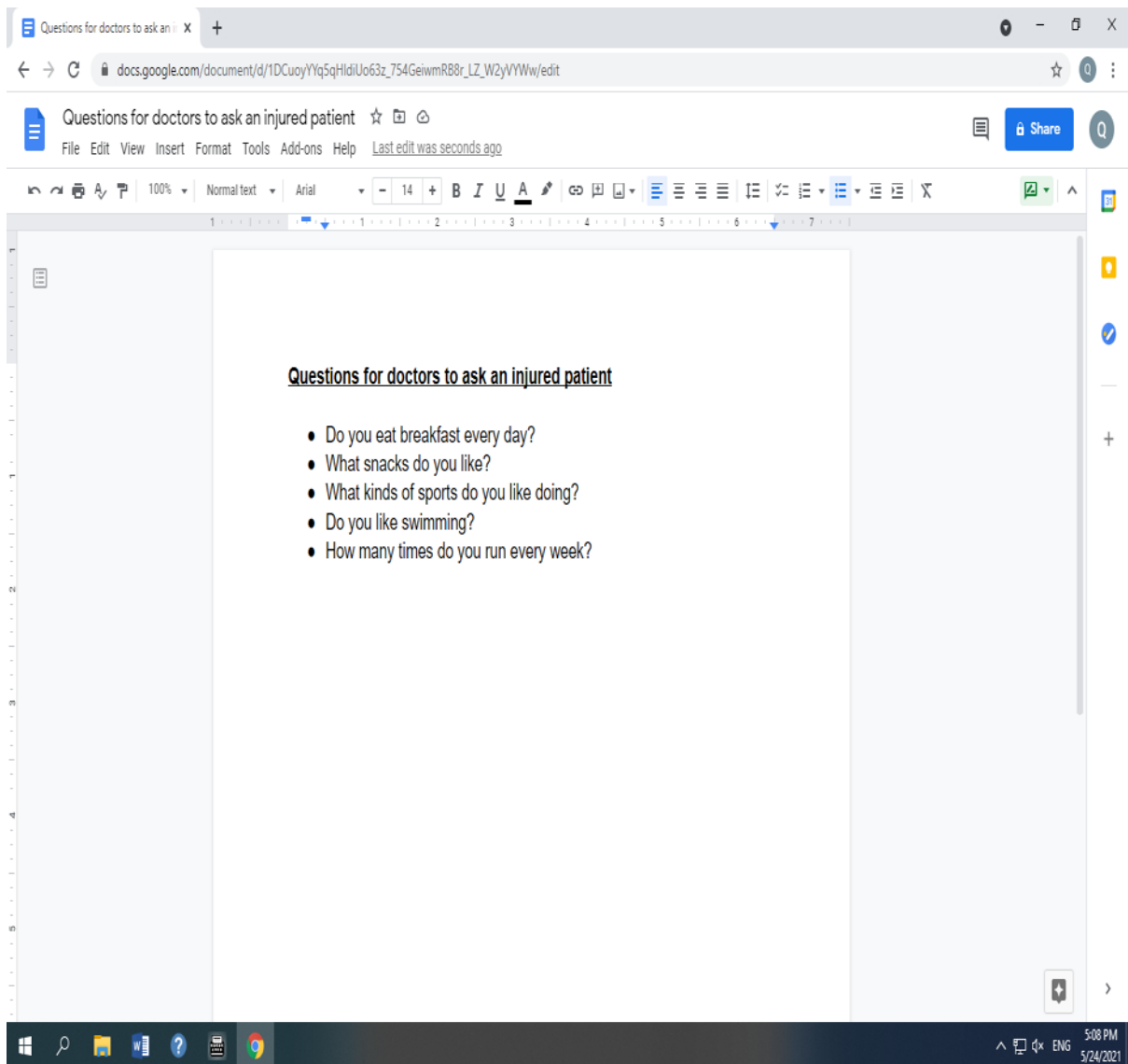
Biggs is a Primary 4 student. He eats a lot every day. He does not like doing sports. One day, he was hurt badly when he was playing with his friends. He was sent to hospital.

You and your partner are Biggs's doctors. You discuss and write a health report to help Biggs become healthier and stronger.

	
fat / junk food / unhealthy	play basketball / can't run fast / fell down / the basketball court

This report is to help Biggs become _____

Appendix 6



The image shows a screenshot of a Google Docs document. The browser address bar shows the URL: docs.google.com/document/d/1DCuoyYq5qHldiUo63z_754GeiwmR88r_LZ_W2yVYWw/edit. The document title is "Questions for doctors to ask an injured patient". The document content consists of a section header followed by a bulleted list of five questions.

Questions for doctors to ask an injured patient

- Do you eat breakfast every day?
- What snacks do you like?
- What kinds of sports do you like doing?
- Do you like swimming?
- How many times do you run every week?

Appendix 7

Role-play Task sheet

A. Pre-writing task 1

What is a healthy lifestyle?

What can we do to keep a healthy lifestyle?

Scan the QR code to get some ideas.



B. Pre-writing task 2

In groups of 3, role play the conversation between Biggs and the doctors.

Round 1		
	Role	What to do?
Student 1	Doctor A	Ask questions about Biggs' eating habits e.g. Do you eat breakfast every day? What snacks do you like?
Student 2	Doctor B	Listen to Doctor A and Biggs. Write down Biggs' eating habits on the worksheet.
Student 3	Biggs	Answer Doctor A's questions.

