

Biology Period Plan 2

Pre-Learning

Name of the teacher trainee Kamala Satana
Hall ticket no 1627-23-017-015

Name of the school Bhartiya High School I Thiruvananthapuram

Subject Biology

Class IV

Unit / topic Animal tissues

Sub Topic Epithelial tissue, Activity 1, Activity 2

Activity 3, connective tissue Activity 4

Period - VI

Time - 1:45 - 2:30

Date - 18/7/21

Academic Standards

Conceptual understandings

Children are able to explain, cite examples, give reasons, compare & write differences, explain the process of animals tissues from 1st to text book.

Children are able to develop their own mind mapping

Asking questions & making hypothesis

Children are able to ask questions to understand, to clarify animal tissues & to participate in the discussions they are able to make hypothesis on experimental results & given answers

Answers

Experimentation & field investigation

To understand animal tissues from 1st to text book, children are able to do experiments on their own. They are able to arrange experimental materials, note their observations, collect alternate experimental materials, note their observation, take measurements participate in field investigation

make report on their information skills, project

children are able to collect information by using interview, checklist, questionnaire) & analysis systematically. They are able to conduct their own project works

communication through drawing & model making

children are able to explain their understanding on animal tissues by drawing figures labelling, describing the parts & making models.

Application to daily life concern to bio - diversity children are able to utilize scientific concept to face their daily life situations. They are able to show concern towards bio diversity

SNO Steps Teachers activity Pupil's activity

1	a) Greetings	Good afternoon	Good afternoon
	b) Mind Mapping	Recapitulation of the topic	
	1)	What are the different functions of animal tissues?	to cover to protect
	2)	What did we use as a sample for our previous class demonstration	A chicken meat piece with skin, bone & meat; Blood pricked from a human thumb
	3)	What did we observe from skin our few individual meat procedures	cover protection chicken piece with skin & bone blood from hand pricking Skin meat meat bone blood cells
	4)	What sol did we used to soak meat	dil. vinegar / Vinegar
	5)	What did we learn from the presence of different kind of tissues in our lab activity	Under microscope with diagram
Q)	Question	Problems	
1)	How many kinds of tissues have you known about?	Epithelial tissues in skin Muscular tissues Bone tissues	
2)	How many kinds of blood cells did you learn about? Non-eupkaryotic, Nucleophilic etc	RBC, WBC, Platelets	

3rd Step Teachers activity

pupilary

activity

Black Board activity

TLM

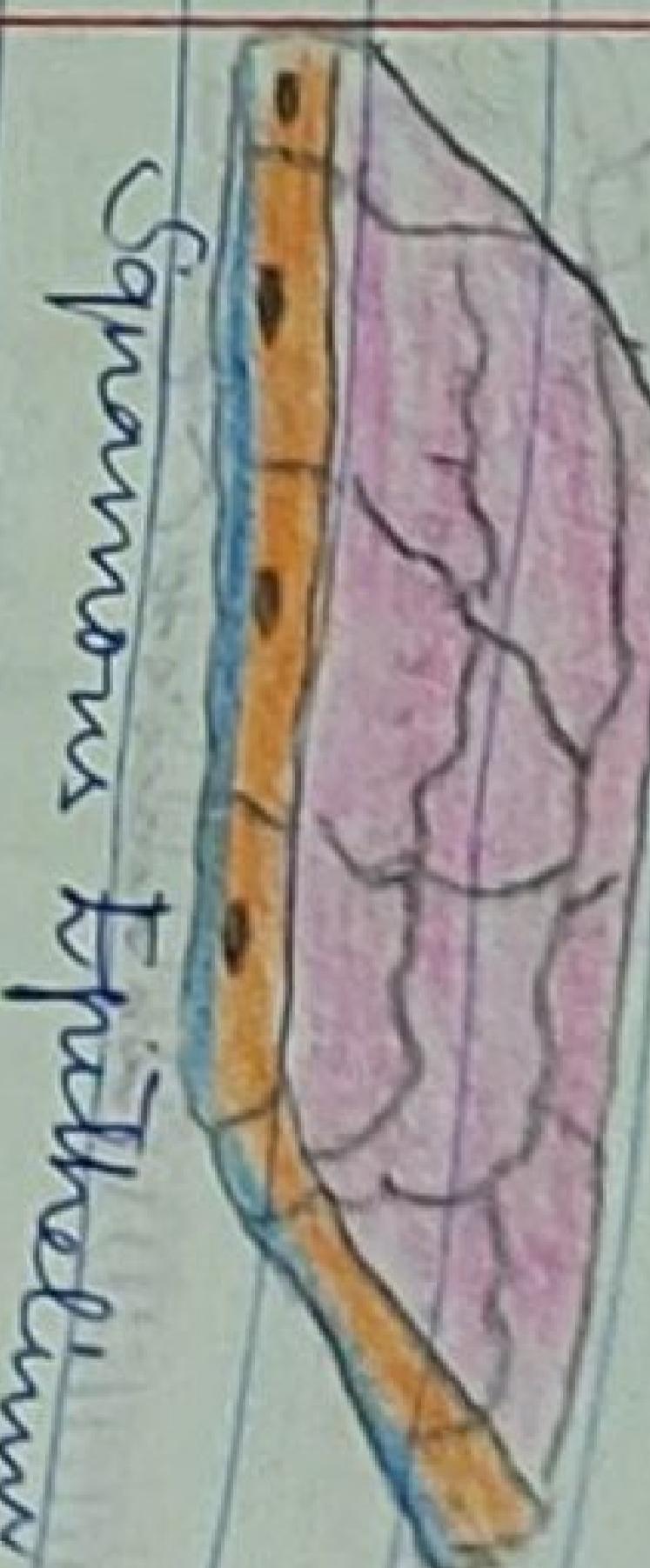
- 3) What are muscle tissues & they are called meat
their functions? They help us to work
- 4) Do you find skin tissues Yes they are different from the muscle
different from the muscle tissues?
- 5) How do you define skeletal Rough, hard
muscle?
- c) Topic Declaration Date: - 18/7/24
- This is our 2nd class on animal tissues & today we will learn deeper on the kinds of animal tissues with proper activity

