**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 2ENDING 12TH MAY, 2023**

**TERM: THIRD**

**WEEK**: **2**

**DATE** : **8TH - 12TH MAY, 2023.**

**SUBJECT:** **BIOLOGY**

**CLASS : SS 2**

**TOPIC : RELEVANCE OF BIOLOGY TO AGRICULTURE**

**SUB - TOPIC: 1**. **Classification of plants.**

1. **Examples of plants in each classes.**

**PERIOD : 7th**

**TIME : 12: 30 - 1:00**

**DURATION : 40 minutes**

**AVERAGE AGE : 15 years**

**SEX:** **mixed**

**LEARNING OBJECTIVES:** by the end of the lesson,the students, should be able to;

1. State the classification of plants.
2. Explain each classification.
3. Give examples of each classification.

**RATIONALE:** the students should understand the classification of plants.

**PREVIOUS KNOWLEDGE:** The students have been taught laws of thermodynamics.

**INSTRUCTIONAL MATERIALS:** chart showing the classification of plants.

**Reference Material:** Essential Biology foe Senior Secondary School by M.C. Michael.

**LESSON DEVELOPMENT**

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| **STAGES** | **TEACHER’S ACTIVITIES** | **STUDENTS’**  **ACTIVITIES** | **LEARNING POINT** |
| **INTRODUCTION** | The teacher introduces the lesson by reviewing the previous lesson. | The students were active. | To arouse the students interest. |
| **PRESENTATION**  **STEP 1** | The teacher states the classification of plants. | The students pay attention. | To keep them focus. |
| **STEP 2** | The teacher asks the students to explain the classification of plants. | The students explain the classification of plants. | To encourage critical thinking. |
| **STEP 3** | The teacher states the examples of each classification. | The students were active. | To keep them focus. |
| **BOARD SUMMARY** | ****CLASSIFICATION OF PLANTS**** Plants exists in various forms and types hence, the need for classification.  Plants can be classified on the following bases   1. Botanical classification 2. Agri[cultural](https://stoplearn.com/category/cultural-and-creative-arts-jssce/) classification 3. Classification based on life cycle. 4. Classification based on size.   ****BOTANICAL CLASSIFICATION****  The concept of binomial nomenclature has it that plant kingdom can be subdivided into divisions, classes, orders, families, general and species.  This is based on their structures, functions and evolutionary trends.  Plants are then generally classified into three brand groups.   * Thallophytes (A) * Bryophytes (B) * Tracheophytes (C)   Tracheophytes are further grouped into pteridophytes (D) and spermatophytes (E).  The Spermatophytes can also be grouped into gymnosperms (F) and angiosperms (G).  The angiosperms are subdivided into idiotic (H) and Monocot (I) **AGRICULTURAL CLASSIFICATION** Agri[cultural](https://stoplearn.com/category/cultural-and-creative-arts-jssce/) classification of plants is based on:.  i.              The product obtained from the plants  ii.             The parts of the plant that is useful  iii.            The economic importance of the plants  Plants are therefore classified agriculturally into the following  1.            CROPS AND WEEDS: – plants that are needed on the farm are called crops while other unwanted are called weeds.  2.            FOOD CROPS AND CASH CROPS: – crops grown mainly for human consumption are called food crops e.g. maize, yam etc.  Those grown mainly to earn money are cash crops e.g. cocoa, coffee  3.            ROOT CROPS: – are plants which store mainly starch in edible underground stems or roots e.g. yam, cassava etc.  4.            CEREAL CROPS: – these are monocotyledonous plants of grass family, whose grains are eaten e.g. maize, millet, guinea corn, rice, wheat, etc.  They are rich in carbohydrates.  5.            FRUITS CROPS:-  are rich in vitamins and minerals.  Fruits are also rich in sugar.  These include oranges, mangoes, avocado peers, cashew etc.  whose fruits are eaten.  6.            VEGETABLE CROPS: – are herbaceous plants whose vegetable (leafy) parts are eaten.  They include spinach, lettuce, carrots, cabbage, okro, tomato, onion, pepper etc.  They are also rich in vitamins and minerals.  7.            LEGUMES: – are plants of beans family such as cowpea and groundnuts whose seeds are eaten.  They are rich in proteins  8.            SPICES:  Are plants whose parts are used for seasoning food such as pepper, curry, thyme and ginger.  9.            LATEX PLANTS:  Are plants that are grown for their useful latex (a milky fluid) e.g. rubber plants used for making natural rubber in the tropical countries  10.          FIBRE PLANTS:  Are plants which produce fibre for the purpose of rope making, textile and bags production e.g. cotton, hemp etc.  11.          BEVERAGE AND DRUG PLANTS: – Are plants whose parts are taken as stimulants or drugs e.g. tea, coffee, cocoa and kola nut, quinine tree for medicine.  12.          OIL PLANT: – Produce oil of economic value e.g. oil palm, Shea nut, groundnut, coconut, castor oil plant and melon. **PLANT CLASSIFICATION BASED ON LIFE CYCLE AND SIZE** Based on life cycle (period or existence) plant can be classified as   1. ANNUALS: – These are plants which complete their life cycle within one growing season or within a year e.g. Maize, Yam, Melon, cowpea, tomato etc.   b.            BIENIALS: – These complete their life cycle within two years e.g. Banana, plantain, pineapple etc.  c.             PERENNIALS: – These persist over (more than) two years producing their yields every season e.g. orange, mango, oil palm cocoa etc.  Plant based on size fall into three categories  1.            Herbs are small plants with fleshy stem e.g. Spinach, waterleaf etc.  2.            Shrubs are medium – sized plants with woody stem branch very close to the ground (soil) e.g. hibiscus  3.            Trees are big plants with woody trunk, which branch at the top e.g. Iroko, Mahogany, Cashew, and Coffee etc. | The students ask questions for further clarification. | To create room for slow learners. |
| **Evaluation** | The teacher evaluates the students with the following questions:   1. State the classification of plants. 2. Explain the classes stated in 1 above. 3. Give at least 3 examples of each classes. | The students attempt the questions. | To ascertain their level of understanding. |
| **Conclusion** | The teacher concludes by copying the note on the board. She checks and marks the note. | The students copy the note on the board. | For future use. |
| **Assignment** | List all the kingdom plantae. | The students did and submit their assignment for marking and correction. | To encourage the students to study at home. |



22/5/2023

Principal Head Instuctor