

Biology Period Plan 2

Pre-Liminary

Name of the teacher trainer Zainab Salama

Hall ticket no 1627-23-017-015

Name of the school Grest boys high school 1 Humayun

Naqar

Subject Biology

Class IX

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 - 18/7/24

Academic Standards

Conceptual understandings

Children are able to explain, cite examples, give reasons, compare & write differences, explain the process of animal tissues from 18th 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 discussion they are able to

make hypothesis on experimental results & given tissues

Experimentation & field investigation

To understand animal tissues from 18th

textbook, 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 precautions participate in field investigation

make report on them

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	Teacher's activity	Pupils activity
I	Introduction		
a)	Greetings	Good after noon students; let us start by our recapitulation	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 on four individual procedures	meat bone blood	
4)	What set did we need to soak our meat	dil HCl Vinegar	
5)	What did we learn from our lab activity	The presence of different kinds of tissues	
c)	Question Probing		
1)	How many kinds of tissues have you learned about?	Epithelial tissues Nervous tissues Bone tissues	
2)	How many kinds of blood cells did you learn about?	RBC, WBC, Platelets; Monocytes, Neutrophils etc	

Black Board activity	TLM
Animal tissues cover protection chicken piece with skin & bone 3 meat skin meat bone blood cells dil HCl / Vinegar under microscope with diagram	



3ND Steps Teachers activity

Pupils

- 3) What are muscle tissues & their functions? They are called meat they help us do work
- 4) Do you find skin tissues different from the muscle tissues? Yes they are different
- 5) How do you define skeletal muscle? Rough, hard

c Topic Declaration

This is our 2nd class on animal tissues & today we will learn deeper on the kinds of animal tissues with proper activity

Date: - 18/7/24

Animal Tissues

II Conceptual understanding

a) Reading text book & understanding keywords

Teacher has made her keywords

- 1) Mouth
- 2) blood vessels
- continuing from Pg 27-308 Microscope
- students were made to
- 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

Activity

Black Board activity

ILM

meat work different

Date 18/7/24

Animal Tissues

- Oral cavity
- narrow tubes for blood flow (continuous)
- the instrument used to magnify samples (lab)
- loosely arranged cells have these spaces
- Skin tissues have

M

SNO Steps

Teacher's activity

Pupillary

III Organizing the activity & Understanding the

Activity 1

- 1 Collect the substance lining the mouth with the help of a wooden spoon
- 2 Observe under microscope
- 3 Draw the Diagram

Activity 2

- 1 Use a permanent slide of cuboidal epithelium from the laboratory slide box
- 2 Observe it under the microscope
- 3 Draw the picture

Activity 3

- 1 Permanent slide of columnar epithelium is taken from the laboratory slide box
- 2 Observe it under the microscope

Activity 4

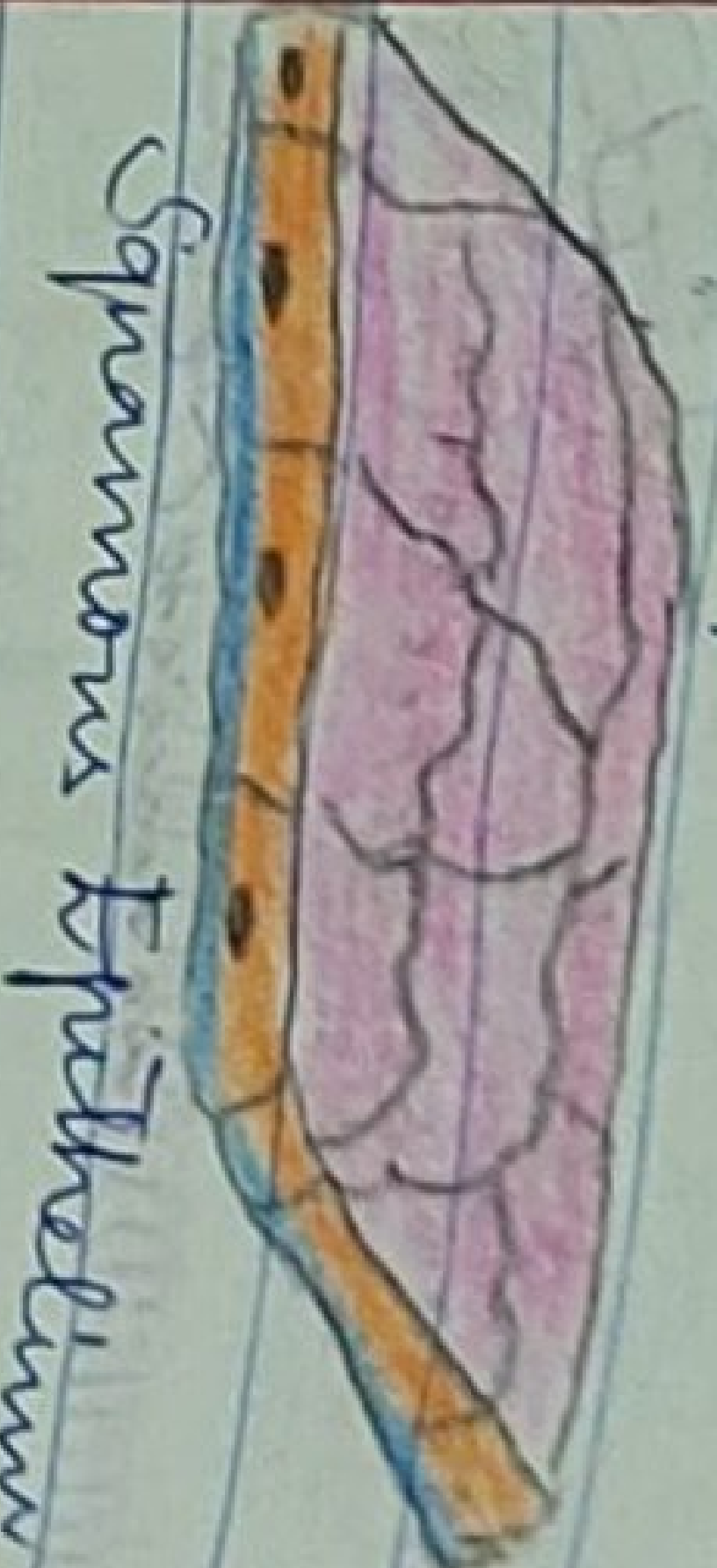
- 1 Write a pathologist's letter at your place
- 2 Record an interview about blood structure
- 3 Functions
- 3 Importance

activity
concept

Black Board
activity

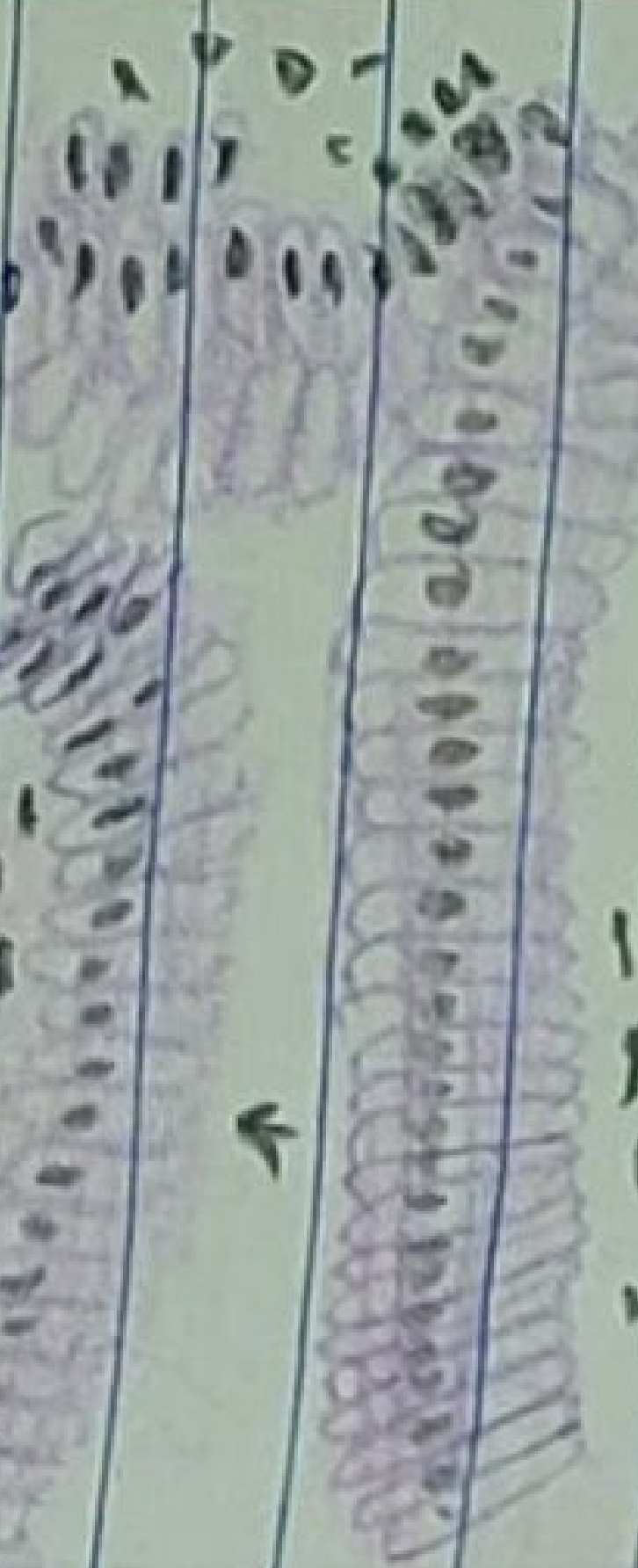
TLM

wooden spoon
microscope



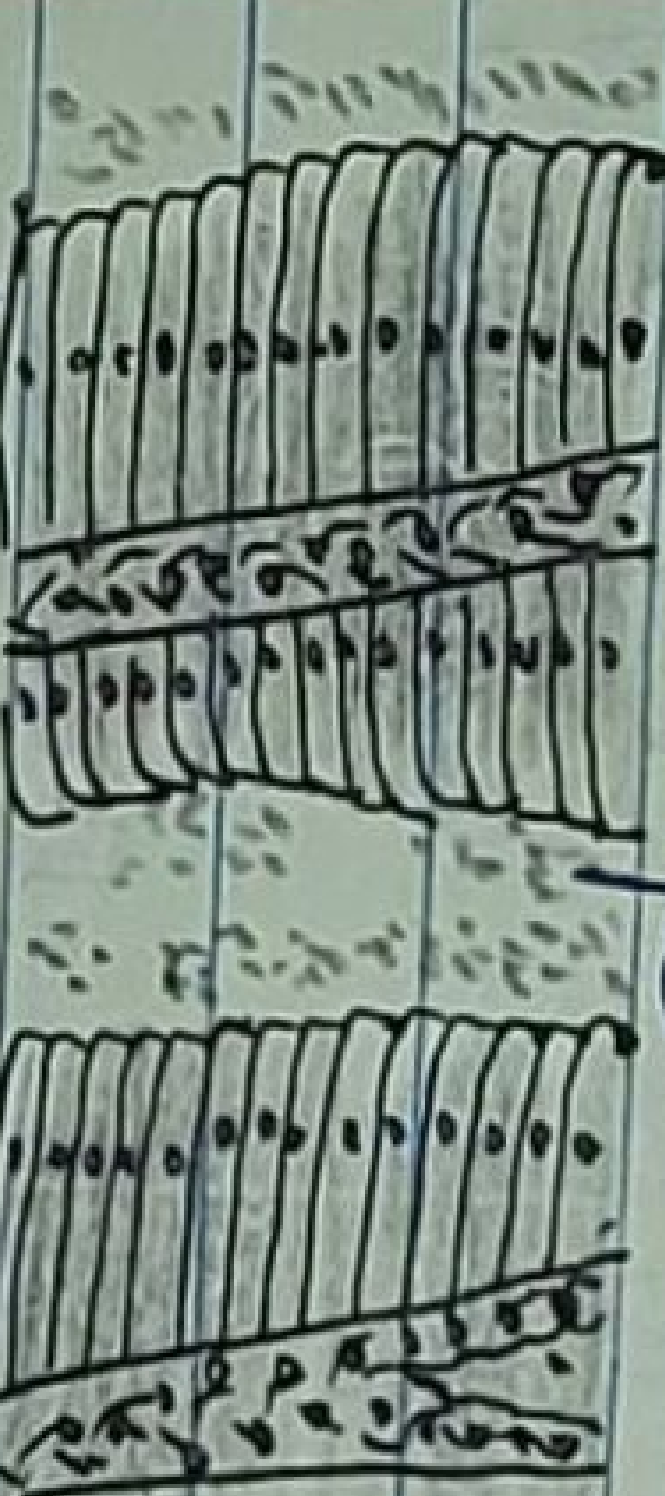
Squamous Epithelium

Permanent slide of cuboidal epithelium
Microscope



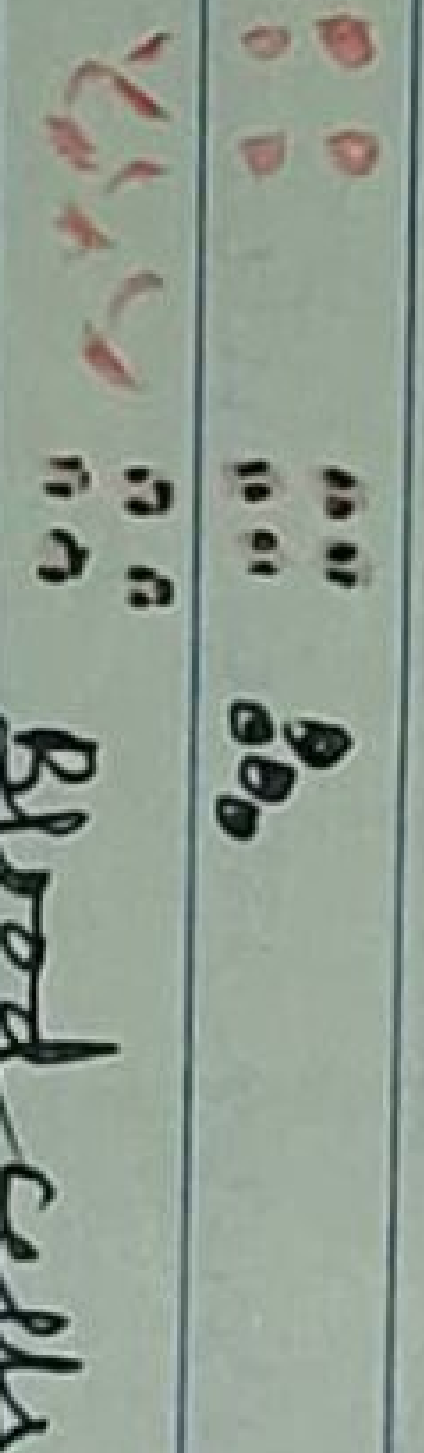
Cuboidal Epithelium

Permanent slide of columnar epithelium
Microscope



Columnar Epithelium

Doctor/Pathologist
video interview
booklet / leaflet
about blood



Blood cells

SNO	Steps	Teacher's activity	Pupillary
Q	Discussion & Demonstration	Teacher have discussed with her students about the demonstrated activities & students have planned 2) Identified 3) Prepared a diagram 4) Compared 1) Squamous epithelium 2) Cuboidal epithelium 3) Columnar epithelium 4) 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	
Q	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	

Activity	Black board activity	TLM

SNO

Steps

Yacine's activity

Evaluation questions

18) What are squamous epithelium cells that form a tissue

29) What colour did you see in columnar epithelium

30) What is the structure of cuboidal epithelium

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

50) What is the second name of bone cells

✓

Pupils' activity

Black board activity

TLM

tissues from the inside of the mouth

lining

pink

Rectangular

RBC, WBC,

Platelet, neutrophil

Monocytes

Osteocytes

Signature of teacher evaluator
(Mrs. Nabila Stecher)