

Lesson-8: The Plant World

Theme 4: Our Plants and Animals

 12 Periods (40 minutes each)



Main Coursebook, blackboard, worksheets, flashcards, chart (Types of Plants), old newspaper/magazines/ropes, samples of different fibres, samples/models of Trees, Shrubs, Herbs, Climbers and Creepers, charts and pictures of parts of plants,



Animation Animated Activities Dictionary eBook I Explain
Infographic Quiz Slideshow Worksheets Test Generator

I affirm

I am a nature lover.

Learning Objectives

To help the learners learn

- about different types of plants and their importance in our life.
- about things we get from different types of plants.
- to identify the parts of a plant.
- how different parts of different plants are used for eating.
- to link past experience with present knowledge about plants.
- share their favourite flower with their Secret Diary.
- write about the value of nature in their Little Book of Values.
- a point from the art activity.

Note: Please arrange a set of flashcards for the learners to match trees with their leaves. Also, arrange raw material like old newspapers/magazines/ropes for the activity.

Methodology

Main Coursebook

Period 1 (40 min.)

I affirm

Greet the learners and ask them to say, "I take care of plants."

ENGAGE

MUST DO

15 MIN.

I am ready

Then read out the riddle, "Who am I? I am not an elephant, but I have a trunk." Ask learners to guess and write the answer in the blank, guiding them to think about what else has a trunk besides an elephant.

Divide the class into groups of four. Give a set of flashcards to the groups to match the trees with their leaves. The group to finish first correctly will be given a GOLD STAR. Whole class feedback.

EXPLORE

SHOULD DO

25 MIN.



eBook could be used to read and explain the lesson to the learners.

Period 2 (40 min.)

Organise a trip to the school garden for the learners to see and observe the variation amongst the plants and trees growing there. Class discussion.


EXPLORE

COULD DO

20 MIN.

Trees, Shrubs, Climbers and Creepers

Ask the learners to look at the pictures and describe them in their own words. Read and explain the text to the learners. Tell them different types of plants and trees and their uses. MUST DO
EXPLAIN 20 MIN.

 **Animation** or a chart with types of vegetation in hills/plains/desert/coastal areas could be shown to the learners. Talk how the growth of plants and trees depends upon climate and soil of a place. Whole class feedback.

DT Write at least 5 examples of trees that give us medicines.

Suggested Homework: this should be done at the classroom

Note: Please arrange samples of different fibres we get from plants for the next period.

Period 3 (40 min.)

Homes of plants

Ask the learners to read rest of the text so that they understand and enjoy. You may tell them to read each paragraph one by one and guide them to read the words correctly if they are not able to. Explain to the learners that different plants grow in different places. Though most of the plants grow on land, there are some that also grow in water. Plants like Cactus grow in desert/hot places. Whole class feedback. MUST DO
EXPLAIN 20 MIN.

Divide the class into five groups – **Trees, Shrubs, Herbs, Climbers and Creepers**. Show the samples to the learners and explain their specific features. Let them write three examples of each category they have been allotted, along with its uses and benefits e.g., Trees – Jamun – Eat – medicine, shade, etc. Once done, each group representative can tell the other groups about the plants and their uses. Group members may also take turns to speak. SHOULD DO
ELABORATE 20 MIN.

 **Slideshow:** Let the learners sit in a semi-circle and watch the slideshow for a quick recap.

Suggested Homework: Make a collage of things we get from plants by pasting pictures. Put up the work for display in class for a week.

Note: Arrange charts and pictures of parts of plants that are edible for the learners' activity in the next period.

Period 4 (40 min.)

The gift givers

Form groups of four learners each. Give an anchor chart with five parts – seeds, roots, stems, leaves and fruits to each group. Then, ask the learners to draw/paste pictures of different parts of different plants that are eaten, in the five columns on the charts. Once they have done it, conduct a class discussion. MUST DO
EXPLORE 20 MIN.

Explanation: After the activity, read and explain the things provided in the chapter. Ask the learners to read the lesson and answer the questions. MUST DO
EXPLAIN 20 MIN.

P.S. Tell the learners that walnuts and peanuts are called as nuts in common language but Walnut is the fruit part and Peanut is the seed part of the plant.

- They can make these on recycled paper and pin up on the display board.

Note: Arrange live samples/models of Trees, Shrubs, Herbs, Climbers and Creepers for the next period.

Period 5 (40 min.)

Greenery around us

The learners will be divided into five teams. Each team will paste samples of fibres we get from plants. After pasting, they can put it on display board in class with group names.

ENGAGE

MUST DO

10 MIN.

Divide the class into groups of five. Show pictures/samples of wood to the learners in each group. Ask them to list the uses of wood. Then, each group will read out and compare by exchanging their sheets and reading them.

