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Teaching Subject

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SKILL OF QUESTIONING

①

MICRO LESSON PLAN

Pupil Teacher Roll NO → 1212

Class → 8th

Subject → Physical Science

Topic → Light / Reflection of Light

Period → Second

Time Period → 6 min

Date → 17/11/2014

Session → Teach

Pupil Teacher Activity	Pupil Activity	Use of Component
<u>1</u> What is light?	Light is a form of energy.	
<u>2</u> Rahul, tell me some examples of Light?	bulb and tubelight	
<u>3</u> What is reflection of light?	No response	
<u>4</u> Riya tell me reflection of light?	The process of sending back the light.	
<u>5</u> Praya tell me what is incident ray?	The ray of light which falls on the mirror's reflecting surface.	
<u>6</u> Rohit tell me reflected ray? Good	The ray of light which it sent back after reflection by the mirror.	

Pupil Teacher Activity	Pupil Activity	use of
7. What is the angle of incidence?	The angle which the incident ray with the 'normal' at the point of incidence.	
8. What is angle of Reflection?	The angle which the reflected ray make the 'normal' at point of incidence	
9. Pinky tell the factors of the reflection?	① Angle of incidence is equal to angle of reflection. ② Incident ray, normal and reflection ray all lies in same plane.	
10. What is regular and irregular reflection?	No response	

OBSERVATION TABLE

Tallies	Component	Rating Scale
<u>1</u>	Grammatical Correction	0 1 2 3 4 <u>5</u> 6
<u>2</u>	Relevancy	0 1 2 3 <u>4</u> 5 6
<u>3</u>	Specificity	0 1 2 3 4 <u>5</u> 6
<u>4</u>	Conciseness	0 1 2 3 <u>4</u> 5 6
<u>5</u>	Proper voice, speed and pause	0 1 2 3 4 <u>5</u> 6
<u>6</u>	Avoid repetition of questions	0 1 2 3 4 <u>5</u> 6
<u>7</u>	Avoid repetition of responses	0 1 2 3 <u>4</u> 5 6
<u>8</u>	Put Sufficient no. of questions	0 1 2 3 4 <u>5</u> 6
<u>9</u>	Comment if any	0 1 2 3 4 5 6

EVALUATION TABLE

S-No	Component	Rating Scale
<u>1</u>	Grammatical Correction	0 1 2 3 4 <u>5</u> 6
<u>2</u>	Relevancy	0 1 2 3 <u>4</u> 5 6
<u>3</u>	Specificity	0 1 2 3 4 <u>5</u> 6
<u>4</u>	Conciseness	0 1 2 3 <u>4</u> 5 6
<u>5</u>	Proper voice, speed and pause	0 1 2 3 4 <u>5</u> 6
<u>6</u>	Avoid repetition of questions	0 1 2 3 4 <u>5</u> 6
<u>7</u>	Avoid repetition of responses	0 1 2 3 <u>4</u> 5 6
<u>8</u>	Put Sufficient no. of questions	0 1 2 3 4 <u>5</u> 6
<u>9</u>	Comment if any	0 1 2 3 4 5 6

Signature of observer:-

[Signature] 17/11/14

MICRO LESSON PLAN

(Skill of Introduction)

Pupil Teacher Roll No - 1812

Class - 8th

Subject - Physical Science

Topic - Electric current and circuit

Period

Time period

Date

Session

Pupil Teacher Activity	Pupil Activity	Use of
① What are the electronic devices?	Bulb, tube light and fans.	
⇒ Define the electric circuit?	The combination of cells connecting wire and the devices to operate is called electric circuit.	
⇒ In which direction of electric current flow?	Positive (+ve) to Negative (-ve) the path of circuit.	
⇒ What is battery?	It is a combination of cells.	
⇒ How many terminal in the battery?	Two +ve terminal and -ve terminal	
⇒ What is the heating effect on electric current?	When current passing through a wire produce heat in its surrounding region.	

Teacher Activity	Pupil Activity	Use of Component
⇒ In which factors heating effect of current depend?	Material, length of wire, and thickness.	
⇒ Define the resistance?	When electric current flows through electric wire it resist the flow of electric current.	
⇒ Pooja, tell me the devices that are based on heating effect on current?	Heater, bulb, iron and geyser.	
⇒ What is electric current and circuit?	No response.	
<u><u>Announcement of the Topic :-></u></u>		
Well student, today we will learn about some facts of electric current and circuit.		

OBSERVATION TABLE :->

Tallies	Components	Rating
<u>1</u>	Use of previous knowledge	0 1 2 3
<u>2</u>	Relationship between Subject matter objective and statement	0 1 2 3
<u>3</u>	Proper sequence	0 1 2 3 4
<u>4</u>	Objective and Aids	0 1 2 3 4
<u>5</u>	Duration of Introduction	0 1 2 3
<u>6</u>	Capability of creating interest.	0 1 2 3

(Margin)
Signature of ol

EVALUATION TABLE =>

S.No	Components	Rating
<u>1</u>	use of previous knowledge	0 1 2 3
<u>2</u>	Relationship between Subject matter objective and statement	0 1 2 3
<u>3</u>	Proper sequence	0 1 2 3
<u>4</u>	objective and Aids	0 1 2 3
<u>5</u>	Duration of Introduction	0 1 2 3
<u>6</u>	capability of creating interest	0 1 2 3

(Margin)
18/1

MICRO Teaching Lesson plan

⑦

SKILL OF REinforcement :->

Pupil Teacher Roll NO :- 1812

Period :- 3rd

Class :- VIIIth

Time duration :- 6 min

Subject :- Physical Science

Date :- 19/11/2014

Topic :- Solar System

Session :- Teach

Pupil Teacher Activity	Pupil Activity	Use of Reinforcement
What is Universe? (good)	The space which includes every thing that exist on the earth and around it is known as Universe.	+ve Verbal Reinforcement.
What do you understand by the solar system? (Excellent)	Which consists of the sun, the eight planets and satellites and other smaller heavenly bodies	+ve Verbal Reinforcement
What is sequence of the planets in the solar system? (Write on the black board)	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.	+ve non-Verbal Reinforcement.
Who is called head of the solar system?	Sun	

Pupil Teacher Activity	Pupil Activity	Use of
Why sun appear larger and brighter than other stars? (Simile)	because it is much nearer to the earth than other stars.	+ve Ver forceme
Name the smallest and biggest planet in the Solar system? (Patting)	Smallest - Mercury Biggest - Jupiter	+ve non Re-inf
Pooja tell me what is orbit? (well done)	Planet has a definite path in which it revolves around the sun. This path is called an orbit.	+ve non Re-inf
Mohit tell me, what do you meant by light year?	The distance travelled by a light in one year is known as light year.	+ve verb -ment
(Clapping) Now tell me Speed of light (Very good)	9.46×10^{12} km	+ve non inform
Now tell me why does pale star appears stationary?	No Response	

