

Teacher's name	Silvia Nitti	
Date	1/28/2013 12:41 AM	
Subject	Phase transitions	
Learning Outcomes	Content	<ul style="list-style-type: none"> Learner can describe the material states characteristics and the phase transitions between them
	Language	<ul style="list-style-type: none"> Learners can classify objects on the bases of the objects physical states. They can also recognize the types of phase transitions that can occur between phases using the proper nouns (..gas), verbs (..solidify) <ul style="list-style-type: none"> Nouns, verbs, adjectives Present tense. Present continues. Past tense Some simple common language Specific scientific words
	Learning skill	<ul style="list-style-type: none"> Learners should be able to W,S,R, L about the phase transitions process and the different properties of three type of material states. Writing Speaking Reading Listening
Personal aim	<p>Content: make student curious on phase transitions mechanisms</p> <p>Language: to encourage the use of the language as much as possible in a non-judging environment.</p>	
Group profile	Class room of 27 students of the age of 15.	
Time	1 hour and 10'- 20'	
Assumptions	Student have been studying English for 6 years but little conversation has been done yet, especially in some specific scientific field.	
Anticipated problems and solutions	Most student will be shy to talk, be afraid to be teased, feel not confident especially with speaking. There will be a lot of code switching that I'll must take under control.	
Materials	Cycle diagrams, tables and pictures, links, labels, text, Realia: two glass cylinders with different diameter, containing the same amount of water.	

Procedure

Stage	Aim	Procedure	Materials	Interaction	Time
warmer	activating vocabulary previous knowledge	Teacher gives 8 figures to be integrated to a three column table. Students will have 5 minutes to categorize associating words to objects that are in different physical states.	A4 paper with the table and the instruction, Labels with images.	Work in group, Speaking Skill	5'

Stage	Aim	Procedure	Materials	Interaction	Time
Cycle diagram	To learn new simple vocabulary about transitions and start talking in English with no fair.	Matching the process names in L2 with the one in L1, allowing code switching) Associating pictures to the names of different processes	A4 paper with instructions, diagrams and words to fill the gaps.	Work in group Speaking, writing, reading and listening	10'

Stage	Aim	Procedure	Materials	Interaction	Time
Back and forth	Repetition of vocabulary and content to reinforce the knowledge of them	learners write the name of processes and of the physical states in the right gaps, being guided by visual aid.	A4 paper containing instructions, arrows diagrams and images but no words are suggested to fill the gaps.	Work in pairs, primarily 2 skills are involved: writing and speaking, but also there is some mate listening	10'

Stage	Aim	Procedure	Materials	Interaction	Time
ordering	Reinforcing vocabulary and content on phase transitions, using a higher level thinking process.	learners have to order the images and the process names corresponding to them. There are more possible solutions. The teacher will support a final presentation of each group solution and will encourage a discussion.	labels containing pictures and nuns	Work in groups, interact finally with teacher and with the other groups	15'

Stage	Aim	Procedure	Materials	Interaction	Time
Mutual dictation	Reinforcing vocabulary and content on phase transitions, using the reading, listening and writing skills.	Student A read to B his/her part. B writes into the gaps and then B read to A so that A fills the gaps. The teacher ask students, in a rotational bases, to read the whole sentences.	Sheets A and sheets B with the same sentences but different gaps	In pair and with teacher at the end.	15'

Stage	Aim	Procedure	Materials	Interaction	Time
Introducing States properties	introducing vocabulary and content activating prior knowledge	A member of each group, in turn, goes around the classroom, reads a bit of paper tied on the wall that include	Strips of paper on the wall, with sentences, and a A4 paper with a	Work in groups, interact finally with teacher	15'

		<p>phrases and report to his/her group who matches the sentences with the corresponding physical state. At the end learners will read their results and solutions will be given.</p>	<p>two columns table. In one side there are the states names.</p>		
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