

# Space exploration and A healthy diet



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**Generació Plurilingüe (GEP)**

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GEP 1	Task 1: Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	Space Exploration
Course / year / age	5th grade
Timing	3 sessions (1 hour per session)
Collaboration with .....	Tandem teaching ( Susana Buendía and Begoña Balañá)
Short description of the session/s	<p>The lesson we will present is part of the unit titled <i>The Universe and the Earth</i>, which is aimed at students in 5<sup>th</sup> Grade, 3<sup>rd</sup> Cycle of primary (cicle superior) and it is expected to last 10 sessions. This unit is divided in different lessons according to its contents:</p> <ol style="list-style-type: none"><li>1. The Universe.</li><li>2. The Solar System.</li><li>3. Space exploration.</li></ol> <p>The lesson we will be focusing on, is <i>Space Exploration</i> . We have chosen this topic as an important lesson because we consider that scientific advances are very important in our daily lives and children should realize of how this affect their daily lives. It is also important to understand the evolution of space travel from its beginnings to the current days in order to foresee what future life we or our grandchildren could expect.</p> <p>As you can see in the order of lessons when the <i>Space exploration</i> sessions arrive, students will already be acquainted with space vocabulary about <i>the Universe</i> and <i>the Solar System</i> (its components, celestial bodies, etc...). Talking about space exploration will be then the following step.</p>



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	<p>In session 1 we will introduce the topic through a timeline and explain the most important events. We will finally focus their attention in the ISS (what is it, what is it for...) and watch a video.</p> <p>In session 2 we will get to know one of the cosmonauts who lived in the ISS and will watch a video where he explains how life is in space.</p> <p>In session 3 students will have to discuss the pros and cons of space exploration.</p>
<b>SESSIONS</b>	
<b>S E S S I O N 1</b>	<p><b>Activity 1</b></p> <p><b>Warm-up:</b> We will firstly give a brief explanation to present the space exploration history through a <i>graphic organizer</i> (see Annex 1), in this case a timeline that shows the most important events. It is a very visual and easy to follow resource as there are lots of pictures and the relevant vocabulary is highlighted to focus their attention. Then, we will ask out loud to check for comprehension among students.</p> <p>Some of the <b>explicit</b> questions will be:</p> <ul style="list-style-type: none"> <li>- What were the first animals launched to space?</li> <li>- What's the name of the first artificial satellite sent to space?</li> <li>- Where were the first men to step on the moon from?</li> <li>- What does the ISS stands for?</li> </ul>
	<p><b>Activity 2</b></p> <p><b>Step 1:</b> The warm up usually takes a long time as students usually find very interesting the different events shown and ask many questions. But what is very important and the information we will finally highlight is the International Space Station, how it was built and what it is for, as this is the main point on the session.</p> <p>We will show some <i>pictures</i> (see annex 2) where students can see the type of experiments carried out on the Station.</p>
	<p><b>Activity 3</b></p> <p><b>Step 2:</b> Now they know what the ISS is and what it is for, we will watch a video from Buzzlightyear, who is a very well-known character from a series of cartoon films, Toy Story. The NASA took the toy to the ISS and filmed him, later they made a film together with Pixar, where they explained in a very easy manner how the ISS was built and how astronauts live and what they do.</p>

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		<p>There are three videos, but we will only have time to watch one or two.</p> <p><a href="https://www.youtube.com/watch?v=NQef-oyaEiw">https://www.youtube.com/watch?v=NQef-oyaEiw</a></p> <p><a href="https://www.youtube.com/watch?v=Yo4vespbJC8">https://www.youtube.com/watch?v=Yo4vespbJC8</a></p>
S E S S I O N  2	Activity 4	<p><b>Warm-up:</b> We will ask them if they remember any of the vocabulary words from the previous session. Our idea is to remember and explain more deeply what The International Space Station is and what it is for.</p> <p><b>Step 1:</b> Now, they know about ISS we can introduce Chris Hadfield's person, Chris Hadfield was the first Canadian astronaut to walk in space and has been in different space missions where has had to live in space stations for months. He gained popularity uploading videos where he explained, in a very clear way, how is live in space.</p>
	Activity 5	<p><b>Step 2:</b> In this activity students will be divided in groups of five. To make the groups we will use the App <i>Instant Classroom</i> , so that they are made randomly. This is a collaborative activity, we don't need to assign roles to the members, they just need to help each other in order to finish the exercise.</p> <p>Each of the groups will be given a <i>series of phrases and words (see annex 3)</i>. First of all, they will need to cut them out and try to understand them, We will use a <i>Picture dictionary (see annex 4)</i> to help them understand and, as groups will be heterogeneous, they will surely help each other.</p>
	Activity 6	<p><b>Step 3:</b> Then, they will listen and watch the video. The fact that they are seeing images will also help their understanding. While watching the video they should try to organize the sentences and vocabulary in the order they appear. They may be repeated in the text, but it has to be classified the first time they hear it. Once it is finished they can send a spy to check other's groups answers. We will watch the video several times and finally give the correct answers.</p> <p><a href="https://www.youtube.com/watch?v=AZx0RIV0wss">https://www.youtube.com/watch?v=AZx0RIV0wss</a></p>

