

CLASS – VII
LESSON PLAN
CHAPTER-1: NUTRITION IN ANIMALS

Unit	Biology (Chapter 1: Nutrition in Animals)
Class Transaction	Total: 14 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of digestion. 2. Basic knowledge of different organs involved in digestion which students had already learnt in class VI.
Assessment of qualifying knowledge	1. Written test 2. Lab activity 3. Group Discussion 4. HW notebook 5. Subject Enrichment Activities
Objective	Students will be able to:- *Define the terms- digestion and rumination. *Explain the different steps of nutrition. * Explain digestive system of the human being. *To explain mode of nutrition in cow and amoeba
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. The terms ingestion, digestion, absorption, assimilation and egestion. 2. Function of different organs of digestion. 3. Why oral hygiene is important? 4. The difference between digestion in cows and humans. 5. Mode of nutrition in amoeba. <u>SKILLS</u>- <i>Students would be able to</i> 1. Collaborate with each other to explain the mode of digestion in human, cow and amoeba. 2. Critically analyse ‘the importance of balanced diet. 3. Use analytical and critical skills to find why cases of diarrhea and other water borne diseases’ increases during the rainy season. 4. What is the importance of digestive system in our diet? 5. Built character amongst themselves by discussing /communicating the importance of various nutrients in our diet. Attitudes and beliefs- <i>Students will be able to</i>

	Develop citizenship by visualizing and observing the importance of planning and eating a balanced diet since they are necessary for good health and also help in the process of less or no wastage of food to sensitize others .
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic</i>- ppt and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Independent reading Quiz Drawing diagrams MCQ Peer Assessment Lab Activities Graphic Organizers Any Other Group learning- The class will be divided in the group of 5 students. <i>Circle the Sage</i>- The question will be asked by the teacher about the photosynthesis and the students who knows the answer will stand in various corners of the room. (Communication, Collaboration) Differentiation- The students in a group of 10 will be presenting a skit on eating healthy food and its usefulness. (Character, Citizenship) Questioning- Multiple <i>level question</i>- Teacher will prepare a list of question on the topic “Why digestion is a complex process!”. (Critical thinking, Communication)
Resources	Text Book: NCERT text book for Science. Reference Book 1. CBSE Exemplar
Self Study, Home Work,	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the ncert questions by which we can assess their critical thinking and creativity

Assignments	HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness(creativity).....1 mark Content(critical thinking and creativity).....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS (25, 25, 25, 25).....100 Marks HALF YEARLY EXAMINATION80 Marks ANNUAL BOARD EXAMINATION.....80 Marks INTERNAL ASSESSMENTS.....40 Marks PERIODIC TEST By administering pen papertest we assess creativity and critical thinking. By administering pen papertest we assess creativity and critical thinking. Subject Enrichment 10 Marks With the help of subject enrichment activities we assess communication collaboration, character building and citizenship (Skit on importance of balanced diet in our daily life). Note Book Submission 10 Marks By writing the answers of three levels of spiral question we can assess their knowledge (Level 1 questions) critical thinking(Level 2 questions), creativity(Level 3 questions) Note Book Submission 10 Marks QUESTIONS 1. We cannot digest cellulose like the cows. Why? 2. How does an amoeba ingest and digest food? 3. Why do we get instant energy from glucose? 4. What is the difference and similarity between the nutrition in amoeba and human beings? 5. Draw a well labelled diagram showing regions of the tongue for different taste.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:

	<i>For gifted students:</i> • High order thinking questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
--	--

Topic	DAY 1-Introduction
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires basic knowledge of nutrition and what is the basic need of nutrition which they had already studied in class vi
Assessment of qualifying knowledge	Facilitator will ask few questions regarding nutrition 1. Name the various components present in the food and how can the body utilize it 2. Why is there a need to breakdown food?
Objective	Student will be able to understand why food needs to be broken downs and what are the major components present in a balanced diet.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> The importance of balanced diet. Appreciate the need of each and every nutrient present in the food <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> Critically analyse the role of various nutrients for general growth and repair of tissues
Transaction Methodology (The teacher can use the mentioned techniques,	Transaction would proceed in the following manner- Group learning- The class will be divided in the group of 5 students. <i>Circle the Sage</i>- The question will be asked by the teacher about the various nutrients and their sources and the students who knows the answer will stand at the various corners of the room. (Communication, Collaboration)

wherever applicable, and can use any other too.)	<i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare- contrast matrix), silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Worksheet based on conceptQuestions
Assessments	Oral quiz
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • High order thinking questions questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Topic	DAY 2 Different ways of taking food
Class	40 min

