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.

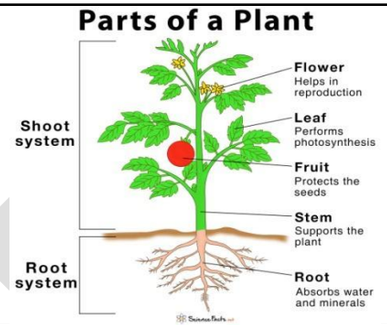
No. of Periods:
16

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TEACHING LEARNING PROCESS

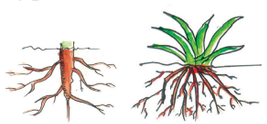
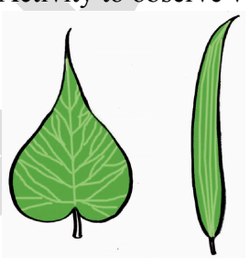
Induction/Introduction *(Generating interest, informing students about the outcomes and expectations for the lesson)*

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.



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)*	Group Work (We Do)	Independent Work (You 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 	• 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)	• 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.

ABSTRACT

Check For Understanding Questions	TLMs *(Digital + Print)*
1. Factual: ● 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? **2. Open Ended / Critical Thinking:** ● 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? **Student Practice Questions & Activities** *(Exercises from workbook / textbooks/ blackboard)* ● 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.	DIKSHA Resource link: *https://diksha.gov.in/resources/play/content/do_31308303894124953614 36* *https://diksha.gov.in/play/content/do_3130788137546219521 9748* Use the language lab pen drive resource. Some of the other digital resources are: *https://youtu.be/obUPufbTjrM?list=PLraFa7MIGwaA98Y2V-snHuErg49Dx4xSf* *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

Assessment *(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).*

- 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.

SIGNATURE OF THE TEACHER

SIGNATURE OF THE HEAD MASTER

VISITING OFFICER WITH REMARKS

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