



FRESH WATER: THE RIVERS

Age of students: 11 (1st class of Middle school)

Time: 1 hour lesson

Location: classroom with interactive whiteboard and internet access

Topic of the series of lesson	<p>Topic: European hydrography</p> <p>Lesson 1: Water is life</p> <p>Lesson 2: The water cycle and the distribution of Earth's water</p> <p>Lesson 3: Fresh water: the rivers</p> <p>Lesson 4: Fresh water: rivers and lakes in our region and in Europe</p> <p>Lesson 4: The European seas and coasts</p> <p>Lesson 5: Discovering the local ambient: Lake Levico and its eco-ambient</p>
Topic of the lesson	<p>Lesson 3: Fresh water: the rivers</p> <p>This lesson aims to illustrate the stages and the features of a river. The movement of water is significant for understanding the environment and it is important to know how rivers shape our landscape.</p> <p>The lesson aims also to give an understanding of the basic vocabulary of rivers.</p>
Analysis of the learning preconditions	<ul style="list-style-type: none"> • The learners should know the water cycle; • The learners should know how to work in pairs;

Definition of the learning objectives for the lesson	<ul style="list-style-type: none"> • to become familiar with the basic terminology of rivers; • to understand the river features of the upper, middle and lower stages; • to know how to label a diagram; • to make links between lesson content and the environment surrounding us.
Analysis of the lesson in terms of its subject content	<ul style="list-style-type: none"> • Physical Systems: understand the physical processes of rivers that shape the patterns of Earth's surface; • Culture: be aware of the hydrography of the place where we live (lake Levico and river Brenta) and their relationship with the surrounding environment.
Analysis of the lesson in terms of its foreign language	<ul style="list-style-type: none"> • WORD LEVEL: <ul style="list-style-type: none"> ◦ Subject-specific vocabulary; ◦ Adverbs and expressions of place (<i>here, there, up, down, above, below, inside, under, at the beginning, in the middle, at the end</i>); • SENTENCE LEVEL: present tenses; imperative forms; • TEXT TYPES: easy explanation of text.
Didactic and methodological analysis of the lesson	<p>Since the students are at a beginner level, materials should present the content clearly and the lesson should be divided into steps. Teacher should recall and reformulate information to help learners understanding new concepts.</p> <p>The following resources and materials will be employed:</p>

	<ul style="list-style-type: none"> • interactive whiteboards • images • subject-specific illustrated glossary • a simple and short didactic video • a chart • a game <p>Code switching is allowed, if necessary.</p>
Checking the achievement of learning goals and consolidation of the outcomes	After watching the video, learners should fill in a simple drainage basin diagram, using the keywords. At the end of the lesson a domino game will be used to check the achievement of learning goals and to consolidate the outcomes (see below).
Planning the course of the lesson	See table below
Homework for consolidation purposes	Learners read a simple and short text about rivers and they complete a test (on line or paper homework).

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Phase	Content + learning objectives	What happens in class	Social form	Materials
Introduction	<p>Connection with previous lessons and introduction to the new topic:</p> <ul style="list-style-type: none"> we know that fresh water is life: all living creatures, including humans, need fresh water to survive; Introduction to rivers: let's know rivers! activating prior knowledge about rivers 	<ul style="list-style-type: none"> Teacher's introduction (3 minutes) The teacher brainstorms what learners already know about rivers by drawing a mind map on the board and asking them questions (5 minutes) 	<ul style="list-style-type: none"> Whole class 	PPT to show learners some pictures of local rivers

