

CLIL Module Plan

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School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Scienze		Topic		Food
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The fourth class is composed by 8 students, 4 boys and 4 girls that started studying English and Science CLIL with the same teacher that is in the class during this year and at the same time in the third grade. There are no students with particular physical, psychological or learning conditions so there aren't other teachers in the room with them and there are no variations on the materials or approaches planned. The class is enough motivated and enthusiast in general when new topics are presented and the kids cooperate with each other willingly when asked.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Learners can understand the basic vocabulary about fruit and fast food.	Students can understand and answer simple questions about what can they see, colors, shapes. Students already know basic vocabulary related to colours, animals, days of the week, school objects, body and daily routine.

Timetable fit	<input checked="" type="radio"/> Module	Length 11h
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Description of teaching and learning strategies

The teacher uses different tools, like computer, LIM, digital and virtual games, realia and flashcards to keep a real approach to the topic. The main strategies applied are flipped classroom, pair and small group work and free work methodologies. While using LIM and realia is a support for both teacher and students, the virtual games and the use of personal devices are mainly a support for the learners. All four skills are involved in the learning process, but the one that is less evaluated is the writing, because of the provincial curricula. The purpose is to make children speak as much as they can in class, while they can consolidate the vocabulary at home or during a given moment at school by playing interactive video games. The teacher uses all the space in the class and also the gym to make the kids move and learn more actively. The final outcome of the module is to built with the learners a general vocabulary about food and the principal nutrients, and also make them gain the ability to distinguish a healthy from an unhealthy dish and from that choose different food to maintain a balanced diet, based on the food pyramid. These abilities have to be constructed by repeating and consolidating structures and vocabulary constantly, and also by keeping the learners at the center of the process, so at the end of every lesson there are few minutes of reflection, when the teacher asks her students to recap the topic of the day and if they found it easy or difficult.

Overall Module Plan

Unit: 1 Food vocabulary Unit length: 5hrs	Lesson 1 The hungry dragon
	Lesson 2 Fruit and vegetables
	Lesson 3 food colors
	Lesson 4 foodtraining

Unit: 2 Healthy or Unhealthy? Unit length: 6hrs	Lesson 1 A typical day
	Lesson 2 food groups
	Lesson 3 Food pyramid
	Lesson 4 Healthy plates
	Lesson 5 food routines
	Lesson 6 food test

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	The hungry dragon
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	students can recognize and repeat an initial and basic group of words about food	The teacher shows the story of the hungry dragon to the class using the LIM. They see the video three times, then she goes on by showing the game related to it, that consists of remembering and matching the numbers of portions that the dragon eats. After that the teacher repeats the name of the food with the learners and asks them to draw what they can remember about the story and the dishes they saw.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary vocabulary about food</p> <p>Communicative structures what is this? what color is this? how many..?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	link LIM	The teacher observes participation and the final drawing
L	S	R	W								

2	50'	Students can name and match pictures and words about food.	The teacher shows and names flashcards and plastic fake food that learners can observe in a basket. Then she gives to the learners some flashcards with both words and pictures that the learners have to cut out to separate. She hands out two pictures for every child and keeps the words. The teachers starts naming every food by raising and showing the word and the plastic example and asks the children to match them with their pictures, so the one learner that has the flashcard can pair it with the word and object. The game is repeated by mixing up the flashcards again among the students and the teacher showing only the word and not the plastic toy.	<p>Skills</p> <table border="1" data-bbox="1144 165 1487 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Food vocabulary from "the hungry dragon" story</p> <p>Communicative structures Where is..? Who has this item? Match it/pair it</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • food toys.jpg Plastic fake food, flashcards, scissors	the teacher shows only the plastic toys and asks the learners to name them
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Fruit and vegetables
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Students can understand the words that describe shapes and colours	The teacher recalls the prior knowledge of the learners with the game "witch commands..". The kids are at their desk and the teacher says: "witch commands color green.. witch commands shape round.." and they have to find objects with those features. The main rule is starting to search for these objects only if the teacher says "witch commands" before the order. If someone does it anyways, he/she is out of the game. The winner is the last one playing.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Colours, shapes of the objects</p> <p>Communicative structures Witch commands color/shape</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	School objects, furniture	The teacher observes correctness and participation
L	S	R	W								

