

APPENDICES

APPENDIX I

LESSON PLAN NO.1

NAME OF THE TEACHER: Tarannum Patel

SUBJECT: Science

CLASS: VIII B

DATE:

DURATION: 35 minutes

TOPIC: Discovery of the cell

NUMBER OF STUDENTS: 27

GENERAL OBJECTIVES:

After the completion of the lesson the students will be able to:

1. Develop a creative attitude towards science.
2. Understand the interrelationship between different concepts.
 1. Apply the art of collaborative work.
 2. Analyze the facts critically.

SPECIFIC OBJECTIVES:

After the completion of the lesson the students will be able to

1. Know how the cell was discovered.
2. Recognize the cell discovery as an important contribution to the world of science.
3. Understand the topic by the help of concept mapping.

PREVIOUS KNOWLEDGE: Students already know about the difference between the characteristics of living and non-living things.

TEACHING POINTS	TEACHING STRATEGY	CONCLUSION
1. A cell	*Explanation	The students will be able to know about the cell.
2. Discovery of the cell	*Explanation *Discussion *Concept mapping	The students will be able to define and explain the discovery of the cell with the help of the concept map.

RECAPITULATION: Recapitulation will be done with the help of quiz and discussion on the concept map.

ASSIGNMENT: Find out why the cell is so important to the living organisms.

LESSON PLAN NO.2

NAME OF THE TEACHER: Tarannum Patel

SUBJECT: Science

CLASS: VIII B

DATE:

DURATION: 35 minutes

TOPIC: Cell as the basic unit of life

NUMBER OF STUDENTS: 27

GENERAL OBJECTIVES: After the completion of the lesson the students will be able to:

1. Develop a creative attitude towards science.
2. Understand the interrelationship between different concepts.
3. Develop the art of collaborative work.
4. Analyze the facts critically.

SPECIFIC OBJECTIVES: After the completion of the lesson the students will be able to:

1. Recognize cell as the basic unit of life.
2. Relate the importance of the cell to the building blocks of various items.
3. Classify organisms on the basis of number of cells that constitute their body.

PREVIOUS KNOWLEDGE: The students already know that living organisms are made up of cells and how the cell was discovered.

TEACHING POINTS	TEACHING STRATEGY	CONCLUSION
1. Cell as the basic unit of life	* Explanation	The students will be able to recognize the cell as the basic structural and functional unit of life.
2. Unicellular and multicellular organisms	* Collaborative * Concept mapping * Discussion	The students will be able to classify the organisms on the basis of the number of cells present in their body

RECAPITULATION: Quiz

ASSIGNMENT:

Give reasons:

1. Why is amoeba called as a unicellular organism?
2. Why is cell called as the basic unit of life?

LESSON PLAN NO.3

NAME OF THE TEACHER:Tarannum Patel

SUBJECT: Science

CLASS: VIII B

DATE:

DURATION:35 minutes

TOPIC: Parts of a cell

NUMBER OF STUDENTS: 27

GENERAL OBJECTIVES: After the completion of the lesson the students will be able to:

1. Develop a creative attitude towards science.
2. Understand the interrelationship between different concepts.
3. Develop the art of collaborative work.
4. Analyze the facts critically.

SPECIFIC OBJECTIVES: After the completion of the lesson the students will be able to:

1. Identify the main components of the cell.
2. Understand the functions of different components.
3. Draw and label the structure of the cell.
4. Prepare a concept map for the following topic.

PREVIOUS KNOWLEDGE: The students know that the cell is the basic unit of life.

TEACHING POINTS	TEACHING STRATEGY	CONCLUSION
1. Tissues are formed of cells	*Explanation * Diagrammatic representation	The students will be able to know the formation of organs from cells.
2. Cell membrane	*Explanation * Diagrammatic representation	The students will be able to recognize the functions of cell membrane.
3. Nucleus	*Explanation * Diagrammatic representation	The students will be able to recognize the functions of nucleus

RECAPITULATION: With the help of collaborative concept mapping.

