



**BIODIVERSITY:  
ECOSYSTEMS**

# PLANTS ARE OUR FRIENDS

## LESSON 1

<b>SUBJECT</b>	English
<b>AGE / CYCLE</b>	5-7 years, <i>Transition Cycle</i> 6-9 years, <i>First Cycle</i>
<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Identifying new sounds.</li> <li>2. Imitating the pronunciation of new words.</li> <li>3. Demonstrating comprehension of simple familiar phrases.</li> </ol>
<b>ESTIMATED TIME</b>	40 minutes
<b>MATERIALS</b>	<i>Annex 1</i> Pictures of land with and without plants Video player, YouTube video <i>Annex 2</i> Flashcards Dirt, seeds, pot, water
<b>ESSENTIAL QUESTION OR SCENARIO</b>	<i>Why are plants and trees important to us?</i>
<b>LINGUISTIC COMPETENCIES</b>	<ol style="list-style-type: none"> <li>1. Identifying new sounds.</li> <li>2. Imitating the pronunciation of new words.</li> <li>3. Demonstrating comprehension of simple familiar phrases.</li> </ol>
<b>LEVEL - UNIT</b>	Transition cycle, Unit 3
<b>KEY WORDS</b>	seed, sun, rain, roots, leaves, stem, flower
<b>TYPES</b>	PDF, Video
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## EVALUATION GOALS

*Students will be able to:*

- 1 Express their feelings about plants orally and by showing thumbs up or thumbs down.
- 2 Repeat the words for growing plants from a video.
- 3 Identify parts of a plant and put pictures in order of growth, using flashcards.
- 4 Plant seeds in a flower pot, using vocabulary in English.

## DEVELOPMENT

### 1 WARMUP

*5 mins.*

Teacher shows flashcards of how a landscape looks without plants. Ask students to say any words they know in English to describe the pictures. Ask them if they feel happy (thumbs up) or sad (thumbs down) when they see these pictures.

Now show the pictures of places with plants. Ask students to say any words they know in English to describe the pictures. Ask them how they feel when they see the pictures. Ask them if they feel happy (thumbs up) or sad (thumbs down) when they see these pictures.

Ask them, “*Why do we need plants? We need plants to be happy and healthy.*” Allow students to talk about plants they see at home and at school.

*Annex I*

### 2

*10 mins.*

Show the video: From a Seed to a Flower  
<https://www.youtube.com/watch?v=dJjNh2pMSB8>

Repeat the words in the video with students after you hear them:

*A Seed*

*Sun, rain* (the video doesn't show these words, it says “*A seed needs sun and rain to grow.*”

Just practice “sun” and “rain.”)

*Roots*

*Leaves*

*Stem*

*Flower bud*

*Flower*

Watch the video again, without the sound, and practice pronouncing the words clearly. Stop and start the video if necessary to practice the words. Play the video and repeat 2-3 times.

*Video player,  
internet connection,  
or video download*

3

5 mins.

Show students flashcards with pictures of *seed, sun, rain, roots, leaves, stem,* and *flower.*

Practice showing the pictures and saying the words together. Then show the picture and ask children to say the words. Finally, give out the flashcards to pairs of children. When you say the word, the children with that picture stand up.

*Annex 2*

4

5 mins.

Give out sets of flashcards to groups of 7 students, one for each student. Ask them to stand in the order of the growth process of a plant, that is, first the *seed,* then *sun, rain, roots, leaves, stem,* and *flower.* Let each group check with the others for accuracy. Note that sun and rain can be anywhere in the process. Take this opportunity to explain how sun and rain help plants grow.

*Annex 2*

5

15 mins.

The students, with the teacher's help, will plant some bean seeds in flower pots. They will use the target vocabulary as they complete the process. The pots can stay in the classroom for children to water and watch them grow.

**Option**

Bring paper cups, dirt, and seeds for each child to plant and take home.

*Seeds, dirt, flower pot, water*

## ANNEX 1

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## ANNEX 2

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