



# EDUKALA

 **dheerya**  
foundation



# PLANTS

## RESOURCES :

Different types of leaves, papers, colors ,  
crayons, scissors.



## INTRODUCTION :

- There are different types of plants in our surroundings. The plants which are very tall and have branches are called trees.
- Plants which are smaller than trees and have bushy appearance are called shrubs.
- Plants which are smaller than shrubs are called herbs.
- Plants which need support to stand are called climbers.
- Different plants have different types of leaves.

## OBJECTIVES :

- To observe the plants and their parts
- To know the classification of the plants.
- To understand the diversity of plants.
- Exploring the tree ecosystem.
- Interdependence of trees with other organisms.

# PREREQUISITE

## BEGINNER :

- To be able to differentiate between the colours of leaves.
- To know the names of basic plants.

## ADVANCED :

- To know the names of different plants.
- To be able to differentiate between leaves of different plants.



# PRE-ASSESSMENT :

Let's try a new game 'The Plant Fairy'. One student can act as a Plant fairy and give instructions, and others can follow. If the 'Plant fairy' says touch the green leaves, students will run and touch the green leaves. Anybody who misses out or does not follow the instructions is assumed to be out of the game. The one who is out of the game will be the next 'Plant fairy'.

Students responses in the game should be noted down for assessment.



# ACTIVITY 1 :

Students could be asked to bring fallen leaves from the garden, and asked to observe the leaves and explain.

Here the students can feel the texture, observe the shapes of the leaves, the veins and the color.

- Students can be instructed to trace the leaves in their note book by using color pencils or crayons
- Using different leaves the students can be asked to create pictures of animal such as rat, elephant, rabbit etc.

Explain:

Ask students to collect information of plants in their surroundings and classify them according to their understanding based on the tabular column





Name of the plant (தாவரத்தின் பெயர்)	Height (Tall/short/ medium) (உயரம்)	Size of the stem (Thick/thin) (தண்டின் அளவு)	Shape of the leaves (இலைபின் வடிவம்)

- Every student in the class should get a chance to present his/her idea. After getting their ideas, teacher could explain how to differentiate between shrub and tree, herb and tree, herb and shrub etc.

# ACTIVITY 3 :

Picture of a plant and some description of that plant would be printed on cards. This is a group activity. One group will read out the description (clues) and other group has to find out the name of the plant. Each group will get equal chance.

Elaborate:

Activity 1: Ask students to collect names of the leaves that are used for cooking.

Activity 2: Ask students to collect names of plants used for cooking and write the parts of that plant that is used as food.

S. NO.	NAME OF THE PLANT	PARTS USED FOR COOKING
1.	TOMATO	FRUIT





# ADVANCE ACTIVITY 1 :

Objective - To find the right food.

Game play - Students are made into two groups - organisms & food. Groups shall be made to stand separately and asked to choose the right food items. One organism should choose only one food.

Discussion - Debating on the choice of food items by the organisms with the reason. Discussion on the decrease of certain species and its impact on food and ecosystem. Role of human beings in the ecosystem.



## ACTIVITY 2 :

The players are designated as squirrels and predator (Eagle). The game leader will call out the name of a tree or its description (depending on the age of players) within the game area, and squirrels must race to the correct tree without being caught by the predator. Once the squirrel is touching the correct tree they cannot be caught. If the squirrel is caught by the predator before touching the tree, he/she becomes predator and try to catch remaining squirrels. The game is continued until there is only one squirrel remaining.

After the game, talk with the players about the types of trees that were in the game area and their unique attributes. See if the players can distinguish trees and ask them what they noticed that made the trees identifiable. Discuss about the role of squirrel and eagle on our environment and what happens when there is decrease in population of any species. Discuss the role that trees play in the forest and the food and habitat they provide to wildlife.



# ACTIVITY 3



- Fallen Leaves, small sticks, bark and tree nuts that are found on the ground.
- Construction paper or card stock
- Glue (Craft glue is fine for lightweight items, but hot glue works best for the woody and heavier items)
- Colored Pencils or Crayons
- Scissors

Arrange what they collected on the construction paper to form bodies, legs, arms, feet, etc. Let them use their imagination with the placement of these items! Large leaves can be bodies, and small round leaves can be feet. Twigs can be legs and arms, and acorns and acorn caps can be a hat or a face (just draw on the eyes). Feel free to use the scissors to cut the forest supplies down to size, and use the pencils/crayons to draw on the head, face, or any other missing part. When they have created your forest friend, glue it into place. Make sure to give him/her a name! As an added challenge, try to identify the types of trees that provided your woodland supplies

# ACTIVITY 4:

This is a project idea for teacher to make use of students and document the tree/plant species present in their locality.

Objective - To document the native tree/plant species and discuss their role in the environment.

## Process

- Form student groups, preferably heterogeneous.
- Elaborate each groups, names of the plant/tree species in and around the school campus and home.
- Use pictures of trees/plants while explaining.
- Each group can collect the names of the plant/trees present in and around their campus and home.
- Teachers can assist each group by taking photographs of the tree/plants using the mobile phone.
- Document the names of tree/plants with names, both Kannada and English name.
- Draw a relationship map of each plant
- Discuss the role of trees/plant in the environment.



Fill the observed data in the observation sheet given below. Remarks column is to fill the observation noted in a tree/plant. E.g. I spotted a nest in the tree, An insect was sitting on a flower.



S. NO.	TREE/PLANT	LOCALITY	REMARKS



After documenting the tree/plant species, list out the name of a tree/plant and note down its uses. Plants/trees play a vital role in an ecosystem so knowing their relation with other organism is important.

Explain the tree/plant ecosystem in a diagrammatic format.

S. NO.	TREE/PLANT	USES	TO WHOM
1.	TULSI	Medicinal properties	Humans, animals, birds, insects

# POST ASSESSMENT :



A player is blindfolded and led to a tree then taken back to the starting point. The player's blindfold is removed and he/she must find his/her way back to the tree that he/she had experienced without sense of sight. The group splits into pairs. One partner is blindfolded.

The other partner then leads the blindfolded player to a tree of his/her choice within the game area.

The blindfolded partner is given a few minutes and must use his/her sense of touch, smell, and hearing to familiarize him/herself with the tree. The blindfolded player is then led back to the starting point. The blindfold is removed, and the player is then asked to find the tree to which they had been led. The partners then switch and the game is restarted.

# INSTRUCTION TO THE VOLUNTEER

- Arrange for different varieties of leaves for more exposure to the students.
- Asses all the activities of the students individually







**If you like our content and wish to support Dheerya's Edukala, kindly donate using the QR code or the bank details given below :**

**Name: DHEERYA FOUNDATION**

**Account number: 10083380229**

**IFSC: IDFB 0080 183**

**Bank Name: IDFC FIRST BANK**

**UPI ID: dheerya@upi**