

## LESSON PLAN - LESSON 1

<b>Subject</b>	Science/ French Les sciences/Le français	<b>Topic</b>	The tongue and taste/La langue et le goût	<b>Class</b>		<b>Period</b>	
<b>Date</b>		<b>No of Boys</b>		<b>No of girls</b>		<b>Room</b>	

### Learning Objectives :

During the lesson, students will learn about:

- The taste zones of the tongue.
- The role of the tongue for taste.

### Learning Outcomes:

By the end of the lesson, students should be able to:

- Name the four taste zones
- understand the role of the tongue in taste.
- Make their own tongue.
- Classify foods to the different taste areas of the tongue.

### National Curriculum Levels:

#### Science:

#### Attainment Target 3 Sc3 Materials and their Properties

##### *Level 4*

Pupils demonstrate knowledge and understanding of materials and their properties drawn from the key stage 2 or key stage 3 programme of study. They describe differences between the properties of different materials and explain how these differences are used to classify substances [for example, as solids, liquids, gases at key stage 2, as acids, alkalis at key stage 3]. They describe some methods [for example, filtration, distillation] that are used to separate simple mixtures. They use scientific terms [for example, evaporation, condensation] to describe changes. They use knowledge about some reversible and irreversible changes to make simple predictions about whether other changes are reversible or not.

## **French:**

### **AT2 – Speaking**

#### *Level 1*

Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.

#### *Level 2*

Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.

### **AT3 – Reading and Responding**

#### *Level 1*

Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.

#### *Level 2*

Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.

### **AT4 – Writing**

#### *Level 1*

Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.

## **Links to Prior Learning :**

- First lesson of new unit of work.

## **Lesson Plan Including VAK**

### **Starter**

- Match up the 4 taste zones from PowerPoint – answer on mini whiteboards

### **Main Activities**

- PowerPoint of the taste zones of the tongue – oral repetition.

- Pairs classification exercise – put pictures of foods to correct taste zones. Answers on Powerpoint.
- Students make their own tongue from instructions on Powerpoint.

### **Plenary**

- Peer assess each other's designs of tongue.

### **Differentiation:**

- More able students to identify more French foods and classify them.

### **Resources:**

PowerPoint presentation,  
 Scissors  
 red paper  
 pink paper  
 glue  
 tongue templates  
 tongue sheet

### **Links to Future Learning:**

In lesson 2, students will study fuller descriptions of the 4 taste zones and the taste buds. They will experience different French food tastes.

**Homework:** Students find the French words for the 8 foods they have classified in the lesson.

**Date due :** Next Lesson

### **Assessment for Learning opportunities:**

Peer Assessment of tongue designs

### **Other Information:**