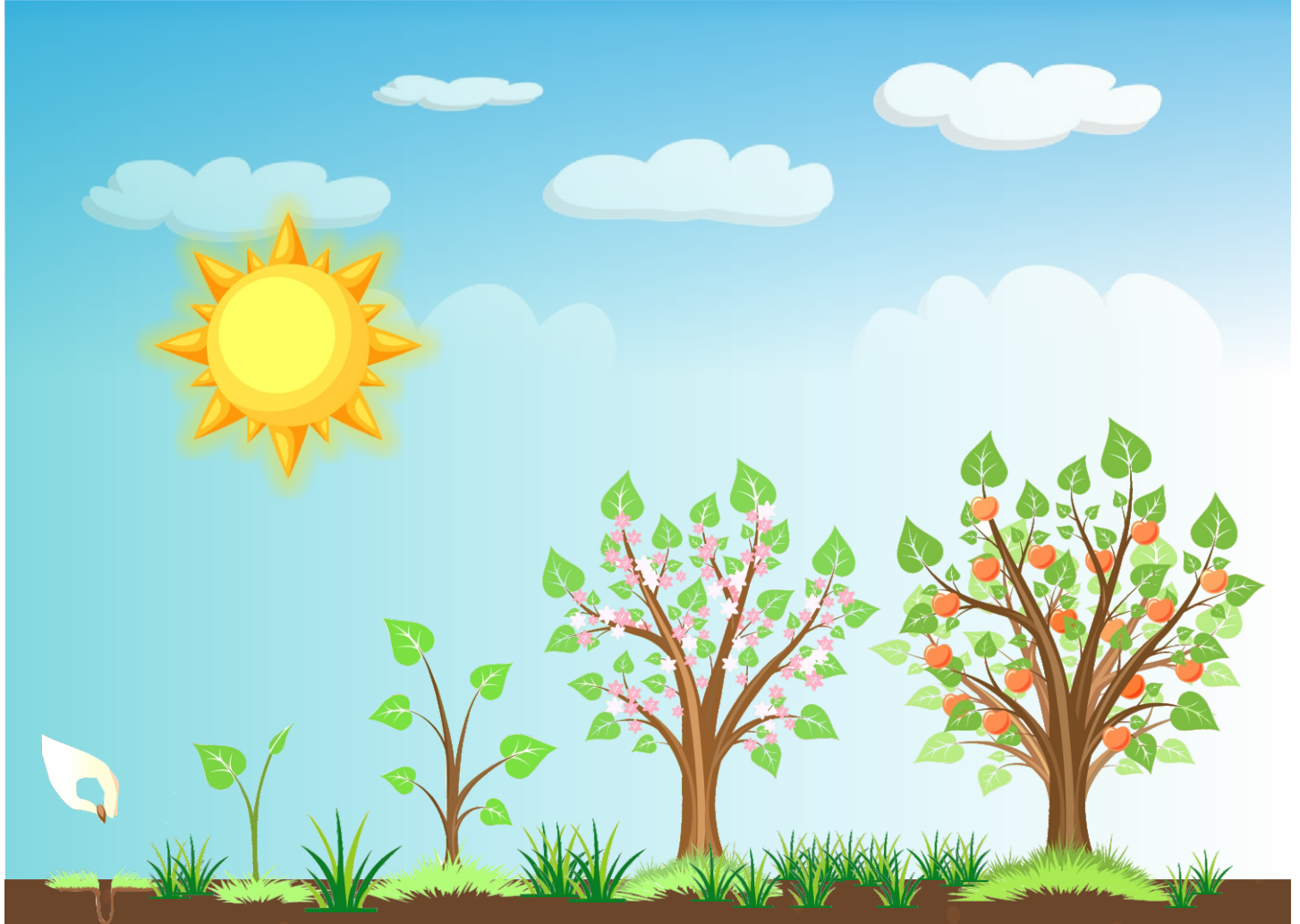


PLANTS AGE: 5-10y

Version1, March 2021



We have sown a seed,
We have removed the weed.
It takes a few weeks,
The future ain't bleak.
Two leaves sprout,
Like stretching itself out.
The roots are growing deep underground,
she is beginning to GROW and make us PROUD.

ASSIGNMENT 1

Children are encouraged to distinguish between a plant and a tree based on their characteristics. Plants (have fleshy stem and are smaller). Trees (have woody stem and are taller).