- II Conceptual understanding
- a) Reading text book & understanding keywords Teacher has made her students to read the
- 1) Mouth
 - 2) blood vessels
 - 3) microscope
 - 4) intercellular spaces
 - 5) Epithelial tissues
- b) Discussion in group Teacher made her students to discuss the topic animal tissues in group so they could ask their friends but under the teacher's guidance

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SNO	Steps	Teacher's activity	Pupil's activity	Black Board activity
III	<p>Organizing the activity & understanding of the concept</p> <p>Activity 1</p> <ol style="list-style-type: none"> Collect the substance lining the mouth with the help of a wooden spoon Observe under microscope Draw the diagram <p>Activity 2</p> <ol style="list-style-type: none"> Use a permanent slide of cuboidal epithelium from the laboratory slide box Observe it under the microscope Draw the slide <p>Activity 3</p> <ol style="list-style-type: none"> Permanent slide of columnar epithelium is taken from the laboratory slide box Observe it under the microscope <p>Activity 4</p> <p>Invite a pathologist/ Doctor at your place</p> <p>→ Record an interview about</p> <ul style="list-style-type: none"> blood structure functions importance 			

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Squamous Epithelium

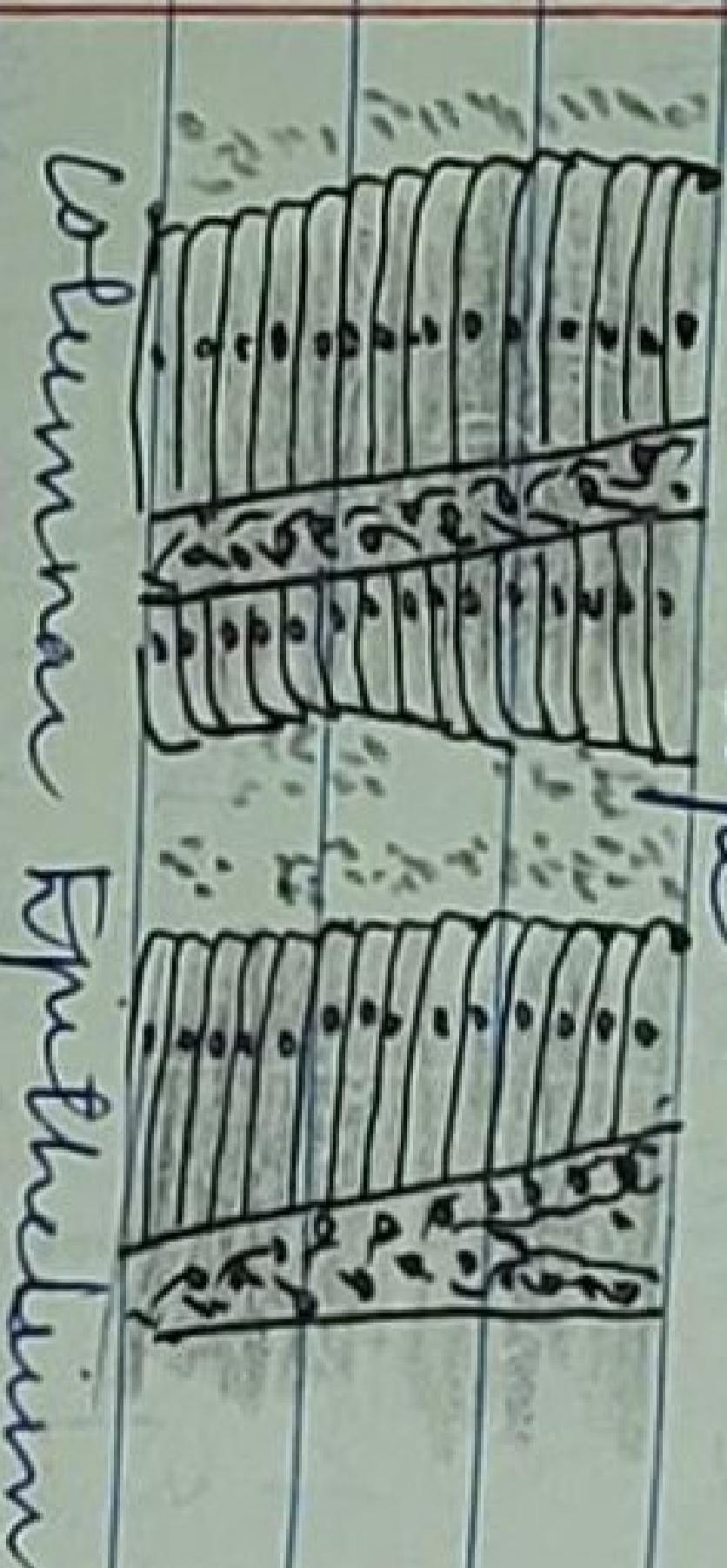
Permanent slide of cuboidal epithelium

Microscope

Cuboidal Epithelium

Permanent slide of columnar epithelium

Microscope



Columnar Epithelium

Doctor / Pathologist

Video interview

booklet / leaflet

about blood

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↳ Functions in Blood cells

LNO	steps	Teacher's activity	pupil's activity	black board activity
1	Teacher have discussed with her students about the demonstration & activities they have learned.	Teacher have discussed with her students about the demonstration & activities they have learned.	Teacher have discussed with her students about the demonstration & activities they have learned.	Teacher have discussed with her students about the demonstration & activities they have learned.