OBSERVATION TABLE:-

Table	Component	Rating
1	Use of positive statement	0 1 2 3 4 <u>5</u> 6
2	Support to the pupil suggestion.	0 1 2 3 4 5 <u>6</u>
3	Pupil encouragement	0 1 2 3 4 <u>5</u> 6
4	Use of gestures and non verbal cues	0 1 2 3 <u>4</u> 5 6
5	Writing the correct responses of the pupil on the black board.	0 1 2 3 4 <u>5</u> 6
6	Use of Negative verbal statement	0 <u>1</u> 2 3 4 5 6
7	Use of Negative non verbal statement.	0 1 <u>2</u> 3 4 5 6
8	Use of proper Reinforcement.	0 1 2 3 <u>4</u> 5 6
9	Use of Reinforcement to all.	0 1 2 3 4 <u>5</u> 6
10	Novelty of all statement use in reinforcement	0 1 2 3 4 5 <u>6</u>

Radhika

EVALUATION TABLE:-

S.No.	Component	Rating
1	Use of positive statement.	0 1 2 3 4 <u>5</u> 6
2	Support to the pupil suggestion.	0 1 2 3 <u>4</u> 5 6
3	Pupil encouragement	0 1 2 3 <u>4</u> 5 6
4	Use of gestures and non verbal cues	0 1 2 3 4 <u>5</u> 6
5	Writing the correct responses of the pupil blackboard	0 1 2 3 4 <u>5</u> 6
6	Use of Negative verbal statement	0 <u>1</u> 2 3 4 5 6
7	Use of Negative Non Verbal statement	0 <u>1</u> 2 3 4 5 6
8	Use of proper Reinforcement	0 1 2 3 <u>4</u> 5 6
9	Use of Reinforcement to all.	0 1 2 3 <u>4</u> 5 6
10	Novelty of all statement use in reinforcement.	0 1 2 3 <u>4</u> 5 6

MICRO LESSON PLAN :-

Skill of Stimulus variations =>

Pupil Teacher Roll No :- 1812

Class :- VIIIth

Subject => Physical Science

Topic => Fibres

Period =>

Time duration

Date

Session :-

Pupil Teacher Activity	Pupil Activity	Use
① What is fibres?	Fibre is a thread like material that is strong and flexible which is converted into fabrics and household items.	Pu Inte Po
=> How many types of fibres? Two	Listen Carefully Student	Teach Inte chang Focus
① Natural fibres (ii) Man made synthetic fibres.		
=> Mohit tell me the Natural fiber? ok I tell me	No response	
The fibres can be obtained from both plant and Animal is know as Natural fibres. Cotton, wool and silk are for example	All pupil Listen Carefully and write the notebook.	Teach Inte chang Focus for Mo

Teacher's Activity	Pupil's Activity	Use of Component
⇒ Now tell me What is synthetic fibres Fibres which can be obtained from different chemical process in the industry is known as man made or synthetic fibres. Some example:- Rayon and Nylon.	All pupil Listen Carefully	Movement change in voice focussing Pausing Teacher - Classroom Interaction.
⇒ What are the use of Rayon? It is mixed with cotton to make bedsheets, dresses, caps and coats.	No response	Pupil Teacher Classroom Interaction change in voice. Movement.
⇒ What are the use of Nylon? It is used for making fishing nets, ropes. It is used to make clothing like sarees, shirts and socks.	All pupil Listen Carefully and write the note book.	Pupil Teacher Interaction Change in voice, Movement Gesture.

Pupil Teacher Activity	pupil Activity	Use of Con
What is polymers? A monomer is a small molecule which can combine together and in large numbers to form a big molecule is called polymer.	All pupil Listen Carefully.	Pausing Teacher - C Focus
⇒ What is the polymerisation? OK. I tell me It is the process of joining a large no. of molecules to form polymer is known as polymerisation.	All pupil Listen Carefully.	Pupil Teacher Interaction movement Change i

Evaluation Table $\Rightarrow$

Signature of observer

20/11/14

SKILL of Illuxstion with Examples

Pupil Teacher Roll No:- 1812

Class :- VIIIth

Subject :- Physical Science

Topic :- force

Date :- 2

Period :-

Time Duration

Session

Pupil Teacher Activity	Pupil Activity	use
1 Do you know about the force?	Yes, mam.	
Tell me.		
2 The definition of the force?	The needed of push or pull or change is shape.	
3 Give some example of the force from the experience?	opening the door kicking the football.	
There are many example of the force :- Beating the drum, throwing the ball, filling bottom with air.	Listen carefully.	
4 ⇒ If a body at rest we can move it?	Yes, we can move it by applying force.	
5 ⇒ Give some examples of force can move the	move a chair, toy car and bicycle.	

Pupil Teacher Activity	Pupil Activity	Use of Component
Stationary bodies?		
⇒ If we try to push the wall, it will move?	No	
Because the force applied by us is not sufficient to move a wall	Listen carefully and write the notebook	
⇒ The force can stop the moving body. Give some example on it?	No response	
Brakes stops the moving cycle, a goal keeper stop the football, A rotating top can be stopped by our hand.	Listen carefully	
⇒ Force can change the direction of the bodies give some example?	Cricketer player, tennis player uses force to change the direction of moving bodies.	
⇒ Force change the speed of moving bodies, tell me some examples Rohan!	If we applied more force on bicycle pedal the speed of bicycle increase.	

OBSERVATION TABLE :->

Tallies	Component	Rate
	① Simplicity of examples	0 1 2 3
	② Relevancy of the example with concept	0 1 2 3
	③ Interesting example	0 1 2 3
	④ Selecting of proper meaning of example	0 1 2 3
	⑤ Selection of proper method of example	0 1 2 3
	⑥ proper No. of examples	0 1 2 3
	⑦ Asking example from the pupil	0 1 2 3
	⑧ Pupil understanding the concept	0 1 2 3
		Observer S

Evaluation Table :->

S.No.	Component	Rate
①	Simplicity of examples	0 1 2 3
②	Relevancy of the examples with concept	0 1 2 3
③	Interesting examples	0 1 2 3
④	Selecting of proper meaning of example	0 1 2 3
⑤	Selection of proper method of example	0 1 2 3
⑥	proper No. of examples	0 1 2 3
⑦	Asking example from the pupil	0 1 2 3
⑧	Pupil understanding the concept	0 1 2 3

Evaluation

MEGA LESSON PLAN:-1

(17)

Pupil Teacher Roll NO:- 1812

Class:- VIIIth

Subject :- Physical Science

Topic :- Sound

Period $\Rightarrow$ 3rd

Time duration $\Rightarrow$ 30 min

Date $\Rightarrow$ 24/11/2019

Content Analysis:->

Concept of Sound.

Production of Sound by vibrating objects and by human's.

