

Writing Project 2

Project name: A Balanced Diet

Level: Primary 4

Reference material: Longman Elect 4B Chapter 4

Suggested time: 30 – 40 minutes for each lesson

Writing strategies adopted:

TREE, Stretch a Sentence, Hamburger Writing Organiser, CUPS

Prior knowledge:

Students have learnt:

- vocabulary about food types and phrases about healthy diets
- the quantifiers and adjectives that describe food
- the structure ‘We need to...’ to give advice

Learning objectives:

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


1. use vocabulary and phrases about food and healthy diets
2. recognise the structure of an article
3. gather and organise information using mind maps
4. plan, draft, revise and edit articles using self-regulated writing strategies

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)
(1) <u>Topic introduction</u> <ul style="list-style-type: none"> Teacher asks students what food and drinks they like the most. Teacher discusses with students whether their favourite food and drinks are healthy or not. Teacher points out the importance of having healthy eating habits. Teacher tells students that they are going to do a writing project to promote healthy eating at school. 	<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 		C & E
 (2) <u>Vocabulary building</u> <ul style="list-style-type: none"> Teacher reviews names of food and food groups with students. Students are asked to read the vocabulary aloud. Teacher asks students which food items they should eat more and why. Students in groups create a mind map to categorise food items into healthy food and junk food. To cater for learner diversity, students are encouraged to add examples of food items that are not mentioned in the textbook. They can also add pictures of food items to their mind maps. Teacher invites groups to show their mind maps to the whole class. 	<u>Generic skills</u> <ul style="list-style-type: none"> Communication skills Collaboration skills <u>Speaking skills</u> <ul style="list-style-type: none"> Pronounce words correctly Present information and ideas clearly and coherently 	PowerPoint (Appendix 1) Mind map (Appendix 2)	B, C, D & E
(3) <u>Conclusion</u> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson. Self-study: Students study the names of food. 	<u>Generic skills</u> <ul style="list-style-type: none"> Study skills 		F

SR = Self-regulated strategies

Lesson 2 ('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"> Teacher asks students to share what they had for breakfast that morning. Teacher writes the food items mentioned by students on the blackboard and asks students to choose the healthiest options and explain their choices. 	<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 		E
<p>(2) <u>Introducing the writing task</u></p> <ul style="list-style-type: none"> Teacher introduces the context: Many of your schoolmates have unhealthy eating habits. The school principal is worried about the situation. She has invited you to write an article to the school newsletter giving advice on healthy diets. To prepare for the writing task, students are going to look into the diet of one of their schoolmates. Students work in groups and read 'Tommy's diet'. They have to discuss the problems with Tommy's diet and suggest how he can improve it. Students write their ideas in note form. Teacher reminds students to use 'a lot of', 'a few', 'a little', 'too much' and 'too many' to talk about the quantities of food. They are also reminded to use 'fewer', 'less' and 'more' to give advice about the quantities of food. Teacher invites groups to share the problems they have identified and the advice they have for Tommy. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills Collaboration skills Problem-solving skills <p><u>Reading skills</u></p> <ul style="list-style-type: none"> Locate information and ideas <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Express own ideas and feelings <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently Participate effectively in an oral interaction 	Tommy's diet task sheet (Appendix 3)	B, D & E
<p>(3) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson. Self-study: Students watch the video <i>Healthy Food Vs Junk Food Song!</i> before the next lesson. (https://www.youtube.com/watch?v=fE81ezHs19s) 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Study skills Information technology skills <p><u>Listening skills</u></p> <ul style="list-style-type: none"> Identify main ideas 	YouTube	A & F

