



lesson plan (3)

Topic/Title of project: The water cycle: The water of the earth

Goals:

- Students improve their language skills by repeating some pieces of information about the water cycle
- Students learn to know each other by working together and discussing their observations.
- Students practice their speaking skills while talking to each other while making experiments.
- Students deepen their knowledge by learning key terms on water abound on Earth.
- Students get to think about the need to save drinking water.

Time	Phases/content	GA ¹	Material	Comments/Notes
1. Introduction/Warm up				
3'	<ul style="list-style-type: none"> • Today we are going to repeat the water cycle and discover the water storage on Earth. • Let's start with a papercraft 			Total Time: 3 minutes
2. Project work				
18'	→ Students work on their papercrafts as said on worksheet 1 and fill in the blanks.	Group arrangement 3 or 4 students	Vocabulary cards (the same like lesson 2) 1 "worksheet 1" for every student 1 papercraft DIN A4 for every student Different color pencils 1 fineliner black	For all materials required (Papercraft) see the open source: http://www.srh.noaa.gov/jetstream/atmos/ll_watercycle_craft.html Color pencils in blue, yellow, brown, green, grey are needed for each group of students

¹ Group arrangement, e.g. team, partner, ...



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Unternehmerisches Denken und sprachliche Vielfalt – eine Brücke in die Zukunft (2015- 2018)

Geography: The water cycle

AUL 4: April, 24 – 28, 2017
Augustenborg/Denmark

Katharina Killmann - Europaschule Gymnasium
Rhauderfehn, Rhauderfehn/ Germany

			scissors glue sticks	Total time: 18 minutes
3. Presentation of first results				
5'	<ul style="list-style-type: none"> Teacher asks students to give their results and fill in the overhead transparency → Students compare on their own the results of their papercraft with the transparency 	Group arrangement	Individual papercrafts 1 overhead transparency	Overhead projector Total time: 8 minutes
4. Projekt work II (introduction)				
5'	<ul style="list-style-type: none"> Teacher introduces the new topics with worksheet 2 → Students fill in the missing key word on worksheet 2, exercise 1 		Worksheet 2 for every student 1 overhead transparency "worksheet 2, exercise 1"	Total time: 5 minutes
5. Projekt work II: The water on Earth				
10'	<ul style="list-style-type: none"> Teacher explains the procedure, helps if necessary → Students work in their groups following the indications on worksheet 2. 	Groups of 3 or 4 students	Worksheet 2 for every student, exercise 2	You need <ul style="list-style-type: none"> 8 labeled 1000ml beakers for each group. Beaker N° 1 "Oceans" filled with 1000ml of water. 7 labeled beakers without water: <ul style="list-style-type: none"> N°2: Glaciers and icecaps N° 3: Groundwater N°4: Fresh-water lakes N° 5: Inland seas (like Kaspian Sea, Black Sea, Aral Sea) N° 6: Soil moisture N° 7: Atmosphere N° 8: Rivers 1 injection Total time: 10 minutes
6. Conclusion and discussion				
9'	<ul style="list-style-type: none"> Teacher gives the solution of real water ratio and asks students to compare the results with their own estimates. 		overhead transparency 1 for teachers	



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	<p>→ Students discuss the solution.</p> <ul style="list-style-type: none"> • Teacher asks students which water can be taken as fresh-water for drinking and which water is saltwater • Teacher asks if students see any problems on the water ratio. <p>→ Students discuss the need to preserve water.</p>			<p>Total time: 9 minutes</p>
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Things to organize/prepare before the lesson:

- 8 labeled 1000ml beakers for each group.
- Beaker N° 1 “Oceans” filled with 1000ml of water.
- 7 labeled beakers without water:
 - N°2: **Glaciers and icecaps**
 - N° 3: **Groundwater**
 - N°4: **Fresh-water lakes**
 - N° 5: **Inland seas** (like Kaspian Sea, Black Sea, Aral Sea)
 - N° 6: **Soil moisture**
 - N° 7: **Atmosphere**
 - N° 8: **Rivers**
- 1 injection