INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This plan is a way to get students to use the language in a very hands-on strategy. The idea is to provide a fun and engaging task for students to acquire vocabulary and use it in a meaningful way. |

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|  | | **Target population** | | | | |
| **Grade** | | **length** | | **Number of students** | | **Average age** |
| **6th** | | 60 minutes | | 25 | | 11 |
|  | | **Area** | | | **English level** | |
| Rural |  | | Urban X | | A1 X | A2 | | B1 |

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| **Curricular Focus / Axes** | |
| **Environmental / Sustainability Education** |  |
| **Sexual / Health Education** | x |
| **Construction of Citizenship / Democracy / Teenagers** |  |
| **Globalization** |  |

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| **Topic** | Let’s eat better! | | |
| **Module / Unit** | Module 2 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Expressing likes and interests regarding food | Speaking and writing | DAIRY  VEGETABLES  GRAINS  FRUIT  PROTEIN |
| **Principles / approach** | Task based learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of the lesson, learners will be able to recognize and choose healthier menu options when eating home and out. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Name different types of food * Classify healthy and unhealthy food. |

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| **Materials needed** |
| **Poster paper, board, markers, magazine pictures, glue, tape. Annex 1** |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| Pre - class | Before this class, the teacher asks the students to bring pictures about food: dairy, vegetables, grains, fruits and protein. These can be cut from magazines, newspapers, catalogues or just printed. Also, the teacher asks them to bring cardboard, scissors, glue and markers. T should have some material prepared in case some SS don’t bring the images or the materials needed. | To set the context |
| Task: Identifying the five food groups | 1. The teacher encourages the students to use their English dictionaries to investigate the names of the food everyone brought to class. They make a list in their notebooks.  2. After that, the teacher asks the students in groups of 5, to write on a sheet of paper the name of every food by organizing them in the following chart:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **THE FOOD GROUPS** | | | | | | **DAIRY** | **VEGETABLES** | **GRAINS** | **FRUIT** | **PROTEIN** | | Milk | Carrots | Rice | Apple | Fish |   3. After doing this activity and having an organized list, the teacher teaches them the pronunciation of every word. The students should repeat after the teacher.    4. The teacher asks the students to make a pyramid out of cardboard. Once they have the pyramid, the teacher asks them in pairs to paste the pictures by organizing them in the five food groups. Every picture must have its name in English.  6. The teacher gives students a hand-out (annex 1) with the chart below to complete it with their own information. They should choose 5 foods from every group, write the name in the first column, and mark the frequency with which they consume every food. | 15 minutes  Individual  10 minutes  Groups of 5  5 minutes  Whole group  10 minutes  Pairs  10 minutes  individual |
| Post – Task | The teacher asks students to share their answers by reading them aloud.  The teacher focuses on the use of Present Simple Tense and Adverbs of frequency.  Finally, the teacher asks students in pairs to write some tips and ideas to make healthy lifestyle changes easily. | 10 minutes  Whole group  pairs  . |

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| **Implementation alternatives** |
| This plan can be taught in different contexts because the topic of this lesson is very common for everybody. Teacher can invite their students to bring some healthy food to share during the recess. |

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| **Key words** | | | | |
| **topic** | **skill** | **Linguistic** | **vocabulary** | **grade** |
| Let’s eat better! | Speaking and writing | simple present | food | 6th |

Annex 1

Choose five items for each food group, then complete the following chart with how often you eat this food.

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| **EATING HABITS** | | | |
| **FOOD** | **ALWAYS** | **OFTEN** | **NEVER** |
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