Erasmus+

Teacher's Guide on CLIL Methodology in Primary Schools – *Volume 2*

15 Lesson Plan Package

C4C CLIL for Children

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Strategic Partnerships (Key Action 2)

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THE CONSORTIUM

The collaboration who have come together to create C4C – CLIL for Children includes representatives from Italy, Poland, Portugal and Romania.

The consortium is represented by organisations active in research and/or training of teachers and schools.

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Table of Contents

1 15 Lesson Plans with Teacher Notes. An introduction

The C4C 15 Lesson Plan Package consists of 5 modules of 3 lessons each designed to teach Science, Geography and Mathematics in primary school:

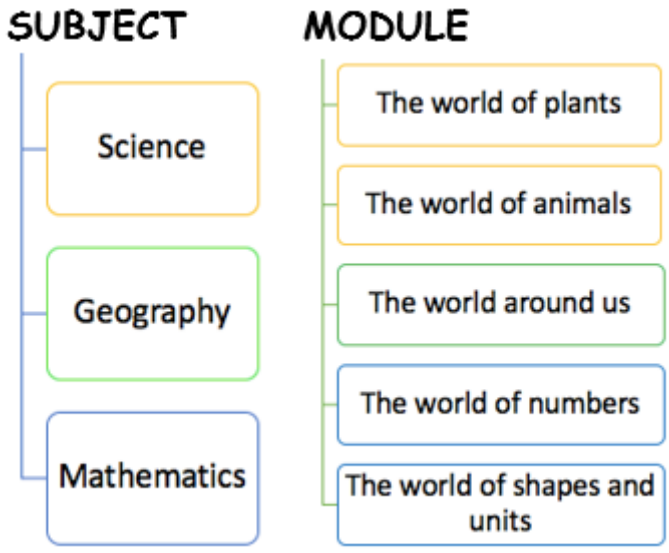


Figure 1 - C4C Modules

Every module has been designed for a specific age group.

- Science: The World of Plants is designed for Year 2/3.
- Science: The World of Animals is designed for Year 2/3.
- Geography: The World Around Us is designed for Year 3/4.
- Mathematics: The World of Numbers is designed for Year 6.
- Mathematics: the World of Shapes and Units is designed for Year 4.

You may, however, easily adapt all the lessons to the needs of both older and younger students, depending on how many years they have been learning English, their cognitive skills and/or the English, Science, Geography of Mathematics curriculum.

- **The lessons have been designed for groups of 12-15 students.**

If you teach a bigger group, you can still use the lesson plans. However, you may need to adjust some tasks.

- **The exact timing of the lesson depends on the group.**

If your students work smoothly and you need extra tasks, we have provided some fast finisher tasks for you.

If the group needs more time (E.g. Because there are many students) you may have to consider devoting one more lesson to cover all the material.

- **Some lessons use modern ICT technologies and you will need a computer lab with access to the Internet or such resources in your classroom.**
- **You will find Appendixes for Lessons (worksheets, presentation materials, etc.) through hyperlinks in lessons.**

2 Science: The World of Plants

[Year 2/3]

Lesson 1 topic: ***Physical size of plants***

Lesson 2 topic: ***Plant parts and life cycle***

Lesson 3 topic: ***The growth of a plant***

This module was designed for years 2/3 and it comprises the following 3 lesson topics:

Lesson 1 topic: Physical size of plants

Table 1 - The World of Plants. Lesson 1: Activities & Appendixes

Activities	Appendixes
Lead-in	1 and 2
1	3
2	4
3	5

Lesson 2 topic: Plant parts and life cycle

Table 2 - The World of Plants. Lesson 2: Activities & Appendixes

Activities	Appendixes
Lead-in	1
1	2
2	
3	3 and 4
4	

Lesson 3 topic: The growth of a plant

Table 3 - The World of Plants. Lesson 3: Activities & Appendixes

Activities	Appendixes
Lead-in	1
1	2 and 3 and 4
2	5
3	6 and 7

2.1 Science - Lesson 1 – The World of Plants: Physical Size of Plants

- **Linguistic objective**

  Vocabulary: physical size: big/small, medium, short/tall; plant, tree (oak; orange tree; apple tree; pine; palm tree; olive tree), shrub (rosemary; lemon grass; grapevine; green peas; juniper; lavender) herb (lily; tulip; daisy; daffodil; grass; mint)

- **Linguistic objective**

  Skills: students understand simple information about size of plants (listening); students pick up words (tree, shrub, herb) from authentic source (video) (listening and speaking); students create short texts (writing) and read them (reading).

- **Linguistic objective**

  Functions: students name and describe selected plants according to physical size, e.g. *This is an oak. It is big.*

- **Content objective**

  Students classify plants according to physical size into trees, shrubs and herbs.

- **Communication**

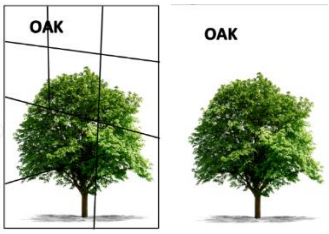
  Students talk about plants and students contribute to class plant clipbook.

- **Cognition**

  Students classify according to categories (physical size of plants).

LEAD IN: 5 MIN

Group division (6 groups) - The teacher prepares 6 photos for a puzzle **(*Appendix 1*)** and for 6 flashcards **(*Appendix 2*)** on the following plants: *oak, tulip, grapevine, pine, grass,* and *daffodil*.



- Each group gets one set of puzzles to assemble. (For additional difficulty children get one puzzle piece and have to find other children with the puzzle pieces that will complete their puzzle. Once students have found the rest of the group, they sit at a desk together and make a whole picture).
- When the children have assembled their puzzle, they read out their plant name to the rest of the class. Teacher corrects and drills pronunciation.
- For additional practice, teacher uses flashcards to elicit names of these plants in English. Teacher shows the 6 flashcards randomly and children read names of plants.

ACTIVITY 1: 25 MIN

- Teacher asks students to name categories of plants in their native language (L1) and writes them on the board in L1 (L1 equivalents of TREES SHRUBS HERBS. E.g. In Polish *drzewa, krzewy, rośliny zielne*).
- Teacher asks the students to watch the video https://www.youtube.com/watch?v=KaVEFFgkzy8 (from the beginning to 2:25) and to identify the three categories of plants in English (TREES SHRUBS HERBS). Teacher writes these three categories on the board next to the L1 words.

Class I: Science - Green World,trees,shrub,climbers,creepers

- Teacher asks volunteers to place the flashcard from ***Appendix 2*** under the correct category. Teacher makes sure that students understand the names of categories and plants.
- Teacher places 18 flashcards (***Appendix 3***) face down on the desk closest to the board. Selected students come to the board, pick one flashcard, read the name of the plant and stick it under the appropriate heading on the board.
- Students read the names of the plants in each category together, after the teacher, to practise pronunciation.
- Teacher assigns three corners of the classroom to the three categories of plants. Students go to a corner of their choice. The teacher gives students 18 flashcards of plants randomly (6 trees: oak, orange tree, apple tree, pine, palm tree, olive tree); (6 shrubs: rosemary, lemon grass, grapevine, green peas, juniper, lavender); and (6 herbs: grass, mint, lily, tulip, daisy, daffodil) **(flashcards taken from the board)**.

If there are more students in the class, teacher makes additional copies of the flashcards. Teacher asks students to look at their cards and say …

is/isn't a tree/shrub/herb and change their places if necessary.

ACTIVITY 2: 15 MIN

- Teacher chooses one plant from the board and describes it as follows:

  I like tulips.

  Tulips are herbs. They are small plants.

  Tulips are red or yellow.

- Teacher writes the sentences on the board. Teacher asks one student to come to the board, choose one picture from the board and describe it orally following the model on the board. More than one student can repeat the procedure.
- In pairs students do a worksheet **(*Appendix 4*)** where they have to write short sentences about a plant from one of the flashcards.

ACTIVITY 3: 45 MIN

- Teacher tells the students they are going to make a flipbook. Teacher shows online flipbooks and tells the children that they can create their own class flipbook on the plants they are learning. Example: *The Life Cycle of a Butterfly* on Storyjumper: https://www.storyjumper.com/book/index/18764938/The-Life-Cycle-of-a-Butterfly#page/14
- Students start preparing their flipbook together in a Word document first. Teacher prepares several pages for the book and shows where students are going to put their texts and cover.
- Teacher also announces a competition **(*Appendix 5*)** for the best cover.

The class has to create its own **flipbook**, and then share it/ make it public. If the teacher thinks students are too young or inexperienced to do this activity, the teacher can create the online flipbook for them. In order to make an online flipbook, after the book is finished in a Word document, it is saved as a Pdf file. This pdf file can be made into a flipbook with https://online.flippingbook.com/ or any other available software.

- In pairs, students type their texts, which they save online. As children finish their typing, they can start working on the cover for the competition.

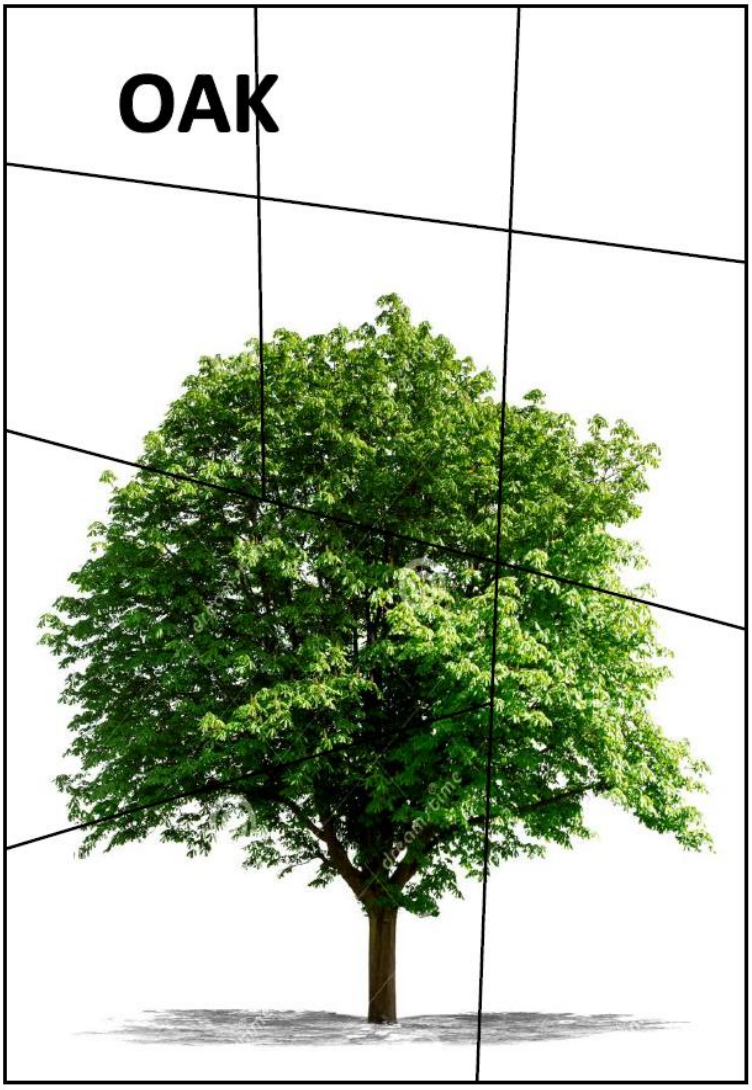
***Fast finishers**: Students practise reading their texts aloud in order to (video) record them for the class clipbook.*

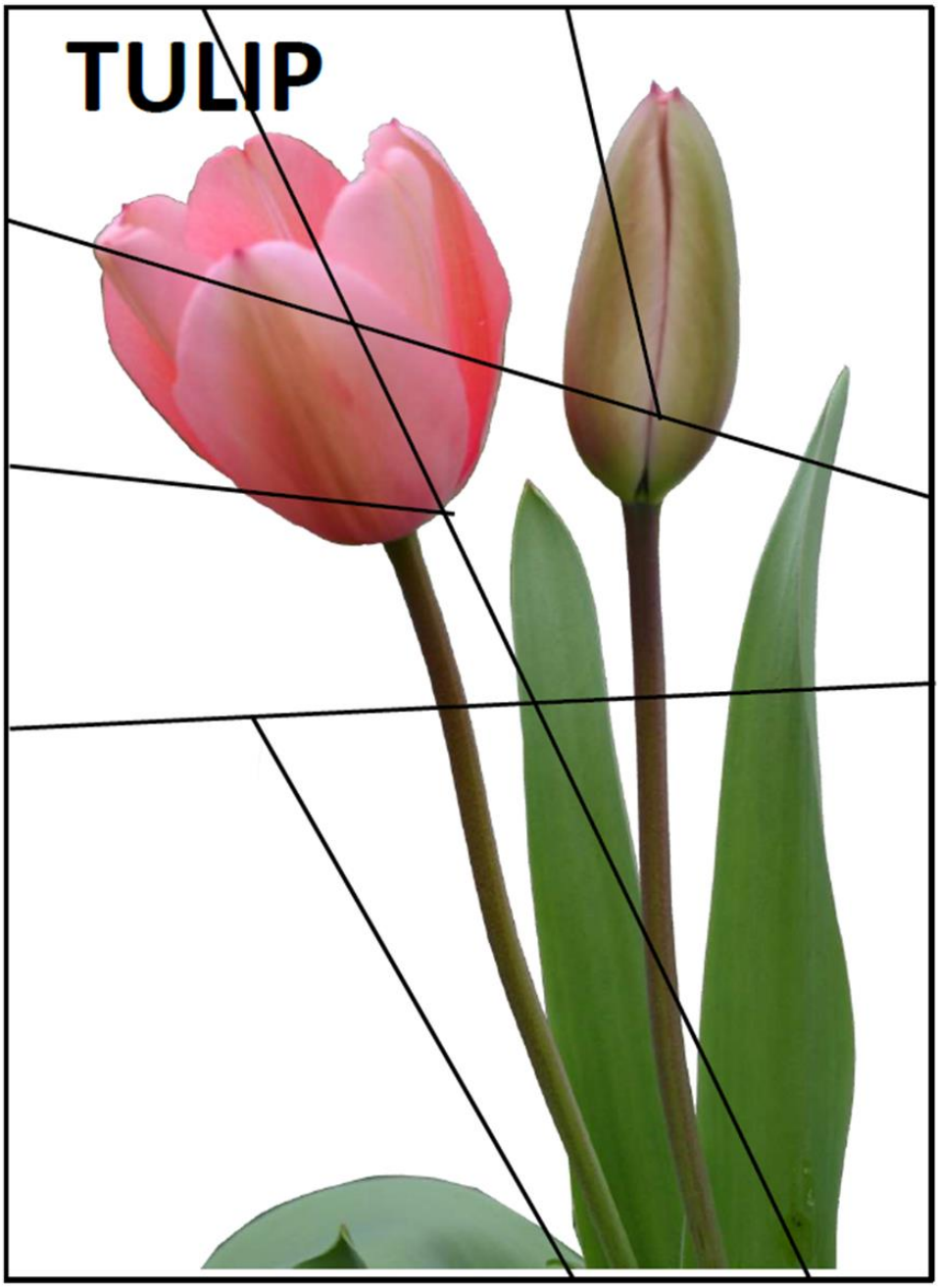
Additional remark: The flipbook can be edited during the three lessons and shared with the children for home study.

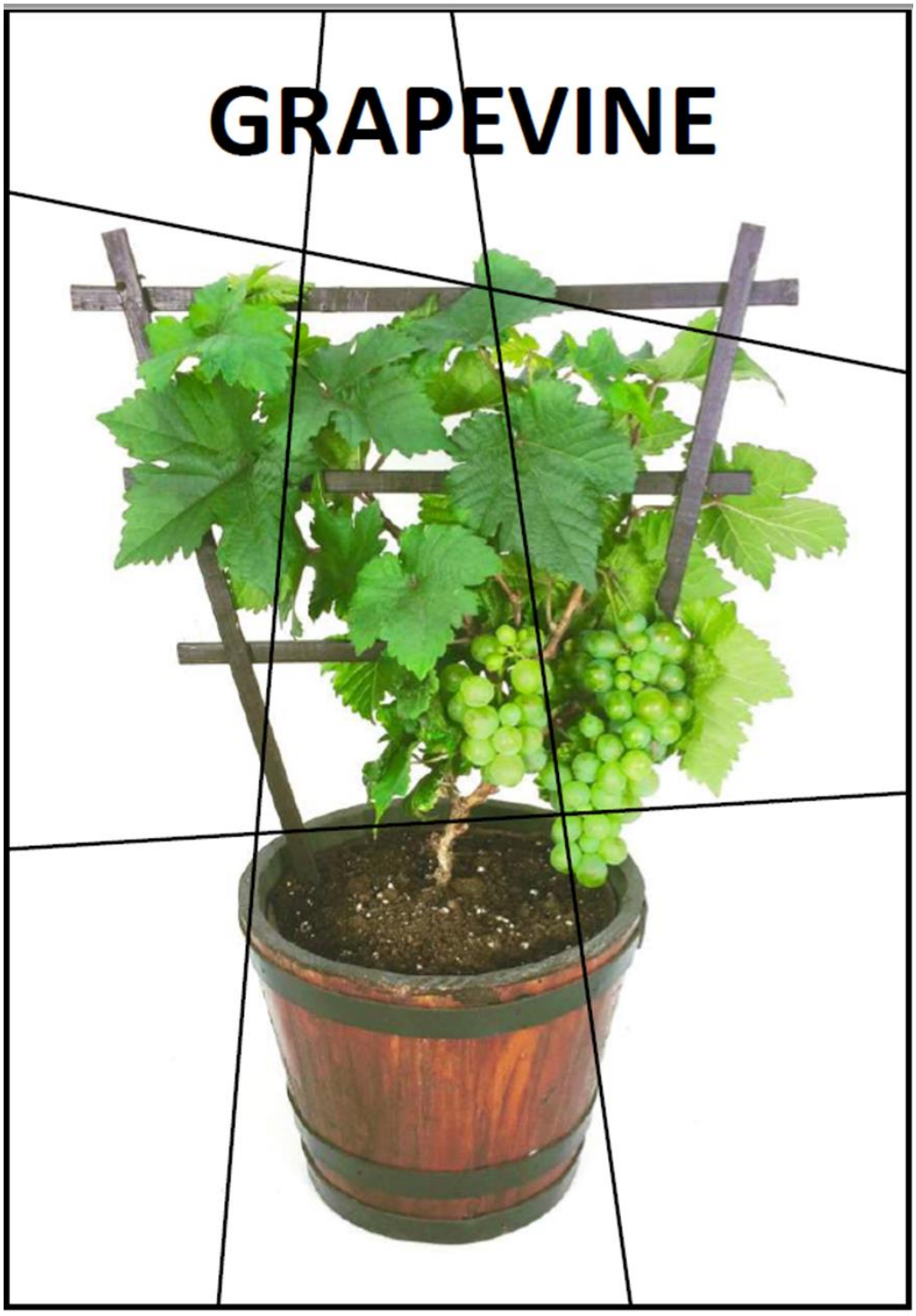
Assessment: There are **3 public Kahoot quizzes** to assess children's learning in this module. In order to use them you just have to register first.

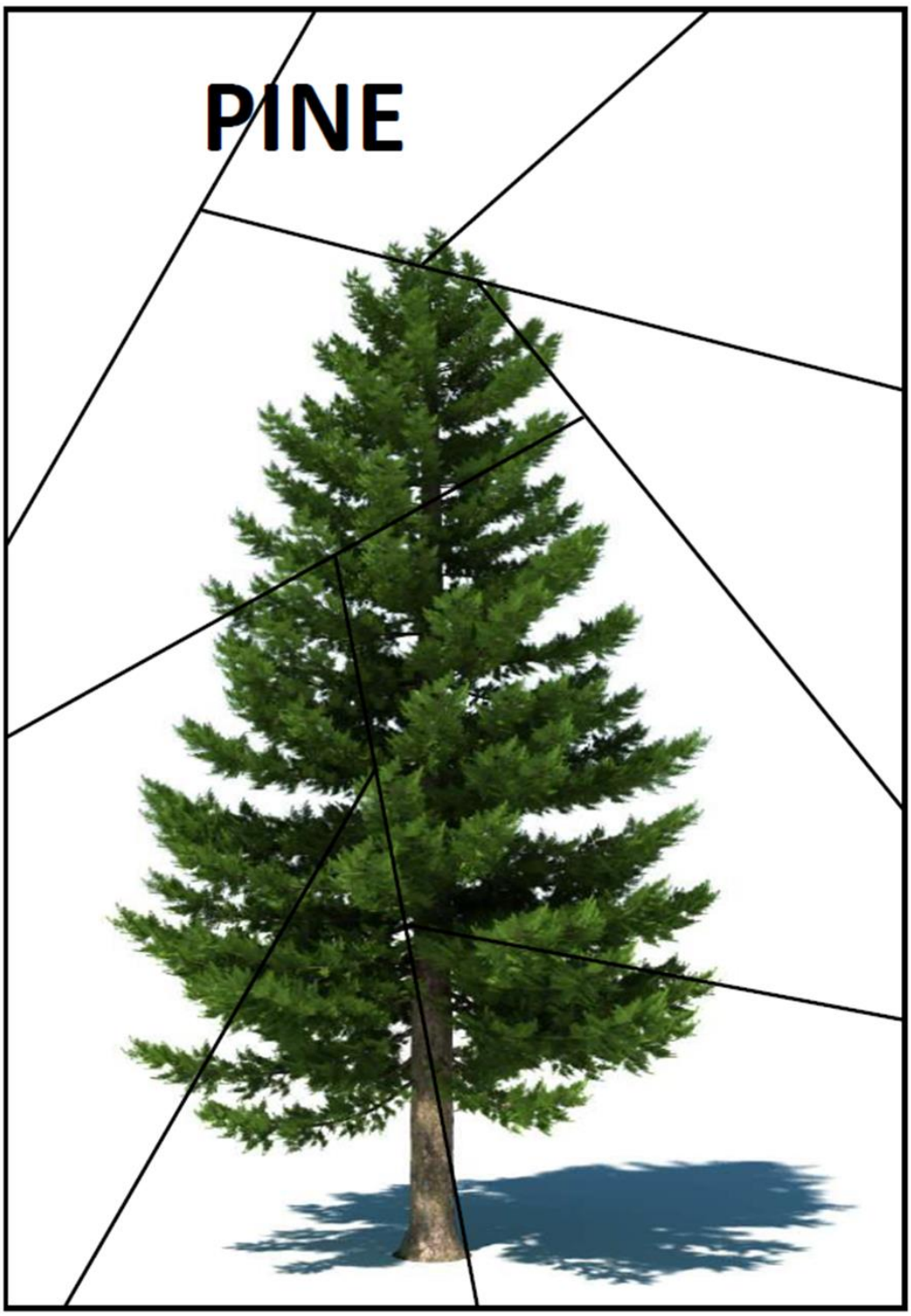
For lesson 1: C4C Unit Science Plants (lesson 1) https://create.kahoot.it/#quiz/4cad7418-f457-48dc-9679-7246a04e6651.

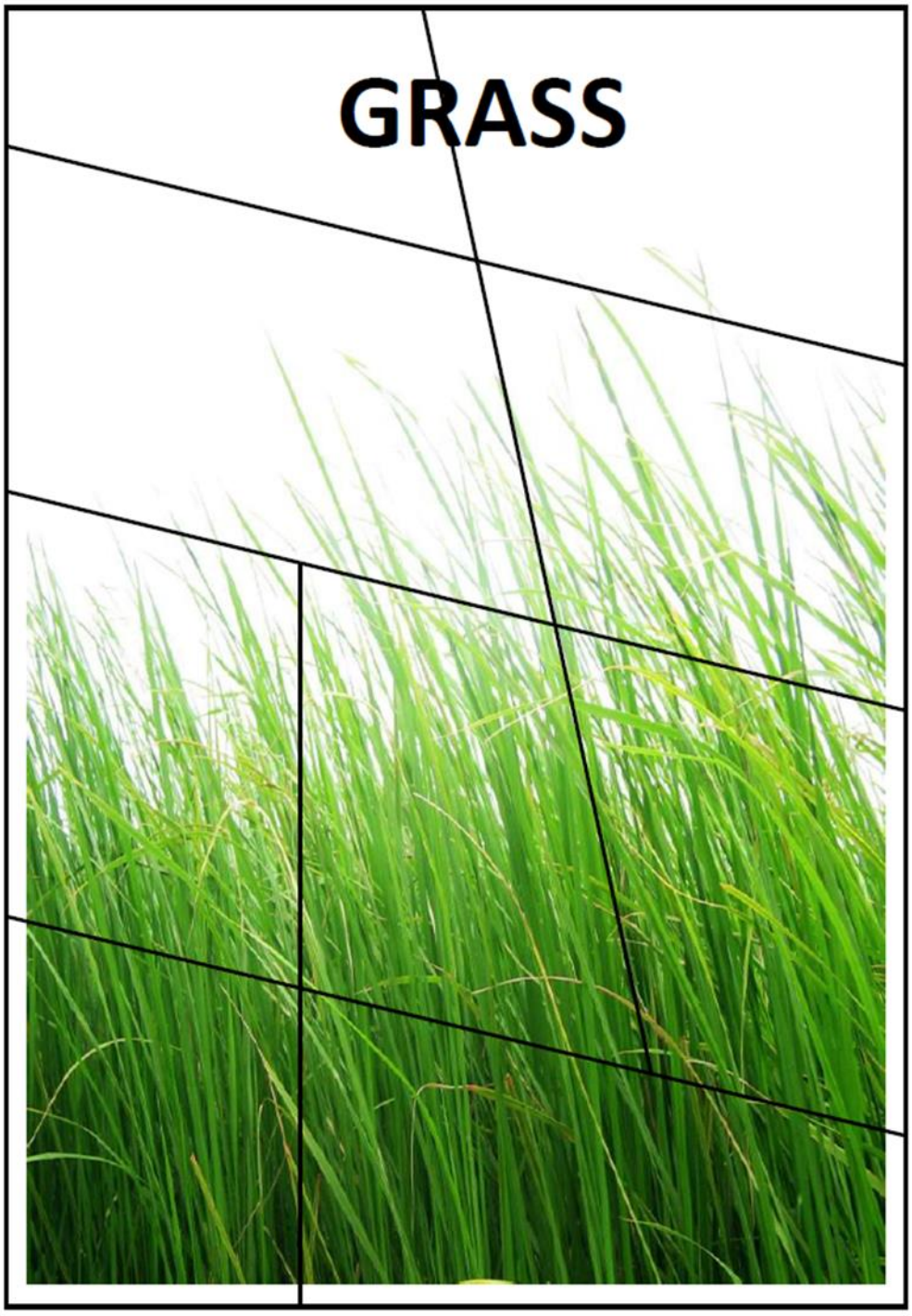
2.1.1 PLANTS - LESSON 1 - APPENDIX 1

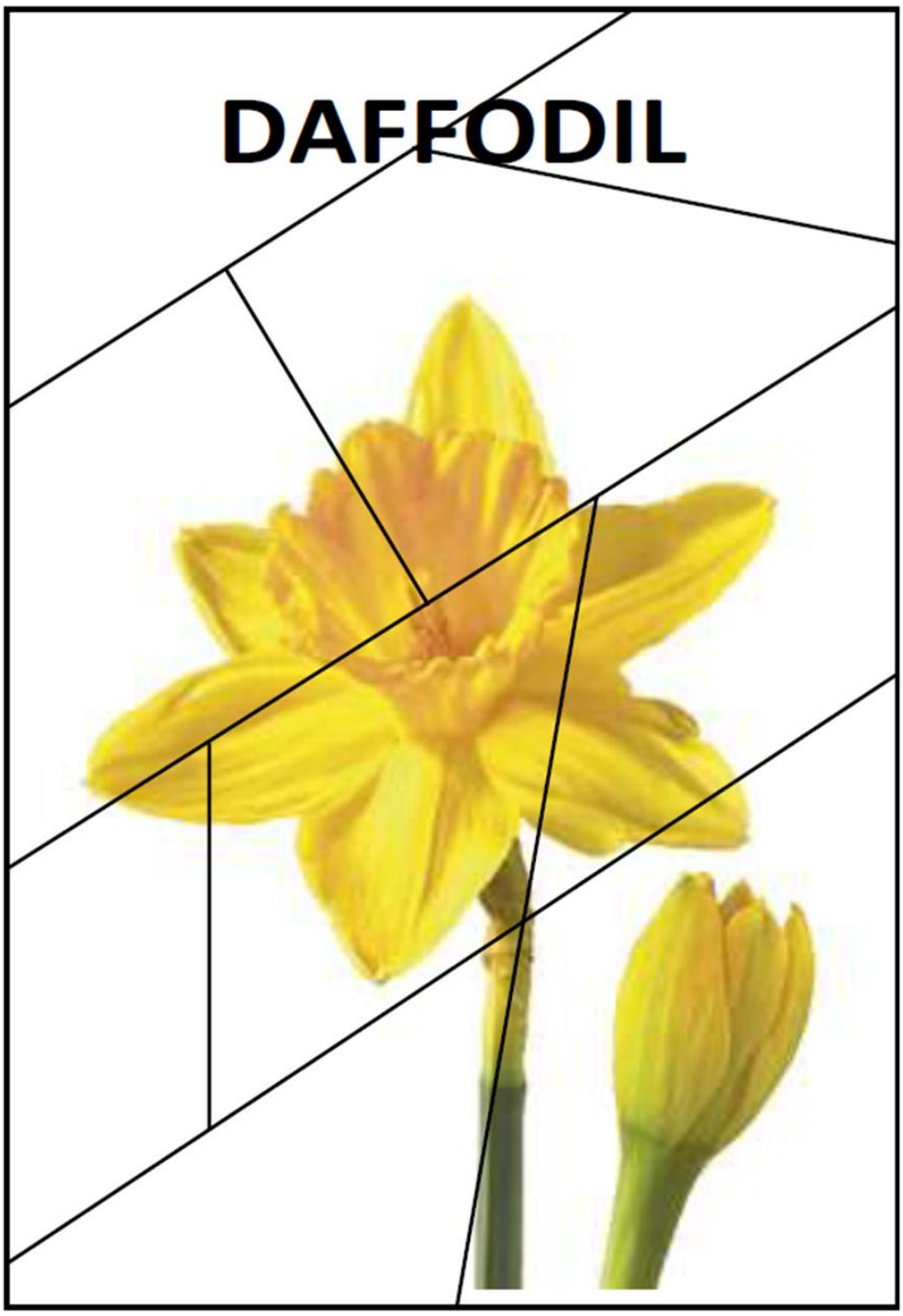



TULIP


GRAPEVINE


PINE


GRASS


DAFFODIL

2.1.2 PLANTS - LESSON 1 - APPENDIX 2

GRAPEVINE

PINE

GRASS

OAK

DAFFODIL

2.1.3 PLANTS - LESSON 1 - APPENDIX 3

OAK
ORANGE TREE
APPLE TREE
PINE
PALM TREE
OLIVE TREE

ROSEMARY
LEMON GRASS
GRAPEVINE
GREEN PEAS
JUNIPER
LAVENDER

GRASS
MINT
LILY
TULIP
DAISY
DAFFODILS

MY FAVOURITE PLANT

CHOOSE ONE PLANT FROM THE FLASHCARDS. WRITE ITS NAME.

_____

DRAW THE PLANT.

READ THE EXAMPLE.

I like tulips.

Tulips are herbs. They are small plants.

Tulips are red /yellow.

WRITE SENTENCES ABOUT YOUR PLANT. USE SOME WORDS FROM THE LIST.

_____

_____

_____

_____

_____

- herbs- shrubs -trees
- big- small- short- tall- medium
- yellow- green- pink- orange – brown- purple- red- white

Draw the cover for the clipbook:

“My Class Plant Clipbook”

2.2 Science - Lesson 2 – The World of Plants: Plant Parts and Life Cycle

- **Linguistic objective**

  Vocabulary: students name anatomical parts of plants (*seed, roots, stem, leaves, flower bud, flower*) and learn verbs connected with the life cycle of a plant (*drop, grow, the sun shines, the rain falls, the flower opens*).

- **Linguistic objective**

  Skills: students understand simple information from the authentic video and from the story told by the teacher.

- **Linguistic objective**

  Functions: students label parts of plants and order the stages of a life cycle.

- **Content objective**

  Students name parts of plants and understand the life cycle of a plant.

- **Communication**

  Students talk about parts of a plant and the life cycle of a plant.

- **Cognition**

  Reasoning – Students put the stages of a plant life cycle in a logical sequence.

LEAD-IN: 15 MIN

- The teacher draws a schematic picture of a plant on the board. The picture must include *seed, roots, stem, leaves, flower buds* and *flowers*. E.g. a *bean*. Showing the different parts of the plant the teacher elicits their names in L1. The teachers points to the parts of the plant and drills their English names.
- The teacher numbers the parts of the plant from 1 to 6 (E.g. 1 - *seed, 2 - roots, 3 - stem, 4 - leaves, 5 - flower buds* and *6 - flowers*). Note that the names are NOT written on the board.

The teacher calls a number and selected students give the word that this number refers to. For example:

T: four

S1:leaves

- The teacher secretly writes one number (1-6) on the board and covers it with his/her hand or a piece of paper. Students need to guess the word the secret number refers to. For example:
  Teacher writes number 3.

  S1: Is it flowers?

  T: No, it isn't.

  S2: Is it stem?

  T: Yes, it is.

  The student who guessed is the next one to play.
- The teacher erases the numbers from the board and asks students to draw the plant from the board in the worksheet **(*Appendix 1*).**

ACTIVITY 1: 30 MIN

- The teacher tells students they are going to watch a video about the life cycle of a plant. https://www.youtube.com/watch?v=dJjNh2pMSB8.

From a Seed to a Flower

The teacher pauses it after each name of the part of the plant that appears on the screen and asks students to label their pictures. Teacher asks students to add *a seed* to their pictures and label it.

