

Class PP

Theme: - School/Animal/Plants

Unit: - THREE

WEEK: - SEVEN

Topic: - Plants

Word Knowledge (Vocabulary):

- Plants – big, small, these, those, that
- Flowers – leaves, stem, flower, root
- Colour – red, blue, green, yellow, brown, black, white etc.
- Places – garden, flower pot
- Use of flowers – gift, offering,

Like, flowers, what, there, many, less, more, are, here, garden, beautiful, this, is, name, sing, Rhyme, come, go, in, out, count, different, song, listen, look, together, draw, colour, write, fall, full, down, up, read, open, around, types.

Activity 1: Plant (45-50 minutes)

Objectives: Listening & speaking: 2, 3, 6, 7, 8, 10)

- ✓ *Children will be able to speak about plants using simple demonstrative adjectives.*
- ✓ *Children will be able to follow simple instructions to observe plants.*

Introduce the concept of plants by taking children outside. Show them all the different plants around the school. Teacher points to the plant(s) and demonstrates the use of language below:

- *What is this?*
This is a plant.
- *What are these?*
These are plants.
- *What is that?*
That is a plant.
- *What are those?*
Those are plants.
- *Is this a plant?*
No, it is not a plant. It is a...
Yes, it is plant.
- *Are these plants?*
Yes, they are.
No, they are not plants. They are...

Provide enough practice using above language. Teacher questions and students respond accordingly.

Activity 2: Parts of plant (150 minutes)

Objectives: Listening & Speaking- 6, 7, 8, 10, 11

- ✓ *Children will be able to speak about parts of plant using simple sentences.*
- ✓ *Children will be able to pronounce words related to parts of a plant correctly.*

Take children outside the classroom. Instruct them to uproot a weed (unwanted plants) and tell them to stand near or around the garden holding the plant. Then show them the parts of the plant using the phrases mentioned below. Demonstrate pointing at each parts of the plant and practice the language repeatedly till they are familiar with the phrases.

Language in practice

Show a plant and point at each part saying:

- *This is a leaf.*
- *These are leaves.*
- *This is a root.*
- *These are roots.*
- *This is a stem.*
- *These is a flower*
- *These are flowers.*

Ensure that children point to the right parts of the plant while practising.

Play the game: “Sonam says”

Procedure:

- Tell children to stand in a semi-circle facing the teacher. Keep enough space between them to move freely.
- Tell children to hold the plant and get ready for the game.
- Instruct them to touch the parts of the plant only when teacher demonstrates ‘***Sonam says touch the***’ If the teacher does not say ‘*Sonam says*’ then they should not touch any parts of the plant.
- The children failing to follow the rules will be provided with an opportunity to play again after s/he is asked to speak one of the sentences from the *language in practice* by pointing at the appropriate part.

Teacher’s note: Ensure all the students know the vocabulary such as stem, leaf, roots, and flower. Provide enough practice to develop listening and speaking skills. This is an opportunity to practice the language taught earlier. After the activity, make sure to dispose the plants in the proper place.

Activity 3: Listen and colour (45 - 50 minutes)

Objective: Listening & speaking- 3, 9

Writing- 3, 4,

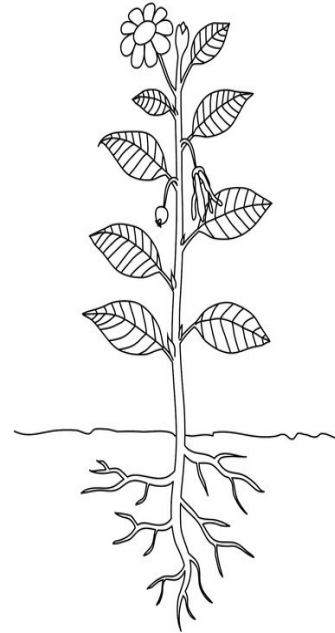
✓ *Children will be able to listen to simple instructions to colour the parts of a plant.*

(Insert a page with a picture of plant in the work book A after page no. 35.)

Instruct children to colour different parts of a plant given on Workbook Page No..35

Teacher gives the following instructions:

- Turn to page number 35 of your workbook.
- Can you see a picture of a plant?
- Colour the root brown.
- Colour the leaf green.
- Colour the stem green.
- Colour the flower red.



Topic: - Flower

Activity 4: Rhymes (45 - 50 minutes)

Objective: Listening & Speaking- 4, 6, 8, 13

✓ *Children will be able to listen to, pronounce and enunciate the words from the rhyme.*

✓ *Children will be able to enjoy singing rhymes.*

Teacher sings the song “Flowers” along with the actions.

(To be sung to the tune of “Twinkle Twinkle Little Star”)

*Flowers, flowers everywhere,
In the garden, in my hair.
In the vase and at the store,
On the table, on the door.
What a lovely time of year,
Flowers blooming, bringing cheer.*

Instruction:

- *We will sing the rhyme.*
- *Listen to me. (Teacher sings and demonstrates)*
- *Sing after me.*
- *Let us sing together.*

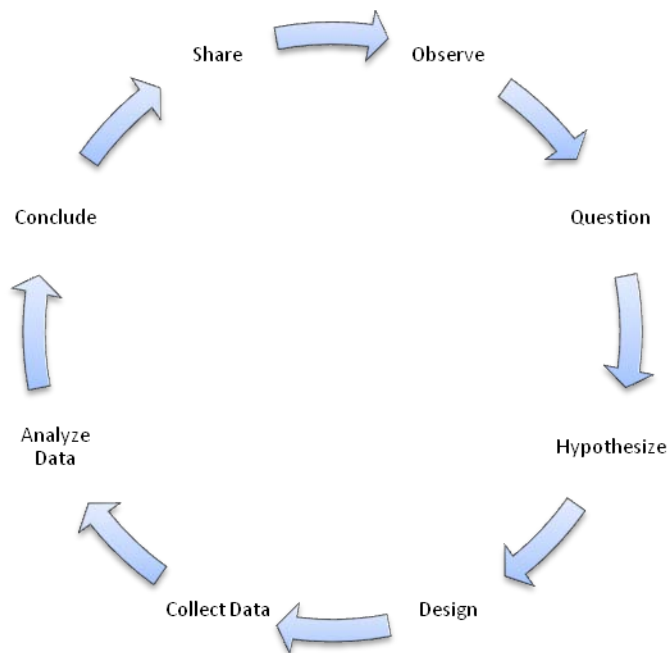
Children follow the teacher. Encourage children sing the rhyme with actions.

Teacher's Note: The above rhyme is suggested one; the teacher can choose any rhymes on flower. Teachers are encouraged to begin and end the lesson with an appropriate nursery

Activity 5: - Identify and count types of flower. (200 minutes)

Objective: (listening, Speaking 2,3,8,6,7,8,10,11,12,13)

- ✓ *Children will be able to speak simple sentences to identify flowers.*
- ✓ *Children will be able to follow simple classroom instructions during the exploration.*



Procedures:

- ✓ **OBSERVE**

Take children out to the school garden or any place having many flowers. Ask the children to first observe around the garden very carefully. Give enough time to observe the flowering plants.

Instruction

*Let's go out in the school garden.
Look at the flowers carefully.*

✓ **QUESTION** *How many types of flowers are there in the garden?*

Choose one of the flower gardens for modeling on how to respond to the question using the *language in practice* mentioned below.

*How many types of flowers are there in the garden?
I think there are four types of flower.
There might be four types of flower.*

Provide sufficient practice to the children to use the above phrases. Then take them to other gardens in the school campus and practice the language. Pose the question and provide think time for children to respond. Don't let them count but let them predict. Encourage to use the language practiced earlier.

Language in Practice

*There might be types of flower.
I think there are.....types of flower.*

Ensure to practice these phrases to predict and to estimate during the time of responding. Practice the phrases repeatedly before going to the next step.

✓ **HYPOTHESIZE**

Provide a worksheet each and let them write their prediction in the first column of the table. Tell them to just note the number in the first column:

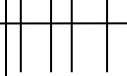
My estimation	Final Finding (count the types of flower and tally)
E.g. 3	

Instruction:

- *Look at the table in the worksheet.*
- *Take out your pencil and eraser.*
- *Look around the flower garden carefully.*
- *Guess and write down types of flowers.*
- *Write only the number in the first column.*

✓ DESIGN

Let children use the same worksheet to tally the types of flowers in the second column of the table. Let them count the types of flower to fill up the second column.

My estimation	Final Finding (count the types of flower and tally)
E.g. 3	5 

Instructions:

- *Look at the table again.*
- *Use your pencil.*
- *Look around the flower garden.*
- *Count the types of flowers and tally it in the second column.*

✓ ANALYZE DATA

Ask children to analyze their answers and predictions with their friends. Tell them to count the flowers to reaffirm.

Instruction:

- *Is your answer same or different?*
- *Yes, it is. No, it is not.*
- *Check your answers with your friends. (team)*
- *Count again all the types of flower in the garden.*

✓ CONCLUDE

Ask children to come to the final conclusion for the most common number.

Teacher:

How many types of flower are there?

Student:

There aretypes of flower.

✓ SHARE

Ask them to share their estimations with their team mates (round Robin) using the phrases taught earlier.

Finally, teacher may ask children to share their findings in a team. Then let them select a child to represent their team to share to the whole class. Encourage them to use the phrase mentioned below to share their answers.

“There are _____ of flowers in the garden.

