





TKT CLIL LESSON PLAN

Teacher's name	Sabrina Mazzi
Date	May 2015
Time	8:50-9:40 (50 min.)
Subject	Science
Class	5 th A, Madrano primary school (14 students)
Group profile	Strengths:  As a class: <ul style="list-style-type: none"> Language competence: after 5 years of CLIL, the class is now able to understand concepts and instructions expressed only in English (without panicking) by leveraging on key (words Content knowledge: most students demonstrated a strong interest in the subject (especially in balanced diets). Having worked on the topic (keeping healthy) for a few months, they gained quite an extensive knowledge of it  Individually: <ul style="list-style-type: none"> 2/3 of the students have an excellent to good language competence. Half of them also show a remarkable content knowledge and cognitive development
	Weaknesses:  As a class: <ul style="list-style-type: none"> General attitude is a bit passive, not so eager to apply critical thinking or problem solving. Encouraging students to work in pairs/groups helps a bit  Individually: <ul style="list-style-type: none"> 2 students show a hyper active and hyper emotional behaviour. 2 students still have a fair to poor language competence and cognitive development, with a negative impact on their content knowledge. Possible reasons are (not diagnosed) learning disabilities as well as developmental/character issues. 1 student has a difficult social-economic situation and a sick mother, with a negative impact on his motivation and commitment. He is also undergoing a process for learning disabilities diagnosis.
Learning Outcomes (most learners)	<ul style="list-style-type: none"> To know about possible daily habits and lifestyles concerning food and physical exercise To be able to read about these lifestyles and understand the content (by leveraging on the words they know and on peer help) To learn new expressions/language chunks, such as “surfing the Internet”, “to grab food”, “vending machines”, “packaged food”, “processed food” To be aware of the distinction between a healthy and an unhealthy habit To learn how to express a personal opinion with “I think that...”, “I believe that...”, “In my opinion...” (using teacher’s scaffolding table) To be able to tell a partner whether a lifestyle is healthy/unhealthy To be aware of the effects of these lifestyles

	<ul style="list-style-type: none"> • To be aware of possible alternative lifestyles • To consider changing unhealthy habits
Final task	<p>Sort 8 cards with a daily lifestyle deciding whether it is healthy or unhealthy and glue them on the notebook dividing them into 2 groups/columns [see attached photo].</p> <p>Assessment: peers check first (by exchanging notebooks with partner), followed by teacher's assessment.</p>
Timetable fit	<p>This lesson is part of the "Healthy eating" unit, including work done in class and to be done at home (individually/in pairs/groups/plenary):</p> <ul style="list-style-type: none"> ✓ Revisiting subject-specific vocabulary (using flashcards) ✓ Recalling the 5 groups in The food pyramid (from previous years) ✓ Table "What I usually eat and drink" (5 main meals) ✓ Aggregating and recording class data (finding the most/least popular food) ✓ Reading labels of a few food items in a "grey area" (e.g. orange juice: is it a fruit or a sweet?) and writing ingredients on notebook ✓ Introducing a (more detailed) food pyramid + calculating groups % ✓ Learning about nutrients, their functions and where they can be found ✓ Assessment tests (incl. writing a daily menu taking into account both the food pyramid and the table of nutrients) ✓ Introducing other healthy habits: doing exercise, keeping clean, looking after my teeth, getting rest ✓ Looking at the physical exercise pyramid (source: APSS Trento project "15.000 passi + 5 colori = la matematica dei sapori") and discussing what we do daily, or a few days/once a week ✓ Reflecting on the most important habits/rules we learned <p>Succeeding lessons:</p> <ul style="list-style-type: none"> • Choose 2 out of the 8 cards/lifestyles, write if you think they are healthy/unhealthy and justify your opinion by supporting it with one example/fact using "because..." • Discuss with a partner and write what benefits exercise has on you and your body; see if you can classify these benefits into different groups • Learn about a few proposed physical, mental and social benefits of exercise (source: http://www.teachpe.com/gcse_health/exercise.php)
Anticipate d problems and solutions	<ul style="list-style-type: none"> ✚ New vocabulary: peer help, teacher's facilitation ✚ Timing (68 minutes!): assign tasks to be done at home; postpone part of the activities to next lesson; use some time from the succeeding English lesson ✚ New speaking activity i.e. expressing one's opinion: scaffolding table, group work
Resources & materials to be used	<ul style="list-style-type: none"> ○ 8 decks of 8 cards each with healthy/unhealthy lifestyles (adapted from http://www.eatwellandkeepmoving.org/pdf/Sample%20Lesson%20Plans/Lesson%201.pdf – Table 1.2, page 7 of pdf file) (attached "Worksheet 1") ○ 8 task stripes (attached "Worksheet 2") ○ 15 Communicative functions printouts (attached "Worksheet 3"); upper part of the table) <p>(quantities include one set for the teacher)</p> <ul style="list-style-type: none"> ○ 1 list of assigned pairs for this activity (for teacher's use only) ○ students' science notebook and diary

Stage	Aim	Procedure	Materials	Interaction	Timing
1	Presenting the new activity	Teacher: - announces game “Healthy/unhealthy lifestyle choices” to be done in pairs - reads out task - shows materials - reads out pairs - introduces the possibility of using “Communicative functions” printout to support speaking	1 deck of cards 1 task stripe 1 Communicative functions printout	Teacher to students	12 min.
2	Introducing the scaffolding structures	Teacher: - hands out printouts - reads out the structures - makes examples for each structure, trying to elicit them from the students as well	14 Communicative functions printout	Teacher to students	10 min.
3	Getting students to work	Teacher: - encourages students to move desks/chairs to work with their assigned partner - hands out cards and tasks to each pair	7 decks of cards 7 task stripes	Teacher to students + Student to student	6 min.
4	Discussing and deciding whether a lifestyle is healthy or unhealthy	Students (in turn): - pick one card - tell their partner if they think that the lifestyle on the card is healthy or unhealthy - try to support their opinion with examples or facts using “Communicative examples” printout	(previous 7 decks of cards + 7 task stripes) + 14 Communicative functions printout	Student to student (pair work) Teacher facilitates + explains new vocabulary to the class as long as students ask about it (e.g. “surfing the Internet”, “processed food”)	25 min.
5	Introducing the final task (to be	Teacher: - assigns homework: tells students to sort the	7 decks of cards students’ science notebooks	Teacher to students	12 min.

	done at home)	cards into 2 groups (healthy / unhealthy lifestyles) and glue them on the notebook dividing the page into 2 columns - hands out another deck of cards for each pair - encourages students to write homework on their diary	students' diary		
6	Getting back to previous classroom setting	Teacher encourages students to move chairs/desks back to the original setting	-	Teacher to students + Student to student	3 min.