

**Daily Lesson Plan  
(DLP)**

|                               |                                     |                         |
|-------------------------------|-------------------------------------|-------------------------|
| <b>Topic: Pant Life Cycle</b> |                                     | <b>Day: 1</b>           |
| <b>Grade: 2-3</b>             | <b>Lesson Name: Pant Life Cycle</b> | <b>Time :(60 Mins.)</b> |

|                   |   |
|-------------------|---|
| Topic             | <b>Pant Life Cycle</b>  |
| Weekly key words  | Seed, soil, water, germination, sprouting, etc  |
| 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<br><input type="checkbox"/> Reflection <input type="checkbox"/> Illustration <input type="checkbox"/> Collaboration <input type="checkbox"/> Observation <input type="checkbox"/> Research<br><input type="checkbox"/> Other (Specify) |

|   |   |
|---|---|
| <p><b>Objectives:</b><br/>➤ <b>The students will be able to:</b></p>  | <p>➤ Learn about the different steps of the plant life cycle: seed, germination (sprout), seedling, and growth into an adult plant.</p> |
| <p><b>Teaching Resources:</b></p>   | <p>Seeds, container, water, writing board, notebook</p>   |
| <p><b>Teaching Learning Strategies</b></p>  |   |
| <p><b>Introduction: Oral Discussion:</b><br/>Ask students an opening question such as: What is your favorite plant? Where do plants come from? What does a seed do?</p> <p><b>Activity: 20 mins</b><br/>Students will plant seeds (peas, lettuce or chickpeas) that are quick starters in a variety of containers –Then, they will study the growth of their seed through the plant development process.</p> <p><b>Methodology: 30 mins.</b><br/>While there are different types of plants and different ways they reproduce, most plants follow the same basic life cycle. And, for most, it starts with a seed. c. Seeds come in different shapes and sizes and each is meant to grow into an adult plant.<br/>In order to grow seeds need three things.</p> <ol style="list-style-type: none"> <li>i. Ask students if they know what the three things plants need to grow are and list them on the board: <b>nutrients (typically in soil), light, and water.</b></li> <li>ii. Tell students that inside the seed is a <b>baby plant (embryo) and some food (endosperm)</b> to help it start growing, but it needs more nutrients if it's going to become a full-grown plant.</li> <li>iii. Once a seed gets these three things it begins the next step: <b>germination or sprouting.</b><br/><b>Germination happens when a small root comes out of the seed looking for nutrients.</b><br/>The plant continues to grow becoming a seedling as it breaks through the ground, searching for sunlight which it uses to make food.<br/>Mention that plants use sunlight to make food through a process called photosynthesis.<br/><b>Write the word on the board and explain that "photo" means "light" while "synthesis" means "to make."</b> Thus photosynthesis means to make food using light.<br/>As the plant gets bigger it becomes an adult plant. As the plant grows it becomes taller and develops a better root system. Ask students why they think a root system is important? (It absorbs nutrients, protects the plant, and helps the plant stay in place.)<br/>Eventually the plant becomes big enough to make its own seeds and the cycle starts over.<br/>plants are used for many different things.</li> </ol> <p><b>Wrap up (5mins.):</b> Wind up the lesson by asking the students if they can think of how plants are used in daily life. Answers include: food, cotton for clothing, lumber for buildings, essential oils, etc.</p> |   |

**Individual Work:**

Ask each student randomly to share their understanding of the first and last frost dates of the growing zone. Is it helpful for gardening in their own growing zone?

**Home Assessment:**

Write down 10 different average frost dates in major cities in their notebooks or journals.

**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 Day**

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

Class: \_\_\_\_\_

Put the life cycle of a plant in order. Circle the stage number next to each picture.



1

2



3

Seed

4



1

2

3

Plant with flowers

4



1

2

3

Plant with buds

4



1

2

3

Seedling

4