Activity 6: Names of flower (150 minutes)

Objective: listening & speaking-7, 8, 10

- ✓ Children will be able to ask simple questions about names of the flower.
- ✓ Children will be able to respond to simple questions during the interview.

Demonstrate asking the following questions using puppets.

- *What is this? (Show a flower)*
- *What is the name of the flower?*
- *What are these? (show more than one flowers)*
- *What colour is it? (Use the colour taught earlier)*

Let children take turns to ask above questions with face partner. Then take children out to school garden or staff quarters to explore flowers. Let them ask the same questions to the nature coordinator/forest officers or teachers.

Teacher’s Note: Inform in advance to the concern people/person who is going to participate in the interview to get prepared with the names of the flowers.

Follow up/Assessment

Teacher’s Note: During the interview, go around and use the following checklist to assess students’ use of language.

Students Name	<i>What is this?</i>	What are these?	What is that?	What are those?
1. Sonam	✓	✓	✓	✓
2. Tashi	✓	×	✓	✓

Activity 7: Tag the flower: Game (100 minutes)

Objective: Listening & speaking – 6, 10, Reading & Literature – 4

- ✓ Children will be able to speak simple sentences about flowers.
- ✓ Children will be able to relate the spoken word to the written word about the names of the flowers.

Let children go out and sit in teams. Provide a set of same name cards to each team. Each card will have the name of a flower such as *Rose, Marigold, Aster, Dahlia, Sun flower* and *Hibiscus*. Then teacher reads all the name cards repeatedly until children can read independently by looking at the card. After that instruct the teams to go with the name cards, match the card with the real flower and tag it. They can use twine thread to tag the flower. The first team to complete tagging the names correctly is declared as the winner. The team can compare with other teams and make necessary correction if tagged incorrectly.

Teacher's Note: Prepare a set of name card for each team. Each set can have 4-5 names of flowers depending on the availability in the school garden.

Instruction:

- *Let's go out and sit in teams.*
- *Let's read the name cards.*
- *This is ROSE.*
- *Now read the name cards in your team.*
- *Read the name card again and again.*
- *Team 1 can go and tag the flower.*
- *Look at your name card and tag it to the flower*

Activity 8: Names of flower (50 minutes)

Objective: Writing- 2, 5, 10, 11, 13

✓ *Children will be able to write at least 5 new words of flowers independently.*

Let students draw and colour the flowers that they have tagged with the name card in their note book. Tell them to write the names of the flowers by referring to the name card. After that they can move to the next flower and repeat the activity.

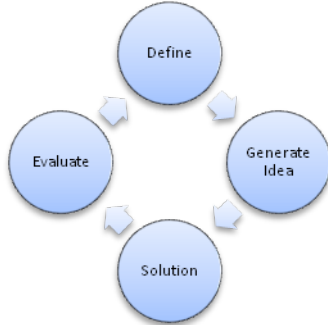
Instructions:

- *Draw the flower that you have tagged.*
- *Colour it.*
- *Write the name of the flower under it.*
- *Use the name card if you don't know the spelling.*
- *Then you can go to the next flower.*

Activity 9: Care for flowers (100 minutes)

Objective: Listening & speaking-3, 6, 7, 8

- ✓ Children will be able to speak in simple sentences to define problem, generate ideas and provide solutions.



Procedure:

- 1. Define:** Students and teachers will collaboratively identify a problem in a Specific garden in the school (PP garden, Scout park) such as: -

- *Students pluck the flower.*
- *Students stamp over the flower bed.*

Take children outside. Show a wilted or drooping flower and ask the following questions to initiate the discussion:

- *What has happened to the flower? (E.g. show a wilted flower in the garden)*
- *Why is it not growing? (Expected answer.... It was plucked, stamped, kicked)*

- 2. Generate idea by asking cue questions:**

What will we do to take care of flowers?

The following are the expected responses and the question should lead towards expected responses as follows:

- *We will put water.*
- *We will not touch flowers.*
- *We will not kick flowers.*

- 3. Solution:** Students are going to choose the best solution for the problem. Students can use the phrases:

- *We will not stamp flowers.*
- *We will not kick flowers.*
- *We will water flowers.*
- *We will weed.*
- *We will not **pluck** flowers. (Use gesture)*
- *We will walk along the footpath.*
- *We will not walk on flowerbeds.*

- 4. Evaluate:** Children evaluate whether their solutions really worked or not by observing the flower garden for at least a week. Remind children that they will be evaluated after a week.

Teacher's Note: Encourage children to find the relevant solution to the problem defined. Then let children share their solutions to the whole school/class. The solutions should be implemented by the children and evaluated.

Teacher's Note: Let children look after the designated garden (PP garden, Scout Park) for at least a week and inform the teacher of its progress or regress. Children and the teacher can revisit the problem to generate better ideas/solutions to take care of the flowers.

Listen and Clour

