

CLIL Lesson Plan

Group 3rd Grade	Time 50 minutes
Topic Pollution	
Previous knowledge/skills clean vs. dirty; drink, air, water, land, live, ___ can ___	
<p>- to demonstrate the difference between clean & polluted</p> <p>Aim(s) - to understand pollution in differing mediums - to develop students' content knowledge - to understand how pollution effects our health - to ask and answer 'can' questions</p>	
Teaching objectives	Learning outcomes
A. Content	A. Content
<ul style="list-style-type: none"> - Pollution of the environment - How the environment is polluted - How pollution effects health 	<ul style="list-style-type: none"> - Ss acquire vocabulary from this unit. - Ss get acquainted with forms of pollution.
B. Cognition	B. Cognition
<ul style="list-style-type: none"> - Evaluate: determine how our actions pollute the environment - Analyze: draw connections between environmental conditions - Understand: report how conditions effect life 	<ul style="list-style-type: none"> - Ss are able to describe when an environment is clean or polluted - Ss understand the impact of pollution on life - Ss are able to answer Kahoot questions
C. Communication	
C.1 Language of learning (= topic specific essential vocab & grammar)	
<ul style="list-style-type: none"> - Language: Pollution - Adjectives: polluted, clean, dirty - Nouns: pollution, air, water, land - Verbs: live, drink 	
C.2 Language for learning (=language needed to operate in the learning environment or in a particular lesson – discuss, justify, explain, etc)	
<p>Classroom Language: Are you ready? Raise your hand.</p> <p>Possibility: Can ... (we drink polluted water)</p> <p>Identifying: "It is polluted/clean water."</p>	
C.3 Language through learning	
<ul style="list-style-type: none"> - Retain language introduced by both the teacher and learners - Distinguish language needed for discussion and activity - Record, predict, and learn new words from discussions, and activity 	

D. Culture/Citizenship

Materials & resources

- ppt
- projector
- Kahoot
- cellphones, or tablets

Teaching plan (type, timing & sequence of activities)

- Greetings. Ss "Good morning, teacher ____."
Tt "Are you ready?" Ss "Yes/Ready."
Tt "Let's go."
- Review:
Ss view pictures and answer whether it is 'clean' or 'dirty'.
- Vocabulary: Ss sound out the word 'pollution'.
- Ss try to guess what 'pollution' is from the picture. (can answer in English or Chinese)
- Ss discuss if pollution is good or bad and why...
- Vocabulary: air
- Discuss what pollution does to air. "Pollution makes air dirty."
- Vocabulary: air pollution
- Ss discuss what air pollution does.
- Vocabulary: land
- Discuss what pollution does to land. "Pollution makes land dirty."
- Vocabulary: land pollution
- Ss discuss what land pollution does.
- Vocabulary: water (review vocab)
- Ss discuss what pollution does to water. "Pollution makes water dirty."
- Vocabulary: water pollution
- Discuss what water pollution does.
- Vocabulary: polluted
- Ss recognize what 'polluted water' is... ie. 'polluted water' = dirty water/not clean water
- Discussion: Why is clean water important?
- Ss discuss how a medium becomes polluted: Air plus air pollution makes polluted air.
- Discuss the effects of pollution on people and animals.
- Ss recognize the sentence pattern "Fish can/cannot live in ____ water."
- Preview: Tt introduces topics for next class
- Kahoot: Ss reinforce what they've learned by competing to answer questions.

Assessment: