

Lesson Plan Week 16

		Class/grade 4	Grade 4
Designer	Mary	Time	40 min.
Subject	Health	Date 09 - 13 Dec 2019	09 - 13 Dec 2019.
Topic	Malnutrition	Teacher	Mary
Aims/Values	<ol style="list-style-type: none"> 1. Students build up their cognitive development in engaging with and speaking English as a Second Language. 2. Students understand the importance and value of English in work and in everyday life. 3. Students are inspired to speak, read and write the English language. 		
Objectives	CONTENT objectives		
	Prior knowledge		Subject-specific knowledge
	Students have already had some basic knowledge about health and healthy eating.		Students will be able to use English as a means of communication in everyday life.
	COMMUNICATION (Language objectives)		
	Language of learning	Language for learning (language skills)	Language through learning
	1. Vocabulary: calories, protein, carbohydrates, vitamins or minerals, malnutrition, unhealthy eating habits	What is malnutrition? Why do we need vitamins? Why do we need minerals? Knowing basic nutrition and apply it to your daily life	<ol style="list-style-type: none"> 1. Classroom language Eyes on me. Discuss with your partner and find out what the answer is. 2. Feedbacks Good job! Well done! 3. Extended meaning: what is malnutrition. 4. Some foods are good for your body and some can make you ill. 5. What happens when I don't get enough nutrients.
	COGNITION		
	<ol style="list-style-type: none"> 1. Learning new vocabulary related to malnutrition. 2. Learning about vitamins and minerals. 3. Knowing balanced nutrition and apply it to daily life.. 		
CULTURE			
<ol style="list-style-type: none"> 1. Appreciate and accept others. 2. Understand that in North Africa lots of people suffer from malnutrition. 3. What is malnutrition? 			

Use of L1	TRANSLANGUAGING	
	For teachers	For students
	<ol style="list-style-type: none"> 1. All the teaching materials are in English, but the teacher can explain the content with the help of visual imagery. 3. Use only L2 if the students are familiar with how the activities should be processed. 	<ol style="list-style-type: none"> 1. Students are encouraged to ask questions, answer questions, or discuss with group members in L1. 2. Encourage students to complete the learning sheets or homework using L2. 4. Try to help those who have difficulties doing homework or 5. learning sheet in L2 (by translating the key words into L2, 6. leading the students to learn step by step).
Learning outcome	<ol style="list-style-type: none"> 1. Learning new vocabulary related to malnutrition. 2. Learning about vitamins and minerals. 3. Knowing balanced nutrition and apply it to daily life. 4. Students understand what happens if you suffer from malnutrition. 	
Procedures & Activities	Warm-up 5 minutes	<p>Welcome Song and introduction of lesson.</p> <p>Teacher will begin class by showing a video about malnutrition. Teacher will also stop the video in certain areas to explain to students. Teacher will introduce and explain the different food groups. (Co-teachers can assist during the lessons that the students can have a better understanding about what they are learning).</p>
	Pronunciation 10 minutes	<p>Teacher will re-introduce vocabulary to students and have them work on their pronunciation.</p> <p>The focus of this lesson will be on malnutrition. Malnutrition will affect your body in a bad way. You will not be healthy. Either too fat because of all the junk food or too thin because of not enough healthy food. You will suffer from weak muscles, move really slow and no energy, difficult to breath, cuts takes very long to heal, difficult to stay warm.</p> <p>Teacher will introduce the concepts of different vitamins and minerals. Teacher will re-introduce target language to students with the use of a PPT calories, protein, carbohydrates, vitamins or minerals ,malnutrition, unhealthy eating habits.</p>
	Practice 10 minutes	<p>Students will practice the vocabulary with an activity/game provided by the Teacher.</p> <p>Pass the paper ball. Each student will be asked to write a vocab word related to malnutrition and what happens if you suffer from malnutrition. The</p>

		teacher will play music when the music stops the student holding the ball have to remove the outside paper and read the word. The other students then have to repeat.
	Production 10 minutes	<p>The Teacher will continue to use the vocabulary words and have students practice using them in class.</p> <p>Activity: Memory. The teacher will display 4 different vocabulary words based on malnutrition on the board.</p> <p>Students will work in groups of 4 to memorize the words and produce the missing word. The first group to hold up their board with the correct missing word wins a point for their team. And if possible explain the meaning of the word for another point. At the end of the class the students will receive a checklist to complete of the food consumed during the week. They have to bring that along for next week's class.</p>
Evaluation/ Assessment	Wrap-Up 5 minutes	Teacher will review the lesson with the students and dismissed the class at the end of the lesson.
	Content	<ol style="list-style-type: none"> 1. Students are able to correctly identify the target words. (Summative) 2. Observing how students identify and pronounce the target words and sentences. (Formative)
	Language	<ol style="list-style-type: none"> 1. Observing how students are able to correctly pronounce the target words. (Formative) 2. Observing how students utilize the vocabulary and sentences and practice with the activities and game provided by the Teacher. (Formative) 3. The teacher will bear in mind how each student perform in his/her language skills and find the “gaps” of learning.