- **<u>TPR exercise:</u>** Children show parts of the plant using their bodies: *seed* - they sit on the floor with arms around their knees; *roots* – they stretch their legs and feet; *stem* – they stand up; *leaves* – they open their arms and hands; *flower buds* – make fists, *flower* – they shake heads. While doing these movements, children drill the vocabulary.
- **<u>Whole class activity:</u>** Students sit in small circles in groups of 6. Teacher prepares a set of 24 pictures **(*Appendix 2*),** one for each group and places them face down in the middle of each circle.

In turns, each student picks a card and mimes the part of the plant to the student sitting to their right. The guessing student asks:

> *S: Are you .... (roots, leaves, flower, stem, seed, flower buds)?*

If the guessing student is right s/he wins the card, picks a card from the pile in the middle and mimes the word to the next child in the circle, and so on. If the guessing student is wrong, s/he cannot mime and gives the turn to the child on his/her right. The procedure continues until all cards are taken.

ACTIVITY 2: 15 MIN

- Teacher tells the story with gestures:
    a. The bird *drops* a seed (open arms to fly and pretend to drop a seed);
    b. Roots *grow* (sit and stretch out legs);
    c. Sun *shines* (spread out arms and fingers);
    d. Rain *falls* (make downward movements with arms and fingers);

e. A flower *opens* (join arms and hands at upper body and raise them; then open them);

f. Bird *comes back* and *looks down* (open arms to fly and look down).

The teacher reads each sentence very slowly and shows the gestures. Children mime while teacher reads the story.

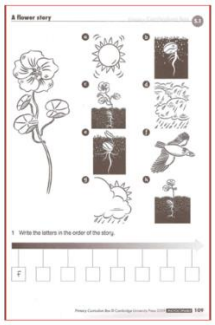
- Children listen once again and mime the gestures

One day, a little bird drops a seed in a garden and flies away. Soon roots begin to grow. Then the seed begins to grow. It grows up and up and up to the sky. The sun shines, the rain falls then the sun shines again. A flower opens. The little bird flies back to the garden. It looks down and sees the flower. It's beautiful.

Source:
https://vk.com/doc3610351_437705616?hash=7da7be7f395dedccba&dl=f598240b03085cf913

ACTIVITY 3: 15 MIN

- The teacher gives out a worksheet with drawings from the story (***Appendix 3***) for students to order the story as he reads the story again. The teacher checks the answers with students.



- Next, students, in pairs, match jumbled sentences from the text with ordered images of the story (***Appendix 4***).

ACTIVITY 4: 15 MIN

- Students sit in a circle. Teacher appoints one student to be the bird, one to be the sun and one or two to be the rain. The rest of the students are plants. The teacher reads the story while the students act it out.
  The procedure can be repeated. The teacher can prepare pictures/cut outs of Sun, bird and rain to help students enact the story.

***Fast finishers**: draw a fantasy plant and label its parts.*

Assessment: There are **3 public Kahoot** quizzes to assess children's learning in this module. In order to use them you just have to register first.

For lesson 2: C4C Unit Science Plants (lesson 2) https://create.kahoot.it/#quiz/c43ca08a-c0ee-408b-900b-d378309be7fc

2.2.1 PLANTS - LESSON 2 - APPENDIX 1

Draw the plant you see:

2.2.2 PLANTS - LESSON 2 - APPENDIX 2





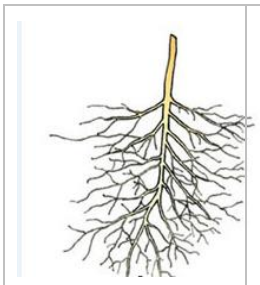




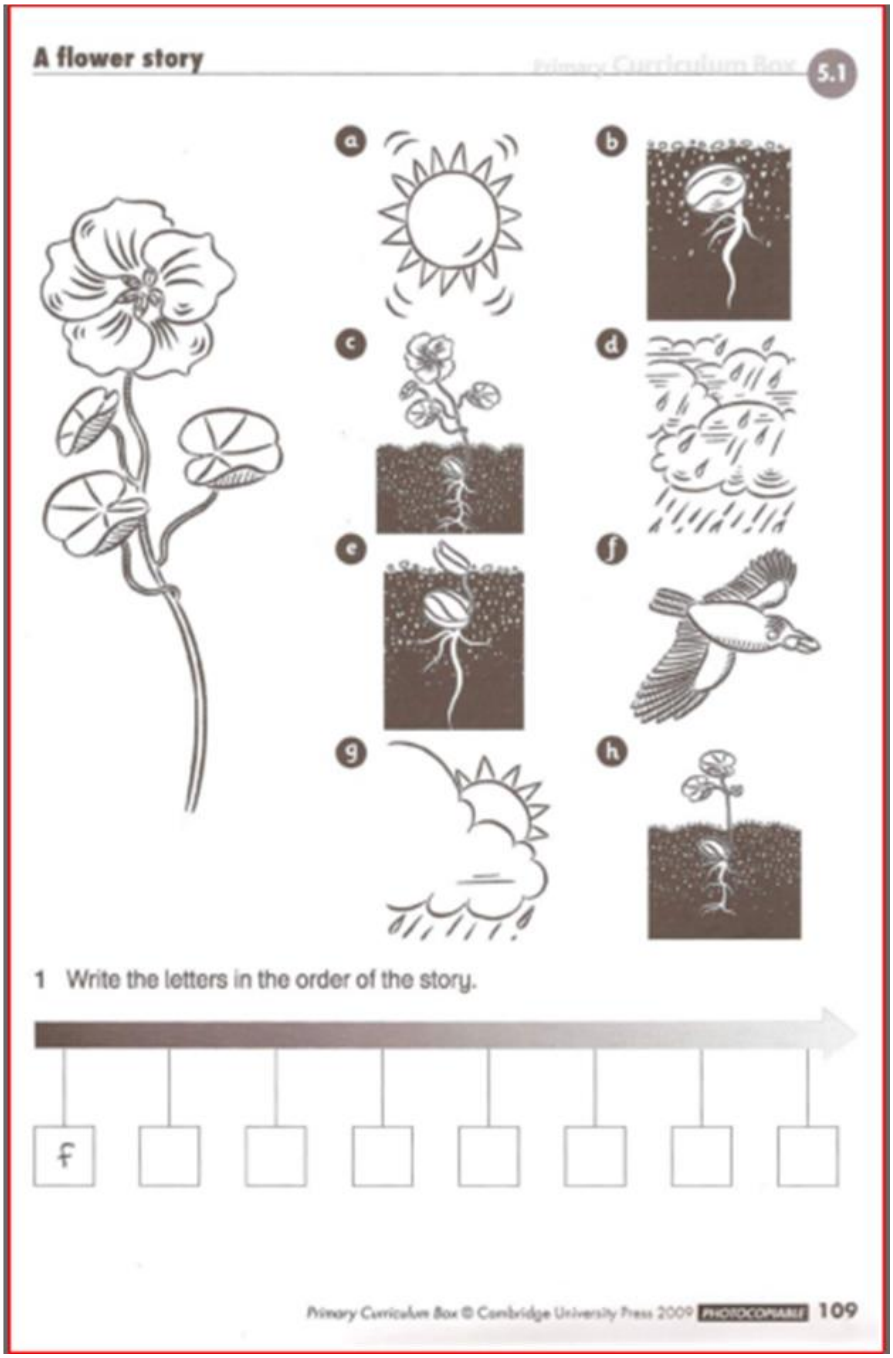






A flower story



A flower story

LOOK AT THE PICTURES. READ THE SENTENCES.

NOW, MATCH THE PICTURES WITH THE SENTENCES.

- Soon roots begin to grow.

- Then the seed begins to grow.

- Then the sun shines again.

- A flower opens. It's beautiful.

- One day, a little bird drops a seed in a garden and flies away.

- It grows up and up to the sky.

- The sun shines.

- The rain falls.

Name: _____ Date: _____

2.3 Science - Lesson 3 - The Growth of a Plant

- **Linguistic objective**

  Vocabulary: soil, pot, make a hole, drop a seed, cover with soil, pour water, sunlight.

- **Linguistic objective**

  Skills: Students follow instructions for an experiment.

- **Linguistic objective**

  Functions: students create text for pictures (source: picture book by Helen Nicoll & Jan Pieńkowski: *Meg's Veg* – online version animation film).

- **Content objective**

  Students hypothesise about how a plant will grow; Students plant and record growth of a plant through observation.

- **Communication**

  Students talk about the life cycle of plants.

- **Cognition**

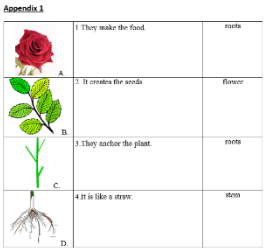
  Perception: Students prepare a zigzag book to record the changes observed in a growing plant; they hypothesize about the growth of a plant.

LEAD-IN: 10 MIN

- The teacher asks students to watch the following video: https://www.youtube.com/watch?v=ql6OL7_qFgU, starting at 1:11 and students have to mime parts of the plant with their bodies.

The Parts of a Plant (song for kids about flower/stem/leaves/roots)

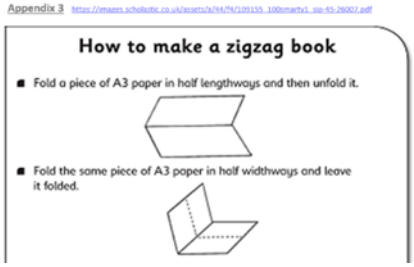
- Then, students are given a worksheet (***Appendix 1***), watch the video again and match words with pictures with sentences. When they finish, they read out the correct key and the part of the plant.



ACTIVITY 1: 50 MIN

- Teacher tells students that they are going to grow a plant. For that they need to sow a seed. The teacher asks the students: How do we grow a plant? What do we need?
  Teacher elicits from students what they need to grow a plant in their L1. Teacher gives and drills the English equivalents of the words and writes the words on the board: *pot, soil, seed, water, sunlight*
- Teacher gives instructions through the PowerPoint presentation (***Appendix 2***) on how to set up the experiment.
  Teacher elicits instructions one by one from the PowerPoint presentation while the students follow one instruction at a time sowing their seeds in pairs.
- Students make a zigzag book divided into six parts to record the growth of the plant. Teacher uses the instructions to model how to do a zigzag book (**Appendix 3**). Students make observations every 3 days. On each page of their zigzag book students write the date, draw the plant and label the parts they can see.

Appendix 3



Students also decide on how often they are going to observe and draw the stages of the plant growth (suggestion: 2-3 days).

- Children predict based on the following questions:

  How long will it take to grow a stem? leaves? flowers?

  How big will it become?

- Teacher gives a worksheet from ***Appendix 4*** to all the students.

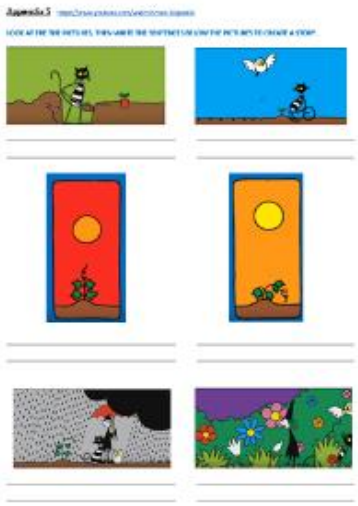
Appendix 4

Questions	Predictions	Observations
How long will it take to grow a stem?		
How long will it take to grow leaves?		
How long will it take to grow flowers?		
How big will it become?		

Teacher reads the questions from the table and makes sure students understand them. Students write their predictions in the *predictions column*. They keep track of the changes and complete the *observation column* on regular basis. Once the project is over they compare their findings.

ACTIVITY 2: 30 MIN

- Students in groups (suggested: 4 groups) receive a worksheet (***Appendix 5***) with 6 pictures from an animation movie (picture book by Helen Nicoll & Jan Piéncowski: *Meg's Veg* – online version) and label the pictures.



When they are ready they read out their stories with pictures to the other groups.

ACTIVITY 3 (OPTIONAL): 25 MIN EXTRA

- Students watch the animation video *Meg and Mog's Veg* (https://www.youtube.com/watch?v=wnJiS3paaOk) and compare with their stories. Each group has to describe a difference between the story they watched and their own story.

Meg and Mog Megs veg

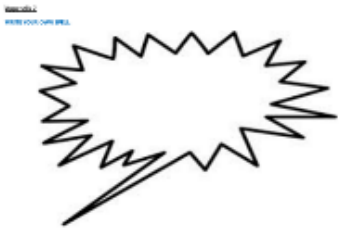
This can be done in their mother tongue or in English.

- Students practise the spells aloud by chanting them as a class (***Appendix 6***):

  a) The sun spell;

  b) The rain spell.

- Students (in groups) create a growth spell for their plants that they will use when they water the plant (***Appendix 7***).

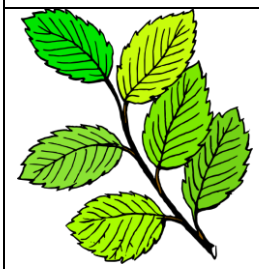
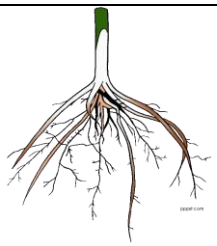


***Fast finishers**: Students can come up with more spells: a spell against weeds.*

Assessment: There are 3 public Kahoot quizzes to assess children's learning in this module. In order to use them you just have to register first.

For lesson 3: C4C Unit Science Plants:

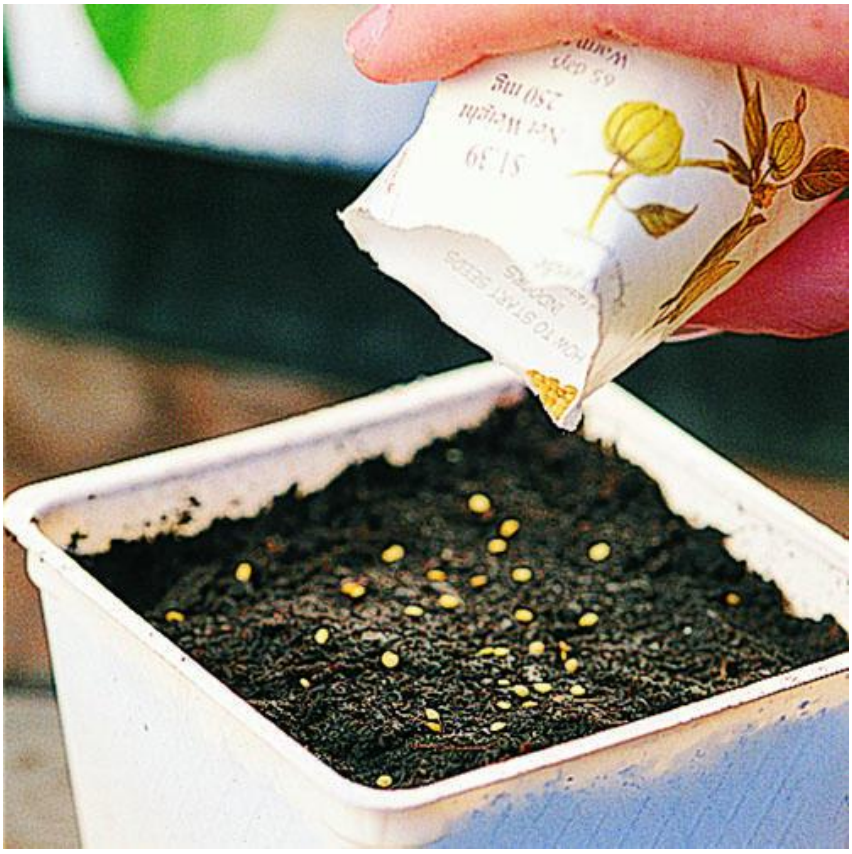
https://create.kahoot.it/?_ga=1.45826407.252536295.1460483479&deviceId=d76388bf-f389-4f92-a5e6-e679917b95b7#quiz/c26629ee-b1f1-452a-85b6-ab73b75758ae

 A.	1.They make the food.	roots
 B.	2. It creates the seeds.	flower
 C.	3.They anchor the plant.	roots
 D.	4.It is like a straw.	stem

Growing a plant from a seed

Put some soil into a pot.

Make a hole with your finger.



Drop some seeds into the hole.

Cover the seeds with soil.

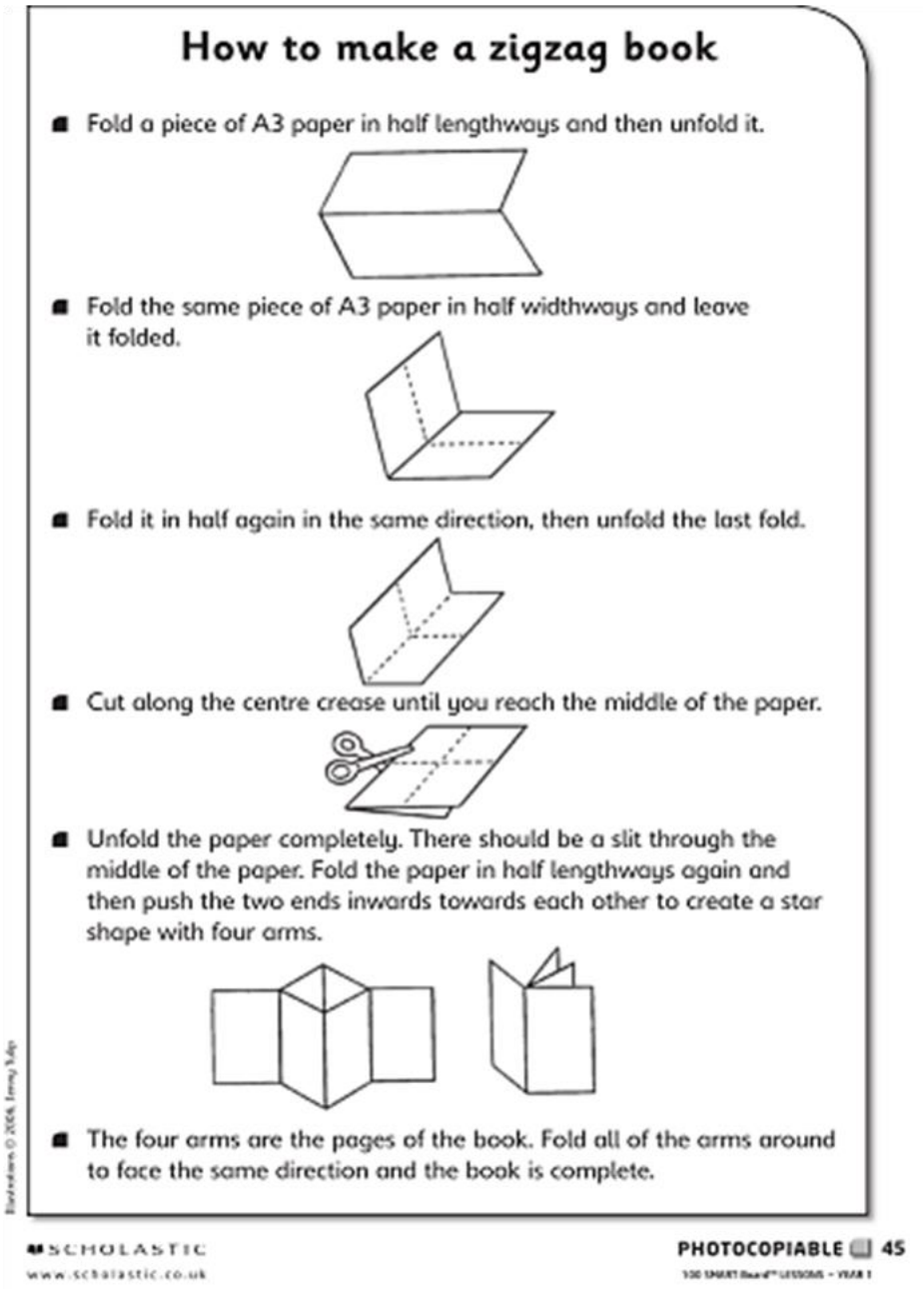
Pour water into the pot.

Give your seeds lots of sun.

Wait for your new plant to grow!

2.3.3 PLANTS - LESSON 3 - APPENDIX 3

SEE https://images.scholastic.co.uk/assets/a/44/f4/109155_100smarty1_sip-45-26007.pdf



How to make a zigzag book

- Fold a piece of A3 paper in half lengthways and then unfold it.

- Fold the same piece of A3 paper in half widthways and leave it folded.

- Fold it in half again in the same direction, then unfold the last fold.

- Cut along the centre crease until you reach the middle of the paper.

- Unfold the paper completely. There should be a slit through the middle of the paper. Fold the paper in half lengthways again and then push the two ends inwards towards each other to create a star shape with four arms.

- The four arms are the pages of the book. Fold all of the arms around to face the same direction and the book is complete.

SCHOLASTIC
www.scholastic.co.uk

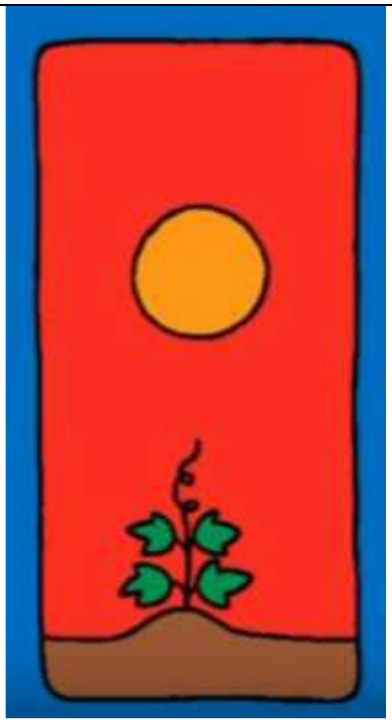
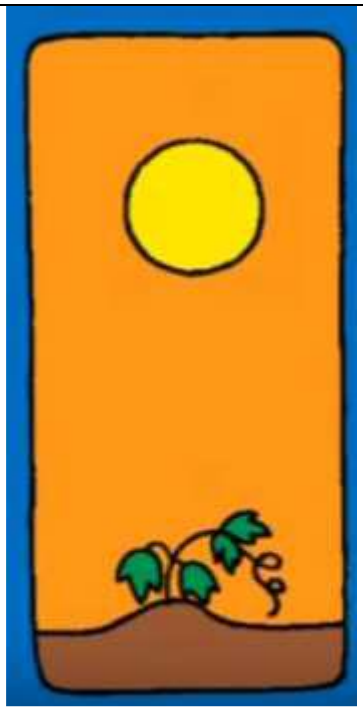
PHOTOCOPIABLE 45

Questions	Predictions	Observations
How long will it take to grow a stem?		
How long will it take to grow leaves?		
How long will it take to grow flowers?		
How big will it become?		

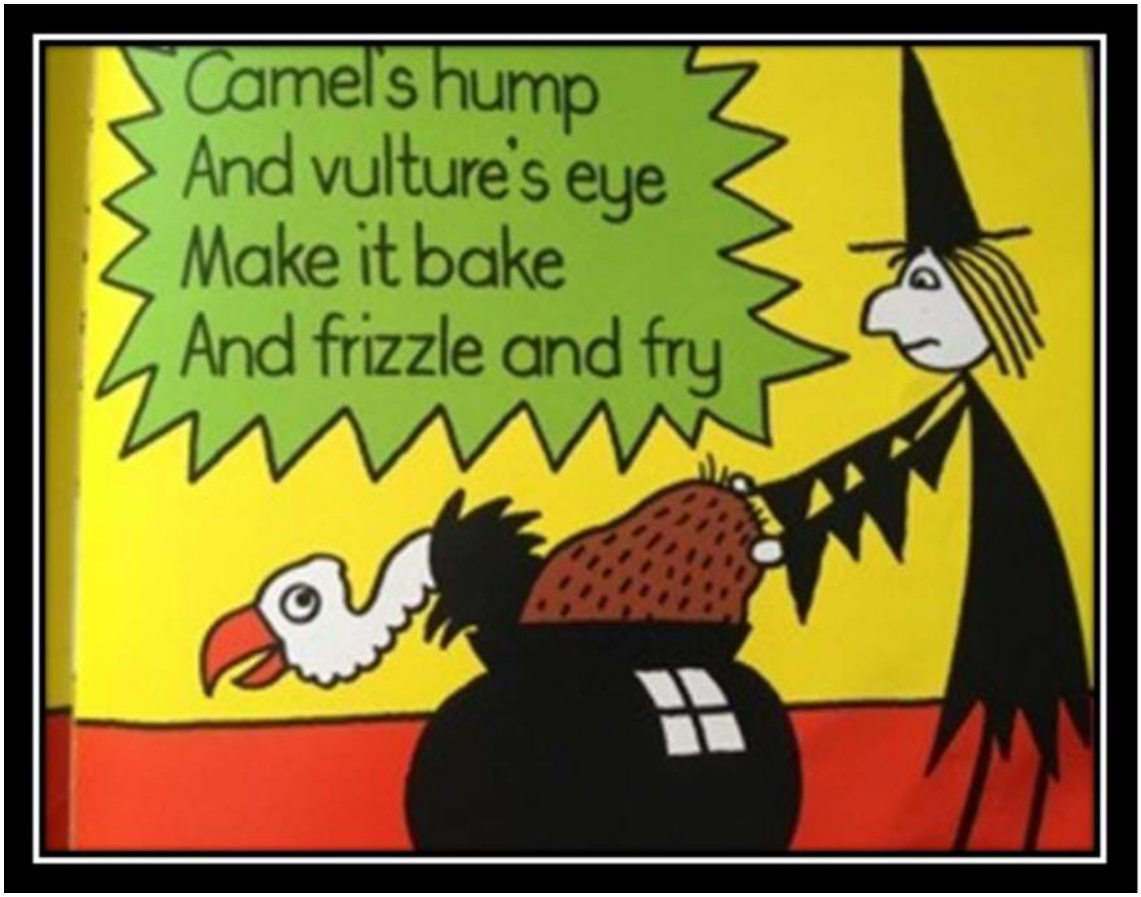
https://www.youtube.com/watch?v=wnJiS3paaOk

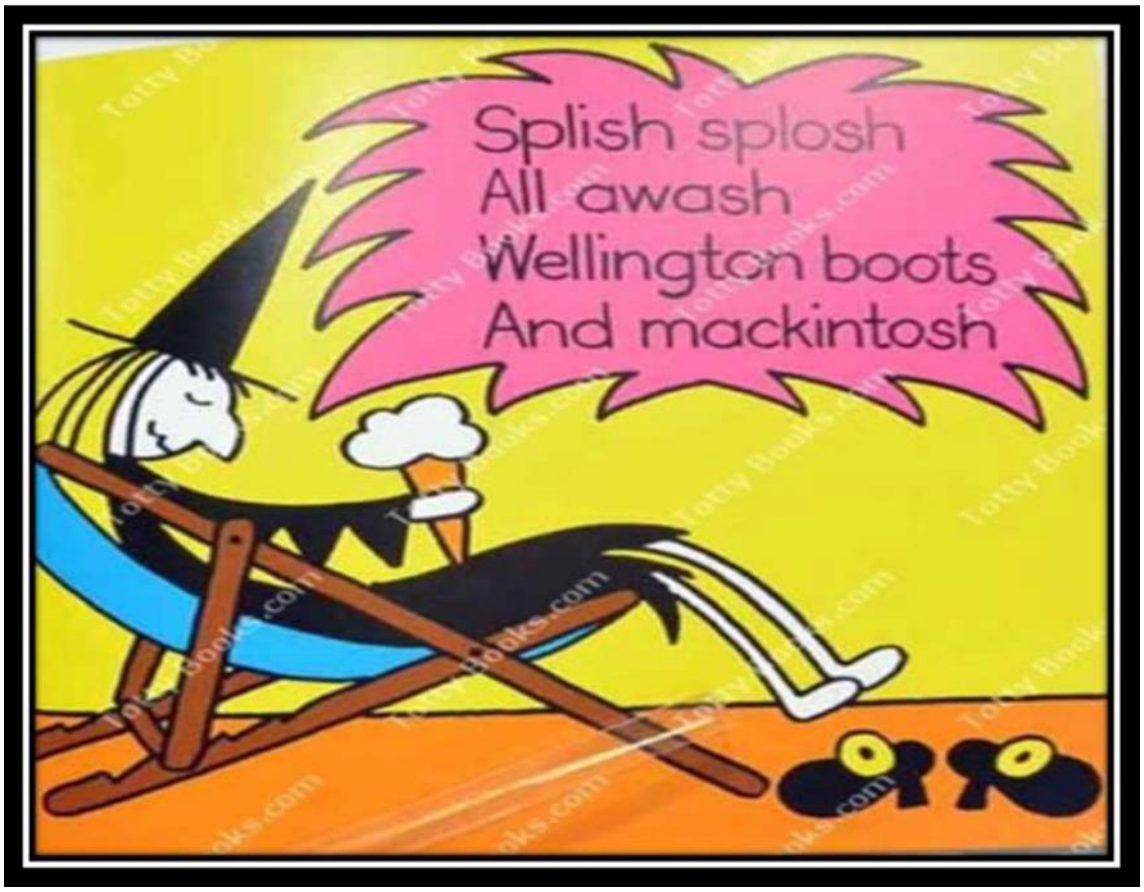
LOOK AT THE PICTURES, THEN WRITE THE SENTENCES BELOW THE PICTURES TO CREATE A STORY.

	
_____	_____
_____	_____

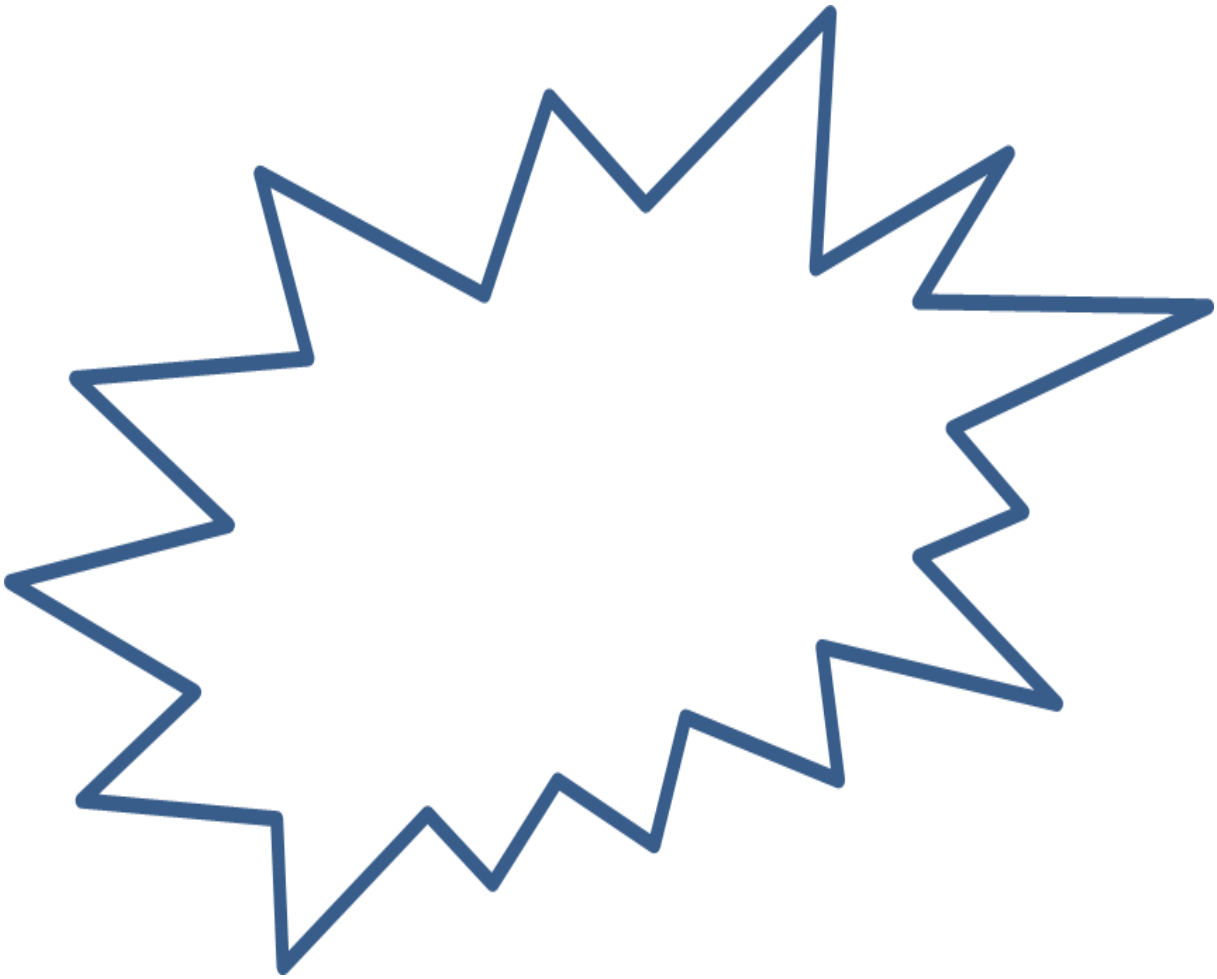
	
_____	_____
_____	_____
	

2.3.6 PLANTS - LESSON 3 - APPENDIX 6




Splish splosh
All awash
Wellington boots
And mackintosh

WRITE YOUR OWN SPELL.