Sound needs a medium for propagation.

Speed of Sound.

Amplitude, Time period and frequency of a vibration.

General Objective:->

Pupil will be able to:-

$\Rightarrow$ Develop interest towards the study of Science.

- Think and reason scientifically.

- Write, speak and work with accuracy.

- Develop interest in study of nature in a scientific manner.

Specific Objectives:->

① Knowledge:->

Pupil will be able to:-

Recall the concept of Sound.

Recall the propagation of Sound.

Recall the terms of amplitude, time-period and frequency.

Recall the concept the noise pollution.

② Understanding :-

Pupil will be able to :-

- ⇒ Give cite more example of Sound.
- ⇒ make difference between vibrating objects sound and humans.
- ⇒ Make difference between audible and inaudible sounds.
- ⇒ Explain the concept of sound.

③ Application :-

Pupil will be able to :-

How sound is produce?

Why voice of man, womens and childs are different?

Why Sound cannot travel through vacuum?

Why Sound travel faster in wood than in air.

④ Skill :-

Pupil will be able to :-

Develop observation skill.

Develop Drawing Skill.

Develop Simple numerical skill.

Develop Simple experiment skill.

Teaching aids :-

Chalk, dustex, blackboard, chart.

Previous knowledge :-

Introduction :-

Teacher Activity	Student Activity
What is Sound?	The Sensation felt by our ears is known as sound.
What is the example of sound?	School bell, Scooter, car
How Sound is produced?	By vibration.
What is the speed of sound in liquid, gases and solid?	No response

Announcement of the topic :->

Well students; Today we will study about the sound.

Presentation :->

Teacher point	Teacher Activity	Student Activity	Black board use
Concept of Sound.	The Sensation felt by our ears is called sound.	All student write in their notebook and listen carefully	
Examples	School bell, car, bicycle bell and radio	Write down in their notebook and listen carefully	

Teacher's point	Teacher's Activity	Student Activity	Blow
	Sita tell me more example of Sound?	Telephone bell, radio, television.	
	ok! very good Seat down		
	Pooja tell me the example of musical instrument which produce Sound.	violin, guitar basuxi	
Production of Sound.	Sound is produced by vibrating objects.	All students write in their notebook and Listen carefully.	
Experiment	stretch a rubber band and tie it between two Nails fixed on a table when the rubber is pluck with our fingers the stretch rubber is vibrate and produced sound.		
Production of Sound by humans.	Human beings produced Sound by using the Voice box.	Listen carefully and write in their notebook.	

Teacher point	Teacher Activity	Student Activity	Black board us
	When we want to speak the vocal cords because stretched and lungs pass air between than the cords are vibrating and produced sound.	Listen carefully and draw the diagram in their note book.	 Vocal Cords Stretched
Experiment	Take two rubber of same size and stretch them in your hand. keep the stretch rubber in front of your mouth and blow air through the stretch rubber and sound is produced by the vibration of stretch rubber strip.	All student Listen carefully and draw the diagram in their note book.	 Experiment due to vibration sound is produced.
	All students do this activity at your home and tell me did you listen the sound.	okey! Teacher	
Length of vocal cords propagation of sound.	Sound needs a medium Transmission of sound is propagation of sound	Listen carefully	

Teacher point	Teacher Activity	Student Activity	Bl w
Defination of medium	The substance through which sound travels is called medium.	Write in their note book and Listen carefully.	
	Geeta tell me why sound cannot travel through the vacuum?	No response	
Reason	Because air is necessary material medium for the transmission of sound.	All students Listen carefully and write down in their note book.	
Speed of Sound.	The speed of sound depends on the nature of medium through which it travels.	Listen carefully all student.	
	Rohit tell me what is the three states in which sound can travel transmitted.	Liquid, gases and solids.	
	Very Good Sound travels slowest in gases, faster in liquid and faster in solids.	Listen carefully and write the notebook.	

Teacher point	Teacher Activity	Student Activity	Black board use
	Speed of sound in gases = 340 m/s liquid = 1500 m/s solids = 5000 m/s	All students write in their notebook and listen carefully.	Speed of Sound Solid - 5000 m/s liquid = 1500 m/s gases = 340 m/s
	Rohit tell me why sound travels faster in wood than the water	Because sound travels fastest in solids than liquid. Wood is solid and water is liquid.	
	Why sound travels slower than light. seeta tell me. ok! koi nhi	No response.	
Reason	Due to very high speed of light and low speed of sound. That's why sound travels slower than light.	All students write in their notebook and listen carefully.	

Evaluation $\Rightarrow$

Explain the concept of sound?
Give the same examples of the sound?
Explain the production of sound.
What is speed of sound?

Home work $\Rightarrow$

Explain the concept of sound with example
Give the some other examples of the sound
Do numerical

- (i) A pendulum oscillates 40 times in 1 sec. calculate
(a) Time-period (ii) frequency.

$\Rightarrow$ What is relation b/w time period and freq.

Reference $\Rightarrow$

Book : Science Published by S. Chand.
Written by Lakhvix Singh and Manjit kaur.

~~Singh~~

~~24/11/17~~

MEGA LESSON PLAN :- 2

(25)

Pupil teacher Roll No:- 1818

Class :- VIIth

Subject :- Physical Science

Topic :- Sound Continuous

Period :- 1st

Time Duration :- 30 min

Date :- 25/11/2014

⇒ Content Analysis :-

Characteristics of Sound :-

Loudness, Pitch and Quality, Audible and Inaudible Sounds.

Noise pollution.

⇒ General Objective :-

Pupil will be able to :-

- Develop interest towards the study of Science.
- Think and reason scientifically.
- Write, speak and work with accuracy.
- Develop interest in study of nature in a scientific manner.
- Develop mental power of students.

Specific Objectives :-

① Knowledge :-

Pupil will be able to :-

Recognise the production of Sound.

" The characteristics of Sound.

" The speed of Sound.

Recall the terms of Audible and Inaudible Sounds.

- ② under standing :- Pupil will be able to :-
- ⇒ Make difference between vibrating object and humans.
 - ⇒ Explain the concept of noise pollution.
 - ⇒ Relation between time period and freq.

- ③ Application :- Pupil will be able to :-
- ⇒ Why sound travel slower than light?
 - ⇒ How amplitude is related to loudness?
 - ⇒ How pitch is related to frequency?
 - ⇒ How to control noise pollution.

- ④ Skill :- Pupil will be able to :-
- ⇒ Develop observation skill
 - ⇒ Develop drawing skill.
 - ⇒ " Simple numerical skill.
 - ⇒ " Simple experiment skill.

Teaching aids :- chalk, duster, blackboard and chart.

Previous knowledge :-

Introduction :-

Teacher Activity	Student Activity
Defination of Amplitude?	The maximum displacement of a vibrating objects from its central position is called Amplitude.
Defination of frequency?	The number of vibration made in one second is called the freq.
What is measured the frequency.	No response.

