



**BIODIVERSITY:
PLANTS AND ANIMALS**

LET'S BLOOM

LESSON 2

SUBJECT	English listening, speaking, and grammar
AGE / CYCLE	6-9 years, <i>First Cycle</i>
OBJECTIVES	<p>Speaking Uses one or two learned expressions of animals or plants.</p> <p>Listening Understand simple information about an object.</p> <p>Reading Sequence pictures to show understanding of a text.</p> <p>Writing Organize pictures within a graphic organizer.</p>
ESTIMATED TIME	40 minutes
MATERIALS	<p>Download Youtube video for warmup and set up TV or projector.</p> <p>Markers or chalk.</p> <p>Copies of annexes 1 and 2.</p>
ESSENTIAL QUESTION OR SCENARIO	<i>Humans, animals and plants are living things that need each other.</i>
LEVEL - UNIT	Second Grade, Unit 5
KEY WORDS	Stem, leaf, root, seed, flower, sun, shower, water, grow
TYPES	PDF, Video
AUTHOR	 <p>Yensy Cervantes Zúñiga, Marcelino García Flamenco Elementary School, <i>Liberia, Guanacaste, Costa Rica</i></p>

EVALUATION GOALS

Students will be able to:

- 1 Show the process of plant growth in a graphic organizer.
- 2 Describe color, size, names of about 6 local plants and flowers.
- 3 Draw pictures of lesson vocabulary for other students to identify.

DEVELOPMENT

Preparation

- 1 Download Youtube video for warmup and set up TV or projector.
- 2 Markers or chalk.
- 3 Copy of graphic organizer and parts of plant, cut up (annex 1)
- 4 Pictures of local flowers and plants.

1 WARMUP

5 mins.

Show the video from lesson 1 and sing with it again.

<https://www.youtube.com/watch?v=RSBcMYYEwtM>

“Flower, stems, leaves and roots, leaves and roots.

Flower, stems, leaves and roots, leaves and roots.

And all it takes is sun and showers,

And the seed grows into a flower.”

*Video player,
internet connection
or video downloaded*

2

15 mins.

The teacher shows children pictures of the growth of a flower (see annex) and they name the parts together: **seed**, **water**, **air**, **sun**, **roots**, **stem**, **leaves**, and **flower**. Give graphic organizer and sets of pictures to groups of 3-4 students and have them put them in order. Check answers together and make corrections, if needed. (Note that the order of **sun** and **water** can vary.) Then students should write the name of the item in each square.

Annex 1

**3***10 mins.*

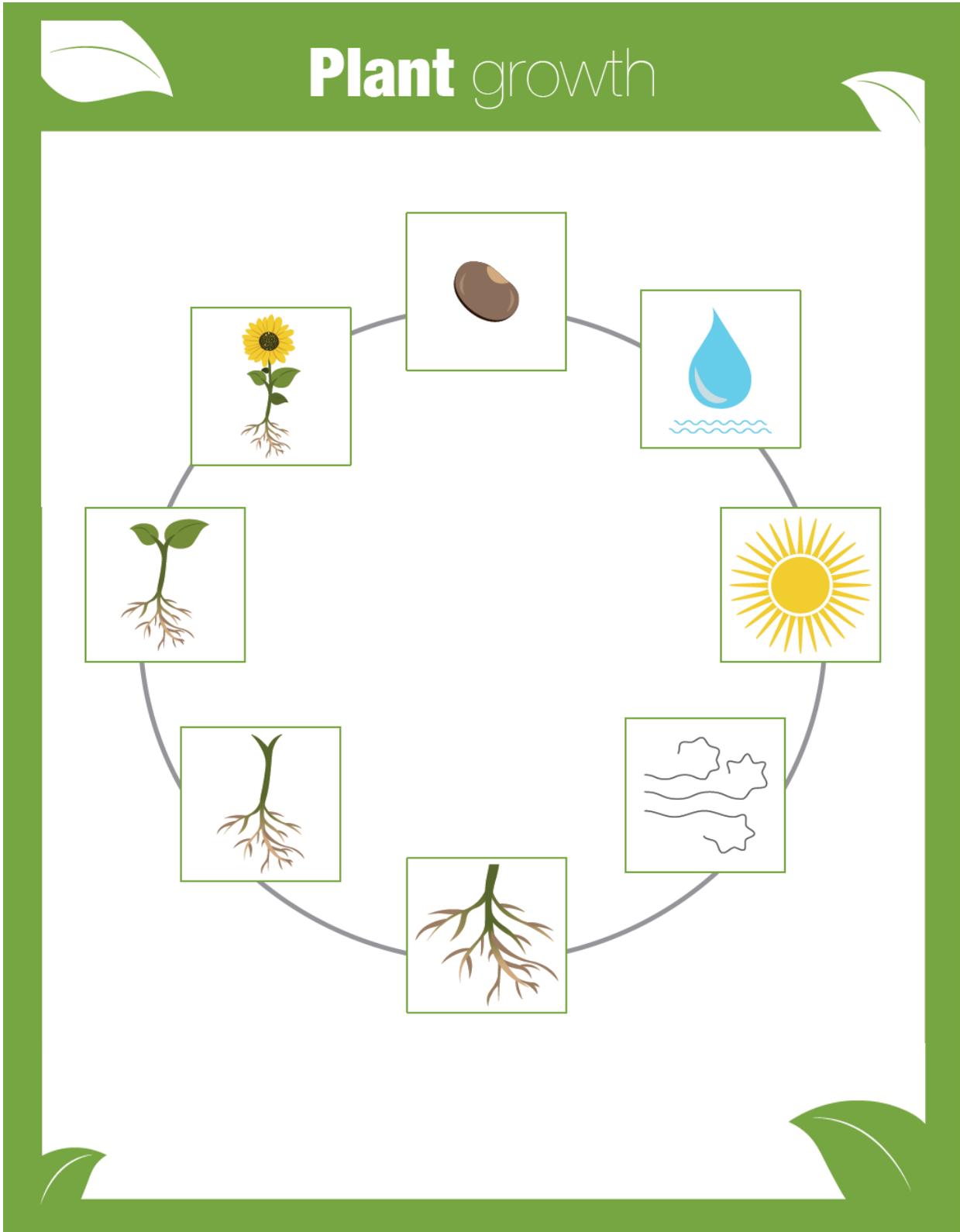
Show children pictures of different kinds of plants and flowers common to their location. Ask children, **What is this? It is a ----. It is (green, tall, etc.)** Elicit adjectives from the children to describe them, including color, size, and name.

