

GOOD FOOD, GOOD MOOD

GEP1: 2023-24



Angeleta Ferrer School
Patricia Santander Ferring

TASK 2 : READING & WRITING AND ASSESSMENT IN CLIL	
TITLE OF THE LESSON OR TOPIC	GOOD FOOD, GOOD MOOD
AUTHORSHIP	Patricia Santander Ferring
SCHOOL	Angeleta Ferrer
COURSE / YEAR / GRADE	2nd year Primary
TIMING	2 sessions (Unit introduction).
COLLABORATION WITH...	Class tutors: Elisabet and Francesc
OBJECTIVES OF THE SESSION	<ul style="list-style-type: none"> ● Interpret the concept of being healthy. ● Recognize healthy habits. ● Infer information from a video. ● Summarize the ideas of an explanation with visual support, in a simple mind map. ● Use an online translator to help express ideas in English. ● Read and understand key words. ● Identify illustrations of a concept or idea (word/short sentence).



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clils/>



<p>SHORT DESCRIPTION OF THE SESSION</p>	<p>Through these two sessions we refresh ideas about being healthy and guide the students to identify the five main healthy habits that, according to their age, are the most suitable and accessible for them. The whole GOOD FOOD, GOOD MOOD unit lasts 6 sessions, so these first two sessions are the introduction of the main topic: healthy eating.</p> <p>Second graders are just getting started with the written form of language, therefore we present the vocabulary with lots of visual support and never forget the oral input because we want them to connect the oral production (pronunciation) of the word with its written form. They'll discover little by little a different phonetic code from the Catalan and Spanish ones.</p> <p>There are some activities to be done in collaborative teams and different types of assessment tasks because we believe in the benefits of collaborative learning and also on the importance that students get aware of their own learning path.</p>
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<p>S E S S I O</p>	<p>Activity 1: <i>The mysterious word</i></p>	<p>The group is organised in collaborative teams where everyone knows which is his/her role (See: Team Roles cards). Every team is provided with a tablet with internet connection.</p> <p>Two teachers co-teach in this session. Both interact, model, help and observe the students' interactions and productions.</p> <p>A mysterious word is presented, it's a word card that the teacher sticks on the whiteboard. The teacher reads it aloud: <i>HEALTHY</i> and asks the students if they know its meaning. Whether they know it or not they will have to look for the</p>	<p>10 min.</p>
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<p>O N 1</p>		<p>translation of this word in Catalan using <i>Google Translator</i>.</p> <p>Once they know that <i>healthy</i> in Catalan is <i>saludable</i> the teacher asks them to explain the meaning of this concept by using some language structures:</p> <ul style="list-style-type: none"> → <i>When I'm healthy I feel ...</i> → <i>When I'm healthy I can ...</i> → <i>When I'm healthy I have ...</i> → <i>When I'm healthy I'm not ...</i> <p>These structures will be printed on paper strips and stuck on the whiteboard: HEALTHY structures.</p>	
	<p>Activity 2: What does “healthy” mean?</p>	<p>The teams will have to explain what is <i>to be healthy</i> by completing the statements with suitable words using Google Translator, if they need it. They have to work together using the <i>pass round tablet (foli giratori)</i> structure, so each member of the team has to think of a word and google it. The materials they will need are:</p> <ul style="list-style-type: none"> - Coloured sticking notes - Pencil - Tablet (Google translator) <p>They have to follow these steps:</p> <ol style="list-style-type: none"> 1. Coordinators start: they say the first statement completing it with one word. They might say it in Catalan. Example: <i>When I'm healthy I feel ... BÉ!</i> 2. The team member who's sitting next to the coordinator is holding the tablet. He looks for the translation of the word and dictates it to the next partner. 3. The next team member writes the word on a sticking note. 4. If there's a fourth member in the team, he/she'd stand up and stick the note 	<p>20 min.</p>



