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|----------------------------|---|
| Theme: | World of Knowledge |
| Topic: | Preservation of Flowers and Leaves |
| Learning standards: | 1.1.2 Able to listen to and respond to a given stimulus by using appropriate words, phrases and expressions with the correct stress and intonation. 1.1.3 Able to speak on related topics with guidance. |
| Objectives: | By the end of this lesson, pupils should be able to : (i) listen to and respond to stimulus. (ii) speak on the related topic with guidance. |
| Time: | 60 minutes |
| Teaching aid: | recorded text, graphic organizer, realia (preserved flowers), worksheets |
| CCE/EE: | Thinking skills |

Steps:

Presentation

1. Put some preserved flowers in a box.
2. Get the pupils to guess what is in the box.
3. Ask pupils a few questions.

Example:

- *What kind of plants can we preserve?*
- *How do we preserve them?*
- *Do you want to know more on how to preserve them?*

Practice

Activity 1

4. Pupils listen to the text and complete the graphic organizer. (Appendix 1 & 2)
5. Pick pupils randomly to present their answers.
6. Discuss answers with pupils

Activity 2

7. Each group is to focus on **one method** of preservation.
8. Play the recorded text (second or third time if necessary).
9. Pupils take notes on their assigned method.

Production

10. Each group to discuss and give reasons to support their method of preservation.
11. Group presentation.

Preserving Flowers and Leaves

Many flowers and woody plants growing around your home and in the wild can be preserved for dried arrangements. It is important to select the proper drying method for each type of plant. Plants for preserving can be collected throughout the year. They can be flowers of various shapes, colours and textures. We should avoid collecting plants or leaves when they are wet.

There are several different methods for preserving plants and flowers. All of these should be carried out in a room away from direct sunlight. The methods are as follows: hairspray, air drying, pressing and shellac.

1. Hairspray

Just as it preserves your hairstyle, it can preserve your cut flowers. Stand 30 centimetres away from the bouquet of flowers and give them a quick spray on the undersides of the leaves and petals.

2. Air drying

It is the easiest method of preserving flowers. Simply tie the stems in small loose bundles. Hang them upside down in a dark, warm and dry room. It takes one to three weeks for flowers to dry completely.

