

Subject Area: **SCIENCE**

Topic: **MATERIALS**

Class: **1** primary school

Number of lessons: **7 lessons plus the formative and summative tests**

WALT

During the learning unit

- *Children will be able to know:*
 - the name of different objects and everyday things;
 - some words useful to classify, like the opposites and some adjectives;
 - the name of the main materials objects are made of.
- *Children will be able to:* recognize, classify and describe objects and tools, sorting them by different qualities, using the 5 senses.
- *Children will be able to be aware of:*
 - The fact that things and objects are all different;
 - Things and objects are made in different ways for a reason;
 - it is possible to recycle materials in something new, creative, innovative and useful.

- *Children will develop these key competences:*
 - Mathematical, scientific and technological competence;
 - Communicating in a foreign language;
 - Learning to learn;
 - Social and civic competences;
 - Sense of initiative and entrepreneurship;
 - Cultural awareness and expression.

*Type of interaction: **I**- Individual; **P**- Pair Group; **G**- Group; **W**- Whole class.

LESSON 1

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
ACTIVATION of the learning unit	With a "TREASURE HUNT", let the children find the needed objects.	<ul style="list-style-type: none"> - to stimulate curiosity - to push for cooperation 		<ul style="list-style-type: none"> - treasure hunt items; - different objects made of different materials: button, clothespin, bolt, puppet, cap, straw, toothpick, napkin, silverware, key, can, glass, bottle, pen, pencil, ribbon, newspaper, toilet paper, jumper, confetti. 	W	1 h
CORE ACTIVITIES	<ol style="list-style-type: none"> 1. With all the objects in a basket (n°1), create a "MEMORY GAME" to be sure all the students know what to pay attention to. 2. Use QUIZLET (see LINKS file). 3. Stick the FLASHCARDS of the same objects (see lesson1-activity3 file) on a "WEEKLY BOARD", (see lesson1-weekly board file) so the children can look at them anytime. 	<ul style="list-style-type: none"> - to stimulate the knowledge, using only one of the 5 senses: the sight 	<ul style="list-style-type: none"> - to memorize words - to name the objects 	<ul style="list-style-type: none"> - basket n°1 - WEEKLY BOARD (100x70) - flashcards - iwb 	G	1 h

LESSON 2

Steps	Lesson Description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	<ul style="list-style-type: none"> Play with FLASHCARDS in different ways. Use QUIZLET (see LINKS file). 		<ul style="list-style-type: none"> to memorize words to stimulate global reading 	<ul style="list-style-type: none"> flashcards iwb 	W	1 h
CORE ACTIVITIES:	<p>Put all the objects (lesson 1) in a bag and divide the children in teams. Call one child at the time and let him touch an item in the bag: leave some time and let him say the name of the object touched and show it to the class.</p> <p>Give points for every successful recognition on a SCORE BOARD.</p>	<ul style="list-style-type: none"> to recognize the objects, using only one of the 5 senses: the touch. 	<ul style="list-style-type: none"> to name the objects 	<ul style="list-style-type: none"> a score board a bag objects lesson 1 	G	1 h

LESSON 3

Steps	Lesson Description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	<ul style="list-style-type: none"> Play with FLASHCARDS in different ways. Use QUIZLET (see LINKS file). 		<ul style="list-style-type: none"> to memorize words to stimulate the global reading 	<ul style="list-style-type: none"> flashcards iwb 	W	30 m
CORE ACTIVITIES:	<ol style="list-style-type: none"> Put in another basket (n° 2) objects for each pair of opposites we want the children to learn: <ul style="list-style-type: none"> size: big/small, long/short; 	<ul style="list-style-type: none"> to explore using the 5 senses 	<ul style="list-style-type: none"> to memorize the opposites and some adjectives to follow instructions 	<ul style="list-style-type: none"> basket n° 2 objects for opposites in pairs copybook 		1.30 h