2	20'	Students can name fruit and vegetables if shown	The teacher switch the previous game, so now the students are the witch and they ask the teacher what shape and color she needs to find. The teacher can only pick objects from the basket of food toys. When she takes the food, tells the name out loud and they repeat. If they are in doubt with the words they can search for the translation in the pc linked to the LIM, so it's available for the whole class.	Skills <table border="1" data-bbox="1189 165 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary food vocabulary Communicative structures Witch commands color.. shape.. It's a..	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	plastic food toys, lim and computer	The teacher evaluates the vocabulary used by the learners
L	S	R	W								

3	50'	Students can name fruit and vegetables and work together to build vocabulary	The teachers assigns a visual task on google classroom. She asks to the learners to see a video at home. In class then she shows it again and presents the "double wheel game". The kids order themself with a little help into two circles, one inside the other, the inside facing the outside one. The teacher hands out flashcards of vegetables and fruit for every child and at the start everyone in the outside circle asks the opposite classmate in the inside one, what food is there on the flashcard and switch turns. Then the two circles move in different directions, so everybody make and answer a question. When the circles arrive again at the starting point the teacher gives out another set of flashcards and the game continues, also mixing up the two circles members.	Skills <table border="1" data-bbox="1189 676 1529 722"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary food and vegetables Communicative structures what is this? This is..	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	home task link flashcards	The entire class makes a peer assessment because everyone checks on the knowledge of the classmates.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	food colors
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40'	Students can classify fruit and vegetables by their colors	In the school gym the teacher put six gymnastic hoops on the floor with tags for the colors they represent (yellow, oprange, purple, red, green, white) and puts the students on a line, in front of them. The teacher holds the fruit and vegetables flashcards and starts calling a food for every child, that has to jump into the right color hoop. In the circle they describe the fruit o vegetables listened.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary colors and shapes</p> <p>Communicative structures Find the color for apple, carrots, grapes... The apple is round and red, The banana is long and yellow..</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	gymnastic hoops and flashcards, tags for the color	Teacher observes the vocabulary used by the kids.
L	S	R	W								

2	30'	Students can classify and write names of fruit and vegetables	The teacher recall the lesson in the gym and asks the learner to complete a worksheet about food colors.	<p>Skills</p> <table border="1" data-bbox="1088 165 1429 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary fruit and vegetables</p> <p>Communicative structures put, match, order, classify</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • FOOD COLORS.pdf <p>Food color worksheet</p>	The assessment is the result of the individual activity
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	foodtraining
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50'	Students can independently turn on a tablet and access their own account in google classroom. Students can work with digital games. Students can solve interactive games, mainly vocabulary builders.	The teacher gives out tablets and asks the kids to work individually, open the links of wordwall, live worksheet and kahoot! and play the interactive games found for them. If the teacher notices some student faster than others, she will attach new links to make them work more.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary match, link, find</p> <p>Communicative structures Open the link, Click on the picture, Turn on.. turn off..</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	personal computer or tablet for each student with headphones	The assessment is made by the results that the teacher visualizes when the students complete the games.

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	A typical day
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Students can list and describe their daily routine and the main meals they have during the day	The teacher shows a video where two friends talk about their daily routines, then she asks the class to form couples and hands out copies of routine flashcards. Then she asks to pretend they don't know each other and use the flashcards to make questions about a typical day. The only instruction that the teacher gives to the class, is to ask one another what do they eat during the day. The couples also mix with each other so each student asks to all his classmates about routines. With this game students recall to each other prior knowledge.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary routines, I get up, I have breakfast.. stranger</p> <p>Communicative structures What do you do in the morning? in the evening? What do you eat for.. ?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link Daily routine flashcards	The teacher mainly observes participation, but also the use of vocabulary and structures to communicate. Students self-assess their preparation and competence on a previous topic (daily routine)
L	S	R	W								

