

Conocimiento del medio natural, social y cultural

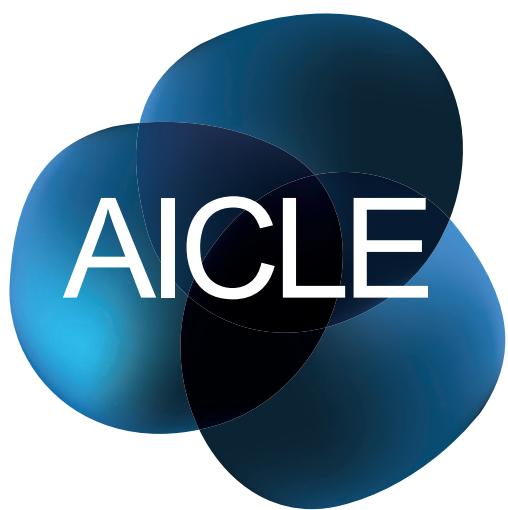


Primaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Plants are living things
NIVEL LINGÜÍSTICO SEGÚN MCER	A1.2
IDIOMA	Inglés
ÁREA / MATERIA	Conocimiento del Medio Natural, Social y Cultural
NÚCLEO TEMÁTICO	Aspectos básicos sobre las distintas partes de las plantas, la reproducción y los mecanismos de reproducción de las mismas.
GUIÓN TEMÁTICO	La unidad describe las distintas partes de la planta especificando la función de cada una. Nos centraremos en la flor y las partes de la flor para poder describir el proceso de reproducción de las plantas con flor. Por último estudiaremos los distintos mecanismos de reproducción de las plantas.
FORMATO	Material didáctico en fichas fotocopiables formato pdf. Material de audio.
CORRESPONDENCIA CURRICULAR	3º de Educación Primaria
AUTORÍA	Alicia Ruiz Godoy
TEMPORALIZACIÓN APROXIMADA	De 7 a 8 sesiones
COMPETENCIAS BÁSICAS	<p>- Conocimiento e interacción con el mundo físico: Interpretar algunos aspectos del mundo que rodea al alumnado: clasificar las plantas como seres vivos, conocer sus partes y sus funciones, cómo se alimentan, cómo se reproducen. Interactuar con el mundo físico reconociendo todo lo aprendido en la clase mediante la observación del medio. Desarrollar habilidades para desenvolverse adecuadamente y con autonomía en los distintos ámbitos de la vida</p> <p>- Comunicación lingüística: Ampliar y repasar el vocabulario relacionado con las plantas y el medio que las rodea. Utilizar el lenguaje como instrumento de comunicación oral y escrita así como de representación, interpretación y comprensión de la realidad del alumnado</p> <p>- Social y ciudadana: comprender los problemas con los que se encuentra el medio ambiente en la actualidad intentando analizar las causas y proponiendo soluciones para preservarlo</p> <p>- Tratamiento de la información y competencia digital: el alumnado desarrolla habilidades para buscar, obtener, procesar y comunicar información acerca de las plantas. Dicha información provendrá de distintas fuentes ya sea a través de las TIC, encyclopedias, libros , etc.</p> <p>- Aprender a aprender: atender y concentrarse durante las audiciones, explicaciones y visualizaciones. Comprender los contenidos mediante los mecanismos adquiridos. Observar y registrar el crecimiento de una planta. Utilizar los recursos necesarios de forma eficaz</p> <p>- Autonomía e iniciativa personal y competencia emocional: adquirir interés y gusto personal por la observación de las plantas y del medio ambiente. Desarrollar habilidades sociales como ponerse en el lugar del otro, valorar las ideas de los demás y trabajar de forma cooperativa en las actividades grupales</p>

Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none">- Observar y explorar su entorno físico-social, planificando y ordenando su acción en función de la información recibida o percibida, constatando sus efectos y estableciendo relaciones entre la propia actuación y las consecuencias que de ella se derivan- Observar los cambios y modificaciones a que están sometidos los elementos del entorno, pudiendo identificar algunos factores que inciden sobre ellos- Mostrar interés y curiosidad hacia la comprensión del medio físico y social, formulando preguntas, interpretaciones y opiniones propias sobre algunos acontecimientos relevantes que en él se producen desarrollando su espontaneidad y originalidad
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none">- Ciclo vital de las plantas y los elementos necesarios para la vida- Reconocimiento de las partes de una planta: raíz, tallo, hojas, flores, frutos y semillas- Reconocimiento de la utilidad de las plantas para las personas- Clasificación de las plantas en árboles, arbustos y hierbas- Diferenciación entre fruto y semilla- Exposición de las fases de crecimiento de una planta- Actitud de respeto por el medio natural y por las plantas y animales que viven en él
TEMA	<ul style="list-style-type: none">- Partes y funciones de la planta- Partes de la flor y funciones- Reproducción de las plantas
MODELOS DISCURSIVOS	<ul style="list-style-type: none">- Analizar las partes de la planta y de la flor- Definir los mecanismos de reproducción de las plantas- Describir el ciclo vital de las plantas- Comparar el ciclo vital de las plantas con el ciclo vital del resto de seres vivos- Distinguir entre distintos tipos de plantas- Describir distintos mecanismos de reproducción de las plantas
TAREAS	<ul style="list-style-type: none">- Mapas conceptuales- Word Search- Crucigramas- Experimento: plantación de semillas
CONTENIDOS LINGÜÍSTICOS	<p>FUNCIONES:</p> <ul style="list-style-type: none">- Afirmar que algo es cierto- Negar que algo es cierto- Razonar una respuesta- Explicar un proceso paso a paso <p>ESTRUCTURAS:</p> <ul style="list-style-type: none">- Plants are...- Which part...?- In which...?- I can/ I can't- Is the ... a ...?- Yes, it is/ No, it isn't- You eat... <p>LÉXICO:</p> <ul style="list-style-type: none">- Partes de la planta: leaves, flower, seed, root,...- Partes de la flor: stigma, style, ovule, anther, filament,...- Verduras y frutos: tomatoes, leas, onion, artichokes,.....- Mineral salts, soil, sunlight, air, water, land,...- Tipos de plantas: trees, bushes, grasses.
CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none">- Analizar si saben identificar las partes de una planta- Evaluar si conocen las principales funciones de la raíz, el tallo y las hojas- Ver que saben distinguir entre árboles, arbustos y hierbas- Evaluar si saben relacionar las flores, frutos y semillas con el crecimiento de una planta- Confirmar si comprenden el nacimiento y desarrollo de una planta- Comprobar que saben reconocer qué productos obtenemos de las plantas- Verificar que muestran actitudes de respeto y conservación del medio que nos rodea

1. PLANTS ARE LIVING THINGS

1. Listen and complete using the following words:



born

food

roots

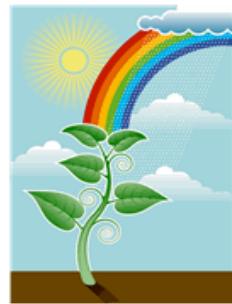
living

die

Plants are things. Like other living things, plants are grow, reproduce and

Plants are able to produce their own food.

They use their to absorb water and they use sunlight to make in their leaves.



2. Now put the words in the correct order:

die

grow

are

born

reproduce

Plants , , , and

3. Draw the life of a bean plant in the correct order.



- 1.
- 2.
- 3.
- 4.

4. Circle the correct answer:



They are living things.

Plants are able to make it.

Plants use it to make food.

Plants

Water

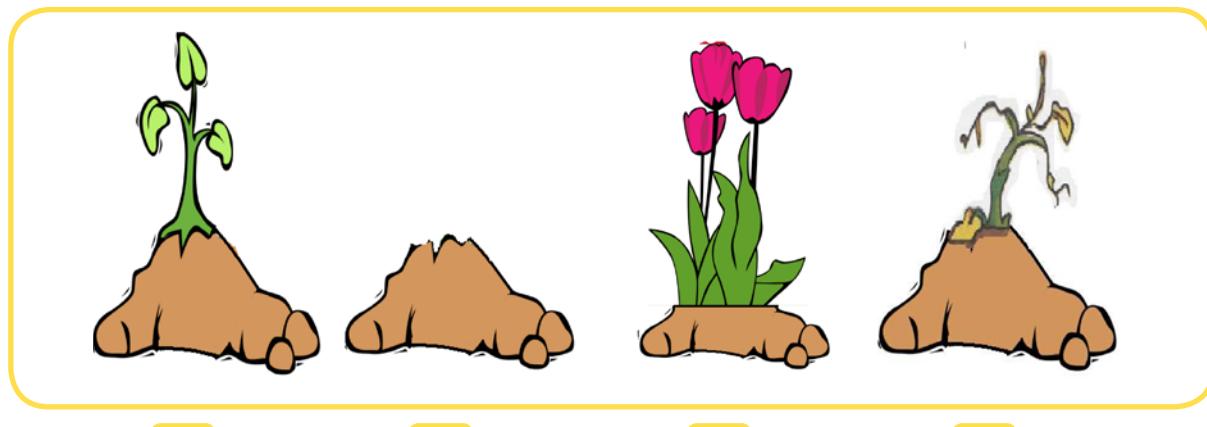
Sunlight

Soil

Food

Wind

5. Number the plant's life cycle from 1 to 4.



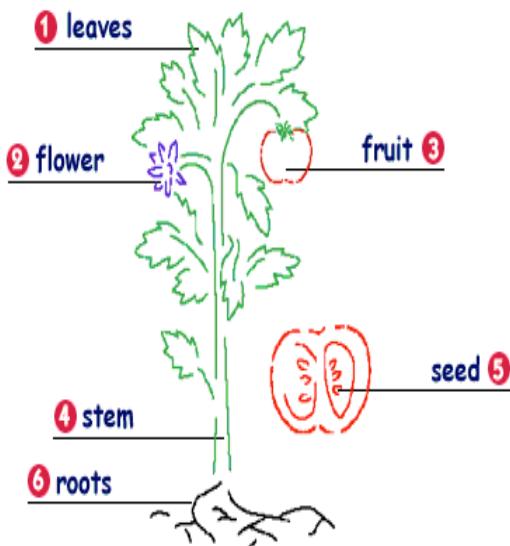
2. Study the parts of the plant

6. Complete the definitions. Then listen and check.



- grow on the stem.

- grow on the stem.
Flowers make fruits.



-The supports the plant.
The stem is the part of the plant between the roots and the leaves. The stem carries water and minerals to the leaves.

- are the mature ovules from which new plants will grow. They are inside the ovary.

- hold the plant in the soil. Roots absorb the water and minerals from the soil.

7. Parts of a Plant Word Search.



PLANTS PARTS

S	F	Z	E	U	B	S	X	P	J
E	J	R	C	K	R	E	M	J	V
N	W	J	U	E	J	E	K	P	E
J	G	X	W	I	E	D	W	P	N
N	G	O	D	Z	T	S	B	H	L
H	L	E	A	V	E	S	R	Y	M
F	U	Z	Y	O	Q	O	G	T	M
M	E	T	S	C	O	L	R	I	Q
S	O	U	C	T	A	V	Q	Z	I
Y	N	C	S	A	Z	D	C	R	Q

FLOWERS
ROOTS

FRUIT
SEEDS

LEAVES
STEM

We classify plants into three groups depending on their stems. These groups are: **trees**, **bushes** and **grasses**.

8. What kinds of plant are they?



9. Draw a plant and label these parts. Then ask your partner the name of each part.



fruit

stem

leaf

flower

root

seed

10. Answer these questions:



- Which part of the plant holds the plant in the ground?

.....

- In which part do plants make their nutrients?

.....

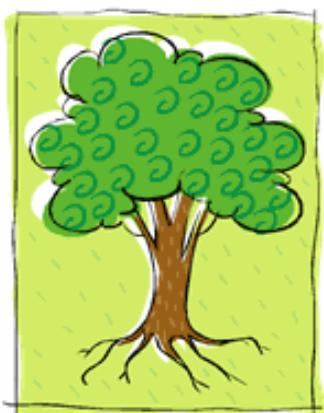
- Which part of the plant carries water and minerals to the leaves?

.....

- In which part of the plant can we find the seeds?

.....

11. Connect the names to the parts of the plant:



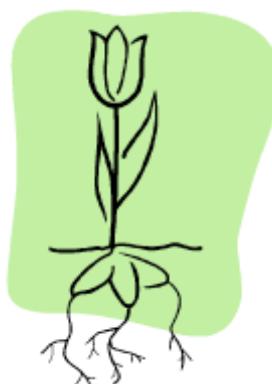
Flower

Leaves

Stem

Trunk

Roots



12. What parts of this plant can you see? Look, then tell your partner.



- I can see

- I can't see or

- Where are the seeds?

They're inside the



13. Tick the true sentences:

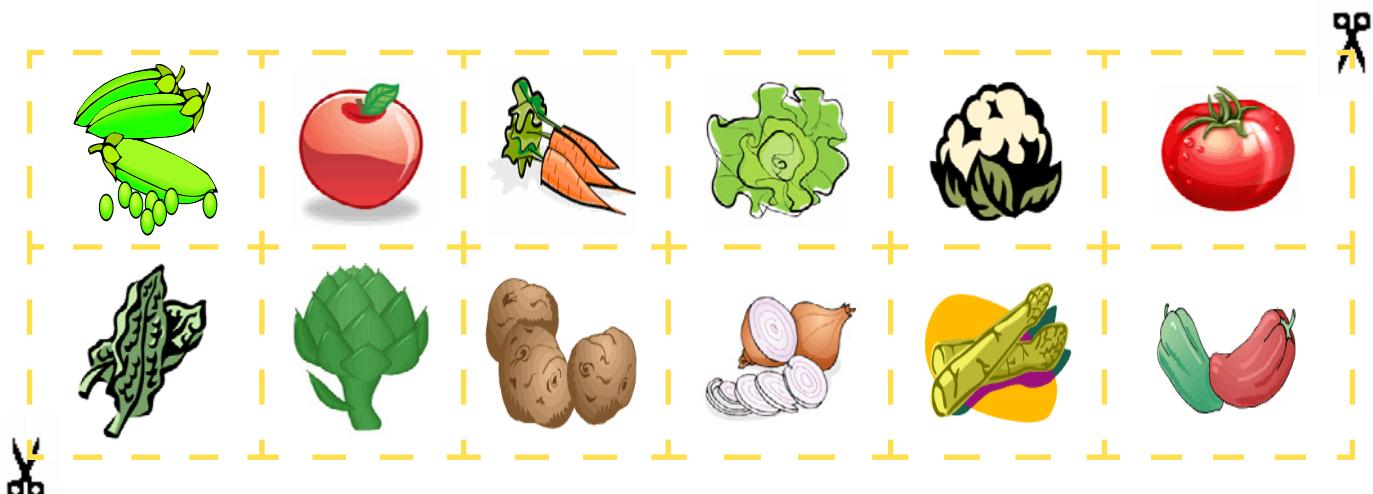


- The stem takes water to the leaves.
- The roots hold the plant in the soil.
- The leaves make food for the plant.
- The flowers grow from the roots.
- The stem grows from the roots.

When we eat **vegetables**, we eat different parts of the plant. **We eat the leaves of some plants, and the seeds or the roots of others.**

14. Look at the pictures, cut out and glue them in the correct box.

FRUIT	ROOTS	STEMS
		
FLOWERS	LEAVES	SEEDS



**15. Make sentences. Change the underlined words.
Then check with your partner.**



- An onion is a stem.
- A cauliflower is a root.
- A carrot is a leaf.
- Spinach is a stem.
- A nut is a flower.
-

16. Ask your partner which part of the plant these vegetables are: Read and listen to the example.



pepper

nut

carrot

tomato

celery

spinach

A boy with red hair asks, "Is a potato a flower?" The girl replies, "No, it isn't." The boy then asks, "Is it a root?" The girl answers, "Yes, it is. Your turn."

17. Can you guess the word?

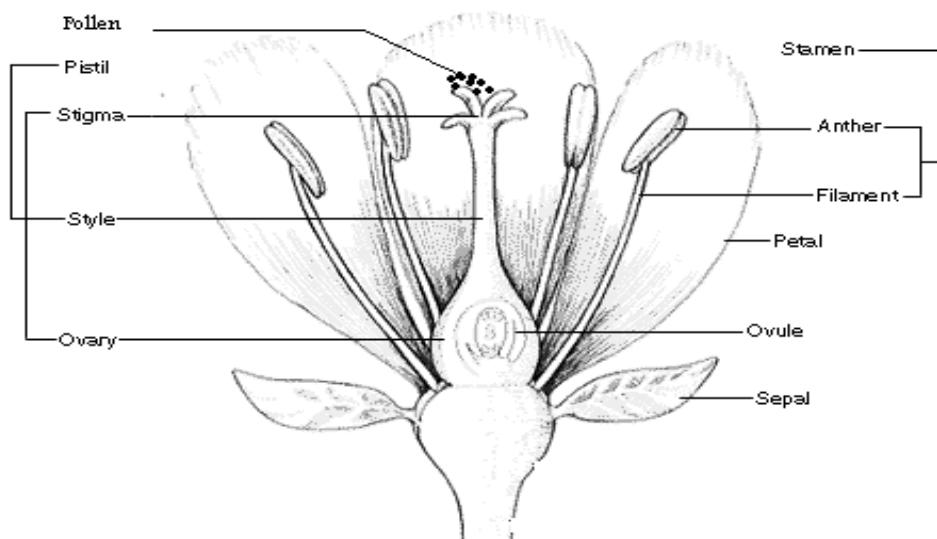


- You eat my roots (rorcats):
- You eat my stems (ugsaapras):
- You eat my leaves (ettluec):
- You eat my fruit (omatot):
- You eat my seeds (spae):
- You eat my flowers (faciluwlero):

3. STUDY THE PARTS OF THE PLANT

Some plants have **flowers**. Flowers have organs that carry out the **function of reproduction**.

18. Study the parts of the flower: Listen and point:

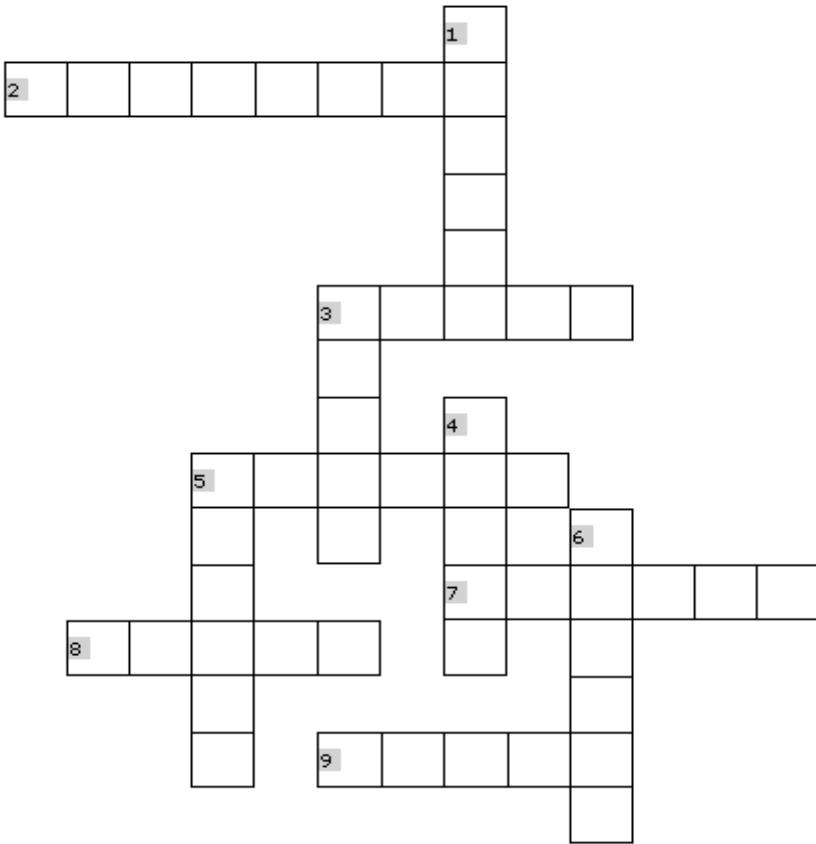


19. Now, can you complete the definitions?



1. The is the part of the flower that covers the petals at the bud stage. On an open flower, they are usually the green parts around the base of the flower that look like small green leaves.
2. The is the colorful part of the outside of the flower which attracts insects.
3. is a fine powder that comes from the anther.
4. The is the male organ of a flower.
5. The is the part of the stamen where pollen is produced.
6. The is the part of the stamen which supports the anther.
7. The is the female organ which contains the stigma, style and ovary.
8. The is the part of the pistil which the pollen lands on.
9. The is the connection tube between the stigma and the ovary.
10. The contains the ovules waiting to be fertilized by pollen.
11. The contains the female reproductive cell.

20. Parts of a flower crossword:



DOWN

1. The pollen lands on it.
3. It contains the female reproductive cell.
4. It protects the flowers when it's growing.
5. It's the female organ.
6. The male organ of a flower.

ACROSS

2. It supports the anther.
3. It contains the ovules.
5. It is a fine powder that comes from the anther.
7. It is a part of the stamen containing the pollen.
8. The colourful part of the outside of the flower.
9. It connects the stigma and the ovary.

21. Read the definition. Circle the correct answer:



- A group of leaves that protect the flower:

sepals pistil

- A fine powder that comes from the anther:

stigma pollen

- The colored parts of a flower:

leaves petals

- It contains the female reproductive cell:

ovary ovule

22. Label the parts of the flower.



petal

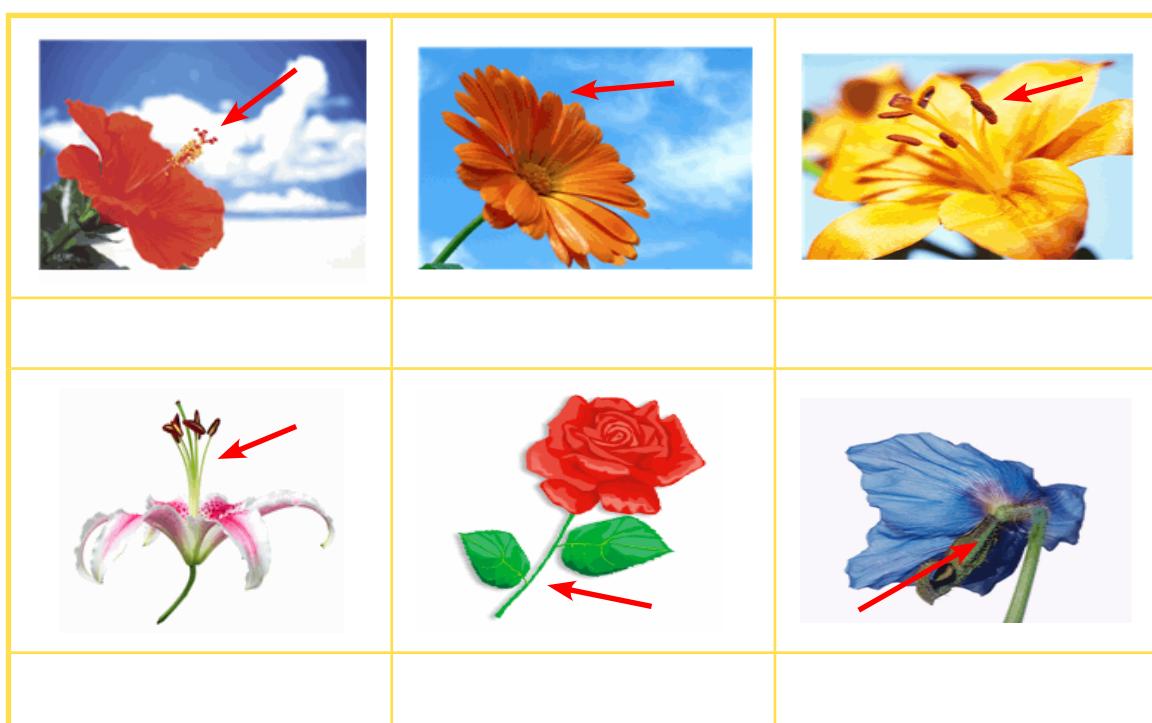
stem

anther

filament

pistil

sepal



4. POLLINATION

23. Listen and complete.



wind

seeds

dull

butterflies

Pollination is very important. It leads to the creation of new that grow into new plants.

Animals such as bees, moths, flies, and hummingbirds pollinate plants. When they move from one flower to another to feed, some of the pollen from the first flower falls off onto the new plant's stigma.



Another way plants are pollinated is by the The wind picks up pollen from one plant and blows it onto another.



Plants that are pollinated by the wind often have long stamens and pistils.

Since they do not need to attract animal pollinators, they can have colors, unscented, and with smaller or no petals, since no insect needs to land on them.

24. Write true or false:



- Pollination leads to the creation of new seeds.
- Some animals try to pollinate plants.
- Plants that are pollinated by animals are usually brightly colored.
- Plants that are pollinated by the wind usually have short stamens and pistils.
- Plants that are pollinated by the wind have dull colors.

25. Answer the questions:



- What is pollination?

.....
.....

- How are plants pollinated by animals?

.....
.....

- What is another way to pollinate plants?

.....
.....

- What are plants that are pollinated by the wind like?

.....
.....

26. Label.



Plants that are pollinated by animals are often **brightly colored** and have a **strong smell** to attract the animal pollinators. Some of them are in the following pictures. Write their names.

hummingbird

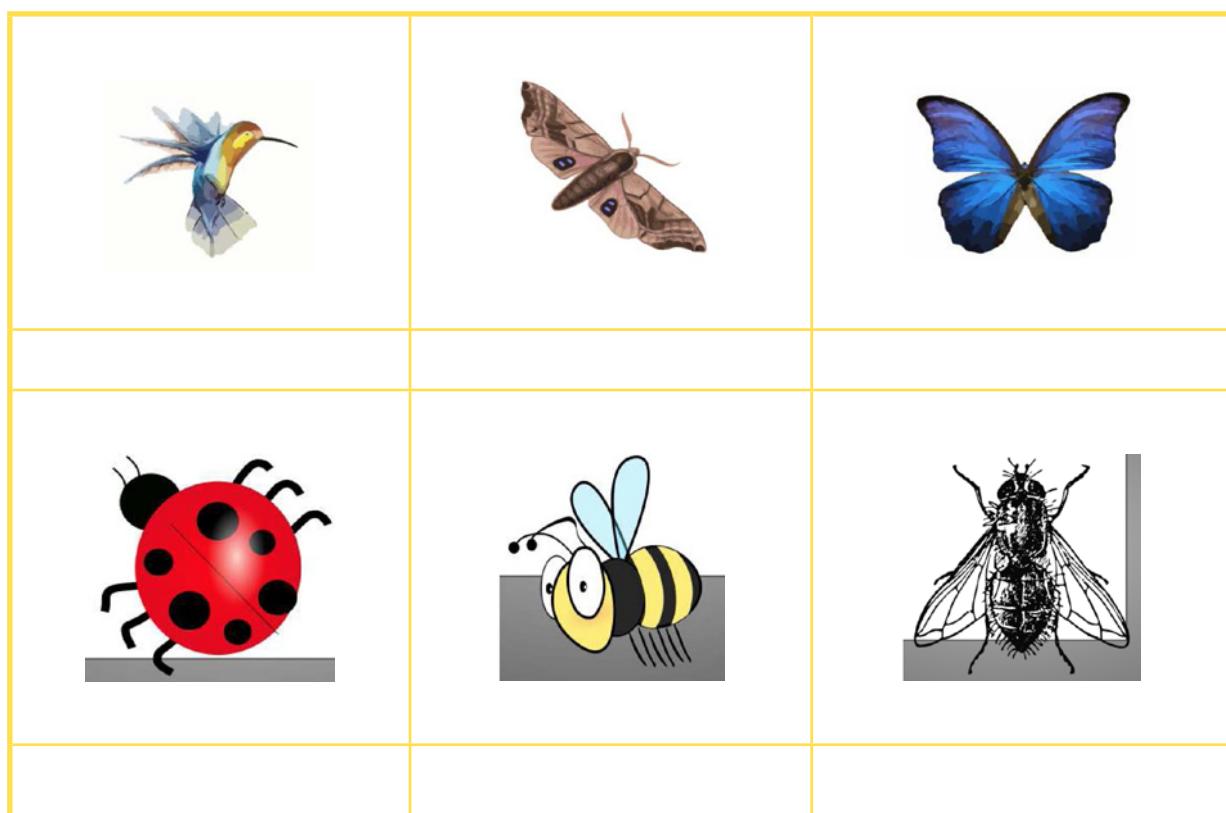
bee

moth

fly

butterfly

ladybird



27. Watch how a plant grows.



You need:

- A glass or a transparent bottle.
- Beans.
- Cotton wool.
- Water.

DAY 1	DAY 3	AFTER DAY 4
Soak the beans	Put the beans in the glass on some damp cotton wool	Water the cotton wool every day
DAY 12	DAY 17	DAY 24
The beans begin to grow	The beans grow roots	The beans grow stems and leaves

28. Write:

DAY 1

DAY 4

AFTER DAY 4

DAY 13

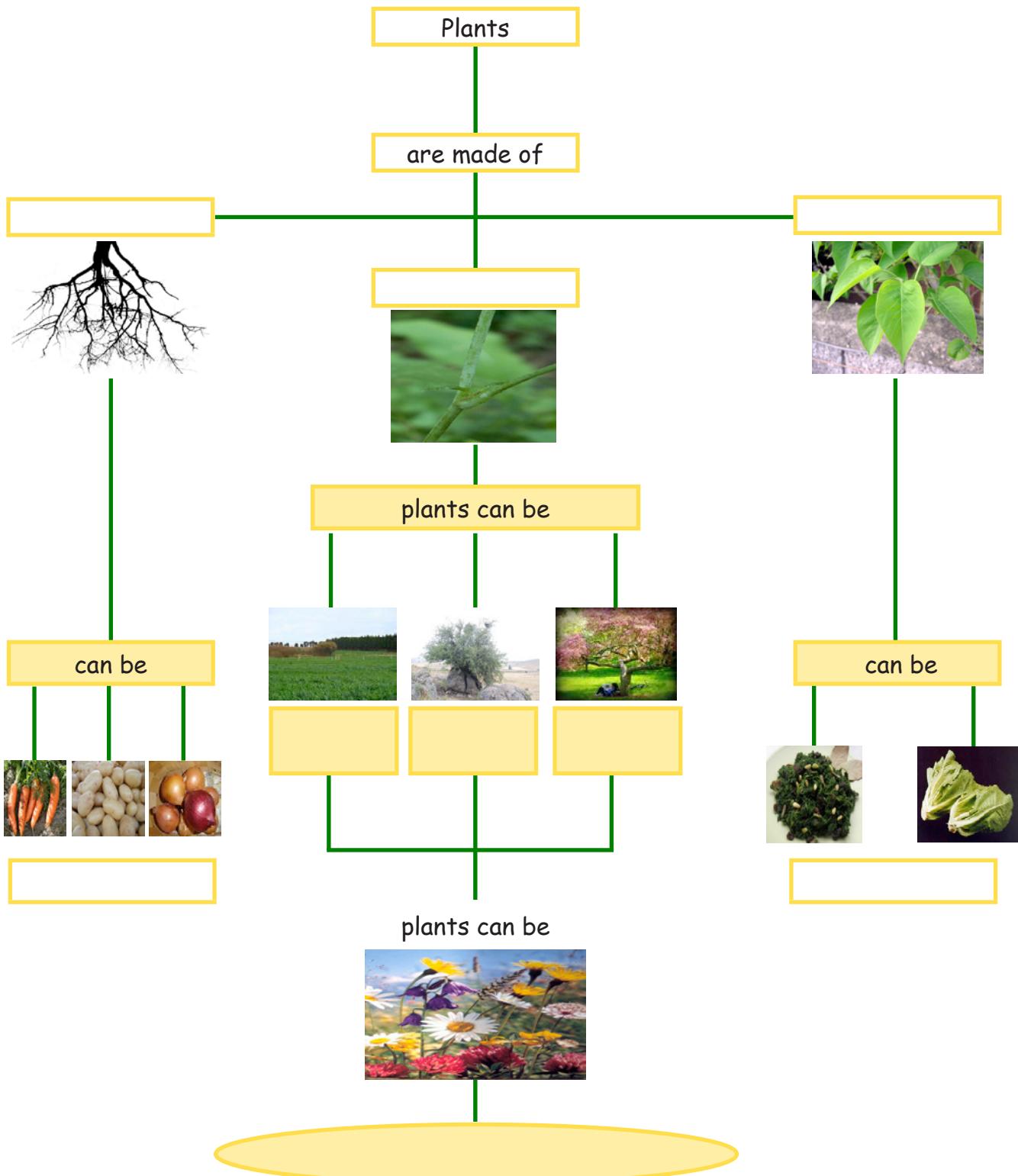
DAY 18

DAY 24

4 WORD MAP



Complete the word map with the following words: leaves, bushes, roots, stem, lettuce, grasses, potatoes, flowers, onions, spinach, carrots, trees.



**29. Write what you know:
Complete the sentences using the word map.**

- Plants are made of and
- Roots can be or
- Plants can be or
- Leaves can be or

30. Can you write sentences about plants?

- Roots hold the plant in the ground.
-
-

Self assessment. Read and write a cross (X)

		!	P	!
	Do you recognise words and expressions related to plants?			
	Can you read texts about plants and understand the important information?			
	Can you talk about the parts of a plant?			
	Can you talk to your classmates about plants?			
	Can you complete an observation sheet about how a plant grows?			

Glossary

Another: otro	Minerals: minerales	To support: aguantar, soportar
Anther: antera	Moths: polillas	Tomato : tomate
Around: alrededor	Nut: fruto seco	Transparent: transparente
Base: base	Onion: cebolla	Tree: árbol
Beans: alubias	Organs: órganos	Trunk: tronco
Bees: abejas	Outside: exterior	Unscented: sin perfume
Between: entre	Ovary: ovario	Vegetables: verduras
Blow: volar	Ovule: óvulo	Water: agua
Bud: capullo	Own: propio/a	Wind: viento
Bush: arbusto	Pepper: pimienta	
Butterfly: mariposa	Petal: pétalo	
Carrot: zanahoria	Pick up: recoger	
Carry out: realizar	Pistil: pistilo	
Cauliflower: coliflor	Pollen: polen	
Celery: apio	Pollination: polinización	
Cell: célula	Potato: patata	
Colored: de color	Powder: polvo	
Colorful: colorido/a	Root: raíz	
Cotton wool: algodón	Seed: semilla	
Creation: creación	Sepal: sépalo	
Damp: húmedo	Soak: poner a remojo	
Dull: de color poco llamativo	Soil: suelo	
Fall over: caer	Spinach: espinacas	
Filament: filamento	Stamen: estambre	
Flower: flor	Stem: tallo	
Fly: mosca	Stigma: estigma	
Food: comida	Strong smell: fuerte olor	
Fruit: fruta	Style: estilo	
Function of reproduction:	Sunlight : luz solar	
Función de reproducción	To absorb: absorber	
Glass: vaso	To attract: atraer	
Grass: hierba	To be born : nacer	
Hummingbirds: colibrí	To carry: llevar	
Insects: insectos	To contain: contener	
Inside: dentro	To cover: cubrir	
Kind: clase	To die: morir	
Ladybird: mariquita	To feed: alimentar	
Land on: aterrizar	To fertilize: abonar	
Leaf / leaves: hoja / hojas	To grow: crecer	
Living things: seres vivos	To hold: mantener	
Male organ: órgano	To make: hacer	
masculino	To pollinate: polinizar	
Mature: maduro	To reproduce: reproducir	