

A UNIT PLAN TO TEACH UNIT4: PLANT DIVERSITY GRADE 6 SCIENCE

D.M.S.C.P.K.DEHIDENIYA

Postgraduate Institute of Science, University of Peradeniya, Peradeniya, Sri Lanka

The action research based on preparing a unit plan for the “Plant Diversity” in grade 6 science was conducted at K/Ankumbura Parakrama Central College for a period of three months. According to the Teachers Instructional Manual the particular unit needs to be covered in 9 lessons of forty minutes period. Students learn basic morphological and the morphological diversity of plants, the different habitats where the plants live and as the final step they classify plants by means of dichotomous key considering the morphological diversity. Learning science as a separate subject is a new experience for sixth graders. Though students learn some aspects of plants in primary grades, this unit can be considered as an eye opener to the world of plants in details. So that students need to be given a learning experience which is strong enough internalize the key concepts accurately.

To accomplish that target, a unit plan was done for the unit “Plant Diversity” after studying the given questionnaires, pre-test results, ERA curriculum of the primary education and secondary curriculum. Based on the pre-test results, experimental (UPG) and control (TIM) groups were elected. Lesson for the experimental group were conducted by the researcher according to the unit plan. The control (TIM) group was taught by their subject teacher following the grade 6 science – Teachers Instructional Manual. At the end of the teaching – learning process post-test was administered to both groups.

At the post-test the experimental group performed well and the mean mark of the experimental group was higher than the mean mark of the control group. Further, the findings of the study indicated that planning lessons by the teacher him/herself facilitate teaching-learning process. Students should be given the opportunity to study plants in the natural environment for better understanding. Use of live specimens in the class room enhance learning and inculcate positive attitudes towards the nature. Further, students are able to get the concepts in science precisely when appropriate interventions are made.