Announcement the topic :->

well student! Today will be study about the Sound (continuous).

Presentation :->

Teacher point	Teacher Activity	Student Activity	Black board use
Defination of Amplitude	The maximum displace -ment of a vibrating objects from its central position is called the amplitude of Vibrations	All students listen carefully write and draw the diagram in their notebook.	
Defination of frequency?	The number of vibrations made in one second is called freq.	All students listen carefully.	

Teacher point	Teacher Activity	Student Activity	Use board
Defination of Time period :	The time taken by the vibrating objects to complete one vibration period.	All students Listen Carefully and write the notebook.	
	Geeta tell me frequency is measured?	Herz (Hz)	
formula of freq.	no. of vibration oscillations / time period.	All students write in their notebook.	
Numerical	A pendulum makes 5 oscillation in 5 sec what is freq.	Listen carefully and write down in their notebook.	
Relation b/w Time - period and frequency	Time - period is equal to the reciprocal of frequency	Listen carefully All the students.	
Numerical	what is time - period of a pendulum vibrating with a freq. of 10 Hz	All students Listen Carefully and write the notebook.	
	Solve the problem? what is time-period of a pendulum vibration with a freq. of 10 Hz	All students solve this numerical by using this formula $T.P = \frac{1}{freq.}$	

Teacher point	Teacher Activity	Student Activity	use of Black-b
Characteristics of Sound	A Sound has three characteristics. These are loudness, pitch and Quality.	All students write in their notebook and listen carefully.	
Definition of Loudness	The loudness of sound depends upon amplitude of vibration of the vibrating object. Greater the amplitude of vibration, louder the sound will be.	Listen carefully and write down in their notebook.	[Loudness] $\propto$ [Amplitude]
Relation	Loudness is directly proportional to the square of amplitude.	All student listen carefully.	
Definition of Pitch	Pitch is the characteristic of sound by which we can distinguish between different sound of the same loudness.	Listen carefully and write down in the notebook.	
Relation	Pitch of sound is directly proportional to its frequency.	Listen carefully and write down in their notebook.	
Definition of Quality	Quality is the characteristic of sound which		

Teacher point	Teacher Activity	Student Activity	Block
	enables of distinguish blw sounds produced by diffexent sounds producing objects even if they are of same loudness and Pitch	All student Listen carefully and write down in their note book.	
Defination of Audible and inaudible sound	The sound which can hear by human ears is known as audible sound. Which cannot heard by human ears is known as inaudible sound.	All pupil Listen carefully and write in their notebook.	
Range for human hearing	20 Hertz to 20,000 Hertz	Listen carefully and write down in their notebook	
Concept of the noise pollution	The presence of loud, unwanted and disturbing sound in our environment is called noise pollution	All Student write down the notebook	
Source of the noise pollution	motor vehicles, bursting of crackers, machines in factories	All Listen carefully and write in the notebook.	

Teacher point	Teacher Activity	Student Activity	use of Blackboard
	Savita told me other source of noise pollution.	Radio, Television, aeroplanes, helicopter	
	Very good! Seat down		
To control the noise pollution.	① To should not play radio, T.V too loudly. ② Bussing of crakers are should be avoided. ③ Airport should be shifted away from Residential area of the city.	All students Listen carefully and write down in their note book.	

Evaluation :->

- ⇒ Explain the characteristics of the Sound.
- ⇒ What is the Audible sound and inaudible sound.
- ⇒ Relation b/w Audible and inaudible sound.
- ⇒ definition loudness, Pitch and Quality.
- ⇒ Explain the concept of noise pollution.

Home-work :->

- ⇒ Name of the three characteristics of Sound.
- ⇒ What is Relation b/w Audible and inaudible sound.
- ⇒ What is noise pollution.
- ⇒ Give the example of noise pollution.

⇒ How to control the noise pollution?

Reference: →

Book: Science Published by S. Chand.
Written by Manjit Kaur.

- introduction may ^{may} ^{may} ^{may}
- Polic was announced ^{thingy}
- says students to open their note bench
- Don't play with chalks
- Teaching aids was and but presentat
- voice was clear & loud

Sunil Kumar
26/11/14

Mega lesson plan:- 3

(33)

Pupil teacher Roll No:- 1812

Class :- 8th

Subject :- Physical Science

Topic :- Energy

Period :- 6th

Time duration:- 30 min

Date :- 26/11/2014

⇒ Content Analysis:->

- ⇒ Concept of energy
- ⇒ Its various types of energy
- ⇒ Symbol of energy
- ⇒ Its unit of energy
- ⇒ Law of energy

⇒ General objective:->

Pupil will be able to:-

- ⇒ Develop interest towards the study of Science
- ⇒ Think and reason scientifically
- ⇒ Write, speak and work with accuracy
- ⇒ Develop interest in study of nature in a scientific manner

⇒ Specific objective:->

① Knowledge:-

Pupil will be able to:-

- ⇒ Recall the definition of energy
- ⇒ Recall the symbol and unit of energy
- ⇒ Recognise the law of energy

② Understanding:->

Pupil willable to:→

- ⇒ more cite example of energy.
- ⇒ make difference b/w P.E and K.E Energy and its various
- ⇒ Explain the concept of energy.
- ⇒ Describe the law of energy.

③ Application⇒

Pupil will be able to:-

- ⇒ How P.E changes into K.E
- ⇒ Why energy neither be create nor be destroy?
- ⇒ How Solar energy changes into electric energy.

⇒ Skill⇒

Pupil will be able to:-

- ⇒ Develop observation skill.
- ⇒ Develop simple experimental skill.
- ⇒ Develop Numerical skill.

⇒ Teaching Aids⇒

Black board, chalk, duster, pointer.

⇒ Previous Knowledge⇒

Teacher Activity	pupil Activity
① What is energy	⇒ Capacity of a body
② What is the Symbol of energy	⇒ E
③ What is Unit of energy.	⇒ Joule (J)

Teacher Activity	Student Activity
⇒ what is the source of energy?	wood, food, Sun
⇒ what is the types of the energy.	No response

Announcement of the topic :->

well students! Today we will study about the energy and its various types.

