

## Es wächst! (Growing things)

### 2. Life cycle of a plant

**Prior Knowledge:** It is helpful if children can recall some vegetable words.

<p><b>Objectives</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p><b>Support</b></p> <p>Encourage more reluctant children with plenty of eye contact.</p> <p>Some children will need a copy of the alphabet to refer to.</p> <p><b>Extension</b></p> <p>Create a labelled display of a wider selection of fruit, vegetables and their seeds using a dictionary or word list.</p> <p>Match text with pictures or copy-write stages of the plant life cycle.</p>	<p><b>Main</b></p> <p>Ask children to recall the names of vegetables and label each one.</p> <p>Give six children a vegetable label each and ask them to stand in a line, in dictionary order of the vegetables and read the labels aloud.</p> <p>Show children a bean seed and say <i>Hier ist ein Samen</i>. Explain it is a seed. In order to identify which vegetable it came from, ask <i>Ist es der Samen von einer Tomate / einer Gurke / Kresse?</i> until the seed has been correctly identified.</p> <p>Ask children in English what they know about the life cycle of a plant. Using pictures, describe in German the different stages. (See Teacher Language)</p> <p>Model this again, performing a mime or gesture to illustrate each stage. Children repeat the words and the mime to show understanding. This can be repeated several times.</p> <p><u>ICT Opportunities:</u> Create the life cycle of the plant in plasticine and take photos. Animate photos using a digital editing package to give the effect of the plant growing.</p> <p>Give individual children a picture of one of the eight stages. Call out each stage in order and children arrange themselves accordingly. Repeat, with different groups of children and when they are ready to move on, call out the stages in random order to encourage children to listen carefully. Children can discuss the strategies they used to allow them to listen appropriately and complete the activity.</p> <p>Phonic focus: read the life cycle of a plant again. Tell the children which phoneme you are going to be looking for, eg <i>au, ä, ie, ei, ch</i>. As you show each picture again, hold up a card showing the phoneme(s) you want them to find. Children have two minutes to discuss with a talk partner before feeding back the words with the identified phonemes. Add examples of the sounds to the sound bank.</p> <p><u>ICT Opportunities:</u> Use embedded sound files in a multimedia presentation to revise key sounds.</p> <p>Give children, in pairs, an envelope containing the life cycle cut up into sentence strips, as well as pictures of the different stages. Ask them to order the sentence strips and match them to the pictures. Feedback and order them as a whole class.</p>
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#### Grammar

For teachers:

#### Grammar

For children:

Noticing patterns in more complex

#### Phonics focus

For teachers:

#### Phonics focus

For children:

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3 <sup>rd</sup> person singular – <i>wächst, gibt</i> – and 3rd person plural – <i>wachsen</i>	sentences.	ä – <i>wächst, Blätter</i> ie – <i>Stiel, hier, die</i> ei - <i>ein</i> ch - <i>Frucht</i> au - <i>aus</i>	ä – <i>wächst, Blätter</i> ie – <i>Stiel, hier, die</i> ei - <i>ein</i> ch - <i>Frucht</i> au - <i>aus</i>
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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>recall, retain and use vocabulary</li> <li>join in with a non-fiction text</li> <li>read aloud familiar words</li> <li>show understanding of what they hear through a physical response</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><b>Writing</b> - Years 3 - 4</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p><b>Science</b></p> <p><u>Plants</u> – Years 3 – 4</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p><b><u>Throughout the week:</u></b></p> <p>Throughout the week, children act out and join in with the telling of the life cycle of a plant.</p> <p>Write vegetable words as a calligram (a word, phrase or poem in which the handwriting or font is part of the focus).</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Picture flashcards, real or plastic vegetables</li> <li>Text cards or labels for vegetables</li> <li>Bean seed</li> <li>Extension: Seeds from some of the other vegetables</li> <li>Picture flashcards of stages of the plant life cycle</li> <li>Envelopes containing life cycle sentences and pictures for pair work</li> <li>Multimedia presentation with sound files</li> <li>Digital camera</li> <li>Digital editing package for animating photo story</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>When looking at gender of articles it will be up to the teacher to decide whether or not it is appropriate to use the grammatical terminology at this stage.</li> <li>When introducing a new text you may wish to introduce and practise the nouns first, before building up to whole sentences.</li> </ul>	

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Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<p>eine Tomate eine Gurke etwas Kresse eine Bohne eine Karotte ein Kopfsalat</p> <p>Hier ist...: ein Zettel ein Samen ein Bohnensamen</p> <p>Ist es der Samen von einer Tomate / einer Gurke / Kresse</p> <p>Ordnet/ordne die Wortkarten in alphabetischer Reihenfolge!</p> <p>Lest... Hier ist ein Samen Die Wurzel wächst Aus der Wurzel wächst der Stiel Nach dem Stiel wachsen die Blätter Nach den Blättern wächst die Blüte Nach der Blüte wächst die Frucht Die Frucht gibt uns Samen Hier ist ein Samen</p> <p>Wiederholt! Macht eine Geste!</p>	<p>a tomato a cucumber some cress a bean a carrot a lettuce</p> <p>Here is... a label a seed a bean seed</p> <p>Is it the seed of a tomato / a cucumber / cress?</p> <p>Put (plural/singular) the labels in alphabetical order</p> <p>Read... Here is a seed. The root grows. After the root, the shoot grows. After the shoot, the leaves grow. After the leaves, the flower grows. After the flower, the fruit grows. The fruit gives us the seeds. Here is a seed.</p> <p>Repeat Make up a mime</p>	<p>eine Tomate eine Gurke etwas Kresse eine Bohne eine Karotte ein Kopfsalat</p> <p>ein Samen ein Bohnensamen</p> <p>Hier ist ein Samen Die Wurzel wächst Aus der Wurzel wächst der Stiel Nach dem Stiel wachsen die Blätter Nach den Blättern wächst die Blüte Nach der Blüte wächst die Frucht Die Frucht gibt uns Samen Hier ist ein Samen</p>	<p>a tomato a cucumber some cress a bean a carrot a lettuce</p> <p>a seed a bean seed</p> <p>Here is a seed. The root grows. After the root, the shoot grows. After the shoot, the leaves grow. After the leaves, the flower grows. After the flower, the fruit grows. The fruit gives us the seeds. Here is a seed.</p>