

# LESSON PLAN FORMAT

<b>SUBJECT</b>	Science	<b>GRADE</b>	Eighth grade
<b>TOPIC</b>	Water cycle.	<b>LENGTH</b>	120 minutes
<b>AIMS</b>			
<b>MAIN AIMS</b>			
<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>			
By the end of the lesson, learners will be able to suggest methods to purify water by implementing the phases of the cycle of water.			
<b>Subsidiary aims:</b> Learners will also be able to...			
<ol style="list-style-type: none"> <li>1. Explain the effects of human intervention in the cycle of water and its impact in the environment.</li> <li>2. Propose actions of responsible water use at home, school and nearby contexts.</li> </ol>			
<b>TEACHING OBJECTIVES</b>			
<b>Content</b> <i>(New knowledge, skills and understanding)</i>	<b>Cognition</b> <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	<b>Culture</b> <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<ol style="list-style-type: none"> <li>1. Warming up activities.</li> <li>2. Vocabulary related to the topic. (cycle, water, environment, ecosystem, rain, cloud)</li> <li>3. Cycle of the water.</li> <li>4. Methods of purifying water.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look into the actions of human beings that are increasing water pollution.</li> <li>2. Give some advice to maintain water clean in your community.</li> <li>3. Reflect on the different methods of purifying water and the impact on the environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss with your classmates about the effects of human intervention in the cycle of water.</li> <li>2. Share opinions about what people can do to maintain the balance of their ecosystem.</li> <li>3. Propose actions that every student and their family members can implement at home and school to make a responsible use of water.</li> </ol>	
<b>Communication <i>(What and how)</i></b>			
<b>Language of Learning</b> <i>(Key vocabulary – content-obligatory) (Key vocabulary – contentry)</i>	<b>Language for Learning</b> <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	<b>Language through learning</b> <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
Precipitation Condensation Evaporation Atmosphere Collection Soil Purify method	What do you think about...? I think that... I agree I disagree I would like to know...	Teacher will encourage students to let him/her know if there are any problems with the language used in class that might affect the learning process.	

**CRITERIA FOR ASSESSMENT**

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

<b>Formative Assessment</b>	<b>Summative Assessment</b>
<ul style="list-style-type: none"> <li>- Draw a concept map about the cycle of water and share it with your classmates.</li> <li>- Work in groups: discuss the advantages of using different methods to purify water.</li> <li>- Reflect on the responsible use of water, share your ideas with the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Turn in a research proposal about actions that people can take to contribute to keep water clean and make a reasonable use of it.</li> <li>-Test.</li> </ul>

**LESSON PROCEDURE / ACTIVITIES**

<b>Time</b>	<b>Stage</b>	<b>Procedure</b>	<b>Materials &amp; Resources</b>
10 minutes	<b>Activate prior knowledge</b>	<p>Teacher will show a video about the importance of having clean water. Students will reflect on it and discuss their ideas in groups of 5.</p> <p>Teacher will provide support with the vocabulary required for this activity.</p>	<p>T.V. Computer. Internet. Video: <a href="https://www.youtube.com/watch?v=BCHhwvQqyg">https://www.youtube.com/watch?v=BCHhwvQqyg</a></p>
15 minutes	<b>Lead in</b>	<p>Students will work in groups of 5 and will receive a reading about the phases of the water cycle and they will have to match them with the pictures the teacher will be showing. The activity will be monitored by the teacher who will provide support by answering questions or addressing any concerns. Teacher will ask each group to read the definition of one phase of the water cycle according to the picture that is being shown at the moment. The correct answers will be given throughout the activity.</p>	<p>T.V. Computer. Internet. Dictionary. Photocopies.</p>
25 minutes	<b>Working together</b>	<p>Teacher will show a video about the methods of water purification and students will discuss, in groups of 5, the answer to the following questions:</p> <ol style="list-style-type: none"> <li>1. Which methods do you find easier to use?</li> <li>2. Why do you think we need to purify water?</li> <li>3. What do you think is causing water pollution?</li> <li>4. Do you think purifying water is important? Why?</li> <li>5. What can people do to minimize water pollution?</li> </ol> <p>The activity will be monitored by the teacher who will provide support by answering questions or addressing any concerns.</p>	<p>T.V. Computer. Internet. Video: <a href="https://www.youtube.com/watch?v=66m2Z-7njas">https://www.youtube.com/watch?v=66m2Z-7njas</a></p>

10 minutes	<b>Group work</b>	Students will share their ideas about the previous activity with the other groups. Teacher will listen and give them feedback about the work they've done.	Human resources: Students. Teacher.
20 minutes	<b>Individual work</b>	Students will draw a concept map about the cycle of water and the methods of purifying water according to the information given before. They will present their work to the class. Teacher will support students by giving them tips or ideas on how to present their concept maps and providing the vocabulary needed to develop the activity.	Cardstock Colored pencils Markers
30 minutes	<b>Final task</b>	Students will turn in a research proposal about actions that people can take to contribute to keep water clean and make responsible use of it. They can read these articles and watch these videos to support their proposal:  <a href="https://www.youtube.com/watch?v=-g9lr15dLAM">https://www.youtube.com/watch?v=-g9lr15dLAM</a> <a href="https://www.youtube.com/watch?v=nTcFXJT0Fsc">https://www.youtube.com/watch?v=nTcFXJT0Fsc</a> <a href="https://www.westerncape.gov.za/general-publication/saving-water-everyones-responsibility-0">https://www.westerncape.gov.za/general-publication/saving-water-everyones-responsibility-0</a> <a href="https://www.ehs.com/2016/03/reflecting-importance-responsible-water-use/">https://www.ehs.com/2016/03/reflecting-importance-responsible-water-use/</a>	Computer E-mail Internet
10 minutes	<b>Wrap up</b>	Students will share 3 main ideas of their proposal with the rest of the class. Teacher will provide support by answering questions or addressing any concerns.	Human resources: Students. Teacher.