Presentation :->

Teacher point	Teacher Activity	Pupil Activity	Black-board use
Defination of energy.	The capacity of a body to do work. Its symbol is E and its unit is joule.	Listen carefully and write in the notebook.	Symbol of Energy $= E$ It is Unit of Energy $= \text{Joule}$ (J)
Examples	Sun, wood, food Mohit tell me other source of energy?	Listen carefully petrol, diesel, coal	

Teacher point	Teacher Activity	Student Activity	Black
Types of energy	There are many types of energy mechanical, Muscular, Hydro, wind, Nuclear Solar, Light, Chemical	Listen carefully and write in their notebook.	
Types of mechanical energy	Two types of mechanical energy ① K.E ② P.E	Listen carefully and write in their notebook.	
Definition of K.E.	The capacity of body to do work by virtue of its motion is known as K.E	All student Listen carefully.	
Formula	$K.E = \frac{1}{2}mv^2$ $m = \text{mass of body}$ $v = \text{velocity of a body}$	All student write in their notebook	
Numerical	K.E of a bullet of mass 0.1 kg with speed of 100 m/s $\frac{1}{2}mv^2 = K.E$ $= \frac{1}{2}(0.1) \times (100)$	Listen carefully	

Teacher's Point	Teacher's Activity	Pupil Activity	Black board work
	$\frac{1}{2} \times 1 \times 10^5 \times 100$ $= 5000$		
Definition of P.E	The capacity of a body to do work by virtue of its position or change in shape.	All student listen carefully and write in a notebook.	
Formula	$P.E = mgh$ $m = \text{mass of a body}$ $g = \text{gravitational force}$ $h = \text{height of body}$	All listen carefully and write in a notebook.	
Numerical	mass of a body 20kg at the height of 10m $g = 10 \text{ m/s}^2$ $= 20 \times 10 \times 10$ $= 2000 \text{ kg m/s}^2$ $= 200 \text{ J}$	Listen carefully	$P.E = mgh$ $= 20 \times 10 \times 10$ $= 200 \text{ J}$
Difference b/w K.E and P.E	<u>K.E</u> :- A capacity of a body to do work by virtue of its motion. $K.E = \frac{1}{2}mv^2$	All student write the notebook.	

Teacher point	Teacher Activity	Student Activity	Block
	<u>P.E:-</u> A capacity of a body to do work by virtue of its position. $P.E = mgh$		
P.E changes into K.E			
Experiment	A bullet is fired from the gun.		
③	A body is falling from the height	Listen carefully	
Solar energy change as electric energy	When sun ray fall on the solar panel it convert solar energy into electric energy.	All student write the diagram in the notebook.	
Law of energy	Energy can neither be create nor be destroy. It may be change one form to another form of energy. Total sum of energy is constant. $E_1 + E_2 + E_3 + E_4 \dots = \text{const}$	All student listen carefully and write in their notebook.	

Evaluation:->===== ① Very short Ques:-

- ① What is energy.
- ② Types of the energy
- ③ How many types of mechanical energy?

=> long Ques:-

- ① What is K.E and P.E ? gives examples.
- ② How P.E change into K.E ?
- ③ Explain the concept of energy.
- ④ Explain the law of conservation of energy.

Home-Work =>

- ① Give difference between K.E and P.E ?
- ② Do Numericals on the basis of K.E and P.E ?
- ③ The mass of a body is 20kg falling from the height 10m. $g (9.8 \text{ ms}^{-2})$
- ④ Explain other types of energy ?
- ⑤ Law of conservation of energy ?

Reference:->

Science - book from 8th class written by Dr S.K. mangal.

[Signature]
26/11/14

Mega lesson plan $\Rightarrow$ 4

Pupil teacher Roll No :- 1812

Class :- VI

Subject :- Physical Science

Topic :- Electricity and circuits

Date :- 27/11/

Period :- 3rd

Time Duration :-

Content Analysis $\Rightarrow$

- ① Electric current.
- ② Source of electric current.
- ③ Flow of electric current.
- ④ making electric circuit.
- ⑤ conductors and Insulators.
- ⑥ Electrical Safety.

General Objective $\Rightarrow$

Pupil will be able to :-

- $\Rightarrow$ Develop interest toward the study of Science.
- $\Rightarrow$ To think and reason Scientifically.
- $\Rightarrow$ To write, speak and work with a accuracy.
- $\Rightarrow$ To recognise and appreciate individual reasoning.
- $\Rightarrow$ Training for better living.

Specific Objectives :-

① Knowledge :-

Pupil will be able to :-

- (a) Recall the term electric current and meaning.

- (b) Recognise the appliances running with electricity.
- (c) Recognise the battery and a cell.
- (d) Recognise the Conductors and Insulators.
- (e) Recall the term definition of conductors and Insulators.

Understanding:->

Pupil will be able to:-

- ⇒ They can cite examples related to electric current.
- ⇒ Differentiate between cell and battery.
- ⇒ Differentiate between conductors and Insulators.
- ⇒ Can cite more examples of conductors and Insulators.

Application:->

Pupil will be able to:-

- ⇒ How bulb is glow in a circuit.
- ⇒ How cells produce current
- ⇒ How electric current flows in a circuit.
- ⇒ How switch works?
- ⇒ Why electricity is important?

Skill:->

Pupil will be able to:-

- St. They see the bulb they develop observation skill.
- ⇒ Drawing skill
- ⇒ Experimental skill

Teaching Aids:->

Chalk, Rolling black board, duster, pointer.

Previous knowledge :->

Pupil Teacher Activity	Pupil Activity
① Did you know that How these fans are running?	Due to electricity
② Do you know the source of electricity	Mam due to connection of with switch.
③ Do you know the source of electricity?	No response

Announcement of the topic :->

Well student! Today we will about the 'Electricity and circuits'!

Presentation :->

Teacher point	Pupil Teacher Activity	Pupil Activity	Use
electric current	Explain the term of electric current:- A device that can be used to produce one electric current is a source	All pupil listen carefully and draw the diagram	

Teacher point	pupil Teacher Activity	pupil Activity	Black board use.
Sources of electric current:-	Sources of electric current for example:- cells and batteries ⇒ I will show some cell and some small batteries. ⇒ for large:- Scale production of electricity following water is used.	All pupil listen carefully and write in their notebook. All pupil listen carefully.	
Name of the source of electric current:-	cell are two types Dry cells:- Primary cell Electric cell:- Secondary cell		Name of Source:- Dry cell and Electric cell
Example of the dry cell:-	Students, tell me the other devices which dry cell Secondary cell:- laptops, solar cells.	Toy car, calculator.	
Flow of electric current	Three conditions required 1) Source - cell, batteries	All pupil listen carefully and write in their notebook.	

Teacher point	Pupil Teacher Activity	Pupil Activity	Black board
	② Loose-copper :- Al, Co ③ Bulb		
	Well Student Do you know about circuit?	No response	
Types of circuit	Two types open circuit and closed circuit	All student listen carefully.	
Solar cell	The uses of the sun light is produce electric current.	All student listen carefully and write in their notebook.	
Electric Switch	The current will flow in closed circuit is known as electric switch.		
Conductor and Insulator	Parva tell me the definition of the conductor and Insulator.	No response	
Electrical Safety	Do not play with electric wires it dangerous.	All pupil listen carefully	

Teacher's point	Teacher Activity	Pupil Activity	Black board
	Now Listen:- ① We should never play with electrical wire and sockets. ② We should not touch electrical with wet hand. ③ Experiment by cells is safe.	All student listen carefully and write in their notebook	 It is the danger area.

