

## **Lesson by Ms Claire Ciantar**

### **Subject**

Social Studies – Ambient Uman

### **Topic**

*Mezzi ta' Komunikazzjoni*

*Toroq u Trasport, Stazzjonijiet Centrali, L-Ajruport, Il-Portijiet u l-Istazzjon tal-Ferrovija.*

### **Lesson Description and knowledge of Class Profile**

The majority of the class uses Sequence or/and Precision at a Use First Level followed by Confluence and Technical Reasoning at a Use as Needed Level. However, I would like to reach out more to my lower level students who all have Technical Reasoning or Confluence as Use First Level. I will try to provide my students with more hands-on opportunities and visual aids in order for them to understand better. Add to this, I have noticed that the other students' interest is more captivated by these type of activities and still enjoy, participate and learn in this way. This experience will also help these students to stretch their Confluence and Technical pattern.

### **Goals**

Throughout this year, as Year 4s, we are using the Social Studies texts as reading comprehensions. So, Maltese is integrated with Social Studies, since the book *Studji Socjali ghar-raba' sena* is in Maltese. This topic – *Mezzi ta' Komunikazzjoni*, also ties well with the Global Warming Campaign our school has done throughout the second term.

The students can also relate to an Interview they did to their grandparents and a follow up lesson where we discussed how things have changed from their grandparents' life to nowadays, such as transport. As a consequence, one of the points against modern modes of transport is air and noise pollution. This topic also discusses transport which is not used on the Maltese Islands. Another Handout about past modes of transport will be done after this topic is covered.

This can also be linked with *Malta u ta' Madwarna* (Studji Socjali ghar-raba' sena p29-33), *Dezerti Shan u Keshin* (Ambjent Geografiku - Studji Socjali ghar-raba' sena p.8-13) and *Mapep* (Ambjent Geografiku – Studji Socjali ghar-raba' sena p27). We have visited Mdina and Rabat where we have experienced the cultural train ride, which passes by the old train station and the track where the old railway used to start in Mtarfa; the karozzini, as an example of an old and traditional means of transport and the venda – the bus station at Saqqajja Hill.

Thus,

- the students will comprehend the selected texts from *Studji Socjali ghar-raba' sena*;
- They will use the information and discussions held previously in other subjects and topics to compare and contrast the present and past modes of transport;
- The students will also conclude that different countries have different means of transport.

### **General Goal**

Throughout these two weeks the learners will recognize roads, bus and train stations, airports and ports as means of communication.

## **Day 1**

### **Specific Objectives and Objective Analysis**

- As a class, the learners will **define** 'Komunikazzjoni'. **Precision**(brainstorm – elicit/cmap)
- In pairs the learners will **imagine** a journey on their chosen means of travel/transport.  
**Confluence**
- As a class, the learners will **list, compare and contrast** and **demonstrate through the use of a concept map** the various means of communication and their importance, focusing on roads and transport, stations, airports and ports. **Sequence** and **Technical Reasoning**

### **Prerequisites**

The students are already accustomed to the idea of mind maps and explanations through powerpoint presentations thus introducing concept maps will be more easy. Add to this, this format of the lesson is used frequently in various subjects and topics. Throughout the year role play is integrated in various subjects and moreover, it is done as an activity during the Drama lesson.

All students would be able to list the local means of transport as many come from different villages and come to school using different modes. Most students would be able to list foreign and/or past means of transport as many enjoy Social Studies and read widely about the subject. These students take interest by asking questions to their relatives and they might also have been abroad more than once. Some students will be able to name the key words in the lesson in Maltese, English or both languages as they will link today's lesson with past lessons (in year 3 and in year 4), assemblies and campaigns.

### **Materials**

Let Me Learn pack and resources; Class Profile and Report; Inventories; flash cards (using CMap – concept map) with Key words and images from texts; Studji Soċjali għar-raba' sena (Carmen Aquilina, 2006); Whiteboard; Cmap programme (ICT); laptop and projector; toy vehicles, playmobil characters (ex. Drivers...), helmet, seat belt (other hats and clothes related to transport), flash cards of question words (word wall), Instructions Handout, Pairs List.

### **Lesson Procedure**

#### **Introduction**

*Hangman:* The students will guess the word 'Komunikazzjoni' using this game. (5 min)

*Brainstorm:* using flash cards of keywords. X'tifhem bil-kelma Komunikazzjoni? (10 min)

The students will bring up general information they know from past years, books and previous topics discussed this year. Through this exercise the teacher will have an idea on the students' level and knowledge.

Video links: (8 min)

<http://www.youtube.com/watch?v=lawvzcSNbaM&feature=related>

(Transportation around Hong Kong)

<http://www.youtube.com/watch?v=2Q0cIY-kKsE>

(Two types of transport in Malta)

Two videos: one featuring transport in Malta and one in Hong Kong will be viewed. This will not only captivate and motivate the students, but will lead them into listing further and comparing and contrasting various means of communication in particular modes of transport in different parts of the world. A reference could be made to the fact that both countries were British colonies and are now part of the Commonwealth.

## Main Activity

### Role Play (Pair work) (10 min)

The students will be divided in pairs according to their learning pattern. (see **Pairs list**)

Each pair will decide a means of transport from the ones discussed or any other of their choice.

