

DELHI PUBLIC SCHOOL GHAZIABAD**CLASS – XI****LESSON PLAN based on DOL****CHAPTER – 3, Plant Kingdom**

Unit	Diversity of Living Organisms (Chapter 3: Plant Kingdom)
Class Transaction	Total: 5 periods
Pre-requisite for the course	This lesson requires 1. Basic knowledge of specific features of plants. 2. Knowledge of classification and importance of classification. 3. Basic knowledge of algae, bryophytes and pteridophytes
Assessment of qualifying knowledge	1. Written test 2. Lab activity 3. Oral questioning
Objective	Students would be able to understand Salient features and classification of plants into major groups - Algae, Bryophyta, Pteridophyta, Gymnospermae and Angiospermae (three to five salient and distinguishing features and at least two examples of each category); Angiosperms - classification upto class, characteristic features and examples.
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know and understand</i> 1. Salient features of major groups of plants 2. Distinguishing features and examples of each category. 3. Life cycles of bryophytes, pteridophytes, gymnosperms and angiosperms <u>SKILLS</u> - <i>Students would be able to</i> 1. Draw a labeled diagram to show life cycles of bryophytes, pteridophytes, gymnosperms and angiosperms 2. Understand difference between gametophyte and sporophyte. 4. Understand formation of spores and gametes in different stages of life cycles Competencies: collaborative learning, critical thinking and problem solving, character building, communication, citizenship
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. (communication and collaboration) <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: Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other
Resources	NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral Weblinks:

	www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their spirals. 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	UNIT TESTS, HALF YEARLY EXAMINATION, ANNUAL EXAMINATION, INTERNAL ASSESSMENT - Practical – 30 marks
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 high scoring students:</i> • High order thinking questions to be done • Encouragement for referring other resources <i>For low scoring students:</i> • Spiral questions • Peer education • PCC classes <i>For differently abled students:</i> • Call parents at regular intervals • Provide grade-up classes • Encourage and motivate them at every level.
Marks	Weightage of unit – 7 marks

Day 1:

- Students will be shown a ppt and will be made aware of different classification systems.
- Students will be told about the need of changes in classification systems.
- Students will be told about the salient features of algae.
- Students will be told about the different classes of algae and the basis of classification.

Guided practice: DOL 1

- Students will be made to draw diagrams to show unicellular algae.
- Students will be made to draw diagrams to show different part of an algae with plant like body.
- Students will be asked to write differences between different classes of algae.

Summarize and check for understanding: DOL 2

- Oral questioning based on the day's teaching.

Communication and creativity: Involves sharing of ideas, drawing diagrams to advance scientific understanding, processes, theories and discoveries

Independent practice: DOL 3

- Students will be asked to revise the work done in class.

b. Students will be asked to draw diagrams of unicellular algae and an algae with plant like body.

Day 2:
a. Students will be shown a ppt and will be made aware of bryophytes.
b. Students will be told about the classification of bryophytes into liverworts and mosses.
c. Students will be made aware of life cycle of bryophytes.
Guided practice: DOL 1
a. Students will be made to recall salient features of bryophytes.
b. Students will be asked to make a flow chart to show life cycles of bryophytes.
c. Students will be asked to make a diagram to show homothallic and heterothallic bryotphytes.
d. Students will be asked to list all the differences between liverworts and mosses.
Summarize and check for understanding: DOL 2
a. Oral questioning based on the day's teaching
b. Discussion on the topic in groups – importance of bryophytes in formation of rocks.
Communication and brainstorming: Students develop effective communication skills and learn to put across their views.
Critical thinking and problem solving: Helps students to think critically and solve the given problem
Character and citizenship: Group discussion helps to develop interpersonal skills, respecting and valuing views of others
Independent practice: DOL 3
a. Students will be asked to revise the work done in class.
b. Students will be asked to describe life cycle of bryophytes.
c. Students will be asked to describe gamete formation and spore formation in sporophyte.

Day 3:
a. Students will be shown a ppt and will be made aware of pteridophytes.
b. Students will be told about the economic importance of pteridophytes.
c. Students will be made aware of life cycle of pteridophytes.
Guided practice: DOL 1
e. Students will be made to recall salient features of pteridophytes.
f. Students will be asked to make a flow chart to show life cycles of pteridophytes.
g. Students will be asked to list all the differences between sporophyte and gametophyte.
Summarize and check for understanding: DOL 2
c. Oral questioning based on the day's teaching
d. Discussion on the topic in groups – importance of seed habit in pteridophytes.

Communication and brainstorming: Students develop effective communication skills and learn to put across their views.
Critical thinking and problem solving: Helps students to think critically and solve the given problem
Character and citizenship: Group discussion helps to develop interpersonal skills, respecting and valuing views of others
Independent practice: DOL 3
d. Students will be asked to revise the work done in class.
e. Students will be asked to describe life cycle of pteridophytes.
f. Students will be asked to describe gamete formation in gametophytes and spore formation in sporophyte.

Day 4:
a. Students will be shown a ppt and will be made aware of salient features of gymnosperms.
b. Students will be told about life cycle of gymnosperms.
c. Students will be made aware of heterosporous condition in gymnosperms.
Guided practice: DOL 1
a. Students will be made to draw a diagram to show life cycle of Gymnosperms.
b. Students will be asked to list all phases of life cycle of Gymnosperms.
c. Students will be asked to find out economic importance of Gymnosperms
Summarize and check for understanding: DOL 2
a. Oral questioning based on the day's teaching
b. Discussion on the topic in groups – Importance of heterosporous condition in Gymnosperms.
Communication and brainstorming: Students develop effective communication skills and learn to put across their views.
Critical thinking and problem solving: Helps students to think critically and solve the given problem
Character and citizenship: Group discussion helps to develop interpersonal skills, respecting and valuing views of others
Independent practice: DOL 3
a. Students will be asked to revise the work done in class.
b. Students will be asked to explain economic importance of gymnosperms.
c. Students will be asked to draw a diagram to show life cycle of gymnosperms.

Day 5:

a. Students will be shown a ppt and will be made aware of angiosperms.
b. Students will be told about life cycle of angiosperms.
c. Students will be made aware of double fertilization of angiosperms.
Guided practice: DOL 1
a. Students will be made to discuss importance of double fertilization in angiosperms.
b. Students will be asked to explain formation of spores and gametes.
Summarize and check for understanding: DOL 2
a. Oral questioning based on the day's teaching
b. Discussion on the topic in groups – Double fertilization in angiosperms.
Communication: Involves sharing of ideas and information to advance scientific understanding, processes, theories and discoveries
Communication and brainstorming: Students develop effective communication skills and learn to put across their views.
Independent practice: DOL 3
a. Students will be asked to revise the work done in class.
b. Students will be asked to draw haplontic and diplontic cycles.
c. Students will be asked to make flow chart to show haplo-diplontic cycles.
Closure of the lesson
Summarizing the lesson by mind mapping
Giving them revision worksheets