3 Science: The World of Animals

[Year 2/3]

Lesson 1 topic: ***Habitats, abilities***

Lesson 2 topic: ***Anatomical parts of animals***

Lesson 3 topic: ***Eating habits of animals***

This module was designed for year 2/3 and it comprises the following three lesson topics:

Lesson 1 topic: Habitats, abilities

Table 4 - The World of Animals. Lesson 1: Activities & Appendixes

Activities	Appendixes
Lead-in	1 and 2
1	1
2	2
3	2 and 3
4	
5	4 and 5
Fast finisher	6

Lesson 2 topic: Anatomical parts of animals

Table 5 - The World of Animals. Lesson 2: Activities & Appendixes

Activities	Appendixes
Lead-in	
1	1 and 2
2	
3	3
4	4
5	5

Lesson 3 topic: Eating habits of animals

Table 6 - The World of Animals. Lesson 3: Activities & Appendixes

Activities	Appendixes
Lead-in	1
1	2
2	3
3	

3.1 Science - Lesson 1: Habitats, Abilities

- **Linguistic objective**

  Vocabulary: students know names of selected habitats (farm, forest, house, savannah); students know names of selected animals (horse, sheep, hen, duck, pig (Farm); (brown bear, wolf, fox, squirrel (Forest); frog, elephant, lion, monkey, kangaroo, snake (Savannah); gold fish, frog, duck (Water); budgie, gold fish, hamster, dog, cat (House)); students know abilities (walk, run, jump, swing, shake, fly, sleep, swim, climb).

- **Linguistic objective**

  Skills: listening, speaking, reading, writing.

- **Linguistic objective**

  Functions: identifying and classifying habitats and abilities.

- **Content objective**

  Students recognise different habitats where some animals live and identify the concepts of animal movement.

- **Communication**

  Students talk about the different animals, habitats and abilities.

- **Cognition**

  Students classify and match.

- **Culture**

  Students familiarise themselves with different animals and their habitats

LEAD-IN: 5 MIN

- The teacher prepares a picture of a room in a house (***Appendix 1***), a flashcard of a sheep (***Appendix 2***). The teacher sticks the picture of a room in a house on the upper left side of the board and asks students.

  T: *What is this?*

  S: *answer in English or L1*.*

The teacher sticks a flashcard of a sheep inside the house and asks students.

T: Can a sheep live in a house?

S: answer in English or L1.*

ACTIVITY 1: 5 MIN

- The teacher prepares pictures of 3 more habitats (***Appendix 1*** - **Habitats**): *farm, forest, savannah*. The teacher holds the picture of the sheep.

  T: The sheep doesn't live in a house. Where does the sheep live?

  *S: answer in English or L1**

  T: Good! The sheep lives on a farm.

- The teacher sticks a picture of a farm next to the picture of the house that is already stuck on the board and gets the students to repeat (3-4 times), while pointing to the images.

Farm
(https://static.goodgamestudios.com/wpcontent/uploads/2014/11/big_farm_tablet_1024x550.jpg)

Forest
(https://img2.cgtrader.com/items/136857/cartoon_forest_scene_02_3d_model_max_2c916a80-50d8-400b-a9ee-70ead2beb1bd.jpg)

T & S: This is a house. This is a farm.

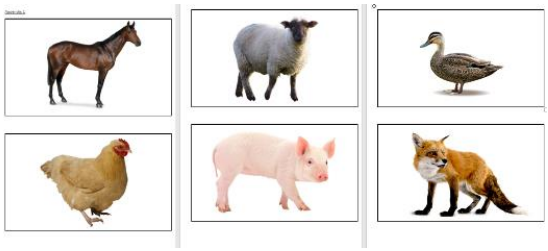
The teacher shows 2 more habitats and follows the same procedure.

T & Ss: This is a forest. This is savannah. This is water.

- The teacher explains in L1 that different animals live in different habitats. Explains what the word *habitat* means and writes the word *habitat* over the pictures from ***Appendix 1*** on the board.
  The teacher moves the picture with the house to the side explaining that House is not a natural place for an animal to live. The teacher also explains that some animals can be classified to more than one habitat, e.g. a *duck – farm/ water*.

ACTIVITY 2: 20 MIN

- The teacher prepares 20 flashcards of animals (***Appendix 2*** - **Flashcards of animals**): *horse, sheep, hen, duck, pig (Farm); brown bear, wolf, fox, squirrel (Forest); elephant, lion, monkey, kangaroo, snake (Savannah); frog, goldfish, (duck) (Water); budgie, gold fish, hamster, dog, cat (House);* a basket/bag; magnets/blue tags.
  Teacher asks students to come to the carpet space, next to the board.



- Students are asked to sit on the floor in a circle. The teacher shows a basket/bag full of flashcards. In turns, each student pulls out a card from the basket/bag, shows it to the class and says the name of the animal on the card, in L1* or English (the teacher models the first round).
- The teacher then points to one of the flashcards and asks:

T: What is this?

S: answer [a name of an animal in English].

- Then the teacher repeats the word in English and invites all the other students to repeat.

T: Where does the [animal name] live: on a farm, in a forest, in savannah, in water? Does it live in a house?

- The teacher points to the pictures of the habitats.

S: answer the question. The [animal] lives in a [habitat].

Some animals can live in more than one habitat.

Students then take turns in pulling out the flashcards and following the same procedure until the basket/bag gets empty.
The students go back to their seats.

ACTIVITY 3: 15 MIN

- The teacher prepares a worksheet (***Appendix 3*** - Worksheet 1); 8 flashcards of animals (***Appendix 2*** - Flashcards of animals): *kangaroo, budgie, duck, fox, horse, wolf, hamster, and snake*.
  The teacher tells students that they are going to do worksheets individually, and hands them out. The teacher explains how the worksheet should be done by giving an example:

T: Look at the worksheet.

The teacher points to the Worksheet 1 and says

T: At the top, you have four habitats: farm, forest, water and savannah. At the bottom, you have animals. What is this?

S: Kangaroo.

T: Where does the kangaroo live?: on a farm, in water, in a forest or in a savannah?

S: The kangaroo lives in a savannah.

T: Write kangaroo here, under savannah.

- The teacher writes "kangaroo" under the flashcard of savannah on the board.

T: Now write the names of the animals under the right habitat. You have 5 minutes.

- The teacher and the students check the exercise. The teacher places the animal flashcards (***Appendix 2***) face down on a desk and uses the pictures of habitats that are stuck on the board. The students, one by one, come to the board, pick one flashcard and stick it under the corresponding habitat.

S: Horse.

T: Where does the horse live?

S: The (horse) lives (on a farm).

ACTIVITY 4: 25 MIN

- Students watch the video https://www.youtube.com/watch?v=wCfWmlnJl-A and are asked to name all the animals from the song. The teacher makes sure students know all the animals (esp., *rattle snake, pelican, and koala*) and drills pronunciation where necessary.

The Animal Song

- The teacher asks the students to come to the carpet area and make a circle. Everyone is standing up. Then the teacher pretends to be a kangaroo.

  T: I am a kangaroo. I can jump. Jump! Jump! Jump! Now, it's your turn!

  while performing the action.

  The students perform the movement and say the action word at the same time. The teacher writes the action words on the board as the students perform the actions. The procedure is repeated for all of the other pairs: *elephant/swing; rattle snake/shake; pelican/fly; koala/sleep; lion/run; pig/walk; gold fish/swim; monkey/climb.*
- The teacher plays the video again and students sing along and do the actions.
  Then the teacher tells the students that they are going to add more animals to the song.

  T: Let's add more animals, for example a goldfish.

  The teacher shows the flashcard with the goldfish.

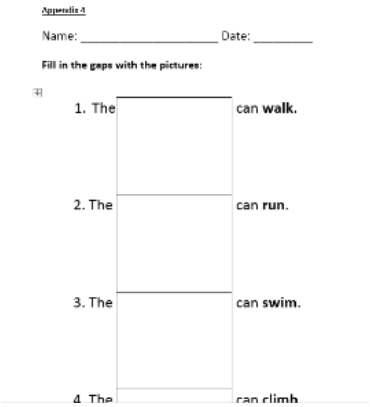
  T: What can the goldfish do? The goldfish can ...

  Students finish the sentence and sing the song: *Swim, swim, swim, like a gold fish* (repeat 3 times). *Sing the animal song.* The same for *monkey, pig* and *lion*: *goldfish/swim; monkey/climb, pig/walk, lion/run*.

***OPTIONALLY FOR WEAKER GROUPS**: After watching the video and adding more action words to the song the teacher can add a list of the action words and the corresponding animals from the song on the board or on a poster so that the children could visualise the actions. This will help weaker students when singing and when doing the last worksheet.*

ACTIVITY 5: 20 MIN

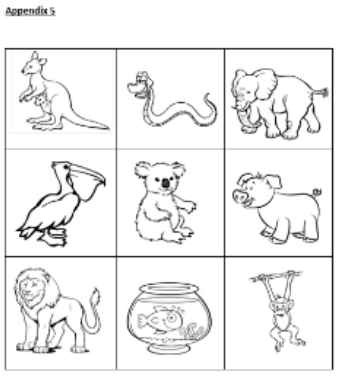
- The teacher prepares the worksheet with a gap filling exercise (***Appendix 4* - Worksheet 2**); 8 small pictures of animals (***Appendix 5* - Small pictures of animals**): *kangaroo, elephant, snake, pelican koala, lion, gold fish, monkey*; 1 flashcard: *pig*


Appendix 4

Name: _____ Date: _____

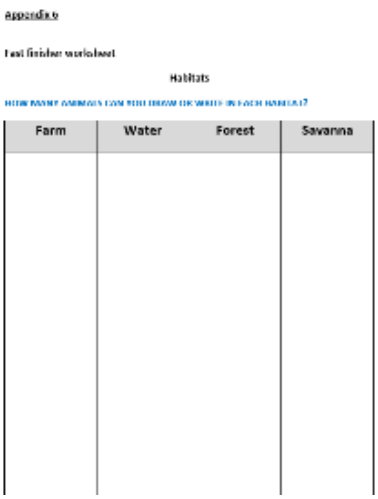
Fill in the gaps with the pictures:

1. The _____ can **walk.**
2. The _____ can **run.**
3. The _____ can **swim.**
4. The _____ can **climb**


Appendix 5

- In pairs, students are given a worksheet with a gap filling exercise (***Appendix 4***) and an envelope with 8 different pictures (***Appendix 5* - Small pictures of animals**). Or, the teacher can give students ***Appendix 5*** and ask them to cut up the pictures.
  The teacher asks the students to open the envelopes. The teacher explains how to do the exercise on the worksheet. The teacher writes the first sentence on the board:
  The _____ can walk.
  Then, she/he shows the flashcard of a PIG to the class and sticks it in the gap and reads the sentence.
- In pairs, students do the worksheet. They fill in the gaps with the corresponding pictures of the animals to complete the sentences. The teacher gives them a time limit. After the worksheet has been done, the students read the sentences out loud, and the whole class checks if they are correct.

Fast finishers – *See* ***Appendix 6***



Appendix 6

Fast finisher worksheet

Habitats

HOW MANY ANIMALS CAN YOU DRAW OR WRITE IN EACH HABITAT?

Farm	Water	Forest	Savanna

When the students answer in L1, the teacher has to repeat the words/sentences in English.

3.1.1 ANIMALS – LESSON 1 – APPENDIX 1

House

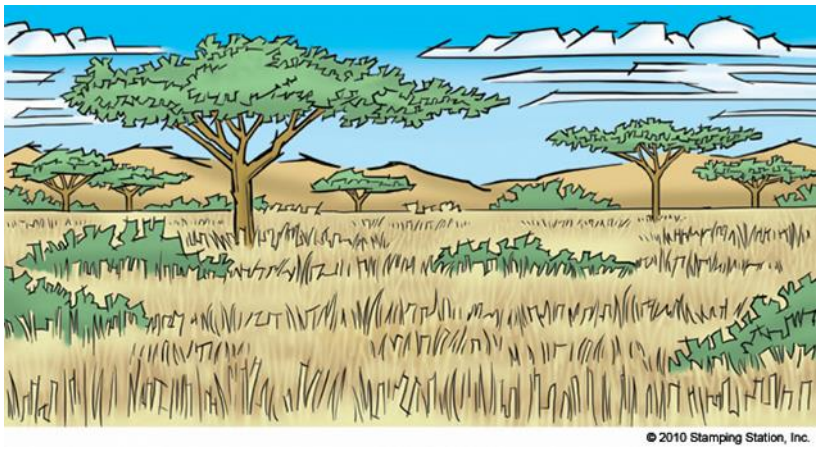
(https://i.ytimg.com/vi/JAO5Ttj4DV8/maxresdefault.jpg)

Farm

(https://static.goodgamestudios.com/wpcontent/uploads/2014/11/big_farm_tablet_1024x550.jpg)

Forest

(https://img2.cgtrader.com/items/136857/cartoon_forest_scene_02_3d_model_max_2c916a80-50d8-400b-a9ee-70ead2beb1bd.jpg)



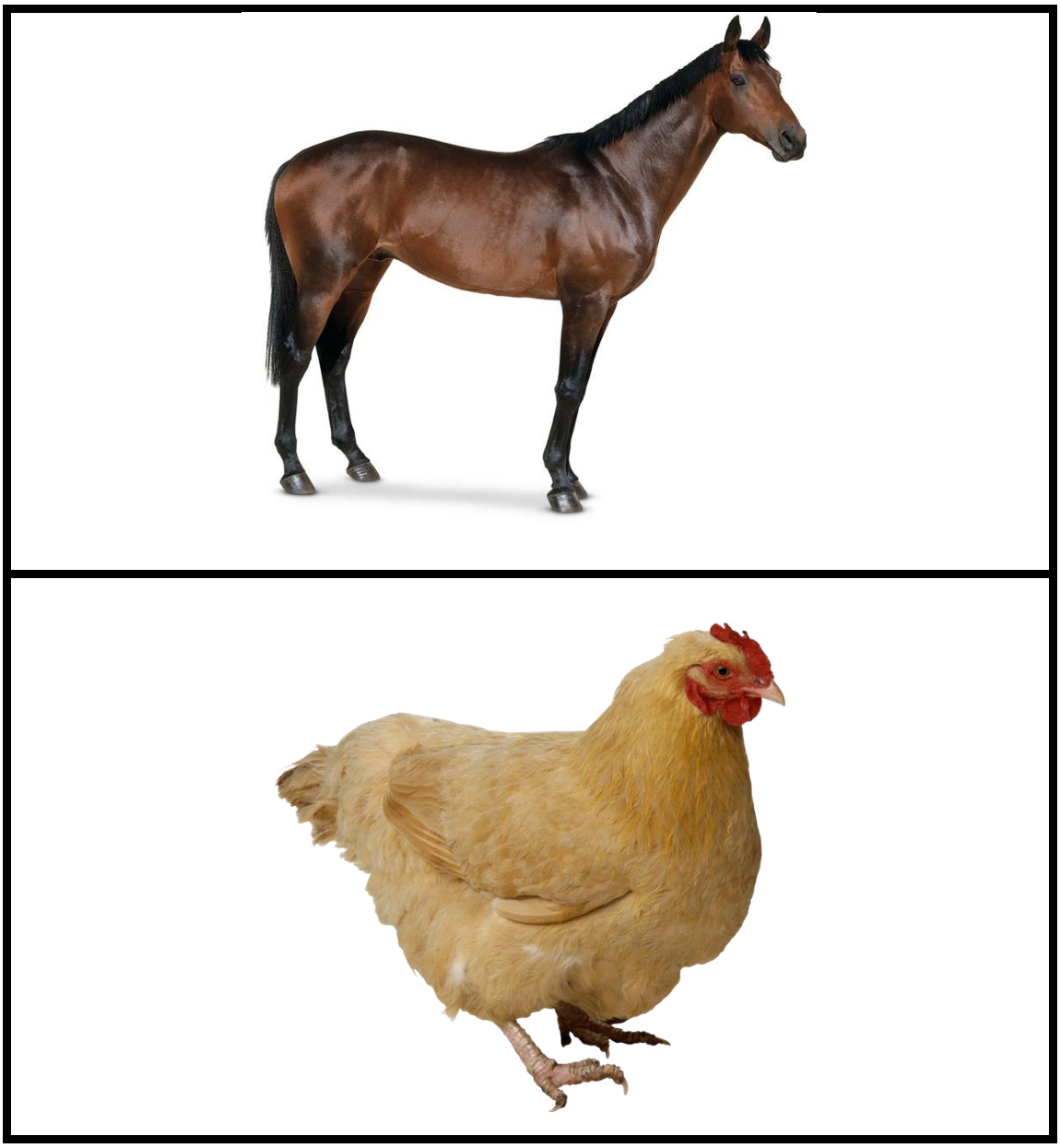
Savannah

(http://www.deanvigyikan.com/wp-content/uploads/2011/07/Savanna-Art-Drawing.jpg)

Water

(http://www.tutorvista.com/biology/different-habitats)

3.1.2 ANIMALS – LESSON 1 – APPENDIX 2



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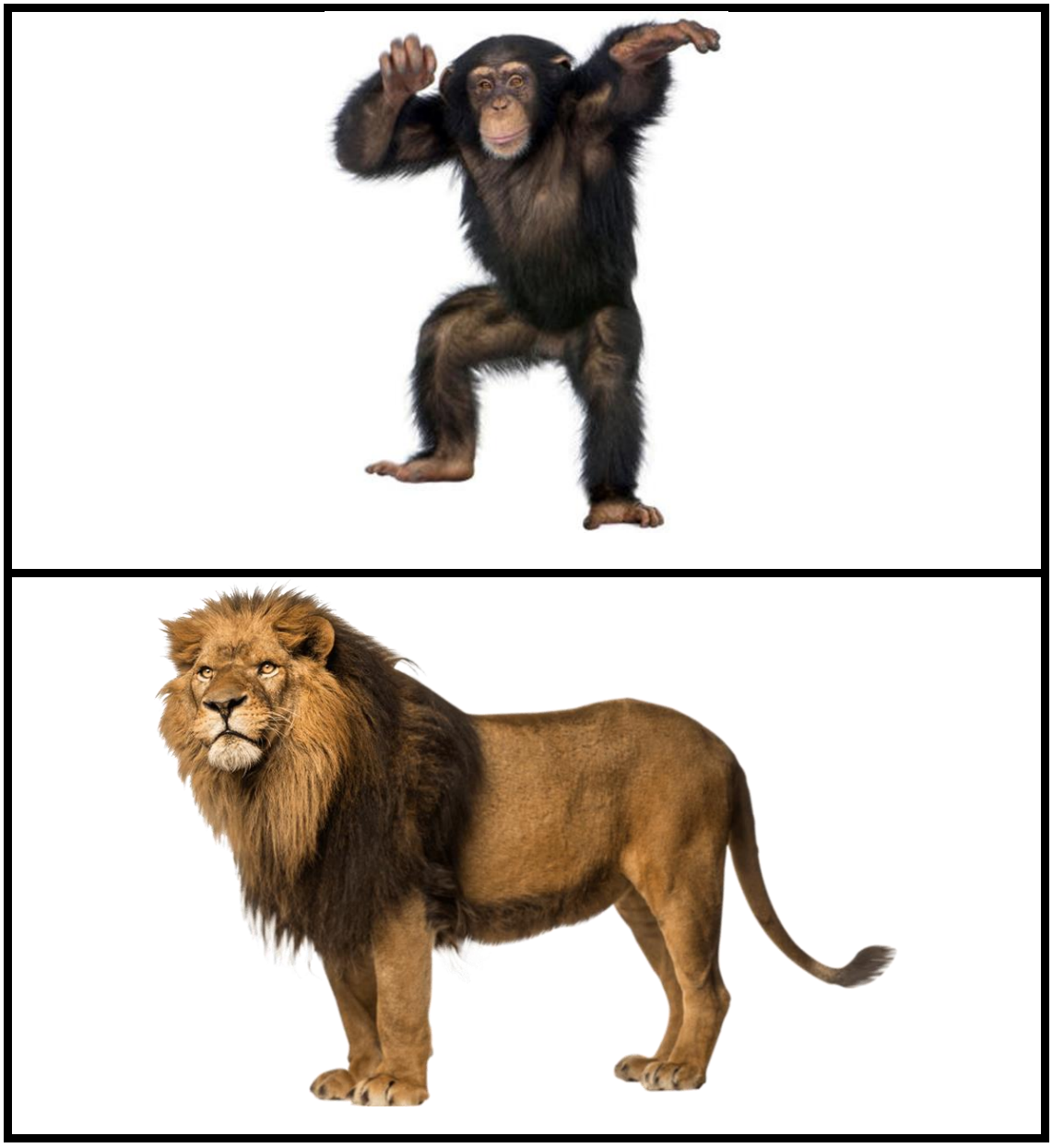
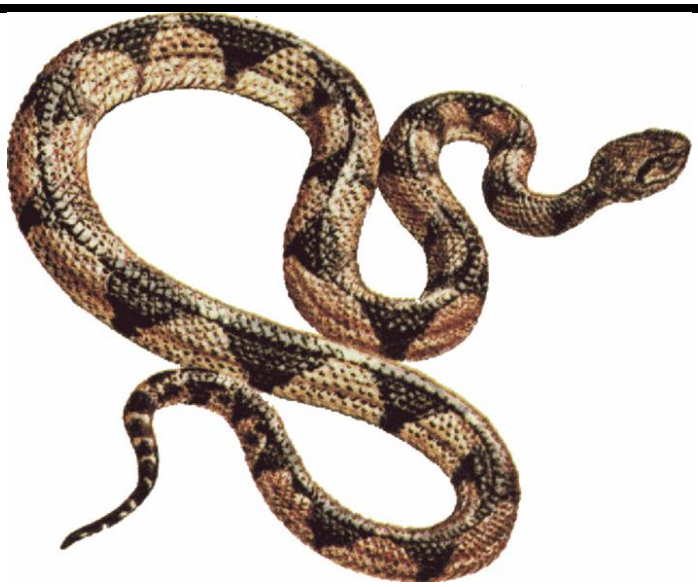
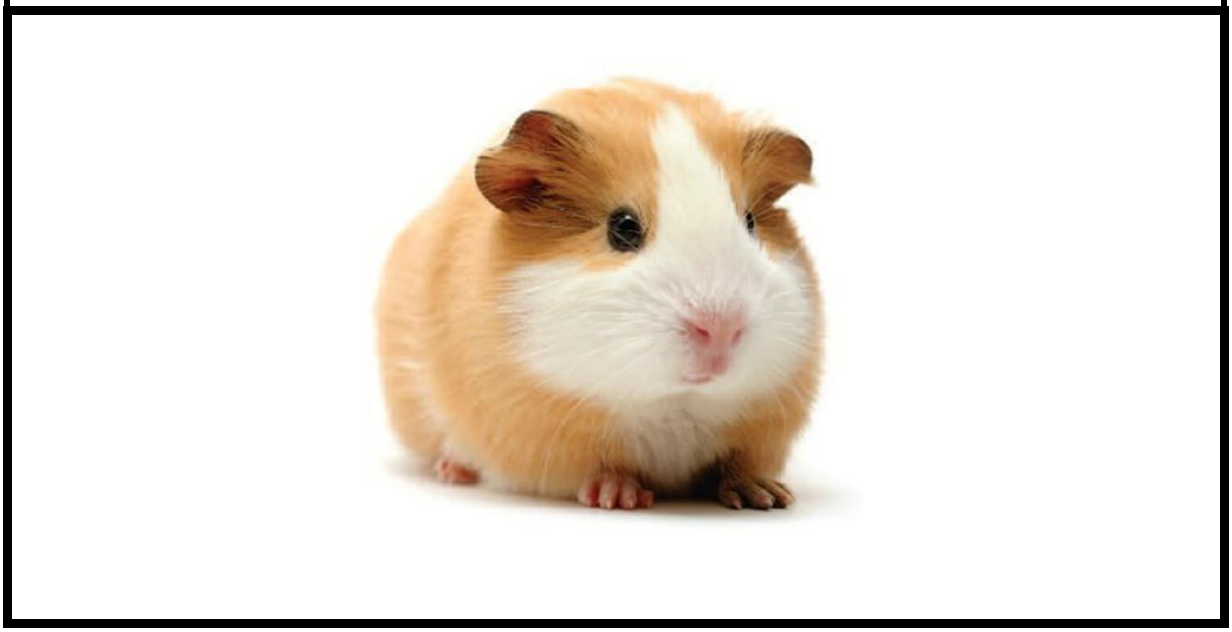


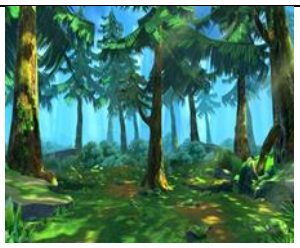


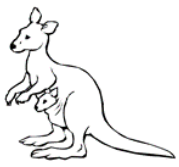


NAME..... Date: .....

HABITATS

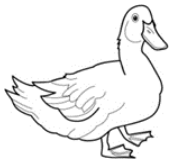
PUT THE ANIMALS IN THE RIGHT HABITAT.

FARM	WATER	FOREST	SAVANNA
			



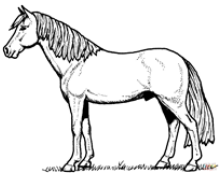
kangaroo

frog

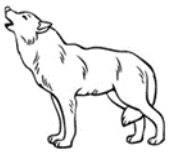


duck

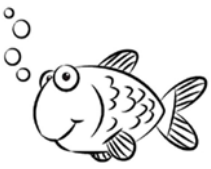
fox



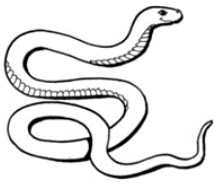
horse



wolf



gold fish

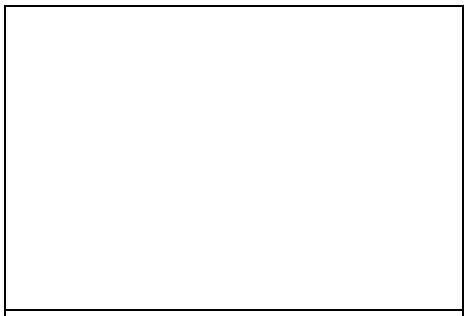


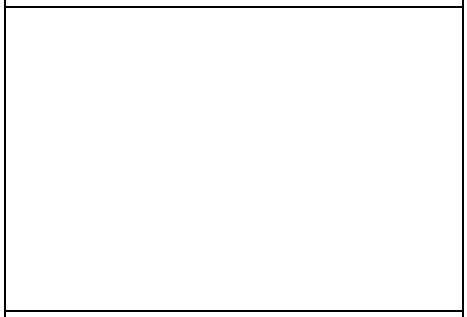
snake

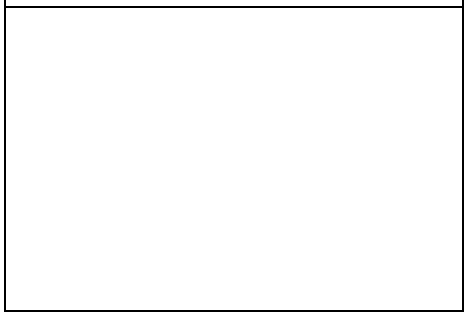
Name: .....

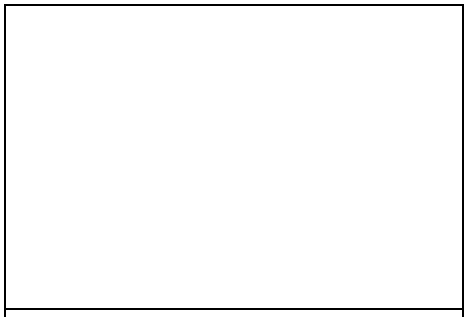
Date: .....

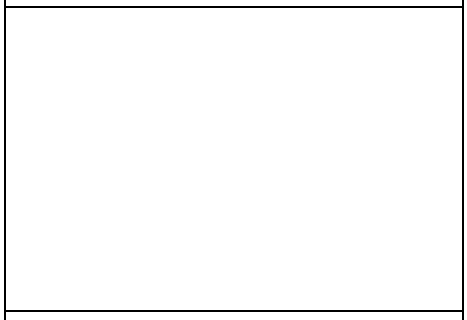
Fill in the gaps with the pictures:

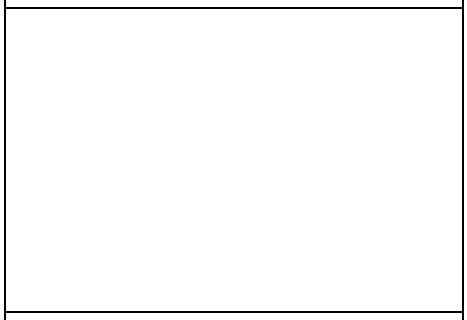
1. The  can **walk**.

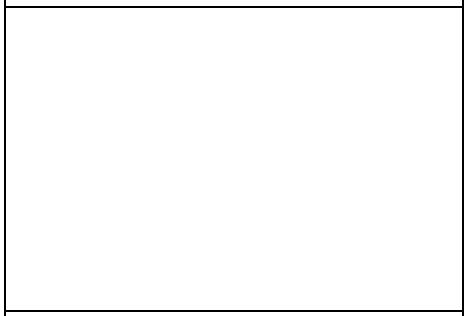
2. The  can **run**.

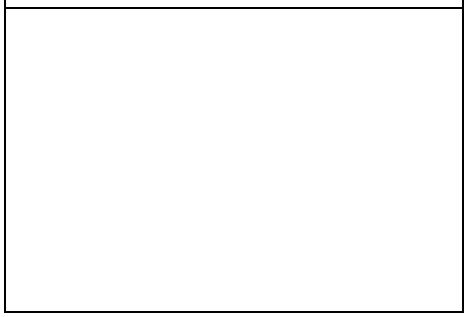
3. The  can **swim**.

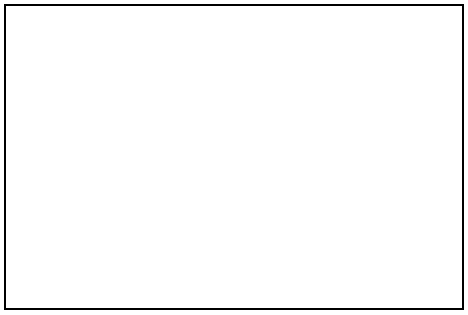
4. The  can **climb**.

5. The  can **jump**.

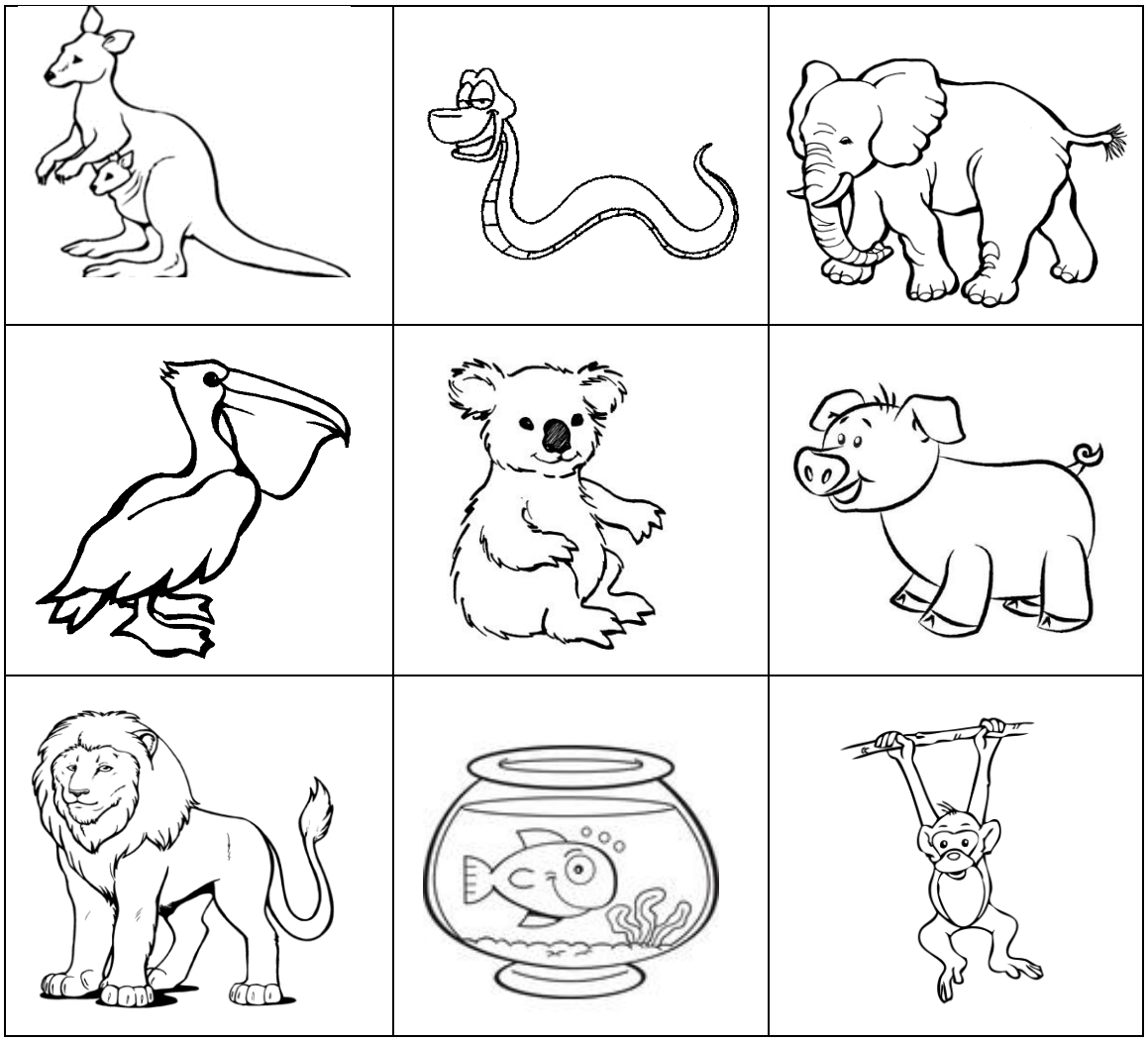
6. The  can **shake**.

