

CLASS – VI
LESSON PLAN
CHAPTER –7: Getting to Know Plants

Unit	Chapter –7: Getting to know plants
Class Transaction	6 periods (35 min each)
Pre-requisite for the course	This chapter requires the basic knowledge of • kinds of plants • function of root, stem, leaf
Assessment of qualifying knowledge	1. Written test 2. Lab activity 3. Group Discussion 4. HW notebooks
Objective	<i>Students will be able to know about</i> • different kinds of plants • functions of leaf, stem, root. • tap root and fibrous root • parts of flower
Learning Out comes	KNOWLEDGE- <i>Students will know and understand</i> • Herbs, shrubs, creepers, climbers • Parts of leaf • Tap roots and fibrous root • Parts of a flower SKILLS- <i>Students would be able to</i> • Critically analyze various kinds of plants • Differentiate between tap root and fibrous root • List the functions of leaf, stem, root • Explain parts of flower
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming-</i>The class would start with a discussion on what the students already know about different kinds of plants <i>Introduction of the topic</i>

	Questioning- Multiple level question- Teacher will prepare a list of question about the types of plants and will ask these questions during discussions. (Critical thinking, Communication) Think-pair -share- Students will read the topic again after teacher's explanation, think for a minute and then discuss in pair about the functions of leaf, stem, root. (Critical thinking, Communication) <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Lab Activities
Resources	Text Book NCERT text book for Science Reference Book CBSE Exemplar
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT text book. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks
Assessments	4 UNIT TESTS (25, 25, 25, 25).....100 Marks HALF YEARLY EXAMINATION..... 80 Marks ANNUAL BOARD EXAMINATION..... 80 Marks INTERNAL ASSESSMENTS..... 40 Marks PERIODIC TEST By administering pen paper test we assess creativity and critical thinking. 80 Marks Subject Enrichment 10 Marks With the help of subject enrichment activities we assess communication collaboration, character building and citizenship. Note Book Submission 10 Marks

Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Encouragement for referring other resources • Presenting them with high order thinking questions <i>For weak students:</i> • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE
	The following questions will be asked to the students Q.1. Which plant part absorbs water and minerals from the soil? Q.2. What are the bead-like structures present inside an ovary? Q.3. Give the two main functions of leaf. Q.4. Define fibrous roots. Q.5. Define transpiration.
Unit	Chapter –7: Getting to know plants
Topic	Herbs, Shrubs, Trees
Class Transaction	DAY-1 (35 min each)
Pre-requisite for the course	This chapter requires the basic knowledge of • kinds of plants
Assessment of qualifying knowledge	Students will be asked questions related to different kinds of plants and their characteristics known to them.
Objective	<i>Students will be able to know about</i> • different kinds of plants
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Herbs, shrubs, trees, creepers, climbers

	SKILLS- <i>Students would be able to</i> • Critically analyze various kinds of plants • List the characteristics of each type of plant.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming-</i>The class would start with a discussion on what the students already know about different kinds of plants <i>Introduction of the topic</i> Questioning- Multiple level question- Teacher will prepare a list of question about the types of plants and will ask these questions during discussions. (Critical thinking, Communication) <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz
Resources	Text Book NCERT text book for Science Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT text book.
Assessments	Assessment will be done on the basis of accuracy of the characteristics of various plants.
Closure	By oral recap with the activity concentric circles
Marks	The weightage would be given by CBSE
Unit	Chapter –7: Getting to know plants
Class Transaction	DAY-2 (35 min each)
Topic	Stem
Pre-requisite for the course	This chapter requires the basic knowledge of • function of stem
Assessment of qualifying knowledge	Students will be asked to list the importance of stem for a plant.
Objective	<i>Students will be able to know that-</i>

	Stem conducts water
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> - Stem conducts water SKILLS- <i>Students would be able to</i> - Explain how stem conducts water - Provides support to the plant
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming-</i>The class would start with a discussion on what the students already know about the functions of stem. <i>Introduction of the topic</i> Think-pair -share- Students will read the topic again after teacher's explanation, think for a minute and then discuss in pair about the functions of stem. (Critical thinking, Communication) <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book CBSE Exemplar
Self -Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT text book.
Assessments	Assessment will be done on the basis of the discussion about the function of stem.
Closure	By oral recap with the activity concentric circles
Marks	The weightage would be given by CBSE
Unit	Chapter –7: Getting to know plants
Class Transaction	DAY- 3 (35 min each)
Pre-requisite for the course	This chapter requires the basic knowledge of - Structure of leaf - function of leaf

