

Vocabulary Mini Lesson 1

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Subject and Lesson Topic	<p><u>UOI</u>: ‘Sharing Our Planet’</p> <p>Central Idea: People take responsibility for plants and can gain resources from them.</p> <p><u>Lesson Topic</u></p> <ul style="list-style-type: none">- Introducing the different parts of the plant and their functions.
Length of Lesson	20 minutes
Learner Population	<p>There are 14 students in the class. It is a PK class, with students aged 4-5. They are now in the second semester of that grade level.</p> <p>One student was born in South Korea and lived in South Korea for the first two years and eight months of her life. She joined the school two years and one semester ago when she came back to China. Her mother is Chinese and her father is Korean. Korean had originally been her home language. However, since returning to China, this has changed to Chinese. She is an emerging trilingual in Chinese, Korean and English.</p> <p>All other students in the class are Chinese. Some have spent time living in hometowns in different parts of China. They all have Mandarin Chinese as a home language. However, some also have dialects of Mandarin spoken at home.</p> <p>All students now live in Wuxi City, Jiangsu Province, China, which is where the school is.</p> <p>The class group began two years and one semester ago. However, different students have been in the class for different lengths of time. Nine students have been there from the beginning. Four joined in the second year and so have been at the school for three semesters. The fourteenth is in her first semester at the school, however had had a background in English before coming.</p> <p>Although bigger differences had existed in the past in English levels in the class, these have become less pronounced over time and so they are only very small now. Students are all in the “speech emergence” or progressing towards the “intermediate fluency”</p>

	<p>stages, as proposed by Krashen & Terrell (1983).</p> <p>All students are familiar now with exploring real world topics in English. Listening and comprehension is manageable with the use of comprehensible input. Students are generally all able to discuss and express ideas on more academic style topics, although may sometimes face challenges with more complex ideas due to lacking vocabulary, and especially for longer and more complex ideas, may not always have full grammatical accuracy.</p> <p>Having been coming to school and in the class together for a long time, students generally all have well developed social and emotional skills for their age and are able to work well independently together and with the teacher.</p> <p>Motor skills and early math skills are at varying levels. However, all students are able to cope with the demands of UOI activities.</p> <p>No students are identified with special educational needs.</p>
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Learning Objectives

End of this class:

“By the end of this class, for their own bean plant they are growing in a transparent cup, students able to point to where the roots are, where leaves are and where the stem is when they hear these words.”

“By the end of this class, for their own bean plant they are growing in a transparent cup, students able to point to where the roots are, students are able to identify by pointing, where that plant part is on their photo, and then say the sentence, ‘It’s the _____.’” for the plant part.”

In the following days:

“Students able to point to each of the leaves, stem and roots for at least one plant in the school’s plant garden.”

“Students able to point to where each of the roots, stem and leaves are in their own plant photo that they took of a photo they took themselves.

End of the following two, project based class:

“By the end of the class that is two classes following this one, all students are able to introduce a plant they have either drawn or made a model of with a partner, using each of the words, ‘leaves’, ‘stem’ and ‘roots’.”

Later in the unit:

“Students able to work with their group to perform the short story about the plant parts, adapted with more detail if they would like, that they make with guidance from the teacher in this class.”

Vocabulary:

Stem

Roots

Leaf

Leaves

Activities

Note: Students will be at the carpet, except for during the small group activity in which one group is with each teacher. At this time, they will be at a table with their group.

(1) Crouch down on the floor as a “little seed”.

Signal students to do so also.

Tell a story of the seed growing up into an adult plant, and slowly stand up also.

Use simple sentences with language students understand nearly all off.

However, purposefully, include the words, “roots”, “stem” and “leaves” and what their purpose is.

Once this activity is finished, lead 10 seconds of deep breathing to help relax students.

This quickly engages students and settles them down with an activity that they have previously done. It also indirectly activates the language for the class, including with use of movement.

(1 minute, 30 seconds)

(2) Elicit from students the topic we are studying - plants. Inform them that today we are going to learn the names of parts of the plant and what they are for and of the objectives.

Have a picture of a plant up on the board, that clearly shows each of the “roots”, “stem” and “leaves. Also have our tomato plant that we are growing as a class.

Ask students if they can name any part of a plant and elicit any language.

This sets the scene and elicits any language. It also makes the class relevant to students by using a plant we are growing as a class.

(1 minute, 30 seconds)

(3) Read through the short book, 'How do plants grow?'

This introduces each part of the plant and their function.

As reading, highlight the target words and the functions of these plant parts.

This sets the scene with a background book to put the learning more in context.

It also allows more comprehensible English language input to be provided throughout the course of the class.

(3 minutes)

(4) Next, go to the page that has that introduces "roots".

Elicit from students what this is for and what the roots do. Show students the roots on the plant picture they have been drawing.

Clearly emphasize that roots "take water from the soil", using actions to help.

Do an action for roots for students to follow

The first vocabulary word is introduced. The function is also introduced for its own right, but also for a further association students can make with the word. Actions are used to support and make the activity more engaging for young students.

Note that the focus today is the vocabulary not the exact functions. Tell students that functions can be explored later. Take one or two ideas from student here. Give credit for them and say we can come back to them later if we need to. Guide students towards the correct function quickly. If the eliciting here takes some time, for "stem" and "leaves" go straight to the function.

(1 minute)

(5) Now do the same for "stem" and "leaves".

The function for "stem" is

"Hold the plant up straight."

The function of the leaves is:

"takes sunlight to make food".

Highlight to students that it is,

"One leaf", but many more than one "leaves".

Note that there are more ideas and concepts that can be explored regarding the functions later.

It is kept brief with a key function here, as the focus is still the vocabulary itself.

For the “leaf” and “leaves” distinction, highlight it once and then move on. The focus is on the meaning. Allow students to become familiar with the form through comprehensible input related to the topic.

(2 minutes)

(6) Now show three further pictures of other plants on the board, one at a time.

For each one all students stand up.

Play a game.

All students stand up.

The teacher names the plant part and finds its function, for each plant part on each plant, one student comes up to point to it on the board.

Classmates say if they agree.

This creates further connections and deepens the understanding, by looking at more plants.

There continues to be a focus on movement, to support young learners.

(3 minutes)

(7) Now model for students a short story introducing a plant.

It must include the names of three plant parts and their function.

For example,

“In the park, there is a big apple tree.

Its brown roots get water from the soil.

Its tall stem holds the plant up straight.

Its leaves are beautiful and green. There are many. They use sunlight to make food.”

Students listen and watch carefully why I am doing it.

This is an example for what students will do next, and also comprehensible input.

(1 minute)

- (8) The class then divides into three groups of 5, one with each class teacher.

The teacher first briefly reviews the three plant parts with them, using one of the plant tomato plants

The class teacher in charge of the group leads them to make their own story following the same model. They can choose their own type of plants and additional details and adjectives.

The teacher then leads them to practice and act it out at least one time. The teacher leads. They follow the teachers actions and join in speaking if they feel ready.

Model:

“In _____, there is a _____.

Its _____ roots get water from the soil. _____.

Its _____ stem holds the plant up straight. _____.

Its leaves are _____. There are many. They use sunlight to make food.”

There are other opportunities for students to make stories more freely. This will be more fast paced, with the teacher leading, and students in the group thinking of the ideas to fill in the gaps.

Students are making their own story with guidance from the teacher to deepen their understanding of the vocabulary words. The story can then be used later to practice speaking and further practice the vocabulary for example. After they have made the story, the teacher leads them to practice, they can follow as much as they feel ready or focus on listening if they feel they need more time.

(5 minutes)

- (9) Students all take the small bean plant that they have been growing as part of the unit.

Tell students we will finish the class by

First name the parts of the plant for students to point to on their own bean plant.

Then describe the function, for students to then find the part of the plant and follow the teacher to say “It’s the _____.”.

Final exit ticket assessment activity, also consolidating the class. This is a listening focused assessment. Students can join in the speaking as much as they feel ready.

Their own bean plant is used to make it relatable.

(2 minutes)

Materials and Technology

- Student's own bean plants that they are growing.
- The three class tomato plants that we are growing.
- A large, A3 print out of the book, "How plants grow".
- Four different pictures of plants that clearly show each of the three plant parts we are focusing on, on IWB.
- Flashcards for each of the plant parts with the word form written next to them to have on the white board while teaching the class.

Assessment

For this class:

Students do actions corresponding to a plant part when they hear the name during the part of the class in which the plant parts are being looked at for pictures of plants on the board.

Students identify where the roots, stem and leaves are in the bean plant they are growing themselves.

In the following days:

Students identify the roots, stem and leaves in other plants we see in the school's plant garden.

Students identify where the roots, stem and leaves are in the photo of a plant they photographed themselves for homework.

References

Hopscotch. (2018, June 29). *Habitats song* [Video]. YouTube.
<https://www.youtube.com/watch?v=byvF7jwdvOI>

Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom*. Alemany Press.