Evaluation:->

- ① Now tell me the parts of bulb.
- ② What are the sources of electricity.
- ③ What are the things used in a electric circuits.
- ④ Define Conductors and Insulators.

Home-work:->

What is the dry cell composition.
 How many types of circuits.
 How electric circuits works.
 Give the example of Source of circuits.

References:->

NORT Book of VI Class.

23/11/14

Mega lesson plan:-5

Pupil Teacher Roll No:- 1812

Class :- VIIIth

Subject:- Physical Science

Topic :- Elements

Date :- 2

Period:-

Time Duration

Content Analysis:->

Define the element

Element in atomic states

Element in molecular states

Symbol of Element

Compound

Change in properties of element

General Objective:->

Pupil will be able to:-

- ⇒ Develop interest toward study of Science.
- ⇒ make the student Discipline.
- ⇒ Remove Superstition.
- ⇒ write speak and work with accuracy.
- ⇒ develop mental power of student.

Specific Objective:->

① Knowledge:->

Pupil will be able

- ⇒ Define the elements.
- ⇒ Symbol of elements
- ⇒ Compound of elements.

Understanding:-

Pupil will be able to:-

- ⇒ Understand the elements.
- ⇒ Diff. b/w Atomic states and molecular states.
- ⇒ Understand the Compounds.

Application:-

Pupil will be able to:-

- ⇒ How to denote the element
- ⇒ Why element having own properties.
- ⇒ How to diff b/w atomic and molecular states.

Skill objective:-

Pupil will be able to:-

- Pupil's develop of drawing skill
- develop observation skill
- develop the experiment skill.

Teaching Aid:-

Chalk, Duster, pointer, Rollax board etc.

Previous Knowledge:-

Pupil Teacher Activity

Pupil Activity

① What is chemical substance?

All material are chemical substance.

② material and chemical substance

Pupil Teacher Activity
What is called scientific
term.

Matter is composed of it
any particle what it called?

What is element

Pupil Activity
Matter

Atom

No response

Announcement the topic :->

Well student's Today we are

about the element.

Teacher point	Pupil Teacher Activity	Pupil Activity	clock
Element	A substance made of only one kind of atom is called element. In element each atom is unit. we say that a group of one kind atom is an element. Today there are more than 105 element. 92 occur in nature and rest have been artificially by man.	All pupil Listen carefully and write in their notebook.	me H 10 Ele 92 re t

Teacher point	Pupil Teacher Activity	Pupil Activity	Black board work
Element in atomic states	In materials like carbon, silver, gold, mercury, helium exist independently	write in their Note book - look at the black board	 C - Carbon atom
Element in molecular states	In material like hydrogen (H ₂), oxygen (O ₂), Phosphorus (P ₄), Sulphur and other atom stay in a group of two or more. A single atom in these elements is not stable	All pupil Listen carefully.	
	Each element has own distinct set of properties for e.g.:- If we say that gold is shiny and yellowish in colour then each atom gold element will be showing those properties.	All pupil Listen carefully and write in their notebook	H - Hydrogen He - Helium Li - Lithium C - Carbon N - Nitrogen O - Oxygen Ne - Neon F - Fluorine etc.
Symbol	For convenience we		

<u>Teacher's point</u>	<u>Pupil Teacher's Activity</u>	<u>Pupil Activity</u>	<u>Block</u>
	make use of symbol to represent each element.	Write in their notebook	
Compound	Substance in which two or more diff kinds of atom are grouped together in to a unit substance is called a compound.		
change in properties of element	Properties are changed when elements on forming a compound. As element, hydrogen gas burns when informed oxygen gas helps burning and when hydrogen and oxygen join each other to form a compound water becomes the extinguisher of fire.		

Evaluation:->

How many elements occur in nature.

What is atomic states?

What is molecular states?

What is the symbol of lithium and carbon.

H₂O is molecule / atom / compound.

Home work:->

- ① What is matter?
- ② Define the element, compound and mixture?
- ③ What name of has been given to the smallest unit of particles of matter?

Reference:->

NCERT Text book of Objective for VIIth class.

Chances

Dr

28/11/14

- Teaching aids used
- ~~Boards~~ is done.
- Students participations
- Hw is given
- Presentation is done.

Real Teaching Lesson

MEGA LESSON PLAN:-1

(52)

Pupil Teacher Roll No:- 1812

Date:- 1/12/2014

Class:- VIIIth

Period:- IInd

Subject:- Physical Science

Time Duration:- 30 min

Topic :- Light

Content Analysis:->

- ① Concept of light
- ② Reflection of light
- ③ Concept of mirrors
- ④ Types of mirrors
- ⑤ Concept of lenses
- ⑥ Types of lenses

General Objective:->

Pupil will be able to:-

- Develop interest towards the study of science
- To think and reasoning scientific way.
- To develop interest in study of nature in scientific way.
- To develop and improve mental power of student's.
- To develop the scientific creativity.

Specific objective:->

knowledge objective:->

Pupil will be able to:-

- ⇒ Recall the concept of lights.
- ⇒ Recognised the Reflection of light.
- ⇒ Recall the types of mirrors.

- ⇒ Recall the uses of mirror.
- ⇒ Recognised the concept of lens.
- ⇒ Recall the use of lens.

Understanding :→

Pupil will be able to:-

- ⇒ Explanation of concepts of light.
- ⇒ Cite more examples of Reflection of light.
- ⇒ difference b/w mirrors and lens.

Application objective :→

Pupil will be able to:-

- ⇒ Why the light travels in a straight line.
- ⇒ How the plane mirror formed laterally inverted image.

Skill Objective :→

Pupil will be able to:-

- Observation skill
- Diagrammatic skill

Teaching Aids :→

Black board, chalk, Duster, pointer, a diagrams of convex and concave lens.

Previous Knowledge :→

Introduction :→

Pupil - Teacher ActivityPupil Activity

What happens when you enter in a dark room.

No any objects visible in the room.

When you switch on a bulb every object visible why?

Due to light.

What is light?

No response

Announcement the topic :->

Well student! Today we will study about the concept of 'Light'.

Presentation :->

<u>Teacher point</u>	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Black board use</u>
	What is the source of light?	Sun, moon etc.	Source of the Light:- Sun and moon etc.
	What is light?	No response.	
Light	Light is invisible energy. When this energy falls on the objects it bounces off from the surface of object.	All pupils listen carefully.	

Teacher point

Pupil Teacher Activity

pupil Activity

Light cannot be seen through a bent pipe why?

No response

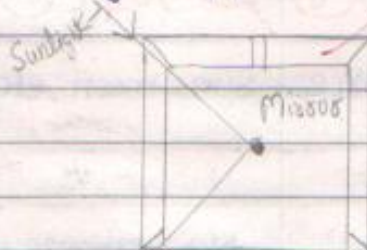
Propagation of light

Light travels in a straight line. This is called the rectilinear propagation of light. There are quite no. of everyday experiences that can be explained on the basis of rectilinear propagation of light.