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S E S I O N	Activity 7	<p><b>Step 4:</b> Later students will be given a <i>worksheet</i> (see annex 4) with the video transcript, but with empty spaces. It will not be a difficult exercise as they just need to fill the blanks with the previously given answers. However, it will give them the chance to listen and read at the same time to the whole transcription.</p> <p>By the end we will ask some questions to check for comprehension and to make them think:</p> <p><b>Explicit:</b> What is the sandwich he's going to eat made of?</p> <p><b>Implicit:</b> Why do crumbs on Earth fall to the ground? / Can a tortilla last more than a year?</p> <p><b>Referential:</b> Apart from the lack of oxygen or gravity, what other dangers do astronauts face in space?</p>
	Activity 8	<p><b>Warm-up:</b> We will ask some questions to check students remember the International Space Station and the work cosmonauts do.</p> <p><b>Step 1:</b> Now they remember we will ask them <i>Why do you think is space exploration important?</i> We will then encourage participation and elaborated responses. We will provide them with <i>language support</i> (see annex 6) such as <i>Because... In my opinion... I think...</i> Some ideas will come up. Scaffolding is very important at this stage as many times students sure have the idea and no know how to express themselves.</p>
	Activity 9	<p><b>Step 2:</b> We will show the <i>Concept cartoon</i> (see annex 5), there are four kids giving their opinions about space exploration, two of them are against and two are for. We will first comment the ideas and we can even provide with some extra information. We will then divide the class into small groups to encourage collaboration and allow interaction, we will use <i>Instant Classroom</i>. They will have to discuss about the information given, expose and defend their own ideas and finally try to reach an agreement in the group.</p> <p>To do this activity we will use cooperative groups. We will assign different roles to the students:</p>





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3		<ul style="list-style-type: none"> <li>- Time keeper: he/she will make sure that the group stays on track in the given time period and control the voices volume.</li> <li>- Encourager: he /she gets the discussion moving, often by asking the other group members their opinion.</li> <li>- Spokesperson: he/she will finally summarize the group's decision and explain it to the rest of the class.</li> <li>- Sheriff: he/she will sort out the group's dynamics, he/she will assign the different roles and will solve the different problems that may arise (language, difficulties, conflicts...)</li> </ul>
	Activity 10	<p><b>Step 3:</b> The spokesperson of each group will finally expose the groups thoughts and we will find out each other's ideas. It may raise a debate that generates reasoning.</p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>By the end of these three sessions, students should be able to:</p> <ul style="list-style-type: none"> <li>❖ Understand the importance of space travel in order to recognize the components of the Universe.</li> <li>❖ Discover how astronauts live in space.</li> <li>❖ Discover the type of experiments carried out at the ISS.</li> <li>❖ To understand and find out what type of difficulties an astronaut can have in space.</li> </ul>	
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>Language <u>of</u> learning:</p> <ul style="list-style-type: none"> <li>❖ Space vocabulary (<i>ISS, shuttle, satellite, orbit ...</i>).</li> <li>❖ Space food vocabulary (<i>dehydrated, specially packaged ...</i>)</li> <li>❖ Colloquial expressions (<i>Not too bad, pretty delicious ...</i>)</li> </ul> <p>Language <u>for</u> learning:</p> <ul style="list-style-type: none"> <li>❖ Classroom language.</li> <li>❖ Answering questions related to prior knowledge: <i>What is the ISS? What's the name of the first man in space?</i></li> <li>❖ Answering questions checking for comprehension: <i>What is the ISS for?</i></li> </ul>	