In pairs the students will imagine and discuss what happens while they are travelling on their chosen means of transport. Eg where did they leave from? Where are they going? Who do they meet? How long does it take? Where do they stop? (see **Instructions Handout** and **Example**)



### Word Wall

On the display board, the students will be able to develop their ideas better using question words flash cards previously used in 'Mistoqsijiet' (Malti 4 Kitba u Vokabularju) .

The teacher will monitor and assist the discussions between the pairs. The students can use clothes, hats, toy cars and other pictures to help them in their discussion and creativity. These resources can help students with high confluence to focus on one idea and stimulate students with low confluence to get creative.

The teacher will choose 3 pairs to share their discussion on the means of transport.

### **Closure/Conclusion (whole class activity) 10min**

Using the Concept map, introduced at the beginning of the lesson, the teacher will insert key words mentioned by the students in the introduction and the main activity in the Concept map using the laptop whilst projecting it on the whiteboard. Other key words that the students don't come up with after eliciting, will be discussed and included in the Concept map. The concept map will be printed and a copy will given to the students.

### **Follow up/Activities**

At home, the students will read one page on each of the means of transport from Studji Socjali p48, 50, 51, 52, 53. In the following lessons, through peer tutoring the learners will answer the questions from the pages of the book mentioned. As revision, closer to the Annual tests the learners will present a 'Show and tell' about the topic discussed individually or as a group.

Xogħol f'pari -



se tkunu qed taħdmu tnejn, tnejn skond il-lista li semmiet l-għalliema.

1. Ieqaf u aħseb dwar dak li ntqal fil-bidu tal-lezzjoni:

- Mezzi ta' Komunikazzjoni

-trasport

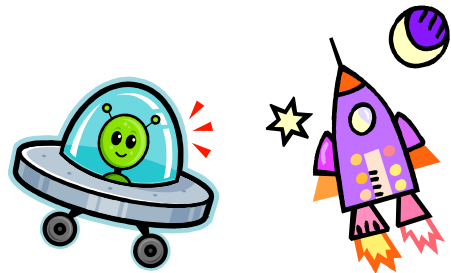


2. Flimkien aghzlu mezz ta' transport jew li semmejna waqt il-lezzjoni s'issa jew

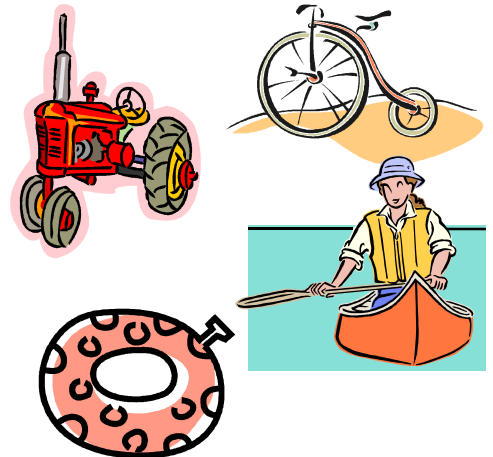
oħrajn bħal...\_\_\_\_\_ jew \_\_\_\_\_.

3. Immaginaw li se tużaw dan il-mezz ta' trasport.

Uża l-flex kards fuq il-bord biex jgħinuk.



- Liema mezz ta' trasport għazilt?
- Qatt irkibt dan il-mezz jew qrajt jew rajt xi program dwaru fuq it-televiżjoni?
- Min isuq dan il-mezz? Int min inti? X'qed tagħmel fuq dan il-mezz? Ma' min tiltaqa'?
- Kemm se ddum biex tasal? Fejn trid tmur?
- Minn fejn tlaqt?
- Fejn wasalt?
- Għaliex waqaf tu/mort hemmhekk?
- Kif u minn fejn għaddejt?
- Meta wasalt, x'għara?



Uża' l-istampi u l-oġġetti biex jgħinuk.

Eżempju

Imbagħad jiġu t-turisti mill-*cruise liners* min ħdejn il-*Waterfront* u l-ewwel joqogħdu jippużaw miegħi għal xi ritratt, iżda wara jkollu nagħmel xogħoli u ndur dawra ma waħda mill-isbaħ bliet fl-Ewropa!

NIIIIIII!!

Jiena Żiffa, debbha b'saħħitha. Noqogħod go stalla fil-Marsa viċin il-korsa. Kull filgħodu sidi Filippu jehodni il-Belt, ħdejn il-venda biex nigbed il-karozzin. Tgħidx kemm nieħu gost meta jgħaddu tfal u jibqgħu jħarsu lejha magħġbin bis-sbuħija tiegħi.



Nitlaq b'galopp ħafif, b'ħaż-żiffa li tmelles lil ħaddejha waqt li nżid il-veloċita ftit ftit. Nitla' ħdejn Dar il-Mediterran - l-isptar tal-kavallieri. Ehhh! Minn jaf kemm il-bużnannu gie u telaq min hawn meta kien messagġier għall-Fra Bartolo. Xi ġmiel ta' veduta tal-Port il-Kbir. Alla volja ngħaddi minn hawn spiss, ma nixba' qatt nħares lejn il-yots jitbandlu fuq il-mewġ u lejn l-luzzu jehemżuli b'dawk l-għajnejn ikkuluriti. Qehehehhhh! Bleh! Yaq! Kemm nobgħod meta tgħaddi xi xarabank iddaħħan jew xi karozza bir-radju jgħajjat. Tgħidx x'kull qatgħa nieħu!!! Mela ħaseb li qiegħed Paceville! Jiena għal kwiet nħobb noqgħod nisma' l-ħsejjes tan-natural!