1



IDENTITY

☐ Plant 

☐ Tree 

2



IDENTITY

☐ Plant 

☐ Tree 

3



IDENTITY

☐ Plant 

☐ Tree 

4

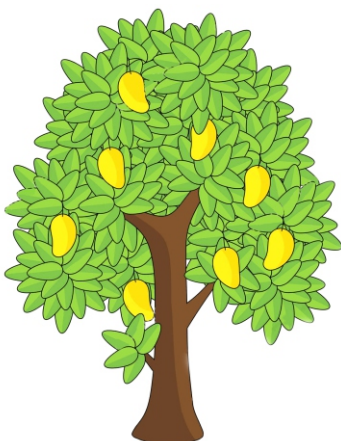


IDENTITY

☐ Plant 

☐ Tree 

5



IDENTITY

☐ Plant 

☐ Tree 

6



IDENTITY

☐ Plant 

☐ Tree 

7



IDENTITY

☐ Plant 

☐ Tree 

8



IDENTITY

☐ Plant 

☐ Tree 

9



IDENTITY

☐ Plant 

☐ Tree 

10



IDENTITY

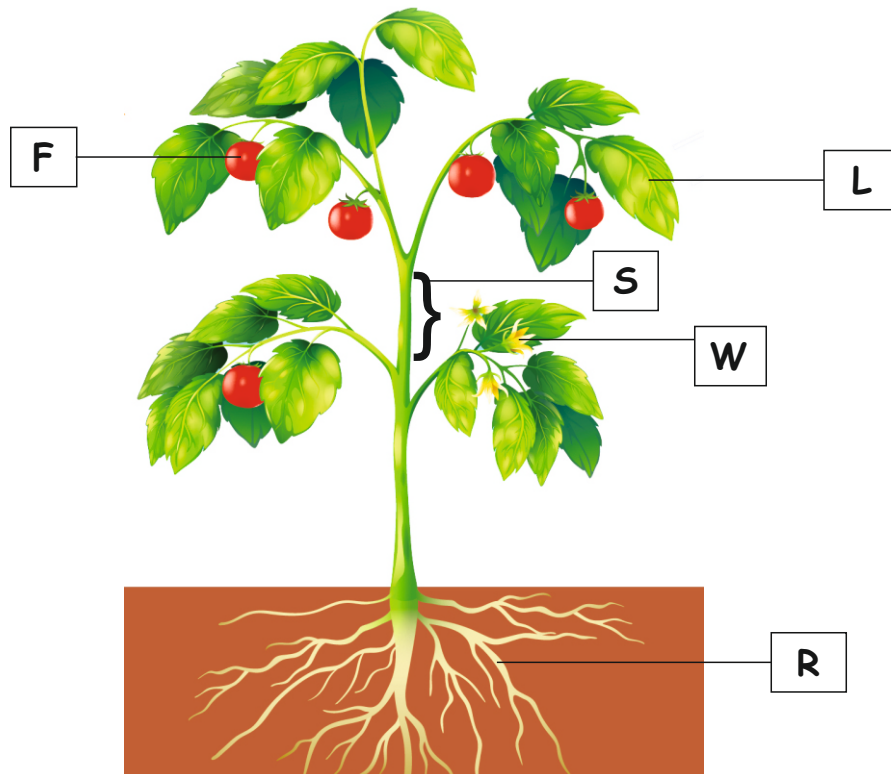
☐ Plant 

☐ Tree 

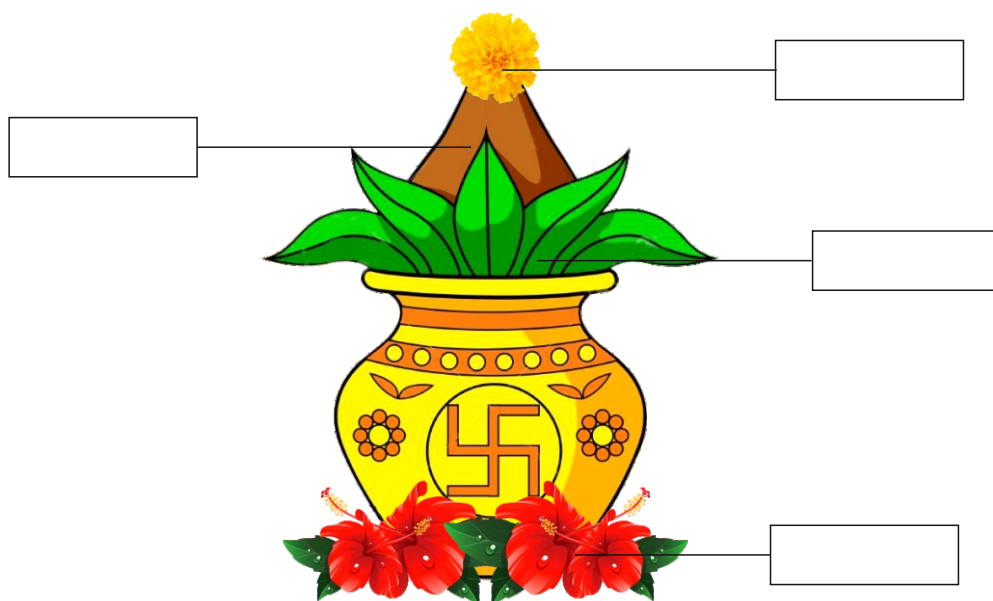
ASSIGNMENT 2

The exercise is aimed to help Children understand different plant parts {shoot system (stem, leaves, flowers, and fruits)} and root system. In each picture, below; Children may identify the plant part as Stem (S), Leaf (L), Root (R), Fruit (F), Flower (W). An example is shown below.

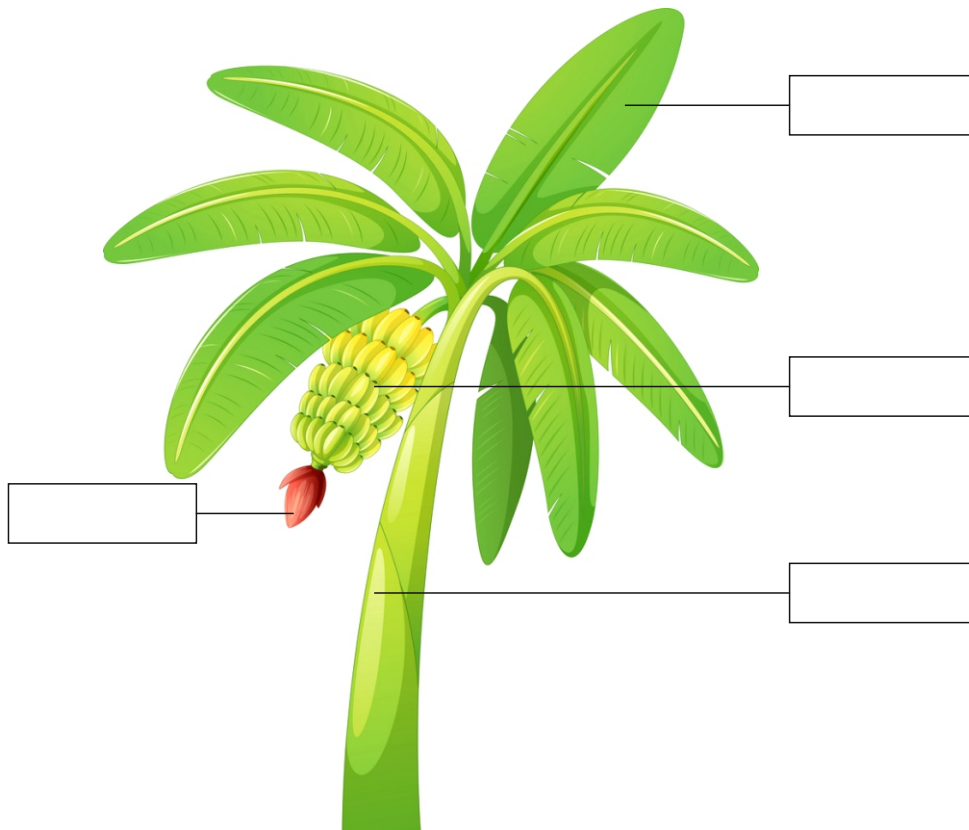
1



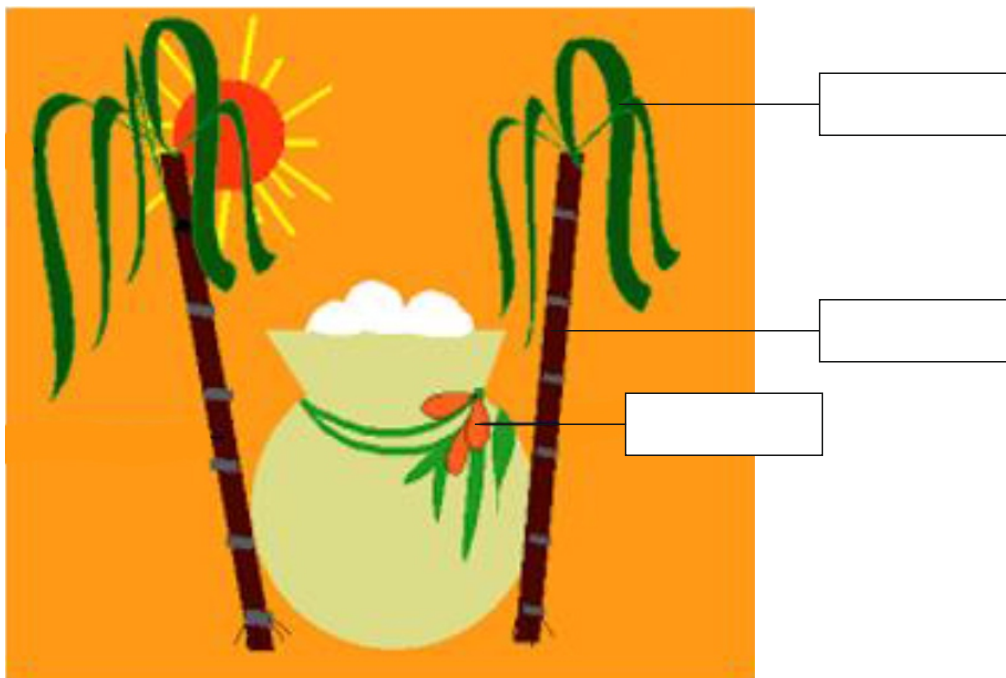
2



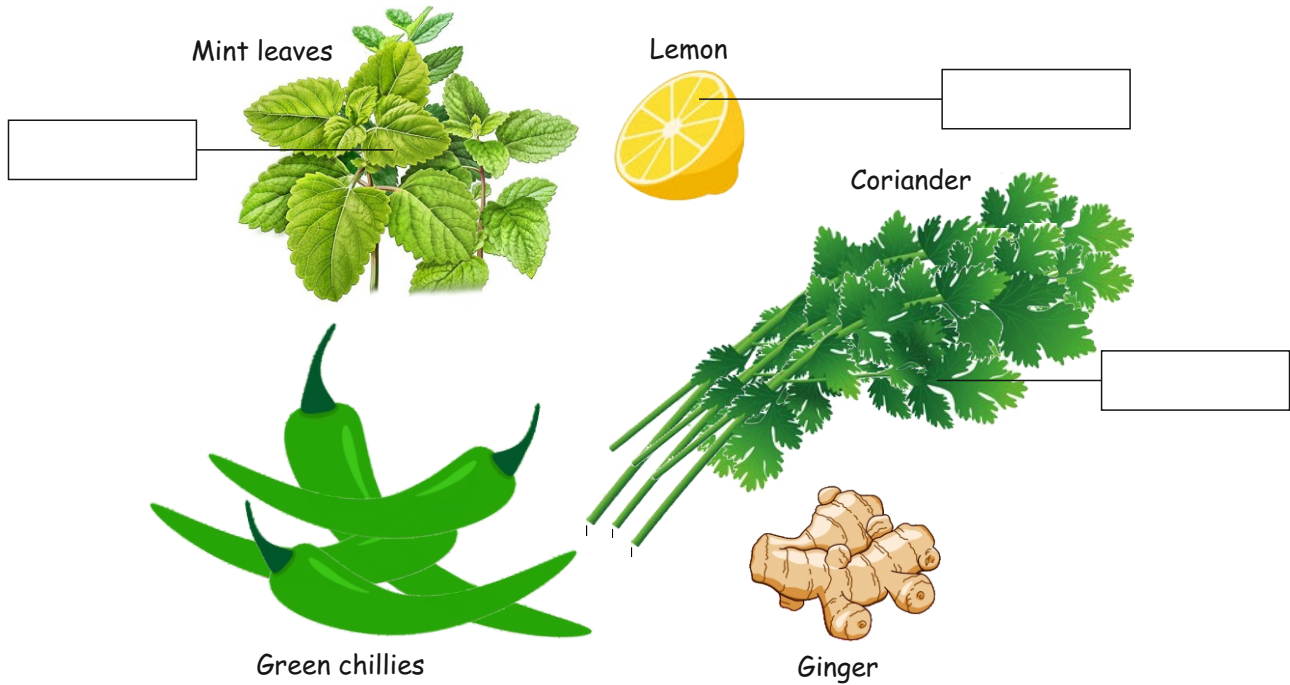
3



4



5



6



ASSIGNMENT 3

The names of the plant parts are presented as an anagram. Children are encouraged to rearrange the letters to spell the plant part correctly. Additionally, they may also draw the image of the plant part.

1

Anagram

OLF
EWP

Spell it

Image

2

Anagram

OR
TO

Spell it

Image

3

Anagram

MS
TE

Spell it

Image

4

Anagram

LE
FLA

Spell it

Image

5

Anagram

LF
RIU

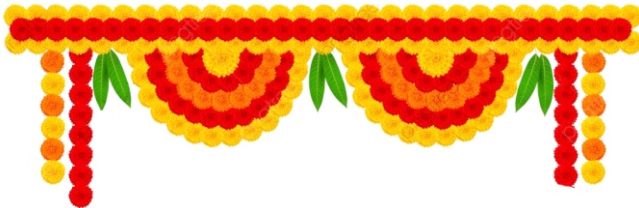
Spell it

Image

ASSIGNMENT 4

The exercise is aimed at encouraging children to identify different plant parts and explain their use/s.

1



USE

Decoration

PART OF PLANT

- ☐ Flower
- ☐ Stem
- ☐ Root
- ☐ Fruit

2



USE

Furniture

PART OF PLANT

- ☐ Flower
- ☐ Stem
- ☐ Root
- ☐ Fruit

3



USE

Nest
Home to other
animals

PART OF PLANT

- ☐ Flower
- ☐ Stem
- ☐ Root
- ☐ Fruit

4



USE

Food
Nutrition to
all animals

PART OF PLANT

- ☐ Flower
- ☐ Stem
- ☐ Root
- ☐ Fruit

5



USE

Shade

PART OF PLANT

- ☐ Flower
- ☐ Stem
- ☐ Root
- ☐ Fruit

6



USE

Protect
Environment

PART OF PLANT

- ☐ Flower
- ☐ Stem
- ☐ Root
- ☐ Fruit

ASSIGNMENT 5

The exercise is aimed at an interdisciplinary application of numbers and plant parts identification. Children may identify the different plant parts, count respective numbers, and enter them in the space below. Children may also color the elements suitably.



Fruits _____, Roots _____, Flowers _____, Stems _____

ASSIGNMENT 6

The activity is aimed at enhancing writing skills of children. Children are encouraged to form grammatically correct sentences using words given below.

1

Plant
flower red
the
has

plant
and green
has stem
the
leaves

plant
gets from
water soil
the

Sr.No.	Sentence
1.	
2.	
3.	

2

fruit
is mango
sweet

shade
leaves
us
give

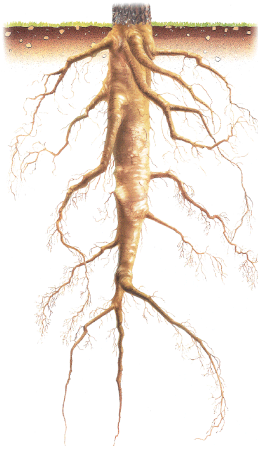
have
woody
stem
trees

Sr.No.	Sentence
1.	
2.	
3.	

ASSIGNMENT 7

The exercise is aimed at assessing children understanding of different root systems (tap versus fibrous). children should be able to distinguish the type of root in the given images.

1



ROOT IDENTITY

☐ Tap
☐ Fibrous

2



ROOT IDENTITY

☐ Tap
☐ Fibrous

3



ROOT IDENTITY

☐ Tap
☐ Fibrous

4



ROOT IDENTITY

☐ Tap
☐ Fibrous

5



ROOT IDENTITY

☐ Tap
☐ Fibrous

6



ROOT IDENTITY

☐ Tap
☐ Fibrous

7

ROOT IDENTITY

- ☐ Tap
☐ Fibrous



8

ROOT IDENTITY

- ☐ Tap
☐ Fibrous



ASSIGNMENT 8

The exercise is aimed at encouraging children to identify different leaf arrangement (simple versus compound). children should be able to distinguish the type of leaf in the given images.

1

LEAF IDENTITY

- ☐ Simple
☐ Compound



2

LEAF IDENTITY

- ☐ Simple
☐ Compound



3

LEAF IDENTITY

- ☐ Simple
☐ Compound



4

LEAF IDENTITY

- ☐ Simple
☐ Compound



5

LEAF IDENTITY

- ☐ Simple
☐ Compound



6

LEAF IDENTITY

- ☐ Simple
☐ Compound



7

LEAF IDENTITY

- ☐ Simple
☐ Compound



ASSIGNMENT 9

The activity is aimed at enhancing writing skills of children. Children are encouraged to form grammatically correct sentence using words given below.

1

Plant
root tap
this
has

plant
root fibrous
has
this

leaflets
leaf
small has
compound

Sr.No.	Sentence
1.	
2.	
3.	

