

Discovery Class2:

Treasures of the Earth

Learning objectives: Understanding the world is beautiful above and below the surface, and topic relevant vocabulary.

Target Language:

- Adjectives hard, soft, shiny, old, beautiful
- Prepositions above, below,
- Nouns earth, sea, sky, land, underground
- Cognate nouns surface, lava, fossil, minerals, rock, treasures

Previous knowledge:

- Present simple, past simple
- A basic understanding of the biosphere and geosphere from school.
- The adjectives and cognate nouns above.
- Verbs eat, play, build

| | Activity | Materials | Time (minutes) |
|--|---|---|----------------|
| Introduction | Introduce Topic of the day: The Earth | | 2 |
| Warmer | “What is beautiful on the Earth?” Elicit ideas from the class and list them on the board. Points for each answer. | Board & Pens | 5 |
| Presentation Part 1 ‘The Earth is Beautiful Above and Below the Surface’ | The Earth includes <i>sea, sky, & land</i> . Practice by classing words from the list. Introduce the word <i>surface</i> , look at <i>above & below the surface</i> of the table, then the | Board & Pens Water Cycle visual aid. | 10 |

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|---|---|--|----------------------------|
| What you can find below the surface of the earth. | Earth, (<i>underground</i>). Drill the new vocabulary. In groups of 3 think of what you can find below the surface of the earth. Feedback answers & give points | | 10 |
| Presentation Part 2 Underground | 'Treasures of the Earth' What we can find underground and what we use it for. Elicit answers from the class for each item, drilling and repeating vocabulary where necessary. Check understanding of <i>build</i> | PowerPoint presentation. Physical examples of minerals and fossils if possible. | 10 |
| Speaking Practice In groups of 3 | In groups of 3, the students choose one thing from the slides and discuss it's importance, reporting to the class their conclusion. | Pens and paper | 15 |
| Video. (Listening, reading) | 'Introduction to Rocks' 1. Watch the video and look for <i>underground, rock, mineral</i> . 2. Watch the Video and answer the questions on the sheet. Pause the Video at 1:00. Play the video twice, if needed. Class feedback answers and are awarded points. | Video Worksheet | 2 5 10 10 |
| Conclusion | Tell the students about the 'Active Volcano' activity happening after break time. | | 2 |
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Lesson Plan Notes and Explanations

Warmer

Eliciting the information from the class acts as a mental warm-up, so they are ready for the presentation parts of the class. The warmer also provides the contrast for the idea of beauty and treasures being below the Earth, as well as on the surface.

The warmer only needs to be a short five minutes long otherwise, the class will be naming all their favourite things on the planet.

Presentation Part 1: 'The Earth is Beautiful Above and Below the Surface'

Using the visual aid of 'The Water Cycle' from the previous lesson the teacher can show the areas of sea, sky, and land, asking the students if they know the names of those areas, and then practicing pronunciation

By putting their hand straight across the bottom of the diagram the teacher can show the idea of separate areas, talk about the idea of the surface of the Earth, and introduce the concepts of the prepositions above and below. Using a table top can also help to visualise and reinforce the concepts.

This topic is often studied in the fifth year of primary school and so many students will already have a basic knowledge base. Fossils and volcanos are a popular area of interest with children and asking the students to name 'what you can find below the surface of the earth' allows them to show off their knowledge and gain points for their team.

Presentation Part 2: Underground

The slide show 'Treasures of the Earth' looks at what we can find below the surface of the Earth. Many of the things will have already been mentioned by the students in the last activity but this time they will be asked why the things are important.

For example,

- 'Why are underground rivers important? The answers the teacher will be expecting would be referring to clean water we can drink or to water moving to lakes, as in the water cycle from the previous class.
- 'Why are metals important?' would be asked at the first slide for metals before the following slides with money and a bridge is shown.

Speaking Practice

In this activity, the class has the opportunity to practice and consolidate what they have been learning thus far, and to produce a short paragraph to be shared with the class on why one of the 'Treasures' is important.

Working in groups of 3 rather than individually allows them to pool their language skills. If this activity was done in a large group it may be the case that only one or two students did the majority of the language production, small groups of three students ensures that all students contribute.

Video: 'Introduction to Rocks'

The class will be asked to read through the worksheet before the playing of the video and understanding will be checked by the teacher who will also give the students the opportunity to ask questions: 'Are there any new words on the worksheet you don't know?'

For the first playing of the video, the students will be asked to identify the keywords

- Underground
- Above and below the surface
- Minerals
- Rock

For the second time of listening the students have a simple question and answer sheet so as to check for understanding and to encourage them to look for more detail and apply what they have learnt.

An example of the questions would be: 'What can we do with rocks?'

The students can then circle words like play, build, or climb, amongst a selection of other verbs like eat or shower – something you can't do with rocks. The class will be asked to read through the worksheet before the second playing of the video and understanding checked by the teacher by asking questions ('How do you say 'better' in Spanish?') and the students have the opportunity to ask questions.

Pausing the video at 1:00 allows the students to complete the first part of the sheet before moving onto the second part. The third time the video is played the students can check their answers against the video and dialogue.

<https://www.youtube.com/watch?v=g6QNqcAvBYM&index=17&list=PLyhZvHMQQuXPrbE7pZvT546l5wjp4FGtu>

