

LEARNING UNIT

Title:

Type of school/ class	Primary School "Milite Ignoto" - Casorate Sempione - Class 4^B
Subjects involved	Geography- Citizenship education
Duration of unit/ number of lessons	20 hours
TEACHING AIMS Know about the river features ; know how the water cycle works ; know how to protect the river and the environment; know what to do to save our world.	

Learning outcomes (studentswill)

Know	BE ABLE TO	BE AWARE OF
<ul style="list-style-type: none"> - the river parts' names; - physical features of the river; - the elements in the water cycle; - river's pollution; - the 3 R's; - recycling in our life; - different kinds of rubbish and the ways of protecting the environment. 	<ul style="list-style-type: none"> - describe rivers features starting from a picture; - use a variety of resources to investigate rivers and streams; - identify and explain physical features of the river; - research a local river using maps, photos and the internet; - use geographical vocabulary associated with rivers; - identify rivers geographical distribution; - describe water cycle; - use the concept of recycling, reduce and reuse; - identify some different kinds of materials; - learn about differences between: recycle/non recycle; reuse/non reuse; reduce/non reduce; - observe, explain the importance of recycling. 	<ul style="list-style-type: none"> - Communicate using geographical terminology; - behaviour nearby the river; - use the vocabulary to explain the behaviour to save the environment; - use the vocabulary to describe the behaviour for the recycling; - use specific scientific vocabulary; - discuss how rubbish should be recycled; - the importance of recycling for the environment; - children's linguistic competence (lettering, vocabulary, listening and reading comprehension) ; - children's competence about Geography and Citizenship.

Communication (vocabulary, structures, funtions)

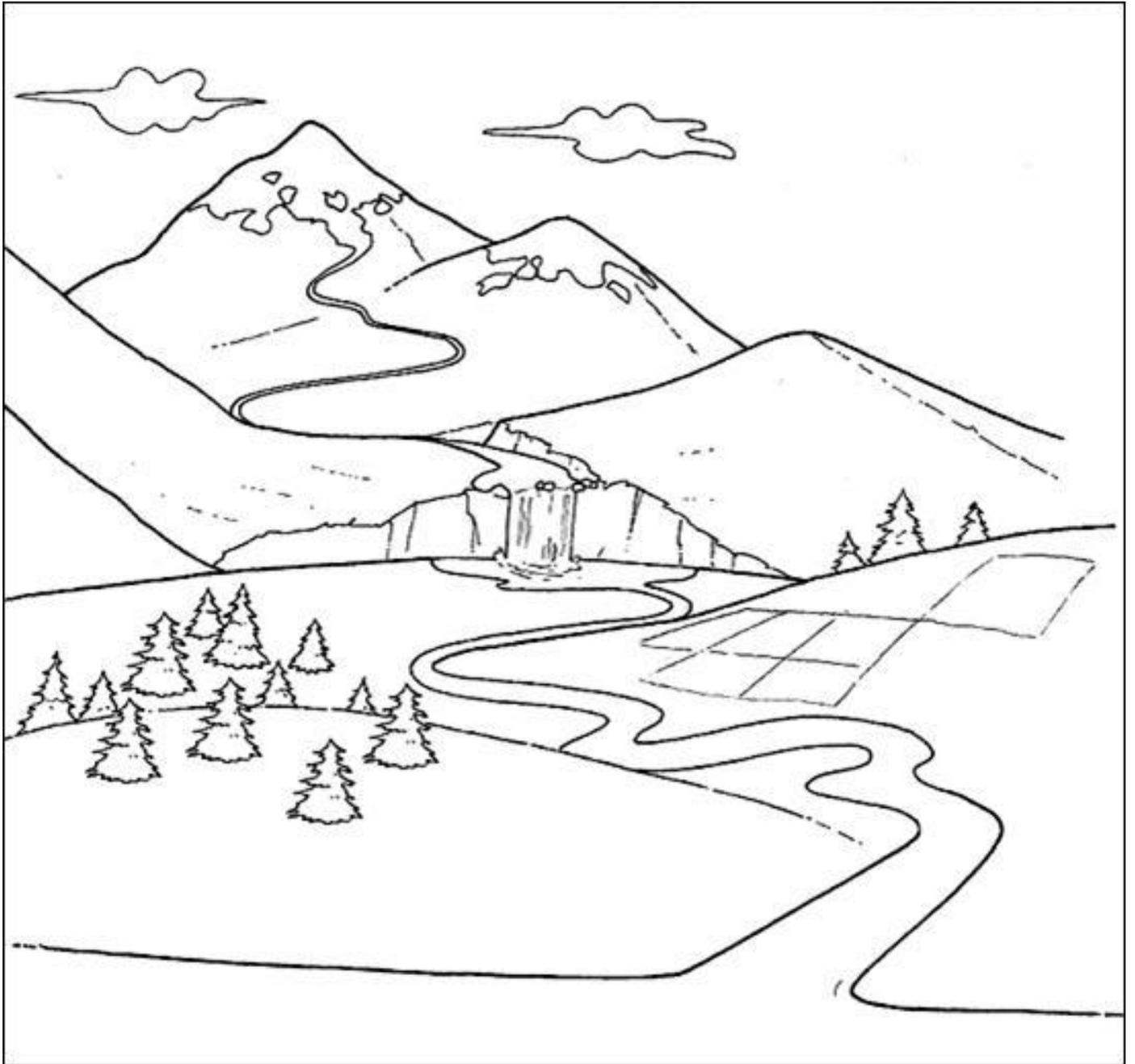
LANGUAGE OF LEARNING	LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING
<p>Key vocabulary:</p> <ul style="list-style-type: none"> - words to describe rivers (see glossary); - the Italian rivers. <p>Functions:</p> <ul style="list-style-type: none"> - "Where is the... river?"; - "Can you describe this river?" - "How can we save the river?" - "What are the meaning of the 3R'S?" - "What can you do to save the environment?" - Verbs be/ have got: simple present - I agree/disagree... 	<p>Language support</p> <p><u>Listening/Speaking Children:</u></p> <ul style="list-style-type: none"> - Guess the key words; - Listen and repeat; - Answer the question: "What is river...?"; - What's made of...? Can you recycle ...? - What's this? This is organic waste, paper... Where do you put it? - I think... - I can reuse, reduce, recycle... - It is made from... <p><u>Reading/Writing Children:</u></p> <ul style="list-style-type: none"> - complete the worksheets; - write the parts of the river on a 3D river; - match key words with the parts of the river; 	<ul style="list-style-type: none"> - Dictionary use for vocabulary extension; - Language to carry out worksheets and oral tasks; - Videos, Songs, on-Line presentations about rivers; - On-line dictionary; - Worksheets; - Textbook