7. The  can **sleep**.

8. The  can **fly**.

9. The  can **swing**.

3.1.5 ANIMALS – LESSON 1 – APPENDIX 5



FAST FINISHER WORKSHEET

Habitats

HOW MANY ANIMALS CAN YOU DRAW OR WRITE IN EACH HABITAT?

Farm	Water	Forest	Savanna

WHAT ANIMALS LIVE IN A HOUSE AS PETS? DRAW OR WRITE.

House

3.2 Science - Lesson 2: Anatomical Parts of Animals

- **Linguistic objective**

  Vocabulary: Students know names of the different body parts of the animals: *eye, ear, mouth, body, tail, leg, trunk, fin, wing, beak*; students know names of body covering: *fur, scales, and feathers*.

- **Linguistic objective**

  Skills: students practise listening, speaking, reading, writing.

- **Linguistic objective**

  Functions: students identify and classify body parts and body coverings.

- **Content objective**

  Students recognise different body parts of the animals and different types of coverings.

- **Communication**

  Students talk about habitats, the abilities, the different body parts, and the body coverings of animals.

- **Cognition**

  Students classify, match, and categorise.

LEAD-IN: 10 MIN

- The teacher prepares a bag filled with toy animals or flashcards from **Lesson 1 - *Appendix 2***: *goldfish, bird, bear, elephant, horse, snake, frog, and duck.*
  The teacher asks a student to take out an animal from the bag and to talk about it.

  T: What is it?

  S: It is a (horse).

  T: Where does the (horse) live?

  S: The (horse) lives (on the farm).

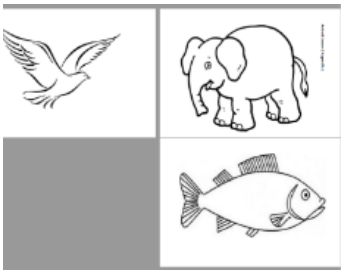
  T: What can the (horse) do?

S: The (horse) can (run).

The students repeat the same procedure until all the animals have been taken out of the bag.

ACTIVITY 1: 15 MIN

- 3 large drawings (just the outlines) of animals (***Appendix 1* - Animal outlines)**: *elephant, fish, bird*; labels with the different parts of the body (***Appendix 2* - Labels of body parts**): *eye, ear, mouth, body, leg, tail, trunk, fins, wings, beak.*



The teacher and the students look at the elephant toy/ flashcard which was in the bag at the beginning of the lesson, and talk about its different parts of the body.

T & S: The elephant has got … [points to the ears and elicits the word].

The teacher repeats the procedure with different animals. The students name in L1 the body parts they do not know in English and the teacher introduces new vocabulary items *tail, trunk, fins, wings, and beak.*

- Then the teacher sticks a large drawing (the outline) of an elephant to the board. The teacher reads and shows a set of labels with different parts of the body of the elephant. The students repeat the body parts. Afterwards, the teacher asks selected students to stick the labels with body parts on the drawing, in the right place.
  The teacher shows and hangs two more drawings (outlines) - *fish* and *bird* – and asks selected students to label the body parts of the *bird* and the *fish*.

ACTIVITY 2: 10 MIN

- **TPR – Song:** The teacher tells the students to stand up and make a circle. To the melody of *Head, shoulders, knees, and toes*, (see melody at: https://www.youtube.com/watch?v=9u77Fb-rkfc), the teacher sings and mimes the actions of the song with the lyrics below.
  The students listen to the song and mime along with the teacher. Then they sing and mime again.

  EYES, EARS, BEAK AND MOUTH,

  BEAK AND MOUTH,

  EYES, EARS, BEAK AND MOUTH,

  BEAK AND MOUTH,

  WINGS AND LEGS, AND TRUNK AND TAIL,

  EYES, EARS, BEAK AND MOUTH,

  BEAK AND MOUTH

OPTIONALLY FOR WEAKER STUDENTS**:* the teacher can write out the lyrics of the song on a big poster or stick the word cards from ***Appendix 2 in the right sequence on the board for the weaker students to be able to follow.

ACTIVITY 3: 10 MIN

- The teacher prepares 4 cards with riddles and 4 pictures of animals for each pair of students (***Appendix 3* - Cards with riddles and pictures**).

Cards with riddles and pictures

It has got legs. It has not got a mouth. It has got wings. It has got a tail. What is it?	It has got a tail It hasn't got legs It has got a mouth It hasn't got fins What is it?
It has got ears. It has not got a beak. It has got a tail. It has got legs. What is it?	It has got eyes. It hasn't got ears. It has got a tail. It has got fins. What is it?
	

Students go back to their seats and work in pairs. The teacher tells the students that they are going to solve some riddles. The teacher explains how it is done (In English or L1). The teacher gives each pair a pack of 4 small riddle cards and 4 picture cards of different animals (***Appendix 3* - Cards with riddles and pictures**).

One of the students reads the riddle while the other tries to guess the animal. After guessing the animal he/she chooses the right picture and matches it with the riddle.

When students have finished the activity, the teacher invites one of the students to read the completed riddles to the whole class for checking.

ACTIVITY 4: 10 MIN

- Three pictures of body coverings (***Appendix 4* - Body coverings**): *fur, feather, scales*; Flashcards with animals: *snake, goldfish*, *duck, budgie, brown bear, and squirrel.* (**Lesson 1 *Appendix 2* - Flashcards with animals**).
- The teacher shows and names 3 pictures: *fur, feather* and *scales* (***Appendix 4* - Body coverings**). Students repeat the new words. Then, the teacher places the 3 pictures on the board. The teacher has a chosen pack of flashcards of animals (**Lesson 1 *Appendix 2* - Flashcards with animals**) and asks selected students to come up and take a flashcard.

  T: Take a card. What is this?

  S: This is a (budgie).

T: Has the (budgie) got fur, feathers, or scales?

S: The (budgie) has got (feathers).

- The student places the flashcard under the correct body covering on the board. The same procedure continues for other animals.
- The teacher and the students talk in L1 about why animals have *fur, feather* and *scales*.

ACTIVITY 5: 30 MIN

- The teacher prepares a worksheet with body parts, coverings and animals (***Appendix 5 - Grid***) and gives the students the worksheet where they have to complete a grid and build sentences.

Appendix 5

PUT ✓ (HAS GOT) OR X (HASN'T GOT).

	goldfish	fox	sheep	hen	duck	snake
scales	✓					
fur	x					
feather	x					
tail	✓					
beak	x					
ears	x					
wings	x					
legs	x					

- The teacher explains how the exercise is done by giving the first example.

T: Look at the first column! Has the goldfish got scales?

Ss: Yes, it has.

T: Excellent! Put a tick.

T: Has the goldfish got fur?

Ss: No, it hasn't.

T: Excellent! Put a cross.

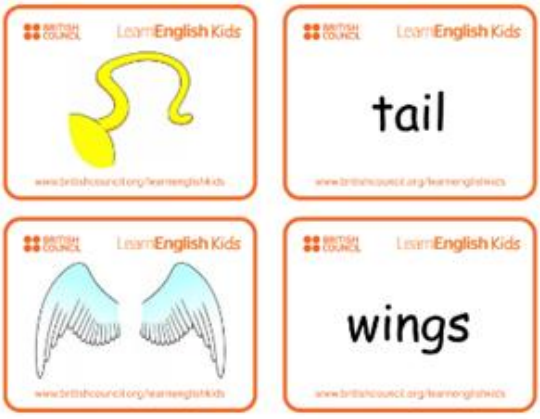
Individually, the students complete the grid.

- Then the teacher projects the grid on the board and asks the students to help her fill it in. Students correct mistakes. Alternatively, they swap their worksheet with their partner's and correct it.
- The students work in pairs. Student A secretly chooses one of the animals in the grid and builds 4 sentences about the animal following the example under the grid. Student B tries to guess which animal is being described. Next they change roles. The procedure can be repeated a few times.

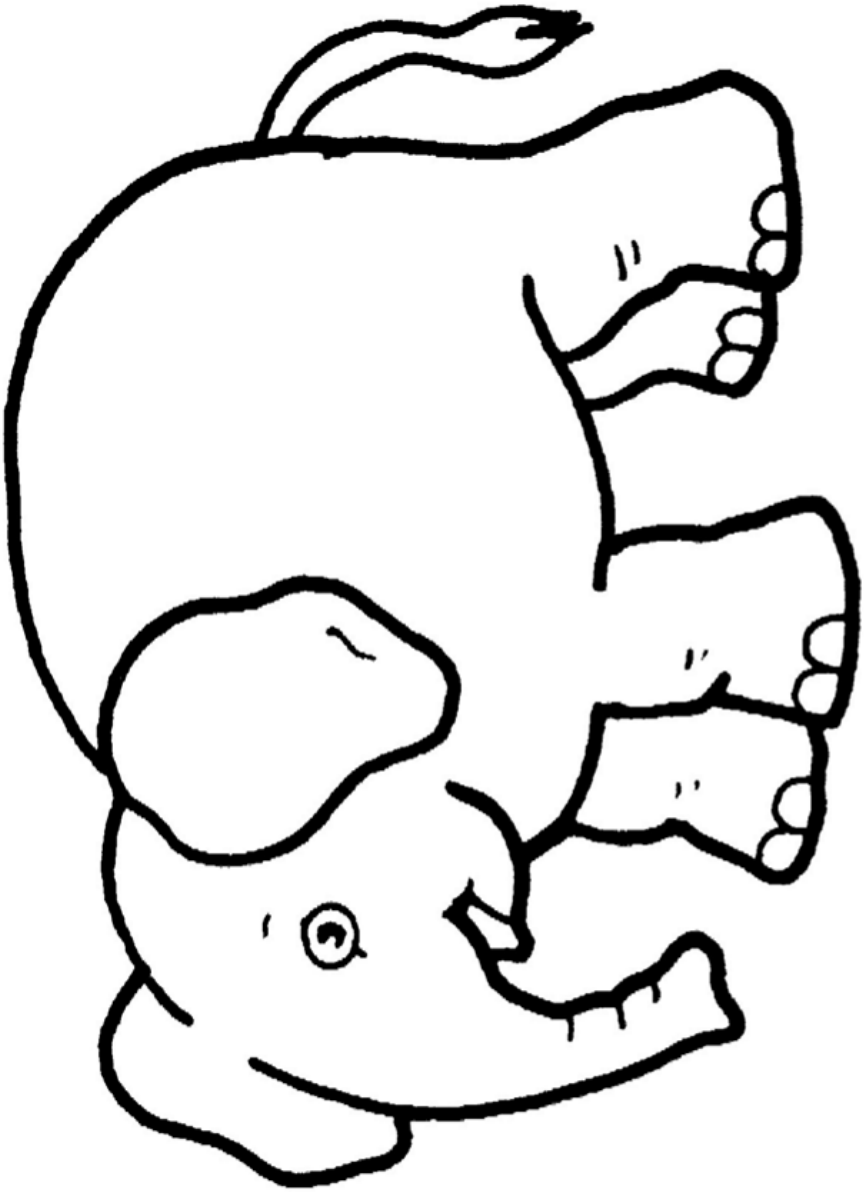
When the students answer in L1, the teacher has to repeat the words/sentences in English.

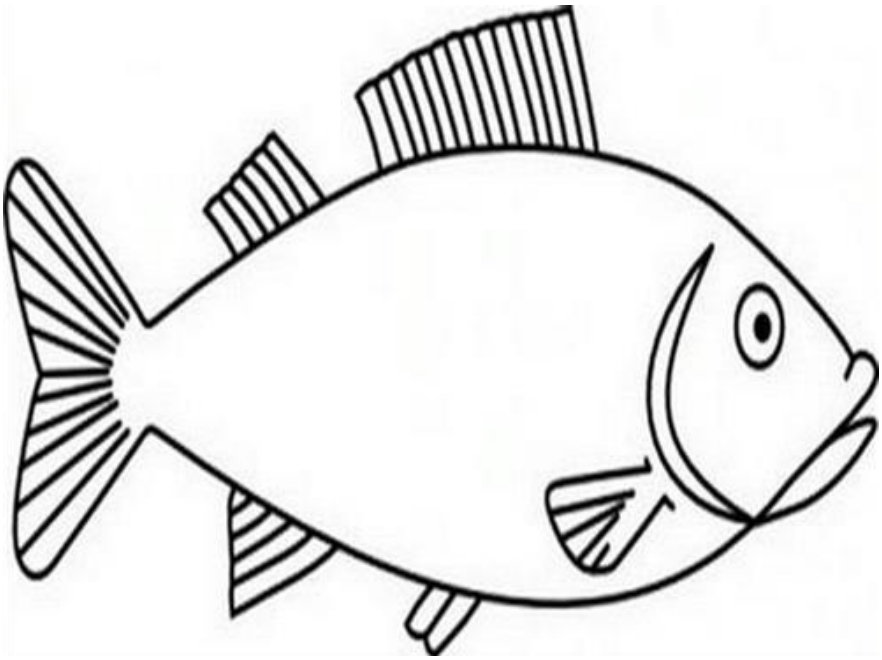
***Fast finishers**:* Students play a memory game or card game with their partner.

(*https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-animal-body-parts.pdf*)



3.2.1 ANIMALS – LESSON 2 – APPENDIX 1





3.2.2 ANIMALS – LESSON 2 – APPENDIX 2

eye

eye

eye

trunk

ear

leg

leg

body

body

body

mouth

mouth

mouth

tail

tail

fin

tail

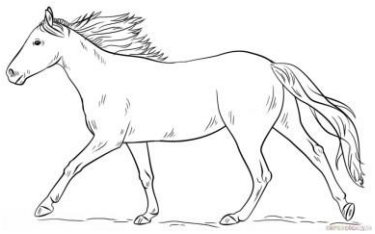
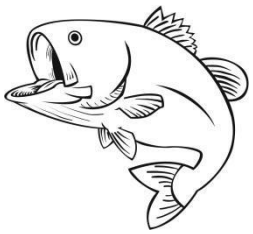
wing

beak

CARDS WITH RIDDLES AND PICTURES

It has got legs. It has not got a mouth. It has got wings. It has got a tail. What is it?	It has got a tail It hasn't got legs It has got a mouth It hasn't got fins What is it?

It has got ears. It has not got a beak. It has got a tail. It has got legs. What is it?	It has got eyes. It hasn't got ears. It has got a tail. It has got fins. What is it?

3.2.4 ANIMALS - LESSON 2 - APPENDIX 4

PUT ✓ (HAS GOT) OR X (HASN'T GOT).

	goldfish	fox	sheep	hen	duck	snake
scales	✓					
fur	x					
feather	x					
tail	✓					
beak	x					
ears	x					
wings	x					
legs	x					

Example:

- *It has got scales.*
- *It hasn't got fur.*
- *It has got a tail.*
- *It hasn't got wings.*

3.3 Science - Lesson 3: Eating Habits of Animals

- **Linguistic objective**

  Vocabulary: students know names of the food that the animals eat: meat, insects, vegetables, fruit, grass, seeds, leaves, students know the names of different categories of animals according to their eating habit: omnivorous, herbivorous, carnivorous.

- **Linguistic objective**

  Skills: students practise listening, speaking, reading, writing.

- **Linguistic objective**

  Functions: students identify the food and categorise the animals according to their eating habits.

- **Content objective**

  Students identify, recognise and understand the classification of animals according to their eating habits.

- **Communication**

  Students classify and categorise animals according to their eating habits.

- **Cognition**

  Students talk about the eating habits of animals.

LEAD-IN: 20 MIN

- The teacher prepares the video with the melody from the previous class (*head shoulders knees and toes* - **Lesson 2**) and 3 drawings (outlines from **Lesson 2** ***Appendix 1***) of animals: *elephant, goldfish, and bird*.
  The teacher and the students sing the song and mime the actions from the previous lesson (see **Lesson 2**):

  EYES, EARS, BEAK AND MOUTH,

  BEAK AND MOUTH,

  EYES, EARS, BEAK AND MOUTH,

  BEAK AND MOUTH,

AND WINGS AND LEGS, AND TRUNK AND TAIL,

EYES, EARS, BEAK AND MOUTH,

BEAK AND MOUTH

- The teacher shows students a flashcard of a kangaroo (**Lesson 1 *Appendix 2***), and together they revise the contents and the vocabulary from the previous lessons: animals, habitats, abilities, body parts and body coverings of animals.
- The teacher brings a shopping bag/basket full of realia/flashcards/toys: *vegetables*, *fruits, seeds, grass, meat and insects* (***Appendix 1***). She/he presents items to the class pronouncing their names in English. The students repeat the names. If the teacher uses flashcards, s/he may stick them to the board.
  Then the teacher asks the students:

  T: *What does the kangaroo eat?*
  S: *(look at the blackboard and) answer.*

- The teacher shows students two other cards from **lesson 1 *Appendix 2*:** *wolf and bear* and asks the same question:

  T: *What does the wolf/ bear eat?*

- The teacher listens to students' suggestions and asks them to watch a video https://www.youtube.com/watch?v=F3JutFpD0Cg so that they can check if they were right/wrong.

Types of animals - food | Herbivores carnivores omnivores | Kindergarten learning videos playlist

ACTIVITY 1: 25 MIN

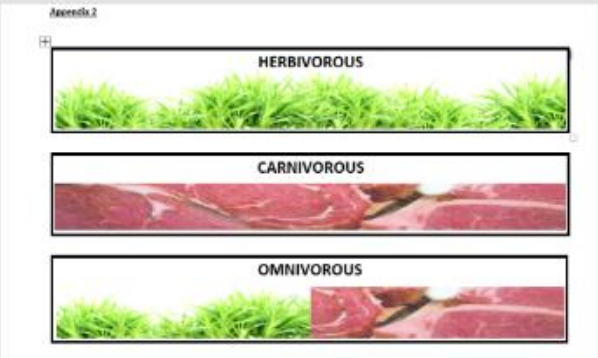
- The teacher prepares a video; flashcards of *vegetables, fruits, seeds, grass, leaves, meat* and *insects* (***Appendix 1 – Flashcards of the foods***); 3 rings (Hula Hoops or string) and labels with the categories: *omnivores, carnivores, herbivores* (***Appendix 2 - Labels of animal categories***), 9 flashcards of animals – 3 animals of each category (***Lesson 1 Appendix 2 - Flashcards of animals***):
  The teacher introduces the classification of animals according to their eating habits: *omnivorous, herbivorous, and carnivorous.* S/he drills for pronunciation and elicits sentences about the *kangaroo, wolf and bear*.

  The kangaroo eats … (grass, leaves). The kangaroo is … (herbivorous).

  The wolf eats … (meat). The wolf is …(carnivorous).

  The bear eats …(fruits and meat). The bear is… (omnivorous).

- The students watch the video again: https://www.youtube.com/watch?v=F3JutFpD0Cg in parts and name animals in each category. The teacher introduces English names of animals students do not know yet.
- The teacher asks the students to go to the carpet area where there are three coloured rings (Hula Hoops or string) and labels **(*Appendix 2* - Labels of animal categories)**: the red ring for *carnivores*, the green ring for *herbivores* and the yellow ring for *omnivores*.



- The teacher asks some students to place the food flashcards/realia/toys into the right ring, according to the animal category: *omnivorous, carnivorous, herbivorous.*

- The teacher picks up a pre-chosen flashcard of *the fox* from a pile of 9 (**Lesson 1 *Appendix 2***) shows it to the students and asks:

  T: *What animal is this? (fox)*

  T: *What does the (fox) eat? Vegetables, insects, meat…? (meat)*

  T: *Is it carnivorous, herbivorous or omnivorous? (carnivorous)*

- The teacher places the flashcard of the fox in the right ring/category. She/he asks nine students to take one flashcard from the pile and identify the animal, say what it is, what it eats, and place it in the right ring/category.

OPTIONALLY: The student picks one picture and the teacher asks guiding questions just like in the example. If students have problems with the last question, the teacher asks only the two first questions and then gives the category, asking students to repeat:

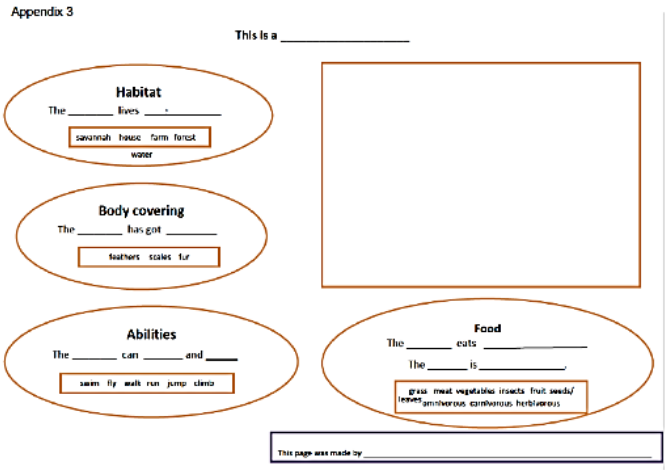
T: *What animal is this? (elephant)*

T: *What does the (elephant) eat? Insects, meat, grass, leaves…? (grass, leaves)*

T: *Is it carnivorous, herbivorous or omnivorous? (herbivorous)*

ACTIVITY 2: 45 MIN

- Project work – A3 sheets of paper/cards template (***Appendix 3*** - **Our animal book**) for each pair; pictures of animals turned into puzzles (**Lesson 1 *Appendix 2***); crayons; glue; scissors.
  The teacher explains to the students that they are going to do a project which is making a book about animals – **Our animal book**.
- The teacher asks students to work in pairs. Each pair gets an envelope with a cut-out puzzle of an animal chosen by the teacher (**Lesson 1 *Appendix 2*),** and an A3 template (***Appendix 3*** - **Our animal book**).



- The teacher tells the students to make the puzzle to find out what animal they are going to work on. Then, the students stick the puzzle in the rectangular box which is on the A3 template (10min).
- The teacher tells the students to complete the information on the A3 template according to the animal they have in the puzzle. The teacher walks around the groups and monitors and supports the students' work. (20 minutes).
- The students prepare their presentation and present their work to their classmates. (20 minutes). The teacher collects all the works and makes the animal book.
- If the students need more time for the project, postpone the presentation stage to the next lesson.

When the students answer in L1, the teacher has to repeat the words/sentences in English.

***Fast finishers**: Students can draw an animal and write sentences about it, using the vocabulary and content they learnt, just like in the "Our animal book" template.*

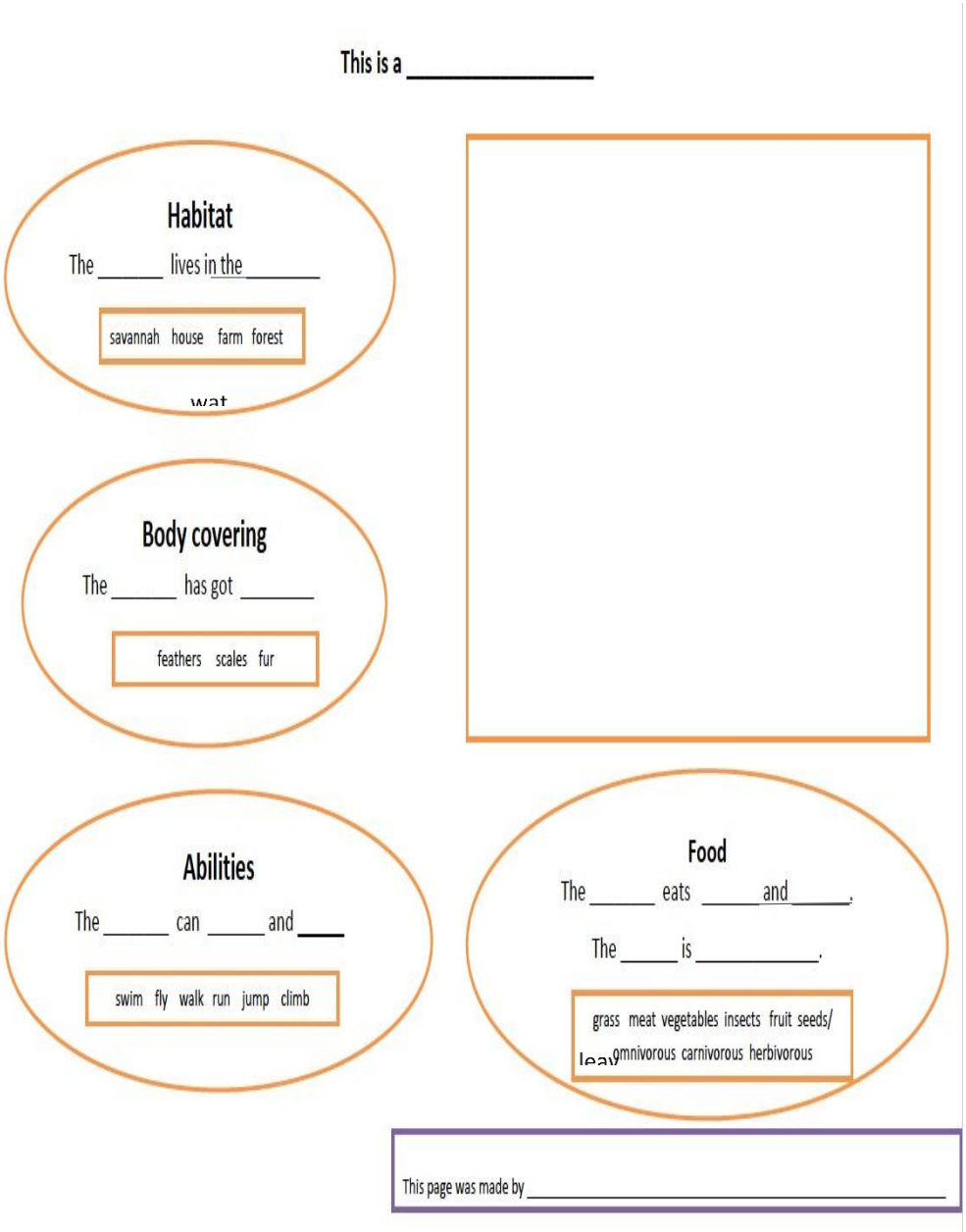
3.3.1 ANIMALS - LESSON 3 - APPENDIX 1

HERBIVOROUS

CARNIVOROUS

OMNIVOROUS

3.3.3 ANIMALS - LESSON 3 - APPENDIX 3



4 Geography: The World Around Us

[Year 3/4]

Lesson 1 topic: ***Exploring the Solar System***

Lesson 2 topic: ***Travelling around the EU***

Lesson 3 topic: ***What's the weather like today?***

This module was designed for years 3/4 and it comprises the following 3 lesson topics:

Lesson 1 topic: Exploring the Solar System

Table 7 - The World Around Us. Lesson 1: Activities & Appendixes

Activities	Appendixes
Lead-in	
1	1
2	2
3	3
4	4
5	
6	
7	
8	5
9	

Lesson 2 topic: Travelling around the EU

Table 8 - The World Around Us. Lesson 2: Activities & Appendixes

Activities	Appendixes
Lead-in	
1	1
2	2
3	3

Lesson 3 topic: What's the weather like today?

Table 9 - The World Around Us. Lesson 3: Activities & Appendixes

Activities	Appendixes
Lead-in	1
1	1
2	2
3	
4	3
5	4
6	5

4.1 Geography - Lesson 1: Exploring the Solar System

- **Linguistic objective**

  Vocabulary: names of the planets of the Solar System, solar system, revolve around the sun, spin, closest, hottest, largest, rings, orbit, coldest, planet, highland, lowland, mountains, waterfall, volcano, river, lake, sea, ocean, highest, deepest, canyon

- **Linguistic objective**

  Skills: students practise listening, reading, writing, and speaking.

- **Linguistic objective**

  Functions: students give basic information about each planet and extreme geographical features of the world and their own countries.

- **Content objective**

  Students learn about the order of planets, concept of planet movement, basic information on each planet, basic information about extreme geographical features

- **Communication**

  Students describe the Solar System and its planets.

- **Cognition**

  Students understand the place of man in space.

- **Culture**

  Students reflect on how extreme geographical features may impact their countries and lives.

LEAD-IN: 5 MIN

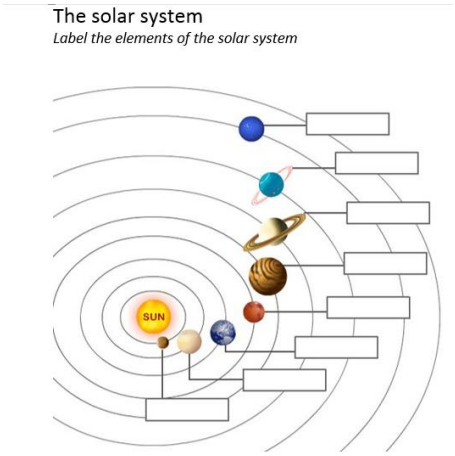
- Before the lesson teacher prepares for students slips of paper with the following information concerning their present location: *school address, name of the city, name of the country, Europe, the Earth, the Solar System*. The number of slips of paper equals the number of students.
- In the classroom teacher marks concentric circles on the floor (chalk or string) and labels them in the following order starting from the centre: *address, city, country, continent, planet, the Solar System.* (The teacher can also prepare slips of paper with these labels and stick them next to the rings).

- Students take one slip of paper from the box.
- Students choose the right ring (prepared by the teacher) to stand on. The rings go from the smallest one – the centre (the address of the school) - to the biggest one (the names of the planets).

Once students are placed in the correct rings, the teacher explains that we are all part of the Solar System and that today we are going to learn a little bit about it.

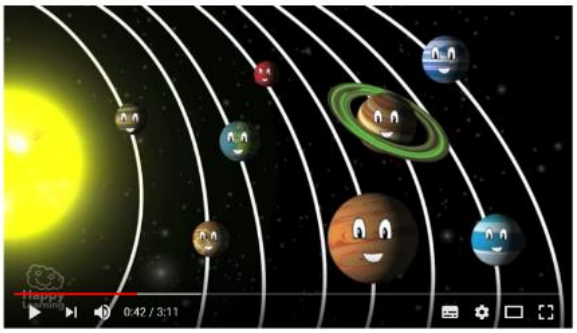
ACTIVITY 1: 10 MIN

- Students return to their seats and are given a worksheet where they need to label the planets choosing the right words from the box – ***Appendix 1***


The solar system

Label the elements of the solar system

- Students watch the first part of the film (from the beginning to 1:54) https://www.youtube.com/watch?v=ASQkz4XaphU and label the planets.

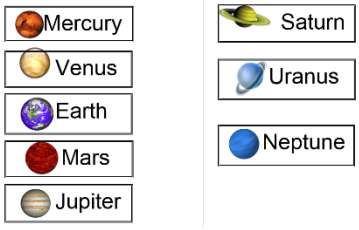


The Solar System Planets | Educational Video for Kids

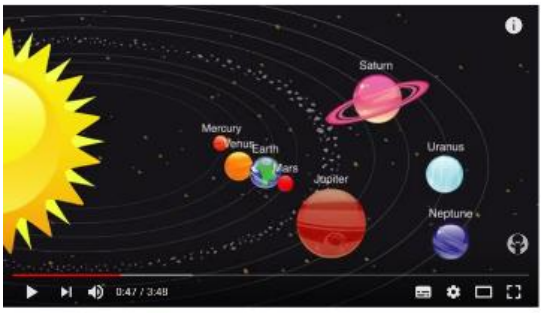
- Students watch the same fragment again and drill the pronunciation of the names of the planets.
- Students read the labels on their worksheet in order (from the Sun).

ACTIVITY 2: 5 MIN

- The teacher gives students cards with names of different planets. There can be more than one student assigned to the card with the name of the big planets. One child is given a picture of the Sun – ***Appendix 2.***



- The teacher shows everybody who the Sun is and places him or her in the middle of the open area. The teacher asks the students to listen to a song and once they hear the name of their planet, to stand in the right place.
- The teacher plays a fragment of the song from the beginning to 0:23. https://www.youtube.com/watch?v=noiwY7kQ5NQ



Planets Song Video

The teacher tells the students that all *planets revolve* around the Sun along their *orbits* and encourages them to walk around the sun. She tells them that the planets also *spin* and encourages students to spin while revolving. She also says that Uranus rotates on its side and helps the child with Uranus card to spin accordingly.

ACTIVITY 3: 10 MIN

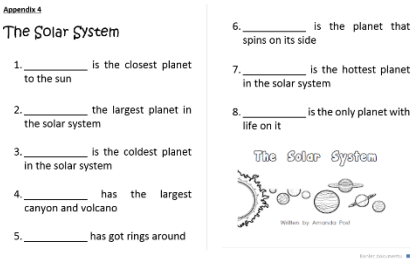
- The students get back to their seats still holding their planet cards.
  The teacher places short descriptions of the planets from the song on the walls in random order (***Appendix 3*****).** Selected students read the descriptions out loud and try to guess the names of the planets described. The teacher does not give the answers yet.
- The teacher asks the students to listen to the second part of the song https://www.youtube.com/watch?v=noiwY7kQ5NQ (0:24 - 1:20) and stand under the description of their planet. If students have problems with finding their description they can continue watching the film to the end.
  The teachers checks by asking questions:

  Which planet is the hottest in the solar system? And What do we know about Mercury?

- Students with the appropriate planet cards answer the questions showing gestures and translating the concepts if necessary, and stick their cards under the descriptions.

ACTIVITY 4: 15 MIN

- The teacher turns around the description cards on the wall. The students get back to their seats and receive a worksheet – ***Appendix 4.***



Appendix 4

The Solar System

1. _____ is the closest planet to the sun
2. _____ the largest planet in the solar system
3. _____ is the coldest planet in the solar system
4. _____ has the largest canyon and volcano
5. _____ has got rings around
6. _____ is the planet that spins on its side
7. _____ is the hottest planet in the solar system
8. _____ is the only planet with life on it

The Solar System

- The students complete the sentences with the information about the planets.
- The teacher asks students to read their sentences about each planet. After every sentence the teacher turns the correct description card on the wall to check if the answer is correct. The last card to be turned must be Earth.