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	<ul style="list-style-type: none"><li>❖ Listening for instructions (<i>Open up, squeeze, take, cut...</i>).</li><li>❖ Discussing (<i>I think..., In my opinion...</i>).</li><li>❖ Following instructions.</li><li>❖ Reasoning about space dangers.</li></ul> <p>Language <u>through</u> learning:</p> <ul style="list-style-type: none"><li>❖ The language used by the teacher to control, correct and encourage pupils.</li><li>❖ The language used to answer questions that appear in the middle of the lesson.</li><li>❖ The language students may use to formulate their ideas.</li></ul>
<p><i>In what way is this lesson plan a good example of what we learnt in the GEP course session?</i></p>	<p>It's a good example because they can work collaboratively in groups to solve different challenges: ordering a handout, coming up with their own conclusions in the concept cartoon, etc. The use of various visual inputs is also very important to make the activities more understandable, there's a graphic organizer, picture dictionary, videos... Finally, we are also fostering critical thinking and the use of knowledge as they need to process and recall the information worked throughout the unit.</p>
<p><b>ANNEXES</b></p>	<p>(below)</p>





### Self assessment Checklist

Task 1: Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with <b>multimodal</b> and <b>varied</b> input (spoken, written, visual, hands-on...)	✓
2. The input presented is used to <b>help</b> learners <b>understand</b> ideas and <b>construct</b> meaning	✓
3. The input is presented at the right <b>cognitive level</b> and the right <b>language level</b> , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	✓
4. Students are <b>helped</b> in some way to <b>understand</b> , i.e. input is made comprehensible	✓
5. Students are <b>helped</b> in some way to <b>process</b> the input presented, i.e. activities or questions make students think and construct meaning.	✓
6. The input and activities presented cater to <b>multiple intelligences</b>	✓
7. Students are presented with <b>good questions</b> (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	✓





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8. A variety of <b>collaborative learning strategies</b> are used throughout the session.	
9. At least one of the activities presented requires <b>cooperation</b> among students.	✓
10. Students are <b>explicitly taught</b> how to work in groups (or pairs).	✓
11. Students are <b>explicitly guided</b> to succeed in group/pair work <b>discussions</b> and <b>interactions</b> . Clear <b>support</b> to guide their interactions is provided.	✓
12. At least one <b>ICT tool</b> is used to promote <b>digital collaborative learning</b> .	✓

# Space exploration

In **1957**, Sputnik became the first **artificial satellite** launched into space. The first satellites were only used to observe the Earth and other celestial bodies. Satellites didn't carry people.



On 12th April **1961**, Russian Cosmonaut Yuri Gagarin became the first man in space. Gagarin's spacecraft, Vostok 1, completed one orbit of the Earth.

1945

1946

1947

1955

1956

1957

1959

1960

1961

1962

1963

1964

In **1947**, the first animals were launched into space. Fruit flies were used to study the effects of space travel on animals, and were chosen because they are more similar to humans than you might imagine!

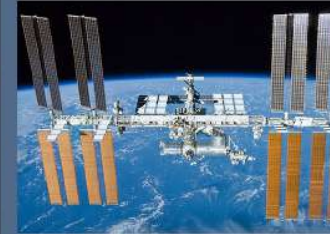


In November 1957, the Russian space dog Laika became the first animal to orbit the Earth.



On 20th July **1969**, Neil **Armstrong**, and then Buzz **Aldrin** took "one small step" and became the first man on the moon.

In 2000 the first permanent crew moved into the **International Space Station (ISS)**, where crews of astronauts have been living ever since. The ISS is a huge space station for **research and space exploration**.



