Daffodil International School
Value, Culture and Innovation

Weekly planner

Week-2

Name of the faculty: Chumki Sinha

Subject: Biology (Grade 6)

<table>
<tr><td>Day: Tuesday and Wednesday
Date: 10/01/2023 and 11/01/2023</td><td colspan="2">Learning objective & outcome: By the end of the lesson the students will be able to-
describe what happens in anaerobic respiration in animals.</td></tr>
<tr><td>Chapter & topic/concept</td><td>Learning engagements:</td><td>Tools & Resources</td></tr>
<tr><td>Topic: Anaerobic respiration in animals
Chapter: 3</td><td>Day 1:
Ice breaking (5 minutes): Teacher will ask students to recall what they got to know about anaerobic respiration and tell them to summarize the force activities that they learnt in the previous class.
State orally (REMEMBER, IDENTIFY and UNDERSTAND)
Development Activities: (30 minutes):
Reading from page 50
teacher will Ask questions with one word answer.</td><td>Text Book, Marker, Board</td></tr>
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	Students will form group to work on the following questions: 1. What do plants produce instead of lactic acid during anaerobic respiration? 2. Write a word equation for anaerobic respiration in plants. **Closing activities (5 minutes):** Students will be given opportunity to ask any question.	
Differentiation: By content/ process/ product/environment	**Home work:** 1. How is anaerobic respiration in plants & animals different? 2. What is another name of anaerobic respiration in yeast?	**Assessment tools & strategies:** Summative Assessment **Reflection (if any):**
Topic: **Anaerobic respiration in plants** Chapter: 3	**Day 2:** **Ice breaking (5 minutes):** Teacher will state the definition of fermentation. Students will be able to identify the concept by working on the following example: 1. List three things that yeast needs to ferment. **Development Activities: (30 minutes):**	Text Book, Marker, Board, Image

	Reading from page 51 teacher will Ask questions with one word answer. Students will form group to work on the following questions: 1. How do you know that the gas produced during fermentation is carbon dioxide? 2. Explain why fermentation stops? **Closing activities (5 minutes):** Students will be given opportunity to ask any question.	

Differentiation: By content/ process/ product/environment	**Home work:** 1. How do you know that the gas produced during fermentation is carbon dioxide? 2. Explain why fermentation stops?	**Assessment tools & strategies:** Formative Assessment **Reflection (if any):**