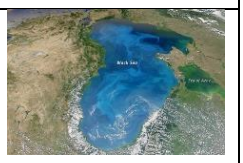
ACTIVITY 5: 10 MIN

- The teacher downloads the free application from https://earth.google.com/download-earth.html and shows the students the Earth in Google Earth.
- The teacher presents the following geographical features on the examples of the planet: *mountains, volcano, highlands, lowlands, rivers, lakes, seas, oceans, and canyon*.

ACTIVITY 6: 10 MIN

- The teacher presents the pictures of geographical features and drills the pronunciation of the words.

RIVER T: What is this? [It's a river]	http://www.nature.org/cs/groups/webcontent/@web/@lakesrivers/documents/media/iliamna-lake-ak-splash.jpg	
MOUNTAINS	https://upload.wikimedia.org/wikipedia/commons/6/68/Rocky_Mountain_National_Park_PA162782.jpg	

LOWLANDS	http://veronique-photos.blogspot.ro/2010/06/pe-campii.html	
HIGHLANDS	https://purromanesc.wordpress.com/tag/imagini-suport-dealuri-si-podisuri-romania/	
LAKE	http://www.ghiduri-turistice.info/ghid-turistic-o-destinatie-pe-ecranul-tau--lacul-capra-din-muntii-fagaras	
SEA	http://www.romaniatv.net/marea-neagra-devine-albastra_38359.html	
OCEAN	https://www.google.pt/search?q=pictures+for+children+about+highlands&rlz=1C2ASUT_enPT571PT571&biw=1366&bih=676&source=lnms&tbm=isch&sa=X&ved=0ahUKEwig8d7b3qrQAhUFiSwKHZKRDdYQ_AUIBigB#tbm=isch&q=ocean&imgrc=cflN9gEXwpf-jM%3A	
VOLCANO	https://www.google.pt/search?q=pictures+for+children+about+highlands&rlz=1C2ASUT_enPT571PT571&biw=1366&bih=676&source=lnms&tbm=isch&sa=X&ved=0ahUKEwig8d7b3qrQAhUFiSwKHZKRDdYQ_AUIBigB#tbm=isch&q=volcano&imgrc=7Z3f9-jKisFRYM%3A	
WATERFALL	http://www.undp.org.fj/ro/cele-mai-spectaculoase-cascade-din-lume/	

CANYON	http://travel.aarp.org/content/dam/travel/destination-images/grand-canyon-national-park/2014-01/1400-grand-canyon-national-park-hiker.jpg	

ACTIVITY 7: 5 MIN

- The students sit in a circle. Each student is given a picture presenting a new item of vocabulary. E.g. *river, ocean*, etc. The teacher has a ball, calls out the name of the geographical feature and throws the ball accordingly. Students continue.

ACTIVITY 8: 15 MIN

- Students work in pairs. Each pair gets an information gap activity - ***Appendix 5*** about extreme geographical features.

Appendix 5

Student A

Which is the highest mountain in the world? The highest mountain is _____.
Which is the coldest continent in the world? The coldest continent is Arctic.
Which is the longest river in the world? The longest river is _____.
Which is the biggest ocean in the world? The biggest

- Once students have completed their charts, they answer the questions from the chart and show them on the physical map of the World (or Google Earth).

ACTIVITY 9: 5 MIN

- T shows the flashcards of the geographical features and elicits questions about the extreme features in their own countries. E.g. [picture of a river].

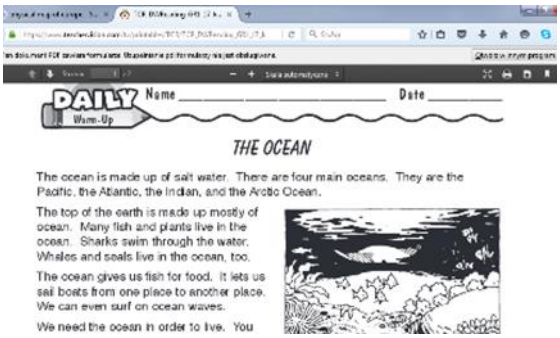
T: What is the longest river in … (your country).

A volunteer answers, draws the next picture and asks the next question (the activity can take a form of a rap:

Do you know the longest river in….? No, no, no. And you? Yes, I do and I'll show you!

The student shows the feature on the map of the country.

***Fast finishers**: a short reading comprehension activity about oceans from: https://books.google.pl/books?id=VXt4qWqIJKkC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false (p. 24).*



DAILY Warm-Up Name _____ Date _____

THE OCEAN

The ocean is made up of salt water. There are four main oceans. They are the Pacific, the Atlantic, the Indian, and the Arctic Ocean.

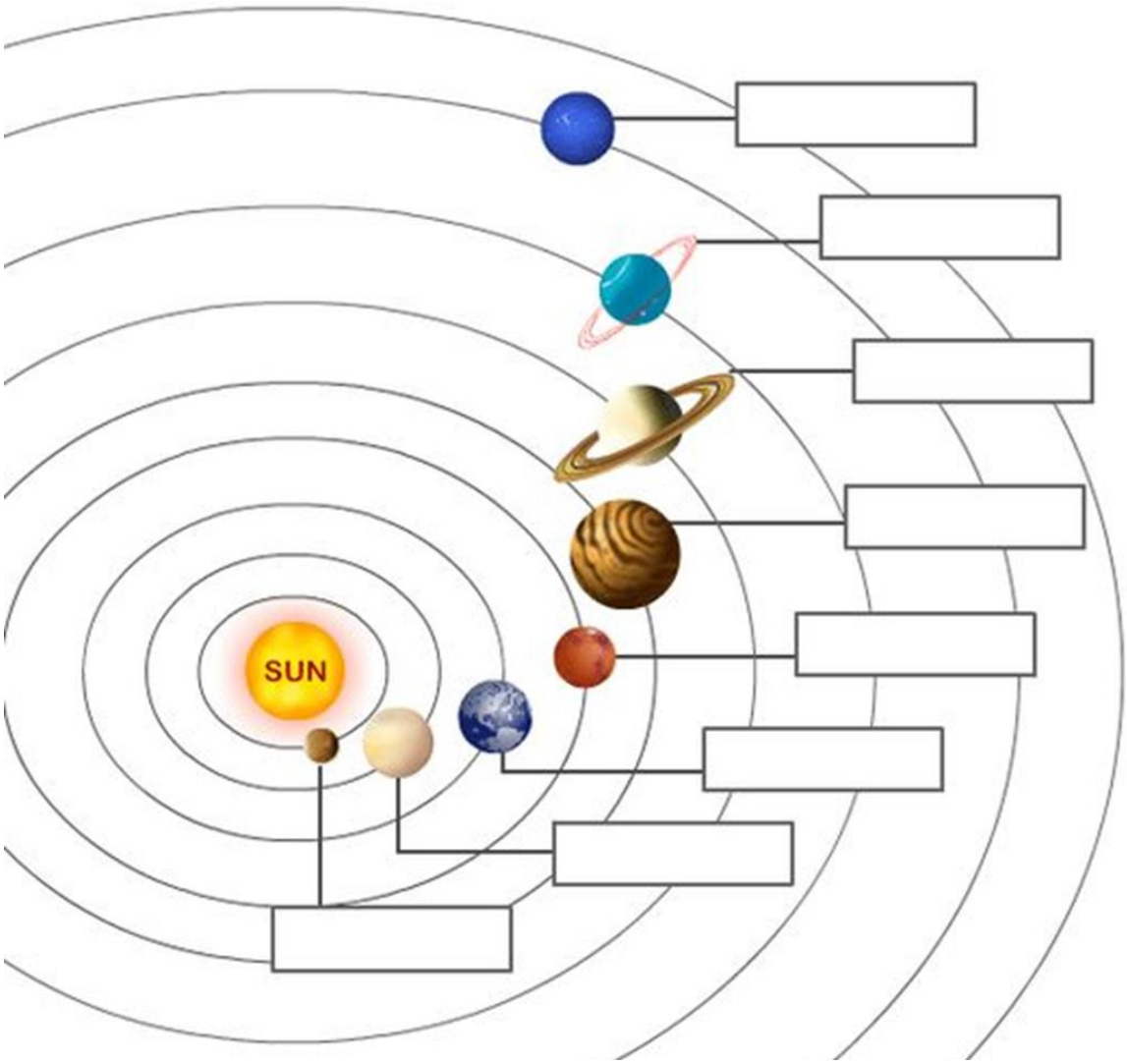
The top of the earth is made up mostly of ocean. Many fish and plants live in the ocean. Sharks swim through the water. Whales and seals live in the ocean, too.

The ocean gives us fish for food. It lets us sail boats from one place to another place. We can even surf on ocean waves.

We need the ocean in order to live. You

The solar system

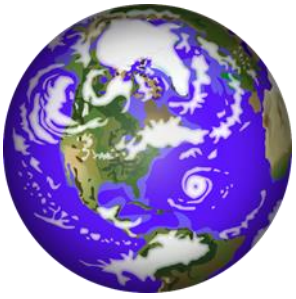
Label the elements of the solar system



Saturn | Sun | Neptune | Uranus | Earth | Mars | Jupiter | Mercury | Venus

Mercury

Venus

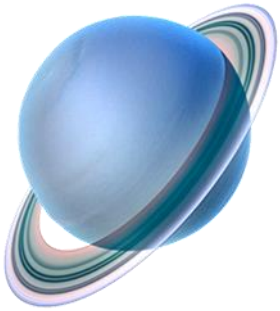


Earth

Mars

Jupiter

Saturn



Uranus

Neptune

The Sun

The closest planet to the sun

The hottest planet in the solar system

The only planet with life on it

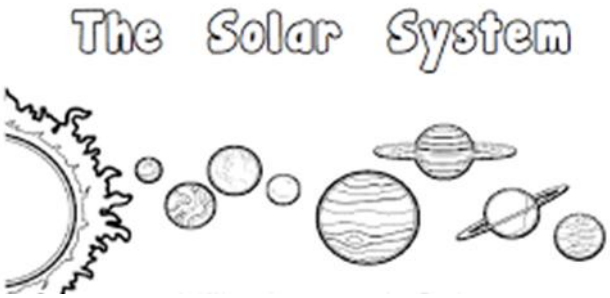
Has the largest canyon and volcano

The largest planet in the solar system

Has got rings around

The planet that spins on its side

The coldest planet in the solar system



1. _____ is the closest planet to the sun

2. _____ the largest planet in the solar system

3. _____ is the coldest planet in the solar system

4. _____ has the largest canyon and volcano

5. _____ has got rings around

6. _____ is the planet that spins on its side

7. _____ is the hottest planet in the solar system

8. _____ is the only planet with life on it

Student A

Which is the highest mountain in the world? The highest mountain is _____.

Which is the coldest continent in the world? The coldest continent is Arctic.

Which is the longest river in the world? The longest river is _____.

Which is the biggest ocean in the world? The biggest ocean is the Pacific Ocean.

Which is the deepest lake in the world? The deepest lake is _____.

Which is the smallest ocean in the world? The smallest ocean is the Arctic Ocean.

Which is the tallest volcano in the world? The tallest volcano is _____.

Which is the highest waterfall in the world? The highest waterfall is Angel Falls.

Which is the hottest continent in the world? The hottest continent is_____.

Student B

1. Which is the highest mountain in the world? The highest mountain is Everest.
2. Which is the coldest continent in the world? The coldest continent is _____.
3. Which is the longest river in the world? The longest river is Nile.
4. Which is the biggest ocean in the world? The biggest ocean is _____.
5. Which is the deepest lake in the world? The deepest lake is Baikal.
6. Which is the smallest ocean in the world? The smallest ocean is _____.
7. Which is the tallest volcano in the world? The tallest volcano is Mauna Kea.
8. Which is the highest waterfall in the world? The highest waterfall is _____.
9. Which is the hottest continent in the world? The hottest continent is Africa.

4.2 Geography - Lesson 2: Travelling Around the EU

- **Linguistic objective**

  Vocabulary: names of EU countries and nationalities

- **Linguistic objective**

  Skills: students complete information about the UE countries (writing); students do information gap activities (listening and speaking)

- **Linguistic objective**

  Functions: talking about countries of origin and nationalities

- **Content objective**

  Students show EU countries on a political map of Europe; matching the capitals to EU countries

- **Communication**

  Students describe EU countries.

- **Cognition**

  Students match, categorize, guess based on clues.

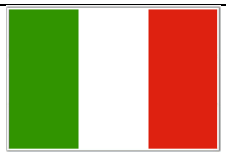
- **Culture**

  Students learn facts about EU countries.

LEAD-IN: 15 MIN

- The teacher downloads the free application from https://earth.google.com/download-earth.html and shows the students the Earth on Google Earth, asking what it is.
- Teacher points to the continents and asks students to name them. The last continent to show has to be Europe.
- Teacher asks the students to guess how many countries there are in Europe (51)
- Teacher shows students flags of the following countries: Italy, Poland, Romania, Portugal, asking them if they recognise the countries.

https://www.google.pl/search?q=flag+of+poland&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjA9djRmq3QAhVEBSwKHSMnCAQQ_AUICCgB&biw=1024&bih=499#imgrc=hy3MSqXJn31w0M%3A		**POLAND**

https://www.google.pl/search?q=flag+of+italy&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwjbxdaim63QAhXMBywKHV6fB5IQ_AUIBigB#imgrc=Lp68aftPtQzdtM%3A		**ITALY**
https://www.google.pl/search?q=flag+of+portugal&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjw85YnK3QAhVF3SwKHej_Be4Q_AUIBigB#imgrc=2Qi-S1bwu7OLAM%3A		**PORTUGAL**
https://www.google.pl/search?q=flag+of+romania&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjGrovKnK3QAhUHDSwKHUH8Aw0Q_AUIBigB#imgrc=t04zwHdr24UpYM%3A		**ROMANIA**

- Teacher shows students the flag of the EU and asks them what it is. Teacher asks students to guess how many countries form the EU (28)

https://www.google.pl/search?q=flag+of+eu&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiIJ_4nK3QAhUGlCwKHaX_BxYQ_AUIBigB#imgrc=Mjyzk6NTQyBg3M%3A		**THE EU**

ACTIVITY 1: 30 MIN

- Teacher downloads the book about EU countries http://bookshop.europa.eu/en/europe-and-you-pbQC0414546/

- Teacher prints out pages concerning all EU countries (shape, flag, capital city) – 28 worksheets, one for each student.
- Teacher prints out the list from ***Appendix 1*** and hangs it on the board.
- Teacher hangs colour picture of the flags printed from the book about EU countries on the board. http://bookshop.europa.eu/en/europe-and-you-pbQC0414546/
- Teacher distributes all the worksheets (one or more per students). Students work on their worksheets colouring the flags and writing the names of capital cities. (While colouring the students may listen to the EU anthem https://www.youtube.com/watch?v=Jo_-KoBiBG0).
- Teacher collects the worksheets and places them on the wall in random order. The teacher gives an example:

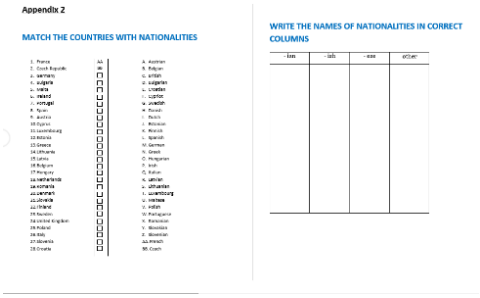
  T: I live in Warsaw. Where am I from?

  S: You are from Poland.

  The student who gives the correct answer is the next one to say which city he/she lives in. Each time the teacher selects the student who gives the answer.
- After each answer students drill the pronunciation of both the city and the country and translate them into their L1. Teacher brings a big map of Europe and encourages students to find the countries on the map.

ACTIVITY 2: 15 MIN

- Teacher distributes the worksheet from ***Appendix 2.*** Each student gets one copy. Students match the nationalities to the names of the countries and complete the table according to the rule.


Appendix 2

MATCH THE COUNTRIES WITH NATIONALITIES

WRITE THE NAMES OF NATIONALITIES IN CORRECT COLUMNS

Teacher drills the pronunciation of countries and nationalities while checking the tasks.

ACTIVITY 3: 25 MIN

- Teacher prints out the names of the countries (on one colour sheet) and the nationalities (on a different colour sheet) - ***Appendix 3*** **-** and cuts them up. The teacher chooses some pairs of cards (country-nationality) so that each student has one card either country or nationality.
- Teacher divides the class into two equal groups. One group of students pick the names of countries and the other group pick the names of nationalities.
  Teacher writes the following questions on the board:
  Where are you from?
  What nationality are you?
  Using a pair of cards as an example, teacher answers the questions.
- Students walk around and try to find their pair by asking questions: *Where are you from?* And: *What nationality are you*? Depending on the colour of the sheet the student holds. Students who find their pairs, sit together.
- Selected pairs of students say the following:

  T1&2: We live in Romania

  And another pair needs to say:

  T3&4: You are Romanian.

Note: If the worksheets from **Activity 1** are still hanging on the wall, the selected pair of students can also say the capital city or the colours of the flag of their country. E.g.

We are from Bukarest. Our flag is red, yellow and blue.

Another pair needs to guess which country the speakers come from and what their nationality is. E.g.

You are from Romania. You are Romanian.

- Once the students have finished they can play again with a different set of cards (countries and nationalities). The whole procedure is repeated.

Fast finishers*: Students play the game on IWB or computers*
http://www.languageguide.org/english/vocabulary/europe/


Europe

CAPITAL CITIES
Vienna
Brussels
Sofia
Nicosia
Prague
Copenhagen
Tallinn
Helsinki
Paris
Berlin
Athens
Budapest
Dublin
Rome

Riga
Vilnius
Luxembourg
Valletta
Amsterdam
Warsaw
Lisbon
Bucharest
Bratislava
Ljubljana
Madrid
Stockholm
London
Zagreb

MATCH THE COUNTRIES WITH NATIONALITIES

COUNTRY		NATIONALITY
1. France	AA	A. Austrian
2. Czech Republic	BB	AA. French
3. Germany	☐	B. Belgian
4. Bulgaria	☐	BB. Czech
5. Malta	☐	C. British
6. Ireland	☐	D. Bulgarian
7. Portugal	☐	E. Croatian
8. Spain	☐	F. Cypriot
9. Austria	☐	G. Swedish
10. Cyprus	☐	H. Danish
11. Luxembourg	☐	I. Dutch
12. Estonia	☐	J. Estonian
13. Greece	☐	K. Finnish
14. Lithuania	☐	L. Spanish
15. Latvia	☐	M. German
16. Belgium	☐	N. Greek
17. Hungary	☐	O. Hungarian

18. Netherlands	☐	P. Irish
19. Romania	☐	Q. Italian
20. Denmark	☐	R. Latvian
21. Slovakia	☐	S. Lithuanian
22. Finland	☐	T. Luxembourg
23. Sweden	☐	U. Maltese
24. United Kingdom	☐	V. Polish
25. Poland	☐	W. Portuguese
26. Italy	☐	X. Romanian
27. Slovenia	☐	Y. Slovakian
28. Croatia	☐	Z. Slovenian

WRITE THE NAMES OF NATIONALITIES IN CORRECT COLUMNS

- ian	- ish	- ese	other

Answers

France	French
Czech Republic	Czech
Germany	German
Bulgaria	Bulgarian
Malta	Maltese
Ireland	Irish

Portugal	Portuguese
Spain	Spanish
Austria	Austrian
Cyprus	Cypriot
Luxembourg	Luxembourg
Estonia	Estonian
Greece	Greek
Lithuania	Lithuanian
Latvia	Latvian
Belgium	Belgian
Hungary	Hungarian
Netherlands	Dutch
Romania	Romanian
Denmark	Danish
Slovakia	Slovakian
Finland	Finnish
Sweden	Swedish
United Kingdom	British
Poland	Polish
Italy	Italian
Slovenia	Slovenian
Croatia	Croatian

-ian

Austria	Austrian
Belgium	Belgian
Bulgaria	Bulgarian
Estonia	Estonian
Hungary	Hungarian
Ireland	Irish
Italy	Italian

Latvia	Latvian
Lithuania	Lithuanian
Romania	Romanian
Slovakia	Slovakian
Slovenia	Slovenian
Croatia	Croatian

-ish

Denmark	Danish
Finland	Finnish
Poland	Polish
Spain	Spanish
Sweden	Swedish
United Kingdom	British

-ese

Malta	Maltese
Portugal	Portuguese

Other

Cyprus	Cypriot
Czech Republic	Czech
France	French
Germany	German
Greece	Greek
Luxembourg	Luxembourg
Netherlands	Dutch

PRINT ON A (BLUE) SHEET OF PAPER

POLAND	ITALY	PORTUGAL
ROMANIA	FRANCE	GREAT BRITAIN
GERMANY	DENMARK	NORWAY
SWEDEN	SPAIN	THE NETHERLANDS

AUSTRIA	BULGARIA	SWITZERLAND

PRINT ON A (YELLOW) SHEET OF PAPER

POLISH	ITALIAN	PORTUGESE
ROMANIAN	FRENCH	BRITISH
GERMAN	DANISH	NORWEGIAN

SWEDISH	SPANISH	DUTCH
AUSTRIAN	BULGARIAN	SWISS

4.3 Geography - Lesson 3: What's the Weather like Today?

- **Linguistic objective**

  Vocabulary: weather words: hot, warm, cold, windy, foggy, cloudy, stormy, sunny, rainy, in the north, in the south, in the west, in the east

- **Linguistic objective**

  Skills: listening for specific information about the weather, writing the weather forecast, describing weather conditions in different parts of Europe (speaking)

- **Linguistic objective**

  Functions: talking about the weather and weather forecasts; *what's the weather like?*

- **Content objective**

  Students describe geographical directions, weather patterns, weather forecast

- **Communication**

  Students exchange information to complete information gap tasks

- **Cognition**

  Students orientation on the map and ordering

- **Culture**

  Students learn about weather specific for different parts of Europe and how it may impact human activities

LEAD-IN: 5 MIN

- Teacher shows flags of 5 countries (Ireland, Italy, Portugal, Romania and Poland) and asks students to identify the country and its capital.

https://www.google.pl/search?q=flag+of+poland&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjA9djRmq3QAhVEBSwKHSMnCAQQ_AUICCgB&biw=1024&bih=499#imgrc=hy3MSqXJn31w0M%3A		**POLAND**

https://www.google.pl/search?q=flag+of+italy&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwjbxdaim63QAhXMBywKHV6fB5IQ_AUIBigB#imgrc=Lp68aftPtQzdtM%3A		**ITALY**
https://www.google.pl/search?q=flag+of+portugal&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjw85YnK3QAhVF3SwKHej_Be4Q_AUIBigB#imgrc=2Qi-S1bwu7OLAM%3A		**PORTUGAL**
https://www.google.pl/search?q=flag+of+romania&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjGrovKnK3QAhUHDSwKHUH8Aw0Q_AUIBigB#imgrc=t04zwHdr24UpYM%3A		**ROMANIA**
http://www.flags.net/IREL.htm		**IRELAND**

- Then, Teacher shows students random weather flashcards – ***Appendix 1*** and one of the flags and asks students to say what the weather is like in each of these countries. Teacher only shows the following flashcards:
  hot / cold / sunny / rainy / snowy

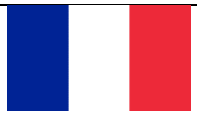
  T: [What's the weather like in (Italy)?]

  S: [It's sunny]

ACTIVITY 1: 5 MIN

- Teacher shows 5 other flags of the EU countries (Germany, France, Great Britain, Spain, and Norway) and introduces 5 more weather words: *windy, warm, foggy, cloudy, and stormy* – ***Appendix 1.***
-

https://upload.wikimedia.org/wikipedia/en/thumb/b/ba/Flag_of_Germany.svg/1280px-Flag_of_Germany.svg.png		**GERMANY**

https://upload.wikimedia.org/wikipedia/en/thumb/c/c3/Flag_of_France.svg/1280px-Flag_of_France.svg.png		**FRANCE**
http://ukflag.facts.co/UKFlag3.jpg		**GREAT BRITAIN**
http://static.donquijote.org/images/culture/spanish_flag2.jpg		**SPAIN**
http://www.vexillologymatters.org/images/norway.png		**NORWAY**

- Teacher drills the new weather words showing the weather symbol – ***Appendix 1***, while asking:

  T: What's the weather like in Spain?

  Students look at the card and respond.

ACTIVITY 2: 5 MIN

- Students receive a worksheet – ***Appendix 2,*** with a matching activity. They match the weather symbol to the correct word.

ACTIVITY 3: 15 MIN

- Teacher presents the map of Europe and describes the weather in different parts of Europe introducing the following: *in the north, in the south, in the west, in the east*. http://www.emcdda.europa.eu/userfiles/image/maps/europe-bubble-background.png

- Teacher sticks the weather symbols at random – ***Appendix 1.*** E.g.

  It's sunny in the south.

  Teacher drills the directions by asking questions.

T: *Look at the map. Where is it (sunny) today?*

S: *In the (south).*

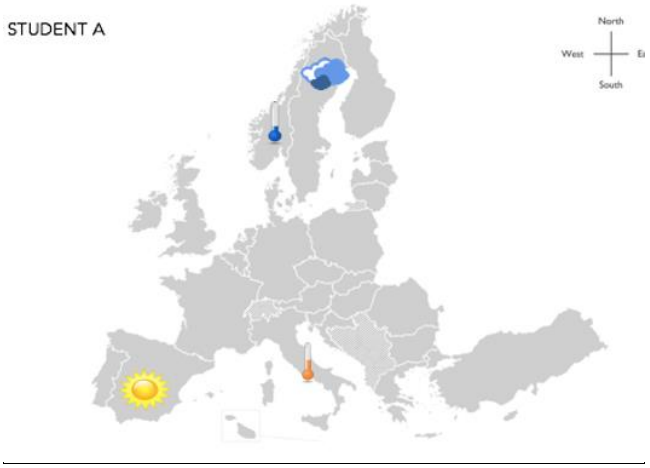
- Teacher chooses one volunteer to come to the map. Teacher describes the weather and tells the direction.

T: *It's windy in the north.*

Student sticks the weather symbol accordingly and picks another student to follow the model, etc.

ACTIVITY 4: 15 MIN

- Students work in pairs. Each pair is given an information gap activity – ***Appendix 3.*** Students get the map of EU. Student A has information on weather conditions in the north and in the south. Student B is provided with weather conditions in the east and west of EU.



- Students need to ask each other questions to draw the missing information (weather symbols) on their maps:

S: *What's the weather like (in the south)?*

- When students have done the first part, they look at the map and write full sentences describing the weather in the north, south, east and west of Europe in their notebooks:

It's sunny in the south of Europe.

ACTIVITY 5: 15 MIN

- Teacher shows Dundee in Scotland on the map and explains that students are going to watch a weather forecast for Dundee for 4 days.
- Students receive a worksheet – ***Appendix 4.***
  Teacher plays the video, students complete the first part of the worksheet.
  https://www.youtube.com/watch?v=rh-4Orzh-p4

Dundee Weather Report for Kids

- Next, students watch the film for the second time and complete the second part of the worksheet. When they have finished, they compare their worksheets in pairs to check if their answers are correct.

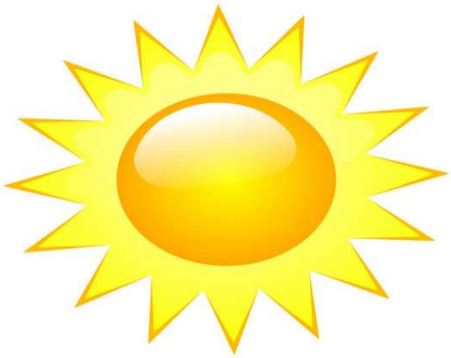
ACTIVITY 6: 30 MIN

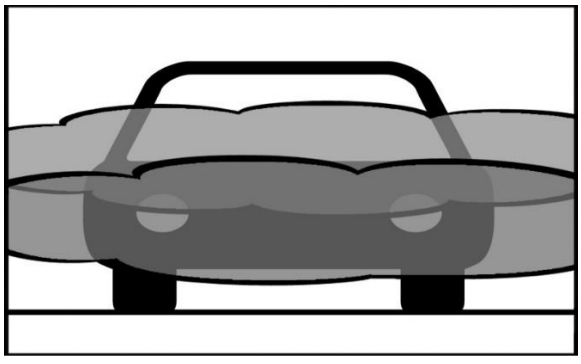
- Students work in 5 groups. Each group is given a worksheet – ***Appendix 5*** and they write the weather forecast for a given day. They need to use 2 weather words (E.g. *hot and sunny or cold and windy*) for every direction. They draw the weather symbols on their maps and complete the sentences next to the map.
- When all the groups have finished, a representative of group 1 (*Monday*) comes to the front and reads the group's forecast. The rest of the groups listen and draw the right symbols on their maps. A selected student from a different group comes to the map of Europe and sticks the weather symbols (***Appendix 1***) in the appropriate places.
  Next, all the groups follow the model.

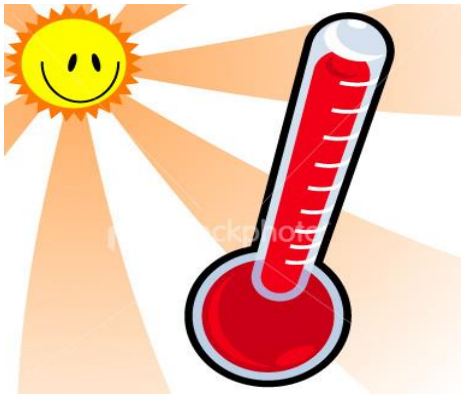
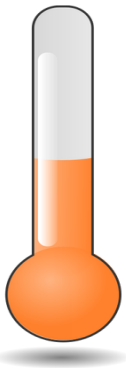
- Once students have all the information they need, they write 4 sentences next to each map.

  They do the activity individually and then check their work together.

Fast finishers: a short reading comprehension activity about oceans on https://books.google.pl/books?id=VXt4qWqIJKkC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

	CLOUDY
	SUNNY
	RAINY

	STORMY
	SNOWY
	FOGGY

	WINDY
	HOT
	WARM

	COLD

4.3.2 GEOGRAPHY - LESSON 3 - APPENDIX 2

WEATHER CONDITIONS

Read and match.

stormy

cloudy

sunny

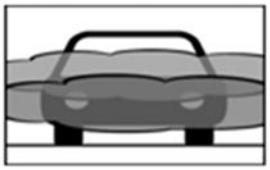
snowy

cold

foggy

windy

hot



warm

rainy

4.3.3 GEOGRAPHY - LESSON 3 - APPENDIX 3

STUDENT A

STUDENT B

Weather Forecast for Dundee

Monday	Tuesday	Wednesday	Thursday
Part 1: *What's the weather like?*			
Part 2: *What can you do?*			

make a snowman | watch a film | fly a kite | go to the beach

Key

Monday	Tuesday	Wednesday	Thursday
Part 1:	*What's the weather like?*		
rainy and cloudy	Windy and cloudy	Snowy and sunny	Sunny and hot
Part 2:	*What can you do?*		
Watch a film	Fly a kite	Make a snowman	go to the beach

4.3.5 GEOGRAPHY - LESSON 3 - APPENDIX 5

North
West East
South

WHEATHER FORECAST FOR THE EU COUNTRIES- Project

Monday

1. On Monday in the north it's
_____and _____.

2. On Monday in the south _____
_____and_____.

3. On Monday in _____
_____and _____.

4._____
_____.

Tuesday

1. On Tuesday in the north it's
_____and _____.

2. On Tuesday in the south _____
_____and_____.

3. On Tuesday in _____
_____and _____.

4._____
_____.

Wednesday  	**1. On Wednesday in the north it's** **_____and _____.** **2. On Wednesday in the south _____** **_____and_____.** **3. On Wednesday in _____** **_____and _____.** **4._____** **_____.**
Thursday  	**1. On Thursday in the north it's** **_____and _____.** **2. On Thursday in the south _____** **_____and_____.** **3. On Thursday in _____** **_____and _____.** **4._____** **_____.**

Friday

1. On Friday in the north it's
_____and _____.

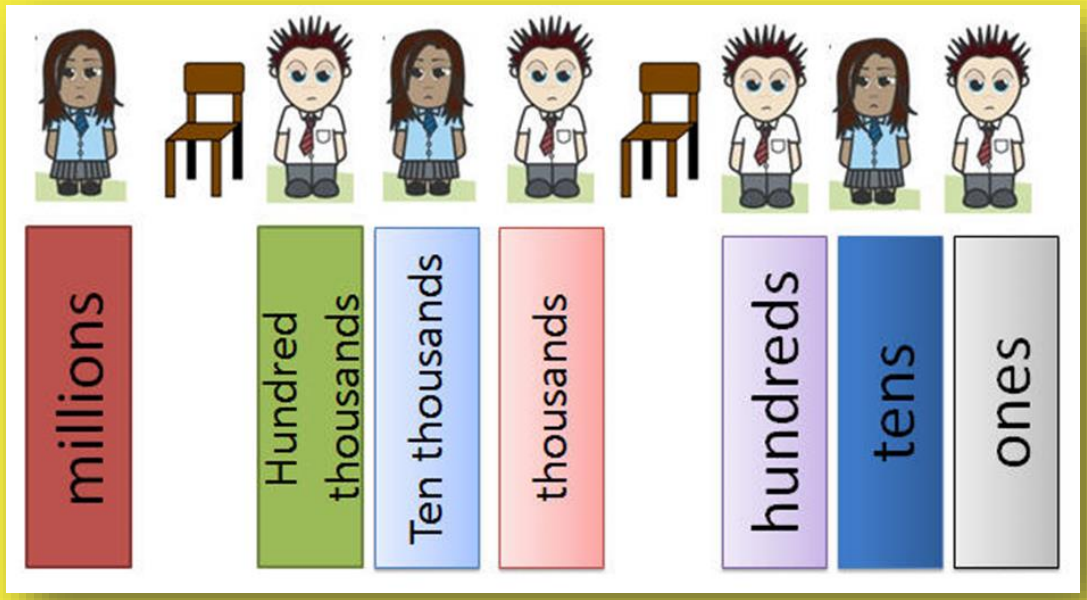
2. On Friday in the south _____
_____and_____.

