

Pre-Content/content Post-Content	Learning outcomes/Objectives	
	General	Specific
<u>Pre Content:</u> - Children will be told about importance of plants in our life <u>Content:</u> - Plants and its parts - Roots - Germination - Photosynthesis - Storage of food in different parts of the plants <u>Post Content:</u> - Laws against deforestation	Students will be able to: list out things which they get from plants identify parts of a plant. correlate functions of roots and other parts of the plants. observe how seed germinate and grow in to a new plant assess conditions required for photosynthesis discover that plants store food in stems, roots, leaves, fruits and seeds support laws against cutting trees	Students will be able to: explain the importance of plants for animals explore different parts of a plant differentiate between different parts of the plant deduce that root anchors the plant in the soil. compare and contrast two types of roots explain the process of germination interpret how plants make their own food by the process of photosynthesis categorize vegetables into edible stems, roots, leaves and fruits justify the laws against cutting trees are very important to protect our environment

Home Work /Assignment

- Q1. Draw a well labelled diagram of a plant.
 Q2. Draw two type of roots and name it.
 Q3. Bring material required to germinate the seeds in the class room.

AND PROGRESS**MONTH - JANUARY**
CLASS - IV

Teacher's Activity	Students' Activity	Teacher's observation and Remedial
Teacher will : (Mind Map) - ask students to draw a mind map for the things which they get from plants. (Field Activity) - take students to the garden and show different parts of a plant. - ask students to draw and label different parts of the plant - show students different types of roots. She will also show them the unusual root of banyan tree - guide them how to germinate moong / gram seed in the class - show them a video on photosynthesis ask them to complete the worksheet Annexure 19 (A) - conduct an activity on edible parts of the plants. (Integrating art) - organize a visit to the school garden where students will plant saplings and she will ask them to make placards on " Save Trees "	Students will : - draw mind map in their notebooks - enjoy the field activity - draw plant and label its different parts - observe the different types of roots and draw in their notebooks. - germinate seed in a pot and keep it on the window -sill of the class - watch the video and complete the worksheet on photosynthesis Annexure 19 (a) - perform the activity and complete the worksheet - plant saplings and make placards and place it in the garden to make people aware.	

Teaching Aids: Seeds, saplings, two types of root with plant , video , ICR

Methodology/Innovative Methods: Experiential learning , discussions and hands-on-activities .

Interdisciplinary Links: Gardening, ecology , botany , art

HOD**COORDINATOR****HEADMISTRESS****PRINCIPAL**

Annexure 19 (A), (a) - WHO AM I ?

<u>SUBJECT</u>	EVS
<u>CLASS</u>	IV
<u>CHAPTER</u>	ABDUL IN THE GARDEN
<u>TOPIC</u>	EDIBLE PARTS OF PLANT
<u>TIME</u>	20-25 MINUTES
<u>NATURE OF ACTIVITY</u>	INDIVIDUAL

What will I learn (Learning Outcome) ? To classify different vegetables according to the edible parts of the plant .

Skills : Understanding , analyzing, evaluating , creating

What I have to do ? To explore and differentiate between different vegetables into modified roots , stems , leaves and fruits .

What do I require ? Vegetables are eaten in a day to day life (students will be asked to bring raw vegetables from home)

What do I need to know ? The difference between vegetables, fruits and grains which we eat every day. Different parts of the plants are eaten as food.

➤ **Teacher's Activity:** Teacher will :

- (1) show a video on the storage of food prepared during photosynthesis in different parts of plants and explain the content to the students.
- (2) divide the class into four groups and name them as **Edible Stems, Edible Roots, Edible Leaves and Edible Fruits.**
- (3) ask each group to make a chart by mentioning the name of their group.(on A-3 sheet)
- (4) conduct the game in the class where the teacher will show vegetables one by one to the students and will ask which group it belongs to . Group members will identify the vegetable and the group it belongs to.
- (5) ask group members to write down the name of that vegetable on the chart of their group. Further, they will draw, color and label that vegetable.

How will I proceed ?

➤ **Students' Activity:** Students will :

- (1) observe different vegetables shown to them and classify according to the part where food is stored.
- (2) try to identify the correct modification .

What have I observed : Students will complete the table :

S.N.	<u>NAME OF THE VEGETABLE</u>	<u>EDIBLE PART OF THE PLANT</u>	<u>PICTURE OF THE VEGETABLE</u>
1	Potato		
2	Tomato		
3	Spinach		
4	Beet Root		
5	Cabbage		
6	Turnip		
7	Onion		

What have I learnt ? After photosynthesis, extra food is stored in different parts of the plant. We eat modified stems, roots, leaves, seeds and fruits of plants .

What am I curious to learn ?

- ❖ Potato and ginger grow underground. Let us observe both and find out which part of the plant is edible.

Let me evaluate myself :

Q1) Choose the correct option :

A) In which of these plant parts is food made ?

- i) fruits ii) stem iii) leaves iv) flowers

B) Which of these is not required for photosynthesis ?

- i) sunlight ii) oxygen iii) water iv) carbon dioxide

C) Energy needed by leaves to make food is obtained from-

- i) sunlight ii) food stored in plants iii) heat iv) artificial light

D) Plants use food for-

- i) growth ii) repair iii) both (i) and (ii) iv) other living organisms

E) Plants takes in _____ gas through their stomata during photosynthesis.

- i) oxygen ii) carbon dioxide iii) nitrogen iv) helium

Q2) Why leaves are known as "Kitchen " of the plants ?

Ans) _____

Q3) Give reasons :

A) Does photosynthesis occur 24 hours a day ?

Ans) _____

B) If you cover both sides of a leaf with wax, can it still make food ? Why/why not?

Ans) _____

Q5) Draw and colour the picture of edible root , stem , seed , leaves and flower, which we eat as vegetables. (one each)

EDIBLE STEM



EDIBLE ROOT



EDIBLE LEAVES



EDIBLE SEED



EDIBLE FRUIT


