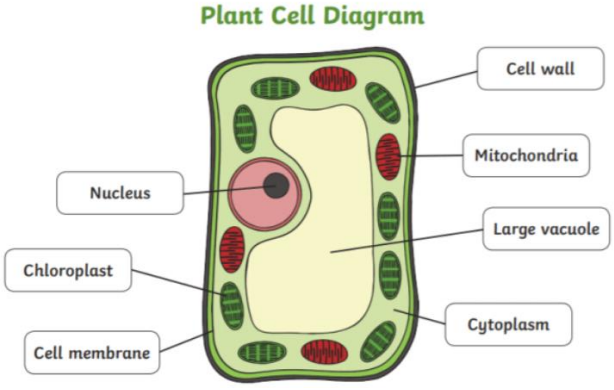
WEEKLY LESSON PLAN – B7

WEEK 4

Date: 11th FEB, 2022	**Period:**	**Subject:** Science
Duration:		**Strand:** Diversity Of Matter
Class: B7	**Class Size:**	**Sub Strand:** Living Cells
Content Standard: B7.1.2.1 Demonstrate understanding of the structure of organisms and functions of cells in living systems	**Indicator:** B7.1.2.1.2 State the functions of each organelle in a plant cell	**Lesson:** 3 of 4
Performance Indicator: Learners can talk about the functions of organelle in plant cells	**Core Competencies:** DL 5.5, CC 8.2, CP 5.7, DL 6.6, CI 6.5, CI 5.3	
Reference: Science Curriculum Pg. 6		
Keywords: Nucleus, Membrane, vacuole, mitochondrion		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners through questions and answers to review learners understanding in the previous lesson. Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise with learners the meaning of living cell. A living cell is the smallest unit of a living organism. Let learners identify and describe the structure of a plant cell as seen in a video, a chart, pictures and magnifiers.  Guide learners to state the function of each organelle in the plant cell. Example: Cell wall encloses the cell membrane in plants cells. Chloroplast contains the green pigment called chlorophyll. Let learners look at a sample of a plant cell from different parts of a plant with a microscope, magnifier or, watch a	Picture chart of plant and animal cell

	video or pictures and confirm that plants are made up of cells. Guide learners to draw and label a plant cell. <u>Assessment</u> Draw a well labelled diagram of a plant cell State the function of the nucleus, cell membrane and cytoplasm	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

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Class: B7	**Class Size:**	**Sub Strand:** Living Cells	
Content Standard: B7.1.2.1 Demonstrate understanding of the structure of organisms and functions of cells in living systems	**Indicator:** B7.1.2.1.2 State the similarities and difference between a plant cell and animal cell	**Lesson:** 4 of 4	
Performance Indicator: Learners can state the difference between a plant cell and animal cell		**Core Competencies:** DL 5.5, CC 8.2, CP 5.7, DL 6.6, CI 6.5, CI 5.3	
Reference: Science Curriculum Pg. 6			
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<table>
<tr><td>Phase/Duration</td><td>Learners Activities</td><td>Resources</td></tr>
<tr><td>PHASE 1: STARTER</td><td>Revise with learners through questions and answers to review learners understanding in the previous lesson.

Share performance indicators and introduce the lesson.</td><td></td></tr>
<tr><td>PHASE 2: NEW LEARNING</td><td>With a well labelled diagram, paste a chart on the board showing pictures of the animal cell and plant cell.

Guide learners to discuss the similarities between a plant cell and animal cell.
<table>
<tr><td>Animal cell</td><td>Plant cell</td></tr>
<tr><td>Has cytoplasm</td><td>Has cytoplasm</td></tr>
<tr><td>Has cell membrane</td><td>Has cell membrane</td></tr>
<tr><td>Has nucleus</td><td>Has nucleus</td></tr>
</table>
Guide learners to discuss the similarities between a plant cell and animal cell.
<table>
<tr><td>Animal cell</td><td>Plant cell</td></tr>
<tr><td>Has no cellulose cell wall</td><td>Has cellulose cell wall</td></tr>
<tr><td>Has no fixed or rigid shape</td><td>Has a fixed or rigid shape</td></tr>
<tr><td>Stores food in the form of glycogen</td><td>Stores food in the form of starch</td></tr>
<tr><td>Has small and temporary vacuole</td><td>Has large and permanent vacuole</td></tr>
</table>
Guide learners to develop a model to represent a plant cell.
Example: In groups, learners watch slice onions under the light microscope.
Learners to look for nucleus, cytoplasm, cell membrane, etc.
Learners to write a report on what they saw.

<u>Assessment</u>
State three main differences between a plant cell and animal cell.</td><td>Picture chart of plant and animal cell</td></tr>
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PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	