Transaction	
Pre-requisite for the course	This topic requires Basic knowledge of different ways by which organisms take food.
Assessment of qualifying knowledge	Facilitator asks the students to write the mode of feeding in organisms in their copy.
Objective	Given the content (topic) the students will be able to discuss about the different modes of nutrition.
Learning Outcomes	KNOWLEDGE- Students will know and understand Students will be able to classify the different ways of taking food. SKILLS AND COMPETENCIES- Students would be able to Communicate with each other about the different modes of taking food.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Techniques to be used: Quiz Wipro- G.O.s(compare- contrast matrix) Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book
Closure	compare- contrast matrix to be drawn on the board with the help of the students
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the ncert questions. HW notebooks to be marked as per the given plan: Assessment Parameters: The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Assessments	Assessment of the compare and contrast matrix diagram on different ways of taking food by organisms.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Topic	DAY 3 Digestion in humans
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of the organs involved in the digestive system of a human.
Assessment of qualifying knowledge	The class will be divided into different groups and teacher will ask the question as to what happens to the food inside the body.
Objective	Given the content (topic) the students will be able to discuss about the intake of food and the path that the food follows inside the body.
Learning Outcomes	KNOWLEDGE- Students will know and understand Students will be able to Understand the location and function of some organs of the digestive system. SKILLS AND COMPETENCIES- Students would be able to Communicate with each other about the different organs and their arrangement inside the human body.
Transaction Methodology	Transaction would proceed in the following manner- Group learning(BrainStorming)- The class will be divided into group of 4

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	students and students will be asked to discuss the organs their arrangement and their basic function inside. Also the path travelled by food. Students will be asked to record their observation and draw the conclusion (Communication, Collaboration) Techniques to be used: Wipro- G.O.s(Flow chart) Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Muddiest point by the teacher
Self Study, Home Work, Assignments	Worksheet based on concept questions
Assessments	After the demonstration and explanation of the activity an MCQ based work sheet will be given to students to check their understanding for the concept
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes

Marks	The weightage would be given by CBSE.
Topic	DAY 4 The mouth and the buccal cavity.
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of the teeth, tongue and salivary gland present in the mouth
Assessment of qualifying knowledge	The class will be divided into different groups and teacher will ask the students to list down the structure and types of teeth and also if they know the number of teeth.
Objective	Given the content (topic) the students will be able to discuss the role of mouth in digestion.
Learning Outcomes	KNOWLEDGE- Students will know and understand Students will be able to Understand the mechanism of photosynthesis SKILLS AND COMPETENCIES- Students would be able to Communicate with each other about the role of mouth in digestion. Answer knowledge, understanding, application and diagrammatic skill based questions based on the topic.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Group learning- The class will be divided in the group of 5 students. <i>Circle the Sage</i>- The question will be asked by the teacher about the organs of digestion and the students who knows the answer will stand in various corners of the room. (Communication, Collaboration) Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Summarisation by students with the muddiest point by the teacher
Self Study,	Independent Practice-Write the equation for photosynthesis

Home Work, Assignments	
Assessments	One minute test
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Topic	DAY 5 - Types of teeth
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of milk teeth and permanent teeth.
Assessment of qualifying knowledge	The class will be divided into different groups and teacher will ask the question: What is the difference between milk teeth and permanent teeth in terms of their size, shape and number.
Objective	Given the content (topic) the students will be able to discuss about the structure and function of teeth.
Learning Outcomes	KNOWLEDGE- Students will know and understand Students will be able to Understand the role of milk teeth and permanent teeth in digestive system. SKILLS AND COMPETENCIES- Students would be able to Communicate with each other about the role and difference between milk teeth and permanent teeth. Application and diagrammatic skill based questions on the topic.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Group learning- The question will be asked by the teacher about the types, structure and function of teeth. (Communication, Collaboration) Techniques to be used: Wipro- G.O.s(web chart, flow chart and differentiation table, compare- contrast matrix),
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Summarisation by students with the muddiest point by the teacher
Self Study, Home Work, Assignments	Independent Practice-Diagram of types of teeth.
Assessments	Peer Assessment of diagram showing photosynthesis.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
	DAY 5 - Tooth decay
	40 min
	This topic requires