Presentation of a problem	<ul style="list-style-type: none"> • How could we describe the stages of a river? • Which are the key words related to the topic? 	<p>Working in pair, learners:</p> <ul style="list-style-type: none"> • match pictures with key words (<i>fresh water, source, v-shaped valley, meander, dam, riverbed</i>, etc.). <p>(10 minutes)</p>	Work in pairs	Worksheet (a_1)
Solution of the problem	<ul style="list-style-type: none"> • Stages and features of rivers 	<p>Learners watch the BBC video “<i>Rivers</i>” that is divided into 11 small chapters. Every chapter presents a key word and ends with a related multiple choice question. One by one, students come to the interactive whiteboard to answer one question. (10 minutes)</p>	Whole class	<p>Video:</p> <p>https://www.bbc.com/education/guides/z4bk7ty/revision</p>

	Learners are able to freely reproduce the essential content of the video:			.
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<p>Consolidation of outcomes</p>	<p>Learners are able to freely reproduce the essential content of the video:</p> <ul style="list-style-type: none"> • <u>writing</u>, working in pairs; • <u>orally</u>, through a domino game that motivates learners, provides practice with listening, speaking, reading (communicative skills) and it is a good way of consolidating learning of key subject vocabulary. 	<ul style="list-style-type: none"> • In pairs, learners take turns to read the definition of the feature and to label a simple drainage basin diagram. (10 minutes) • One by one each student reads a definition written on a card, the student who has the correspondent word matches his card and then reads the definition written on it, etc; • Students listen to the correct pronunciation of the keywords, using a specific website (10 minutes) 	<ul style="list-style-type: none"> • Work in pairs • Whole class 	<ul style="list-style-type: none"> • Worksheet (a_2) • Worksheet (a_3) • website_ http://dictionary.cambridge.org/it/dizionario/inglese/meaning to listen to the correct pronunciation of the words
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Assessment	Self-assessment	Each student fills in the evaluation form (2 minutes)	Individual work	Evaluation form (a_4)
Homework for consolidation purposes	At home, learners need to review their work so they can consolidate and deepen their understanding of content knowledge	<i>At home</i> : each student reads a simple and short text about rivers and answers the questions on the homework sheet	Individual work	Homework sheet (a_5)

WORKSHEET A_1: ILLUSTRATED SUBJECT SPECIFIC GLOSSARY

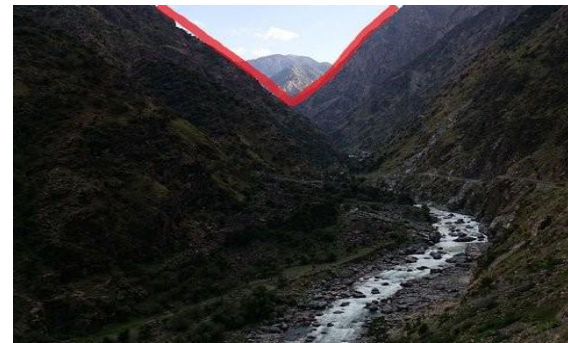


SOURCE or SPRING



<https://pixabay.com/it/cascata-acqua-sorgente-torrente-1595964/>

V-SHAPED VALLEY



https://upload.wikimedia.org/wikipedia/commons/2/29/Pallas_Valley_Kohistan%2C_KP_Pakistan.JPG

CONFLUENCE



https://upload.wikimedia.org/wikipedia/commons/2/2c/Confluence_of_the_Rhone_and_Drome_rivers_4.JPG

MEANDER



https://upload.wikimedia.org/wikipedia/commons/7/72/Meandering_River_2_Innoko_NWR.jpg

FLOODPLAIN



https://upload.wikimedia.org/wikipedia/commons/c/c4/Village_in_caprivi_flood_plain.jpg

DAM



https://upload.wikimedia.org/wikipedia/commons/b/be/Diga_Ancipa_Sicilia_1.jpg

DELTA



https://upload.wikimedia.org/wikipedia/commons/d/de/Nile_River_and_delta_from_orbit.jpg

MOUTH



<http://www.geograph.org.uk/photo/3504206>

TRANSPORTED SEDIMENT



<https://pixabay.com/it/acqua-bagnato-river-natura-banca-243910/>

TRIBUTARY



https://commons.wikimedia.org/wiki/File:Glomma_meets_tributary_Vorma.JPG

WATERFALL



<https://static.pexels.com/photos/6832/waterfall-beauty-lets-explore-lets-get-lost.jpg>