1967

1968

1969

1979

1980

1981

1998

1999

2000

2001

2002

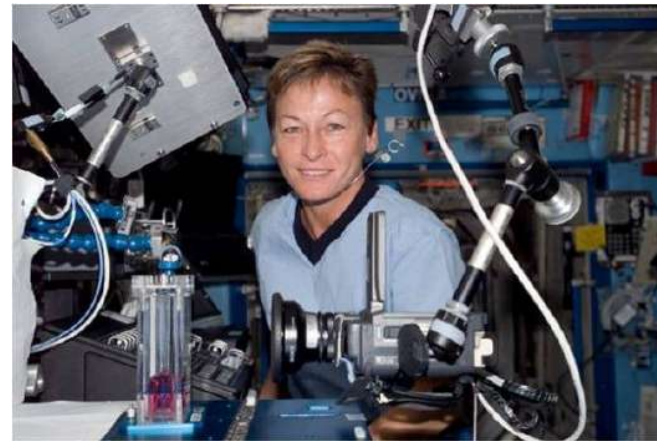
2003



Until 12th April 1981 all spacecraft were designed to be used only once. The **Space Shuttle**, was designed to be reused for up to 100 visits to space, in an attempt to make space travel less expensive.

Today, there are thousands of artificial satellites orbiting the Earth. We use them to get information about weather and for communication and navigation. Satellites also collect information about other celestial bodies.

# ISS EXPERIMENTALS



# PICTURE DICTIONARY

Attached:



Crumbs:



Dehydrated  
packets:



Peanut butter:



Wipes:



<b>Attached</b>
<b>Bread makes crumbs</b>
<b>Float away</b>
<b>There's no gravity</b>
<b>Spaced food</b>
<b>Space exploration</b>
<b>Peanut butter</b>
<b>Weightless tortilla</b>
<b>We don't have running water</b>
<b>Dehydrated packets</b>
<b>Specially packaged</b>
<b>Disinfectant wipes</b>
<b>Not too bad</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chris Hadfield – Space kitchen

### Listen and fill the blanks.

Let's talk about \_\_\_\_\_. In the early days of \_\_\_\_\_, food was mostly squeezed out of tubes, and brought up in \_\_\_\_\_. But today, we can have quite a variety of food. There's all sorts of things that we'd normally consume on earth that we have here on space, we just need some minor adaptations.

In the case of sandwiches, we had to substitute for bread, so, we decided to use tortillas, but why? Mostly, it's because \_\_\_\_\_ when you eat them on earth, the crumbs fall down to the ground, but here crumbs are just going to \_\_\_\_\_. On the other hand, the tortillas that we use are heat-treated and \_\_\_\_\_ in an oxygen-free environment to prevent mold from growing, there are packages like this.

And thanks to that process, a tortilla like this can be good for 18 months. So what we're going to do is, we're going to open up our tortilla, we're going to get our peanut butter, squirt it on to the tortilla, get our honey, squirt that on there, and we will have peanut butter honey sandwich in space.

Open up the tortilla and voila, a \_\_\_\_\_. Okay, we got one tortilla, whoa, got away. Take my \_\_\_\_\_, open it up, can't rip it. Fortunately we have space scissors; they're \_\_\_\_\_ by a tether, they don't go floating up. Take the scissors, cut open the peanut butter pouch, peanut butter is open, squeeze it on to the tortilla, carefully, and now a little honey.

Hey, I noticed something cool about the honey, instead of the bubbles sitting up at the top, because \_\_\_\_\_ to make it float up. The bubble is floating in the middle. Okay, all closed up, and we envelope peanut butter and honey is ready to eat. \_\_\_\_\_.

Last piece of my sandwich, it's been pretty delicious, and my hands are all sticky, got to clean up, we don't have a sink, \_\_\_\_\_, you got to wash yourself up some other way, \_\_\_\_\_.

All cleaned up, nice and hygienic on the Space Station, this goes in the trash, lunch is over, delicious.