All pupil Listen Carefull and draw the diagram in their notebook

For example:- When a beam of sunlight enters into a dark room through a ventilator, the path of light appears straight.

@:-

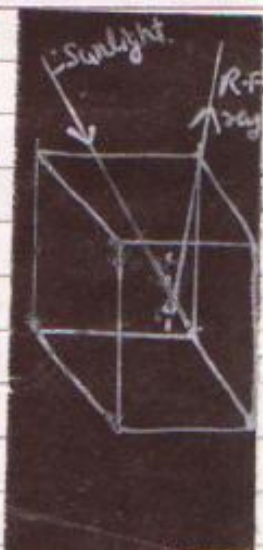


What happens when a beam of sunlight falls on the surface of mirror?

Ray of sunlight will be reflected

refraction of light

The ray of light may be returned by the

Teacher's point	Pupil Teacher Activity	Pupil Activity	Black board use
	Second optical medium into the first optical medium with change in angle. The phenomenon is called reflection of light.	All pupil listen carefully and write down in their notebook.	
	Give any two examples of reflection of light?	Sunlight reflected surface of water, mirror.	
mirror	The mirror Any smooth polished surface that reflected most of light falling on it into the same medium is called a mirror.	All pupil listen carefully.	
Types of mirror	mirror are two type:- i) Plane mirror ii) Spherical mirror	All pupil listen carefully and write in their notebook.	
Plane mirror	A Plane mirror is a flat surface that produce an exact and virtual image of a real object		Plane mirror is a flat surface.

<u>Teacher point</u>	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Bl</u>
Spherical mirror	A spherical mirror is so called because it can be a part of a sphere. Spherical mirror are two types:- (i) Concave mirror (ii) Convex mirror	All pupil listen carefully.	
Lenses	Lenses are made of any transparent material having polished curved surface. These surface may be spherical or cylindrical.	All student write in their notebook.	
Types of lens:-	What types of lens in use our eyes? lenses are of two types:- (i) Convex lens (ii) Concave lens. Convex lens:-> Convex lens are thick in the centre and become thinner at the edges.	Convex lens All student listen carefully.	

Teacher point	Pupil Teacher Activity	Pupil Activity	Black board use
	That is a convex lens is called converging lens.		
	(ii) Concave lens:- Concave are thinner at the centre and thicker at that edges. All object appear smaller when seen through a concave lens.	All pupil Listen carefully and write in their notebook.	

Evaluation:->

- 1 Give the example of reflection of light
- 2 Give the types of mirror
- 3 Give the uses of mirror
- 4 Give the types of lens

Home-work:->

- 1 What is light
- 2 Explain the process of reflection of light
- 3 What is mirror and give its types
- 4 What is lens and give its types

1 Apr
11/12/14
Black board work was ok
Teaching was good
Teaching aids were not used
Voice was audible

Reference book:->

N.C.E.R.T Book of objective for 7th and 8th class.

MEGA LESSON PLAN:-2

Pupil Teacher Roll No :- 1812

Subject :- Physical Science

Topic :- Heat and its Source

Class :- V

Period :-

Time Duration

Date :- 3

Content Analysis :->

- ① Concept of Heat
- ② Different source of Heat
- ③ Example of Source of Heat
- ④ Types of Source of Heat

General Objective :->

Pupil will be able to:-

- > Develop interest towards the study of Science.
- > Think and reasoning Scientific way.
- > Write, speak and work with accuracy.
- > Develop interest in study of nature in Science.
- > Develop and improve mental power of students.

Specific Objective :->

① Knowledge objective :->

Pupil will be

- * Explain the Concept of Heat.
- * Recall the different Source of Heat
- * Recognise the source of Heat and uses in life.

Understanding :->

Pupil will be able to :-

- ① Known the Source of Heat
- ② Cite more example of different source of Heat.

Application :->

Pupil will be able to :-

- ① Apply these source in day to day activities.
- ② The different source of Heat generation.
- ③ Types of the source of Heat.

Skill =>

Pupil will be able to :-

- ① Observation skill
- ② Diagramatic skill
- ③ Simple Experiment skill.

Teaching Aids :->

A chalk, pointer, Dustex, Rolling black board etc.

Previous knowledges :->Indroduction :->

Pupil Teacher Activity

① When you touch ice what you feel.

② Why do we feel warm inside the house during Summer.

③ What is Heat?

Pupil Activity

Its cold

Due to Heat

No response

Announcement of Topic :->

Well Students! Today we will study about the concept 'Heat and its source'

Presentation :->

Teaching point

Source of Heat

Pupil teacher Activity

Well student Heat is generated from following Source :-

- ① Sun
- ② Heat with friction
- ③ Burning of fuel
- ④ Heat with electricity

Pupil Activity

All pupil Listen carefully

Blk

Teaching point	Pupil Teacher Activity	Pupil Activity	Black board
① Sun	Sun is a very important and it is a natural source of Heat.		The important source of Heat. Sun Natural source
	Rohit tell me:- In Summer, why people use Umbrella?	To protect themselves from heat from sun people use the Umbrella.	
Heat with friction:-	Due to friction of body or material Heat is generated.	All pupil listen carefully.	Due to friction of body or material Heat is generated
	Pooja tell me:- what happen use rub match stick on match box.	No response	
	Ok. tell me It is direct heat produce.		
Heat with electricity	Electricity is the major source of Heat	All pupil Listen carefully	

Teacher point

Pupil Teacher Activity

Pupil Activity

810

We get Heat from
Heater, bulbs, geyser
etc.

All student Listen
carefully and write
in their notebook.

Mukesh tell me:-

Why electric bulb
or iron produce heat

Due to electric
current bulb and
iron produce heat.

Burning of
fuel.

By Burning of
different types Heat
generated:-

① From what we
cook food?

gas and stove

② In gas we used
fuel like?

Burning of fuels

Heat with
Chemical Reaction:-

By chemical reaction
of element Heat
are generated

All pupil Listen
carefully.

What happens when
we put water on
lime stone.

Due to chemical
reaction Heat
are produce.

Evaluation:->

- Q.1 Heat is generated from _____ different source.
- 2 By Chemical reaction Heat is produced, Explain with example?
- 3 Heat is generated from Burning of fuel why?

Home work:->

- ① Write different types of Source of Heat?
- ② Explain why electricity produced Heat?