Lessons 3-4 ('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"> Teacher plays <i>Healthy Food Vs Junk Food Song!</i> and asks students to sing along to it. (https://www.youtube.com/watch?v=fE81ezHs19s) Teacher asks students to identify the healthy food and junk food mentioned in the video. Teacher asks students to tell the reasons why it is important to eat more healthy food (e.g. it makes them strong and helps them grow). 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Listening skills</u></p> <ul style="list-style-type: none"> Identify main ideas <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 	<p>YouTube</p>	<p>A & E</p>
<p>(2) <u>Introducing TREE</u></p> <ul style="list-style-type: none"> Teacher tells students that there is an easy way to help them remember how to write a good paragraph. Teacher shows the TREE Writing Organiser and explains to students what each letter stands for. Students work in groups. They are given a task sheet and some jumbled sentences. They have to read the sentences and put them in the right order to form a paragraph that follows the structure of TREE. Teacher invites groups to read out their answers. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills Collaboration skills <p><u>Reading skills</u></p> <ul style="list-style-type: none"> Locate information and ideas <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Participate effectively in an oral interaction 	<p>TREE organiser (Appendix 4)</p> <p>Task sheet (Appendix 5)</p> <p>Jumbled sentences (Appendix 6)</p>	<p>B, D & E</p>
<p>(3) <u>Discussion and practice</u></p> <ul style="list-style-type: none"> Students work in groups and choose one food group to write about with the help of the TREE Writing Organiser. Teacher invites students to show the paragraph they have written on the visualizer and read it aloud as a whole group. Teacher gives feedback to students on whether they have followed the TREE Writing Organiser when writing the paragraph. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills Collaboration skills <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Present main and supporting ideas with elaboration <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 	<p>Group writing task sheet (Appendix 7)</p>	<p>B, C, D & E</p>



SR = Self-regulated strategies

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>(4) <u>Demonstrating how to stretch a sentence</u></p> <ul style="list-style-type: none"> Teacher tells students that they can make their paragraph better by adding more details to it. Teacher demonstrates how to stretch the sentence ‘Dairy products are good for us.’ with the help of question words. Students practise stretching a sentence. 	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> Develop main ideas 	<p>PowerPoint (Appendix 8)</p>	<p>B</p>
<p>(5) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the lesson. Self-study: Students choose two food groups (one good and one bad) to be included in their article. They have to search information about the food groups on the Internet and write down any useful information in their notebook. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Study skills Information technology skills <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Gather information 		<p>A & F</p>

SR

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Lessons 5-6 ('While 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"> Students share what they have discovered about the food groups on the Internet. Teacher tells students they are going to make use of the information they found on the Internet when they write the article in this lesson. 	<u>Generic skills</u> <ul style="list-style-type: none"> Communication skills <u>Writing skills</u> <ul style="list-style-type: none"> Gather information 		A
(2) <u>Reviewing the structure of an article</u> <ul style="list-style-type: none"> Teacher goes over the writing topic with students: Many of your schoolmates have unhealthy eating habits. The school principal is worried about the situation. She has invited you to write an article to the school newsletter giving advice on healthy diets. Teacher asks students if they remember the three main parts of an article (introduction, body, and conclusion) and reviews the structure with them. Teacher shows TREE and elicits from students what each letter stands for. Teacher reminds students to use TREE to help them when they write the body paragraphs of the article. 	<u>Generic skills</u> <ul style="list-style-type: none"> Communication skills <u>Writing skills</u> <ul style="list-style-type: none"> Identify purpose and audience for a writing task Use appropriate formats 	PowerPoint (Appendix 9)	B, C & F
(3) <u>Constructing a mind map</u> <ul style="list-style-type: none"> Students construct a mind map for their article. Students work in pairs. They share with their partner their writing ideas and give comments to each other. Teacher reminds students to follow the mind map when they are writing the article. 	<u>Generic skills</u> <ul style="list-style-type: none"> Communication skills Collaboration skills <u>Writing skills</u> <ul style="list-style-type: none"> Plan and organise information 	Writing mind map (Appendix 10)	B, C, D, E & F
(4) <u>Drafting the article</u> <ul style="list-style-type: none"> Students draft the article individually. After finishing the draft, they have to read it again and check if they have followed the TREE Writing Organiser when they write the body paragraphs. 	<u>Writing skills</u> <ul style="list-style-type: none"> Present main and supporting ideas with elaboration Re-read the draft 	Writing task sheet (Appendix 11)	B, C, E & F



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Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
(5) <u>Conclusion</u> <ul style="list-style-type: none"> • Teacher summarises the learning covered in this lesson. • Teacher tells students they are going to edit their article in the next lesson. 			

