

## Daily Lesson Plan (DLP)

<b>Topic: Soil Preparation</b>		<b>Day :1</b>
<b>Grade: Pre-school kindergarten grade 1</b>	<b>Lesson Name: Soil Preparation</b>	<b>Time :( 60 Mins.)</b>

Topic	<b>Soil Preparation</b>
Weekly key words	Ground, Soil, Filth, Unpleasant, Brown, Water, Mud, Clay, Sand, Silt, Loam
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>➤ Learn about soil preparation.</li> <li>➤ Identify the most important types of soil</li> <li>➤ Distinguish uses and characteristics of different types of soil.</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 "Preparation of soil". 05 mins.</p> <p><b>Methodology:</b> Show the following link to the students using multimedia or a laptop. <a href="https://youtu.be/8ulpy_GFLDk">https://youtu.be/8ulpy_GFLDk</a></p> <p><b>Group Work:</b> 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> <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.)</p>	

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

**Bee pollination steam activity**



- The teacher will prepare a tray with 5 plastic glasses and different kind of soil.
- Teacher will have flash cards of soil and letters spelling soil.
- Children will be shown the flash cards of soil.
- Then they will arrange the spellings of soil
- Then they'll identify the soil with the help of the teacher.



- Children will be provided with material (charts, paints, markers, soils etc)
- Then they will make posters like in the picture above.

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

**Individual Work:**

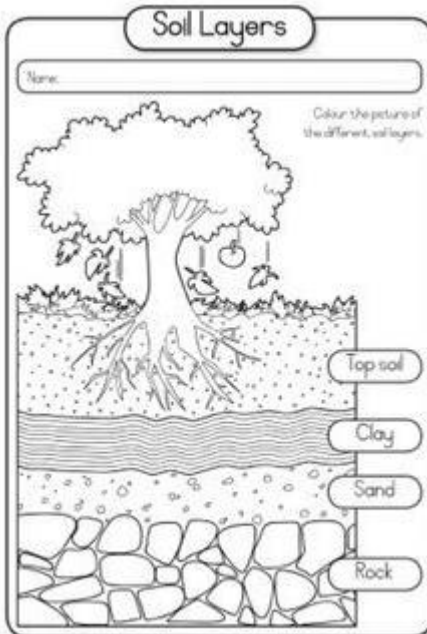
**Ask each student randomly to share if anyone ever teased him/her by calling different names. If yes, how he/she felt?**

**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




**Soil Types**

Name: \_\_\_\_\_ Date: \_\_\_\_\_




**Sand**

Color:
Texture:
Water Retention:



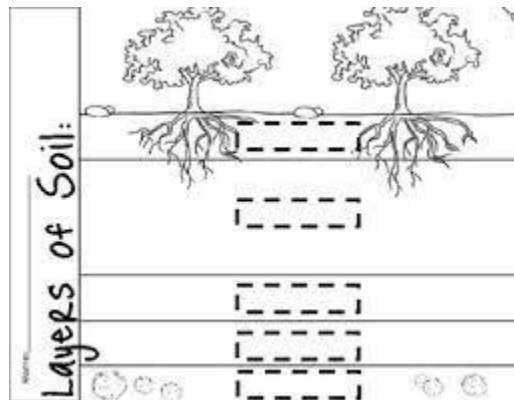
**Loam**

Color:
Texture:
Water Retention:



**Clay**

Color:
Texture:
Water Retention:



## ASSESSMENT

1. Use the words in the box to complete the sentences about pollination and fruit and seed formation. You will use some words more than once.

wind insects seeds eggs pollen stigma  
anthers nectar ovary fertilisation

- The \_\_\_\_\_ of flowers make a yellow powder. This is called \_\_\_\_\_.
- Pollination happens when pollen moves from the \_\_\_\_\_ to the \_\_\_\_\_ of a flower of the same type.
- Some plants use \_\_\_\_\_ to blow the pollen far away.
- \_\_\_\_\_ visit flowers to feed on \_\_\_\_\_. They get \_\_\_\_\_ on their bodies at the same time.
- The pollen and the \_\_\_\_\_ join together. This happens inside the \_\_\_\_\_ during \_\_\_\_\_. This is how \_\_\_\_\_ form.
- The \_\_\_\_\_ becomes the fruit.