2

single
leaf simple
blade
has

and
roots water
absorb
transport
are

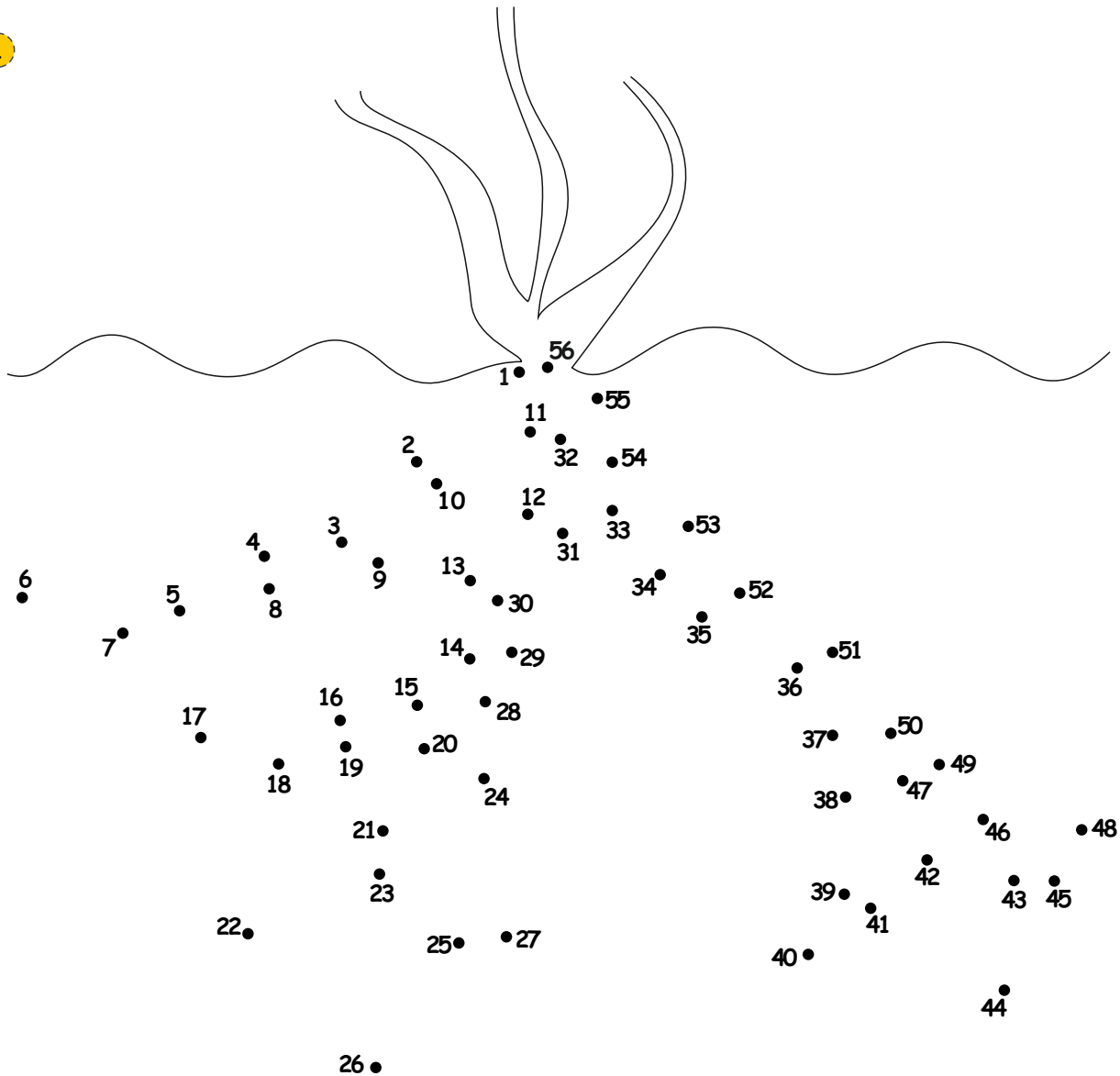
have
plants
roots stem
leaves

Sr.No.	Sentence
1.	
2.	
3.	

ASSIGNMENT 10

Follow the number, Join the dots, and complete the picture, and identify the type of root.

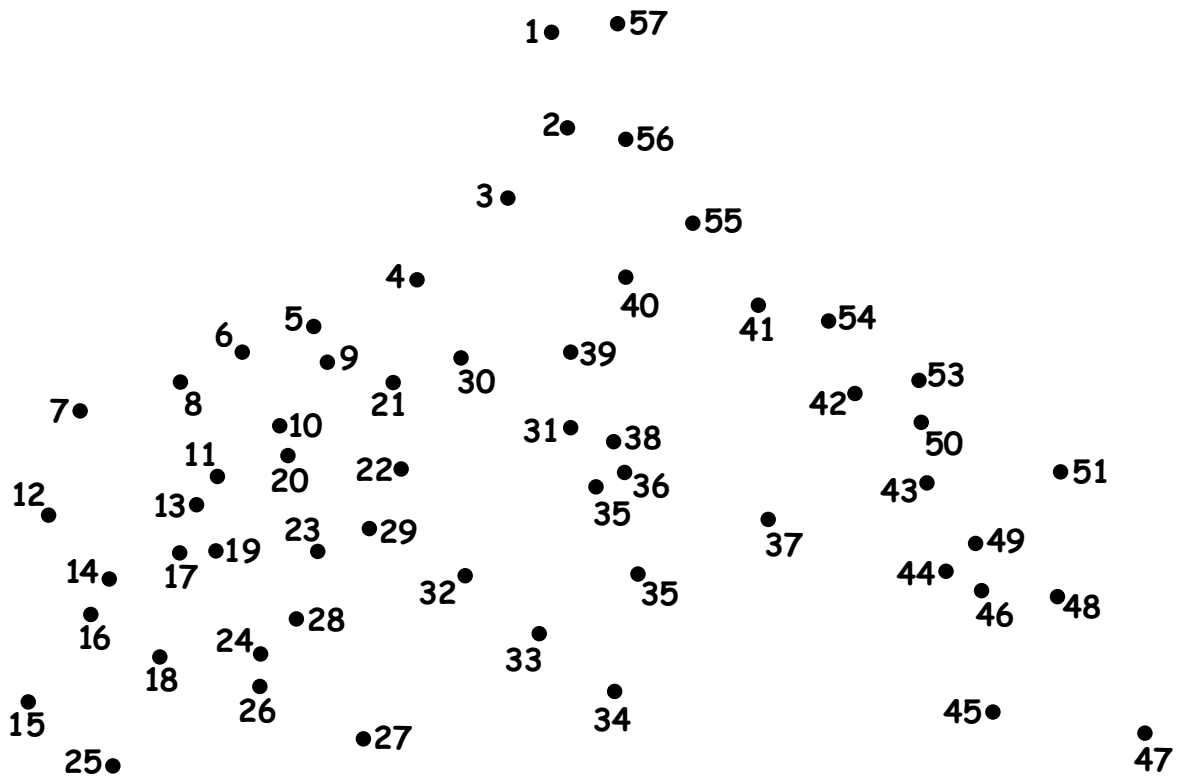
1



ASSIGNMENT 11

Follow the number, Join the dots, and complete the picture, and identify the type of root.