2	20'	Students can name and list their typical meals	The teacher hands out a blank sheet where students have to draw and write what do they normally eat for breakfast, morning snack, lunch, afternoon snack and dinner.	<p>Skills</p> <table border="1" data-bbox="1106 165 1447 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary worksheet, meals</p> <p>Communicative structures what do you eat for..? draw, color</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • MY DAILY MEALS.pdf <p>my daily meals worksheet, pens and color pencils</p>	The teacher controls all the sheets and gives feedback in order to maintain a real level, students should not lie on what do they usually eat.
L	S	R	W								
3	20'	Students can put into groups different food	The teacher asks the learners to read their work about food habits and draws on the LIM five circles. One student reads the habits and the others try to decide if they can go in the same group or not. L1: I eat milk and cake. T: Are Milk and cake in the same group? What do you think? Let's use different circles. L2: I eat yogurt and cereals. T: Can we put yogurt and milk in the same group? And cake and cereals? What do you think? The page on the LIM is saved and printed, and everyone gets a copy of the full circles	<p>Skills</p> <table border="1" data-bbox="1106 756 1447 804"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Food vocabulary</p> <p>Communicative structures I eat.. I have... for lunch, for dinner.. Where do we put...?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Lim, worksheet of daily meals completed.	The teacher observes participation and speaking
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	food groups
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Learners can autonomously do a home task using computer and then find their own mistakes.	The teacher assigns a home task using the flipped classroom methodology. The learners have to look at a YouTube video and complete a chart. When in class the teacher gives the correction sheet, so the learners can point to their mistakes on their own and explains words that learners didn't understand.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Food, proteins, dairy, grains, vitamins</p> <p>Communicative structures .. contains... good for me-bad for me</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • videofood.pdf computer, headphones	The learners make a self-assessment about their home task
L	S	R	W								

2	20'	Learners can resonate about healthy and unhealthy food from a list	<p>The teacher writes these sentences on the LIM: PATTI'S TYPICAL FOOD DIET BREAKFAST: French fries, cola and fruit LUNCH: Milk, jam, chocolate and ketchup DINNER: hamburger, pop corns, cake, cola</p> <p>The teacher choose one student that reads them and make questions like "Are French fries good for breakfast? Is cola good for dinner? Why not?" After listening to the learners' hypothesis, she draw an empty pyramid on the board, and asks the students to place the food mentioned in it. She helps with questions like "how many fries should we eat? A big quantity or small quantity? If small we put fries at the top or at the bottom?"</p>	<p>Skills</p> <table border="1" data-bbox="1064 167 1406 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary big, small, quantity, top, bottom,</p> <p>Communicative structures Where do we put..? How many.. do you eat/should you eat?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	LIM	The teacher observes levels of participation, collaboration and reasoning.
L	S	R	W								

3	20'	Students can resonate about healthy and unhealthy food given from a list	The teacher writes these sentences on the LIM: JESSICA'S TYPICAL FOOD DIET Breakfast: Milk and biscuits with strawberries or apples Lunch: Pasta, meat and lettuce with carrot and tomatoes Dinner: Fish and potatoes with spinach The teacher choose one student that reads them and make questions like "Is milk good for breakfast? Are spinach good for dinner? Why?" After listening to the learners' hypothesis, she picks the pyramid from the previous activity and asks the students to place the food mentioned in it. She helps with questions like "How much pasta should we eat? A big quantity or small quantity? If big where do we put pasta? at the top or at the bottom? At the end of the activity a food pyramid has been completed, printed and given to every student.	<p>Skills</p> <table border="1" data-bbox="1064 167 1406 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary food, bottom, top, quantity, typical, big, small</p> <p>Communicative structures Where do we put..? how much/many.. do you eat/should you eat?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	LIM	The teacher observes levels of participation, collaboration and reasoning.
L	S	R	W								

4	10'	Students can observe and predict the difference between the	The teacher brings in the class two empty egg shells and tells to the class that they are made of the same	<p>Skills</p> <table border="1" data-bbox="1064 1396 1406 1444"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work	two empty jars, two empty egg shells, a bottle of water, a can of	The teacher observes and takes notes about the participation,
L	S	R	W								