Lessons 7-8 ('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 if they remember TREE and what each letter stands for. Teacher tells students that they are going to learn a method for editing their writing in this lesson. 	<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 		B
 <p>(2) <u>Introducing CUPS</u></p> <ul style="list-style-type: none"> Teacher brainstorms with students what good writers do after writing a composition. Students watch the video <i>Editing Writing for Kids!</i> (https://www.youtube.com/watch?v=XP5yWz-MNpM) After watching the video, teacher asks students to tell the four types of mistakes they can fix when editing their writing. Teacher tells students that there is an easy way to remember them. Teacher introduces CUPS (<u>C</u>apitalisation, <u>U</u>sage, <u>P</u>unctuation, and <u>S</u>pelling) and explains what each letter represents. Then, teacher demonstrates how to edit a paragraph using CUPS. For <u>U</u>sage, teacher reminds students to focus on subject-verb agreement (e.g. using 'is' for uncountable nouns and 'are' for countable nouns) and the correct use of determiners (e.g. fewer potato chips and less cola). 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills <p><u>Listening skills</u></p> <ul style="list-style-type: none"> Identify main ideas <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas clearly and coherently <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Edit written texts 	<p>YouTube</p> <p>PowerPoint (Appendix 12)</p>	B
 <p>(3) <u>Discussion and practice</u></p> <ul style="list-style-type: none"> Students work in groups. They have to read two paragraphs written by their classmates and try to use CUPS to fix the mistakes in the paragraphs. Teacher invites students to share what mistakes they have fixed. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> Communication skills Collaboration skills Critical thinking skills 	<p>Paragraphs written by classmates (Appendix 13)</p>	B, D, E & F

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Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<ul style="list-style-type: none"> Teacher reminds students to use CUPS to help them edit their writing. 	<u>Writing skills</u> <ul style="list-style-type: none"> Edit written texts <u>Speaking skills</u> <ul style="list-style-type: none"> Participate effectively in an oral interaction Present information and ideas clearly and coherently 		
 <p>(4) <u>Editing</u></p> <ul style="list-style-type: none"> Teacher displays CUPS and what each letter represents on the screen. Students re-read their draft and fix the mistakes in it using CUPS. Depending on students' ability, they may work individually or in pairs. They use a green pen to correct the mistakes they notice. Teacher walks around the classroom and provides guidance to students. 	<u>Generic skills</u> <ul style="list-style-type: none"> Collaboration skills Critical thinking skills <u>Writing skills</u> <ul style="list-style-type: none"> Re-read the draft Edit written texts 		B & F
<p>(5) <u>Publishing</u></p> <ul style="list-style-type: none"> After editing the article, students are given another piece of writing paper to publish their work. They may also include illustrations in the article. 	<u>Generic skills</u> <ul style="list-style-type: none"> Creativity <u>Writing skills</u> <ul style="list-style-type: none"> Present writing using appropriate layout and visual support 	Writing paper (Appendix 14)	B, C, E & F
 <p>(6) <u>Conclusion</u></p> <ul style="list-style-type: none"> Teacher summarises the learning covered in the writing project. Teacher encourages students to remember TREE and CUPS as they can use these strategies to help them when they write about other topics in the future. Extended task: Students in groups prepare for a 3-minute presentation to promote healthy eating. They can do it in any forms they like, such as a PowerPoint presentation, a short play and a video. 	<u>Generic skills</u> <ul style="list-style-type: none"> Collaboration skills Creativity <u>Speaking skills</u> <ul style="list-style-type: none"> Present information and ideas clearly and coherently 		B, D & E