3. On Friday in _____
_____and _____.

4._____
_____.

5 Mathematics: The World of Numbers

[Year 6]



Lesson 1 topic: *Metric vs. customary units*

Lesson 2 topic: *Time zones*

Lesson 3 topic: *Venn diagrams*

This module was designed for year 6 and it comprises the following 3 lesson topics:

Lesson 1 topic: Metric vs. customary units

Table 10- *The World of Numbers. Lesson 1: Activities & Appendixes*

Activities	Appendixes
Lead-in	
1	
2	1
3	2
4	4
5	3

Lesson 2 topic: Time zones

Table 11- *The World of Numbers. Lesson 2: Activities & Appendixes*

Activities	Appendixes
Lead-in	
1	1
2	
3	
4	2
5	3
Fast finisher	4

Lesson 3 topic: Venn diagrams

Table 12 - *The World of Numbers. Lesson 3: Activities & Appendixes*

Activities	Appendixes
Lead-in	
1	
2	
3	
4	1

5.1 Mathematics - Lesson 1: Metric vs. Customary Units

- **Linguistic objective**

  Vocabulary: students use 3-4-5-6-digit-numbers and unit of measurement for length (metric system and customary system): meter, kilometre, centimetre, millimetre, inch, yard, foot, mile, high, long, tall, planets (the Earth , the Moon and the Sun), length

- **Linguistic objective**

  Skills: students speak about distances, listening to an authentic video and writing multi digit numbers

- **Linguistic objective**

  Functions: students give basic information, reading multi digit numbers, convert metric and customary system, label, and solve simple tasks involving large numbers

- **Content objective**

  Students convert selected metric measurements into customary units, they learn about the main differences between metric and customary system, compare and identify large numbers.

- **Communication**

  Students talk about the lengths, heights, size of objects and distances between cities and planets.

- **Cognition**

  Reasoning- student understands the sequence of calculations.

- **Culture**

  Students identify different metric and customary units and students understand that customary unit /imperial unit are used in certain countries.

LEAD-IN: 15 MIN

- The teacher shows the following pictures to the children and asks them what they are. (These can be presented in form of flashcards or just shown on an interactive white board).

T: *Look at this picture. What is it?*

SS: *It's a football pitch/it's a door/ it's a mountain/it's a wall*

- Teacher then explains that:

T: *This mountain is called Mont Blanc and it's on the border of France and Italy.*

T: *This is the Great Wall and it is in China. It is very very long.*

Picture 1 a) **(a football pitch)**	https://en.wikipedia.org/wiki/Football_pitch#/media/File:Football_pitch_metric_and_imperial.svg	
Picture 2 b) **(a mountain - Mont Blanc)**	http://www.telegraph.co.uk/news/worldnews/europe/france/10106343/French-gendarmes-to-patrol-Mont-Blanc.html	
Picture 3 c) **(a door)**	http://www.alhabibpaneldoors.com/product/doors/solid-wood-doors	
Picture 4 d) **(The Great Wall of China)**	http://kids.britannica.com/elementary/art-87612/The-Great-Wall-of-China-winds-through-a-hilly-area	

- Then the teacher writes the following measurements on the board :

a)110 metres

b) 2040 mm

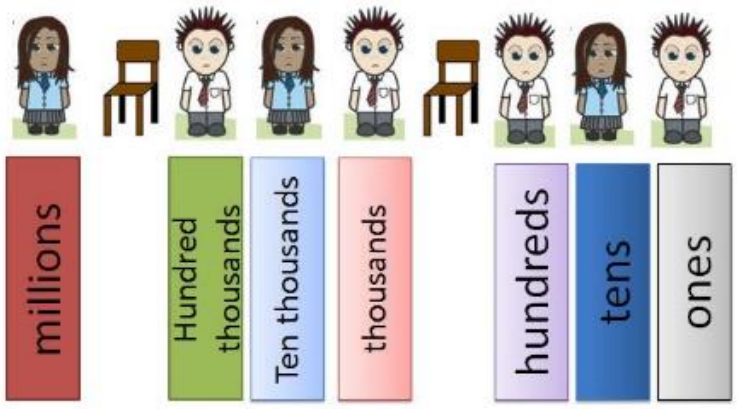
c) 4.810 metres

d) 21.196 km

- Teacher points to the numbers and asks the students to decide which figure corresponds to which picture.

> *T: Look at these numbers. Can you guess.....? Is It a/b/c or d?*
>
> *What is the length of a football pitch? Or How long is a football pitch?*
>
> *What is the height of a standard door? Or How tall is a standard door?*
>
> *What is the height of Mount Blanc? Or How high is Mont Blanc?*
>
> *What is the length of the Great Wall of China? Or How long is the Great Wall of China?*

- Teacher asks one or two of the students to write on the board the correct measurement under each picture and then explains how to break down multi-digit-numbers.
- The teacher asks 7 students to come to the front of the class and, using 2 chairs, visually represents the way multi digit numbers are broken down. Each student is given one A4 card with one of the following words:
  Millions – Hundred Thousands – Ten Thousands – Thousands – Hundreds – Tens – Ones
  and they positions themselves in a similar manner as shown in the picture below
  http://creativecurriculum6117.pbworks.com/f/1310481520/8.jpeg



- Then the teacher reads the numbers and children position themselves to represent these numbers with the chairs and hold up the relevant cards.

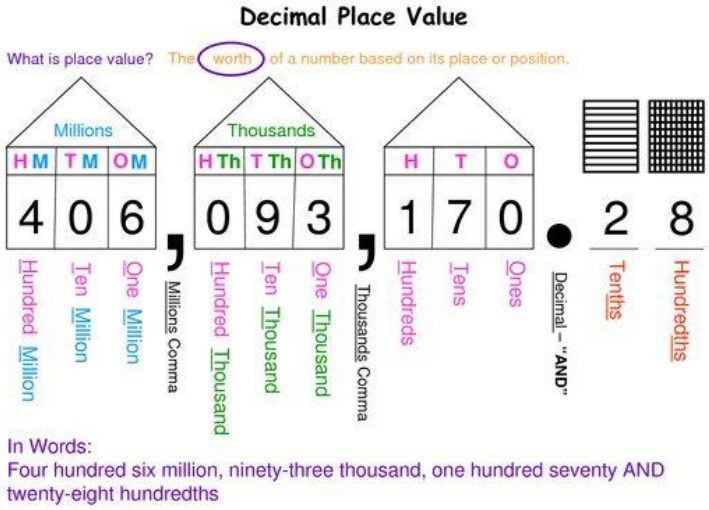
110 metres = one HUNDRED and 10 meters

2040 mm = 2 THOUSAND and forty meters

4.810 metres = four THOUSAND, eight HUNDRED and ten meters

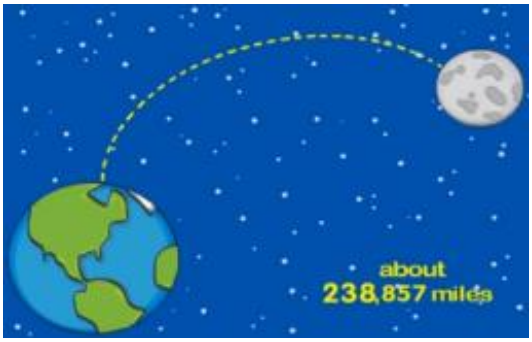
21.196 km = twenty-one THOUSAND one HUNDRED and ninety-six km

- Then the teacher shows the picture to complete the explanation of how to read multi digit numbers (see below). https://it.pinterest.com/pin/117515871498636063/



ACTIVITY 1: 15 MIN

- The teacher explains that they are going to watch a video. https://www.youtube.com/watch?v=0yBYUqOc1wg



- Before watching the video the teacher writes the following questions on the board and students write them in their notebooks:

  What's the average distance from Earth to the Moon?

  What's the average distance from Earth to the Sun?

- Students watch the first part of the film (from the beginning to 0:38) and write the answers in their notebooks. A selected student writes the answers on the board.
- Students watch the rest of the film and learn how to read multi digit numbers.
- After watching, the teacher asks selected students to read the answers to the questions from the previous task

  (What's the average distance from Earth to the Moon?/ What's the average distance from Earth to the Sun?)

and/or the teacher can get them to use their chairs and cards to represent the numbers visually as done in the lead-in.

- Teacher asks:

  Which is the larger of the two numbers?

- Next, teacher points to the numbers and asks:

  What does this number refer to?

  SS: It is the distance between the Earth and the Sun.

  SS: It is the distance between the Earth and the Moon.

ACTIVITY 2: 15 MIN

- Students work in pairs and do the information gap activity (***Appendix 1***). Students ask each other questions:

  What is the distance between London and (Bucharest)?

  And answer them according to the information on their sheets.

What is the distance between London and …?

… Bucharest	
…Rome	
…Madrid	
…Lisbon -	
…Barcelona	

The distance between London and …

Athens	3099km
Vienna	1233km
Tokyo	9551km
New York	5586km
Warsaw	1445km

ACTIVITY 3: 20 MIN

- Teacher explains customary units as follows:

  T: In the USA people don't use kilometres to talk about distance, they use miles which are longer than kilometres.

  *London to New York for example is not 5,570 km but Americans say the distance is **3461 miles.***

  *Now let's look at other ways to measure length. There are 4 ways to measure lengths there are: **inch, foot, yard and mile.***

(Teacher uses gestures to demonstrate what follows) and writes on the board the measurements only.

> ***YARD*** *was originally the distance between King Henry's nose and his thumb*

And then says:

> *it's about 90 cm.*
>
> ***INCH*** *originally was the length of King Henry's thumb. It is about 2.5 cm.*
>
> ***FOOT*** *was originally the length of King Henry's foot. It is about 30 cm.*
>
> *King Henry I of England was a little man!!!!!!*

- The students use the same gestures to show that they understand these measurement

> T: *Show me. How long is a yard …….an inch ……..a foot?*

- Teacher explains how to convert metric to customary system (***Appendix 2***). Students take notes in their notebooks.

Optionally, if students have problems with calculating they can be allowed to use calculators.

http://www.mathsisfun.com/length-conversion.html

Conversion of Length

Note: we also have Conversion Charts, and a Unit Converter.

How to Convert Lengths

To convert length from one unit to another: **multiply by the correct number**.

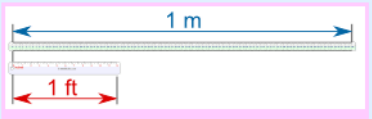
Follow these steps:

- Find the correct conversion number (see Conversion Charts)
- Then multiply by that number

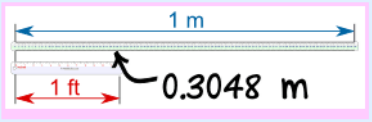
Let's look at a detailed example:

Example: Convert 3 feet into meters

When we put a 1-meter ruler next to a 1-foot ruler, they look like this:



Look closely and we see that the 1-foot ruler comes to exactly **0,3048** on the meter ruler:



ACTIVITY 4: 10 MIN

- Teacher gives students ***Appendix 4.*** They work in pairs or groups. Depending on the level (and age) of the students the teacher can use either of the two tables from ***Appendix 4***.

  T: Now use the conversion table on your worksheet and answer the questions/ tasks 1 and 2.

- Teacher then writes on the board the steps that need to be followed to do the conversion and then puts the answers on the board (or uses the link below to show students how to check their answers.)

  http://www.thecalculatorsite.com/articles/units/convert-kilometers-to-miles.php

ACTIVITY 5: 15 MIN

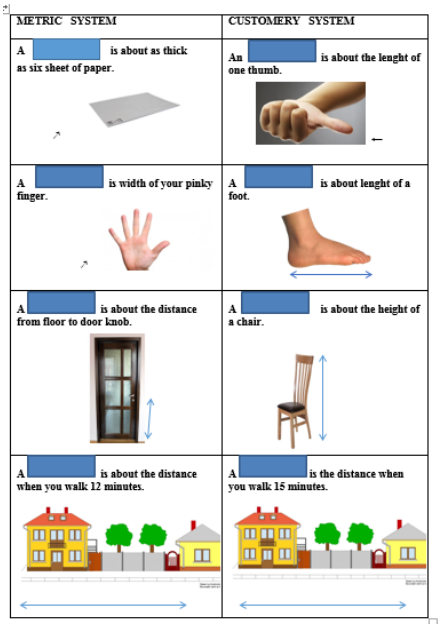
- Teacher distributes worksheet from ***Appendix 3***. Students work in pairs and complete the sentences.
- After that teacher asks the following questions:

What do you use to measure the distance between two cities? (km/miles)

What do you use to say how tall a person is? (meters/ feet)

What do you use to measure the frame of a picture? (meters/ inches)

What do you use to measure 6 sheets of paper? (cm /inches)



METRIC SYSTEM	CUSTOMERY SYSTEM
A ____ is about as thick as six sheet of paper.	An ____ is about the lenght of one thumb.
A ____ is width of your pinky finger.	A ____ is about lenght of a foot.
A ____ is about the distance from floor to door knob.	A ____ is about the height of a chair.
A ____ is about the distance when you walk 12 minutes.	A ____ is the distance when you walk 15 minutes.

5.1.1 NUMBERS - LESSON 1 - APPENDIX 1

Student A

What is the distance between London and …?

… Bucharest	
…Rome	
…Madrid	
…Lisbon -	
…Barcelona	

The distance between London and …

Athens	3099km
Vienna	1233km
Tokyo	9551km
New York	5586km
Warsaw	1445km

Student B

What is the distance between London and …?

Athens	
Vienna	
Tokyo	
New York	
Warsaw	

The distance between London and …

… Bucharest	2555 km
…Rome	1799km
…Madrid	1704km
…Lisbon	2210km
…Barcelona	1512km

Length

Metric			US or Imperial
1 millimetre [mm]		→	0.03937 in
1 centimetre [cm]	10 mm	→	0.3937 in
1 metre [m]	100 cm	→	1.0936 yd
1 kilometre [km]	1000 m	→	0.6214 mile

US or Imperial			Metric
1 inch [in]		→	2.54 cm
1 foot [ft]	12 in	→	0.3048 m
1 yard [yd]	3 ft	→	0.9144 m
1 mile	1760 yd	→	1.6093 km
1 int nautical mile	2025.4 yd	→	1.853 km

Task 1

Use the above conversion chart to convert: the following lenghts:

a) 8 kilometers into miles_____

b) 5 feet into meters_____

c) 52 inches into centimeters_____

Taks 2

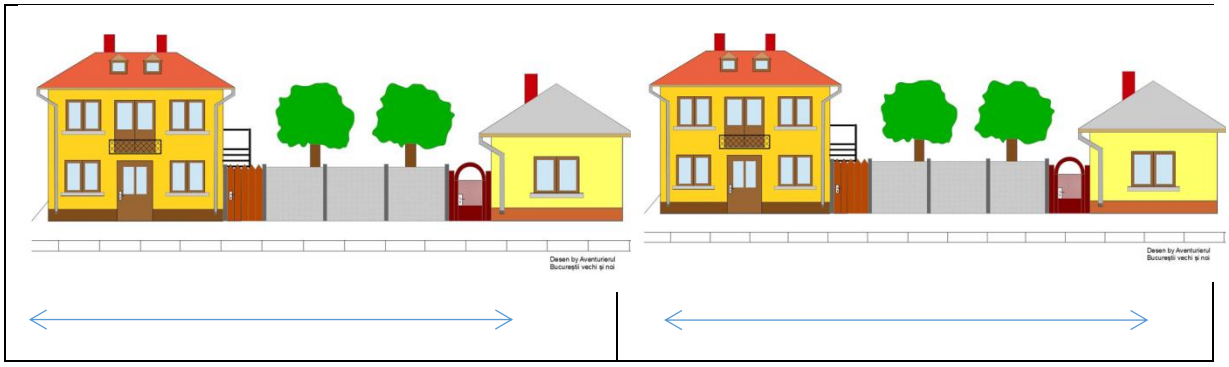
a) What is 5,000 yards in metric units [km]?

b) What is 40 feet in metric units [m]?

c) What is 30 centimeters in customary units [in]?

5.1.3 NUMBERS - LESSON 1 - APPENDIX 3

METRIC SYSTEM	CUSTOMARY SYSTEM
A [ ] is about as thick as six sheet of paper.  ↗	**An [ ] is about the lenght of one thumb.**  ←
A [ ] is width of your pinky finger.  ↗	**A [ ] is about lenght of a foot.** 
A [ ] is about the distance from floor to door knob. 	**A [ ] is about the height of a chair.** 
A [ ] is about the distance when you walk 12 minutes.	**A [ ] is the distance when you walk 15 minutes.**



Convert the numbers (version 1)

KILOMETRES	MILES
	1866 miles
1448 km	
	2179 miles
9 277 km	
	9 558 miles
1866 km	
3461 km	
	3461 miles

Convert the numbers (version 2)

KILOMETRES	MILES
	100 miles
50 km	
	25 miles
100 km	
	50 miles
10 km	
15 km	
	10 miles

5.2 Mathematics - Lesson 2: Time Zones

- **Linguistic objective**

  Vocabulary: the time, time zones, dates, months, weeks, days of the week, perpendicular, North Pole, South Pole, Greenwich Meridian, the calendar, am/pm, leave/arrive, calculate

- **Linguistic objective**

  Skills: Reading and solving a problem, speaking about time zones

- **Linguistic objective**

  Functions: Telling the time, saying dates, doing tasks based on the calendar

- **Content objective**

  Students calculate the time in different time zones and compare time, using a calendar to calculate the length of time between events

- **Communication**

  Students exchange information about the time in different locations around the world and they talk about the activities that take place at different times of the day.

- **Cognition**

  Students identify different time zones, reasoning – they select countries on the map based on calculations and compare.

- **Culture**

  Students understand the distribution of time zones in the world.

LEAD-IN: 5 MIN

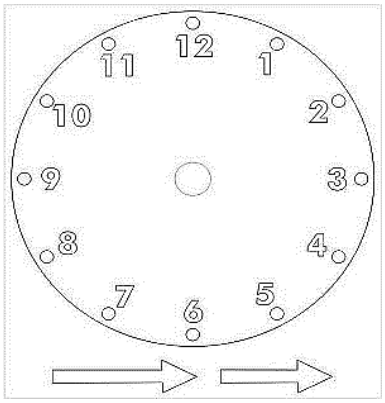
- The teacher shows the students a clock and revises how to tell the time in English:

  Look at the clock. What time is it?

  Students repeat in chorus.

If the teacher needs to make her/his own clock to use in class here is the link:

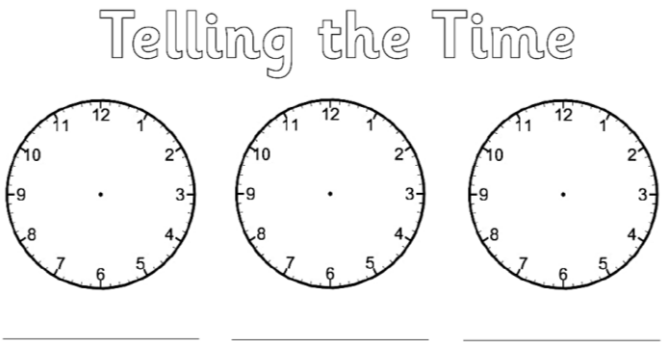
https://it.pinterest.com/pin/231865080788214041/



ACTIVITY 1: 10 MIN

- Teacher asks students to complete a worksheet (***Appendix 1*** // www.tes.com/teaching-resource/blank-clocks-worksheet-6063482) where they have to write the times they hear.
- Teacher dictates 9 different times for them to put on the clocks. The difficulty of the times depends on the level of students.

> T: *It's quarter past eight/It's half past twelve/It's twenty to ten.*



Students draw the hands of the clock as the teacher says each time (and/or they can also write next to each clock the digital time).Then the teacher writes the correct times on the board and gets students to read back the times of clocks on their worksheet.

ACTIVITY 2: 10 MIN

- The teacher shows the picture of a physical map of the world with some clocks and then explains that there are different times in different parts of the world. https://it.pinterest.com/pin/525021269030674584/

T: *Look at the clocks on the map.*

Can you see there is a different clock with a different time in each city?

Can you tell me...

*…what time is it in **London**? (It's six o'clock pm)*

*What time is it in **Sydney**? (It's five o'clock am)*

*What time is it in **Tokyo**? (It's two o'clock am)*

*What time is it in **New York**? (It's two o'clock pm)*

- The teacher writes the questions and the answers on the board.
- To sum up, the teacher mimes and says:

So when it is …...

6 pm in London people are going home from work.

2 pm in New York people are having lunch (eating hamburgers).

5 am in Sydney some people are getting up because it is early morning.

2 am in Tokyo people are fast asleep and it is dark.

- Teacher divides the students into 4 groups: Each group pretends they are in one of the 4 cities mentioned. They mime the action and in chorus answer the teacher's questions.

T: Group A: you are in London (England), Group B you are in Tokyo (Japan), Group C you are in New York (The USA) and group D you are in Sydney (Australia)

T: Group A. where are you?

SS: We are in London.

T: What time is it in London?

SS: It is 6 pm.

T: What are you doing?

SS: We are going home (students mime the action).

- Then teacher asks the next group the same questions or asks one of the students to ask the questions to the next group.

ACTIVITY 3: 20 MIN

- Show the image **online**: https://www.mathsisfun.com/time-zones-world.html

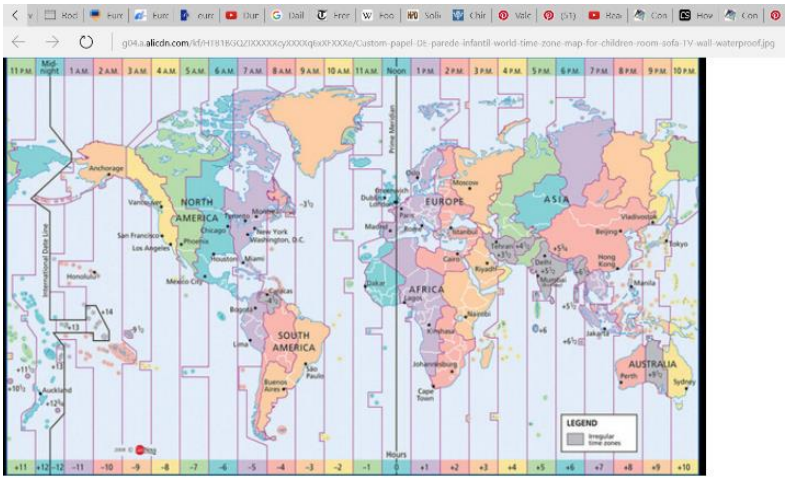
- Teacher uses the website image and then moves the bar so students can see how time changes from one side of the world to the next and how day and night varies.

  T: Look at this picture. If I move the bar, I can see the time in different parts of the world.

  (Students should be allowed to move the bar, too.)

  What time is it now in ...? Is It daytime or night time? Is it am (morning or night) or pm. (afternoon /evening)?

- Teacher shows the map at: http://g04.a.alicdn.com/kf/HTB1BGQZIXXXXXcyXXXXq6xXFXXXe/Custom-papel-DE-parede-infantil-world-time-zone-map-for-children-room-sofa-TV-wall-waterproof.jpg



T: Look at the map. There are different colours. These colours represent places which have the same time. For example:

What colour is England and Portugal? (They are blue.)

So England has the same time as Portugal.

What colour is Italy? And what colour is Poland? (They are both purple.)

So, if in Italy it is six o'clock, what time is it in Poland? (It's the same time, 6 o'clock.)

- Now the teacher explains the numbers on the map using English or L1.

T: Can you see the numbers at the bottom of the map? Can you see zero on the map? This line is called the ***Greenwich Meridian*** *and it goes through London. It is the line 0 and it is an imaginary line used for calculating the time in different parts of the world.*

ACTIVITY 4: 15 MIN

- Teacher puts students into groups of 3 /4. Teacher asks students in their groups to complete the worksheet (***Appendix 2***) on calculating the time in the locations written on the board.
- Students calculate the time by looking at the time zone map used in **Activity 3**.

Warsaw Buenos Aires Tokyo New York Los Angeles Sydney

- The teacher also writes on the board "It is twelve o'clock in London."

Students could see the map on the interactive white board and refer to it to work out the different time zones.

T: *Here is your worksheet. I want you, in groups, to calculate what time it is in these cities and to write them down on the worksheet.*

Let's see which group is the fastest. You have 5 minutes. Remember It is twelve o'clock in London. Don't show the other group your group's results. Go!!!

- The teacher checks every group's worksheet.
- Next, each student secretly chooses one city and memorises the time in that city. Students go round the class and interview each other asking the following questions. Before they start the teacher gives the model.

S1: What time is it in your city?

S2: It is ***12 pm.***

S1: So you are in London.

S2: Yes, I am.

ACTIVITY 5: 15 MIN

- Students complete tasks from ***Appendix 3***.
- The teacher then goes through the worksheet with the class giving the correct answers and/or writing the answers on the board.

ACTIVITY 6: 15 MIN

- Teacher shows students the map and explains:

T: The United States of America has 4 time zones. Look at the map. Can you see that in Los Angeles it's 3pm? If it is 3 pm in Los Angeles, what time is it in Las Vegas?

Look at the clocks on the map.

https://commons.wikimedia.org/wiki/File:US-Timezones.svg

- The teacher puts students in pairs and writes on the board:

If it is 5:00 am in Chicago, it is 7:00 am in Seattle.

Seattle 5:00 am. – New York?

Chicago 8:00 pm – Los Angeles?

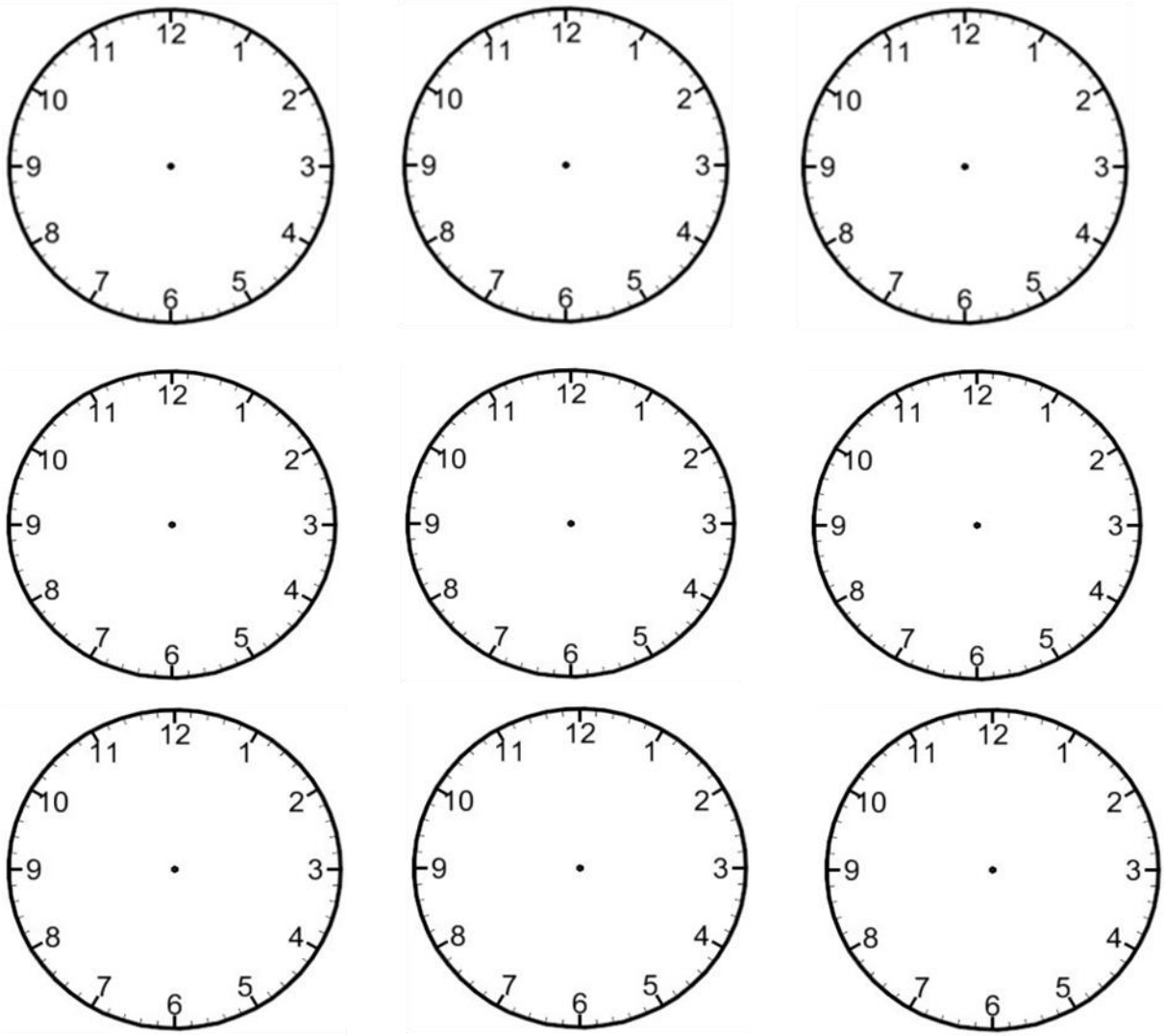
Denver 10:00 am – Boston?

- Students write full sentences in their notebooks. The teacher checks the answers with the whole class.

Fast finishers: see ***Appendix 4***.
Your friend lives in New York and you are in London. If you take a plane from London to New York at 8.00 am, what time do you arrive in New York, knowing that the flight lasts 7 hours?
(Answer :in New York it is 3 o'clock am)
or
https://it.pinterest.com/pin/439312138624895112/

NAME: _____

Telling the Time



CALCULATE THE TIME

CITY	TIME
London	**12:00**
Buenos Aires	
Los Angeles	
Moscow	
New York	
Tokyo	
Sydney	
(Your city)	

Task 1:

Answer the questions:

a- How many days has March got?

b- Which month has 29 days ?

c- How many months have 31 days?

Task 2:

How many days are there between:

- 15.02 and 23.05?
- 02.01 and 12.09?
- 15.05 and 26.08?

Task 3

Mark the sentences (T) for TRUE or (F) for FALSE and correct the mistakes.

a) A week has more than 100 hours. **T / F**

b) There are more weeks in a year than days in two months. **T / F**

c) There are more than 85 000 seconds in one day. **T / F**

d) A week is less than 10 000 minutes. **T / F**

e) There are more months with 30 days than 31 days. **T / F**

f) There are more than 750 hours in one month. **T / F**

5.2.4 NUMBERS - LESSON 2 - APPENDIX 4

SOLVE THE FOLLOWING PROBLEM

Your friend lives in New York and you are in London, if you take a plane from London to New York at 8.00 o'clock am, what time do you arrive in New York, knowing that flight lasts 7 hours?

5.3 Mathematics - Lesson 3: Venn Diagrams

- **Linguistic objective**

  Vocabulary: set, union sets, intersection sets, Venn diagram, universe set, empty set, cardinal number, elements, void set, universe, Populate, overlap, circles, outside, inside, fruit bowl, both, the same , different, which , relationship, the name of some Australian animals (kangaroo, wombat, spiky ant-eater, Tasmanian Devil, platypus, dingo), holiday, sign up for, visit, sports and game (indoor, outdoor games, badminton, cricket, football, table tennis, chess, video games) and adjectives to describe preferences

- **Linguistic objective**

  Skills: Speaking and writing– class survey, listening- video lecture

- **Linguistic objective**

  Functions: Giving basic information about sets, solving simple tasks and problem solving with sets

- **Content objective**

  Students understand the notion of sets, inclusive sets, exclusive, intersection sets, Venn diagrams.

- **Communication**

  Students talk about which city they would like to visit and interview each other about their preferences.

- **Cognition**

  Reasoning and selecting elements according to given features.

- **Culture**

  Students understand the connection between people and things and how media connects people from all over the world.

LEAD-IN: 10 MIN

- The teacher shows students a picture of sets and explains how they work:

  Picture 1: http://www.amathsdictionaryforkids.com/qr/s/set.html

T: Look at the picture. This circle is called a set.

How many animals can you see in the circle/set? (6)

Where are they from? (Australia)

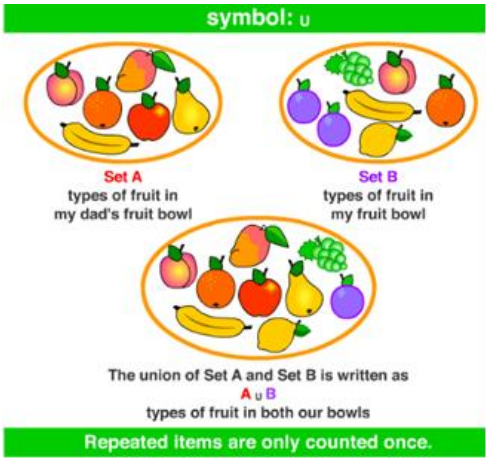
What animals are they? (kangaroo, wombat, Australian spiny anteater,

platypus, Tasmanian devil, dingo)

- The teacher points to the shape of the animal as he/she names them.

T: These are all animals that can only be found in Australia so we can put them all in the same set.

- **Picture 2:** http://www.amathsdictionaryforkids.com/qr/u/unionSets.html)



T: Now look at the next picture: These are union sets.