Assessment of qualifying knowledge	Group Discussion about the process of photosynthesis
Objective	<i>Students will be able to know about</i> • Structure of leaf • Types of venation • functions of leaf
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Parts of leaf • functions of leaf • transpiration in leaves SKILLS- <i>Students would be able to</i> • Critically analyze the structure of leaf • Discuss the parallel and reticulate venation • Explain the function of leaf
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming-</i>The class would start with a discussion on what the students already know about the functions of leaf <i>Introduction of the topic</i> Think-pair -share- Students will read the topic again after teacher's explanation, think for a minute and then discuss in pair about the structure and functions of leaf. (Critical thinking, Communication) <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book CBSE Exemplar
Self -Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT text book.
Assessments	Assessment will be done on the basis of discussion about the structure and function of leaf.

Closure	By oral recap with the activity Talking circles
Marks	The weightage would be given by CBSE
Unit	Chapter –7: Getting to know plants
Class Transaction	DAY-4 periods (35 min each)
Topic	Root
Pre-requisite for the course	This chapter requires the basic knowledge of • kinds of roots • function of root
Assessment of qualifying knowledge	By asking questions about the kinds of roots and their functions
Objective	<i>Students will be able to know about</i> • functions of root. • tap root and fibrous root
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Tap roots and fibrous root • Function of root SKILLS- <i>Students wo</i> • Differentiate between tap root and fibrous root • List the functions of root
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming-</i> The class would start with a discussion on what the students already know about different kinds of roots. <i>Introduction of the topic</i> Demonstration- Comparison of tap root and fibrous root by bringing both types of roots in the class room and students will observe it and then note down their observations simultaneously in their record book. (Critical thinking, Communication) <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book

	CBSE Exemplar
Self -Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT text book.
Assessments	Assessment will be done on the basis of observations written about the tap root and fibrous root.
Closure	By making differentiation table.
Marks	The weightage would be given by CBSE

Unit	Chapter –7: Getting to know plants
Class Transaction	DAY-5 periods (35 min each)
Topic	Flower
Pre-requisite for the course	This chapter requires the basic knowledge of • kinds of flowers • parts of a flower
Assessment of qualifying knowledge	Warming up questions
Objective	<i>Students will be able to know about</i> • different kinds of flowers • parts of a flower
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Parts of a flower SKILLS- <i>Students would be able to</i> • Critically analyze various kinds of flowers • Explain parts of flower
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming-</i> The class would start with a discussion on what the students already know about different kinds of flowers Collaborative learning- Class is divided into groups as per their strength and each group will be given a flower and a bud and will be asked to see the structure of the Flower. (Critical thinking, Communication)

	<i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book CBSE Exemplar
Self -Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT text book.
Assessments	Assessment will be done on the basis of their observations.
Closure	Summarization with the help of students.
Marks	The weightage would be given by CBSE
Unit	Chapter –7: Getting to know plants
Class Transaction	DAY-6 periods (35 min each)
Topic	Parts of a flower
Pre-requisite for the course	This chapter requires the basic knowledge of • parts of a flower
Assessment of qualifying knowledge	By recapitulation of previous day's content
Objective	<i>Students will be able to know about</i> • parts of flower
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Parts of a flower SKILLS- <i>Students would be able to</i> • Critically analyze various parts of a flower
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming-</i> The class would start with a discussion on what the students already know about the parts of a flower. <i>Introduction of the topic-</i> PPT and Digital Content would be shared Think-pair -share- Students will read the topic again after teacher's explanation, think for a minute and then discuss in pair about the parts of a flower. (Critical thinking, Communication)

	ACTIVITY: Students will be asked to cut open a flower to study the structure of pistil and simultaneously drawing in their notebooks. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT text book.
Assessments	Peer assessment will be done.
Closure	Summarization by teacher with the help of students.
Marks	The weightage would be given by CBSE