

CONSOLIDATED LESSON PLAN**SUBJECT- ENVIRONMENTAL SCIENCE****GRADE- IV**

CHAPTER NUMBER TITLE OF THE CHAPTER	11 Valley of Flowers
NUMBER OF PERIODS	3
LEARNING OBJECTIVES	After finishing this chapter students will be able to: • Understand and appreciate the beauty and importance of flowers. • Understand the different uses of flowers. • Draw, identify and understand the parts of a flower.
TEACHING AIDS	• Videos (teaching and explanation) • PPT • Concept map • Video: https://youtu.be/VXV53TpkroC
PREVIOUS KNOWLEDGE/ CURIOSITY QUESTIONS	Q1. Have you seen many flowers at a time? Q2. Name some flowers you have seen? Q3. List some purposes for which flowers are used in daily life? Q4. Do you have any flowering plants in your neighborhood? Q5. What kind of plants they are? Q6. Can you name the parts of a flower?
ANNOUNCEMENT OF TOPIC	On finding the students unable to answer the last question, the teacher would announce that you have already read about the kind of plants (herbs, shrubs and trees) in the previous class. Today we will learn about the types of flowers, their uses and about their parts.
TEACHING METHODOLOGY /STRATEGY	SUGGESTIVE METHODOLOGIES: BRAIN STORMING / Curiosity questions: • Where have you seen flowers? • Name some flowers and tell their colors. • Do you have any flowering plants in your garden? • How you feel when you see flowers? ACTIVE LEARNING: Students will be asked to draw the different parts of flowers and to label them. GROUP LEARNING: Students will be divided into groups to discuss the names of flowers associated with different cultural and religious occasions. QUESTIONING: Content based questions after each topic will be asked from the students. GUIDED PRACTICE FOLLOWED BY INDEPENDENT PRACTICE- N.C.E.R.T. questions to be discussed in the classroom.

CONTENT OF OBLIGATORY VOCABULARY KEYWORDS	Shrubs- A woody plant, smaller than a tree and have several main stems near the ground. Herbs- Herbs are small plants having a soft stem. Pluck – To pull or to remove something Petals- A petal is a colored part of a flower. Buds- A flower that has not only fully opened.	
LEARNING CONCEPTS	After finishing the chapter students will be able to: • Identify and recognize the flowers by looking at their color, shape and size. • Understand the importance of flowers. • Understand about the different uses of flowers. • Draw and label the different parts of flower.	
HOT SPOTS	Students find difficult to understand the life cycle of a plant as they cannot understand that seeds from flowers or plants come from seeds.	
EXPERIENTIAL CONTENT	Students will do a group activity by using flowers.	
	CHAPTER	11
	TOPIC/ CONCEPT	Valley of Flowers
	NAME OF THE ACTIVITY	1. Categorizing flowers 2. Identification of floral parts
	TYPE OF THE ACTIVITY	GROUP ACTIVITY
	LEARNING OUTCOME	Students will be able to identify the flowers on the basis of • The colors of flowers. • Type of plants these flowers grow on- shrubs, herbs, trees, water plants etc. • Differentiate flowers on the basis of presence and absence of fragrance. • Categorize flowers based on their size (small, medium, large) and their shapes.
	PROCEDURE/ METHODOLOGY	Students will be asked to bring different fallen flowers on the road, special instruction needs to be given to the students to not to pluck the flowers. Then the following details should be noted down by the students in the worksheet: 1. Color of flowers 2. Type of plants these flowers grow on 3. Classification on the basis of their fragrance. 4. Categorize flowers according to their size and shape.
	QUESTIONS	Q1: Name the different colors of flowers. Q2: Name the types of plants on which these flowers grow on? Q3: Name the flowers without any fragrance. Q4: Name the flowers that are flat in shape.
	SOLUTIONS/ HINTS	Ans1. Different colors of flowers are red (rose), yellowish white (jasmine), pink (lily), red (hibiscus) Ans2: Rose, hibiscus grows on a shrub. Lotus is a water plant. Ans3. Hibiscus and sunflower have no fragrance.

SUBJECT ENRICHMENT ACTIVITIES FOR INTERNAL ASSESSMENT	Activity1: Students will perform an activity to show the different parts of flower by drawing.
RECAPITULATION	1. Name 2 flowers which are used to make perfumes. 2. Name 2 flowers which are used to make dyes. 3. Name 2 flowers which are grown on shrubs.
ASSIGNMENT	1. Define: a) Petals b) Herbs 2. Answer the following questions: a) Why do we should not pluck flowers? b) Which flowers bloom all the year round?