	<ul style="list-style-type: none"> - locate Italian rivers on the map; - draw and colour a river; - practice using words about recycling; Recycle, reuse, reduce. Glass, paper, aluminum, plastic, waste bin, rubbish, landfill site, litter... 	
<p>Cognition To understand the structure of the river and their origin; comparing different rivers structure; to understand what is the environment; to understand the 3R's meaning; to choose the correct solution about the recycling program .</p>		
<p>Culture Realize how human being depends on the nature; understand the importance of recycle and the necessity to use it in a responsible way; be respectful to nature.</p>		
<p>Resources Computer, Interactive board, books , slides , PowerPoint presentations, video, internet</p>		

Assessment	Aim	Procedure	Language structures and vocabulary	Materials	Interaction	Timing
	<ul style="list-style-type: none"> • Children show their interest and what they acquired. • Teacher observes, checks, gets and gives feedback about learning. • (Remedial work or move on) 	<ul style="list-style-type: none"> • Formative assessment for the lesson. • Summative assessment. • Self assessment for the lesson. 	<p>Language structures and vocabulary</p> <ul style="list-style-type: none"> -A map of a river to be labelled with terms; -verbal descriptions of particular features; -completion of a water cycle worksheet; -verbal descriptions of the importance of the 3R's. 	Worksheets; cards; oral and written test.	Whole class/ individual	<ul style="list-style-type: none"> -at the end of the first part about river (after 6/7 hours); -at the end of the second part about the environment.

<p style="text-align: center;">BANKS</p> <p>Banks are the sides of a river or stream between which the water normally flows.</p>	<p style="text-align: center;">BED</p> <p>The bed (also called the river bed) is the bottom of the river (or other body of water).</p>	<p style="text-align: center;">DELTA</p> <p>A delta is large, salty area at the mouth of a river at which the river splits into many different slow-flowing channels that have muddy banks.</p>	<p style="text-align: center;">ESTUARY</p> <p>An estuary is the area where a river meets the sea or ocean, where fresh water from a the river meets salty water from the sea.</p>
<p style="text-align: center;">MOUTH</p> <p>The mouth is the end of a river, where it empties into a large body of water.</p>	<p style="text-align: center;">SOURCE</p> <p>The source is the beginning of a stream or a river.</p>	<p style="text-align: center;">TRIBUTARY</p> <p>A tributary is a river or stream that flows into another stream, river or lake...</p>	<p style="text-align: center;">EFFLUENT</p> <p>Effluent is waste water (like sewage water or factory run off) that flows from a factory or other facility.</p>
<p style="text-align: center;">WATERFALL</p> <p>A waterfall is a sudden drop in a river as it flows over a rock cliff. This happens when the river passes from a layer of hard rock to a layer of softer rock, and the water erodes away the softer rock.</p>	<p style="text-align: center;">SILT</p> <p>Silt is a very tiny particles of soil or rocks that are 3 to 60 micrometers in diameter.</p>	<p style="text-align: center;">RIVER</p> <p>A river is a large, flowing body of fresh water that usually empties into a sea or ocean.</p>	<p style="text-align: center;">CHANNEL</p> <p>A channel is an area that contains flowing water confined by banks.</p>
<p style="text-align: center;">RILL</p> <p>A rill is a very small channel of water, caused mainly by run off water that eroded the soil.</p>	<p style="text-align: center;">WATER CYCLE</p> <p>The water cycle is the natural cycle in which the sun's Energy evaporates into the atmosphere, and the water vapor condenses, returning to the Earth as precipitation (rain, snow, sleet...).</p>		

WRITE THE NAME OF THE PARTS OF THE RIVER:



NAME: _____

DATE: _____

CLIL TEST: THE RIVER

MATCH THE WORD WITH THE RIGHT DEFINITION

RIVER

It is the beginning of a stream or a river.

SOURCE

It is the bottom of the river (or other body of water).

MOUTH

It is a large, flowing body of fresh water that usually empties into a sea or ocean.

TRIBUTARY

It is the end of a river, where it empties into a large body of water.

BED

It is a river or stream that flows into another stream, river or lake...

NAME: _____

DATE: _____

TEST

READ CAREFULLY AND WRITE TRUE OR FALSE

1. Anything that we throw away is called rubbish. T F
2. A landfill site is a place used to bury rubbish. T F
3. Recycling damages the environment. T F
4. Litter may harm animals. T F
5. People can put grass cuttings on a compost heap. T F
6. It is better to recycle things than throw them in a bin. T F