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Appendix 1

Vocabulary about food



grain products



rice



noodles



spaghetti



macaroni



bread



fruit and vegetables



cherries



grapes



lychees



tomatoes



lettuce



broccoli



peas



meat and fish



pork



beef



chicken



fish



dairy products



milk



cheese



yoghurt



junk food



sugary food



chocolate



ice cream



fried food



French fries



fried chicken



salty food



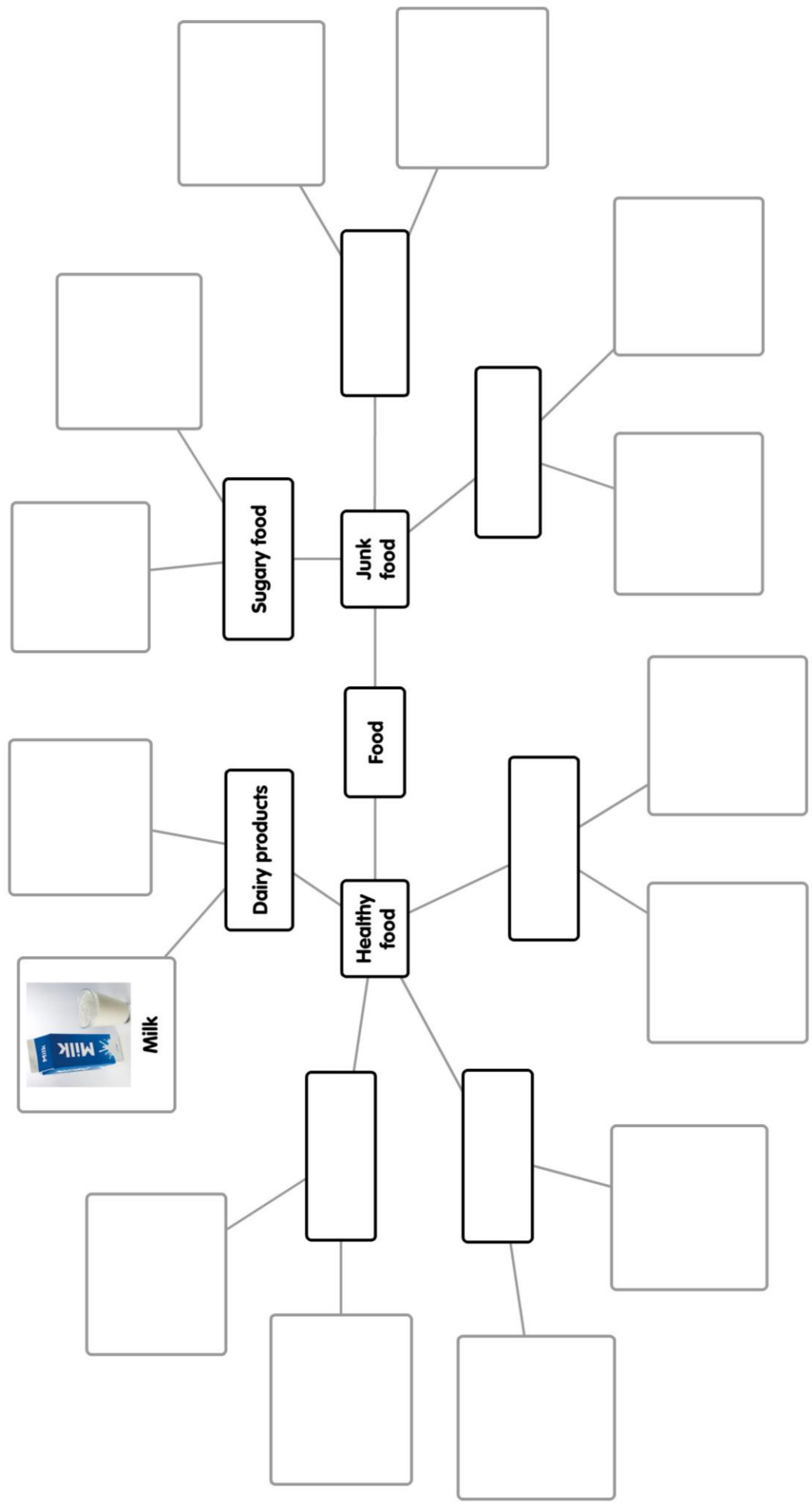
potato chips



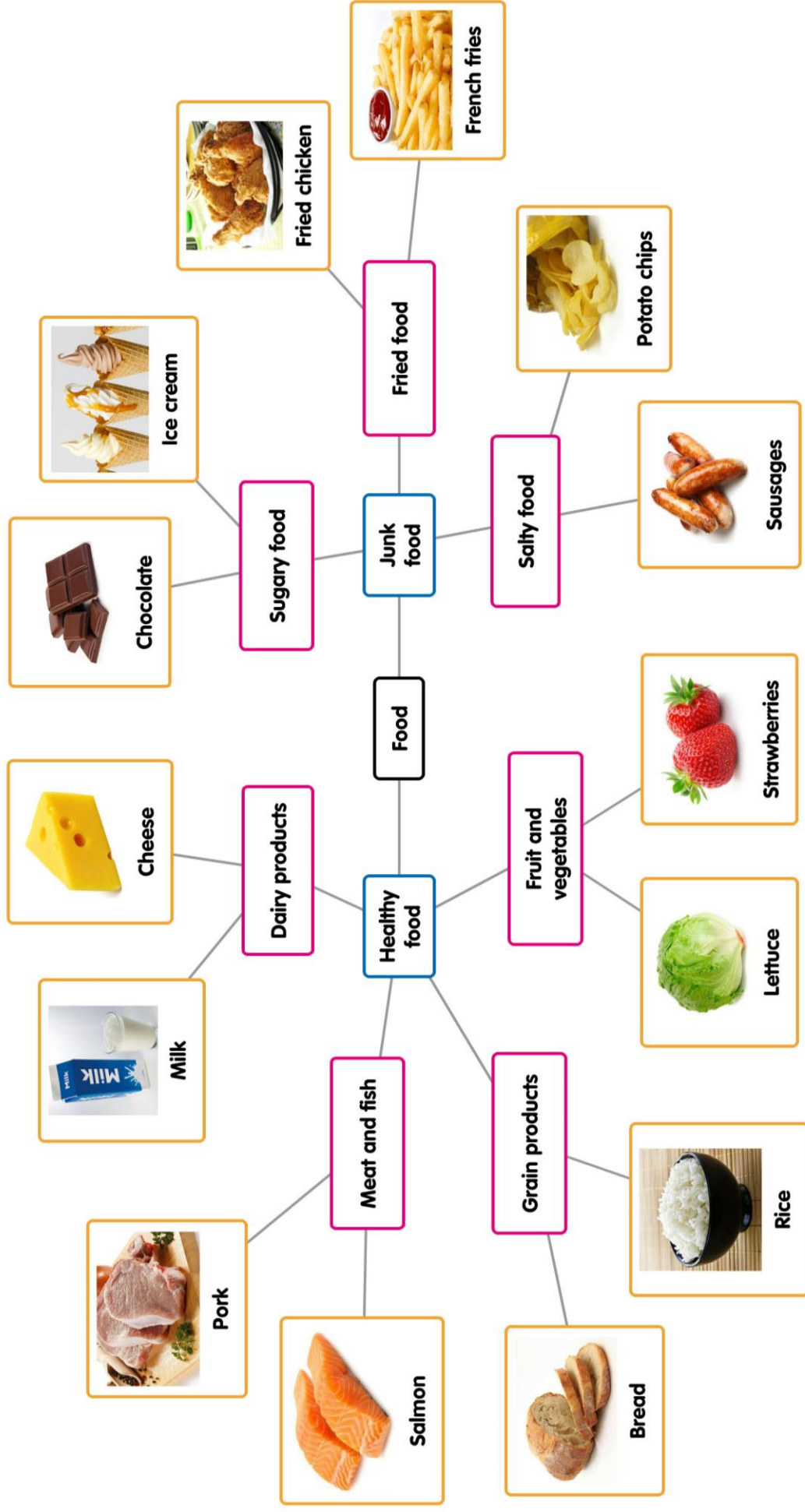
sausages

Appendix 2

Classify food into healthy food and junk food using a mind map. Try to add more examples.



Suggested answers:



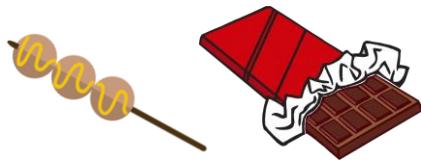
Appendix 3

Your schoolmate, Tommy, pays very little attention to what he eats. Look at what he ate yesterday and discuss with your members the problems with his diet. Then, suggest how he can eat more healthily. Write in note form.

Useful words:

To talk about the quantities of food: *a lot of, a few, a little, too much, too many*
To give advice: *fewer, less, more*

Breakfast:



Tommy got up late in the morning. He only had some fish balls before going to school. He felt hungry during recess, so he bought a bar of chocolate at the tuck shop.

Problem:

Advice:

Lunch:

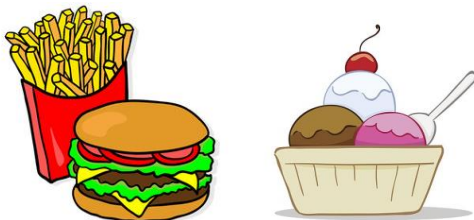


Tommy hated eating vegetables and fruit. He only ate the chicken sandwich in his lunchbox. As he felt thirsty after lunch, he bought a can of coke at the vending machine.

Problem:

Advice:

Dinner:

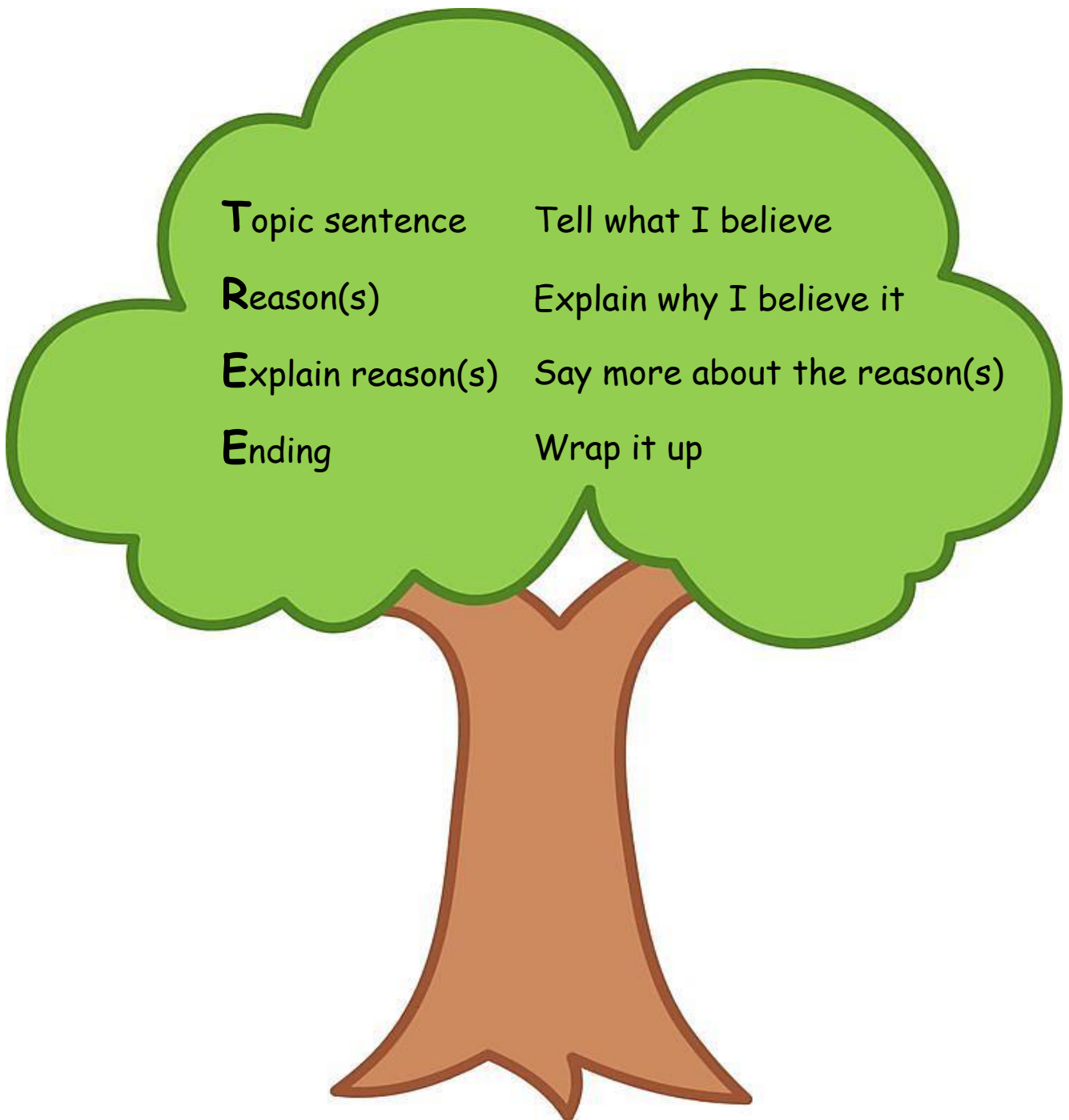


Tommy's mom bought him a hamburger and some French fries for dinner. He was so excited that he finished everything quickly. After dinner, he had a cup of ice cream.

Problem:

Advice:

TREE



Appendix 5

Put the four sentences in the right order to form a paragraph.

TREE

1. **T**opic sentence



2. **R**eason(s)

3. **E**xplain reason(s)

4. **E**nding

Appendix 6



Fruit and vegetables are good for us.

They have a lot of vitamins and minerals.

We need vitamins and minerals to stay healthy.

Therefore, we need to eat more fruit and vegetables every day.

Appendix 7

Group Work - Advice on Healthy Diets

Some food and drinks are good for us and some are bad for us. Discuss with your group members and choose ONE food group (e.g. dairy products, grain products, meat and fish, sugary food, and fried food) to write about. Remember to use the TREE Writing Organiser to help you.

