

CLIL EXCELLENCE for PRIMARY SCHOOLS

LEARNING UNIT FORMAT

Subject Area: Science Topic: Yummy, healthy food!

Class: V Number of lessons: 12

WALT - We are Learning To-:

During the learning unit

Children will be able to know: the food categories

the function of different food

the distinction between healthy and junk food

the food pyramid

Children will be able to do: say what they usually eat or drink

classify foods using a scientific vocabulary

describe a healthy diet

find conclusions about the positive or negative functions of food and water

Children will be able to be aware of: the importance of a good diet

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION
- CORE ACTIVITIES DIVIDED IN
 - FIND OUT (INPUT PHASE)
 - SORT OUT (INPUT PROCESSING PHASE)
 - OUTPUT (SPEAKING AND WRITING PRESENTING A PERSONAL OR GROUP PRODUCT)
- Final ASSESSMENT

These steps will be developed during a certain number of lessons each teacher will plan. An example follows:

LESSON 1

Steps	Lesson Description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
ACTIVATION of the learning unit	The teacher shows images of food and asks the pupils to classify them. Children create groups of food spontaneously.	Sort out the food according to features,	Name the food like-dislike	Photos and cards of food	W	15
CORE ACTIVITIES	<p>The teacher explains that the chosen criteria are personal and do not have a scientific value. The teacher proposes a predictive activity on the functions of the different food.</p> <p>The teacher illustrates the 5 groups of foods through a power point.</p>	<p>Helping to categorize correctly using a predicting activity</p> <p>Give final feedback on the right food categories</p>	<p>Which food gives you energy..... which builds a strong body..... which grows strong bones and healthy teeth..... which repairs your body..... which stores energy?</p> <p>Grain (carbohydrates), meat and vegetables(protein), milk and dairy, fruit and vegetables, fats, oil and sugars</p>	<p>Poster and cards</p> <p>Power point n. 1</p>	W	45

*Type of interaction: I- Individual; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 2

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	The teacher shows the video of a song about the 5 groups of food (children can sing it at the beginning of each lesson).	Presenting five food groups	Watch the video and sing	Video n. 2 Worksheet n. 3	W	20
CORE ACTIVITIES:	The 5 groups of foods and their functions are reviewed using the power point or a worksheet.	<p>Let's know more about the five food groups:</p> <p>Grain food gives energy and fibers, it helps the digestive system. Grain products are carbohydrates.</p> <p>Meat and beans are proteins. Proteins build a strong body.</p> <p>Milk group food has calcium, proteins and some vitamins. Dairy products keep bones and teeth healthy.</p> <p>Fruit and vegetables are rich in vitamins and minerals. They repair your body</p>	<p>Use of content obligatory language (see content column)</p> <p>Present simple to describe food categories functions</p>	Power point 1 Worksheet 4	W	40

		<p>and keep you healthy. They contain fibers to help your digestive system.</p> <p>Fats and sweets give a lot of energy, but not many nutrients.</p>				
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LESSON 3

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	Song Wordwall games	Food functions revision	Let's sing Let's play		W	10
CORE ACTIVITIES:	The teacher hangs cards with the function of the foods in different parts of the classroom. Each child represents a food and following the teacher's instructions he/she reaches his/her function.	Reinforcing food functions concepts	You are a vitamin, go to the poster with your function.....	Cards with food sentences	I	10
	The class is divided in groups and each one creates a poster to show the characteristics of the different food groups.	Now you are experts: make a poster to present your food group	Vocabulary and description in the present simple	Posters and worksheets	G	40

LESSON 4

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	The teacher shows a video to review the food groups and the main nutrients	Revision of food groups, their functions, a balanced diet	Let's watch a video and answer the teacher's questions	Video n. 5	W	10
CORE ACTIVITIES:	The children complete the worksheet and each one illustrates the functions of the food group chosen to the other members of the group.	Sort out food according to their groups (proteins, vitamins...)	Circle the different food and illustrate to your friends why this food is useful Food is rich in.... It.....	Worksheet n. 6	I-G	50
	The teacher asks the children to fill in the water diary during the week	Understanding how much water you drink daily	Fill in the diary with the amount of water you drink daily	Worksheet n. 7	I	

LESSON 5

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	Children build a chart with their answers and do a quick brainstorming about how much water a child needs every day and about the importance of water for the human body.	Predicting activity about the importance of water for our body	How many cups of water do you drink in a week? The maximum is..... The minimum is..... The average is..... How many cups of water to you need a day? Why is water important for our body?	Poster	I -W	30
CORE ACTIVITIES:	Pupils check their hypotheses with a power point.	Your body needs water to work and to be healthy. Water replaces fluid we lose when we breathe, sweat and go to the toilet. It helps our brain to work Water forms the blood It helps our lungs to process oxygen It forms bones, joints and muscles Water helps movement.	Present simple Specific vocabulary (see content)	Power point n. 8	W	30

