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| **LESSON PLAN** | |
| **Aim** | Introduction to the layers of the Earth and its relief map. |
| **Level** | Language level A1. 7/8 year olds. |
| **Content Subject** | Science  The Earth and its geographical features |
| **Communication – Learning** | -Present simple: ”to be”  - Big or large/small, long/short, low/high.  - Comparatives, one-syllable adjectives.  - Layers of the Earth: crust, mantle, and core.  - Geographical features: Mountain, hill, island, archipelago, plain, valley, lake, island. |
| **Approx time overall** | 4 hours |

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| **Plan** | **Short Description** | **Links to Activities** |
| **Stage 1** | Introduction to the layers of the Earth | [Activity 1](Activity%201%20.docx)  [Activiy2](Activity%202%20.docx) |
| **Stage 2** | Introduction to the features of the Earth. | [Activity 3](Activity%203%20.docx)  [Activity 4](Activity%204%20.docx)  [Activity 5](Activity%205%20.docx) |
| **Stage 3** | Explanation features of the Earth. | [Activity 6](Activity%206%20.docx)  [Activity 7](Activity%207%20.docx) |
| **Stage 4** | Representation of the features of the Earth. | [Activity 8](Activity%208%20.docx) |
| **Evaluation** | Pupils will be evaluated through everyday activities and a final project. |  |

[Back to Top](#_top)

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| **Activity 1** | |
| **Procedure** | Students watch a short ppt about the main layers of the Earth. After asking them some questions to make sure that they know which layer we live on, the teacher prints the picture from the first slide. He or she sticks it on a piece of styrofoam (corkboard) and prepares 3 ”flags”with the names of the three parts (crust, mantle, core). The teacher blindfolds the students and they have to pin the ”flag”on the part of the picture that corresponds to its name.  This activity can be made easier if we use small post-its. |
| **Approx. Time** | 20min |
| **Level** | Language level A1 |
| **Learning outcome** | -Awareness of the English names of the layers of the Earth  - Right, left, up, down. |
| **Indicators** | -The pupils can name the layers of The Earth  -The pupils can give and follow directions (right, left, up and down) |
| **Materials** | [PPT Layers of The Earth](PPT%20The%20Layers%20of%20The%20Earth.pptx)  [Flags](Worsheet%20for%20activity%201%20-Flags.docx) |

[Back to Top](#_top)

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| **Activity 2** | |
| **Procedure** | Teacher shows the Students a boiled egg or an avocado to compare the layers of the Earth with their parts. (This can be done using pictures). In small groups, students draw items that can be comparedwith the layers of the Earth (some chocolates, peaches, and so on). They will also write their names if they can remember them. |
| **Approx. time** | 30 min |
| **Learning outcome** | -Awareness of the English names of the layers of the Earth .  -Explanation of the information they have. |
| **Indicators** | - They can remember the names of the layers of the Earth.  - They can say the names of some food. |
| **Materials** | -[Pictures of food.](Worksheet%20for%20activity%202%20-%20Pictures.docx) |

[Back to Top](#_top)

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| **Activity 3** | |
| **Procedure** | Students watch a ppt with pictures of some water and landforms to see what they know about the features of the Earth.  Most of them will not know the vocabulary, so teachers can show it twice and then play a memory game.  Memory game: The teacher says eg ”sea”, and the student says: ”you say sea, I say mountain”, another student says pointing to the teacher ”you say sea”, he points to his classmate saying ”you say mountain”, ”I say river”. |
| **Approx. time** | 20 min |
| **Learning outcome** | - Awareness of some land and water forms of the Earth. |
| **Indicators** | -They say the names of some features.  - They recognize some features. |
| **Materials** | [PPT Flash Cards](PPT%20Flash%20Cards.pptm) |

[Back to Top](#_top)

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| **Activity 4** | |
| **Procedure** | Students watch a video about the relief map of the Earth. Although they won’t understand what they hear, they will get some information through the images. |
| **Approx. time** | 10 min |
| **Learning outcome** | - Awareness of some of the geographical features. |
| **Indicators** | - They pay attention.  - They show interest in the activity. |
| **Materials** | <http://www.youtube.com/watch?v=mw9YIFoDzww> |

[Back to Top](#_top)

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| **Activity 5** | |
| **Procedure** | The Students have to do a wordsearch. Cooperative work: in groups of four, they will have 30 seconds to find as many words from the vocabulary learnt as possible, after which they will pass the worksheet to the classmate who is on their right. 30 seconds later they will have to pass the worksheet on again, and again until they find all the vocabulary. |
| **Approx. time** | 20 min |
| **Learning outcome** | Vocabulary about geographical features. |
| **Indicators** | -Use of English.  - They can work in a cooperative way  - They find the vocabulary required |
| **Materials** | [- Worksheet - Wordsearch](Workshhet%20for%20activity%205%20-%20Wordsearch.docx) |

[Back to Top](#_top)

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| **Activity 6** | |
| **Procedure** | -They watch a ppt about the features of the Earth. After each slide the teacher stops and asks the students for some examples (names). |
| **Approx. time** | 15 min |
| **Learning outcome** | - Awareness of the definitions of the vocabulary learnt. |
| **Indicators** | -They pay attention.  - They can say some names or examples of each feature. |
| **Materials** | [- PPT Earth geographical features](THE%20EARTH%20GEOGRAPHICAL%20FEATURES.pptx) |

[Back to Top](#_top)

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| **Activity 7** | |
| **Procedure** | In groups, they do a matching activity. They have to match the names with their definition, paste them on cardboard and draw a descriptive small picture next to each definition. |
| **Approx. time** | 30 min |
| **Learning outcome** | -Recongnise the concepts learnt. |
| **Indicators** | -Use of English.  - They respect their classmates.  - They can match correctly definitions and concepts. |
| **Materials** | [- Match worksheet](Workseet%20for%20activity%207%20-Match.docx)  -Cardboard, colours, glue. |

[Back to Top](#_top)

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| **Activity 8** | |
| **Procedure** | They make a piece of craftwork with playdough, representing all the landforms learnt, and they pin small pieces of paper to the names of these landforms. |
| **Approx. time** | 50 min |
| **Learning outcome** | - Awareness of the studied landforms. |
| **Indicators** | - Use of English and having fun.  - Represent the land forms correctly. |
| **Materials** | - A very thin stick.  - Blue, green, white and brown playdough.  - A board made of hard material (wood or cork).  - Cocktail sticks.  - Small pieces of paper. |

[Back to Top](#_top)