

## LESSON PLAN FORMAT

<b>SUBJECT</b>	Science	<b>GRADE</b>	6th
<b>TOPIC</b>	Materials classification /Kind of Mixture	<b>LENGTH</b>	3 hours
<b>AIMS</b>			
<b>MAIN AIMS</b>			
By the end of this lesson the learners will will have learned to classify materials by examining the type of substance and identifying the type of mixture using elements from their real life			
<b>TEACHING OBJECTIVES</b>			
<b>Content</b>	<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>	
Definition of substances Definition of kind of substances Definition of a mixture Type of mixtures	Identify the elements and types of mixtures. Analyze the reactions and changes in mixture of substances. Define the texture of some elements / substances. Classify the substances and mixtures. Experiment with a mixture of elements and substances. Creation of mixtures from common substances found at home. Reports about experiments made with substances /elements. Students will compare results of experiments about substances found at home and mixtures.	Working together in pairs and groups to share opinions about dishes made by mixtures. Students make experiments using different elements or substances found at home to make mixtures.	
<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>	
Element Compound Mixture Substance Homogeneous Heterogeneous Pure substance First	Is the ____ a pure substance? Is the ____ a simple substance? What kind of mixture is ____? What kind of substance can you find in your house? Can you identify the elements in that mixture?	Teacher will monitor pair and group tasks and feedback on language problems that could affect communication or sound repetitive. Teacher will also board any useful and well-used language for language extension	

Next Then Carrots Water Tomatoes Vegetables Liquid solid		
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**CRITERIA FOR ASSESSMENT**

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

<b>Formative Assessment</b> Games oral questions pictures description experiments	<b>Summative Assessment</b> Reports about experiments. Oral presentations
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**LESSON PROCEDURE / ACTIVITIES**

Time	Stage	Procedure	Materials & Resources
10 min	<b>Activate prior knowledge</b>	<b>Motivation</b> Paste pictures of different types of sandwiches around the classroom, Show to all the students and ask the students to go to the picture of the sandwich they prefer.	Pictures of different types of sandwiches.
30 min	<b>Lead in</b>	<b>preferences</b> 1. Create groups of students. 2. Set a group of ingredients on a table to prepare a sandwich. 3. Ask each group pair to pass to the table and take some ingredients. 4. Then each group should use the ingredients selected to prepare their preferred sandwich.	A table, tomatoes, some slices of bread, cheese and ham. Pictures of different types of sandwich.
20 min	<b>Task 1: Understand and practice Vocabulary and</b>	Ss continue in groups, teacher will use nearpod to show the text: "Pure substances and mixture" T and Ss will read and understand the vocabulary and basic concepts of the topic.	<a href="https://mocomi.com/pure-substances-and-mixtures/">https://mocomi.com/pure-substances-and-mixtures/</a>  <a href="https://app.nearpod.com/?pin=ADC086722C3C23A79DB5C9E">https://app.nearpod.com/?pin=ADC086722C3C23A79DB5C9E</a>

	<b>concepts</b>	At the end of the reading and explanation, T will show cards with terms taken from the text pasted on the board and on a table will have cards with the definition of information related to terms in cards on the board. A student from each group will select a card from the table and will try to match it to the correct term. Cards on the board: Matter, solid, liquid, gas, pure substance, element, compound, mixture, chemical property, physical property, homogeneous, heterogeneous. Then, the concepts will be written.	<a href="https://docs.google.com/document/d/1yvlX6R5XRM1fgu_kOEXSdCvGz6QeKwrn/edit?usp=sharing&amp;oid=117346391460384674277&amp;rtpof=true&amp;sd=true">2B030F957-1</a> Cards, markers, tape, notebook, pens
20 min	<b>Task: 2 Remember vocabulary and concepts</b>	T will use nearpod to practice with the vocabulary and the information learnt. make pairs complete sentences.	Nearpod <a href="https://app.nearpod.com/?pin=ADC086722C3C23A79DB5C9F2B030F957-1">https://app.nearpod.com/?pin=ADC086722C3C23A79DB5C9F2B030F957-1</a> internet connection PC Video beam /TV
20 min	<b>Task: 3 Clarify concepts</b>	Watch the video from youtube and answer questions about it Classify substances into Pure and mixture. Classify mixtures into homogeneous, heterogeneous	<a href="https://www.youtube.com/watch?v=jCVQwr_TWpY">https://www.youtube.com/watch?v=jCVQwr_TWpY</a> notebooks pens
30 min	<b>Discussion task</b>	Ss continue in groups and the teacher will give 3 pictures of different kinds of food or dishes, each group will analyze them and they identify kinds of substances dishes /food are and states of matter of each picture. Each student will write appreciations, conclusions of activity in their notebooks, then each group organizes a short oral presentation to show the conclusions to their partners.	Cards with pictures of food/dishes. Notebook Pens poster paper
30 min	<b>Practical task Experiments</b>	Ss bring some ingredients to make a fruit salad, each group will decide the fruits preferred. Then they will show the ingredients they selected and step by step how to prepare the salad. Finally students will ask the rest of the class: What state of matter is fruit for salad? What kind of mixture is the salad shown?	Fruits selected by students poster paper table notebook pencil color pencils

		Then they will draw the ingredients used and the dish prepared by the group .	
20 min	<b>Wrap up</b>	<p>The teacher will evaluate the knowledge of the students about the topic: T will show pictures of substances in different states and different kinds of mixtures. T will ask the students to identify them and explain what they identify.</p> <p>Finally in Kahoot students will have a competition to confirm the topic was understood.</p>	<p><a href="https://create.kahoot.it/share/material-classification-and-kind-of-mixture/a0bf56c7-1223-4248-be88-a6a82dff71b2">https://create.kahoot.it/share/material-classification-and-kind-of-mixture/a0bf56c7-1223-4248-be88-a6a82dff71b2</a></p> <p>Pictures markers electronic devices internet connexion video beam /TV Computer</p>