

Lesson plan

Growing plants

School	<input checked="" type="checkbox"/> Primary	<input type="checkbox"/> Middle	<input type="checkbox"/> High		
Year / Class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Subject: Science		Topic: Seeds and plants			
CLIL language: English					

Teacher / Teaching team profile	Teacher's role: Main Teacher
	Subject taught: Science

Student group profile	CEFR Level: A2
	N. of Students: 18
	<ul style="list-style-type: none"> Experiences of CLIL: CLIL from 1st class English mother tongue: / Other mother tongue: 1 learner Migrant background: 3 learners Special Educational Needs: 2 learners Other: /

Timetable fit	Module: 6 lessons	Previous lessons: /
		Future lessons: 5 lesson
	Module length: 12 hours	
	N. of tuition hours per week: 2 hours	

Resources & tools	<ul style="list-style-type: none"> ▪ Variety of beans (black beans, broad beans, runner beans, mung beans) ▪ Seeds (pumpkin seeds, sunflower seeds) ▪ Fruits and vegetables (apples, pea pods) ▪ Plant pots ▪ Soil ▪ Cotton ▪ Sand ▪ Magnifying glasses ▪ Pencils, coloured pencils, crayons ▪ Group's notebooks ▪ Group's chart ▪ Labels ▪ The story of "Jack and the Beanstalk"
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	Subject	Language
Students' prior knowledge, skills, competencies	<ul style="list-style-type: none"> ○ The importance of the plants ○ Plants like living things ○ Big/small ○ Shape (circle, square, ...) ○ Colours (black, brown, ...) ○ Numbers (one, two,) 	<ul style="list-style-type: none"> ○ A plant is... / Plants are ... ○ There is... / There are.... ○ In my opinion... / In our opinion ... ○ I think that... / We think that ... ○ I can see ... / We can see ... ○ The seeds are... ○ This seed is... ○ I agree / I don't agree ○ Why... / Because ...

Learning Outcomes expected for this lesson	<ul style="list-style-type: none"> • Children will learn that plants born from the seeds. • Children will learn that plants grow and produce seeds and that these grow into new plants • Children will be able to compare the similarities and differences of a variety of seeds and plants and sort them into groups
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- Children will be able to plant their own seeds in order to make careful observations of their growth over a period of time and record their findings in a chart

Methodology	<ul style="list-style-type: none">– Peer tutoring– Learning by doing– Group work
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Activity	Activity aims	Activity procedure	Language	Interaction	Materials	Timing	Assessment
1	Introduce and motivate the learners to the topic	The teacher reads the story of " <i>Jack and the Beanstalk</i> " and shows the pictures of the book to the children	Seed / Seeds Bean / Beans Plant / Plants / Planting Beanstalk Grow / Grew / Growing	Whole class	-The book of "Jack and the Beanstalk" (Attachment 1)	20 minutes	/
2	Check the understanding of the story	The teacher asks the learners some questions	Seed / Seeds Bean / Beans Plant / Plants Beanstalk Grow / Grew / Growing I agree / I don't agree I think that... In my opinion... Why / Because...	Whole class	/	15 minutes	-Do you think the story was true? -Would a beanstalk really have grown from beans? -Can you explain what is happening?

3	Describe, compare and contrast seeds, beans	<p>-The teacher shows the learners some different varieties of beans and a collection of fruit that have been cut or opened</p> <p>-The teacher asks them to explain what they see, to identify where the seeds are. Learners can describe, compare and contrast the seeds</p> <p>-Learners will also be using magnifying glasses to look at different seeds</p>	<p>Seed / Seeds Bean / Beans Fruit/ Fruits</p> <p>I can see The seeds are... This seed is... It is... It isn't ... They are... They are not...</p>	Whole class	<p>-Different varieties of beans (broad beans, runner beans, black beans, mung beans)</p> <p>-Collection of fruits (apples, melons, pears)</p> <p>-Magnifying glasses</p>	15 minutes	/
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4	<p>Composition of groups</p> <p>Explain and organise the activity</p>	<p>-Four groups are formed (on a random basis)</p> <p>-The teacher explains that each group will be planting a variety of seeds in plant pots and learners will need to observe them closely over the next few weeks</p>	<p>Seed / Seeds</p> <p>Bean / Beans</p> <p>Plant / Plants / Planting</p> <p>Plant pots</p>	Whole class	/	10 minutes	/
5	<p>Observe some objects and describe them together</p>	<p>-A different type of seed is delivered to each group</p> <p>-Groups will need to look carefully at the colours, sizes and shapes and report the information in the group's notebook</p> <p>-Groups draw the seeds in the group's notebooks</p>	<p>Seed / Seeds</p> <p>Bean / Beans</p> <p>I can see...</p> <p>We can see..</p> <p>The seeds are...</p> <p>This seed is...</p> <p>We think that...</p>	Group work	<p>-Groups' notebook</p> <p>-Colored pencils</p> <p>-Pencils</p> <p>-Crayons</p> <p><i>Group 1: Broad beans</i></p> <p><i>Group 2: Sunflower seeds</i></p> <p><i>Group 3: Pumpkin seeds</i></p> <p><i>Group 4: Mung beans</i></p>	20 minutes	<p>The teacher moves among groups. She stimulates communication with some questions:</p> <p>What is your opinion of... ?</p> <p>Which one is... ?</p> <p>What is...?</p> <p>Why ...?</p>

