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| DEVELOPING ENGLISH THROUGH ART ORIENTED ACTIVITIES | | |
| PRIMARY SCHOOL BELTINCI, SLOVENIA  TEACHER: NATAŠA BELEC | | |
| lesson plan: senses - SOLUTIONS | | resources: |
| level: **elementary** | | lesson number: **3** |
| Age of students: 9 YEARS | | |
| UNIT: **SENSES** | | SUBUNIT: **SOLUTIONS** |
| GENERAL GOALS:  Students learn vocabulary for basic tastes. Then they learn what is a solvent, a solute and a solution. Students make experiments and tests. They create a salt picture. | | |
| VOCABULARY: solute, solvent, solution, sweet, sour, salty, hot | | |
| REQUIRED PRE KNOWLEDGE:  General vocabulary  General speaking skills | | |
| SPECIFIC OBJECTIVES (specify skills / information that will be learned):   * Students learn vocabulary for basic tastes. * They learn what is a solvent, a solute and a solution. | | |
| MATERIALS NEEDED:   * IWB + projector * Computer | OTER MATERIALS NEEDED: (realia, apps or programmes):   * Powerpoint presentation * Painting materials (paper, brushes, water, water colours or tempera paint) * (sea)salt * Small cups, pot of water, sticks or spoons for stirring * Salt, sugar, citric acid, pepper, honey, oil… | |
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| TEACHER | STUDENT |
| **LEAD IN**  The teacher teaches the students basic vocabulary for tastes in English and writes the words on the board: sweet, salty, bitter, sour, hot.  **MAIN TOPIC**  **Powerpoint presentation:**  Students learn what is a solute, solvent, solution with powerpoint and the story.  They listen to a story about a sick girl, who drinks a healling tea – water is a solvent, tea leaves are a solute and tea drink a solution.  They learn that the sea is the largest solution on the planet.  **EXPERIMENTAL WORK**  Students are given handouts and the materials for experiments. The teacher checks their work and gives guidance if neccessary.  **ART**  Salt picture. | Students say which tastes there are and give examples of food, that tastes like that.  Students put some (salt, oil, honey, citric acid…) in a cup of water and stir. Then they decide if they have a solution or not and what it tastes like.  Then they report.  Students use water colours , water and brushes and paint a (very) wet piece of paper. Then they sprinkle sea salt on it to create effects. The salt will absorb water (with paint) and create effects. The more watery the painting, better the effects. Then left to dry. |