

LESSON PLAN FORMAT

SUBJECT	Reading Comprehension	GRADE	Eight
TOPIC	Eating Disorders	LENGTH	70 minu
AIMS			
MAIN AIMS <i>(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?)</i>			
<p>At the end of the lesson, students will be able to design a short video with advice and suggestions on how to identify, treat, and prevent eating disorders.</p> <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - Describe illnesses and symptoms - Ask for and give information - Describing eating routines 			
TEACHING OBJECTIVES			
Content <i>(New knowledge, skills and understanding)</i>	Cognition <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	Culture <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<p>At the end of the lesson, students Will be able to express the concept, causes, symptoms, consequences and treatment in an eating disorder situation.</p>	<p>At the end of the lesson, students will be able to design oral and written texts related to ways to prevent eating disorders.</p>	<p>At the end of the lesson, students will be able to show understanding and respect for cultural elements and show awareness of their role in the prevención of eating disorders.</p>	
Communication <i>(What and how)</i>			
Language of Learning <i>(Key vocabulary – content-obligatory) (Key vocabulary – contentry)</i>	Language for Learning <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	Language through learning <i>(Language progression, practice and extension – emerging language, and what you will . Functions)</i>	
<p><u>Key Vocabulary</u> Body parts Symptoms and medicines Diseases/eating disorders. Transitions</p> <p><u>Grammar</u> Frequency and sequence adverbs. Possessive adjectives Questions Wh- Frequency and sequence adverbs Imperatives</p>	<p><u>Functional language</u> Expressions to relate symptoms. Expressions to introduce a topic. Expressions to develop content. Expressions to describe diseases, symptoms, body parts, treatments. Expressions to conclude and quote orally.</p>	<p>Give suggestions, recommendations. Give and request information. Express conditions. Describe past experiences. Describe diseases, symptoms, body parts, treatments. Describe eating routines.</p>	
CRITERIA FOR ASSESSMENT <i>(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)</i>			

Formative Assessment Monitoring Positive feedback Self-assessment (REFLECTION) Peer assessment (REFLECTION)	Summative Assessment Use of a Rubric
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LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
10 Minutes	Activate prior knowledge	<p>Students will be presented a set of images and a set of expressions related to eating disorders and they have to relate them properly.</p> <p>The teacher will monitor the activity and provide positive feedback.</p>	A set of images and a set of expressions related to eating disorders.
20 Minutes	Lead in	<p>Students will work in groups of 5 by using a grouping strategy, they will receive the same set of images and expressions related to eating disorders and their definitions. Students have to analyze all this information in order to relate them properly. The teacher will monitor the activity and provide positive feedback. Right answers will be posted on the board.</p>	A set of images, a set of expressions, and a set of definitions related to eating disorders for each group.
20 Minutes	Whole class activity	<p>Students will continue working in groups of 5. Now, they will watch a Youtube video related to eating disorders: What is an Eating Disorder?. Students have to analyze all this information in order to identify clue words/expressions, write a vocabulary list of 12 words/expressions, find their definition, a synonym, an antonym, use each word in a sentence, and answer some comprehension questions:</p> <ol style="list-style-type: none"> 1. What are Eating Disorders? 2. What are the types of Eating Disorders? 3. What are the symptoms/ signs of Eating Disorders? 4. What are the self-Help Strategies for Eating Disorders? <p>The teacher will monitor the activity and provide positive feedback. Right answers will be posted on the board https://youtu.be/aBl6-UTvmn8</p>	<p>A Youtube video: https://youtu.be/aBl6-UTvmn8</p> <p>Video beam Computer Speakers Dictionary: www.wordreference.com</p>
20 Minutes	Individual work	<p>Students will work individually, they will receive a reading and some worksheets to be solved: https://www.kidshealth.org/en/teens/eat-</p>	<p>Video beam Computer Reading/worksheets: https://www.kidshealth.org/en</p>

		<p>disorder.html/ . Students have to read and analyze all the provided information in order to identify key vocabulary, find their definition, a synonym, an antonym, use each word in a sentence, and answer the suggested activity . The teacher will monitor their work and provide positive feedback. Right answers will be posted on the board</p>	<p>/teens/eat-disorder.html/ Dictionary: www.wordreference.com</p>
30 Minutes	Final task	<p>Task:0</p> <p>Oral presentation about Eating Disorders The TASK should cover the following information:</p> <ol style="list-style-type: none"> 1. What are Eating Disorders? 2. What are the types of Eating Disorders? 3. What are the symptoms/ signs of Eating Disorders? 4. What are the self-Help Strategies for Eating Disorders? 5. Choose one of these situations and help this guy to overcome his/her problem. 5. Poster: Design a poster to promote the prevention of Eating Disorders in teenagers 🌻 <ul style="list-style-type: none"> ✅ Let's work in groups of 3 students ✅ To start, let's answer the questions above in your notebook. ✅ Read the RUBRIC ✅ The length of your video: 3 to 5 minutes ✅ Use FLIPGRID: To share your video follow this link https://flipgrid.com/73ed4bdc ✅ Send your TAKS (Video) until June 24th/2022. 	<p>The FLIPGRID link https://flipgrid.com/73ed4bdc Computer Speakers</p>