

LESSON PLAN FORMAT

SUBJECT	ENVIRONMENT	GRADE	5th
TOPIC	Energy	LENGTH	60 min
AIMS			
MAIN AIMS			
<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>			
<ul style="list-style-type: none"> ● Recognize the different sources of energy and their uses and transformations. ● 			
SUBSIDIARY AIM:			
<ul style="list-style-type: none"> ● Introduction to both Renewable and non - renewable Energy resources and main ideas ● Learn that: Electricity (light, heat) is produced from energy resources. ● Integrate new vocabulary. 			
TEACHING OBJECTIVES			
Content <i>(New knowledge, skills and understanding)</i>	Cognition <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	Culture <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<ul style="list-style-type: none"> ● Learn about ways to save energy. ● identify the importance of creating a friendly environment. ● learn and practice the key vocabulary . 	<ul style="list-style-type: none"> ● Recognize the importance of using energy resources in a responsible way. ● Know about and distinguish the main renewable and non - renewable energy resources. ● They can explain what is happening in the world with global warming. 	<ul style="list-style-type: none"> ● Apply an energy saving method at home. ● Involve the family in the importance of saving energy and explore the other way to create. 	
Communication <i>(What and how)</i>			
Language of Learning <i>(Key vocabulary – content-obligatory) (Key vocabulary – content)</i>	Language for Learning <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	Language through learning <i>(Language progression, practice and extension –</i>	
<p>Simple Present</p> <p>Regular and irregulars verb</p> <p>Energy Resources</p> <p>Renewable energy resources Non-renewable energy resources Fossil Fuels (oil/petroleum, natural gas, methane, coal) Nuclear fuel (Uranium) Solar energy (panels) Wind energy (windmills) Hydropower energy Biomass energy (organic matter)</p>	<ul style="list-style-type: none"> ● work in group ● take care ● Danger high voltage ● Be aware of the restricted area. ● Don't cross the line ● men working ● electric shock hazard 	<ul style="list-style-type: none"> ● The students and teacher will communicate by using the key vocabulary. ● the student will be able to communicate with other into the classroom by using common expressions like: How are you doing? May I help you? Can I participate? Will you finish the task? you are the next.. 	



5 minutes	Wrap up	Teachers and students discuss and share their opinions about the importance of saving energy and look for other forms of them. They will work in small groups . 1- How to generate renewable energy? 2- What renewable energies pollute ? 3- Why are renewable energies used? 4- Why is renewable energy important in climate change ?	Notebook Marker Board
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