# SPACE EXPLORATION

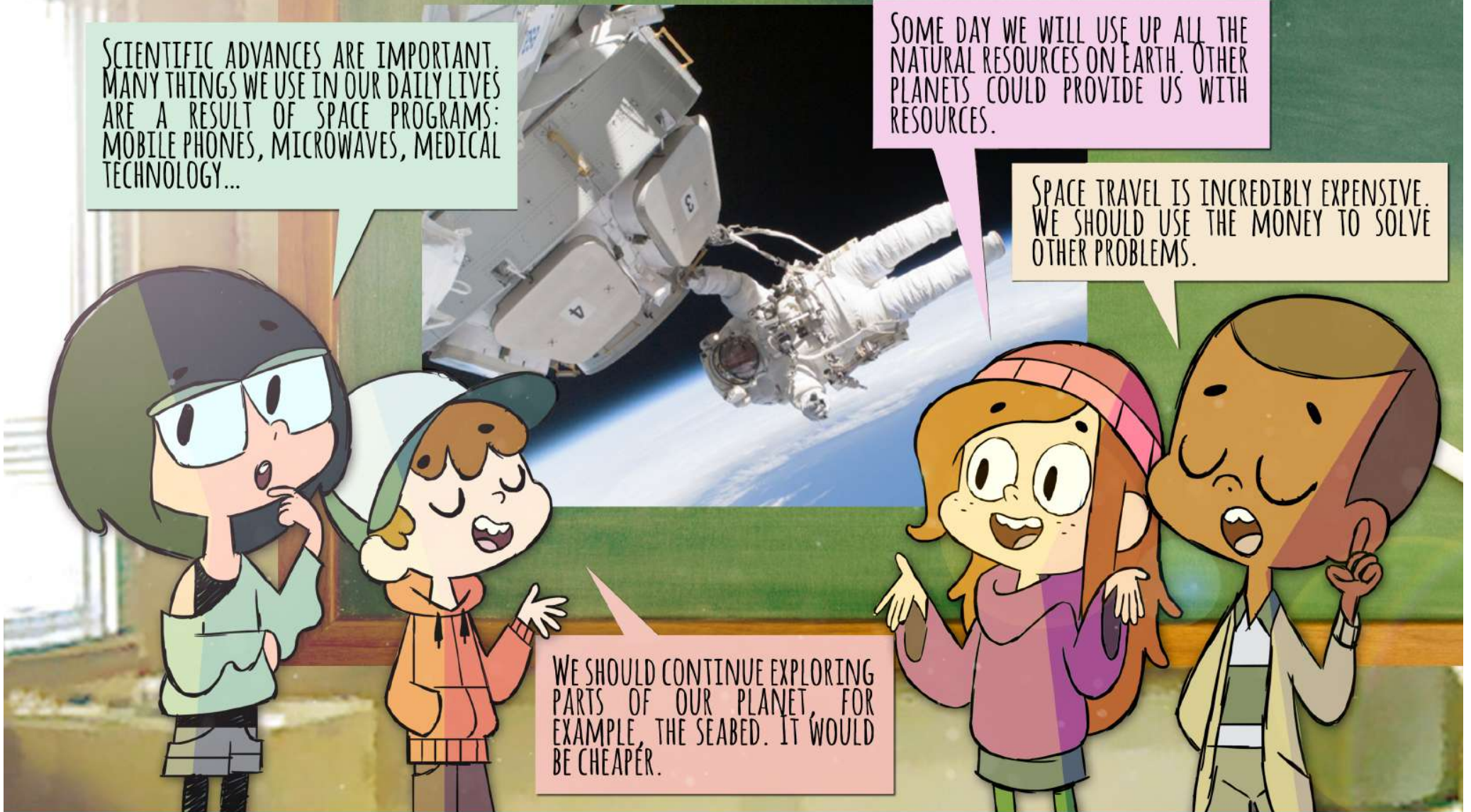
SCIENTIFIC ADVANCES ARE IMPORTANT. MANY THINGS WE USE IN OUR DAILY LIVES ARE A RESULT OF SPACE PROGRAMS: MOBILE PHONES, MICROWAVES, MEDICAL TECHNOLOGY...

SOME DAY WE WILL USE UP ALL THE NATURAL RESOURCES ON EARTH. OTHER PLANETS COULD PROVIDE US WITH RESOURCES.

SPACE TRAVEL IS INCREDIBLY EXPENSIVE. WE SHOULD USE THE MONEY TO SOLVE OTHER PROBLEMS.

WE SHOULD CONTINUE EXPLORING PARTS OF OUR PLANET, FOR EXAMPLE, THE SEABED. IT WOULD BE CHEAPER.

AND YOU, WHAT DO YOU THINK?



# LANGUAGE SUPPORT

## **GIVING OPINIONS**

I agree with this boy / girl.  
I don't agree with this boy / girl.

I think that...  
I consider that...  
In my opinion...

## **GIVING REASONS**

Space exploring is important  
because...  
The most important thing here is...

## **CONCLUSION OR SUMMARISING**

- On the whole...
- In conclusion,...
- Basically, we are saying that...
- To sum up...
- Our main reason for thinking this is...