ASSIGNMENT:

Find out:

1. Why the nucleus is called as the brain of the cell:
2. How does the cell perform all its metabolic functions

LESSON PLAN NO.4

NAME OF THE TEACHER: Tarannum Patel

SUBJECT: Science

CLASS: VIII B

DATE:

DURATION: 35 minutes

TOPIC: Cell organelles

NUMBER OF STUDENTS: 27

GENERAL OBJECTIVES: After the completion of the lesson the students will be able to:

1. Develop a creative attitude towards science.
2. Understand the interrelationship between different concepts.
3. Develop the art of collaborative work.
4. Analyze the facts critically.

SPECIFIC OBJECTIVES: After the completion of the lesson the students will be able to:

1. Recall the main functions of the cell.
2. Draw and label the structure of cells.
3. Identify and explain the role of different organelles present in the cell

PREVIOUS KNOWLEDGE: Students already know about the three main structural components of the cell i.e. the cell membrane, cytoplasm and the nucleus.

TEACHING POINTS	TEACHING STRATEGY	CONCLUSION
1. Organelles	*Explanation and interrelation with human body parts	The students will be able to know About organelles.
2. Different organelles and their functions,	*Explanation * Diagrammatic representation * Collaborative concept mapping	The students will be able to understand the functions of various organelles.

RECAPITULATION: Through collaborative concept mapping

ASSIGNMENT:

1. Draw and label the structure of the cell.

LESSON PLAN NO.5

NAME OF THE TEACHER: Tarannum Patel

SUBJECT: Science

CLASS: VIII B

DATE:

DURATION: 35 minutes

TOPIC: Structure of nucleus

NUMBER OF STUDENTS: 27

GENERAL OBJECTIVES: After the completion of the lesson the students will be able to:

1. Develop a creative attitude towards science.
2. Understand the interrelationship between different concepts.
3. Develop the art of collaborative work.
4. Analyze the facts critically.

SPECIFIC OBJECTIVES: After the completion of the lesson the students will be able to:

1. Understand the importance of the nucleus.
2. Recognize the nucleus as the brain of the cell.
3. Explain the structure of nucleus.

PREVIOUS KNOWLEDGE: Students already know that the cell is capable of performing all the metabolic functions itself.

TEACHING POINTS	TEACHING STRATEGY	CONCLUSION
1. Nucleus as the brain of the cell.	*Explanation	The students will be able to recognize the nucleus as the brain of the cell.
2. Components of the nucleus	*Collaborative concept mapping	The students will be able to link the components to their functions.

RECAPITULATION:

Quiz

ASSIGNMENT:

Draw a concept map of the structure of cell.

APPENDIX 2
ACHIEVEMENT TEST (PRETEST)

Q.1. Give one word answers: (5 marks)

- a) The basic unit of life:
- b) The cell was discovered by:
- c) It is the powerhouse of the cell:
- d) An example of unicellular organism:
- e) Brain of the cell:

Q.2. Differentiate between unicellular and multicellular organisms. (2 marks)

Q.3. Answer the following questions: (2X3=6)

- a) Why is the nucleus known as the brain of the cell?
- b) Why amoeba is called a unicellular organism?
- c) Why lysosomes are called as suicide bags of the cell?

Q.4. Describe the structure and the functions of nucleus. (2 marks)

Q.5. Draw and label the structure of the cell. (5 marks)

ACHIEVEMENT TEST (POSTTEST)

Q.1. Give one word answers: (5 marks)

a) The basic unit of life:

b) The cell was discovered by:

c) It is the suicide bag of the cell:

d) An example of unicellular organism:

e) Brain of the cell:

Q.2. Explain the functions of golgi bodies organisms. (2 marks)

Q.3. Answer the following questions: (2X3=6)

a) Why is the nucleus known as the brain of the cell?

b) Why plant is called a multicellular organism?

c) Why mitochondria is are called as power house of the cell?

Q.4. Describe the structure and the functions of nucleus. (2 marks)

Q.5. Draw and label the structure of the cell. (5 marks)