		<p>on the board. Otherwise, the same student who has written the word sticks the note.</p> <ol style="list-style-type: none"> 5. The tablet and the pencil are passed round to the next members. 6. The same process is repeated swapping roles. <p>The result of this activity will be a mind map of words explaining the meaning of “healthy”. The teacher will read the mind map making the students participate in different ways:</p> <ul style="list-style-type: none"> - Reading a word - Miming the word - Saying the word in Catalan 	
	<p>Activity 3: Exit ticket - Assessment</p>	<p>Students are given a paper strip with one of the sentences describing what healthy means, previously presented in Activity 2: healthy sentences. There will be six pictures (healthy pictures) on the wall each of them located inside a transparent plastic pocket.</p> <p>Before leaving the classroom, the students have to write their name at the back of their sentence strip, read the sentence, fold the paper strip in half and put it inside the plastic pocket where there’s the picture that matches the sentence.</p> <p>The teacher must observe:</p> <ul style="list-style-type: none"> - Reading fluency: How they read the sentences (difficulties, pronunciation) - Reading comprehension: How easily they find the matching picture. <p>This activity will help the teacher have an overall view of the group’s learning progress.</p>	<p>10 min.</p>
<p>S E</p>	<p>Activity 1: Being healthy mind map</p>	<p>In order to review last lesson contents, students have to complete a mind map in teams. Every student has his own worksheet: Being healthy mindmap and</p>	<p>15 min.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">S S I O N</p>		<p>following the cooperative learning structure of <i>Pencil in the centre</i> or <i>Round Robin</i> they have to select the sentences presented on the back of the paper to fill in the blanks of the mind map. Afterwards, the teacher organises a group conversation to compare the teams' mindmaps.</p>	
	<p>2</p>	<p>Activity 2: Interactive video</p>	<p>Since we have worked on the idea of <i>being healthy</i>, now we're heading to the conditions needed to have good health, that is to say the healthy habits. Students are still working in teams, this time to try to get some information from a video. While watching this video personalized with <i>EdPuzzle</i>, there are some questions at different points focusing the attention on those healthy habits: EdPuzzle BBC Learning - What Do Humans Need To Stay Healthy. The students are invited to read the questions and choose the correct answer. They have to discuss share their opinions in their team and then, the spokesperson tells them to the rest of the group. Students have to use simple sentences paraphrasing the questions and given answer options in the EdPuzzle video:</p> <p>Student 1: <i>I think healthy habit number one is ... eating a balanced diet.</i> Student 2: <i>I think healthy habit number one is ... eating fruit.</i> Student 3: <i>I think healthy habit number one is ... eating a balanced diet.</i> Student 4: <i>I think healthy habit number one is ... eating a balanced diet.</i> Spokesperson: <i>Three of us think healthy habit n.1 is eating a balanced diet. One of us thinks healthy habit n.1 is eating fruit.</i></p> <p>Some visual support is used to help students understand the questions and to emphasize the key vocabulary, that's why we'll use some flashcards: Healthy habits Flashcards.</p>



<p>Activity 3: Checklist co-assessment</p>	<p>Students work in pairs. Everyone has an assessment worksheet: healthy habits Assessment checklist. They have to test their partner and tick what they can do at that moment.</p> <p>After writing the required words and sentences they have to check if they have done it well, that's when the teacher gives the solution cards to every pair of students: healthy habits checklist support.</p>	<p>15 min.</p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>Students are learning different contents related to Science (<i>Coneixement del medi natural i social</i>) and also developing their personal, social and learning to learn competence (Competència personal, social i d'aprendre a aprendre: CPSAA).</p> <ul style="list-style-type: none"> • They learn what is to be healthy and what they need to do to be healthy: developing healthy habits. • They learn that our health involves different aspects of our lifestyle and daily routines. • After these two sessions we focus on one particular healthy habit: healthy eating. Then, they'll learn to interpret their own meals, noticing if they are balanced or not. • Students also learn to organise the information in mind maps. At the beginning of the unit, the mind map activity is just a fill in exercise but at the end of the unit students are expected to create their own mind map including the terms: healthy, healthy habits and healthy eating. 	
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>Students are practicing their reading and writing skills, they're learning the written form of words and short sentences.</p> <ul style="list-style-type: none"> • They learn new vocabulary (related to health and healthy habits) 	