<b>GEP 1</b>	<b>Task 2: Reading, writing and Assessment in CLIL</b>
<b>Title of the lesson or topic</b>	A healthy diet
<b>Author</b>	Susana Buendía and Begoña Balañá
<b>Course / year / age</b>	5th grade (10 years old)
<b>Number of sessions</b>	3 sessions (1 hour per session)
<b>Collaboration with...</b>	
<b>Main objectives of the sessions</b>	<ul style="list-style-type: none"><li>▪ To distinguish that each food includes different types of nutrients which accomplish different functions in our bodies.</li><li>▪ To understand the importance of a healthy diet.</li><li>▪ To recognize different types of diets.</li><li>▪ To write a text about their weekly menu.</li></ul>
<b>Short description of the sessions</b>	We have chosen the Human Nutrition as it is a topic that students have already studied in previous years, so it is not completely new for them, which means they are acquainted with the vocabulary.



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The lesson plan is then divided in two parts. The first part, “A healthy diet”, focuses on the different types of food that exist and how they contribute to nourishing our bodies. The main objective is that children finally understand and are aware of the importance of a healthy diet and lifestyle. The second part of the lesson is well linked to the first as it explains how human nutrition works.

These three sessions focus on the first part of the lesson and are thought to be done by the end, which means that by the time they do these activities students have already worked on the different vocabulary and structures which will come out of the sessions. It is important to mention that during these previous sessions students will be asked to fill their Weekly Meals Menu, which is important as they will use it at a later date.

In session 1 we will first remember the vocabulary and then students will do a running dictation activity.

In session 2 students will write a text.

In session 3 students will assess their texts.



Sessions			Timing
S E S S I O N 1	Activity 1	<b>Warm up:</b> as it has been already said students will have already worked on these topics and will be used to the vocabulary and structures, however, we will start this session by giving them several lists of four words which have something in common, then they will have find the odd-one-out ( <i>Annex 1. Odd-one-out checklist</i> )	15'
	Activity 2	<b>Step 1:</b> Once we have corrected the previous activity students will sit in groups of four (they already are) and assign different roles to the members of the group to prepare the cooperative learning task, in this case there will be a runner, a secretary, a spy and a speaker. Outside the classroom there will be several texts hanging on different walls of the corridor ( <i>Annex 2. Reading texts</i> ), each group will have a chart template ( <i>Annex 3. Running dictation chart</i> ) with missing information about several people from different countries explaining what their daily menus are like. Each group will have to fill their part of the chart, <i>Runners</i> will go outside read the text, find the answer, come back to the classroom and dictate it to the <i>Secretary</i> within the time limit set by the teacher on the whiteboard with the Online Stopwatch. This will go on several times until each group has completed its part of the exercise. It is important to point out that even if the texts are not difficult some visual support will be given for those words we haven't previously worked in class.	30'
	Activity 3	<b>Step 2:</b> Once all groups have the answers the <i>Speaker</i> will read the original text and all groups will fill their templates. Spies will finally check mistakes by spying the answers of the rest of the groups and so will correct their own exercise. <b>Step 3:</b> We will then ask the students some questions to check if they understand the different types of diets the different kids from the texts ( <i>Annex 4. Language support</i> )	15'



S E S S I O N 2	<b>Activity 4</b>	<p><b>Warm up:</b> On the second session we will first remember the texts from the previous day. We will make them notice that the structure of the texts is very similar in all of them:</p> <ol style="list-style-type: none"><li>1. Personal introduction.</li><li>2. Breakfast</li><li>3. Lunch</li><li>4. Dinner</li><li>5. Favorite meal</li><li>6. Typical dish</li></ol>	15'
	<b>Activity 5</b>	<p><b>Step 3:</b> We will give them some guidelines and language support to write their own text. In order to do so they will have to use their <i>My weekly menu</i> worksheet (<i>Annex 5</i>), where they can observe what have been their meals routines for a week.</p> <p><b>Step 4:</b> Now they have the information, the instructions, the vocabulary and language patterns they can write their own texts.</p>	30'