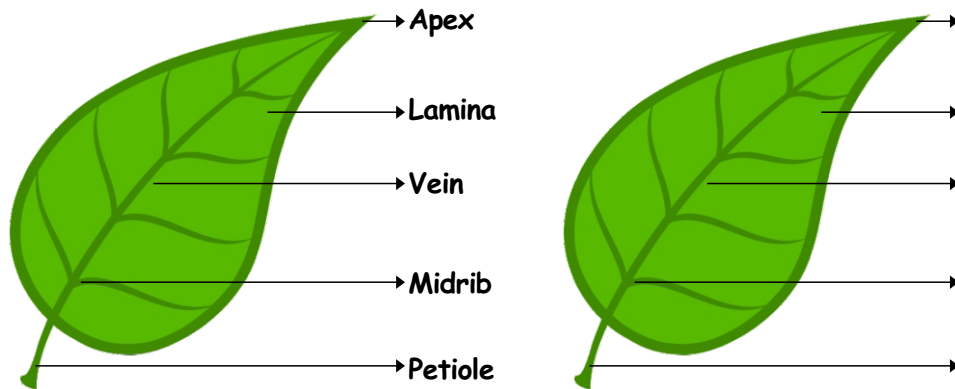
2



ASSIGNMENT 12

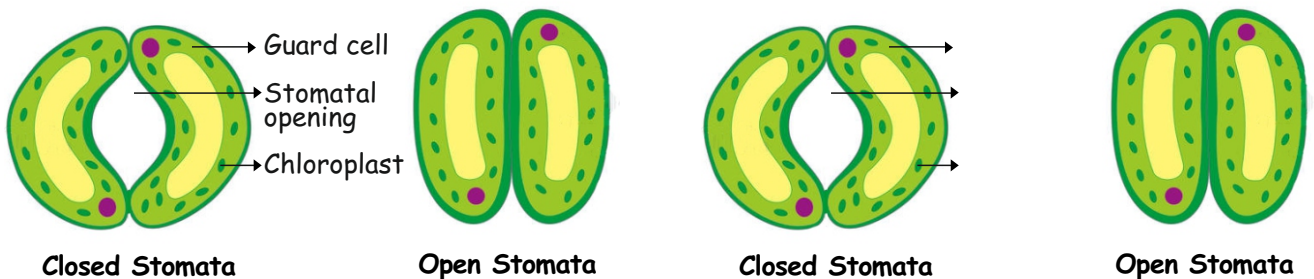
The exercise is aimed at assessing children's understanding of part of leaves and their ability to communicate the function in writing. The image below may be wrongly labelled, please correct the image labels and give the function for each part of the leaf.

1



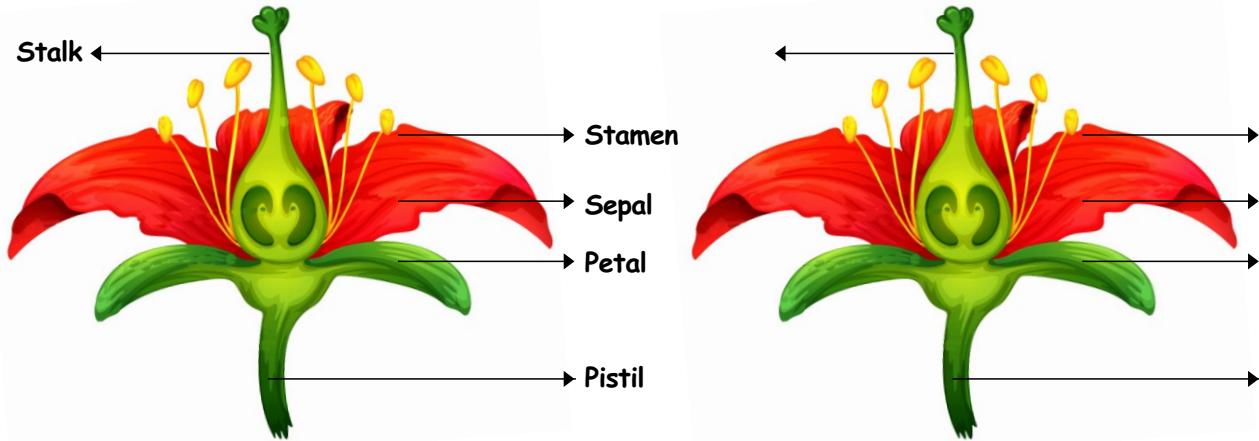
Sr.No.	Part	Function
1.	Apex	
2.	Lamina	
3.	Vein	
4.	Petiole	
5.	Midrib	

2



Function of Stomata

3



Sr.No.	Part	Function
1.	Stalk	
2.	Stamen	
3.	Sepal	
4.	Petal	
5.	Pistil	

ASSIGNMENT 13

The activity is aimed at assessing children's comprehension and ability to communicate in a written format effectively.

Our teacher (Ms. Ranjini) brought ten plant samples to our classroom today. Eight plant samples were green in colour and two were red in colour. All plant samples had roots, leaves, stem, and flowers. The teacher told us that roots hold plants together in the soil, they absorb water from the soil. The leaves absorb oxygen from the atmosphere and give out carbon-di-oxide. Leaves undergo photosynthesis and make food for all parts of the plant. The stems provide strength to the plants. The stem of plants is green, soft, and fleshy. But the stem of trees is woody and hard. Also, trees are much taller than plants.