EMBANKMENT



https://upload.wikimedia.org/wikipedia/commons/d/d5/Pizzighettone_argine_Adda.JPG

OXBOW LAKE



<http://www.geograph.org.uk/photo/4060843>

FLOOD



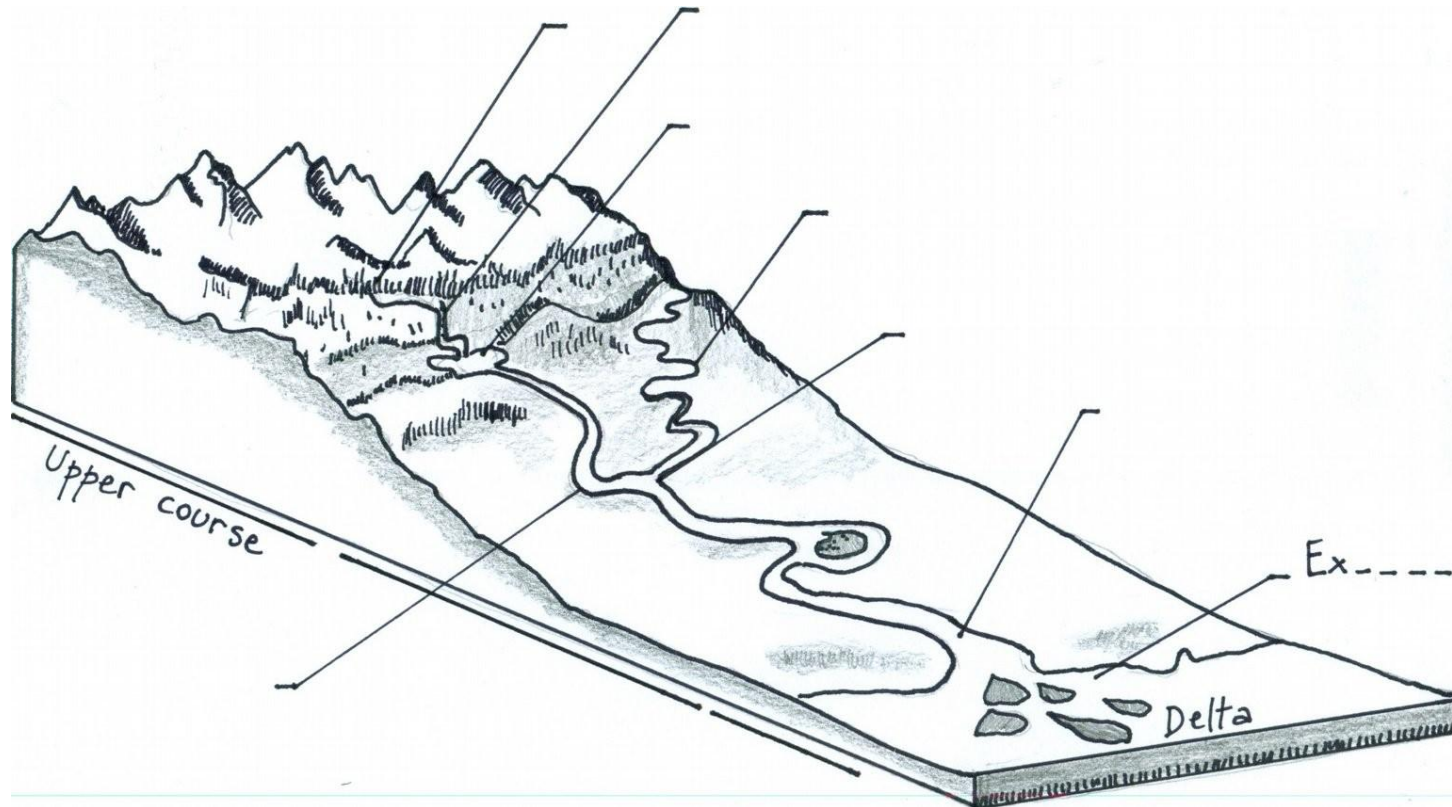
https://pixabay.com/p-139000/?no_redirect