TREE

1. **T**opic sentence



--

2. **R**eason(s)

--

3. **E**xplain reason(s)

--

4. **E**nding

--

Appendix 8

Stretch a sentence



1

e.g. Dairy products are good for us.



What are some examples of dairy products?

Dairy products, **such as milk and cheese**, are good for us.

What?

2

e.g. Dairy products are good for us.



Why are dairy products good for us?

Dairy products are good for us **because they are rich in protein, calcium and vitamin B2.**

Why?

3

Now, it's your turn! Try to stretch the following sentences.

1. Meat and fish are good for us.
2. Sugary food is bad for us.



4

Appendix 9

Many of your schoolmates have unhealthy eating habits. The school principal is worried about the situation. She has asked you to write an article to the school newsletter giving advice on healthy diets.



1

Many of your schoolmates have unhealthy eating habits. The school principal is worried about the situation. She has asked you to write an article to the school newsletter giving advice on healthy diets.

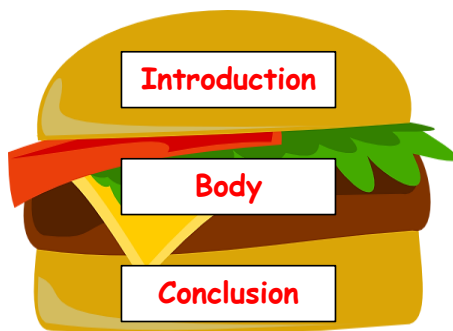
Format: An article

Audience: Schoolmates

Purpose: To give advice on healthy diets

2

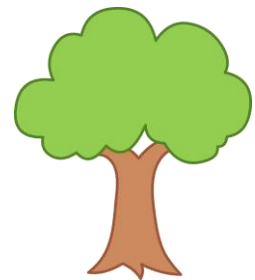
What are the three main parts of an article?