*Pictures of local
tree, bush, variety
of flowers—about
6 total*

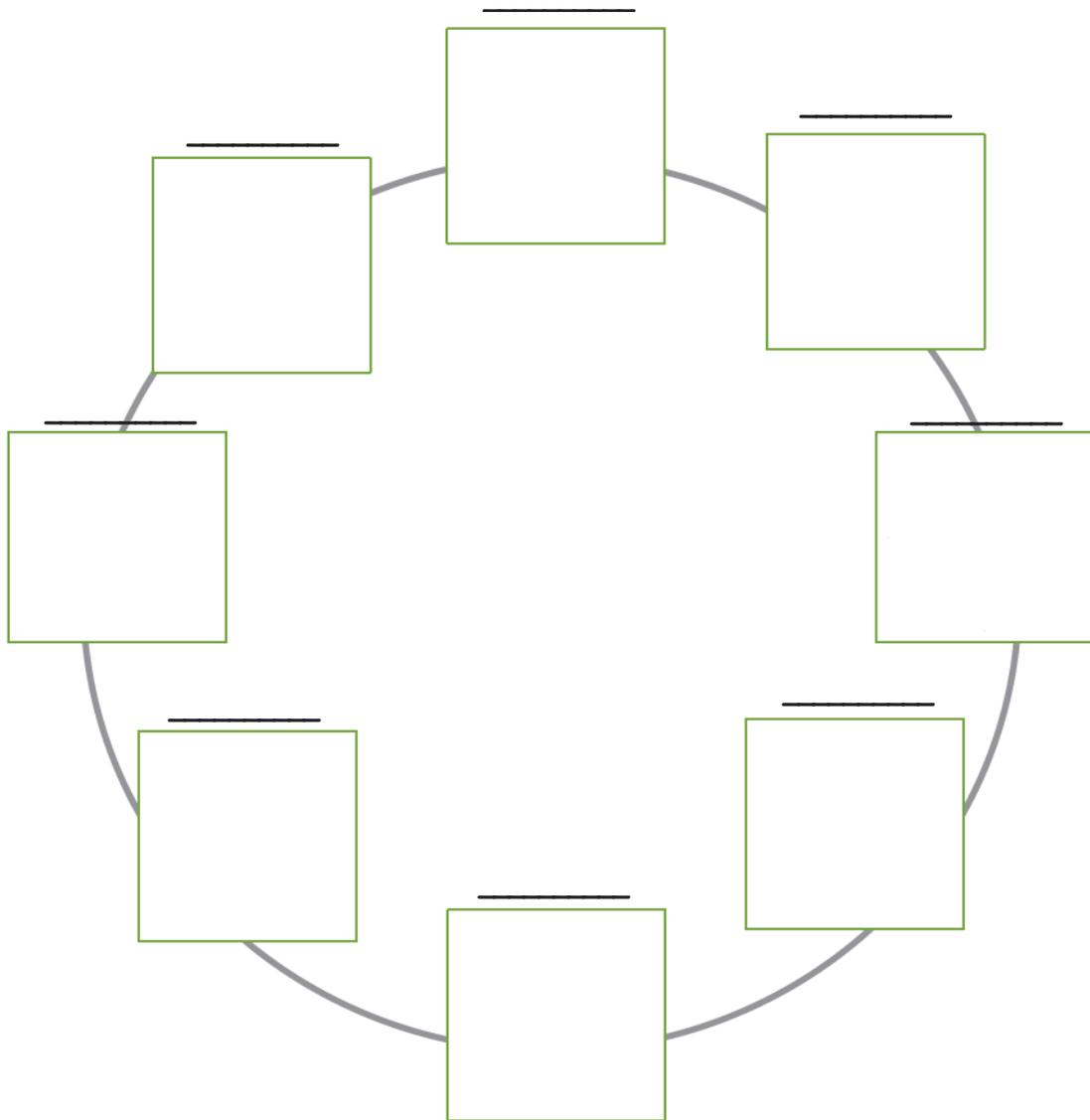
4*10 mins.*

Teacher puts pictures from activities 2 and 3 into a bag and asks children one at a time to choose a picture from the bag, without showing anyone else, and draw it on