

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Plants around us**

Syllabus: Karnataka State Board

Subject: EVS

Grade: 1

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - First Standard

Chapter Number & Name: 2. Plants around us

## **1. OVERVIEW**

### **1.1 OBJECTIVE AND PREREQUISITES**

#### **Objective**

- To identify the common plants around us.

#### **Prerequisite Concept:**

Familiarity with the names of some common plants, trees, fruits, vegetables, flowers and which part of the plant they are.

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*Note: The fields marked with \* are mandatory*

## 2. LEARN

### 2.1 KEY POINTS

Plants are an important part of nature. They can live on land and in water. Plants are very useful to us and we get many things from plants such as food, wood, paper etc. Most of our food that we eat comes from plants, for example - fruits, vegetables, cereals, pulses etc. Plants and trees grow in shapes and sizes. Each plant will have leaves, flowers, fruits and stems having different shape, colour, size and texture.

### 2.2 LEARN MORE

NA

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

#### **INTRODUCTION TO THE TOPIC**

##### **Activity 1: Story of a seed\***

*Reference link:* [\(1\)](#)

*Materials required:* NA

*Prerequisites:* NA

*Activity flow:*

Start by asking a question if they know how plants and trees grow? Allow children to share their knowledge on their own.

Narrate the following story:

One day a farmer was on his way to the market to sell a full bag of seeds carried on a cart. His cart bumped into a stone and a seed fell out of the bag on the road.

“I wish I could be safe underground,” thought the seed. Suddenly, a passing buffalo pushed the seed into the ground!

“I am so thirsty. I need some water to help me grow,” thought the seed. Luckily it started raining!

The next day the seed had a green shoot. The sun came out and the shoot grew tall. Then a leaf appeared. A hungry bird tried to pluck and eat the seed but the roots saved it. Many years passed and the seed grew into a plant and then into a fine, strong tree.

Question - What did you understand from the story and what are the things that helped the seed to grow into a plant or tree?

Summarise by saying that a plant grows from a seed and in the story, we saw that a farmer, a buffalo, one hungry bird and a timely rain helped the seed to grow into a tree. Hence, from this we understand that when we sow a seed under the ground and we pour little water everyday under the sunlight, it starts to grow into a little plant and many of these plants (not all) later grow into a big tree.

### **Activity 2: Explore the plants**

*Materials required:* Real potted plant - 1 or 2 varieties

*Prerequisites:* NA

*Activity flow:*

- State the expectations clearly before taking them out on a walk. Tell them not to pluck any flowers or leaves while exploring them.

Take them out to the garden or a place where plenty of plants are grown. Walk around and show a few plants to them and explain about the various parts of the plant and ask them to observe how one plant is different from another.

Come back from the garden walk and have a discussion about what they observed and how they felt.

- If going out is not possible, then introduce the potted plant and ask them to feel and identify the plant parts. (leaves, stem, flowers, roots - if uprooted plant is available)

## **3.2 CONCEPT GENERATION ACTIVITY**

### **COMMON PLANTS AND THEIR NAME**

#### **Activity 3: Identify the names of common plants \***

*Materials required:* Tomato, papaya, tamarind, watermelon, radish, beans, grapes, hibiscus, lady fingers

*Prerequisites:* NA

*Activity flow:*

Pass around the items and make children feel and identify the items.

Have a discussion about what kind of plant each of these items belong to.

1. Tomatoes and lady fingers grow on plants. Mention that tomato can also be called as a fruit.
2. Tamarind grows on a big tree
3. Radish grows under the ground. Ask if they know more names of vegetables which grow under the ground? (examples are carrot, potato)

## **WHERE PLANTS GROW**

### **Activity 4: Where the plants grow \***

*Materials required:* A few real fruits, vegetables, pulses, flowers, leaves (eg. chilli, banana, sunflower, coconut, mango, pumpkin, beans, brinjal, rice, dal)

*Prerequisites:* NA

*Activity flow:*

Place the items on the table and allow children to touch and feel them. Ask "Where did I get these from?" Guide the discussion towards "plants" and things that we get from plants and trees.

Discuss:

1. Pumpkins grow along the ground.
2. A coconut tree is a tall tree. A coconut is a drupe - (a fleshy fruit with thin skin and a central stone containing the seed). Coconut can also be called as fruit, nut or seed. Rice and dal also grow plants.
3. What does a chilli taste like? They grow in small plants.
4. Do you know rice is the seed of the plant? They are grown on large fields by farmers.

### **Activity 5: Common fruits and dry fruits \***

*Materials Required:* Real items for watermelon, peanuts with shell, coconut, grapes, raisins, apple, mango, orange

*Prerequisites:* NA

*Activity Flow:*

Ask children which is their favourite fruit and why?

Distribute the fruits and allow children to identify each fruit item and have a discussion about where each one of them grow. Talk about what colour the fruits are. For example:

1. Apple/mango/orange grow on trees
2. Banana grows on a big plant
3. Grapes grow on plants which are long and climbs up by taking support of a wall or sticks
4. Watermelon plant grow along the ground
5. Groundnuts or peanuts grow under the ground

Inform that almonds, raisins, cashew nuts, apricots, walnuts, groundnuts, lotus seed pop (makhana), and coconut are all dry fruits.

### 3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Ask children to find more about seeds like rice that we eat. Encourage them to have discussions with people in their home at the time of eating to find out which vegetables, fruits or seeds are they eating.

## 4. EXERCISES & REINFORCEMENT

### 4.1 REINFORCEMENT

#### **Activity 6: Partner discussion – fruits and vegetables**

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Instruct them to discuss with their partner who is sitting next to them about what kind of vegetables or fruits they have used and in what way.

Ask a few children to share what they have discussed with their partner.

#### **Activity 7: Fruit salad game**

*Reference link:* [\[2\]](#)

Note: Here, instead of swapping places they just stand up and then sit down

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Give 4 varieties of fruit names to the children. Example, apples, oranges, mango, grapes. Call out - All apples stand up. Then ask them to sit down. Then call out - All grapes stand up. All mangoes and oranges stand up and so on. Increase the speed and enjoy.

### **Activity 8: Plant a seed**

*Materials Required:* Seed/seeds of any plant (coriander, ragi, wheat), paper cup (3-4) filled with soil

*Prerequisites:* NA

#### *Activity Flow:*

The teacher reminds children about the "Seed story" from Activity 1 and asks them what they remember about the story and how the plant grows from a seed.

Step 1 - Make children stand or sit around the teacher. The teacher allows children to touch and feel the paper cups filled with soil.

Step 2 - The teacher passes around the seed/seeds which are kept in a small cup for children to understand what it is.

Step 3 - The teacher demonstrates sowing the seed/seeds in the paper cups while explaining loud what she/he is doing.

Step 4 - The teacher then pours some water in the paper cup.

Step 5 - He/she then places the cup on the window sill or any other suitable place. Inform children that the growth of the seed will be observed everyday by one or two of them in turns and they would explain what they observed to the whole class. The seed may take 2 or 3 weeks to grow into a small plant.

### **Teaching Tips**

If there are any additional teaching tips then utilize this section to mention them.

### **References**

[1] Story of a Seed - <https://storyplanets.com/the-story-of-a-lucky-seed/>

(2) Fruit salad game - <http://www.games4youthgroups.com/circle-games/fruit-salad.html>

## **4.2 IMPORTANT GUIDELINES**

### **Exercise Reading**

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

### **Perform Textbook Activity**

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

**Provide Homework**

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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