WORKSHEET A_2

Label the diagram with these words:

Mouth - Source (or Spring) – Extruary – Confluence – Tributary – lower course - Meander – middle course - lake - waterfall

DRAINAGE BASIN DIAGRAM



WORKSHEET A_3: RIVER AND WATER VOCABULARY DOMINO GAME






FRESH WATER	A natural or man-made area of land at the side of a river bank.
EMBANKMENT	The process in which a liquid changes state and turns into a gas
EVAPORATION	The continual movement of water between the rivers, oceans, atmosphere and land
WATER CYCLE	A curve in a river
MEANDER	The place where a river meets the sea

MOUTH	Moisture that falls from the air to the ground. Includes rain, snow, hail, sleet, drizzle, fog and mist
PRECIPITATIONS	Small fragments of rock and soil
SEDIMENT	A small river that joins the main river channel.
TRIBUTARY	A place in a river where water spills suddenly downward
WATERFALL	Barriers across rivers
DAM	A natural discharge point of subterranean water at the surface of the ground

SPRING or SOURCE	An area of low, flat land where a river divides into several smaller rivers before flowing into the sea
DELTA	The place of meeting of two rivers
CONFLUENCE	An area of flat land near a river that is often flooded when the river becomes too full
FLOODPLAIN	A large amount of water covering an area that is usually dry
FLOOD	A valley having a cross-sectional profile in the form of the letter V
V-SHAPED VALLEY	A large area of water surrounded by land and not connected to the sea except by rivers or streams

LAKE	A small river
STREAM	The ground over which a river flows
RIVERBED	Water from rivers, lake etc. that has no salt in it

WORKSHEET_A4: SELF ASSESSMENT FORM

Topic: RIVERS Name: _____ date: _____			
How confident do you feel with the topic ?			
How confident do you feel with subject specific vocabulary ?			
Do you enjoy the lesson?			

WORKSHEET_A5: HOMEWORK SHEET

Read the text below

River features

A river is a watercourse. It begins at a **source**, flows into a **riverbed** and ends at a **mounth**.

The flowing **fresh water** is confined between **banks**.

A river usually starts in the mountains, from melting ice or snow, and runs through an area of land called a **drainage basin**.

Some rivers folw into a lake and they are called inflows, or they flow towards a main stern, which is the primary river; in this case they are called **tributarys**.

An outflowing river is the output of a river from a lake.

A river mouth with many branches is called a **delta**, whereas an **estuary** is an inlet of the sea.

Sometimes riverbeds have a height difference and so they form a **waterfall**.

When a river bends, it form **meanders**.

(Reduced by A. Carraglia, *History, Geography, Art. CLIL*. Pearson, 2017, p. 48)

Complete the sentences below with the correct word.

1. The beginning of a river is called: _____
2. The end of a river is called: _____
3. A river flowing into a larger river is called: _____
4. A river is confined between banks and flows inside a: _____
5. A river mounth with many branches is called: _____



<https://pixabay.com/it/domanda-punto-interrogativo-guida-2309040/>

Looking for information....

**What is the longest river in Europe?
What is the longest river in the world?
Which is the world's tallest waterfall?**

Sources

Annalisa Carraglia, *History, Geography, Art. CLIL*. Pearson, 2017

Web

<http://www.bbc.co.uk/education>

<https://pixabay.com>

<https://upload.wikimedia.org>

<http://www.geograph.org.uk>

<https://commons.wikimedia.org>

<https://static.pexels.com>