

MODEL LESSON PLAN FOR ALL TYPES OF HIGH SCHOOLS

CLASS : VI

SUBJECT:

Name of the Teacher :

Name of the School:

Name of the Lesson/Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Knowing about Plants	Parts of plants	2			
	Root	4			
	Stem	2			
	Leaf	6			Information regarding Pottikkalu
	Flower, Sum-up	2			Flowering plants – Non flowering plants

Prior Concept/ Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept.)

Plant, root, stem, leaf, flower

Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)

Learner

- identifies different parts of plants.
- Differentiates Tap root and fibrous root.
- classifies the plants into dicot and monocot plants.
- conducts simple experiments to understand the functions of parts of plants.
- explains the functions of root, stem and leaves.
- draws a labelled diagram showing parts of leaf.
- makes efforts to protect environment by taking care of plants.

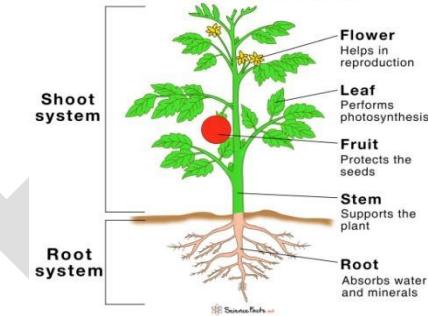
No. of Periods:
16

TEACHING LEARNING PROCESS

Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)

I will show a plant to the students and ask them to identify different parts present in it. This activity leads them in to the topic.

Parts of a Plant

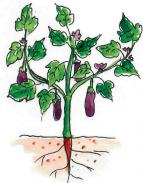


Experience and Reflection (Task/question that helps students explore the concept and connect with their life)

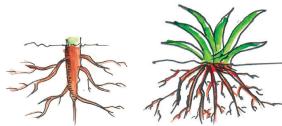
- List out the uses of plants.
- How different plant parts are useful to us?
- Are all the you see similar? What are the similarities among them?

Explicit Teaching/Teacher Modelling (I Do)

- Discussion on parts of plants



- Discussion on root system – Types of roots, functions



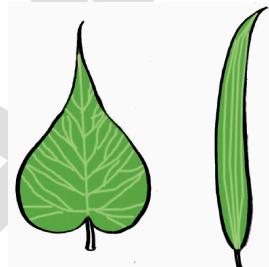
- Discussion on shoot system – structure, function

- Discussion on leaf – structure – venation



Group Work (We Do)

- Identification of plant parts (Activity-1)
- Identification of monocot, dicot plants and their root systems (Activity – 2)
- Water absorption by root (Activity-3)
- Conduction of water (Activity -4)
- Are all leaves same? (Activity -5)
- Activity to observe venation (Activity -7)



- Stomata Observation (Activity -8)
- Transpiration (Activity -9)

Independent Work (You Do)

- Drawing the impression of venation (Activity-6)
- Collect any plant from your surroundings. Draw its root structure.
- What can you say about its root system?
- Collect the leaves of various plants. prepare a herbarium. Write a
- brief report on their shapes, size and venation.
- Prepare a greeting card with dry leaves.

Check For Understanding Questions	TLMs (Digital + Print)
<p>1. Factual:</p> <ul style="list-style-type: none"> • What are the main parts of a plant? • Which part of the plant absorbs water? • What is node? • Which part of the leaf helps in gaseous exchange? <p>2. Open Ended / Critical Thinking:</p> <ul style="list-style-type: none"> • What will happen if a plant does not have any leaves? • What is the relation between the type of root system and venation? • Rajani said “Respiration takes place in leaves”, is she correct? How can you support your answer? <p>Student Practice Questions & Activities (<i>Exercises from workbook / textbooks/ blackboard</i>)</p> <ul style="list-style-type: none"> • How does the stem help the plant? • How can you show that plants absorb water through their roots? • Explain the various parts of a plant with the help of a diagram. <p>Assessment (<i>Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment.</i>)</p> <ul style="list-style-type: none"> • What are the important parts of a plant? • Write the differences between Tap root system and fibrous root system. • classify the given plants into dicot and monocot plants. Beans, Finger millets, Mango, Tamarind, Wheat, Paddy • How can you show that stem conducts water? • Explain the functions of leaves in a plant. • Draw a neat labelled diagram showing different parts of leaf. 	<p>DIKSHA Resource link:</p> <p>https://diksha.gov.in/resources/play/content/do_3130830389412495361436 https://diksha.gov.in/play/content/do_31307881375462195219748</p> <p>Use the language lab pen drive resource. Some of the other digital resources are:</p> <p>https://youtu.be/obUPufbTjrM?list=PLraFa7MIGwaA98Y2V-snHuErg49Dx4xSf</p> <p>Charts, Different plants, paper cups, soil, bean seeds, finger millets, A carrot, a glass of water and blue ink, A small twig of balsam plant, a glass of water and a few drops of red ink, Different leaves, white paper, pencil, Microscope, slides, Potted plant, polythene bag</p>

SIGNATURE OF THE TEACHER

SIGNATURE OF THE HEAD MASTER

VISITING OFFICER WITH REMARKS