

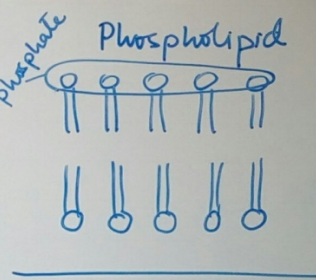
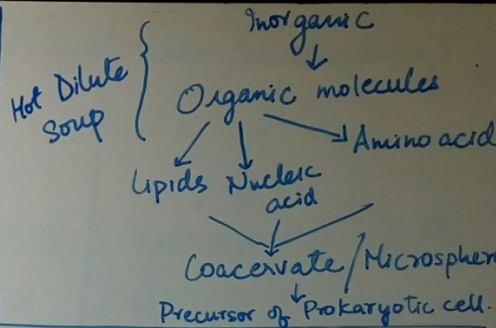
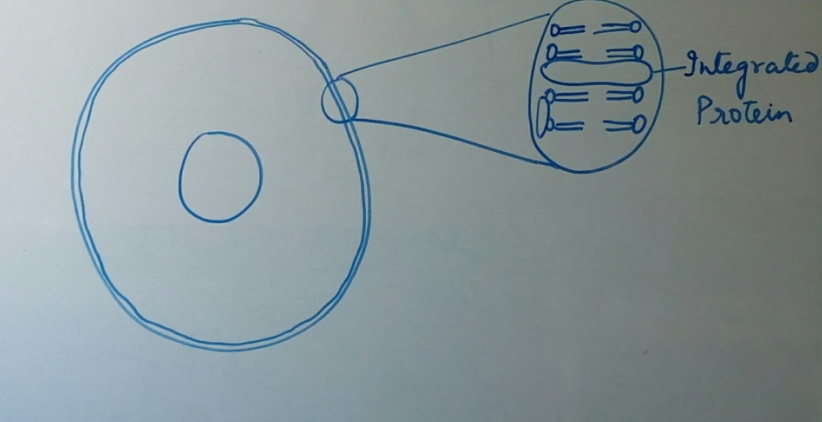
Grade 11 | Cell Membrane & Transport| Session Time: 50 mins (1st August, 2016)

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| Topic | Cell membrane and Transport |
| Objective- Why is this of Value | Students will be able to understand the design of cell membrane and alignment to it structure from evolution and function point of view. |
| Vocabulary | Coacervates, microspheres, phospholipid bilayer. |
| LOs / resources | Story telling, Illustration. |

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|---------------------------------------|--|-----------|
| Pre work | Q and A | Time Mins |
| Session | How will I SHOW value | |
| Setting | <ul style="list-style-type: none"> Take this time to set the class. Have students organize their tables and work, be organized for their session. Check seating arrangement, ventilation, notebook Get students to open their work, as needed. | 3 |
| Hook/Reconnect | <ul style="list-style-type: none"> Tone for the month to be set through dialogue around work ethics. | 7 |
| Teacher- Instruction time | <ul style="list-style-type: none"> Teachers asks them to share their understanding regarding phospholipids. Then each one shares the insights. Points to be noted on the board. Story of evolution shared by teacher. | 20 |
| Pause | Go back to the objective –Now do you see..... | |
| POU | | |
| Note taking/ Question Protocol | <ul style="list-style-type: none"> Students asked to take notes -5mins . Teacher uses this time to move around overseeing their work. Each cluster articulates one question. | 5 |
| Answering- | <ul style="list-style-type: none"> Teacher facilitates students in sharing their answers. | 12 |

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|---|--|---|
| Clarification time-Sharing | <ul style="list-style-type: none"> • Teacher helps clarify the doubts and adds to deepen their understanding. • Any highlight to be written on the board. • Students to note them down. | |
| Key take away of content | <ul style="list-style-type: none"> • Students to reconnect to the importance of certain biomolecules with respect to story of evolution. | |
| Closing the loop using the board | Go back to the objective / highlight how the session went / which students added value / who took away / what surprised us / what is follow up plan (BA –) | 5 |

BOARD WORK

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|---|---|---|
| DATE 01/8/2016 | IS OF VALUE (RELEVANCE) Understanding the Design of membrane in alignment to its Evolution and Function. | LANGUAGES OF LEARNING Story Telling Illustration |
| TOPIC Cell Membrane | SHOW VALUE (GUIDED INQUIRY) | KNOWLEDGE (FACTS VOCABULARY & DEFINITION) |
| 😊 Priyarn Ananya |  <p>Phosphate Phospholipid</p> | <p>Chemical Evolution Miller & Urey Hot Dilute soup Coacervate Microsphere RNA/DNA Lipids Proteins (amino acid)</p> |
| ☹️ | <p>Hot Dilute Soup</p>  <p>Inorganic ↓ Organic molecules ↓ Lipids Nucleic acid ↓ Coacervate/Microsphere ↓ Precursor of Prokaryotic cell.</p> | <p>ADD VALUE (BA, POU)</p> <ul style="list-style-type: none"> - Nomenclature of Enzyme - Video on chemical evolution - Surface biomolecules. <p>Why?</p> |
| AGENDA FOR THE DAY Tone-Mindfulness Biology |  <p>Integrated Protein</p> | |