	<p>daily drinking of water and cola or similars</p>	<p>materials as our teeth. She brings a can of cola and asks what could we need it for. Students make questions and to answer them the teacher puts every eggshell into a jar and fills it with water. Then she asks what to put into the other jar with the eggshell and they guess the cola. After the jars are full, the teacher asks to the class what could happen in a week from now. They use a blank paper to write their hypothesis and they promise to check on the eggs everyday for a week. They write their observations on the experiment sheet. After a week, the teacher puts out of the water a perfectly clean eggshell, and from the cola a ruined and browned eggshell. So the students observe, touch and understand the effect of the sugared drinks on our teeth if we drink them too often. They register the conclusion of the experiment on the same sheet.</p>	<p>Key vocabulary teeth, sugared drinks, eggshell, jar</p> <p>Communicative structures What do you think? Make an hypotesis!</p>	<p><input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>cola, a blank sheet of paper</p>	<p>observation and ability to predict what will happen.</p>
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Food pyramid
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40'	Students can read a food pyramid and resonate about food in it	The teacher shows a YouTube video that describes the food pyramid and stops for every section, to explain why every food group is good for us by showing flashcards. She draws again the pyramid on the board and for each group she writes "Good for.." Example: The group of dairy is good for us because..? and she raises a flashcard with a human skeleton. The students can also answer in Italian, that is translated by the teacher, that writes into the dairy section "Good for the bones". When the pyramid is completed she asks the kids to copy it on their exercise book.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary balance, pyramid, muscles, brain, energy, bones</p> <p>Communicative structures This group is good for us because..?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	LIM, board, exercise books	The teacher observes participation and the use of vocabulary.
L	S	R	W								

2	10'	Students can recall and classify food into the pyramid	The teacher draws an empty pyramid with a number for each food group: 1.carbohydrates 2.fruit and vegetables 3. dairy 4.proteins 5. fats. So the games starts when the teacher shows a flashcard with a food in it, and asks the students what is this and in which group should we put it. Learners can answer by saying the group name or the number.	<p>Skills</p> <table border="1" data-bbox="1189 165 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary food vocabulary and food groups</p> <p>Communicative structures What is this? In which group is this..?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Board and flashcards	The teacher considers vocabulary, ability of classification and participation
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Healthy plates
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Students can independently turn on a tablet and access their own account in google classroom. Students can work with digital games. Students can solve interactive games, mainly vocabulary builders. Students can independently choose and complete the activity that the teacher brings into class.	The teacher gives out a chart where there are listed a series of activities based on food topic and the learners can choose the task they want, but the rule is only one: before passing on the next activity you must complete the previous. There are: a memory that can be played in small groups, crosswords and tablets in class with access to google classroom and to word wall, kahoot!, live worksheet and education!	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Food vocabulary</p> <p>Communicative structures Turn on.. turn off.. click on, choose.. match.. link..</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Tablets, headphones, memory game, crosswords, worksheets	The teacher considers the results of the autonomy, the collaboration and the participation of the students to this moment of "free work".
L	S	R	W								

2	20'	Students can recognize and classify healthy and unhealthy food.	The teacher chooses two students as leaders and asks them to divide the class into two teams. Then she disposes the two teams in front of each other and puts a bell between them. It's a race because when the teacher shows a plate on the LIM, the members of the team have to run and ring the bell, and say if they think that plate is healthy or not and why. If a member makes a mistake, the point is given to the other team, and the winner team is the first that accumulates 10 points. The structures that they need to use, "it's healthy/unhealthy.. because.. contains.." are written on the board.	<p>Skills</p> <table border="1" data-bbox="1160 167 1496 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary food vocabulary</p> <p>Communicative structures It's healthy/unhealthy because.. contains..</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	LIM, pictures of different kind of plates from internet, a bell	Teacher evaluates the answers of the single participant.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	food routines
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Students can give an opinion on their food routine and imagine and describe a different one, that reflects more the food pyramid	The teacher asks the learners to take the worksheet about their daily meals and asks them to reflect on their habits. She gives them 5 minutes to think about what they could change and asks all the kids to read theirs and try to improve them. Then she gives out a new worksheet, similar to the previous but that must be filled with healthy meals, different from our typical ones in some cases.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary food and meals vocabulary</p> <p>Communicative structures Do you think it's a good meal? what can you change? How many.. do you eat per day?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> HEALTHY MEALS.pdf Blank worksheet	The assessment is based on how much do the ideal food routine has improved but stayed balanced.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	food test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Learners can define and show the difference between healthy and unhealthy food. Learners can create and complete a food pyramid.	The teachers hands out two worksheet, one with three empty plates and the indications to fill them and one with an empty pyramid that must be totally assembled. The teacher make students start and finish the test in a given time, 30 minutes. After that they receive the correction sheet and they can underline their mistakes. At the end of the lesson the teacher collects the tests.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary food, meals, food groups</p> <p>Communicative structures Complete, draw, write, You have 30 minutes!</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • FOOD TESTT.pdf • empty pyramid.pdf worksheets created by the teacher	The teacher makes a final assessment about the whole topic based on exercises, tests, collaboration, autonomy of work, participation in class.
L	S	R	W								