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| CLIL LESSON PLAN |
| CLIL PATHWAY: SCIENCE | **LEVEL: Pre-school** |
| CLIL MODULE: Healthy diet | **CLIL TOPIC:** **Beans, how delicious!** |
| LESSON: 3 | **TIME:** 45m  |
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| TEACHING AIMS | **MATERIALS** |
| * raise awareness on the importance of legumes for a good health;
* learn new vocabulary related to healthy food;
* understand how plants grow and survive;
 | * white sheets of paper
* pencils
* spoons
* small bags
* legumes
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| LEARNING OUTCOMES - 4Cs |
| CONTENT | **COGNITION** |
| * name and describe (size and colour) selected legumes;
* name healthy ingredients;
* meals of the day;
* observe plant growth
 | - classify types of food- recognize different types of legumes- identify healthy recipes- exemplify healthy recipes- understand the basic plant growth needs |
| CULTURE | **COMMUNICATION** |
| - understand the importance of a healthy diet;- learn how to identify a healthy meal | **Language Function:**  Listening / Speaking / Spoken Interaction**Vocabulary:**  days of the week; months; numbers; weather/ vocabulary related to food such as legumes, vegetables, fruit, meat, fish or others; healthy/unhealthy food; diet; ingredient; menu; meal; lunch; dinner; cotton balls, yogurt container, water, window, light, growth,…**Verb(s): imperative for instructions and present simple -**  to be/ to have got/ to listen/to prepare/ to eat/ to like/ to look/ to sell / to climb/ to run /to grow/ to put/…**Language structure:**  What’s the weather like? / What day is it today? /What’s the temperature?/ What time is it? What’s this? This is…/ Let’s…/ Do you like…? Yes, No…/ Is it…? Yes, No/ What is happening? It is ok! It’s growing! It’s dying! |
| ACTIVITIES |
| Step 1 – To tune pupils into English the teacher acts according to the usual morning routine (check lesson plan 1);Step 2 – To help pupils understand what the lesson is about the teacher introduces them a guest to, tells them that she is a nutritionist and explains what that is;Step 3 – The nutritionist talks with the children about a healthy diet and the importance of legumes. Together they will write a menu, with ingredients and amounts, for a whole week that includes beans, that the kids and their families would prepare at home [(picture of the spoons)](file:///C%3A%5CUsers%5CSerdoura%5CDownloads%5Cspoons_beans.jpg);Step 4 – the teacher suggests that the children show the beans germination (pictures) to their guest and children will notice that some of the bean seeds had died [(picture of the dead beans)](file:///C%3A%5CUsers%5CSerdoura%5CDownloads%5CDeadbeans.jpg). They will reflect upon what might have happened – lack of water or light;Step 5 – End of the lesson according to the end of the morning routine – the teacher rings the bell and the class goes to the toilet to prepare for lunch. |
|  EVALUATION |
| * Immediate feedback after oral classroom report
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