



## LESSON PLAN



<b>SCHOOL</b>	Primary school : 2° Circolo Didattico "Cavour" Marsala-Italy
<b>THEMATIC AREA</b>	Water
<b>TEACHER</b>	Di Marco Antonina
<b>SUBJECT</b>	Water is life
<b>AGE GROUP</b> (approximately)	7 – 8 years old pupils. 2°A -2°B PLESSO VERDI .
<b>TIME REQUIRED</b>	10/12 ore
<b>PLACE</b>	CLASSROOM
<b>LESSON OBJECTIVES</b>	<p>.Describe basic phenomena of daily life related to liquids.</p> <ul style="list-style-type: none"> <li>• Observe and interpret transformations of the natural environment</li> <li>• Reflect on your habits in the use of water.</li> <li>• Recognize that water is everywhere and is a fundamental element for life.</li> <li>• Understand the water cycle.</li> <li>• Know how the water changes status</li> <li>• Understand water characteristics and actions.</li> <li>• Make hypotheses and verbalizing experiences.</li> <li>• Represent through icons</li> </ul>
<b>LESSONS YOU CAN USE</b>	<ul style="list-style-type: none"> <li>• Science experiments</li> <li>• manual activities</li> <li>• drawing</li> </ul>
<b>CLASS ORGANISATION</b>	<ul style="list-style-type: none"> <li>• pupils work individual, in pairs and in groups</li> </ul>
<b>MATERIALS</b>	<p>-Science books, magazines - newspapers, internet</p> <p>-Glass-made saucepan, electric hotplate, glass plates / containers, fridge with freezer, album and drawing material.</p>
<b>PROCEDURE</b>	<p>1. The teacher guides the discussion in class through stories and observations of images.</p> <p>Pupils recognize that water is everywhere and is a fundamental element for life and learn not to waste water.</p>

	<p>2. Research material for in-depth analysis (video-books and scientific journals). internet.</p> <p>3. Reading narrative / descriptive texts and viewing images to understand the processes and transformations related to the following contents:</p> <ul style="list-style-type: none"> <li>└ Water characteristics and actions.</li> <li>└ Water as a source of life.</li> <li>└ Use of water in everyday life.</li> <li>└ The utility of water.</li> <li>└ Water conditions.</li> <li>└ The water status changes.</li> <li>└ The water cycle.</li> <li>└ Proper use of water.</li> </ul> <p>4. Formulation of hypotheses: "The temperatures and water conditions, changes and characteristics"</p> <p>5. Practical experimentation - laboratory activities and formalization of experiential knowledge. Simulation. Description of activities-actions and related water changes. Recording of data (processes and change of water status) graphic / photographic representations and related captions.</p>
<b>EVALUATION</b>	<p>Systematic observation.</p> <p>Active listening.</p> <p>Guided conversations.</p> <p>Graphic / written productions.</p> <p>Completion of tables / simple textbooks.</p>
<b>ATTACHEMENTS</b>	<p>Creation of a conclusive conceptual map.</p>