

CLIL

DIGESTIVE SYSTEM AND NUTRITION

CLASSI 5A (21 alunni) e 5C (22 alunni) Scuola Primaria "G. Marconi" A.S. 2018/19

INSEGNANTE: Parmeggiani Alice

DISCIPLINA: Scienze/Lingua inglese

OBIETTIVI:

- Conoscere il funzionamento dell'apparato digerente
- conoscere le sostanze nutritive degli alimenti e la loro funzione
- Conoscere i bisogni del proprio corpo, le differenze sessuali e conoscere le regole alimentari per uno stile di vita sano e corretto
- Comprendere ed utilizzare le forme apprese in lingua inglese: simple present, there is/are

Contenuti: lessico: cibo, parti del corpo (organi),

-alcuni verbi noti e nuovi (contain, help, protect, drink, eat, need, build)

-alcuni aggettivi noti e nuovi: high/low in, healthy/unhealthy

- "question words"

-strutture grammaticali:

Where is.....? where are there.....? Where can we find.....? What food contain....?

to be verb: forma affermativa, interrogativa, negativa, short answers

there is/ there are...

simple present nella forma affermativa, interrogativa, negativa; short answers.

Fase 1: WARM UP

Come momento di ripasso degli argomenti studiati in scienze e come stimolo per passare alla lingua inglese viene svolto il seguente **GIOCO**:

- squadre di 5/6 alunni,

-ogni squadra ha a disposizione un dizionario bilingue;

-l'insegnante presenta la descrizione di un organo e delle sue funzioni; gli alunni devono indovinare di quale si tratta, se non conoscono la parola devono cercarla sul dizionario. Guadagna un punto la prima squadra che trova la parola corretta.

1.*It is inside our head. It receives informations from sense organs, sends orders and controlls every part of the body (BRAIN)*

2.*They give our body the shape. They permit our body to move (MUSCLES)*

3.*It is a muscle. It pumps the blood in every part of the body. It is as big as our hand. (HEART)*

4.*In our body they are 206. They can be long, short or flat. They protect important organs. They are white and*

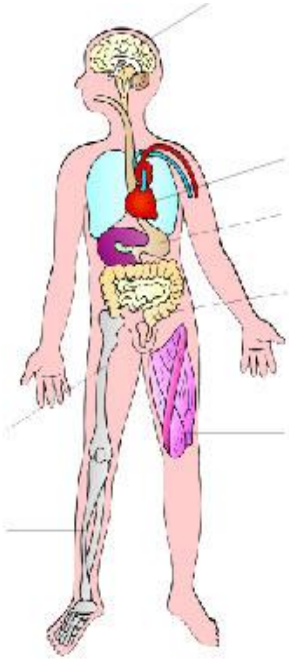
produce bloody cells. (BONES)

5. We can find in vertebrates except fish. We have two When we breathe in, they become big, when we breathe out, they become small. (LUNGS).

6. It is inside our tummy. It is very very long, sometimes until 8 meters. It absorbs important nutrients. (INTESTINE)

7. It is between lungs and intestine. It digests food. It looks like a small bag. (STOMACH)

Amano a mano che si scoprono le parole si completa la seguente figura sulla LIM e sul quaderno



Fase 2: THE DIGESTIVE SYSTEM

- L'insegnante illustra il percorso che il cibo fa nell'apparato digerente
- gli alunni completano le schede seguenti

Write the name of the organs.

Link each question with the correct answer.

Where is food chewed?

Where does the chewed food go?

What does the stomach do?

Which organ absorbs digested nutrients?

It goes down the esophagus to the stomach.

It is chewed in the mouth.

The intestine absorbs digested nutrients.

It trasformes food so our bodies can absorb it.

Fase 3: READING COMPREHENSION

NUTRIENTS

There are five major classes of nutrients: carbohydrates, fats, minerals, protein and vitamins.

Carbohydrates are one of the main types of nutrients and are an important source of energy for our body.