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S E S S I O N 3	<b>Activity 6</b>	<p><b>Warm up:</b> The teacher will ask the students if they remember that they wrote a text and will ask What they think it is important to do it correctly. This is a difficult question for them to answer in English, but some ideas will surely come up, even if it's in their own language.</p> <p><b>Step 5:</b> We will then show the students several sentences (<i>Annex 6. Checklist</i>) which relate to different aspects of a correct written text. We will hand out a list of sentences per group and ask them to order them according to what they think it is more or less important when writing this type of text, they will have to work collaboratively. In order to do so we will provide some language support to express opinion such as: <i>In my opinion, I think...</i> (<i>Annex 7. Language support</i>)</p>	20'
	<b>Activity 7</b>	<p><b>Step 6:</b> Each group will have a different final list. It is now time to put them in common and see what is the final result, they will all have decided what is more important to assess. In this way children will have been actively involved during the process, and what is more important they will understand what they are being assessed for. Students will complete a Checklist (<i>Annex 6. Checklist</i>) with the order given. There are two extra spaces in case some new ideas arise.</p>	20'
	<b>Activity 8</b>	<p><b>Step 7:</b> Now they have their checklists and they understand what they have to correct, students will correct one of their classmate texts and will fill the checklist. Once they are finished, they will return it to the author, who will also have a look and finally hand it to the teacher.</p>	20'
<b>In terms of academic content, what are the students learning and what are they</b>	<p>By the end of these three sessions, students should be able to:</p> <ul style="list-style-type: none"><li>▪ Classify different types of food according to its nutrients.</li><li>▪ Understand and write a text about their usual meals.</li><li>▪ Say the difference between diets from different cultures.</li><li>▪ Assess their classmates</li></ul>		



<b>learning to do?</b>		
<b>In terms of language, what are the students practicing or learning to do?</b>	<p>Language <u>of</u> learning:</p> <ul style="list-style-type: none"><li>- Food vocabulary: <i>milk, bread, fish...</i></li><li>- Food groups: <i>dairy, proteins...</i></li><li>- Food nutrients: <i>carbohydrates, vitamins, calcium...</i></li><li>- <i>Adverbs of frequency: usually, sometimes, never...</i></li></ul> <p>Language <u>for</u> learning:</p> <ul style="list-style-type: none"><li>- Classroom language.</li><li>- Asking and answering questions: <i>Who do you think is vegetarian?</i></li><li>- Expressing feelings: <i>I like/don't like/It's my favorite</i></li><li>- Explaining: <i>because...</i></li><li>- Expression opinion: <i>I think/In my opinion...</i></li><li>- Following guidelines to write a text.</li></ul> <p>Language <u>through</u> learning:</p> <ul style="list-style-type: none"><li>- The language used by the teacher to control, correct and encourage pupils.</li><li>- The language used to answer questions that appear in the middle of the lesson: <i>Is it healthy? Why?</i></li></ul>	
<b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b>	<p>These three sessions are a good example of what we learnt during the GEP course because we are implementing not just some of the activities learnt, as for instance the Running dictation, as reading strategy, or the Guidelines students will be using when writing a text. But also the idea of getting children involved on their own assessment, making them an active part of the process as the teacher guides them.</p>	





Other important information		
<b>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</b>	Annex 1: One-one-out. Annex 2: Reading text. Annex 3: Running dictation chart. Annex 4: Language suport. Annex 5: My weekly menú worksheet. Annex 6: Checklist. Annex 7: Language support	



### Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. <b>Support</b> is provided to help students read and understand texts.	YES
2. <b>Before-, during- and after-</b> reading activities are prepared.	YES
3. The materials use <b>visuals</b> to support comprehension.	YES
4. The writing process takes place in <b>joint collaboration</b> with the teacher (modelling)	YES
5. <b>Support</b> is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	YES
6. The teacher uses different strategies to help students <b>throughout the process</b> of reading and writing	YES
7. The teacher has <b>previously predicted the language</b> the students will need when carrying out the different tasks successfully and, therefore, is aware of the <b>content-obligatory language</b> .	YES



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8. At least the teacher uses 1 type of <b>assessment</b> (self-assessment, teacher assessment or co- assessment)	YES
9. At least teacher used 1 type of <b>designed assessment tool</b> during the sessions (rubric, digital app, checklist, personal dossier...)	YES

