

Delhi Public School Ghaziabad
Class XI
Biology
Lesson plan based on DOL
Chapter 5 – Morphology of flowering plants

Unit	Structural organization in animals and plants (Chapter 5 – Morphology of flowering plants)
Class Transaction	Total: 3 periods
Pre-requisite for the course	This lesson requires • Basic knowledge of morphology of plants. • Knowledge of root, stem and leaf. • Knowledge of parts of flowers • Knowledge of seed and typical flowering plant
Assessment of qualifying knowledge	Written test Lab activity Oral questioning
Objective	Students would be able to understand morphology and modifications: Internal Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Morphology and modifications: Internal Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed <u>SKILLS-</u> <i>Students would be able to</i> Understand different modifications of root, stem and leaf according to functions Understand how to describe different types of flowers. Understand how to write floral formula Understand how to draw floral diagram Competencies developed in students: 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. <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	Text Book: 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	The weightage of whole unit is 12 marks.

Day 1:
a. Students will be shown a ppt and will be made aware of parts of an angiospermic plant.
b. Students will be told about the modifications of root, stem and leaf.
c. Students will be told about the inflorescence.
d. Students will be told about the parts of flower.
Guided practice: DOL 1
a. Students will be made to make a list of different modifications of leaf, root and stem.
b. Students will be made to observe different plants in school garden and identify different modifications.
c. Students will be asked to mention inflorescence in at 10 common flowering plants.
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 phyllotaxy in classification of plants.
Communication: Involves sharing of ideas and information to advance scientific understanding, processes, theories and discoveries
Collaboration 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.

Day 2:
a. Students will be shown a ppt and will be made aware of different types of aestivation.
b. Students will be told about the epipetalous and epiphyllous condition.
c. Students will be made aware of apocarpous and syncarpous condition.
Guided practice: DOL 1
a. Students will be made to recall types of aestivation.
b. Students will be asked to observe at least ten flowers for aestivation in school garden.
c. Students will be asked to find flowers with syncarpous and apocarpous condition.

Summarize and check for understanding: DOL 2
a. Oral questioning based on the day's teaching
b. Discussion on the topic in groups – Aestivation in flowers and adaptation to pollination.
Communication: Involves sharing of ideas and information to advance scientific understanding, processes, theories and discoveries
Collaboration 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 describe aestivation in flowering plants.
c. Students will be asked to describe differences between monadelphous and diadelphous condition.

Day 3:
a. Students will be shown a ppt and will be made aware of various placentations in angiospermic plants.
b. Students will be told about wall of fruit.
c. Students will be made aware of the seed and differences between monocotyledonous and dicotyledonous seed.
Guided practice: DOL 1
a. Students will be made to draw a diagram to show structure of monocotyledonous and dicotyledonous seed.
b. Students will be asked to observe at least ten fruits for fruit wall.
c. Students will be asked to investigate various types of seeds and placentation.
Summarize and check for understanding: DOL 2
a. Oral questioning based on the day's teaching
b. Discussion on the topic in groups – types of placentation.
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 observe different types of fruits for arrangement of seeds.
c. Students will be asked to differentiate between monocotyledonous and dicotyledonous seed..

Closure of the lesson
Summarizing the lesson by mind mapping
Giving them revision worksheets