EXPLORE

SHOULD DO

10 MIN.

Explanation: Read and explain to the learners that plants keep the air clean and fresh. It is the plants that make our world green and beautiful.

EXPLAIN

MUST DO

20 MIN.

 **Infographic** can be shown to the learners to add to their knowledge.

Suggested Homework: Name the plants/flowers used for making perfumes and paste their pictures in the notebook.

Period 6 (40 min.)

Quick Recap

Divide the class in two teams. Tell them that each team is going to get questions based on the lesson they have studied. Each team will score 1 point for each correct response.

The questions can be:

- What are trees?
- Small plants are called as _____.
- Climbers are plants with a _____, _____.
- Where do the plants grow?
- List the things provided by the plants.
- How do plants make our world beautiful?

EVALUATE

MUST DO

15 MIN.

Green is Good

Greet the learners and explain the importance of saving trees. Tell them to use both sides of the paper when drawing or writing to help save trees. Encourage them to practice this habit every day.

ELABORATE

MUST DO


15 MIN.

Draw the different types of plants in the notebook. Ask the learners to draw trees, shrubs, herbs, climbers and creepers in the notebook. Whole class feedback.

ELABORATE

COULD DO

10 MIN.

 **Test Generator** could be used to give the learners a practise test on plants and reinforce the concepts taught.

Period 7 (40 min.)

A. Tick (✓) the correct answer. Form three groups of learners. Each group will answer one part of Exercise A. Confirm the correct answers.

ENGAGE

MUST DO

20 MIN.

B. Who am I? Write the correct answers in the blanks. Ask the learners to guess the correct answers and write them in the space provided. Peer correction.

EVALUATE

MUST DO

20 MIN.

Period 8 (40 min.)

C. Write short answers in your notebook. In this, first discuss all the questions based on plants orally. Learners will give answers in one word or short sentences. Accept all relevant responses. Then, ask them to write the correct answers in the notebook.

MUST DO

EVALUATE

20 MIN.

I am an artist

Collect fallen leaves, twigs and flower petals. Paste them on a sheet of paper to make a garden or tree picture.

MUST DO

EXPLAIN

10 MIN.

My Secret Diary

Give your friends flower names. Which flowers would you choose for each of them? Why? Tell your Secret Diary.

MUST DO

ELABORATE

10 MIN.

Period 9 (40 min.)

Homework Discussion (I am an artist): Learners can be asked to share and present their garden or tree picture in front of the class. Whole class feedback.

P.S. Ensure that each learner gets a chance to give the presentation.

SHOULD DO

ELABORATE

20 MIN.

I am a doer

Imagine you visit a city with no trees. It feels hot and dull. What is the right thing to do?

- a. Talk to elders about planting trees.
- b. Say it is not your problem.

MUST DO

EVALUATE

20 MIN.

Period 10 (40 min.)

I am an all-rounder

Ask the learners to say a few **th-** words that they have learnt in English. Write them on the board. Then, ask them to read the sentences and fill in the blanks.

A. Ask the learners to think and write suitable words to complete the given statements. They can be given clues from the text they have read.

Fill in the blanks with th- words.

1. Trees have a hard and _____ stem.

MUST DO

2. Shrubs have a _____ and hard stem.

ENGAGE

20 MIN.

B. Ask the learners to read the statement and solve the story sum to find out the number of plants Sarita buys in total. Then, they can write in the space provided.

MUST DO

Whole class feedback.

EVALUATE

20 MIN.

Period 11 (40 min)

I love my Little Book

Ask the learners to discuss the value of Nature that they have learnt in the lesson. Talk to them about the ways to respect nature. Let them add more points to the discussion.

MUST DO

ENGAGE

10 MIN.

Then, the learners may write the value of nature in their Little Book of Values.

MUST DO

ELABORATE

30 MIN.



Worksheets: The worksheets will also be taken up to reinforce the concept or as an assessment.

Learning Outcomes

Learners will be able to match

- match leaves to the trees they belong to.
- develop adequate working memory (in using past knowledge to process the current information on plants).
- take care of seedlings of local trees and plants.
- enjoy going out for nature walks and observing plants and trees in the school garden.
- identify the different categories of plants as trees, shrubs, herbs, climbers and creepers.
- work collaboratively in arts.
- identify the uses of various parts of a plant.
- conduct a comparison between plants and trees.
- tell the different uses of plants.
- speak about the role of trees in keeping the air clean.

Skills Learnt: cutting, pasting, colouring, speaking, writing

Starry Knights

Could you get your learners interested in the lesson? If yes, mention one strategy that helped you the most.

Reward yourself with a STAR.

