

The Plant Fairy

Grade: 3, CBSE, EVS, Lesson: 2

Objective of the lesson: Understand the diversity of plants around us. Explore parts of plants and their diversity

Field visit

Students were taken outside for a field visit to explore the diversity of plants, to learn about parts of plants, types of leaves and flowers, their color, size and shape. After collecting the leaves and flowers, we all sat in the field. I asked children to show their friends the leaves and flowers they had collected. Then we discussed the different shapes, colors, margin, size, aroma and texture that we observed.



Some questions asked by students were taken up during the discussion. Students asked why all the flowers are not of the same colour. I replied saying flowers have different colours to attract insects. Other questions were why some leaves are soft while some are rough? How is sunlight and flower colour related? Why are leaves yellow or red color?

Reflections - Field visits are opportunities to go outside the classroom and explore; they give opportunities to discuss with people in the locality. Field visits also gives chances to students to bond within their group. Some points for improvement are: it would have been better if students were taken out in the morning; a worksheet could have been prepared where students could tick what they had seen, that would have made the experience much richer.

Discussion on living and non-living things:

I showed them different pictures (plant, tree, bike, car, books, dog, desk and bench) and asked them if they could identify them as living or non-living.

Here are the reasons children offered for their classification

S : A cat is living because - It makes noise, it moves, it gives birth to young ones.

S : A pencil is non-living because - it does not move or make any noise.

T : What about a car, it moves and makes noise, so is a car a living thing?

S : (some mixed answers initially) ... A car does not move on its own. We need to be inside for the car to move, hence a car is non-living.

T : What about a plant/tree, it does not move around or make noise, so is it living or non-living? Students had doubts about this and there were mixed responses about

plants being living or non-living. I helped students to recollect from observations- how a plant that was seen to be small last year has become bigger now.

I summarized the indications students shared for a living thing: it moves, it breathes, it grows; living things eat, makes noise, give birth to young ones, have feelings and die. A non-living thing doesn't die.



Discussion on plant diversity:

Pictures of different plants and trees that are commonly found in the locality were shown. I asked students to name some plants they know which are commonly seen. Students mentioned rose, hibiscus, jasmine, drumstick tree, guava tree, mango tree, and neem tree. Students also correctly identified neem, jasmine, pumpkin, aloe vera, coconut tree, rose, banana tree, drumstick tree, hibiscus, mint, water lily and papaya tree from the slide.

Discussion on parts of plants:

I showed them a picture of a plant and students were asked to identify the different parts of the plant.

The next slide had various pictures of roots, stems, flowers, and leaves. The students were asked to organize them according to the parts, i.e. roots together, stem together, leaves together etc. There were different pictures

of roots. They could also compare them with plants they may have seen earlier. One of the students called out saying that when grass is plucked one can find the root that looks like a bunch and when a small plant is plucked a long stem like root is seen. I reiterated saying there are mainly two types of roots that we will be able to see: grass will have roots that look like a bunch and other plants will have a longish root.

The slide then moved to stems. There were different pictures showing thin stem, thick stem, long and broad stem etc. students were asked to identify them if they had seen these stem types before. Students were able to recollect that a particular stem had thorns on it. The stem of the mango tree is thick and the stem of the coconut tree is long.

Then the discussion moved to leaves. There were pictures of leaves with different margins and shapes. There was not much discussion on which plants have a particular shape of leaf as the students had already collected leaves.

After these slides, the class summarized the day's learning. Qualities of living things: they move, make noise, give birth to young ones, eat food and breathe. Different parts of plants: root, leaf, stem, and fruit and the diversity among kinds of leaf, flower and stem in plants.

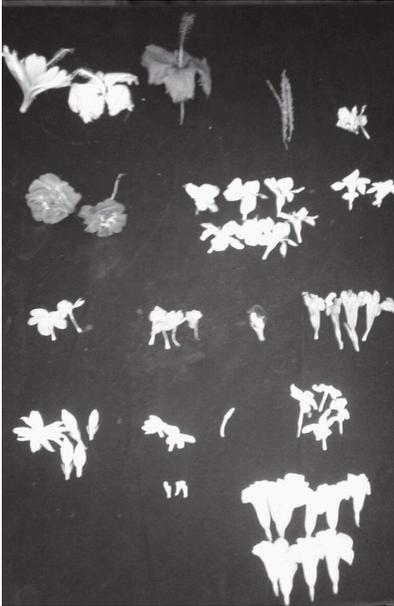
Reflections:

- While students are responding turns could be given so that every student, as well as the teacher, would be able to hear individual responses. This practice also will help create the value of waiting for turns in the classroom.
- If the question posed gives away the answer, student misconception cannot be

uncovered. But when they are encouraged to explain, e.g. if a cat moves and is living why is a car not living, this helps us understand how children reason. It also helps the other children to learn.

- Building understanding of basic concepts would take a bit longer. It is worth the time spent if the topic goes beyond basic concepts. The slideshow was intended to fit into one period; the discussion on living and non-living things itself was interesting and engaging; more time could have spent on the topic.

- There were a lot of instances where students' own knowledge was brought to the class – a student shared his experience of seeing animals giving birth to their young, a student's observation on two types of roots.
- In presentations, both Tamil and English words could have been used so that students can be familiarized with both terms.
- After a discussion, it is always good to have individual writing activity, which helps children reflect on what has been learned.



Children exploring leaves and flowers



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