

# LESSON PLAN FORMAT

<b>SUBJECT</b>	SCIENCES	<b>GRADE</b>	SEVENTH
<b>TOPIC</b>	Properties of Materials	<b>LENGTH</b>	45 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>			
<b>MAIN AIM:</b> By the end of the lesson, learners will reorganize the materials from a group of substances and mixtures			
<b>SUBSIDIARY AIM:</b> Learners will also be able to...			
<ul style="list-style-type: none"> <li>Recognize what objects are made from</li> <li>Propose some properties of materials</li> <li>Match a property with its description</li> <li>Compare reasons why objects are made from a particular materials</li> </ul>			
<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>	
<ul style="list-style-type: none"> <li>Revision of vocabulary related to materials and their properties</li> <li>Activities for practicing to collect information</li> <li>Analysis of data from a survey about materials</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing terms and carrying out tasks</li> <li>Drawing conclusions about materials and their properties and uses</li> <li>Designing a chart to evaluate the properties of water in different materials</li> <li>Evaluating uses of materials according their properties</li> </ul>	<ul style="list-style-type: none"> <li>Relating their own use of materials to the other countries or cities</li> <li>Working together in pairs and groups to share opinions</li> </ul>	
<b>Communication</b> <i>(What and how)</i>			
<ul style="list-style-type: none"> <li>As a group, students will read the instructions for making a survey about materials.</li> <li>Students will complete and check information on the survey.</li> <li>Pairs of students will compare results and data analysis from surveys and provide feedback on their matching chart.</li> <li>Whole class will discuss the main learning points of the lesson.</li> </ul>			

### Language of Learning

*(Key vocabulary – content-obligatory)*

- **Property** noun

/ˈprɒpəti/ a thing or things belonging to someone; possessions collectively.

- **Properties**

/ˈprɒpətis/ Plural of property

- **Survey** verb

/səˈveɪ/ look closely at or examine (someone or something) hard

- **Hard** adjective

/hɑːd/ solid, firm, and rigid; not easily broken, bent, or pierced

- **Soft** adjective

/sɒft/ easy to mould, cut, compress, or fold; not hard or firm to the touch

- **Soak up** phrasal verb

/səʊk ʌp/ / to take in (liquid), absorb

### Language for Learning

*(Functional language e.g. language while learners participate in the lesson – thinking skills)*

What do you think about?

I think that's great!

Complete the information

Check the information about

I agree

I'm not sure about that

You should / could...

Why don't you...

What if you...

### Language through learning

*(Language progression, practice and extension – emerging language, and what you will do with this)*

T will monitor pair and group tasks and feedback on language problems that could affect communication or sound repetitive.

T will also write on the board any useful and well-used language for language extension.

**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>Self-assessment of way for collecting and analyzing data about materials properties</li> <li>Peer feedback on own use of materials need to improve their use</li> <li>Monitoring of and feedback on comprehension of instructions and language used during survey and conclusions about materials and their properties and uses</li> </ul>	<ul style="list-style-type: none"> <li>Task 1, 2 and 3 - 30% :complete a bar graph, draw objects according to the properties, complete a new chart including information.</li> <li>Discussion and Practical Task - 30% : compare theirs charts.</li> <li>Language Use - 40%: give and list reasons.</li> </ul>

**LESSON PROCEDURE / ACTIVITIES**

<b>Time</b>	<b>Stage</b>	<b>Procedure</b>	<b>Materials &amp; Resources</b>
45 mins			
10 minutes	<b>Activate prior knowledge (10 minutes)</b>	T shows some key vocabulary and its descriptions in different Flash cards  SS check the vocabulary and match the Flash cards	Flash cards
5 minutes	<b>Lead in (5 minutes)</b>	T tells SS they are going to do and gives them a chart  SS walk around the classroom to check and complete a chart	Realia  Copies of a chart
5 minutes	<b>Task 1: Organizing information(5 minutes)</b>	SS complete a bar graph about Types of Materials in the Classroom	Photocopies

5 minutes	<b>Task 2: Comparing and categorizing information (5 minutes)</b>	T shows a video about Properties of Materials  SS walk around the classroom with a partner and draw objects according the properties in the video	<a href="https://youtu.be/AhrZ7bTwQ54">https://youtu.be/AhrZ7bTwQ54</a>  Realia
5 minutes	<b>Task 3: Deducing reasons (5 minutes)</b>	SS complete a new chart including information about material made of and the reason why the materials are chosen	Copies of a chart
5 minutes	<b>Discussion task (5 minutes)</b>	SS works in groups of three by comparing theirs charts and their reasons they wrote Peers agree or disagree	Charts completed before
7 minutes	<b>Practical task (5 minutes)</b>	SS complete a final chart and a Match activity  Finally SS list reasons about the use of materials for specific purposes	Copies of a chart  Notebook
3 minutes	<b>Wrap up (5 minutes)</b>	T monitors well and prompts when necessary.  T Asks some SS to share with all the class.  Feedback in content and language.	