3

When you write the body paragraphs, remember to use

T Topic sentence
R Reason(s)
E Explain reason(s)
E Ending

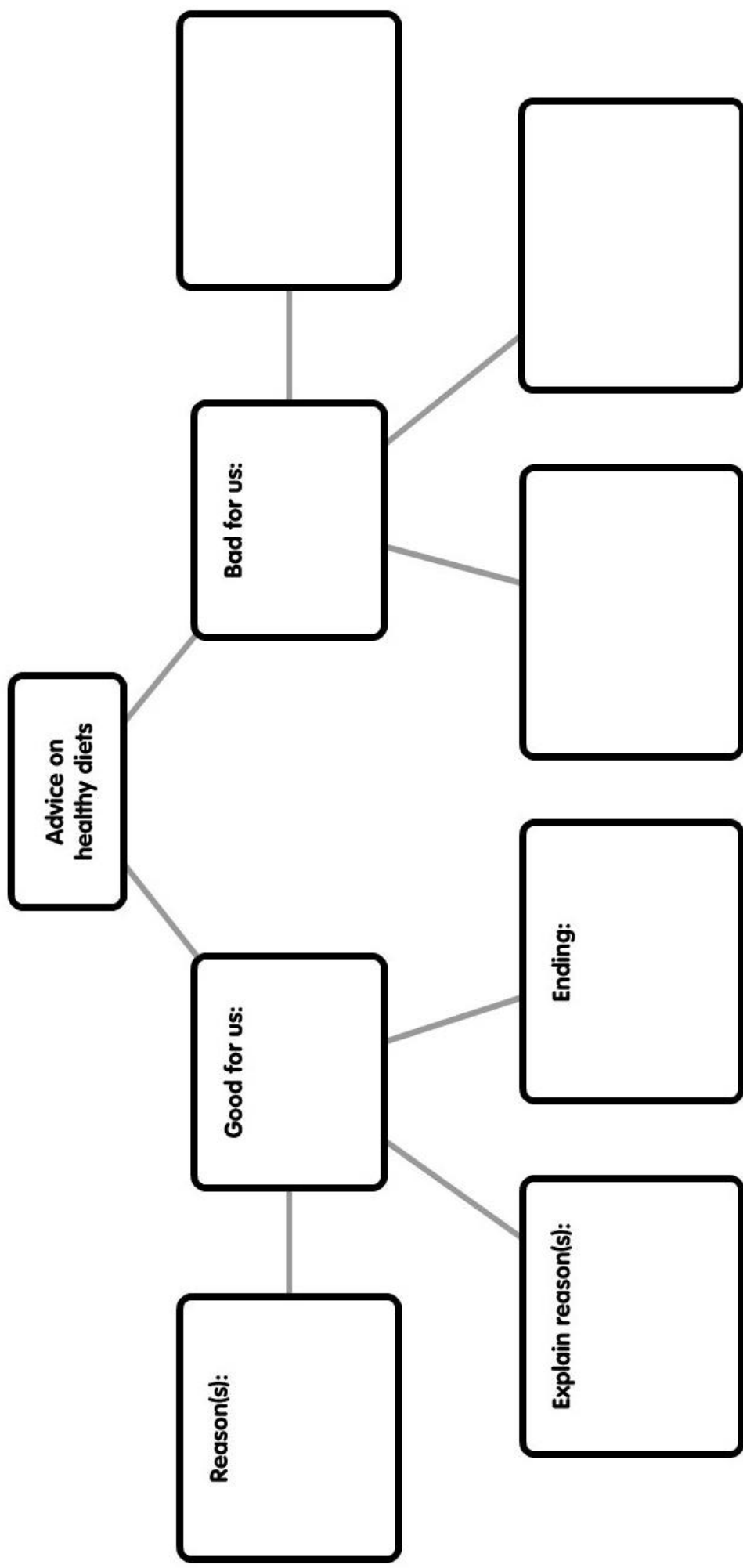


4

Appendix 10

Task: Writing an article about healthy diets

Choose one type of food which is good for us and one type which is bad for us. Brainstorm ideas for each type of food using a mind map. Write your ideas in note form.



By _____

Self-check

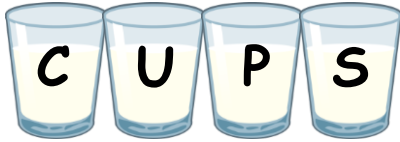
Have you followed the TREE Writing Organiser? Put a tick (✓) in the appropriate boxes.

	Yes, I did!	No, I didn't. I'll try again!
1. Did I write topic sentences ?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did I give reasons to support my opinion?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did I explain more about each reason?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did I end the paragraphs properly?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 12

What is editing?

When you edit your writing, you fix the mistakes in it.



1



Capitalisation:
names, places, months, titles, I,
the first word of a sentence



Usage:
match nouns and verbs correctly



Punctuation:
. , ? ! " "



Spelling:
check all words; use a dictionary if
needed

2

Example:

tommy is very fat. He eat too much

sugary food. He likes eating ice crem

the most, He needs to eat fewer sugary

food.



3

Example:

Tommy **E**ats
tommy is very fat. He eat too much

Sice cream
sugary food. He likes eating ice crem

P. **U** less
the most, He needs to eat fewer sugary

food.



4

Appendix 13

You have learnt to use **CUPS** for editing your writing. Now, read the following paragraphs written by your classmates and try to fix the mistakes.

Instructions

1. Underline the mistake
2. Put the correct word/punctuation above it
3. Write down C/U/P/S in the right-hand column

e.g.	many Too <u>much</u> soft drinks are bad for us.	<u>U</u>
------	--	----------

Hint: There is one mistake in each line.

(1)	Fruit and vegetables is good for us because we need	_____
(2)	vitamins and minerals to stay healthy, We need to eat a lot	_____
(3)	of fruit and vegetables evry day.	_____
(4)	sugary food is bad for us because too much sugar is	_____
(5)	bad for our teeth. It is a good idea to eat less sweets.	_____

Answers:

You have learnt to use **CUPS** for editing your writing. Now, read the following paragraphs written by your classmates and try to fix the mistakes.

Instructions

4. Underline the mistake
5. Put the correct word/punctuation above it
6. Write down C/U/P/S in the right-hand column

e.g.	many Too <u>much</u> soft drinks are bad for us.	<u>U</u>
------	--	----------

Hint: There is one mistake in each line.

(1)	are Fruit and vegetables <u>is</u> good for us because we need	<u>U</u>
(2)	vitamins and minerals to stay healthy. We need to eat a lot	<u>P</u>
(3)	every of fruit and vegetables <u>evry</u> day.	<u>S</u>
(4)	Sugary <u>sugary</u> food is bad for us because too much sugar is	<u>C</u>
(5)	fewer bad for our teeth. It is a good idea to eat <u>less</u> sweets.	<u>U</u>