Round 2		
	Role	What to do?
Student 1	Doctor A	Listen to Doctor B and Biggs. Write down Biggs' exercise habits on the worksheet.
Student 2	Doctor B	Ask questions about Biggs' exercise habits. e.g. What sports do you like doing? Do you like <u>swimming</u> ? How many times do you <u>run</u> every week?
Student 3	Biggs	Answer Doctor B's questions.

Appendix 8

Role-play Worksheet

Pre-writing task 2 Worksheet

- What eating habits does Biggs have?
- What exercise does Biggs do?
- Write down Biggs' answers when the doctor is asking him questions.

Eating habits:

1. _____
2. _____
3. _____
- _____



Exercise habits:

1. _____
2. _____
3. _____
- _____

Appendix 9





Module: Healthy Eating
Writing a report to Biggs

1

Recap:

OREO

- For giving comments/opinions

 Opinion: Give my opinion		
 Reasons: State the reasons for my opinion	Reason 1:	Reason 2:
 Examples: Give examples to support the reasons	Example 1:	Example 2:
 Opinion: State my opinion again		

2

Lesson objectives:

- To draft a simple report by OREO strategy
- To work with team members collaboratively


3

Share your notes on Role-play WS

- What eating habits does Biggs have?
- What reasons does Biggs give?
- What does Biggs' answer show the doctor is asking his questions.

Eating habits:

1. _____
2. _____
3. _____



Exercise habits:

1. _____
2. _____
3. _____

4

Eating habits:





1. He gets up late so he doesn't have breakfast
2. He usually buys McDonald's takeaway for lunch.
3. He likes French Fries very much.

What do you think about these eating habits?

5

Put your ideas here

Giving comments to Biggs (eating habit)

 Opinion: (comment)	Biggs eats too much fat. It is bad for him.	
 Reasons: (reasons for my opinion)	Reason 1:	Reason 2:
 Examples: (examples to support the reasons)	Example 1:	Example 2:
 Opinion: (my suggestion)		

6

Why do you think so?

R

E

O

Giving comments to Biggs (eating habit)

Opinion: (comment)	Biggs eats too much fat. It is bad for him.	
Reasons: (reasons for my opinion)	Reason 1: Too much oily food makes him overweight.	Reason 2:
Examples: (examples to support the reasons)	Example 1:	Example 2:
Opinion: (my suggestion)		

7

What example do you have?

R

E

O

Giving comments to Biggs (eating habit)

Opinion: (comment)	Biggs eats too much fat. It is bad for him.	
Reasons: (reasons for my opinion)	Reason 1: Too much oily food makes him overweight.	Reason 2:
Examples: (examples to support the reasons)	Example 1: He likes French Fries very much.	Example 2:
Opinion: (my suggestion)		

8

What is your suggestion(s) to Biggs?

R

E

O

Giving comments to Biggs (eating habit)



Opinion: (comment)	Biggs eats too much fat. It is bad for him.	
Reasons: (reasons for my opinion)	Reason 1: Too much oily food makes him overweight.	Reason 2:
Examples: (examples to support the reasons)	Example 1: He likes French Fries very much.	Example 2:
Opinion: (my suggestion)	He needs to eat less fat and eat more vegetables.	

9

Writing Task (Group Exercise)

Biggs is a Primary 4 student. He eats a lot every day. He does not like doing sports. One day, he was hurt badly when he was playing with his friends. He was sent to hospital.

You and your partner are Biggs' doctors. You discuss and write a report to Biggs to help him become healthier and stronger.

 fat / junk food / unhealthy	 play basketball / can't run fast / fall down / the basketball court
--	---

Introduction paragraph

This report is to help Biggs become _____

Put the sentences together into a paragraph about Biggs' eating habits

Put the sentences together into a paragraph about Biggs' exercise habits

10

Edit your report using CUPS

Editing

CUPS

C Capitalisation: names, places, months, titles, I

U Usage: tenses, subject-verb agreement

P Punctuation: . , ? ! " "

S Spelling: check all words; use a dictionary if needed

11

Appendix 10

Giving comments to Biggs (eating habit)



Opinion: (comment)		
-----------------------	--	--



Reasons: (reasons for my opinion)	Reason 1:	Reason 2:
--------------------------------------	-----------	-----------



Examples: (examples to support the reasons)	Example 1:	Example 2:
--	------------	------------



Opinion: (my suggestion)		
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Giving comments to Biggs (exercise habit)



Opinion: (comment)		
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Reasons: (reasons for my opinion)	Reason 1:	Reason 2:
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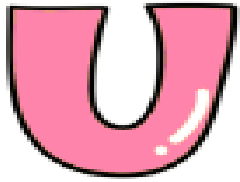




Examples: (examples to support the reasons)	Example 1:	Example 2:
--	------------	------------



Opinion: (my suggestion)		
-----------------------------	--	--

CUPS Poster

Editing	
	
	Capitalisation: names, places, months, titles, I
	Usage: tenses, subject- verb agreement
	Punctuation: . , ? ! “ ”
	Spelling: check all words; use a dictionary if needed

Appendix 12

Self-reflection on Critical Thinking Skills

My CT strategies	✓ / ✗ (write down evidence if you can)	Teacher's feedback
I ask questions to find out Biggs' problems.		
I examine Bigg's eating habits and exercise habits.		
I try to give reasons to the problems.		
I give supporting details to my ideas.		
I give suitable suggestions to the problems.		