

LESSON PLAN FORMAT

SUBJECT	Science	GRADE	8th
TOPIC	Healthy habits	LENGTH	180 min

AIMS

MAIN AIMS

(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)

MAIN AIMS: By the end of the lesson, students will be able to present a prevention plan against most common illnesses that affects their community, by identifying the symptoms associated to each illness, the actions to heal those symptoms/illness and most importantly, the actions that prevent getting ill in the first place.

SUBSIDIARY AIMS:

Learners will also be able to...

- Give and follow instructions
- Expressing causes and consequences.
- Ask for and give advice about activities to prevent getting sick.
- Identify the body parts, symptoms, and common treatments.

TEACHING OBJECTIVES

Content

(New knowledge, skills and understanding)

- Identify the body parts and some internal organ systems.
- Classify the most common symptoms associated to illnesses.

Cognition

(High order thinking skills, problem-solving, challenges and reflection)

- Outline the actions that contrast the causes of getting sick.
- Recommend the most helpful treatment/steps people often apply/do to alleviate those illnesses.
- Design a plan that people will do to prevent getting sick with a specific illness.

Culture

(Awareness of self and other, identity, citizenship, and pluricultural understanding)

- Discriminate what the most common illnesses are in their community.
- Recognizes his role in the prevention of diseases.
- Recognizes negative health practices.

Communication *(What and how)*

Students will share their understanding about a video, and they will contrast said information with a new reading, and they will connect the causes or consequences to the symptoms or/and illnesses. Students then will empathize with some people situations and give pieces of advice according to the new knowledge they're constructing. Later, students will agree or disagree in choosing a common illness that affect their community and which actions are the best to prevent/treat it. They will coordinate an oral presentation of said plan.

Language of Learning

(Key vocabulary – content-obligatory) (Key vocabulary – content-obligatory)

Illness and symptoms

- a headache,
- a cough,
- a stomachache,
- a sore throat,
- a runny nose,
- an earache,
- a cold

Treatments:

- to lie down
- to rest
- to heal
- to drink water
- to feel better
- to take medicine

Language for Learning

(Functional language e.g. language while learners participate in the lesson – thinking skills)

- Expressing causes and consequences.
- Giving advices using “should”
- Share opinions about the best treatments.

Language through learning

(Language progression, practice and extension – emerging language, and what you will do with this)

Teacher will monitor pair and group tasks and feedback on language problems that could affect communication or sound repetitive. Teacher will also board any useful and well-used language for language extension.

CRITERIA FOR ASSESSMENT

(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)

<p>Formative Assessment</p> <p>Teachers presents students with examples and expressions for the lesson. Teacher will also help in clarifying the meaning of unknown words and guiding students to consult the dictionary. Teacher will motivate students to answer questions and make questions of their own.</p>	<p>Summative Assessment</p> <p>Creation of a prevention/treatment plan of a given disease.</p> <p>Presentation of said plan.</p>
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LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
5 min	Warm-up	Students will sing a song and mimic their moves along the teacher.	<p>A root-chy-cha song track.</p> <p>Interactions: T-S / S-S</p>
10 min	Activate previous knowledge	Teacher will then give each student a flashcard that he/she will have to match with the corresponding name on the board.	<p>Board</p> <p>Flashcards</p> <p>Interactions: T-S / S-S</p>
15min	Lead in	Students watch a video about illnesses and each one is going to write down the information about the illness they have in the previous exercise. Said information relates to: expressions used to show the symptoms and the suggested action to get better. Students share their answers.	<p>Video: https://www.youtube.com/watch?v=RLG8Nyve2vg</p> <p>Notebook</p> <p>Interactions: M-S / S-S</p>
25 min	Reading Comprehension	Teacher presents students a reading comprehension about a common illness – cold/flu – Students will answer questions about the reading and highlight the actions related to treatment.	<p>Worksheet</p> <p>https://www.education.com/download/worksheet/171538/cause-and-effect-reading-co</p>

			mprehension-home-sick.pdf Interactions: T-S / S-S
25 min	Establishing causes and consequences	Students take a piece of paper from inside a bag, they read the information and determine if it is a cause to any illness or a consequence of getting sick. Then they match the causes to their respective consequence, by asking and answering questions.	Pieces of information Interactions: S-S
30 min	Listening comprehension	Student then will listen to three people talk about their illnesses. They will determine the best treatment or actions to get better and make suggestions to them using should.	https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/advice-health-revised.pdf Interactions: T-S / S-S
30 min	Follow up: Applying knowledge: use what it has been learned in context	In groups, students will design a prevention plan for a chosen disease (most common one in the community), listing the actions to prevent and, if getting sick, how to treat it the best. They will post it on a jamboard.	Tablets, Internet Jamboard Interactions: S-S
15 min	Evaluation	Students present their plan in front of the class. Students may ask and answer questions asked by fellow students and the teacher	Video-beam, computer, Interactions: T-S / S-S