2	Identified 3) prepared a diagram of t) compared 1) squamous epithelium 2) cuboidal epithelium 3) columnar epithelium	Identified 3) prepared a diagram of t) compared 1) squamous epithelium 2) cuboidal epithelium 3) columnar epithelium	Identified 3) prepared a diagram of t) compared 1) squamous epithelium 2) cuboidal epithelium 3) columnar epithelium	Identified 3) prepared a diagram of t) compared 1) squamous epithelium 2) cuboidal epithelium 3) columnar epithelium
3	↳ Blood cells She even got to learn about the importance of blood while observing through a video/ skit focusing on dialogues b/w a doctor & a patient	↳ Blood cells She even got to learn about the importance of blood while observing through a video/ skit focusing on dialogues b/w a doctor & a patient	↳ Blood cells She even got to learn about the importance of blood while observing through a video/ skit focusing on dialogues b/w a doctor & a patient	↳ Blood cells She even got to learn about the importance of blood while observing through a video/ skit focusing on dialogues b/w a doctor & a patient
4	Conclusion & evaluation Teacher made her students learn the topic with ease while she conducted all the activities she could in the classroom to make the session more interactive	Conclusion & evaluation Teacher made her students learn the topic with ease while she conducted all the activities she could in the classroom to make the session more interactive	Conclusion & evaluation Teacher made her students learn the topic with ease while she conducted all the activities she could in the classroom to make the session more interactive	Conclusion & evaluation Teacher made her students learn the topic with ease while she conducted all the activities she could in the classroom to make the session more interactive

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SNO
Date
Teacher's activity

Pupil's activity

Black board activity

45

TLM

Evaluation questions

18) What are squamous epithelium cells that form a tissue

Tissues from the inside of the mouth
living

19) What colour do you see in columnar epithelium

Pink

20) What is the structure of cuboidal epithelium

Rectangular

21) How many kinds of cells are present in the blood

RBCs, WBCs,
Platelet, neutrophil

Monocytes

Osteocytes

22) What is the second name of bone cells

Signature of teacher evaluator

(Mrs. Nakoda Teacher)

