

## Daily Lesson Plan (DLP)

<b>Topic: Weeds: What kind of Root?</b>		<b>Day :1</b>
<b>Grade: Pre-school kindergarten grade 1</b>	<b>Lesson Name: Weeds: What kind of Root?</b>	<b>Time :( 60 Mins.)</b>

Topic	<b>Weeds: What kind of Root?</b>
Weekly key words	Weed, Tap roots, Deep roots, woody scrub, Creeping, Brittle
Seating plan	<input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Group of 4
Skill development	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Presentation <input type="checkbox"/> Reflection <input type="checkbox"/> Illustration <input type="checkbox"/> Collaboration <input type="checkbox"/> Observation <input type="checkbox"/> Research <input type="checkbox"/> Other (Specify

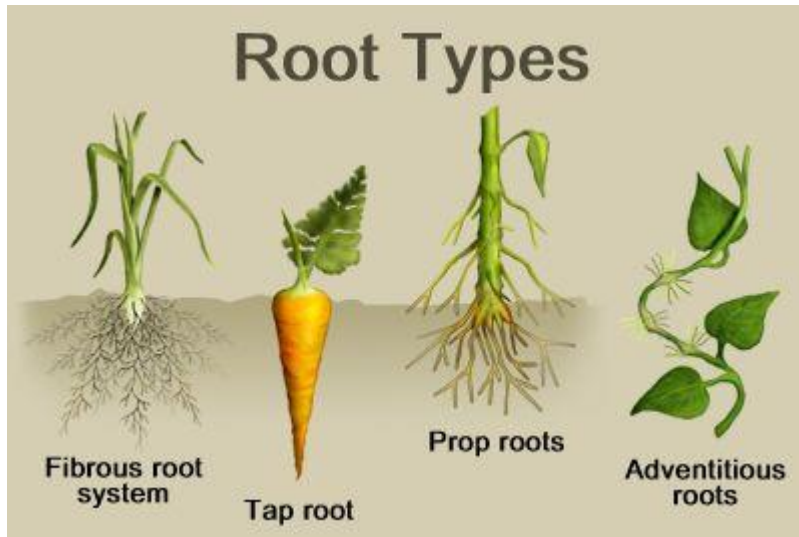
<p><b>Objectives:</b></p> <p>➤ <b>The students will be able to:</b></p>	<ul style="list-style-type: none"> <li>❖ At the end of the lesson, you will able to define the term weed</li> <li>❖ Describe the economic importance of weeds</li> <li>❖ State the role of weeds in the farm</li> <li>❖ Describe the types of weeds</li> <li>❖ Describe the weed management and control strategies</li> <li>❖ Enumerate the effect of herbicide</li> </ul>
<p><b>Teaching Resources:</b></p>	<p>Multimedia/projector, laptop, YouTube, writing board, notebook,</p>
<p style="text-align: center;"><b>Teaching Learning Strategies</b></p>	
<p><b>Introduction: Oral Discussion:</b> Take students' prior knowledge about the topic "Weeds: What kind of Root?" and encourage them to share their views about it. Listen to their responses and give feedback. 05 mins.</p> <p><b>Methodology:</b></p> <p>Show the following link to the students using multimedia or a laptop.  <a href="https://youtu.be/aNmZOJHuf3k">https://youtu.be/aNmZOJHuf3k</a></p> <p><b>Group Work:</b></p> <p>Make each group of 4 students and encourage them to discuss the content shown in the video. (10 mins.)</p> <p>After 10 minutes of group discussion, the teacher will ask questions related to the video just shown in the classroom. (10 mins.)</p>	

The teacher will write down the definition of pollination on the writing board and make sure the students read and understand it clearly. And discuss it in detail.

(10 mins.)

**Activity: (10 mins.) (Peer Work)**

**Weeds and roots**



**Instructions:**

✚ Take a chart and paint different types of roots

**Wrap up (5mins.):** Wind up the lesson by asking the students randomly to assess their understanding of the topic.

**Individual Work:**

Ask each student randomly to share if anyone ever teased him/her by calling different names. If yes, how he/she felt?

**Worksheet (Day1)**

**Lesson Evaluation:**

- Teacher was able to accomplish all aspects of the lesson well
- Teacher was not able to ..... do warm up activity,
- develop lesson plan well,
- do the learning activity,
- do wrap up,
- accomplish lesson objective,
- manage time well,
- manage class well

## Worksheet

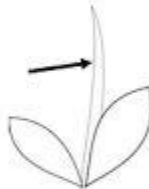
Name \_\_\_\_\_

### Writing Plan sheet

Topic ☐ Each part of a plant is important.

☐

roots

☐

stem

☐

leaves

☐

flower

- Write in detail about weeds and roots.

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## Seed Dispersal

Read the facts about seed dispersal below and fill in the missing words.  
Use the word bank to help you.

1. A seed can grow into a new \_\_\_\_\_.
2. Plants need \_\_\_\_\_, light, water and room to grow.
3. Seeds are \_\_\_\_\_ in many different ways.
4. Some seeds can catch the \_\_\_\_\_ and float away from their parent.

