

Ça pousse! (Growing things)

2. Life cycle of a plant

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

<p>Objectives</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>Support</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>Extension</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>Main</p> <p>Ask children to recall the names of vegetables and label each one. 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>Voici une graine</i>. Explain it is a seed. In order to identify which vegetable it came from, ask <i>C'est la graine d'une tomate/d'un concombre/du cresson?</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 French 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>Focus on the sound [ɛ] è as in <i>très</i>. Read out a list of words such as <i>graine, racine, fleur, après, tomate, concombre, j'aime</i>. Ask the children to listen out for the sound è and to make a gesture (such as a downward slash through the air) when they hear the sound (e.g. in <i>graine, très, après, j'aime</i>).</p> <p>Show the written form of the words containing the [ɛ] è sound and include <i>j'aime</i> and <i>très</i>. What do the children notice? Can they work out two ways of writing the è sound (i.e. è and aî)? Add è 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 sentences, as well as pictures of the different stages. Ask them to order the sentences and match them to the pictures. Feedback and order them as a whole class.</p>
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Grammar <u>For teachers:</u> 3 rd person singular – il/elle <i>pousse, donne</i> – and 3rd person plural – ils/elles <i>poussent</i>	Grammar <u>For children:</u> Noticing patterns in more complex sentences.	Phonics focus <u>For teachers:</u> [a] a – <i>la, racine</i> [u] ou – <i>pousse</i> [ø] eu – <i>fleur</i> [yi] ui – <i>fruit</i> [s] c – <i>voici, racine</i> (c makes a soft sound before the i) silent final consonants – <i>après, fruit, plural s</i>	Phonics focus <u>For children:</u> [ɛ] è, ai – <i>après, très, graine, laitue</i>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> recall, retain and use vocabulary join in with a non-fiction text read aloud familiar words show understanding of what they hear through a physical response 	<u>New National Curriculum Links</u> English Writing - <u>Spelling</u> – Years 3 - 4 Use the first two or three letters of a word to check its spelling in a dictionary Science <u>Plants</u> – Years 3 – 4 Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<u>Throughout the week:</u> Throughout the week, children act out and join in with the telling of the life cycle of a plant. Write vegetable words as a calligram (a word, phrase or poem in which the handwriting or font is part of the focus).	<u>Resources</u> <ul style="list-style-type: none"> Picture flashcards, real or plastic vegetables Text cards or labels for vegetables Bean seed Extension: Seeds from some of the other vegetables Picture flashcards of stages of the plant life cycle Envelopes containing life cycle sentences and pictures for pair work Multimedia presentation with sound files Digital camera Digital editing package for animating photo story
<u>Teaching Tips</u> 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.	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>une tomate</i>	a tomato	<i>une tomate</i>	a tomato
<i>un concombre</i>	a cucumber	<i>un concombre</i>	a cucumber
<i>du cresson</i>	some cress	<i>du cresson</i>	some cress
<i>un haricot</i>	a bean	<i>un haricot</i>	a bean
<i>une carotte</i>	a carrot	<i>une carotte</i>	a carrot
<i>une laitue</i>	a lettuce	<i>une laitue</i>	a lettuce
<i>Voici...</i>	Here is...		
<i>une étiquette</i>	a label	<i>une graine</i>	a seed
<i>une graine</i>	a seed	<i>une graine de haricot</i>	a bean seed
<i>une graine de haricot</i>	a bean seed		
<i>Rangez/Range les étiquettes par ordre alphabétique</i>	Put (plural/singular) the labels in alphabetical order	<i>Voici une graine.</i>	Here is a seed.
<i>Lisez...</i>	Read...	<i>La racine pousse.</i>	The root grows.
<i>Voici une graine.</i>	Here is a seed.	<i>Après la racine, la tige pousse.</i>	After the root, the shoot grows.
<i>La racine pousse.</i>	The root grows.	<i>Après la racine, les feuilles poussent.</i>	After the shoot, the leaves grow.
<i>Après la racine, la tige pousse.</i>	After the root, the shoot grows.	<i>Après les feuilles, la fleur pousse.</i>	After the leaves, the flower grows.
<i>Après la tige, les feuilles poussent.</i>	After the shoot, the leaves grow.	<i>Après la fleur, le fruit pousse.</i>	After the flower, the fruit grows.
<i>Après les feuilles, la fleur pousse.</i>	After the leaves, the flower grows.	<i>Le fruit donne les graines.</i>	The fruit gives us the seeds.
<i>Après la fleur, le fruit pousse.</i>	After the flower, the fruit grows.	<i>Voici une graine.</i>	Here is a seed.
<i>Le fruit donne les graines.</i>	The fruit gives us the seeds.		
<i>Voici une graine.</i>	Here is a seed.		
<i>Répétez</i>	Repeat		
<i>Mimez la situation</i>	Make up a mime		