

# LESSON PLAN FORMAT

<b>SUBJECT</b>	Science	<b>GRADE</b>	10th
<b>TOPIC</b>	The process of growing plants making vegetables/ medicine gardens	<b>LENGTH</b>	5 sessions ( Hours)
<b>AIMS</b>			
<b>MAIN AIMS</b>			
<i>(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)</i>			
<p><i>By the end of the lesson, the students will know about the process of creating a vegetable/ medicine garden, its importance for their lives and the impact their contribution could have in their environment.</i></p>			
<b>Subsidiary aims</b>			
<ul style="list-style-type: none"> <li>● Learn about the growing plants and the tools needed for this process</li> <li>● Create a written/inform about the process involved in the creation of the garden</li> <li>● Work as teams developing leading, negotiating, planning and creating skills throughout the process.</li> </ul>			
<b>TEACHING OBJECTIVES</b>			
<b>Content</b> <i>(New knowledge, skills and understanding)</i>	<b>Cognition</b> <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	<b>Culture</b> <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<ul style="list-style-type: none"> <li>● Learn about the process of growing plants</li> <li>● Learn about the differences between the types of plants ( vegetables and medicinal ) according to their growing process.</li> <li>● Learn about the requirements to create a vegetable/medicinal plants garden.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the stages of growing plants</li> <li>● Design action plans to create a garden</li> <li>● Present the results of the plan, written and orally.</li> </ul>	<ul style="list-style-type: none"> <li>● Work in groups to create a garden</li> <li>● Create an awareness campaign about the importance of growing plants.</li> <li>● Create a garden at school.</li> </ul>	
<b>Communication</b> <i>(What and how)</i>			
<b>Language of Learning</b> <i>(Key vocabulary – content-obligatory) (Key vocabulary – contenny)</i>	<b>Language for Learning</b> <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	<b>Language through learning</b> <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
<ul style="list-style-type: none"> <li>● Imperatives</li> <li>● Present simple tense</li> <li>● Parts of the plants</li> <li>● Vocabulary about the living cycle of a plant</li> </ul>	<ul style="list-style-type: none"> <li>● Understands and produces oral and written texts about topics of interest and relevance in the community</li> <li>● Create an informative text</li> <li>● Create an instructional text</li> <li>● Make an oral presentation about the process they have been through.</li> </ul>	<p><i>Las expresiones que pueden usar los alumnos ( las palabras y/o expresiones que van preguntando )</i> <i>Progresión en complejidad</i></p> <ul style="list-style-type: none"> <li>● Ordinal numbers First... Second... Third...</li> <li>● vocabulary: Tools 1. Gloves 2. Pruning Shears 3. Loppers</li> </ul>	





		<ul style="list-style-type: none"> <li>4. Garden Fork</li> <li>5. Hand Trowel</li> <li>6. Spade</li> <li>7. Rake</li> <li>8. Hoe</li> <li>9. Garden Hose with Adjustable Nozzle</li> <li>10. Watering Wand</li> <li>11. Watering Can</li> <li>12. Wheelbarrow</li> </ul>
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**CRITERIA FOR ASSESSMENT**

(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)

<p><b>Formative Assessment</b></p> <p><b>Cooperative work ( groups)</b>  <b>Meetings each class to notify their progress</b></p>	<p><b>Summative Assessment</b></p> <p><b>Lapbook</b>  <b>plan for the creation of the garden</b>  <b>oral presentation of the process ( interview)</b>  <b>Garden</b></p>
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LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
15 minutes	warm up	T ask sts: <ul style="list-style-type: none"> <li>• Do you know these objects?</li> <li>• What plants can we see around our houses?</li> <li>• Have you seen plants around school?</li> <li>• What do we need plants for?</li> </ul>	flash cards
15 minutes	Lead in	T shows a Poster to sts: This is a plant and these are the main parts we can see on them.... T starts showing and explaining the different parts of the plant and their function.	Poster
15 minutes	Guiding Input	T shows a video about the plants and their growing process...  T explains the information presented in the video	 Parts of a Plant   #aums...
15 minutes	Task individually	The sts answer some questions according to the information presented in the video. questions: <ol style="list-style-type: none"> <li>1. What are the main parts of a plant?</li> <li>2. What is the root?</li> <li>3. What are the parts of the shoot?</li> <li>4. What is the function of the stem?</li> <li>5. What do the leaves do?</li> <li>6. What is pollination?</li> <li>7. What does a plant need for living?</li> </ol>	 Parts of a Plant   #aums...  Tv set or cell phones Board markers
20 minutes	Interactive activity Individually	As evaluation of this part, the sts will answer the questions presented on the exercise.	computer/ phones internet connection  <a href="https://es.liveworksheets.com/worksheets/en/Natural_Science/Parts_of_a_plant/Parts_of_a_plant_op27783he">https://es.liveworksheets.com/worksheets/en/Natural_Science/Parts_of_a_plant/Parts_of_a_plant_op27783he</a>
30 minutes	Task (written practice) groups of 6	Sts will have a plant assigned, they will look for information about the plant they have and create a Poster/ lapbook about it.  They will look for: <ul style="list-style-type: none"> <li>• Birth of plants (seed and/or bulbs)</li> <li>• Specifications of each plant:</li> <li>• how to be born</li> <li>• special cares</li> <li>• On what land are they grown?</li> <li>• Irrigation</li> </ul> sts will present the information they found to the T to review what they have collected.	Pensé que te gustaría este Tablero de Pinterest... <a href="https://pin.it/3ltFp8g">https://pin.it/3ltFp8g</a>  notebooks computers/ phones internet connection

20 minutes	reading  individually	<p>T will read along with the sts, after the sts will read aloud and in groups they will discuss about the reading topic:</p> <ul style="list-style-type: none"> <li>● What do we use plants for?</li> <li>● Are plants important for society?</li> <li>● Do you think we need to learn how to grow different types of plants?</li> </ul>	<a href="https://es.liveworksheets.com/worksheets/en/Science/Plants/Uses_of_plants_po1335555bu">https://es.liveworksheets.com/worksheets/en/Science/Plants/Uses_of_plants_po1335555bu</a>
30 minutes	<p>Task ( exhibition)</p> <p>Groups of 6</p>	<p>sts will present their Lapbooks to the T and to their classmates.</p> <p>sts will prepare an exhibition of the lapbooks they have done and explain the information they found.</p>	<p>Lapbooks adhesive tape</p>
40 minutes	<p>Taks (oral practice)</p> <p>Groups of 6</p>	<p>sts will interview to other group, making a video to record it</p> <p>they will use a guide and they will choose five questions from the guide in order to make the interview</p> <p>INTERVIEW PREP</p> <p>Choose among the options to prepare your interview</p> <p>What is this project/ task about? This project is about...</p> <p>What are you trying to do with this project?</p> <p>We are trying to... learn/ create/ construct/ use ....</p> <p>Do you know what plants need to grow? The plants need...</p> <p>What are the characteristics of the plants that grow in hot weather? Plants in hot weather need...</p> <p>What Kind of garden are you trying to make? We are making a vegetable/ medicinal garden.</p> <p>What plants are you planting? We are planting...</p> <p>What are its benefits? Among the benefits we have...</p> <p>Why should we have this kind of information in our lives? This information is important because....</p>	<p>worksheets cameras/ Phones</p>



		What can we learn from this experience? We can learn to ....	
40 minutes	Making the garden  groups of 6	sts will bring a plant and they will plant it at the school. They will put labels around the plants and the lapbooks they made to provide information about the project.	plants bottles/ padlets tools soil lapbooks