In all plant samples leaves were attached to the stem by a stalk known as petiole. The lamina of leaves had a central line known as midrib. The lamina also had veins which transported water and minerals. All leaves had a pointed end known as the apex.

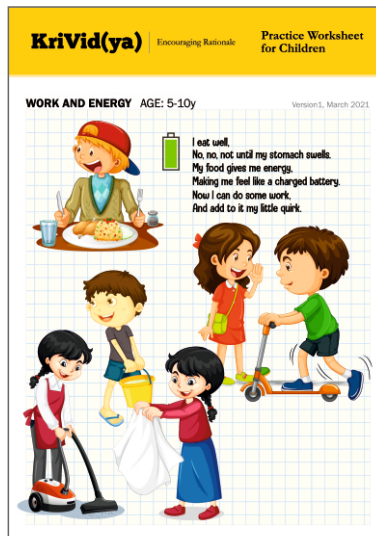
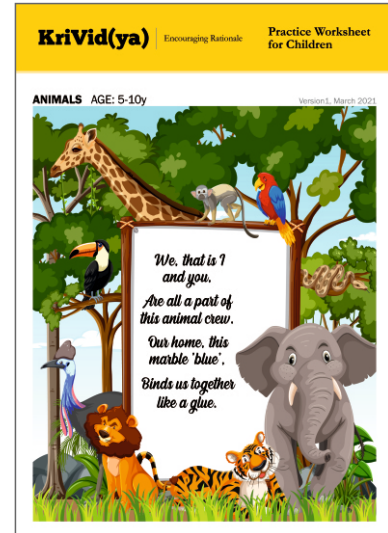
We divided the plants based on leaf pattern (simple or compound leaves). Simple leaf has a single blade while compound leaves have smaller, separate blades known as leaflets. We then divided the plant based on leaf margins whether margins were smooth or serrate.

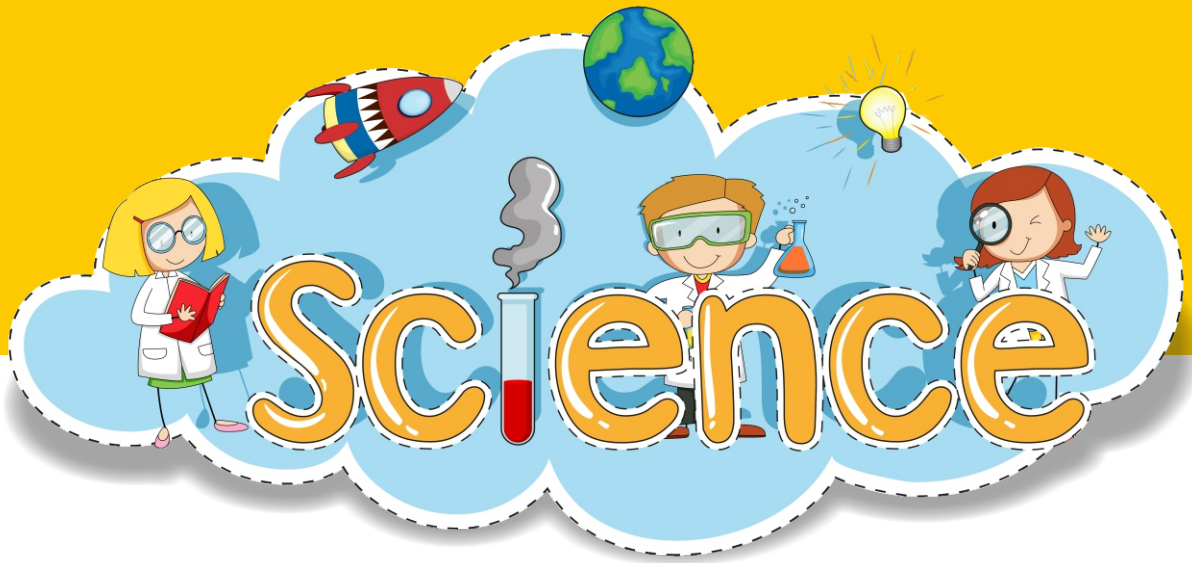
We then planted six samples in pots containing soil. Of these we placed three samples in cardboard box. Although we watered the plant every day at the end of seven days, we found that plants in cardboard box were lifeless whereas the other three plants kept out in open were growing well.

Questions

1. Which plant samples did Ms. Ranjini, the teacher bring to the classroom?
2. What are the different parts of plants and their functions?
3. How many trees did Ms. Ranjini bring to the classroom?
4. What is photosynthesis?
5. Why were the plants in the cardboard box lifeless?
6. What are simple and compound leaves? Explain with the help of a diagram.
7. With the help of a diagram explain different parts of a leaf.

Other books in this series include:-





KriVid(ya)

We practice **Kriya (action)** based **Vidya (learning)**
We aid experiment-oriented science learning through
a do-it, see-it, learn-it approach. Our learning models
are aimed at encouraging rationale and fostering a
concept driven understanding of science.