

CLIL Lesson Plan

Group 4 to 5 years old	Time 30 minutes (about)
Topic The Food Group	
Previous knowledge/skills	Knowing basic information about foods, experiences, food vocabulary,
Aim(s) To have students understand which foods go into which food group and what benefits does each group have to our bodies	
Teaching objectives	Learning outcomes
A. Content	A. Content
Each food group Which food goes into which group The benefits of said group	Students will acquire vocabulary that relates to the food group Students will be able to explain about a certain food
B. Cognition	B. Cognition
	Students will be able to think and sort different foods in the right group Students will understand more about the foods they eat Students able to identify the benefits of each group
C. Communication	
C.1 Language of learning (= topic specific essential vocab & grammar)	
Vocabulary: meats/proteins, fats, dairy, fruits, vegetables, grains, strong, bones, body, muscles, good, ok to eat sometimes, teeth, skin,	
C.2 Language for learning (=language needed to operate in the learning environment or in a particular lesson – discuss, justify, explain, etc)	
important	why
sort	talk about
place	put xxx in yyy
C.3 Language through learning	

D. Culture/Citizenship

Knowing that every food belongs to a group and has a different effect on our bodies. The importance of eating certain

Materials & resources

Plastic food toys
String
the names of the food groups on index cards
What's on My Plate by Jennifer Boothroyd
Worksheet from Twinkl about food group sorting:
<https://www.twinkl.jp/resource/t-t-2396-food-group-sorting-activity>

Teaching plan (type, timing & sequence of activities)

1. Lead-In (10 minutes): Read What's on My Plate by Jennifer Boothroyd
Talk about the different food groups and ask if the students if they know any other foods in a certain group. The teacher will then ask the students to recollect why each food group is important.
2. Main activity/core content (10 minutes): Have the students sort the food items into the appropriate groups. Illicit responses from the students to say which group the food group goes in and why. This is an individual activity.
3. Worksheet; In groups, group members take turns sorting the foods (used Twinkl worksheet)

Assessment: