

### Lesson Plan 14

Trainee's name: Gonzalez Salso Mariana	Tel. number:	Date:	Class number: 20
Course: elementary	Time: 60 minutes	Coursebook: reader "About Trees"	Topic: Trees- comparatives and superlatives

**Objectives:** that students are able to:

- identify and put into practice comparatives and superlatives.
- Learn vocabulary related to trees.
- Carry out their own experiment.

TIME	OBJECTIVES	ACTIVITIES	LANGUAGE						MATERIALS	INT. PATTERN	ANT. PROBLEMS
			G	V	R	L	S	W			
5	- reflect upon the importance of trees.	The teacher asks students "why are trees important for human beings and animals? She asks them to make a list of the reasons why trees are essential for human beings and animals. She writes the instruction on the board. Students write down ideas. Ideas shared orally.					x			Pair work	
15	- identify parts of the tree. - distinguish the trees' functions.	The teacher asks students if they know the parts of the tree. She draws the tree on the board for students to tell her the names in case they know, As most of them don't know the labels, she asks them to read the "table of contents "of the book for help. After this, the teacher asks students to read out loud the first part "leaves" to make sure		x	x				Reader "About trees"	Individual work	- students might asks for the definition of unknown words.

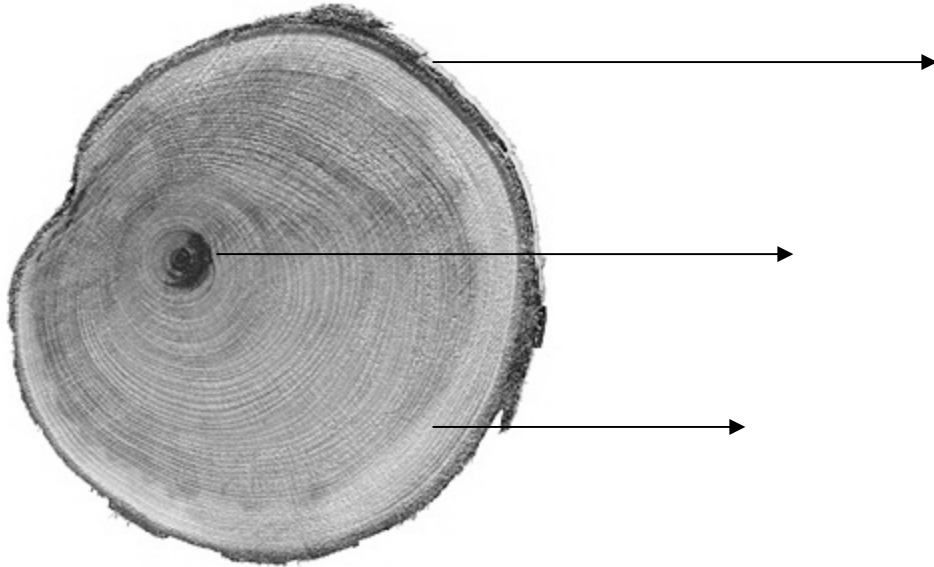
		students understand. The teacher asks them to highlight or underline their main function in the tree. They have to do the same with the other parts of the tree. Students exchange copies and they do peer correction. Then, the activity is checked orally.									
15	- demonstrate they have memorized new vocabulary. Identify parts of a tree.	The teacher asks students to memorize the parts of the tree, because they are going to do an activity without the book. She lets students think for some minutes and then students close their books. She hands out photocopies where students have to label pictures. They do it individually and then they check with their classmates. Then the activity is checked orally.		x					Label the pictures. Appendix 1	Individual work.	- some of them might cheat because they may not remember all the names.
10	- compare and contrast plants. Demonstrate the use of comparatives and superlatives.	The teacher asks students to identify the trees mentioned in the story (Redwood tree, Giant Sequoias, conifer and deciduous) The teacher asks questions such as: <i>Is the Conifer as tall as the Redwood tree?</i> Which one is the tallest? Then, She asks them to make sentences comparing the rest,	x						Reader "About trees"	Individual work	- students might need to go to the grammar section of their course books to revise the comparative and superlative

		using other adjectives already seen the previous classes. (comparatives and superlatives) Checked orally								
15 days.	<ul style="list-style-type: none"> <li>- become independent learners, responsible for their experiment.</li> <li>- control plant's growth.</li> <li>- apply the grammar structure.</li> </ul>	<p>After this, the teacher tells students that they are going to carry out an experiment. Each of them has to choose five plants from the school's greenhouse. They are going to control everyday the plants' growth by completing a chart with information about size, weight. After Some days, students have to write a report in which they have to make sentences about them.</p> <p>The following classes the teacher will go with students to the greenhouse so that students can collect and write down data. Students can take pictures of the plants to show to the rest of their partners when they present their experiment.</p>					x	Experiment "15-day 5-plant growth chart" Appendix 2	Individual work	

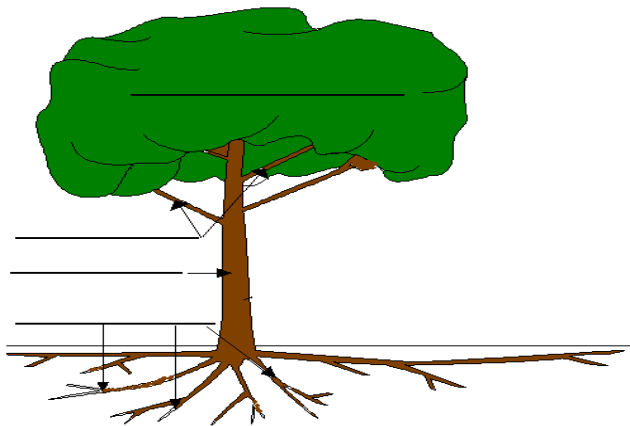
APPENDIX 1

Cross-section of a trunk or branch showing the various tissues

Label the trunk diagram



Read the definitions, find the corresponding words and label the pictures.



1. The main support of the tree. \_\_\_\_\_
2. Any large woody perennial plant with a distinct trunk giving rise to branches or leaves at some distance from the ground \_\_\_\_\_
3. Woody parts of the tree that grow from the trunk. \_\_\_\_\_
4. Structures that obtain food and water from the soil, store energy, and provide support for the plant. Most roots grow underground. \_\_\_\_\_