3. Pressing

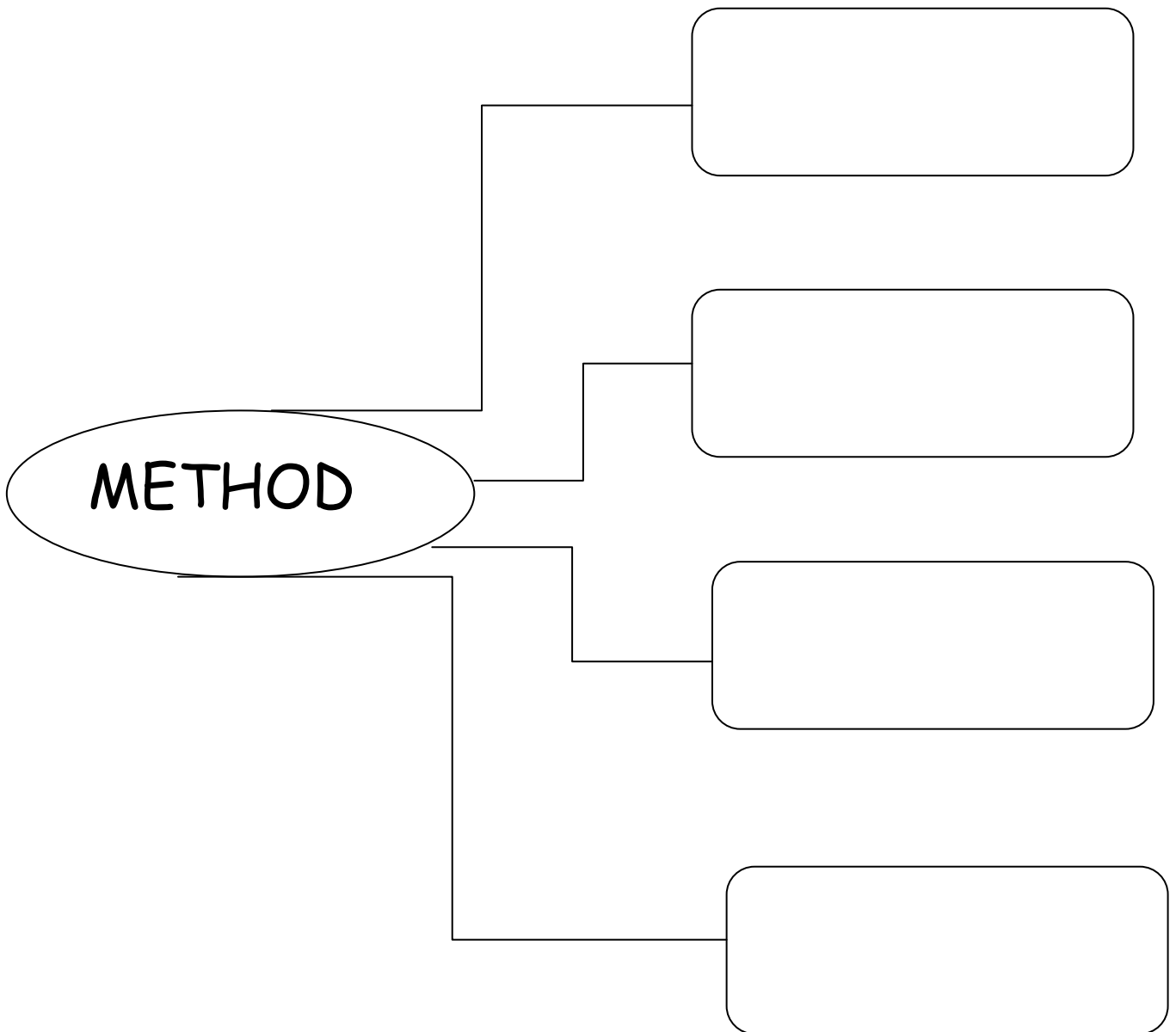
Pressing is the most common method used. Lay a bunch of flowers on the newspaper. Arrange them to the desired form. Place them in between pages of a thick book. Leave them for two to three weeks.

4. Shellac

Shellac is an excellent method for preventing the flowers from falling off their stems. This preservation should be done in a well aired room and away from fire.

Listen to the text carefully and complete the graphic organizer.

List down the methods only.



Theme: World of Knowledge

Topic: Preservation of Flowers and Leaves

Learning Standards: 2.2.1 Able to apply word attack skills by:
(a) using contextual clues to get meaning of words :
(i) before the word (anaphoric)
2.2.2 Able to read and understand phrases and sentences
from:
(a) linear text

Objective: By the end of this lesson, pupils will be able to :
(i) able to identify the anaphoric references.

Time: 60 minutes

Teaching aids: Picture cards, reading text (power point slide), task
sheets

CCE/EE : Creativity and Innovation

Steps:

Presentation

1. Pupils are shown pictures of preserved flowers. (Appendix 3)
2. Talk about the pictures.

Example:

- *What are these? Why do people preserve flowers? How do we preserve them?*

Practice

Activity 1

3. Teacher explains what anaphoric references are by examples from the reading text. (use Paragraph 2 - Appendix 4).

Anaphoric reference simply means that a word in a text refers back to other ideas in the text for its meaning.

Example:

Plants for preserving can be collected throughout the year. **They** can be flowers of various shapes, colours and textures.

The word **'they'** refers to **Plants**.

4. Pupils read the text entitled 'Preserving Flowers and Leave' silently.
5. Pupils identify the anaphoric references by circling them in the given text. (Appendix 5).
6. Discuss the answers with the pupils.

Presentation

9. In groups, pupils are given a short paragraph. (Appendix 6)
10. Pupils to identify 5 anaphoric references found in the text and give their meanings in context. (Appendix 7).
11. Pupils present their answers.



PRESERVING FLOWERS AND LEAVES

Many flowers and woody plants growing around your home and in the wild can be preserved for dried arrangements. It is important to select the proper drying method for each type of plant. Plants for preserving can be collected throughout the year. They can be flowers of various shapes, colours and textures. We should avoid collecting plants or leaves when they are wet.

There are several different methods for preserving plants and flowers. All of these methods should be conducted in a room away from direct sunlight. The methods are:

i. **Hairspray**

Just as it preserves your hairstyle, it can preserve your cut flowers. Stand a foot away from the bouquet of flowers and give them a quick spray on the undersides of the leaves and petals.

ii. **Air drying**

It is the easiest method of preserving flowers. Simply tie the stems in small loose bundles. Hang them upside down in a dark, warm and dry room. It takes one to three weeks for flowers to dry completely.

iii. **Pressing**

Pressing is the most common method used. Lay a bunch of flowers on the newspaper. Arrange them to the desired form. Place them in between pages of a thick book. Leave them for two to three weeks.

iv. **Shellac**


Shellac is an excellent method for preventing the flowers from falling off their stems. This preservation should be done in a well aired room and away from fire.

The dried flowers should be stored in a dark, dry and airtight container. A layer of tissue paper should be placed between the flowers.

The words underlined refer to another word in the previous sentence.

Draw an arrow to show which word it refers to.

PRESERVING FLOWERS AND LEAVES

| | |
|---|----|
|  | |
| There are several different methods for preserving plants and flowers. All of <u>these</u> | 1 |
| methods should be conducted in a room away from direct sunlight. The methods are: | 2 |
| i. Hairspray | 3 |
| Just as <u>it</u> preserves your hairstyle, <u>it</u> can preserve your cut flowers. Stand a foot | 4 |
| away from the bouquet of flowers and give <u>them</u> a quick spray on the undersides of | 5 |
| the leaves and petals. | 6 |
| ii. Air drying | 7 |
| <u>It</u> is the easiest method of preserving flowers. Simply tie the stems in small loose | 8 |
| bundles. Hang <u>them</u> upside down in a dark, warm and dry room. <u>It</u> takes one to | 9 |
| three weeks for flowers to dry completely. | 10 |
| iii. Pressing | 11 |
| Pressing is the most common method used. Lay a bunch of flowers on the | 12 |
| newspaper. Arrange <u>them</u> to the desired form. Place <u>them</u> in between pages of a | 13 |
| thick book. Leave <u>them</u> for two to three weeks. | 14 |
| iv. Shellac | 15 |
| Shellac is an excellent method for preventing the flowers from falling off <u>their</u> | 16 |
| stems. <u>This</u> preservation should be done in a well aired room and away from fire. | 17 |
| The dried flowers should be stored in a dark, dry and airtight container. A layer of | 18 |
| tissue paper should be placed between the flowers. | 19 |

Read the text below. The words in colour refer to another word.

Can you identify them?

Herbarium

| | |
|--|----|
| A herbarium is a collection of dried and pressed plants. | 1 |
| It can contain entire plants including roots, seeds, leaves or | 2 |
| flowers. Try to get the specimens from a variety of places. | 3 |
| Press them as soon as possible after collecting. The plants can | 4 |
| be arranged and effectively pressed between newspapers and | 5 |
| books. Keep them in a warm and dry place. The pressed specimens | 6 |
| should take about one to three weeks to dry completely. Then, | 7 |
| attach them to a mounting board. Be sure to include a label | 8 |
| to each specimen. It is to provide some information about the | 9 |
| herbarium. | 10 |

Complete the table below.

| No | Line | Word | Meaning in Context |
|----|------|------|--------------------|
| 1 | 2 | It | herbarium |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

Theme: World of Knowledge

Topic: Preservation of Flowers and Leaves

:3.1.1 Able to write in neat legible print with correct spelling.

Learning (a) sentences

Standards: 3.3.1 Able to create texts using a variety of media with guidance.

(a) non-linear

Objectives: : By the end of this lesson, pupils will be able to:

(i) create texts in pop-up cards or power point slides using a variety of media with guidance.