## ODD-ONE-OUT about... NUTRITION

Chicken  
fish  
nuts  
yogurt

Spaghetti  
eggs  
Rice  
bread

Biscuits  
Banana  
Sweets  
ice-cream

vitamins  
carbohydrates  
apples  
calcium

Proteins  
Grain  
Dairy  
cheese

Cheese  
Yogurt  
Milk  
chocolate

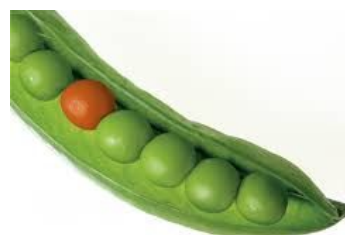
Dinner  
Breakfast  
Lunch  
carrots

Lettuce  
Tomatoes  
Carrots  
watermelon

Strawberries  
Pineapple  
oranges  
beans

Beef  
Pork  
Chicken  
fish

vegetarian  
vegan  
Muslim  
snack





Hello, my name is Karen. I'm ten years old and I live in England. I usually eat toasts and I drink an orange juice for breakfast. At school I sometimes eat soup or a sandwich for lunch. I don't eat crisps. I don't like crisps!

For dinner I usually have fish and chips; it's a typical dish in the UK. The fish is usually cod fried in batter and it's my favorite.



Cod fried in batter



Hi, my name is Julia. I'm nine years old and I live in Rome. I always have milk and cereals for breakfast. At school, I usually eat pasta for lunch, there are different types: spaghetti, macaroni... and it's usually made of cereals.

*I love pasta! But I don't eat meat. I don't eat meat or fish!*

*For dinner I sometimes have a salad or a sandwich.*



Hi, my name is Amba and I'm ten years old. I live in north India. I usually have fruit and cereals for breakfast and I drink tea.

A typical dish from my country is chicken Tikka masala, it's made with chicken marinated in different spices and tomato sauce. It's really nice, I love chicken! But I never eat fish, I don't like fish.

*At school I usually have rice or vegetables and Chapati, a type of bread.*

*For dinner I sometimes have an omelette.*



*Hello, my name is Youssef. I'm eleven years old and I live in Morocco. I usually have bread with olive oil for breakfast. A typical dish from my country is cous-cous, I often eat cous-cous for lunch.*

*Cous-cous is a type of cereal, people usually prepare it with chicken and vegetables, and it's my favorite! I never eat pork,*

*I sometimes have steamed vegetables or grilled fish for dinner and drink tea.*

*Steamed vegetables*



*Grilled fish*





Hi, my name is Luis and I live in Sevilla. I'm eight years old. I always have milk and toasts for breakfast. At school I sometimes have rice and tomato, I love rice! It's my favorite dish. A typical dish from Spain is "gazpacho", it's made cucumber, tomatoes and pepper, it's a refreshing cold soup, but I don't like it.

For dinner I usually eat an omelette or fish and salad.

Cucumber



Pepper







Hello, my name is Chang and I'm seven years old. I live in China. I usually have biscuits and milk for breakfast.

I usually eat noodles for lunch at school, and it's my favorite! A typical dish from my country is sweet and sour pork you can eat it with rice. The pork can be substituted by chicken or beef.

I sometimes eat fish or steamed vegetables for dinner.

Sweet and sour pork



Steamed vegetables



*RUNNING DICTATION CHART*



	KAREN	JULIA	YOUSSEF	LUIS	CHANG	AMBA
BREAKFAST						
LUNCH						
DINNER						
FAVORITE MEAL						
TYPICAL DISH						



*I THINK IS...*

*BECAUSE SHE / HE  
EATS / DOESN'T EAT...*

# MY WEEKLY MEALS



NAME \_\_\_\_\_

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<i>Breakfast</i>							
<i>Lunch</i>							
<i>Dinner</i>							

<b>Writing checklist</b>	<b>Classmate</b>	<b>Teacher</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
<i>Remember to write <input type="checkbox"/> for <b>Yes</b> and <b>X</b> for <b>No</b></i>		

**The handwriting is easy to read**

**He/She uses adverbs of frequency  
(never, usually...)**

**The order of the sentence is correct**

**All the information is included**

**The presentation is nice and clean**

**There are no spelling mistakes**

**Margins are correctly used**

# LANGUAGE SUPPORT

## **GIVING OPINIONS**

I agree with you because...  
I don't agree with you because...

I think that...  
I consider that...  
In my opinion...

This it's more / less important  
because...  
This is the most important  
because...