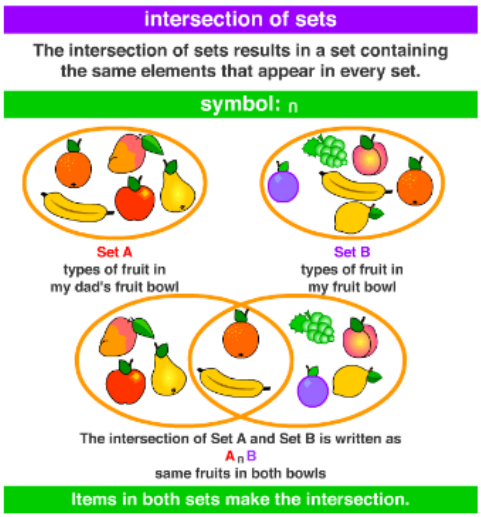
If you look at ***set A,*** *you can see dad's favourite fruit, and in* ***set B*** *there is his daughter's favourite fruit. When they go to the supermarket they buy all the fruit that they both like. At home they can put all the fruit in one bowl. This is called a Union set.*

Now look at these sets:

Picture 3: http://www.amathsdictionaryforkids.com/qr/i/intersectionSets.html

T: They can also put their fruit in separate bowls. Each bowl is a set. Some fruit appear in both bowls.

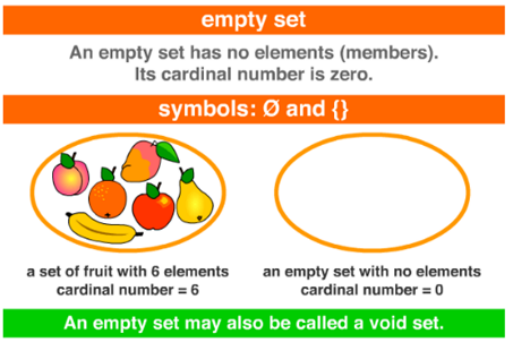
The intersection of set A which is dad's fruit bowl with set B which is his daughter's bowl shows that both bowls have a banana and an orange in them.



Now look at the last picture of sets:

Picture 4: http://www.amathsdictionaryforkids.com/qr/e/emptySet.html

T: If they put their fruit in two bowls and dad eats all the fruit his bowl will be empty. This is called a Void Set.



ACTIVITY 1: 10 MIN

- Teacher asks the students to put the idea of sets into practice. He/she draws three separate sets on the board.
- Then teacher writes the name of the cities above each set on the board (or he/she asks the students to do this) and then asks them in which country each city is. Teacher writes:

LONDON- set A NEW YORK- set B LOS ANGELES – set C

T: If I say HARRY POTTER, what city can you think of?

S: London.

T: If I say the zoo of the film MADAGASCAR, what city can you think of? …

S: New York.

T: If I say HOLLYWOOD stars, what city can you think of?

S: Los Angeles.

- Teacher now asks the students about holidays and asks them in which of these cities they want to go for a holiday. Students raise their hands when the teacher names the location of their choice. Then students can write their names on the board in the chosen set.

T: London, New York and Los Angeles are beautiful big cities. Think of your next holiday. Where do you want to go on holiday next summer?

Choose A, B or C. Raise your hand when I say the city you want to visit.

Who wants to go on holiday to London?

Who wants to go on holiday to Los Angeles?

Who wants to go on holiday to New York?

- Children raise their hands.

T: Now come to the board and write your name in the set of the city you want to visit.

- Each student writes his/her name in the chosen set on the board labelled London/Los Angeles / New York.

T: If you want to go to 2 places then you can add your name to another set.

T: Is there anyone who wants to go both to London and New York?

(Students add their names to the other set, too).

T: Is there anyone who wants to go to London and Los Angeles?

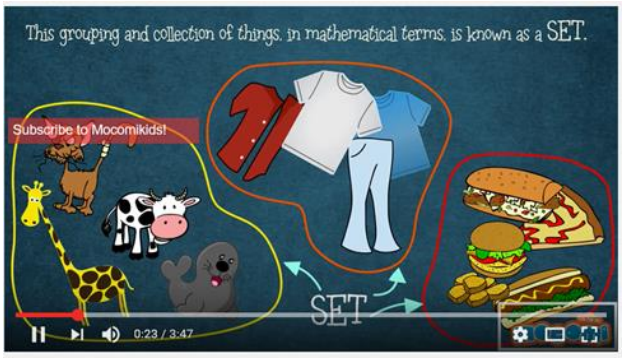
(They add their names to the other set, too).

T: Who wants to go to New York and Los Angeles? (They add their names to the other set, too).

- Then teacher draws the intersecting sets and students can see on the board the result.

ACTIVITY 2: 10 MIN

- The video provides basic information about sets and what a Venn diagram is. Students watch the video and describe the sets they see.
  https://www.youtube.com/watch?v=mLIuHU5Sj5w



- Teacher asks students to get into pairs.

T: Let's watch a video about sets! Try to remember the sets you see. I want to test your memory!

How many sets can you see in the video? What items appear in these sets?

- Teacher plays the first part of the video (**1.17)** then goes round the class asking the students what they remember and lists them on the board.

  Clothes - Animals – Food - Shoes – Numbers - Sports

- Then teacher plays the whole video but this time the teacher stops the video after each set so students can check their answers. Teacher asks :

  Can you name some sets? (basketball team – tennis team – outdoor / indoor sports)

  What sports are in the sets? (badminton, cricket, football, table tennis, chess, video games)

  Can you draw a Venn Diagram?

  Can you use other shapes to create a set?

  Which is the name of the largest set?

- Teacher writes the above questions and then the answers on the board.

ACTIVITY 3: 15 MIN

- Teacher asks students to solve a problem and represent the solution with a Venn diagram. Students work in pairs. Teacher writes the problem on the board and the students copy it in their exercise books.

  T: I want you to get into pairs and solve the following problem (teacher reads the text):

  150 children were interviewed to ask if they preferred to do a Music or an English course as an after school activity.

  85 wanted to do an English course.

  70 wanted to do a Music course.

  50 wanted to do both English and Music.

- Then teacher writes the following questions on the board and asks students to copy the questions and write their answers next to them:

  1) *How many signed up for a music course?*

2) *How many signed up for an English course?*

3) *How many signed up for Music and English course?*

4) *How many signed up for neither Music nor English course?*

T: *Draw a Venn diagram with this information.*

ACTIVITY 4: 45 MIN

- The teacher chooses 3 categories, for example:

  Gaming device- group 1

  The best YouTuber- group 2

  Smartphone applications- group 3

  The categories can be changed based on your students' interests. For each category the whole class chooses 3 examples. E.g. Gaming devices: Nintendo/Playstation/Xbox.

- Teacher divides students into 3 groups and assigns each group a category. Each member of the group receives one survey sheet from the group's category. (***Appendix 1)*** and fills in the top line with the examples chosen by the whole class.
- Students from each group ask each other the question (E.g. Group 1):

  SS: *Which of these (gaming devices) do you use?*

  Then they write the results on their Survey sheets (***Appendix 1***).

  Here is a sample of some possible answers.

NINTENDO WII U/DS	**PLAY STATION**	**XBOX**
Steven	Florentine	Kate

When they have finished they need to re-group.

- Within every group the teacher assigns every student a letter: A, B, C , etc. and then asks all As, Bs, Cs (etc.) to create separate groups. Within the new groups the students share information about the category from their original group. For example, student A in group 1 collects information from student A from group 2 and 3 and so on, and records the results in the table below:

NINTENDO WII U/DS	PLAY STATION	XBOX
Steven	Florentine	Kate
Oliver	Iwona	Adele

- Then each student goes back to their original group and shares the collected information.
- The teacher distributes a large cardboard, pens and colouring pencils. Students use all the information collected in the survey charts to draw sets on the cardboard/ construction paper.
  They use the answer to the following questions (questions are written on the board) to present their results:

Group 1

How many children use (Xbox, Play Station and Wii) sets?

Which is the most popular (gaming device) in the whole class? (And why?)

How many students use two different (gaming devices)? - Intersection between two sets

How many students use more than 1 (gaming device)? **-** Intersection between two and more sets

Which (gaming device) is most often used by girls in your class?

Which (gaming device) is most often used by boys in your class?

Group 2 and 3 do the same

Each group presents their results in the form of sets to the whole class on construction paper cardboard.

Fast finishers: online games at:
https://eu.ixl.com/math/grade-2/sort-shapes-into-a-venn-diagram
https://eu.ixl.com/math/grade-2/count-shapes-in-a-venn-diagram
https://eu.ixl.com/math/grade-2/venn-diagrams-with-three-circles

5.3.1 NUMBERS - LESSON 3 - APPENDIX 1

Label the columns with items most popular with your students in each category.

Add extra lines for more students.

Table 1 :Survey sheet gaming device

[Name of gaming device]	*[Name of gaming device]*	*[Name of gaming device]*

Table 2: Survey sheet for Favourite Youtuber

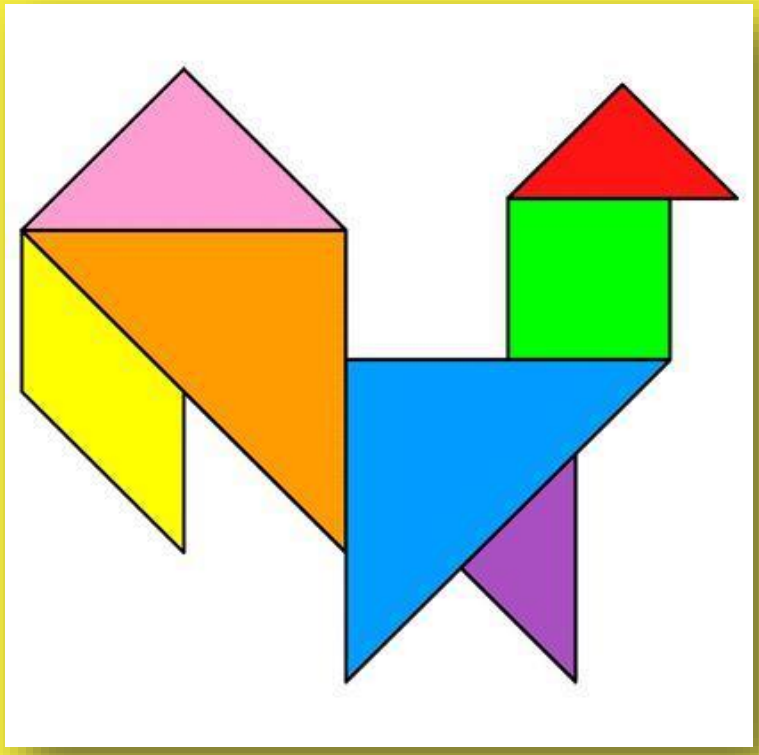
[Name of Youtuber]	*[Name of Youtuber]*	*[Name of Youtuber]*

Table 3: Survey sheet for favourite smart phone applications

[Smartphone app]	*[Smartphone app]*	*[Smartphone app]*

6 Mathematics: The World of Shapes and Units

[Year 4]



Lesson 1 topic: ***Shapes are fun***

Lesson 2 topic: ***Fractions in action***

Lesson 3 topic: ***Let's play! Let's weigh!***

This module was designed for year 4 and it comprises the following 3 lesson topics:

Lesson 1 topic: Shapes are Fun

Table 13 - *The World of Shapes and Units. Lesson 1: Activities & Appendixes*

Activities	Appendixes
Lead-in	
1	
2	1
3	2

Lesson 2 topic: Fractions in Action

Table 14 - *The World of Shapes and Units. Lesson 2: Activities & Appendixes*

Activities	Appendixes
Lead-in	
1	1
Fast finishers	2
2	3 and 4
3	5
Fast finishers	6

Lesson 3 topic: Let's Play! Let's Weigh!

Table 15 - *The World of Shapes and Units. Lesson 3: Activities & Appendixes*

Activities	Appendixes
Lead-in	
1	1
2	2
3	
4	3

6.1 Mathematics - Lesson 1: Shapes are Fun

- **Linguistic objective**

  Vocabulary: students get to know the names of shapes and geometrical shapes (*triangle, square, rectangle, circle, diamond/rhombus; star, heart; shape, side, area; top, bottom, left, right, near*)

  Structures (*it's a square, it's got four sides; it's at the top, on the left; how many squares are there on the left/right?; my tangram is a cat, it's got two red ears*...)

- **Linguistic objective**

  Skills: students understand simple information from an authentic video (listening); students interact with the teacher to answer questions about a video/a picture/a tangram (speaking); students read and answer questions to carry out a task (reading, writing); students describe their tangram figures (speaking)

- **Linguistic objective**

  Functions: students create tangrams with 7 various figures and describe their pictures.

- **Content objective**

  Students name selected geometric figures and their space relations; recognize the characteristics of geometrical shapes (the number of sides); compare the area of the square tangram and the tangram figure. They use geometrical instruments to measure and calculate the perimeter or area.

- **Communication**

  Students describe tangram pictures for other students to guess.

- **Cognition**

  Perception – noticing shapes and their space relations in the pictures/videos; noticing shapes in a tangram figure; calculating area or perimeter.

- **Culture**

  Students get to know where a tangram comes from.

INTRODUCTION: 10 MIN

- **GAME**: Students get involved in the lesson by playing a game. The students receive coloured geometric shapes with the name of the shape (*triangle, circle, square, rectangle, and diamond/rhombus*).

  Students stand up and make a circle.

  T: Stand up and make a circle.

- Teacher gives instructions and then she/he calls the shapes:

  T: Make one step forward when you hear your shape: triangles, squares...).

- Teacher gives other instructions and students form groups divided by shape.

  T: triangles go near the door, circles go near the window…

- Then children follow teacher's instructions and hold shapes up or put them down. The teacher explains and demonstrates first.

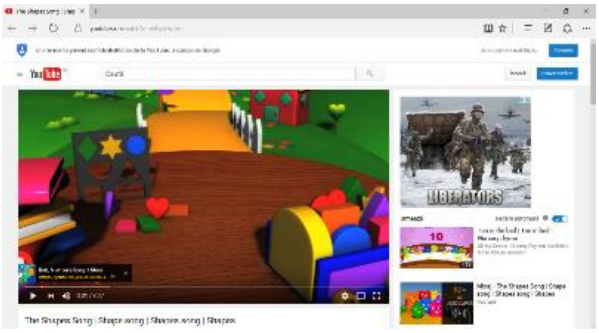
  T: When I say squares up, you hold your square up; when I say circles down, you put down your shape. Let's try: squares up and circles down…

- One student from each shape group comes to the board, draws his/her shape and labels it. Students copy the figures and the names into their notebooks.

ACTIVITY 1: 15 MIN

- Students watch a video and name the shapes they recognise/remember. **Video 1:** https://www.youtube.com/watch?v=v38vp3IwLho
  The video provides very basic information on geometric figures.

  T: Let's watch a video about geometric shapes.



- Teacher plays the video, stopping it after every shape and asks questions:

  T: *What shape is it? How many sides has it got?*

  T: *Name an object with the same shape in the video.*

  T: *Name an object with the same shape in the classroom.*

  With the last shape, teacher asks:

  T: *What can you see on the left/right/in the middle?*

- Teacher writes the last question and a model for the answers on the blackboard and students answer in their notebooks.

I can see...

on the left: _____

on the right: _____

in the middle: _____

ACTIVITY 2: 20MIN – PICTURES/IMAGES (LINK + EXERCISE)

- Teacher shows students a painting by Paul Klee:

  http://www.italnews.info/2014/04/20/tunisia-paul-klee-e-i-tappeti tunisini/#!prettyPhoto/0/

- Teacher divides students into groups and asks them:

  T: *What geometric shapes can you see and what do they represent in this painting? What do you think the title of this painting is?*

  ***Key**: Dream City*

- Then teacher shows students a masterpiece by August Herbin:

http://www.progettoinfanzia.net/august-herbin-e-le-forme-geometriche/

This is a painting by August Herbin. This artist also uses geometrical shapes. What geometrical shapes can you see?

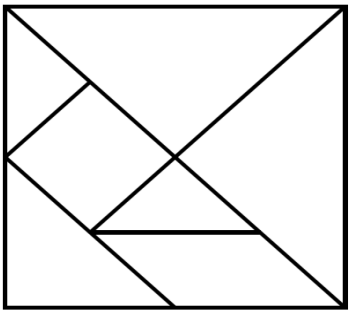
- Teacher gives each group a worksheet (***Appendix 1***). At the end, the groups compare their results. Teacher asks the first question and one student from each group reads the answer. Then she/he asks the second question and so on. In each group students take turns to answer.

***Fast finishers**: students create their own paintings, based on geometrical shapes, using crayons/felt tip pens/pencils…*

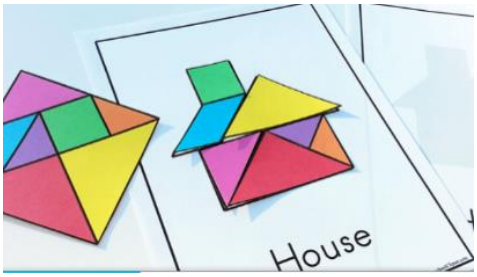
ACTIVITY 3: 45 MIN – GAME OR HANDS-ON EXPERIMENT/GAME/CRAFT (LINK + EXERCISE)

- **FINAL CRAFT:** Each student is given a worksheet with a **square tangram (*Appendix 2*):**

  http://blocs.xtec.cat/anglesbogatell/files/2012/02/1.png



- Teacher says that it is a square tangram. Then he/she explains what a tangram is and shows another picture: http://mseirin.blogspot.com



T: Look at the picture of the house. How many geometrical shapes can you see? What are they? This figure is the tangram, it is always made of 7 shapes. The tangram comes from China.

Then she/he invites children to colour their square tangrams.

T: Now colour all the shapes of your square tangram with different colours.

- Students receive another square tangram (***Appendix 2***). They colour all the different parts identically as the first tangram and this time they cut out all the 7 geometric shapes and then create a tangram figure of their choice.

  T: Colour the shapes of this second tangram with the same colours as the first one. Cut them out. Use the 7 shapes to create a figure: an animal, a flower, an object..

- Students are involved in activities based on the notion of area and perimeter. The teacher can choose one of the following tasks, selecting an appropriate one keeping in mind the students' level and the school curriculum.
  Option 1: Students are asked to put the shapes of their tangram figure back into a square tangram again. Then they calculate the perimeter of this square tangram and of the square tangram they have on the worksheet.

  T: Sorry, now we say bye-bye to your cats, rabbits...You collect the 7 shapes and you form a square tangram, like the one you have on your worksheet. Are the 2 square tangrams identical or not? Use your ruler, measure and calculate the perimeter.

Option 2: Students are asked to compare the areas of their square tangrams and of their tangram figures. Students calculate the area of the square tangram and of the 7 parts of tangram figure and of the whole tangram figure.

> *T: What's the area of the square tangram? Measure with your ruler, then calculate. What's the area of each of the shapes of your tangram figure? Measure with your ruler than calculate. What's the area of the whole tangram figure?*

Option 3: Students are involved in a problem solving activity. They are asked to calculate the area of their tangram figure and then to calculate the side of a square of the same area.

> *T: What's the area of your tangram figure? Measure with your ruler, then calculate. How long is the side of a square tangram of the same area, like the one you have on your photocopy?*

- Each student receives a paper shopping bag labelled "MY TANGRAM BAG".

> *T: Now you can use your shapes to create a tangram figure again. Then stick it on the bag creating your own personal tangram bag.*

The students stick all the pieces of the tangram on the shopping bag, creating their own tangram (a house, an animal or whatever they decide).

At the end students work in groups of 5. They place their bags on the floor and take turns to describe a selected picture for the others to guess.

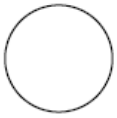
> *T: In this picture I can see two blue triangles and an orange square…*

The bags should be similar to the ones of the pictures below, but they should have just the seven pieces of the tangram, not other geometrical shapes.)

***Fast finishers**: students create another tangram bag for a friend.*

6.1.1 SHAPES - LESSON 1 - APPENDIX 1

LOOK AT AUGUST HERBIN'S PAINTING AND COMPLETE THE GRID

SHAPES	NAME	NUMBER	ON THE LEFT	ON THE RIGHT
	MOON	6 SIX	3 THREE	3 THREE
				
				

1. HOW MANY **MOONS** ARE THERE IN THE PAINTING? THERE ARE …….. MOONS

2. HOW MANY **MOONS** ARE THERE ON THE LEFT? THERE ARE ……. ……

3. HOW MANY **MOONS** ARE THERE ON THE RIGHT? ..... ……. ……. ……..

4. HOW MANY **CIRCLES** ARE THERE IN THE PAINTING? ..... ……. ……. ……..

5. HOW MANY **CIRCLES** ARE THERE ON THE LEFT? ..... ……. ……. ……..

6. HOW MANY **CIRCLES** ARE THERE ON THE RIGHT? ..... ……. ……. ……..

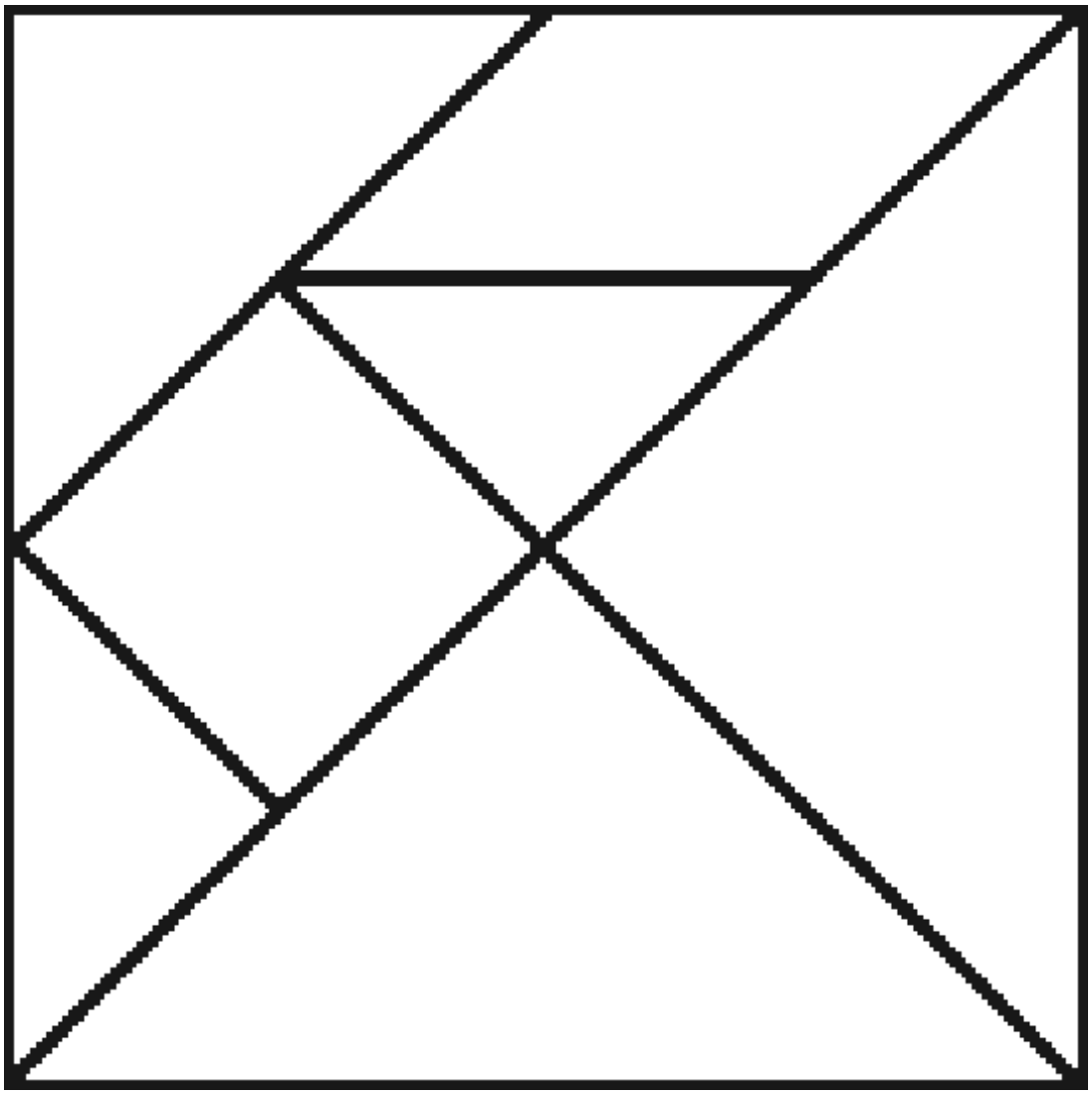
7. HOW MANY **TRIANGLES** ARE THERE IN THE PAINTING? ..... ……. ……. ……..

8. HOW MANY **TRIANGLES** ARE THERE ON THE LEFT? ....

9. HOW MANY **TRIANGLES** ARE THERE ON THE RIGHT? ....

10. HOW MANY **GEOMETRICAL SHAPES** ARE THERE IN THIS PAINTING? .....

6.1.2 SHAPES - LESSON 1 - APPENDIX 2



6.2 Mathematics - Lesson 2: Fractions in Action!

- **Linguistic objective**

  Students know appropriate terminology about fractions (whole, part, fraction, part of a whole, nominator, denominator, half, third, fourth, fifth, sixth, seventh, eighth…)

- **Linguistic objective**

  Students understand simple information from an authentic video.

- **Linguistic objective**

  Students present the posters with fractions and their graphic representations.

- **Content objective**

  Students understand the notion of fractions and their representations.

- **Communication**

  Students invent and communicate the names of their pizzas.

  Students say how many parts of the pizza they can see.

  Students name the fractions.

- **Cognition**

  Analyzing and assessing – students analyze and correct each other's worksheets.

- **Culture**

  Students get to know where pizza comes from and it was originally invented.

INTRODUCTION: 15 MIN

- **GAME**: Students get involved in the lesson by playing a game. The students pick up from a box one part of different pizzas (that were printed in colours and cut in 4 equal parts). They look for other students who have a part of the same pizza. They collect these four parts together and they make up a "fantastic name" for their pizzas (e.g. Volcano, Italian, Forest, Yummy pizza….).

  T: Pick up a part of a pizza from the box.

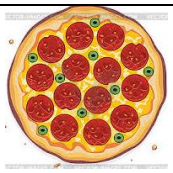
  Find three other parts that come from the same pizza, put them together.

Now you are a group and you make up the name of your pizza.

Do you know where pizza was originally invented?

If students don't know it, the teacher says:

In Naples, in southern Italy.

https://www.google.pl/search?q=clipart+pizza+da+colorare&espv=2&biw=1366&bih=662&source=lnms&tbm=isch&sa=X&ved=0ahUKEwigzePInK3QAhWEhiwKHZDqCYQQ_AUIBigB#tbm=isch&q=clipart+pizza&imgdii=85QeR7NfWPAHfM%3A%3B85QeR7NfWPAHfM%3A%3Br1gJkzw1yyFQ3M%3A&imgrc=85QeR7NfWPAHfM%3A	
https://www.google.pl/search?q=clipart+pizza+da+colorare&espv=2&biw=1366&bih=662&source=lnms&tbm=isch&sa=X&ved=0ahUKEwigzePInK3QAhWEhiwKHZDqCYQQ_AUIBigB#tbm=isch&q=clipart+pizza&imgdii=85QeR7NfWPAHfM%3A%3B85QeR7NfWPAHfM%3A%3BKezB1VzEAQu09M%3A&imgrc=85QeR7NfWPAHfM%3A	
https://www.google.pl/search?q=clipart+pizza+da+colorare&espv=2&biw=1366&bih=662&source=lnms&tbm=isch&sa=X&ved=0ahUKEwigzePInK3QAhWEhiwKHZDqCYQQ_AUIBigB#tbm=isch&q=clipart+pizza&imgrc=4Zz0ZBXMBH0FSM%3A	
https://www.google.pl/search?q=clipart+pizza+da+colorare&espv=2&biw=1366&bih=662&source=lnms&tbm=isch&sa=X&ved=0ahUKEwigzePInK3QAhWEhiwKHZDqCYQQ_AUIBigB#tbm=isch&q=clipart+pizza&imgrc=QSmc6o208SOgVM%3A	
https://www.google.pl/search?q=clipart+pizza+da+colorare&espv=2&biw=1366&bih=662&source=lnms&tbm=isch&sa=X&ved=0ahUKEwigzePInK3QAhWEhiwKHZDqCYQQ_AUIBigB#tbm=isch&q=clipart+pizza&imgrc=JaG3MhwjbVji6M%3A	

T: Have you finished? Have you got the WHOLE pizza?

How many parts has your pizza got?

4

- Teacher writes on the board:

- Then she/he hides a part of the pizza and asks:

T: How many parts has the pizza got now?

$\frac{3}{4}$

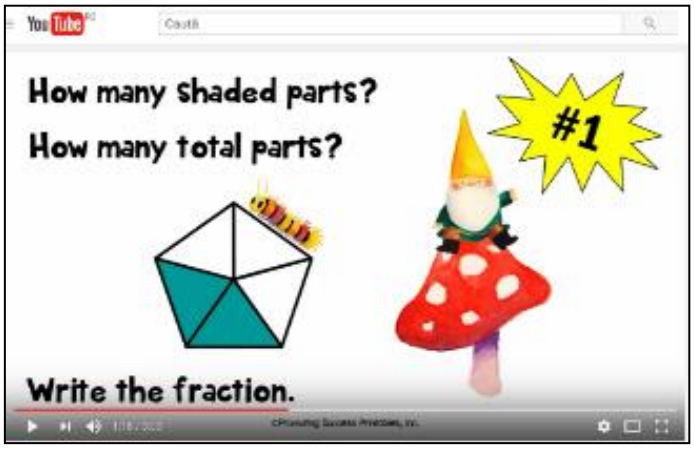
- Teacher writes on the board $\frac{3}{4}$ and says:

T: These are 3 parts of the 4 and we say three forth.

This is a FRACTION. Let's watch a video with more fractions.

ACTIVITY 1: 15 MIN

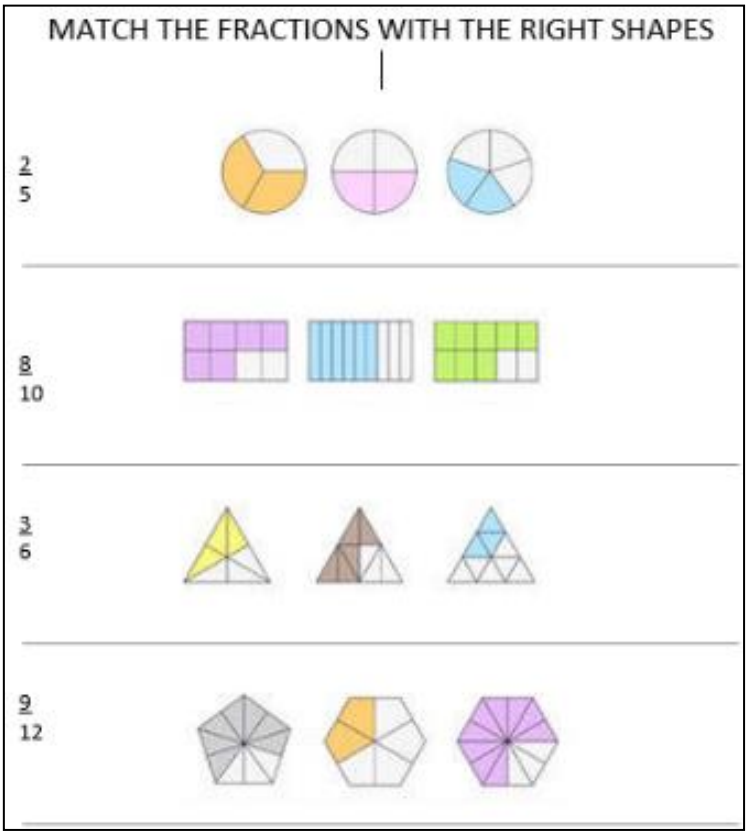
- Students watch a video. **Video 1:** https://www.youtube.com/watch?v=JX6x5021hp0



- At the end students complete the handouts on ***Appendix 1: "Shapes and fractions".***

  The teacher checks the students' answers.

***Fast finishers**: complete a second handout: **Appendix 2: "Match the Fractions and the right shapes"**.*

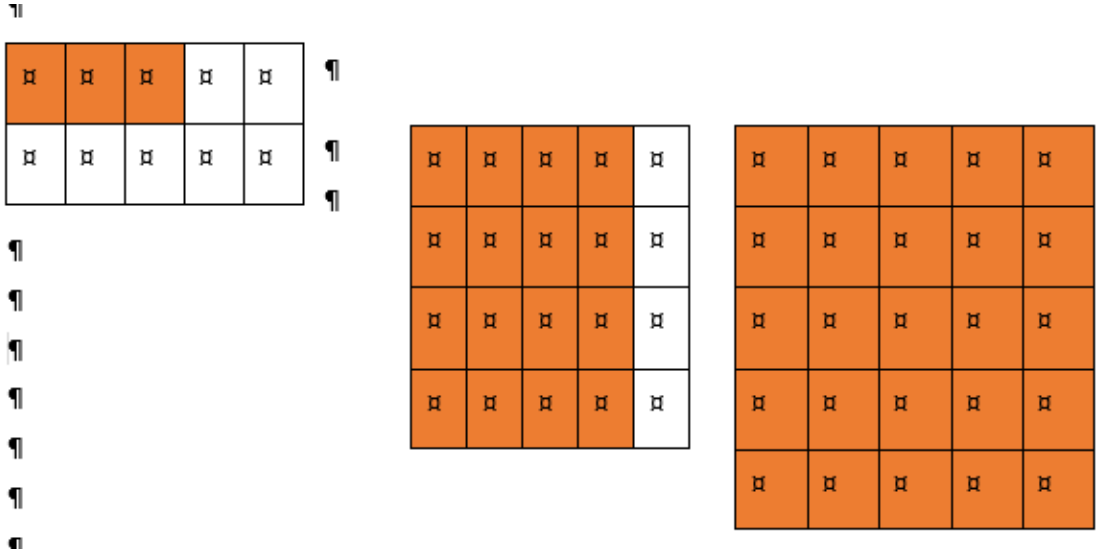


ACTIVITY 2: 20 MIN – PICTURES/IMAGES (LINK + EXERCISE)

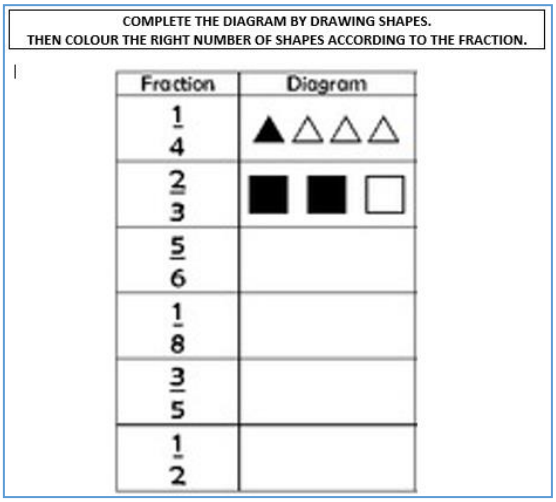
- Teacher attaches some images around the classroom and says:

  T: Show me the picture which represents 3/10; point to the picture that represents 16/25; point to…

- Students go around the classroom, point to the right pictures and say the fractions.



