**CEIP EL Carmen**

**Lucena, Córdoba**

**CLIL: LESSON PLAN**

**Unit: MATTER**

**Level: 3º Timing: MAY**

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| **Aims** | | | |
| * In Unit 6, pupils will discover the different types of materials that exist, how matter changes state. First, they will learn about the origin of materials: natural or artificial. * To make learners aware of and build an prior knowledge of matter, types of materials (natural and artificial: wood, paper, plastic…) and * To help learners understand that learning can be achieved in a second language. * To help learners understand that keeping a record of new words is important. * Classify materials according to their origin. * Identify changes in matter such as dissolving. * Recognise the three states of water (liquid, solid and gas) and the change from one to another. | | | |
| **Criteria for assessment** | | | |
| Teacher, peer-and self assessment processes will be used to assess how well learners:   * Understand the matter and its properties. * Distinguish between mass and volumen. * Recognize and classify the materials and states. * Identify changes in materials. * Understand the concept of mass and volume and be able to buy different materials according to their mass and volume. * Observe, identify, differentiate and classify materials according to their origin: animal, plant or mineral. * Is able to read a text to obtain information. * Uses appropriate vocabulary from the unit. * Actively participate with classmates in group work. * Take care with the presentation of work, keeping it neat and tidy * Construct and use a KWL chart (what I know, what I want to know, what I learned) * Contribute and use the classroom vocabulary chart. | | | |
| **TEACHING OBJECTIVES**  **(What I plan to teach)** | | | |
| **Contents**   * **Introduction of the topic.** * **What is the matter.** * **States changes.** * **Materials and their properties** * **Mass and volume.** * **Types of materials.** | | **Congnition**  **Encourage knowledge transfer about matter and its properties using visual images.**  **Vocabulary building, learning and using.**  **Arouse learner curiosity-creative use of language and learner questions.**  **Provide learners with opportunities to understand the Key concepts and applay them in different contexts.** | |
| **Culture**   * Identify the materials of their own country and other countries. * Become aware of the importance of respecting the environment (recycle the plastic and another types of materials) * Understanding that they can learn, no matter which language they are using. | | | |
| **Communication** | | | |
| **Language of learning**  **Key vocabulary: matter, substance, mass, volume, natural materials, artificial materials,** | **Language for learning**  **Asking each other questions:**  **What do you know about…?**  **Can you tell me something about?**  **Classifying: the different elements** | | **Language through learning**  **Distinguish language needed to carry out activities.**  **Retain language revised by both the teacher and learners.**  **Make use of peer explanations.**  **Record, predict and learn new words which raise from activities.** |
| **LEARNING OUTCOMES**  **(What learner will be able to do by the end of the lessons)** | | | |
| **By the end of the unit learners will be able to:**   * Demonstrate understanding of the concept of matter and its related features. * Distinguish between mass and volume. * Demonstrate and experience the properties of liquids, gasses and solids. * Describe the different types of materials. * Classify information * Successfully engage in visual matching between concepts and images * Interpret visual information * Use language creatively * Ask and respond to wh-questions about their work * Use a class vocabulary record of new words. | | | |