LESSON 6

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	Children review the main functions of water for the human body	Revising the function of water for your life	Why is water important?		W	10
CORE ACTIVITIES:	Pupils, divided into groups, make slogans to invite their peers to drink water instead of fizzy drinks	Explaining the reasons to drink water instead of fizzy drinks	Why should you prefer water to fizzy drinks? Invent a slogan to convince your friends to drink water instead of coke		G	50

LESSON 7

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	The teacher shows the worksheet and asks the students if they know this food, if they eat it and if they like that kind of food	Categorize junk food	Do you eat pizza? How often? Do you like it?	Worksheet n. 9	W	15
CORE ACTIVITIES:	The teacher presents the worksheet on the negative effects of junk food . Students fill it in.	Junk food has few nutrients. Junk food has a lot of fat, sugar and salt.	Present simple Specific vocabulary (see content)	Worksheet n. 10	W-I	30

		It is unhealthy. Junk food causes obesity, diabetes, high blood pressure and allergies.				
	The teacher shows pictures; children decide if the food is healthy or not. Then students do the same activity in pairs.	Sorting out healthy and unhealthy food	Say if this food is healthy or unhealthy Ask your friend about the food "Is it healthy or not?"	Cards	W-P	15

LESSON 8

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	Each child completes the worksheet and checks the answers with the partner.	Revision about negative effects of junk food	Link the healthy food to the boy	Worksheet n. 11	I-P	15
CORE ACTIVITIES:	The teacher shows a video and ask questions to check what students have understood	Fast food versus fresh food	See the video and answer the teacher's questions	Video n. 12	W	20
	Each group observes an image and try to answer the questions. The works done are then presented to the class	Positive or negative style of life	What's the matter with..? What advice would you give to? He must.....he mustn't	Worksheet n. 13	G-W	25

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LESSON 9

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	The children sing a song about the 5 groups of food	The 5 groups of foods	Names of different food	Video n. 2 Worksheet n. 3	W	10
CORE ACTIVITIES:	The teacher shows a video about the food pyramid and ask questions to check what students have understood	Understanding that our body needs different types of food	Know more about the five food groups	Video n. 14	W	20
	The children, in pairs, complete the worksheet about a food pyramid.			Worksheet n. 15	P	20

LESSON 10

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	Children review the main functions of the 5 groups of foods by watching a video	The main functions of the 5 groups of foods	Names of different foods	Video n. 16	W	30
CORE ACTIVITIES:	The students watch a video; then the teacher presents a worksheet about nutrition: the students must classify the foods dividing them in	The world of nutrition: healthy and unhealthy food	Do you eat ...? How often? Do you like it?	Video n. 17 Worksheet n. 18	I - P	30

	healthy or unhealthy, then inserting them into the food pyramid. Each child completes the worksheet and checks the answers with the partner.		Choose among the foods proposed			
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LESSON 11

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	The children, in pairs, complete the worksheet about a food pyramid.	The food pyramid	Names of different foods	Worksheet n. 19	P	15
CORE ACTIVITIES:	The teacher presents the worksheet about the food pyramid. The students complete it.	Categorize food into food groups, the amounts we should consume daily and the nutrients they contain	Do you eat ...? How often? What's the matter with...? What do you suggest?	Worksheet n. 20	I	45
	The teacher asks the students to complete the food diary during the weekend	Knowing the children's diets	Fill in the diary with the food you eat at breakfast, lunch and dinner	Worksheet n. 21	I	

LESSON 12

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	The children, in pairs, compare their diary	The food pyramid	Do you eat ...? How often	Worksheet n. 21	P	15
CORE	The teacher asks the students to	Healthy and unhealthy	Now you are experts:	Images, paper	I	30

ACTIVITIES:	formulate a healthy meal.	food	create a healthy plate for your friends	plates, felt-pens, glue...		
	The children show their works to the class				W	15

ASSESSMENT	<p>FORMATIVE ASSESSMENT (on going process):</p> <p>The children have acquired the food-related vocabulary, therefore they can read and understand a text - Worksheet n. 22</p> <p>Students can classify food into the right food group - Worksheet n. 23</p> <p>They classify healthy and unhealthy food - Worksheet n. 24</p> <p>.....</p> <p>SUMMATIVE ASSESSMENT (written and oral tests / resources/):</p> <p>The children have understood the different functions of different food (they are able to classify food into healthy food, energy-providing food and food for healthy teeth and bones, growth and repair) - Worksheet n. 25</p> <p>.....</p>
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