- Teacher gives students a worksheet to complete (***Appendix 3**: **Complete the diagram***).



COMPLETE THE DIAGRAM BY DRAWING SHAPES.
THEN COLOUR THE RIGHT NUMBER OF SHAPES ACCORDING TO THE FRACTION.

Fraction	Diagram
$\frac{1}{4}$	▲△△△
$\frac{2}{3}$	■■□
$\frac{5}{6}$	
$\frac{1}{8}$	
$\frac{3}{5}$	
$\frac{1}{2}$	

- Students swap their worksheets and check them.

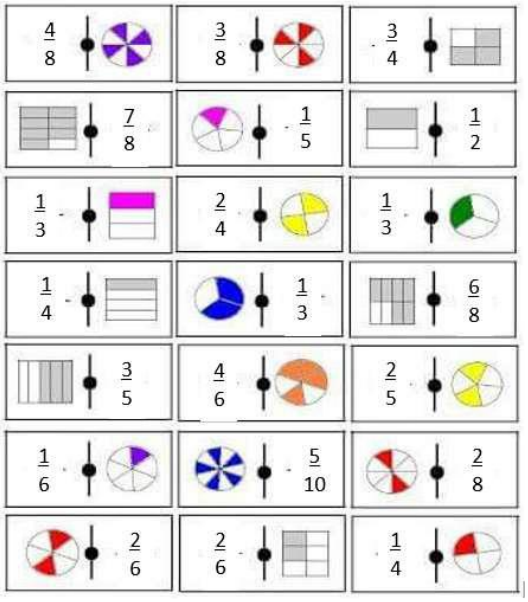
Students invent, write and draw other fractions similar to the previous task (***Appendix 4: Complete the diagram*****)**.

Fraction	Diagram

ACTIVITY 3: 40 MIN – GAME OR HANDS-ON EXPERIMENT/GAME/CRAFT (LINK + EXERCISE)

- **GAME:** Teacher cuts out each card in halves. (***Appendix 5*: Match the fractions and their representations**). He/she shuffles the cards and gives a card to each student. Students have to match the fractions with their graphic representations.

T: *Match the fractions with their graphic representation.*



- **FINAL CRAFT**

Students create two posters with the cards from the previous task (one poster for circles and one for quadrilaterals). Finally, they decorate the posters.

- **OR REVISION**

  Students sit in a circle. In the middle of the circle teacher puts mixed fraction cards face down in a pile. Students one by one take one fraction card from the pile and read it out. E.g.

  I have a fraction two thirds.

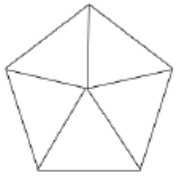
  The rest of the group shows the fraction using their fingers (the left hand represents the numerator and the right, the denominator). During the task students may practise the pronunciation of 'denominator'.

Fast finishers. Students complete a fraction handout (***Appendix 6 - Colour the fractions***).

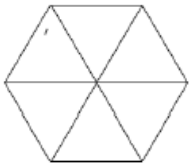
6.2.1 SHAPES - LESSON 2 - APPENDIX 1

SHAPES AND FRACTIONS. LOOK, READ, COLOUR THE FRACTIONS AND COMPLETE

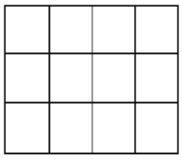
$\frac{1}{2}$ NUMERATOR / DENOMINATOR



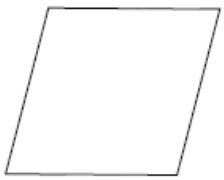
$\frac{2}{5}$ NUMERATOR _____



$\frac{4}{\quad}$ _____

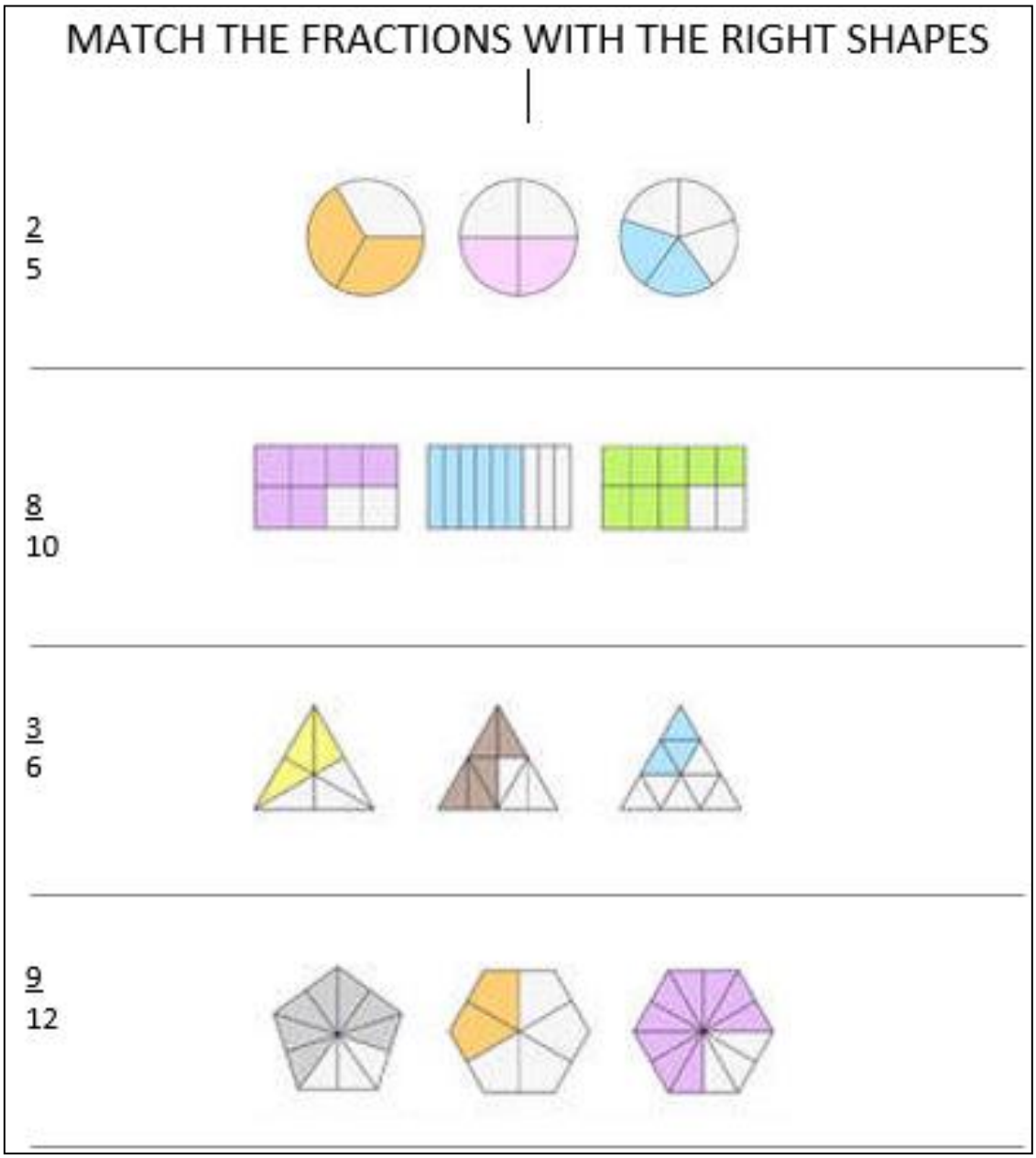


$\frac{10}{\quad}$ _____

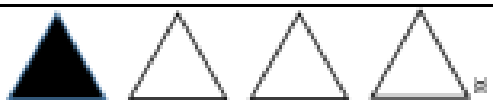


$\frac{1}{\quad}$ _____

6.2.2 SHAPES - LESSON 2 - APPENDIX 2



COMPLETE THE DIAGRAM BY DRAWING SHAPES AND COLOUR THE RIGHT NUMBER.

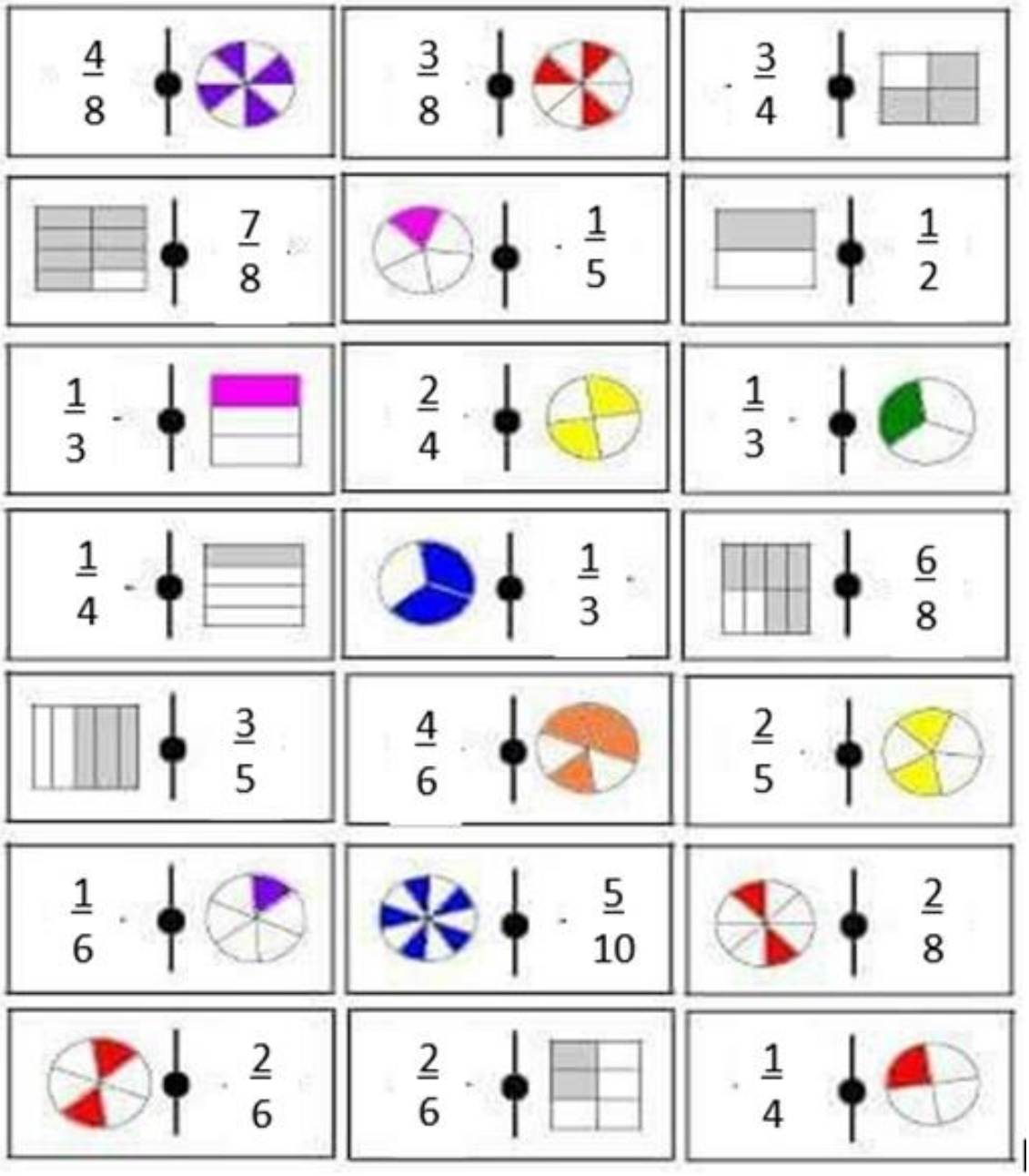
Fraction	Diagram
$\frac{1}{4}$	
$\frac{2}{3}$	
$\frac{5}{6}$	
$\frac{1}{8}$	
$\frac{3}{5}$	
$\frac{1}{2}$	

6.2.4 SHAPES - LESSON 2 - APPENDIX 4

COMPLETE THE DIAGRAM BY DRAWING SHAPES. THEN COLOUR THE RIGHT NUMBER OF SHAPES ACCORDING TO THE FRACTION

FRACTION	DIAGRAM

MATCH THE FRACTIONS WITH THEIR GRAPHIC RAPRESENTATIONS



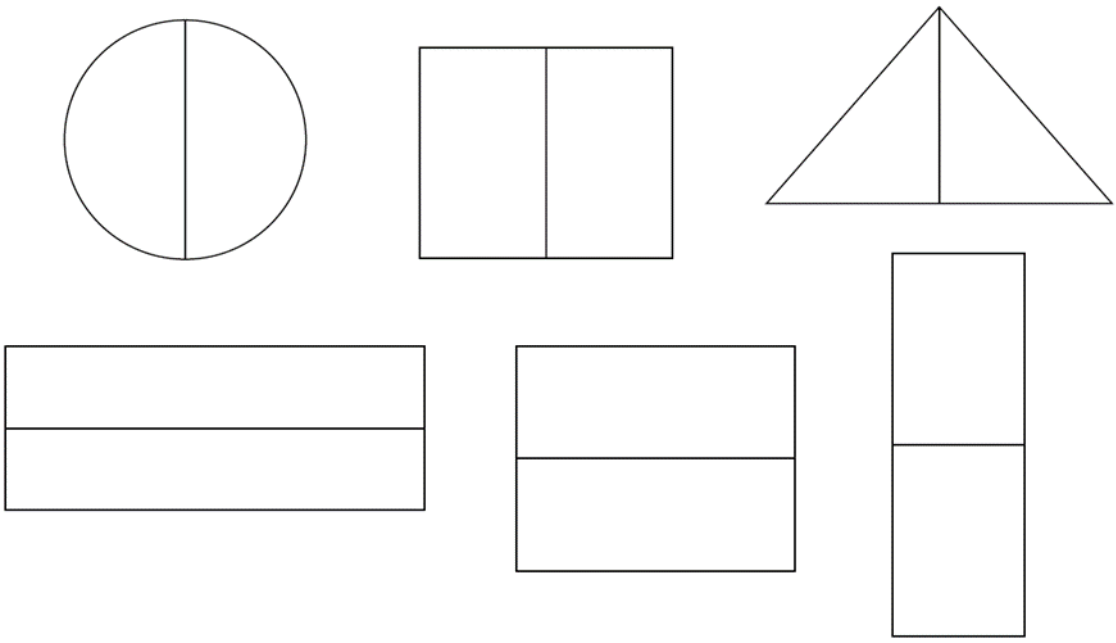
COLOUR ONE HALF (½) OF EACH OF THESE SHAPES

Remember!

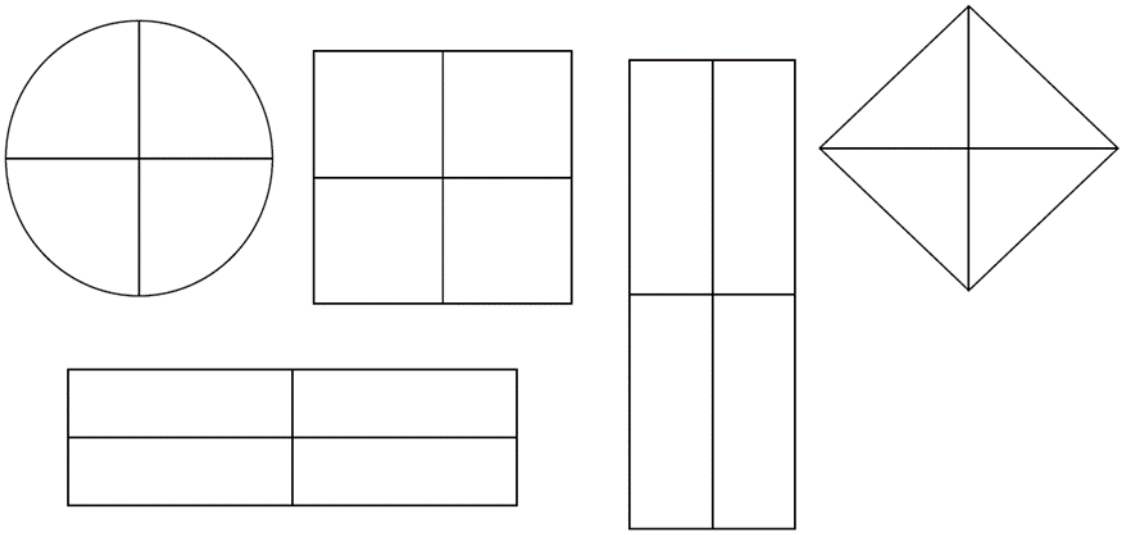
Count the number of sections

Divide by the bottom number

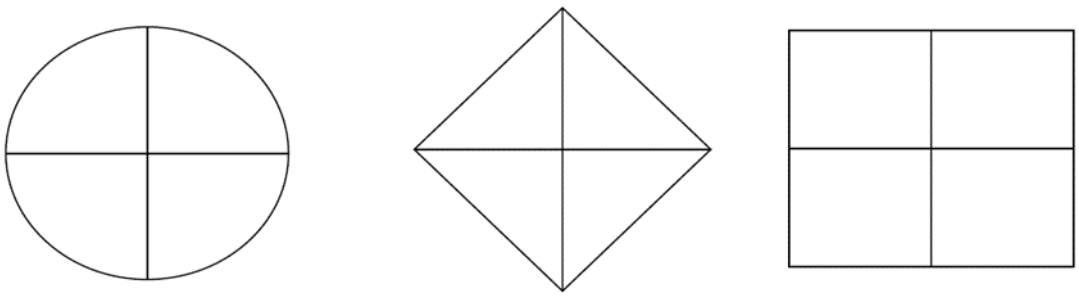
Multiply by the top number



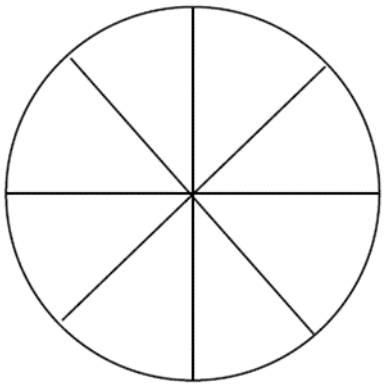
COLOUR ¼ (1 QUARTER) OF EACH OF THESE SHAPES

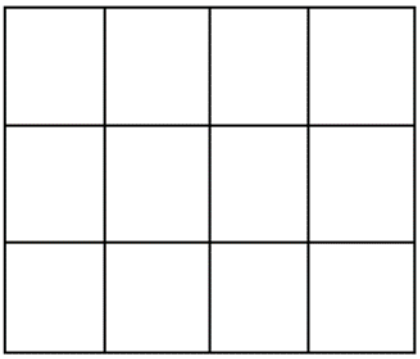


COLOUR ½ (1 HALF) OF EACH OF THESE SHAPES

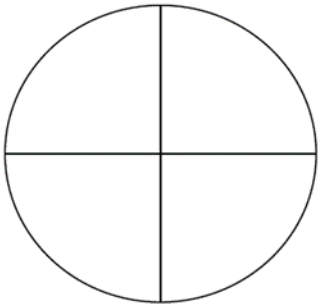


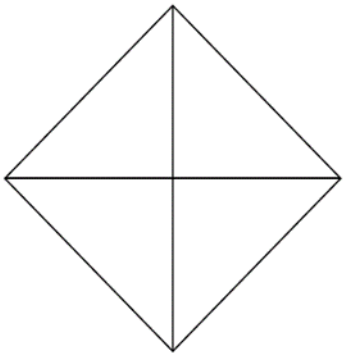
COLOUR ¼ (1 QUARTER) OF EACH OF THESE SHAPES

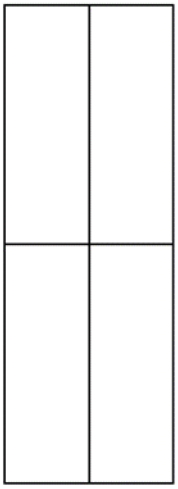


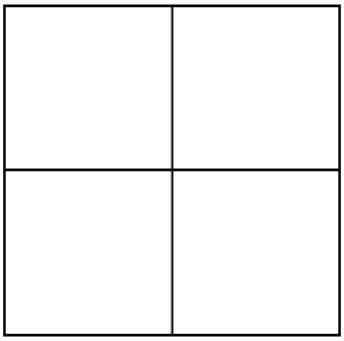


COLOUR ¾ (3 QUARTERS) OF EACH OF THESE SHAPES









6.3 Mathematics - Lesson 3: Let's Play! Let's Weigh!

- **Linguistic objective**

  Vocabulary: students know basic terminology connected with weight measurements (kilo/kilogram, gram, a kitchen scale, scale, weight, weigh; numbers 1 to 1000 and 1000 to 9000; right, wrong; heavy/ light/ tasty; fruit and vegetables words: potato, carrot, tomato etc./ apple, lemon, banana etc.)

  Structures (one kilogram equals...How many grams? One thousand grams. How much does it weigh? 200 grams. Is it heavy or light? Four hundred grams plus one hundred grams equals...)

- **Linguistic objective**

  Skills: students understand information about converting grams into kilograms and kilograms into grams from authentic video (listening).

  Students interact in order to play a game; students interact in order to compare measurements (speaking)

- **Linguistic objective**

  Functions: students use basic terminology connected with weight measurements.

- **Content objective**

  Students measure and experiment with a kitchen scale.

  Students convert grams into kilograms

- **Communication**

  Students do tasks connected with measuring and compare the results

  Students present and sing their own version of a song

- **Cognition**

  Comparing weights

  Oral and rapid calculation

  Conversion of weight measures

LEAD-IN: 10 MIN

- **GAME: Hot numbers**

  When introducing the game for the first time teacher shows the class a ball or a mascot and asks:

  What is it?

  After students' response, teacher makes sure that it's not a ball or a mascot, but a "hot number".

- Students stand up and make a circle.

  T: *Stand up, come here and make a circle. Let's count all together in tens from 10 to 100.*

  Let's pass the ball around in the circle and count again in tens. When you get the ball you say the next number.

  Every child should say a number at least once.

- Next round children count in fifties from 50 to 1000.
- Next round children count in thousands from 1000 to 10000.

ACTIVITY 1: 15 MIN

- The teacher shows the students a kitchen scale and how it works.

  T: This is a kitchen scale. Let's weigh John's pencil case. Look at the pointer. It says.....

- The teacher divides the class into a min. 3 groups. The teacher gives one kitchen scale to each group and one worksheet (***Appendix 1***) for each student.
- Each group weighs the items listed in the worksheet (***Appendix 1*: Weigh the school objects**). E.g. all English course books of the group or all scissors of the group, etc.

  T: *Now each group weighs all the items in every category and completes the worksheet.*

Students weigh the objects and write down the results.

- At the end the groups compare their results by answering the teacher's questions. In each group children take it in turns to answer.

> *T: Group A, tell me, how much do your scissors weigh? And group B, how much do your scissors weigh? And group C, how much do your scissors weigh? Are they heavy or light, compared to group A and B?*

ACTIVITY 2: 20 MIN

- Students work in pairs/groups. Each pair/group gets one worksheet (***Appendix 2***). Students draw the pointers on the scales. Note that some scales weigh in grams and some weight in kilograms. The scale on each of the scales is different!
- Before distributing the worksheets, T does the first scale as an example on the board with the whole class.
- Teacher checks the answers with the whole class.

ACTIVITY 3: 20 MIN

- **Video:** Students watch a video and teacher stops the video whenever a conversion task appears and asks the students to give the results and write them down in their notebooks. E.g. At the minute 5.29 of the video, teacher says:

> *One thousand grams equals one kilogram. One kilogram equals...how many grams?*

https://www.youtube.com/watch?v=ytZDeNei2vY

ACTIVITY 4: 25 MIN

- **GAME:** When introducing the game for the first time teacher forms groups of three, shows the class a set of cards (***Appendix 3***) and explains and demonstrates the game:

  T: I'm going to give each group of three a set of cards, you put the cards in a pile in the middle of the table face down. Each of you takes a card from the top of the pile and puts it face up.

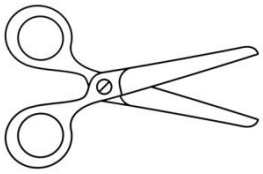
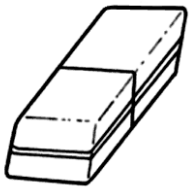
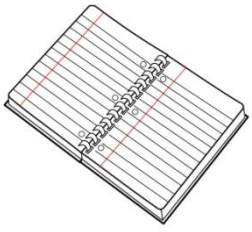
  Now you think about the result of adding the two numbers of your card. E.g. 1kg +500g = 1500g: one kilo plus five hundred grams equals one thousand five hundred grams.

  Each student gives his/her result out loud in grams. If two results in the group are the same, the pair is put aside. The odd one out card is returned to the pile. If there is no pair, all the cards are returned to the pile.

  The winner is the group who first pairs all the cards.

Fast finishers. *Students make 5-10 more pairs of cards, shuffle them and play again..*

WEIGH THE SCHOOL OBJECTS AND WRITE THE CORRECT WEIGHT

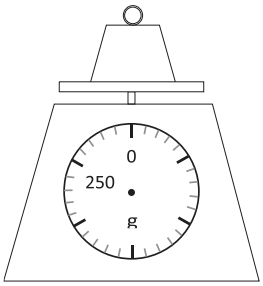
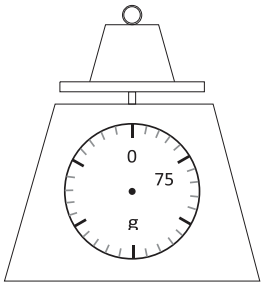
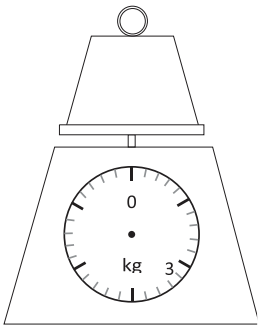
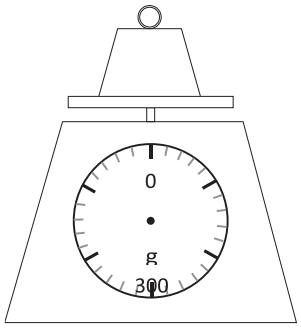
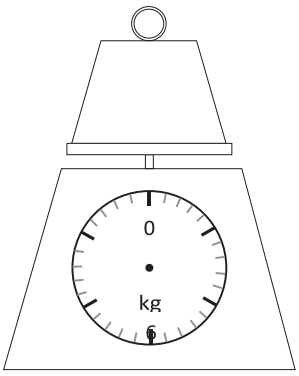
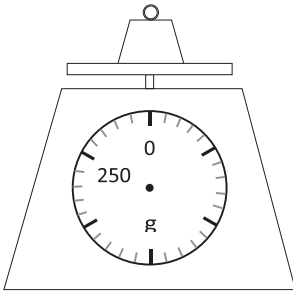
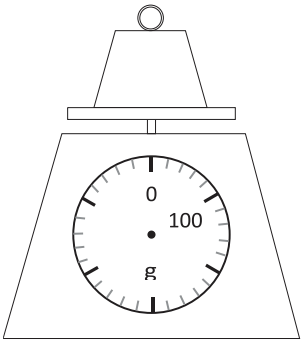
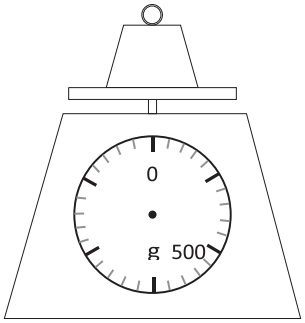
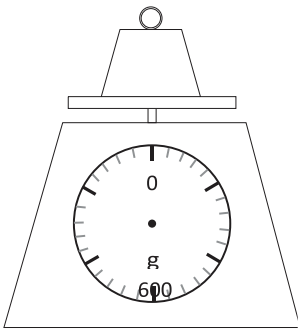
OBJECT	WEIGHT g
 ENGLISH COURSE BOOKS	300 g
 SCISSORS	
 RUBBERS	
 ENGLISH ACTIVITY BOOKS or NOTEBOOKS	

 GLUE STICKS	
 PENCIL CASES	

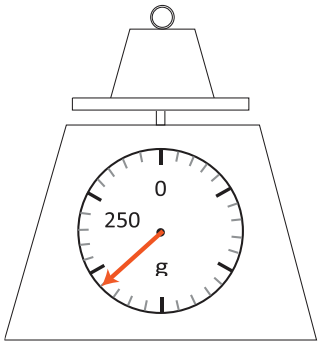
Draw the Pointer

Name: _____ Class: _____

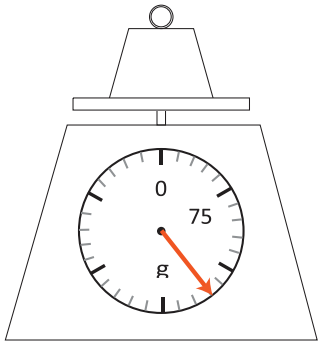
Draw the pointer on each of the following weighing scales.

		
190 grams	180 grams	4,200 grams
		
400 grams	4,400 grams	90 grams
		
480 grams	250 grams	240 grams

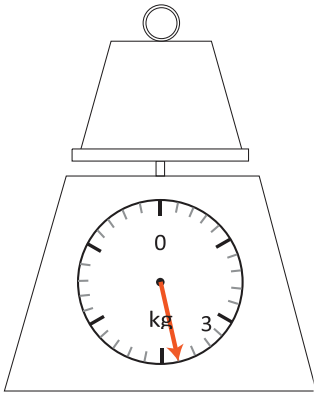
Answers (copyright: www.mathinenglish.com)



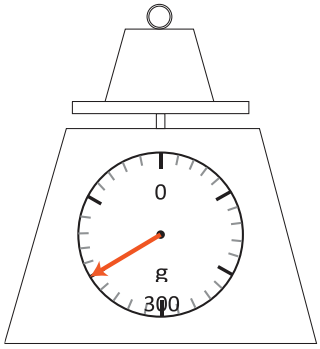
190 grams



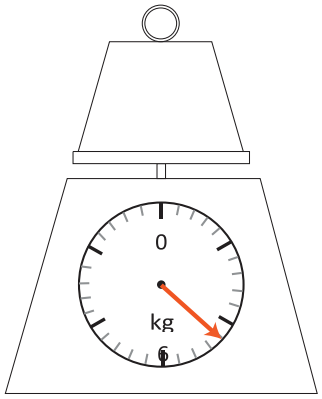
180 grams



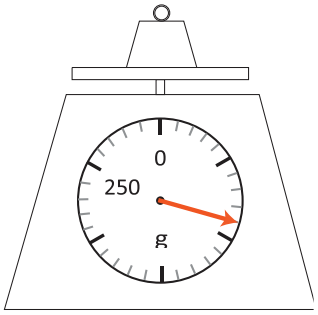
4,200 grams



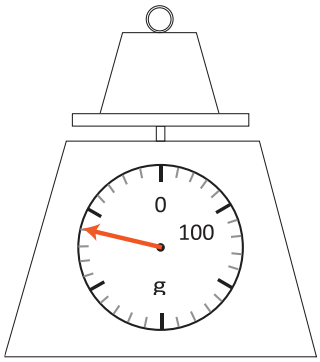
400 grams



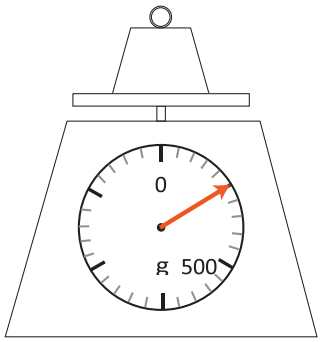
4,400 grams



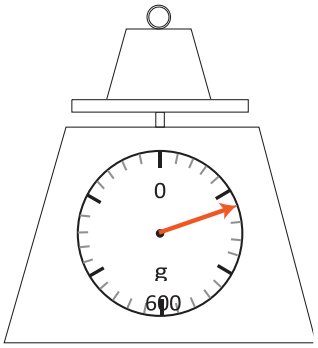
90 grams



480 grams



250 grams



240 grams

6.3.3 SHAPES - LESSON 3 - APPENDIX 3

400g	500g	0g	700g
100g	0g	1kg	300g

660g	850g	1400g	1800g
240g	50g	1400g	1000g

3kg	100g	200g	1100g
400g	3300g	1200g	300g

6000g	5kg	2300g	900g
500g	1500g	1600g	3kg

7kg	5400g	4200g	8000g
0g	1600g	4kg	200g

3700g	5000g	4500g	4kg
2300g	1000g	1800g	2300g

600g	1300g	2900g	8000g
1kg	300g	5100g	0kg

70g	770g
730g	30g