

LESSON PLAN

SUBJECT	SCIENCE CLASS – VI	NUMBER OF PERIODS - 6
LESSON TO BE TAUGHT	LESSON -7 GETTING TO KNOW PLANTS	
IMPORTANT POINTS	1. Plant group -Herbs , Shrubs and Trees 2. Creepers and Climbers 3. Leaf – Petiole, Lamina, types of venation 4. Function of leaf- Transpiration , Photosynthesis 5. Function of root 6. Types of roots – tap root and fibrous root 7. Function of flower 8. Parts of flower – Petal, Sepal ,Stamen , pistil	
STUDENT ACTIVITY	1. Identify the different groups of plants as tree, shrub, herb, climber and creeper. 2. Differentiate the types of stems in each 3. Observe the venation of locally available plants 4. Cover the leaves of a plant with polythene cover and observe transpiration 5. Observe the types of roots . 6. Observe and separate the different parts of a flower	
PRACTICE ASSESSMENT	Q1. Differentiate trees, shrubs and herbs Ans. Trees- Some plants are very tall and have hard and thick stem. The stems have branches in the upper part, much above the ground. Such plants are called trees. Shrubs - Some plants develop branches near the base of stem. The stem is hard but not very thick. Such plants are called shrubs Herbs - Plants with green and tender stems are called herbs. They are usually short and may not have many branches Q2. Write the difference between parallel venation and reticulate venation with example. Ans. In the leaves of grass you might have seen that the veins are parallel to one another. This is parallel venation. Example - Grass If this design is net-like on both sides of midrib, the venation is reticulate. Example – mango leaf Q3. What is photosynthesis? Ans. Leaves prepare their food in the presence of sunlight and a green coloured substance present in them. For this, they also use water and carbon dioxide. This process is called photosynthesis. Q4. Name the parts of a flower Ans. Petal , Sepal , Stamen and Pistil	

ADDITIONAL INFORMATION	The process of transpiration is related to absorption of water and minerals by the root. The role of butterflies and bees in pollination. Seeds are formed by fertilization. The plants with fibrous root have reticulate venation. The plants with Tap root have parallel venation.
CAN DO STATEMENTS	Students are able to identify the types of plants. Students are able to explain the terms like photosynthesis and transpiration Students are able to identify the different parts of a flower. Have the knowledge of the function of different parts of the plant body.

SUBJECT SCIENCE CLASS – VIII C, D NO. OF PERIODS REQUIRED : 73

LESSON TO BE TAUGHT Chapter : 1 — Crop Production

MY FOCUS 1. Crops and difference between Kharif & Rabi crops

2. Agricultural activities (preparation of soil, sowing, adding manures and fertilizers, irrigation, prevention from diseases,

harvesting, storage) done in agricultural practice

3. Agricultural Implements

4. Manures & fertilizers

5. Methods of irrigation

6. Harvesting and storage

7. Food from animals

STUDENT ACTIVITY 1. To separate healthy seeds from unhealthy seeds using water.

2. To demonstrate the effects of manure (cow dung) and fertilizers (urea) on the growth of plants by growing seedlings in

them.

PRACTICE ASSESSMENT Q1. What are the differences between manures & fertilizers?

Ans. Manures are the natural substances obtained from the decomposition of plants & animal waste, that provides a lot of

humus to the soil. For e.g. Cow dung

Fertilizers are human made chemicals made in factories.

Q2. How the modern method of irrigation is better than traditional method of irrigation?

Ans. Modern method of irrigation is better as they help to use water economically.

For e.g. Drip irrigation avoid wastage of water as water drips directly on the roots of plants.

ADDITIONAL

INFORMATION

1. "Aeroponics" agriculture is the technique of growing crops without the use of soil.

CAN DO STATEMENTS 1. Students are able to differentiate between Kharif & Rabi crops.

2. Students are able to understand the different practices involved in agriculture.

3. Students are able to differentiate between manures & fertilizers.

4. Students are able to explain the term animal husbandry clearly.