the board. The other students guess what the child has drawn.

ANNEX 1

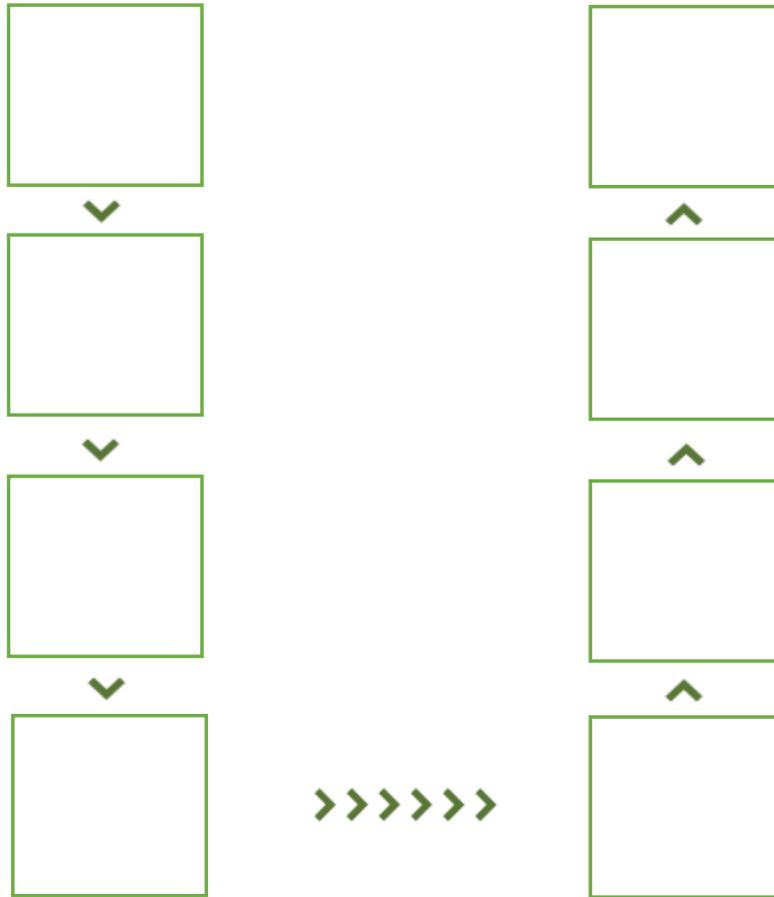


Plant growth

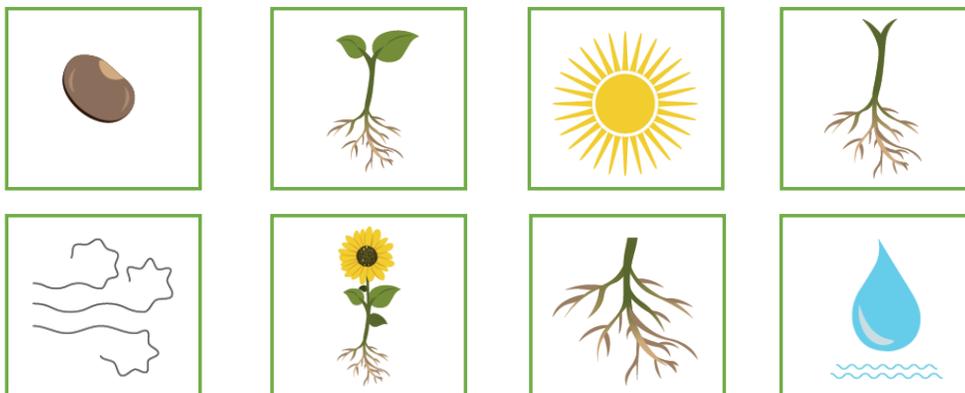


Name: _____

Plant life cycle



Cut the boxes out below and glue them in the correct order above.



ANNEX 2