	Basic knowledge of milk teeth and permanent teeth, their difference and causes of spoilage of teeth.
Marks	The class will be divided into different groups and teacher will ask the group to list the causes of tooth decay and the ways of taking care of the teeth.
Topic	Given the content (topic) the students will be able to discuss about the causes of tooth decay and how it can be prevented..
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of oral hygiene.
Assessment of qualifying knowledge	Write down the name of at least two mineral element present in soil.
Objective	Given the content (topic) the students will be able to understand the importance of oral hygiene and the ways of maintaining it.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to collaborate and communicate with each other about the function of various mineral elements present in the soil.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Brain Stroming-Students would be able to collaborate and communicate with each other about the function of various mineral elements present in the soil. Techniques to be used: Student -teacher interaction, collaborative learning, Techniques to be used: Quiz Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	One minute paper

Self Study, Home Work, Assignments	Practice of Questions of NCERT
Assessments	Real time feedback to students on the basis of an oral quiz
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.

Topic	DAY 7 Role of tongue and salivary glands in digestion.
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of presence of tongue and salivary gland in our mouth.
Assessment of qualifying knowledge	Facilitator will ask the students to write down the function performed by tongue in our mouth.
Objective	Given the content (topic) the students will be able to understand the different role our tongue and salivary glands play in digestive system.
Learning Outcomes	KNOWLEDGE- Students will know and understand The importance of tongue and saliva in digestion.
Transaction Methodology (The teacher	Transaction would proceed in the following manner Differentiation- The students in a group of 10 will be presenting a skit on what damage tongue can do if spoken unnecessarily or rudely (Character,

can use the mentioned techniques, wherever applicable, and can use any other too.)	Citizenship) - Techniques to be used: DOL 1,2,3 Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book
Closure	Summarisation by students.
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the ncert questions.
Assessments	Real time feedback to students on the basis of an oral quiz
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.

Topic	DAY 8 The food pipe/ oesophagus
-------	---------------------------------

Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of how swallowed food passes into the foodpipe.
Assessment of qualifying knowledge	Facilitator will ask the students to explain where the food pipe runs along. (From neck to chest).
Objective	Given the content (topic) the students will be able to understand how food is pushed down by movement of the wall of the food pipe.
Learning Outcomes	KNOWLEDGE- Students will know and understand The movement that pushes the food throughout the alimentary canal. What happens when food is not accepted by our stomach and is vomited out.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner Differentiation- The students in a group of 5 will discuss what happens when food is not accepted by our stomach - Techniques to be used: Quiz Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book
Closure	Summarisation by students with the muddiest point by the teacher.
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the ncert questions.
Assessments	Real time feedback to students on the basis of an oral quiz
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions questions to be done • Encouragement for referring other resources

	For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.

Topic	DAY 9 The stomach
Class Transaction	40 min
Pre-requisite for the course	This topic requires Location and function of stomach.
Assessment of qualifying knowledge	Facilitator will ask the students to recall what happens when one is hungry or when you have over eaten. In both the cases how does the stomach respond?
Objective	Given the content (topic) the students will be able to understand The shape and function of the stomach, juices secreted by the stomach and the action of these juices on digestion of food.
Learning Outcomes	Student will be able to critically analyse the working of the stomach and what happens in case of over secretion of juices.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner Differentiation- The students in a group of 5 will be discussing the importance of a balanced diet and what impact does junk food have on our stomach. (Character, Citizenship) - Techniques to be used: Wipro- G.O.s(web chart, flow chart and differentiation table, compare- contrast matrix), Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book

Closure	Summarisation by students with a one minute paper by the teacher
Self Study, Home Work, Assignments	High order thinking questions Question
Assessments	One minute test
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.

Topic	DAY 10 Small intestine
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of location of small intestine.
Assessment of qualifying knowledge	Facilitator will ask the students to explain the journey of food from the stomach till the anus, the role of various glands and the secretions secreted by them.
Objective	Given the content (topic) the students will be able to understand The shape and function of the small intestine, juices secreted by it and the action of these juices on complete digestion and absorption of food.
Learning Outcomes	Student will be able to critically analyse the working of the small intestine and what happens in case of over secretion of juices.
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner Differentiation- The students in a group of 5 will be discussing the impact of junk food on digestion. (Character, Citizenship) Techniques to be used: Wipro- G.O.s(web chart, flow chart and differentiation table, compare- contrast matrix),

applicable, and can use any other too.)	Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book
Closure	Summarisation by students with the muddiest point by the teacher
Self Study, Home Work, Assignments	Question as per the ncert questions
Assessments	Peer assessment of oral quiz
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.

Topic	DAY 11 Large Intestine
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of location and function of large intestine.
Assessment of qualifying knowledge	Facilitator will ask the students to explain the journey of food from the stomach till the anus, the role of various glands and the secretions secreted by them.
Objective	Given the content (topic) the students will be able to understand

	The shape and function of the large intestine and its role in absorption of water.
Learning Outcomes	Student will be able to critically analyse the working of the small intestine and what happens in case of over secretion of juices.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner Differentiation- The students in a group of 5 will be discussing the importance of drinking water. (Character, Citizenship) Techniques to be used: Wipro- G.O.s(compare- contrast matrix of small intestine and large intestine) Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book
Closure	Summarisation by students with the muddiest point by the teacher
Self Study, Home Work, Assignments	Question as per the ncert questions
Assessments	Peer assessment of oral quiz
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.

Topic	DAY 12 Digestion in ruminating animals
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of how grass eating animals are continuously chewing even when they are not eating grass.
Assessment of qualifying knowledge	Facilitator will ask the students to understand and explain the role of rumen in grass eating animals and the difference between the digestive system of humans and cow.
Objective	Given the content (topic) the students will be able to understand the difference between the digestive system of humans and cow.
Learning Outcomes	Student will be able to critically analyse the difference between the digestive system of humans and cow.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner Differentiation- The students in a group of 5 will be discussing why we cannot digest cellulose like the cattle do? (Character, Citizenship) Techniques to be used: Wipro- G.O.s Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book
Closure	Summarisation by students with the muddiest point by the teacher
Self Study, Home Work, Assignments	Question as per the ncert questions
Assessments	Peer assessment of oral quiz
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided

	• Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Topic	DAY 13 Digestion in ruminating animals
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of how grass eating animals are continuously chewing even when they are not eating grass.
Assessment of qualifying knowledge	Facilitator will ask the students to understand and draw the digestive system of humans and cow.
Objective	Given the content (topic) the students will be able to understand the difference between the digestive system of humans and cow.
Learning Outcomes	Student will be able to critically analyse the difference between the digestive system of humans and cow.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner Differentiation- The students in a group of 5 will be discussing the difference cannot digest cellulose like the cattle do? (Character, Citizenship) Techniques to be used: Wipro- G.O.s(compare- contrast matrix digestive system of humans and cow.) Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book
Closure	Summarisation by students with the muddiest point by the teacher
Self Study, Home Work, Assignments	Question as per the ncert questions
Assessments	Peer assessment of oral quiz
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students:

	• High order thinking questions questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes
Topic	DAY 14 Feeding and Digestion in Amoeba
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of how a single celled organisms takes in food.
Assessment of qualifying knowledge	Facilitator will ask the students to understand and draw the diagram of an amoeba.
Objective	Given the content (topic) the students will be able to understand the difference between the digestive system of unicellular and multicellular organism.
Learning Outcomes	Student will be able to critically analyse the difference between the digestive system of human, cow and amoeba.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner Differentiation- The students in a group of 5 will be discussing the difference between digestive system of unicellular and multicellular organism. (Character, Citizenship) Techniques to be used: Wipro- G.O.s(compare- contrast matrix of digestion in unicellular and multicellular organism.) Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book DPSG Spiral

Closure	Summarisation by students with the muddiest point by the teacher
Self Study, Home Work, Assignments	Question as per the ncert questions
Assessments	Peer assessment of oral quiz
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: For gifted students: • High order thinking questions questions to be done • Encouragement for referring other resources For weak students: • Worksheet based on concept to be completed • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes. • Call parents at regular intervals • Provide grade-up classes