				- objects for opposites in pairs		
CORE ACTIVITIES:	<p>1. Prepare a POSTER (n°1) with the writing “THE _____ IS” (space with velcrum in the middle) and the qualities (illustrated) all around and stick it on the LIM (see lesson4-activity1 file). Divide the children in teams. Each team has to choose a flashcard (lesson 1) and describe the object, visualizing what to say (for this step stick the flashcard on velcrum). Give points anytime a team finds a correct way to classify the object and refresh the scoreboard.</p> <p>FORMATIVE TEST – opposites (see lesson4-test file)</p>	<ul style="list-style-type: none"> - to explore using the 5 senses - to find the same qualities in different objects - to classify in simple ways 	<ul style="list-style-type: none"> - to memorize the opposites and some adjectives - to speak using simple sentences - to stimulate the global reading 	<ul style="list-style-type: none"> - poster n°1 (print 100x70) - flashcards (objects lesson 1) - velcrum - test opposites 	G	1.30 m
					I	30 m

LESSON 5

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	<p>Watch the video with the story of the 3 little pigs (see LINKS file). Let the children tell the story they have seen. Focus their attention on the 3 different houses and let them talk about that and find the moral.</p>	<ul style="list-style-type: none"> - to activate pre-knowledge about materials - to anticipate the content. 	<ul style="list-style-type: none"> - to stimulate listening and comprehension 	<ul style="list-style-type: none"> - video “The 3 little pigs” - iwb 	W	30 m

LESSON 6

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	1. Watch the video “Everyday materials” one time. (see LINKS file) 2. Watch the video again but this time with “EDPUZZLE” (see LINKS file) so children can answer the questions and learn better. 3. DIGITAL GAMES with “LEARNINGAPP” (see LINKS file) Give points to every correct answer or matching and refresh the scoreboard.	- to remember the main materials - to reinforce the contents	- to memorize the name of the main materials - to stimulate global reading	- video “Everyday materials” - edited video “Everyday materials” with questions - iwb	G	1.30 h
	FORMATIVE TEST – materials (see lesson6-test file)				I	30 m
CORE ACTIVITIES	GAMES – GAMES – GAMES <ul style="list-style-type: none"> Choose an object, show it to the class and then pass it to the first team that has to describe it saying a quality or the material. If it is correct, the team gets one point and the object goes to the second team that has to continue adding something else, and so on... 	- to classify an object - to describe an object - to identify something from the description or using the 5 senses - to reinforce the content	- to stimulate global reading - to reinforce adjectives and the name of the main materials - to speak using simple sentences	- all objects - poster n°1 - poster n°2 - little toys - candies	G	1.30 h

	<ul style="list-style-type: none"> Describe an object hiding it in a bag. The teams have to guess what it is. Put an object in the bag. The teams have to identify what it is and what material it is made of, using hands only. <p>At the end, count all the points on the scoreboard and give a reward to the winning team (some candies to the others).</p>					
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LESSON 7

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	<p>SUMMATIVE TEST 1 (see lesson7-craft file)</p> <p>Together with the kids, step by step, create a simple craft to show them that, recycling and not wasting, it's possible to transform materials in something different but useful as well.</p>	<ul style="list-style-type: none"> to know materials better by using them the relevance of recycling 	<ul style="list-style-type: none"> listen and make follow instructions to reinforce opposites and the name of the main materials 	<ul style="list-style-type: none"> - items for craft 1 	I	1 h
CORE ACTIVITIES	<p>SUMMATIVE TEST 2 (see lesson7-craft file)</p> <p>Using recycled materials, make another craft inspired by the season (Christmas, Easter or a festival). The children have to analyse and reply it sorting the materials by themselves. They can also make something different and new.</p>	<ul style="list-style-type: none"> to know materials better by using them to explore using the 5 senses the relevance of recycling to stimulate creativity and logic 	<ul style="list-style-type: none"> look and make follow instructions 	<ul style="list-style-type: none"> items for craft 2 different items to recycle certificates 	I	1 h

	At the end of the CLIL module, custom a CERTIFICATE , print and give one to each child (see LINKS file)					
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ASSESSMENT	<p>FORMATIVE ASSESSMENT (ongoing process):</p> <ol style="list-style-type: none">1. Tests with “Listen and match”, “Look and circle”, “Look and connect”, “Listen and point”. These tests give a feedback on what the child has learned and what has to be reinforced about opposites and materials. <p>SUMMATIVE ASSESSMENT (written and oral tests / resources/):</p> <ol style="list-style-type: none">1. Written and oral tests about all the contents: words, meanings ...(LOTS)2. Written and oral tests about the abilities: recognize, classify, describe. (HOTS)3. Evaluate the craft (material, recycling or not, creativity...)
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