

**SWBAT identify the parts of the plants and explain the function of the parts.**

**Engage:** (5 mins) (whole class, song and place to dance)

Play the song “Parts of our body”. Students sing and dance to the song.

Ask students to name a few parts of our body. Take responses.

Tell – these are some of the parts of our body. When they come together they make one whole thing. Like my head my eyes my nose all put together make one whole Asha. Same way your eyes, nose ears put together make one you.

**Explore:** (10 mins)

We can show curiosity not only by listening and asking questions. We can show curiosity even by feeling and touching things we want to know more about. Today we have some plants in front of us. Let us show our curiosity and touch and feel the plants and learn more about them.

Instructions –

- 1) I will take the group name that group will come and sit around the plant having their group name on it.
- 2) You will touch and feel the plant and discuss in your team what you saw. You can talk about names of the things you see, the colour, the shape, size.
- 3) We will respect each other and give each other a chance to touch and feel the tree. I will observe this and give marks to the teams who give all in the team a chance to touch and feel the plant.

The students explore the plant in their groups. They will also discuss in their groups what they see and share with each other.

Ask the groups to share what they have seen.

Structure – The grit team sees \_\_\_\_\_.

ESR – The grit team sees flowers, leaves, mud. The flower is yellow colour.

**Explain:** (15 mins)

So we have all seen leaves flowers, fruit in front of us. These are the parts of a plant. These things put together form one plant.

Now let us look at the board.

Write the names of the parts (roots, stem, leaves, flowers, fruits) on the board by pointing out at the part on the board. Point at the parts and make students repeat the names with me.

Now our body has many parts and we use each part do something. Like we use our eyes to see, our hands to do work (read, write), our mouth to eat, talk etc.

Same way the plant also uses its parts to do something.

Let us start from the bottom—

- 1) Roots – roots are there in the soil. We put water in the soil, correct?  
Roots take this water and minerals from the soil and give to the stem.
- 2) Stem will take water and minerals from the roots and give them to the leaves.
- 3) Leaves – make food for the plant.
- 4) Flower – make the seeds to grow more plants.

**Elaborate:** (15 mins)

Students take the paper having parts of plant drawn separately on it. Cut the parts and arrange it to form a plant on the chart paper.

They then take the paper on which the functions of the parts are written. I read out the functions. Students stick the functions cut outs to go with the correct part.

**The students form a line and go down to look and discuss about the plants in the school compound.**

- 1) They identify the parts of the plants.
- 2) They are able to tell the functions.

**Evaluate:**

Students take care of their plants in their groups over the week. Observe the plant and make a presentation at the end of the week about the parts of the plants and its functions.

Structure of the presentation –

- 1) Parts of a plant. Functions of the parts of a plant (3 marks)
- 2) How do plants make food? How does it help provide us clean air? (3 marks)

- 3) Why is it important to grow more plants? (current emphasis on clean air only) (4 marks)
- 4) Also as a team they take care of the plant assigned to their group. We will see the values of empathy and teamwork here.