Protein is in every cell in the body. Our body need protein from the foods we eat, to build and mantain bones, muscles and skin.

Fat is a type of nutrient. You need some fat in your diet but not to much. Fats give you energy and help your body absorb vitamins.

Vitamins can be water or fat soluble and play important roles in many chemical processes in the body and protects from illness.

Minerals are necessary to the body's normal functions

ANSWER THE QUESTIONS

1. How many classes of nutrients are there?.....
2. Which nutrients give us energy?.....
3. What are building nutrients?.....
4. Do we need lots of fats?.....
5. What kind of minerals do you know?.....

Fase 4: THE FOOD PYRAMID

WHERE CAN WE FIND CARBOHYDRATES?

WHAT FOOD IS HIGH IN PROTEINS?

WHAT ARE FATS?

WHERE ARE MINERALS AND VITAMINS?

Gli alunni hanno a disposizione numerosi deplianti dei supermercati dai quali ritagliano le immagini del cibo da inserire nella piramide alimentare che viene via via costruita



Fase 5: FOOD GAMES

Vengono sistemate sulla cattedra le cards con il cibo



1. "TIC-TAC-TOE" (Tris)

A coppie che si alternano, gli alunni giocano a tris:
 -il primo a giocare sceglie un cibo in base al nutriente principale (fats, proteins, ecc) e da quel momento dovrà tentare di fare tris utilizzando i cibi dello stesso gruppo;
 -il secondo alunno sceglie un altro tipo di nutriente e cerca di fare tris utilizzando i cibi dello stesso gruppo;



2. "CATCH THE CARDS"

-3/4 squadre

-proiezione alla LIM delle indicazioni per prendere le cards

-solo il capo squadra si reca alla cattedra per prendere la carta giusta

-i componenti devono riporre nel giusto ordine le cards

-vince il gruppo che ha preso più carte giuste



1. TAKE A FOOD HIGH IN PROTEINS
2. TAKE A FOOD LOW IN FAT
3. TAKE A FOOD HIGH IN CALCIUM
4. TAKE A FOOD RICH OF VITAMINES
5. TAKE A FOOD FULL OF WATER
6. TAKE A FOOD YOU DON'T HAVE TO EAT TO MUCH
7. TAKE A FOOD YOU HAVE TO EAT EVERY DAY
8. TAKE A FOOD HIGH IN CARBOHYDRATES

1. TAKE A FOOD THAT GIVES ENERGY
2. TAKE A FOOD THAT BUILD OUR BODY
3. TAKE A FOOD FULL OF FATS AND SUGAR
4. TAKE A FRUIT THAT PROTECTS US FROM COLD AND FLUE
5. TAKE A FOOD RICH OF MINERALS
6. THE BEST MEAT YOU CAN EAT
7. THE MOST IMPORTANT "FOOD" FOR OUR HEALTHY

3."CROSSWORD" a gruppi

CROSSWORD

1. It produces solid waste called stools

2. A fatty food

3. They are pointy teeth, like the teeth of a dog

4. One of the foods at the base of the pyramid, often eaten with butter and jam

5. The process that transforms food into energy for the body

6. It is not good to eat them often

7. What our bodies need to live, move, and grow

8. Breath comes out of them through the nose and mouth

9. They are found in fruit and vegetables

10. A vegetable high in vitamin A

11. They are sharp and good at cutting food

12. The place where the digestion begins

13. It comes out of the kidneys

14. What food gives to our bodies

15. A protein food

KEYWORD BOX

Fase 6 VERIFICA

Complete the sentences.

- Energy foods give us energy to live. Energy foods contain and
- Body-building foods help us to grow. Body-building foods contain
- Body-regulating foods keep us healthy and prevent diseases. Body-regulating foods contain and

WRITE: energy foods body-building foods
body-regulating foods

- 1: Complete the sentences
2. Write the words in the box under the pictures
3. Circle **red**, the food high in proteins, **blue**, the food high in carbohydrates **orange**, the food high in vitamins and minerals