

SCIENCE in ENGLISH – 5th level

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FOOD: COMES FROM, GIVES US...	
TOPIC Nutrition	TRANSFERABLE SKILLS: <ul style="list-style-type: none"> • Communicative skills: - Can interpret and understand the situations she/he will encounter in everyday contexts and beyond. • Methodological skills: - Can handle effectively an array of resources to transform information into <i>personal</i> knowledge. • Personal skills: - Can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.
SUBJECT Science	
5th LEVEL	
TIMING 3 session	
AIMS: To understand the importance of nutrients and identify food by it origin.	
CONTENT Origin of food: animals, plants. Nutrients. Food categories.	
COGNITION Identification of food by it origin. Know what nutrients give to our body. Classify food by categories	
COMMUNICATION <p>A) Language of learning:</p> <ul style="list-style-type: none"> - Key vocabulary: Fruit and vegetables, meat, fish, legumes, rice, ... Carbohydrate, Fats, Proteins, Vitamins and minerals, Water, Fibre <p>B) Language for learning:</p> <ul style="list-style-type: none"> - Talk, ask and answer <p>C) Language through learning:</p> <ul style="list-style-type: none"> - <i>Always, sometimes, never</i> 	
CULTURE/CITIZENSHIP - Realise the need of eating healthy and diverse.	
TEACHING ACTIVITIES 1ST SESSION 1. Speaking: Comment about origins of food: animals or plants Content: vocabulary of food Material: flashcards. Time: 15 minutes. Grouping: whole class	In class: Teacher and children talk about food and its characteristics. After, teacher shows different flashcards to children and they must determine if it comes from animals o plants. Then, s/o draw on the blackboard a chart with the two options. And, when a student has given the answer he/she sticks the flashcard in the proper place.

<p>2. Speaking and Writing: CROSSWORD.</p> <p>Content: vocabulary of food</p> <p>Material: sheet of paper with crossword and chart.</p> <p>Time: 30 minutes.</p> <p>Grouping: in pairs</p> <p>3. Writing. Classifying CHART (FOOD of ANIMAL ORIGIN and PLANTS ORIGIN)</p> <p>Content: the names of fruit, vegetables, meat, fish, legumes, etc</p> <p>Material: sheet of paper with crossword and chart.</p> <p>Time: 15 minutes.</p> <p>Grouping: individual</p>	<p>In class: Teacher gives each pair of students a sheet with 2 activities and give instructions for activity 1, a picture crossword: Words are written horizontally and vertical, from left to right and from up to down. Then, children must solve it and write the words correctly. Finally, teacher and children comment and correct the answers.</p> <p>In class: Each student, individually, completes the activity 2 chart classifying the crossword food by it origin. After, they compare their answer in their pair. To finish, they check the correct answers written on the blackboard.</p>
<p>4. Homework: Personal QUEST about what students eat for breakfast, dinner, afternoon break and supper. Tick never, sometimes, always.</p>	
<p>ASSESSMENT CRITERIA: Identifying and classifying food by it origin. Distribute food by categories.</p>	
<p>POINTS TO NOTE</p>	

<p>TEACHING ACTIVITIES</p> <p>2ND SESSION</p> <p>5. Speaking and reading activity: ASK and ANSWER</p> <p>Content: Meal times</p> <p>Material: sheet of paper with a personal eating habits Quest</p> <p>Time: 10 minutes</p> <p>Grouping: in pairs</p>	<p>In class: In pairs, with the personal sheet quest in their hands, children ask and answer: “What do you eat for?” “I eat...”.And, “How often do you eat.....” “I never/sometimes/always eat.....”</p>
<p>6. Speaking and reading activity: EXTRACT information from the personal Quests</p> <p>Content: Explanation about the different meal times and food</p> <p>Material: Individual personal eating habits Quest. Class results sheet</p> <p>Time: 30 minutes</p> <p>Grouping: whole group, small group</p>	<p>In class: The teacher gives each group one of the meal time charts to extract all the results of this meal-time and complete the frequency chart. Finally they draw the statistics bar with the quest results.</p>
<p>7. Speaking and reading: ANALYSE the Quest results</p> <p>Content: Explanation about the different meal times and food</p> <p>Material: individual personal eating habits Quest. Class results sheet</p> <p>Time: 20 minutes</p> <p>Grouping: whole group</p>	<p>In class: Each group analyses and comments about the results of their chart and prepare one or two sentences to summarize them. In whole group, they share their ideas and finally they make some conclusions with the help of the teacher to determine a balanced diet.</p>
<p>8. Homework: Find images, flyers, photos, etc about different food.</p>	
<p>ASSESSMENT CRITERIA: Draw a statistics bar with the class eating habits results</p>	
<p>POINTS TO NOTE:</p>	

<p>TEACHING ACTIVITIES</p> <p>3rd. SESSION</p> <p>9. Reading and speaking: READ AND COMMENT on the different categories of nutrients</p> <p>Content: Description of the nutrients of food</p> <p>Material: Cards with nutrients information and a worksheet with the summary of nutrients.</p> <p>Time: 20 minutes</p> <p>Grouping: whole group, in fours</p>	<p>In class: Teacher shows cards with nutrients information and reads them. Also, he explains new vocabulary.</p>
<p>10. Speaking and reading activity: CLASSIFY natural (or plastic) products according to their nutrients</p> <p>Content: Description of the nutrients of food</p> <p>Material: Cards with nutrients information, natural or plastic products.</p> <p>Time: 35 minutes</p> <p>Grouping: in fours</p>	<p>In class: In groups of four which have cards with the different nutrients information, they classify natural products according to their nutrients. Once they have finished, they make oral sentences like this: "Watermelon has got water". "Beans have got fibre".</p>
<p>TEACHING ACTIVITIES</p> <p>4th. SESSION</p> <p>11. Reading and speaking: THE FOOD PYRAMID</p> <p>Content: Categories of food and daily / weekly servings</p> <p>Material: worksheet with the food pyramid.</p> <p>Time: 20 minutes</p> <p>Grouping: Whole class and In fours</p>	<p>In class: The teacher asks students what food they recognise in the pyramid. Then the teacher explains the meaning of the word "servings" and, finally, explains how to use it to make sentences about recommended servings: Ex: "We should eat 3 to 5 servings of vegetables a day". Then, they practice this structure.</p>
<p>12. Speaking and arts & crafts: MAKE one group-one category poster</p> <p>Content: Categories of food and daily servings</p> <p>Material: Photos and other images of food, labels, cardboard, glue</p> <p>Time: 30 minutes</p> <p>Grouping: In fours</p>	<p>In class: Children in fours, work on one food group category on cardboard with photos and images from brochures and labels for the food. Once they have finished, they make a class big foods' pyramid joining the groups categories previously made. Stick the big food's categories pyramid on the wall.</p>
<p>ASSESSMENT CRITERIA: Complete sentences about what food gives us.</p>	
<p>POINTS TO NOTE: Teacher should bring extra material: brochures, photos, etc</p>	

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<p>TEACHING ACTIVITIES</p> <p>5h SESSION</p> <p>13. Writing and reading: FOOD PRESENTATION</p> <p>Content: Summary of what they have learnt about food.</p> <p>Material: example of a Power point presentation.</p> <p>Time: 60 minutes.</p> <p>Grouping: in pairs</p>	<p>In the computer room: Teacher shows students the example of the Power point of the orange and asks students to do the same with a food item from the Food pyramid. The teacher must ensure they choose items from all the categories.</p>
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