



ACTIVIDADE PORTFOLIO DE PRIMARIA C.P.I. DE BEMBIBRE Curso 2012/2013	
TÍTULO DA ACTIVIDADE COMUNICATIVA	GROWING: LIVING AND NON-LIVING
IDIOMA(S)	INGLÉS
NIVEL DO MARCO COMÚN EUROPEO DAS LINGUAS	A1 listening, reading, speaking, oral interaction, writing
DESCRITORES A TRABALLAR	listening, reading, speaking, oral interaction, writing
DESTREZAS QUE SE INCLÚEN	(X) MEDIACIÓN (X)ESCOITAR (X)FALAR: (X) LER (X) ESCRIBIR
OBXECTIVOS	<ul style="list-style-type: none"> - To identify the characteristics of living and non-living things. - To find out differences between living and non-living things. - To sort and classify according to chosen criteria. - To describe a work of art.
MATERIAIS	Green plant, stone. Pictures of life processes (breathing, eating). Worksheets L-1 – L-6.
DESENVOLVEMENTO DA ACTIVIDADE	What children need to know already: <ul style="list-style-type: none"> - How to observe, compare and classify. - How to record data on tables or graphs. - How to use drawing tool software. - How to use the structure can/can't. Unit development: 2 sessions. <ol style="list-style-type: none"> 1. Practical work. 2. Poster: Living and not living. 3. Reinforcement and consolidation games. 4. ICT (Information Technology). 5. Art.



AVALIACIÓN: Seguimento	All the Worksheets. Informal observations on children's comprehension, interaction and production during the activities. Skill students should have acquired (content skills and language skills). Self evaluation.
AVALIACIÓN: Nivel de participación	100%
IMPACTO PREVISTO	Use words and phrases to describe living and non-living things (plants, humans, stone; Can it ...? It can/can't breathe, eat, move, excrete, use senses, have babies, grow)

A presente unidade está sacada de:

***Curricular Content Resources for Primary* da editorial Oxford University Press.**

GROWING: LIVING OR NOT LIVING?

Topic: Living or not living?

1. PRACTICAL WORLD

Time: 15 minutes

Materials: a green plant, a stone, worksheet L-1

1.1 PREPARATION

Place some objects (for example, a green plant and a stone) in different parts of the classroom before the start of the lesson.

1.2 INVESTIGATION

Invite the children to look around the classroom and point to the new objects they see. Then ask the children questions, using gestures and pictures (Worksheet L-1) to help them understand: Can the plant move?, Can the plant eat?, Can the plant grow?. Elicit the answers Yes, it can ... No, it can't ...

1.3

Ask the children: Can you move? Can you breathe? Can you eat? Can you eat? Can you grow? Point to a boy, then to a girl, and finally at yourself saying: You are a boy! You are a girl! I am a man/woman! We can move, breathe, eat, drink, grow. We are humans!

1.4

Say: Now look at the plant! Can the plant move? Can it breathe? Can it eat? Can it drink? Can it grow? Can it have babies? Help the children to think about plant movement (turning towards the light), reproduction (from seed to plant), and nutrition.

1.5

Now turn your attention to the stone: Look at the stone now! Can the stone move? Can it breathe? Can it eat? Can it drink? Can it grow? Can it have babies? A stone can't move; a stone can't drink, etc.

2. POSTER: LIVING AND NOT LIVING

Time: 15 minutes.

Materials: 4 copies of Worksheet L-1.

2.1 PREPARATION

Make four enlarged sets of the pictures from Worksheet L-1 representing the main life processes (breathing, eating, drinking, moving, reproduction, growing) and cross through the pictures of one set with a red felt pen X. Prepare a poster divided into three columns.

2.2

Hold up the Worksheet pictures and elicit the words breathe, eat, move, have babies, drink, grow. Hand out the pictures to the children and explain that they have to stick them in the correct column on the poster by following your instructions: A stone can't breathe (a child who has a picture of the lungs with a red cross X on it can go and stick it in the appropriate column) and so on until all the columns have been completed. Then draw the children's attention to the poster. The plant and humans can move, breathe, drink, eat, grow, and have babies. The stone can't move, breathe, drink, eat, grow, or have babies. The plants and humans are LIVING things. The stone is NOT a LIVING thing.

2.3 FURTHER DEVELOPMENT

Prepare some cards with the words corresponding to the Worksheet L-1 pictures (move, breathe, eat, drink, grow, have babies); hand out the cards to the children and ask them to take turns to stick the words on the poster next to the appropriate pictures.

3. REINFORCEMENT AND CONSOLIDATION GAMES

Time: from 15 minutes for each activity listed

Materials: Worksheets L-2 to L-5

3.1

Split the class up into teams of three or four children. Give each team a pack of 18 picture cards (Worksheet L-2) which they have to sort into 'living things' and 'non-living things'. The team that finishes first is the winner.

3.2 SIMON SAYS: stone ... plant ... duck ... tree!

Play the game 'Simon says'. When you say the name of a living thing, the children have to move and when you say the name of a non-living thing they keep still. You could use the words from worksheet L-2.

3.3 SORT THE PICTURES INTO THE CORRECT BOX (Worksheet L-3)

Explain to the children that they have to cut the pictures out and stick them into the appropriate box. Then ask the children to draw other living or non-living things in the appropriate boxes.

3.4 BOOKLET: 'ALL LIVING THINGS ...'

Give each child copies of Worksheets L-4 and L-5 and explain that they are going to make a booklet about the seven processes that characterize living beings. Say All living things ... breathe, eat, move, use senses, excrete, have babies, grow. Use the pictures on Worksheet L-4 to explain the words excrete, use senses. Ask the children to colour in the pictures on Worksheet L-4, cut them out, and stick them next to the appropriate words on Worksheet L-5. Then ask the

children to make a cover for the book and staple it together with the two pages of Worksheet L-5.

4. EXTENSION ACTIVITY: ICT

Time: 15 minutes

4.1 PREPARATION

Scan in the pictures of living and non-living things from Worksheet L-3.

Save them in the My Pictures folder.

Open the drawing tool PAINT.

Insert the scanned pictures (Edit – Paste) at the top of a blank screen.

Draw two empty shapes using the Ellipse tool.

Write 'Living' above one shape and 'Not living' above the other.

Save the document in a folder.

4.2

Show the children where the document is and ask them to open the document, select the pictures with the Selection tool, and drag them into the appropriate ellipse.

5. EXTENSION ACTIVITY: ART

Time: 20 minutes

Materials: Worksheet L-6 or a coloured copy of the work of art *Gli scolari* by Felice Casorati, 1927-28, Galleria Civica d'Arte Moderna, Palermo.

5.1

Show the children the painting *Gli Scolari* (The pupils) by Felice Casorati, (Worksheet L-6). Ask the children first to guess the title of the painting and then to list in English all the elements they can recognize: What can you see in this picture? (I can see a blackboard, a teacher, a globe, a table, a ruler, ...). Then invite each child to add new elements to their copy of the picture, both 'living' and 'non-living'. Invite children to tell you what they have added.