

TKT CLIL LESSON PLAN

Teacher's name	ANGELA PENDOLINO
Date	19 MAY 2015
Time	2 HOURS
Subject	SCIENCE: FOOD, HEALTHY/UNHEALTHY EATING
Class	YEAR 3 PRIMARY SCHOOL
Group profile	Strengths: Students can work in pairs or groups and they are able to collaborate with each other
	Weaknesses: Students often rarely pay attention to the task so I have to repeat it several times
Learning Outcomes (most learners)	<p>TO KNOW: vocabulary about food ,the meaning of healthy/unhealthy, present simple of “like”, meals time, different food groups and nutrients (carbohydrates, protein...).the traditional English breakfast.</p> <p>TO BE ABLE TO: follow the teacher's instructions, remember/identify/recognise/classify/compare and contrast different food nutrients and which food is healthy/unhealthy during meals time.Ask questions and answer,draw pictures, talk about their preferences. Compare English and Italian breakfast.</p> <p>TO BE AWARE OF: how important is eat healthy food, “we are what we eat”.</p>
Final task	Students will make a poster with healthy/unhealthy food, say what food is healthy and unhealthy; Choose the best food to make a healthy meal
Timetable fit	Students have already studied food vocabulary, present simple of verb “ like” in affirmative/negative/interrogative form. Students will learn how important is healthy eating for their life.
Anticipated problems and solutions	<p>They could have problems to memorise/recognise/identify new vocabulary and content so they need to repeat, ask questions, watch a video, do exercise, talk to each other.</p> <p>The whiteboard sometimes doesn't work so I can not use it. I use my personal tablet so I can show the video to my pupils.</p> <p>Some children would not pay attention. It could be useful show them some pictures or a video to attract their attention.</p> <p>I could have time problem, it could not be enough or it could be too much. I can change some activities during the lesson and I can remember to the students how many times they have to complete their task.</p>

Resources & materials to be used	Vocabulary cards, worksheets, pictures, Internet resources (video, songs) whiteboard, coursebook. Different worksheets for less able learners.
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Stage	Aim	Procedure	Materials	Interaction	Timing
1 Introduction	Warmer/lead-in: Revision of vocabulary referred to food. Introduce new topic food nutrients, healthy/unhealthy food	Students repeat words and recognise different food, brainstorming, they talk about food nutrients, healthy/unhealthy food	Vocabulary cards, coursebook, whiteboard	Whole class: watch a video: “food pyramid,the 5 different groups learn the healthy/unhealthy foods,video for kids youtube” repeat, match and say, ask and answer teacher to students (what food is it? what’s your favourite..?)	20 minutes
2 Beginning	Identify and recognise healthy/unhealthy, divide food in groups and nutrients	Students match pictures to different food features, they make a list about food (healthy/unhealthy)	Worksheets, coursebook	Teacher to students: ask questions and answer using the present simple of “like” In groups: recognise and identify healthy/unhealthy food and nutrients.	30 minutes
3 Middle	Classify, compare/contrast food (healthy/unhealthy/nutrients) and typical English and Italian breakfast	Students decide which food is healthy,unhealthy, distinguish different nutrients. They choose food to complete a table. Show a video about English breakfast	Whiteboard worksheets, coursebook	In pairs: complete the table, distinguish which food put into the groups according food features. Whole class: Watch a video “what does the world eat for breakfast? Youtube. In groups: find differences and similarities between English and Italian breakfast	30 minutes

<p>4</p> <p>The end</p>	<p>Make a poster dividing food in healthy and unhealthy. They evaluate which food is healthy and unhealthy. Choose food to make a healthy meal</p>	<p>Students create a poster dividing food in two categories giving an opinion about it. They decide the best food to make a healthy meal</p>	<p>worksheets</p>	<p>In groups: choose healthy and unhealthy food, draw and write. Ask questions and answer (Is it healthy? Yes it is../No it isn't) In pairs: draw and write food to make a healthy lunch and dinner Whole class: final plenary teacher's notes and feedback</p>	<p>40 minutes</p>
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