6	Manipulate materials, compiling information and reason together about the possible consequences	<p>-Groups plant their seeds in three plant pots (with soil, cotton and sand), label them with the name and date</p> <p>-Groups predict what will happen with their three plant pots</p>	<p>Seed / Seeds Bean / Beans Plant pots Soil Cotton Sand Label</p>	Group work	<p>-Seeds andbeans -Cotton -Sands -Plant pots -Soil</p>	20 minutes	<p>The teacher moves among groups. She stimulates communication with some questions:</p> <p>Why do you think...? What would happen if ...?</p>
7	Reason together and complete a group's chart	<p>-The teacher explains that the class will keep a record of their growth in a chart, and in their groups' notebooks</p> <p>-Learners complete the first part of the groups' chart and write their observations in the groups' notebook</p>	<p>Seed / Seeds Bean / Beans Plant pots Soil Cotton Sand Label</p> <p>I can see... It is...</p>	Group work	-Groups' chart (<i>Attachment 2</i>)	10 minutes	/

8	Ask questions to assess and summarize	The teacher asks to the learners some questions to assess and summarize the lesson	Seed / Seeds Bean / Beans	Whole class	/	10 minuti	<p>The teacher moves between groups. She stimulates communication with questions: What will happen if...?</p> <p>Can you name some of the seeds that have you planted?</p> <p>Can you describe in order the process of planting a seed?</p>
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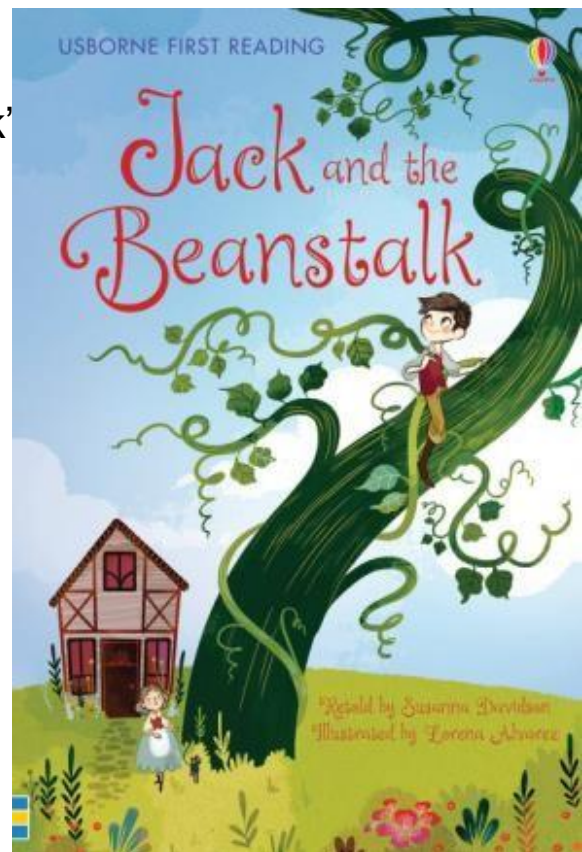
Attachment 1

The book of “Jack and the Beanstalk”

Usborne First Reading, Hardcover, 2015

Related by Susanna Davidson

Illustrated by Lorena Alvarez



Group chart

Group: _____

Plant observation sheet

Date	Description	Drawing