

## TKT CLIL LESSON PLAN

<b>Teacher's name</b>	Sabrina Mazzi
<b>Date</b>	May 2015
<b>Time</b>	8:50-9:40 (50 min.)
<b>Subject</b>	Science
<b>Class</b>	5 <sup>th</sup> A, Madrano primary school (14 students)
<b>Group profile</b>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>+ As a class:           <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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</li> </ul> </li> <li>+ Individually:           <ul style="list-style-type: none"> <li>○ 2/3 of the students have an excellent to good language competence. Half of them also show a remarkable content knowledge and cognitive development</li> </ul> </li> </ul>
	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>+ As a class:           <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>+ Individually:           <ul style="list-style-type: none"> <li>○ 2 students show a hyper active and hyper emotional behaviour.</li> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> </ul>
<b>Learning Outcomes</b> (most learners)	<ul style="list-style-type: none"> <li>• To know about possible daily habits and lifestyles concerning food and physical exercise</li> <li>• To be able to read about these lifestyles and understand the content (by leveraging on the words they know and on peer help)</li> <li>• To learn new expressions/language chunks, such as “surfing the Internet”, “to grab food”, “vending machines”, “packaged food”, “processed food”</li> <li>• To be aware of the distinction between a healthy and an unhealthy habit</li> <li>• To learn how to express a personal opinion with “I think that...”, “I believe that...”, “In my opinion...” (using teacher’s scaffolding table)</li> <li>• To be able to tell a partner whether a lifestyle is healthy/unhealthy</li> <li>• To be aware of the effects of these lifestyles</li> </ul>

	<ul style="list-style-type: none"> <li>• To be aware of possible alternative lifestyles</li> <li>• To consider changing unhealthy habits</li> </ul>
<b>Final task</b>	<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>
<b>Timetable fit</b>	<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"> <li>✓ Revisiting subject-specific vocabulary (using flashcards)</li> <li>✓ Recalling the 5 groups in The food pyramid (from previous years)</li> <li>✓ Table "What I usually eat and drink" (5 main meals)</li> <li>✓ Aggregating and recording class data (finding the most/least popular food)</li> <li>✓ 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</li> <li>✓ Introducing a (more detailed) food pyramid + calculating groups %</li> <li>✓ Learning about nutrients, their functions and where they can be found</li> <li>✓ Assessment tests (incl. writing a daily menu taking into account both the food pyramid and the table of nutrients)</li> <li>✓ Introducing other healthy habits: doing exercise, keeping clean, looking after my teeth, getting rest</li> <li>✓ 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</li> <li>✓ Reflecting on the most important habits/rules we learned</li> </ul> <p>Succeeding lessons:</p> <ul style="list-style-type: none"> <li>• 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..."</li> <li>• 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</li> <li>• Learn about a few proposed physical, mental and social benefits of exercise (source: <a href="http://www.teachpe.com/gcse_health/exercise.php">http://www.teachpe.com/gcse_health/exercise.php</a>)</li> </ul>
<b>Anticipate d problems and solutions</b>	<ul style="list-style-type: none"> <li>✚ New vocabulary: peer help, teacher's facilitation</li> <li>✚ 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</li> <li>✚ New speaking activity i.e. expressing one's opinion: scaffolding table, group work</li> </ul>
<b>Resources &amp; materials to be used</b>	<ul style="list-style-type: none"> <li>○ 8 decks of 8 cards each with healthy/unhealthy lifestyles (adapted from <a href="http://www.eatwellandkeepmoving.org/pdf/Sample%20Lesson%20Plans/Lesson%201.pdf">http://www.eatwellandkeepmoving.org/pdf/Sample%20Lesson%20Plans/Lesson%201.pdf</a> – Table 1.2, page 7 of pdf file) (attached "Worksheet 1")</li> <li>○ 8 task stripes (attached "Worksheet 2")</li> <li>○ 15 Communicative functions printouts (attached "Worksheet 3"); upper part of the table)</li> </ul> <p>(quantities include one set for the teacher)</p> <ul style="list-style-type: none"> <li>○ 1 list of assigned pairs for this activity (for teacher's use only)</li> <li>○ students' science notebook and diary</li> </ul>

<b>Stage</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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		
<b>6</b>	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.