DAY WISE LESSON PLAN

SUBJECT- ENVIRONMENTAL SCIENCE

GRADE- IV

Chapter- 11

Name of the chapter- Valley of Flowers

Topic	Types of plants flowers grow on?
DAY	1 st day
LEARNING OBJECTIVES	After finishing this topic students will be able to: • Understand and appreciate the beauty and importance of flowers. • Know that different flowers grow on different plants.
TEACHING AIDS	• Videos (teaching and explanation) • PPT • Concept map • Video: https://youtu.be/VXV53TpkroC
PREVIOUS KNOWLEDGE/ CURIOSITY QUESTIONS	Q1. Have you seen many flowers at a time? Q2. Name some flowers you have seen? Q3. List some purposes for which flowers are used in daily life? Q4. Do you have any flowering plants in your neighborhood? Q5. What kind of plants flowers are grown on?
ANNOUNCEMENT OF TOPIC	On finding the students unable to answer the last question, the teacher would announce that you have already read about the kind of plants (herbs, shrubs and trees) in the previous class. Today we will learn about the types of flowers that grow on different plants.
TEACHING METHODOLOGY /STRATEGY	SUGGESTIVE METHODOLOGIES: BRAIN STORMING / Curiosity questions: • Where have you seen flowers? • Name some flowers and tell their colors. • Do you have any flowering plants in your garden? • How you feel when you see flowers? ACTIVE LEARNING: Students will be asked to make a list of flowers from neighboring garden and to note the names of flower and the type of plants on which they grow. GROUP LEARNING: Students will be divided into groups to discuss the names of flowers associated With different types of plants. QUESTIONING: Content based questions after each topic will be asked from the students. GUIDED PRACTICE FOLLOWED BY INDEPENDENT PRACTICE- N.C.E.R.T. questions to be discussed in the classroom.

CONTENT OF OBLIGATORY VOCABULARY KEYWORDS	Shrubs- A woody plant, smaller than a tree and have several main stems near the ground. Herbs- Herbs are small plants having a soft stem. Trees- Plants with thick and strong woody stem.																
LEARNING CONCEPTS	After finishing the chapter students will be able to: - Identify and recognize the flowers by looking at their color, shape and size. - Understand the importance of flowers. - Understand about the different flowers that grow on different trees.																
HOT SPOTS	Students find difficult to understand the life cycle of a plant as they cannot understand that seeds from flowers or plants come from seeds.																
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SUBJECT ENRICHMENT ACTIVITIES FOR INTERNAL ASSESSMENT	Activity1: Students will perform an activity by collecting the pictures of different flowers with their plants.
RECAPITULATION	1. Name 2 flowers that grow on trees. 2. Name 2 flowers which are grown on shrubs.
ASSIGNMENT	1. Define: Herbs 2. Answer the following questions:- a) Why plants are important in our life? b) on what kind of plant does rose grow?

Topic	Uses of Flowers
DAYS	2 nd day
LEARNING OBJECTIVES	After finishing this topic students will be able to: • Understand and appreciate the beauty and importance of flowers. • Understand the different uses of flowers.
TEACHING AIDS	• Videos (teaching and explanation) • PPT • Concept map • Video: https://youtu.be/VXV53TpkroC
PREVIOUS KNOWLEDGE/ CURIOSITY QUESTIONS	Q1. Have you seen many flowers at a time? Q2. Name some flowers you have seen? Q3. List some purposes for which flowers are used in daily life? Q4. Do you have any flowering plants in your neighborhood? Q5. What kind of plants they are? Q6. How flowers are beneficial to us in our daily life?
ANNOUNCEMENT OF TOPIC	On finding the students unable to answer the last question, the teacher would announce that you today we will learn about the types of flowers, their uses for various puposes.