(ii) write sentences in neat legible print with correct spelling

Time: 60 minutes

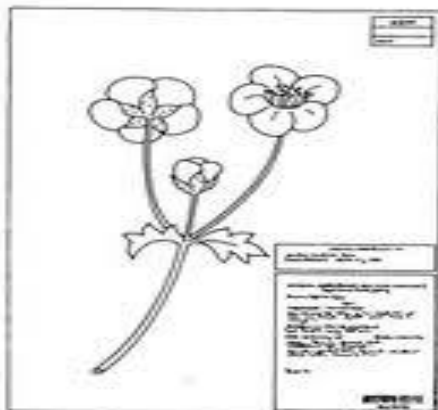
Teaching aids: preserved flower, task sheet

CCE/EE : Creativity and Innovation

Steps:

Presentation

1. Show the pupils a sample of a preserved flower mounted on a mounting board.



Hairspray method

(Picture from: <http://t2.gstatic.com/images?>)

2. Explain the procedure and introduce the imperative form.

Example:

1. Cut the stalks of flowers that you like.
2. Stand a foot away from them.
3. Spray all over them.
4. Leave them to dry.

Note : Teacher can demonstrate this method in class and allow pupils to try it out.

Practice

3. Introduce the writing task to pupils.
4. Pupils are to write the steps of preserving plants using the pressing method based on the text read.

Method of Preservation: _____

Steps :

Production

5. Pupils are required to create either pop - up cards, concertina or power point slides based on the previous activity.
6. Pupils present their work.
7. Teacher and peers give feedback.

Theme: World of Knowledge

Topic: Preservation of Flowers and Leaves

Learning Standards: 5.1.1 Able to use nouns correctly and appropriately:-
 (a) common nouns
 (b) collective nouns

Objectives: By the end of this lesson, pupils should be able to :
 (i) use common nouns and collective nouns correctly and appropriately..

Time: 60 minutes

Teaching aids: Pictures, word cards, Task sheet 1




CCE/EE : Thinking skills

Steps:

Presentation

1. Paste the word cards on the board: **bouquet, bundle** and **bunch**.
2. Put up 3 pictures on the board and ask pupils to name each picture.
3. Give an explanation of collective nouns.

Pupils match the collective noun to the picture

| bouquet | bundle | bunch |
|---|--|---|
|  |  |  |

4. Discuss answers with pupils and give the appropriate explanation.
5. Pupils are asked to write phrases for each of the pictures.
 1. a bouquet of roses.
 2. a bundle of asparagus.
 3. a bunch of grapes.

****Note: Teacher should recap on common nouns. (Ask pupils to give examples of common nouns or teacher should show pictures of common nouns)**

Practice

Activity 1

6. Distribute a task sheet to pupils. (Appendix 8)
7. Pupils read the text and underline the common nouns and circle the collective nouns.
8. Discuss answers with pupils.

Activity 2

9. Display or draw a table on the board.
10. Ask pupils to say out and write the answers in the appropriate column.

Sample:

| Common Nouns | Collective Nouns |
|---|-------------------------|
| flowers, plants, home, wild, arrangements, method, type, year, leaves, methods, room, sunlight, petals, stems, fire, container, tissue paper. | bouquet, bundle, bunch |

Production

Activity 1

11. Teacher distributes a task sheet. (Appendix 9)
12. Pupils complete the task sheet.

Activity 2

13. Divide the class into four groups to play “Hangman” using collective nouns.
14. The group with the highest score is the winner.

Underline the common nouns and circle the collective nouns.

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4. Shellac

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Fill in the blanks with the correct words.

1. There are four different methods of preserving _____.
2. She gave her mother a _____ of roses for Mother's Day.
3. Flowers can grow around your _____ .
4. A flower is usually made up of a few _____ around a central part.
5. Plants need water and _____ to live.
6. He bought a _____ of asparagus which was tied together from the supermarket.
7. An airtight _____ is used to keep the dried flowers.
8. Preservation can prevent the flowers from falling of the _____.

Suggested answers

| No | Answers |
|----|------------------------------|
| 1 | <u>flowers/leaves/plants</u> |
| 2 | <u>bouquet</u> |
| 3 | <u>house/home</u> |
| 4 | <u>petals</u> |
| 5 | <u>sunlight</u> |
| 6 | <u>bundle</u> |
| 7 | <u>container</u> |
| 8 | <u>stem</u> |