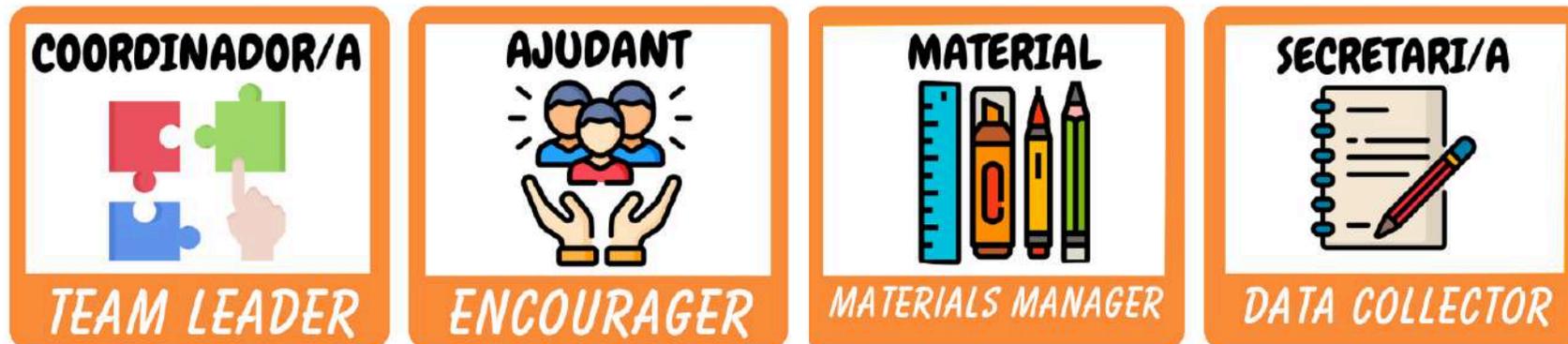


	<ul style="list-style-type: none"> • They learn some verbs used to explain an idea or to define a concept (to be, have, can). • They learn to use an online translator as a language learning tool. • They focus on spelling (when they type letter by letter, when they write copying from a model) and also on pronunciation (when they listen to the teacher, the video, when they read aloud). • They get some reading comprehension strategies such as getting clues from the visual support.
<p>In what way is this lesson plan a good example of what we learnt in the GEP course modules?</p>	<p>I think this lesson plan is focused both in content and language and it accomplishes all the criteria of the assessment checklist included below.</p>
<p>Other important information</p>	



ANNEXES (paste here all the materials, handouts, pictures, worksheets, language support, etc.)

- Front page image taken from [Pixabay](#)
- Worksheets, flashcards, wordcards and other materials created with Canva:
 1. [Team Roles cards](#)



2. [HEALTHY_structures](#)



3. [healthy_sentences](#):

I FEEL HAPPY	I HAVE ENERGY
I CAN LEARN BETTER	I'M NOT SICK
I FEEL WELL	I FEEL STRONG

4. [healthy_pictures](#):

WHEN I'M HEALTHY...

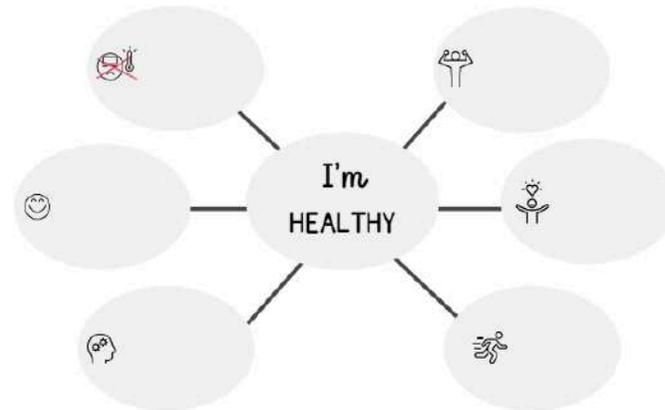


5. [Being healthy_mindmap:](#)

BEING HEALTHY
MIND MAP

Name and surnames:

Team:



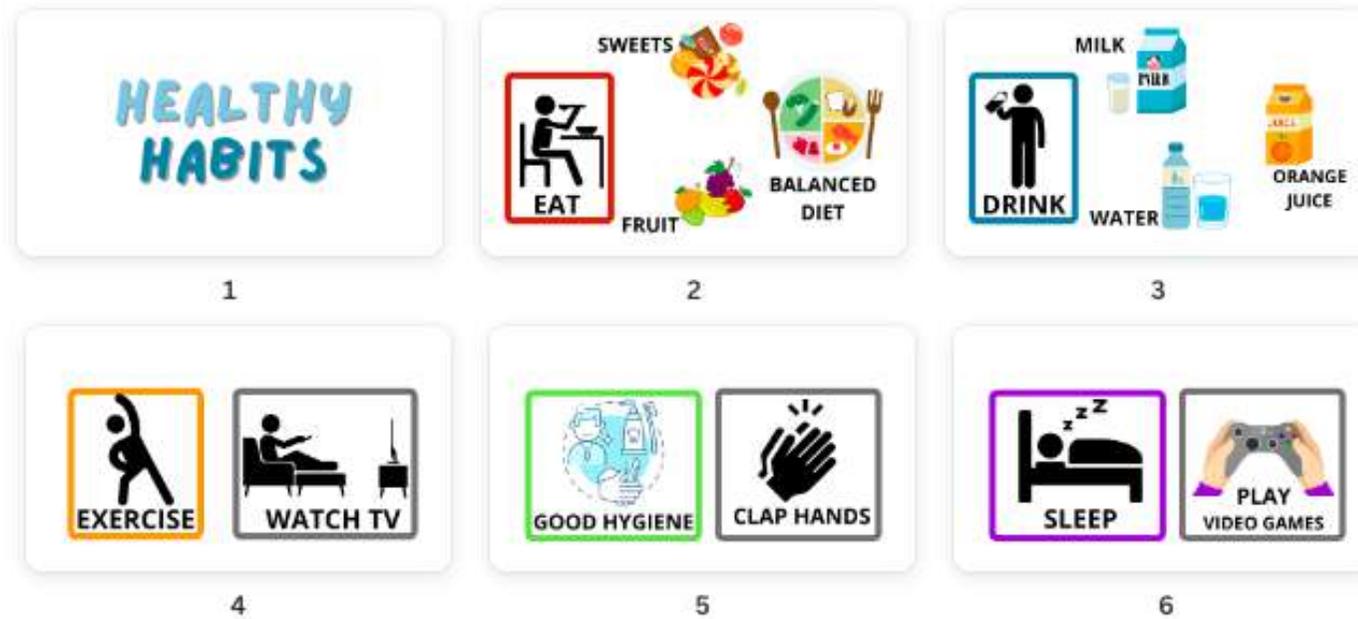
6. [EdPuzzle BBC Learning - What Do Humans Need To Stay Healthy:](#)



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7. [Healthy habits_Flashcards.](#)



8. [healthy habits_Assessment checklist:](#)

TODAY'S SESSION CHECKING LIST

Student: _____ Date: _____

 Work with your partner! Tick or cross.

DO I KNOW...	 I CAN SAY IT	 I CAN WRITE IT
what HEALTHY means?		
Healthy habit n.1?		
Healthy habit n.2?		
Healthy habit n.3?		
Healthy habit n.4?		
Healthy habit n.5?		







9. [healthy habits checklist support](#):



SELF ASSESSMENT CHECKLIST	
Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	YES
2. Before-, during- and after- reading activities are prepared.	YES
3. The materials use visuals to support comprehension.	YES
4. The writing process takes place in joint collaboration with the teacher (modelling)	some way...
5. Support 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 throughout the process of reading and writing	YES
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	YES
8. At least 1 type of assessment is included (self-assessment, teacher assessment or co-assessment)	YES
9. At least 1 type of assessment tool is used during the sessions (rubric, digital app, checklist, personal dossier...)	YES



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Template adapted from CLIL-SI 2015. More information at: <http://grupsdrecerca.uab.cat/clilsi/>