TEACHING METHODOLOGY /STRATEGY	SUGGESTIVE METHODOLOGIES: BRAIN STORMING / Curiosity questions: • Where have you seen flowers? • Name some flowers and tell their colors. • Why we should not pluck the flowers? • List the ways, we can use rose flower? ACTIVE LEARNING: Students will be asked to draw the different parts of flowers and to label them. GROUP LEARNING: Students will be divided into groups to discuss the names of flowers associated with different cultural and religious occasions. QUESTIONING: Content based questions after each topic will be asked from the students. GUIDED PRACTICE FOLLOWED BY INDEPENDENT PRACTICE- N.C.E.R.T. questions to be discussed in the classroom.
CONTENT OF OBLIGATORY VOCABULARY KEYWORDS	Pluck – To pull or to remove something. Occasion- a particular event or the time at which it takes place.
LEARNING CONCEPTS	After finishing the chapter students will be able to: • Identify and recognize the flowers by looking at their color, shape and size. • Understand the importance of flowers. • Understand about the different uses of flowers.
HOT SPOTS	Students find difficult to understand the life cycle of a plant as they cannot understand that seeds come from flowers or plants come from seeds.

EXPERIENTIAL CONTENT	Students will do a group activity by using flowers.	
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	PROCEDURE/ METHODOLOGY	Students will be asked to bring different fallen flowers on the road, special instruction needs to be given to the students to not to pluck the flowers. Then the following details should be noted down by the students in the worksheet: 1. Color of flowers 2. Type of plants these flowers grow on 3. Classification on the basis of their fragrance. 4. Categorize flowers according to their size and shape.
	QUESTIONS	Q1: Name the different colors of flowers. Q2: Name the types of plants on which these flowers grow on? Q3: Name the flowers without any fragrance. Q4: Name the flowers that are flat in shape.
SUBJECT ENRICHMENT ACTIVITIES FOR INTERNAL ASSESSMENT	SOLUTIONS/ HINTS	Ans1. Different colors of flowers are red (rose), yellowish white (jasmine), pink (lily), red (hibiscus) Ans2: Rose, hibiscus grows on a shrub. Lotus is a water plant. Ans3. Hibiscus and sunflower have no fragrance.
	Activity1: Students will perform an activity to make colors by using fallen flowers.	
RECAPITULATION	1. Name 2 flowers which are used to make perfumes. 2. Name 2 flowers which are used to make dyes.	
ASSIGNMENT	1. Define: Pluck 2. Answer the following questions: a) Why do we should not pluck flowers? b) Which flowers are used in making medicines?	

TOPIC	PARTS OF FLOWER
DAY	3 rd Day
LEARNING OBJECTIVES	After finishing this topic students will be able to: • Draw, identify and understand the parts of a flower.
TEACHING AIDS	• Videos (teaching and explanation) • PPT • Concept map • Video: https://youtu.be/VXV53TpkroC
PREVIOUS KNOWLEDGE/ CURIOSITY QUESTIONS	Q1. Have you seen many flowers at a time? Q2. Name some flowers you have seen? Q3. Name some flowers which are different in shape? Q4. Name the colored part of a flower?
ANNOUNCEMENT OF TOPIC	On finding the students unable to answer the last question, the teacher would announce that today they will learn about the different parts of a plant.
TEACHING METHODOLOGY /STRATEGY	SUGGESTIVE METHODOLOGIES: BRAIN STORMING / Curiosity questions: • Name some flowers and tell their colors. • Do you have any flowering plants in your garden? • Name some flowers with different shapes? ACTIVE LEARNING: Students will be asked to draw the different parts of flowers and to label them. GROUP LEARNING: Students will be divided into groups to discuss the parts of fallen flowers. QUESTIONING: Content based questions after each topic will be asked from the students. GUIDED PRACTICE FOLLOWED BY INDEPENDENT PRACTICE- N.C.E.R.T. questions to be discussed in the classroom.
CONTENT OF OBLIGATORY VOCABULARY KEYWORDS	Pluck – To pull or to remove something Petals- A petal is a colored part of a flower. Buds- A flower that has not only fully opened.
LEARNING CONCEPTS	After finishing the topic students will be able to: • Understand the importance of flowers. • Understand about the different uses of flowers. • Draw and label the different parts of flower.
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	Activity1: Students will perform an activity to show the different parts of flower by drawing.	
RECAPITULATION	1. Name 2 flowers whose petals are red in color. 2. Sepal of a flower is ____ in color.	
ASSIGNMENT	1. Define: a) Petals b) Herbs 2. Answer the following questions: a) Why do we should not pluck flowers? b) Name the colored part of a flower?	