Reference book:->

The lesson plan is taken from
N.C.E.R.T text books of Science of 8th
Class

checked

Dr
3/2/14

P.T. asked the questions
P.T. used questions
P.T. writing is good
Interaction is good
Teaching aids used

MEGA LESSON PLAN :- 3

Pupil Teacher Roll No. :- 1812

Class :- V

Subject :- Physical Science

Time Duration :-

Topic :- Acid, Base and salt

Period :-

Date :-

Content Analysis :->

- ① Definition of acid.
- ② Properties of acid.
- ③ Uses of acid.
- ④ Meaning of Base.
- ⑤ Properties of Base.
- ⑥ Uses of Base.
- ⑦ Definition of salt, uses and properties.

General Objective :-

Pupil will be able to :-

- ⇒ Develop interest towards the study of Science.
- ⇒ Provide strong mental and thinking ability.
- ⇒ Acid, base and salt.
- ⇒ Differentiate between Acid, Base and salt.
- ⇒ Create scientific creativity.

Specific objective :->

① Knowledge :->

Pupil will be able to

- Recall the term acid, base and salt.
- Recognise and differentiate between acid and salt.

- Know the properties of Acid, base and salt.

Understanding :->

Pupil will be able to:-

- ① Explain the meaning of acid, base and salt.
- ② Differentiate between acid and base.
- ③ Cite examples of acid, base and salts.

Application :->

Pupil will be able to:-

- ⇒ How can we distinguish acid, base and salt.
- ⇒ How soaps are formed.

Skills :->

Pupil will be able to:-

- ① observation skill
- ② Experimental skill.

Teaching Aids :->

Blackboard, chalk, dustex, pointer and chart.

Revison Knowledge :-

Pupil Teacher Activity

- ① What is the taste of Lemon?
- ② When we touch the soap, what you feel?

Pupil Activity

Sour / Khatta

It has a slippery touch.

Pupil Teacher Activity

What is the taste of soap?

What is the taste of salt?

Then tell me student what do you mean by acid, base and salt?

Pupil Activity

Sis Marm, Bitter

Namkeen

No - response

Announcement of the Topic :->

Well students ! Today we study about " Acid , Base and salt "

Teacher point

meaning of Acid:-

Pupil Teacher Activity

The word acid comes from a latin word 'acere' which means 'sour'. A Substance that taste sour in water solution, change the colour of certain indicator reacts with metal to form Hydrogen.

eg:- HCl , H_2SO_4 , HNO_3

Pupil Activity

All pupil listen carefully and write in notebook

Black board

Ac
A Sub
that is
sour in
in chan
of indic
for eg
 HCl , H

Teacher's point

Pupil Teacher Activity

Pupil Activity

Black board use

Types of Acids

- ① Natural Acids
- ② Artificial Acids
- ③ Mineral Acids
- ④ Organic Acids

Pupil Listen Care fully.

Type of acids

- ① Natural
- ② Artificial Acid
- ③ Mineral acid
- ④ Organic acid

Natural Acid

The acid from natural substance are called Natural acid.
eg:- Acetic acid from Vinegar

Artificial acid

Acids which are prepared Synthetically are called artificial acid
eg:- HCl , H_2SO_4 , HNO_3

All pupil Listen carefully and write in their notebook.

Mineral acids

Acids which are obtained from mineral are called mineral acid.
eg:- Boric acid, H_3BO_3

Mineral acid:-

for example:-

==
Boric acid,
 H_3BO_3

organic acid

==
 $COOH$, SO_3OH

Organic acid

An organic compound which is acidic in nature or properties is called organic acid
eg:- Carboxylic - $COOH$
Sulfonic acid - SO_3OH

Teacher point

Pupil Teacher Activity

Pupil Activity

Block 1

Properties of
Acids:-

- ① They are sour in taste's they turn blue litmus paper red.
- ② All acids conduct electricity.

All pupil Listen carefully.

Uses of
Acids.

Uses of acid:-

- ① Sulphuric acid H_2SO_4 is commonly used in drugs, plastics.
- ② Acids are used in the preparation of Ammonium sulphate

Base

A substance that taste bitter in water solution and slippery to touch, react with acid to form salt are called base

All pupil listen carefully and write in their notebook.

Types of
Base

Two types:-

- ① strong base
- ② weak base

Strong base

Sodium hydroxide
:- $NaOH$

<u>Teacher/point</u>	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Black board use</u>
	Potassium hydroxide:- KOH		
Weak base	Calcium Hydroxide:- Ca(OH)_2 Magnesium Hydroxide:- Mg(OH)_2		
<u>Property of Base:-</u>	① They turn red litmus paper blue. ② Corrosive to skin and conduct electricity.	All pupil Listen carefully and write in their note book.	<u>use of Base:-</u> ① Base is used in household soaps detergent ② Base is used in labs.
uses of base	① Base is used in household soaps detergents. ② Calcium hydroxide is used in white washing of houses. ③ Used in labs.	All pupil Listen carefully.	
<u>Salts:-</u>	Salt is a compound formed by the neutralization of an acid with a base. eg:- NaCl It is the main component of the food of human being.	All pupil Listen carefully and write in their note book.	

Evaluation:-

- ① Define the acids with examples?
- ② Name some acids?
- ③ What is the formula of salt we eat in?
- ④

Home-work:->

- ① Explain acid and base with examples?
- ② What is the use of acid and base?
- ③ What is the salt?

Reference:->

This lesson plan is taken from NCERT of science of class VIII.

~~I find teaching very effective~~

~~5/7/14~~

MEGA LESSON PLAN:-4

79

Pupil Teacher Roll No :- 1812

Class :- VIII

Subject :- Physical Science

Period :- 2nd

Topic :- Atom

Time Duration :- 30 min

Date :- 8/12/2014

Content Analysis:->

- ① Defination of Atom.
- ② Symbols of Elements.
- ③ Defination Atomic mass.
- ④ Defination of molecule.
- ⑤ Defination of compound.

General Objective:->

- ⇒ Create interest towards the study of Atom.
- ⇒ Provide strong mental and thinking ability regard atom and molecules.
- ⇒ develop knowledge about principle theory facts.

Specific Objective:->

Knowledge:->

Pupil will be able :-

- ⇒ Recall atom and molecules.
- ⇒ Recognise various types of elements.
- ⇒ Cite more properties of elements.

Understanding:->

Pupil will be able to :-

- ① Differentiate between atom and molecule.
- ② Recognise Symbols of different element.

Application:->

Pupil will be able to:-

- ⇒ Recognise different types of elements.
- ⇒ Know the difference between element & compound.

Skills:->

Pupil will be able to:-

- observation skill.
- Simple experimental skill.
- Self illustration skill.

Teaching Aids:->

Black board, Chalk, Dustex, pointer and ch

Previous knowledge:->

Pupil Teacher Activity



Iron Bar

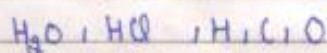
Atom of Iron

Pupil Activity

It is iron bar and atom of iron.

Q:-1 What does this figure show?

Q:-2 What does this pic indicate?



These are elements.

③ What are atoms?

No response.

Announcement of Topic :->

Well Students ! Today we will study about the "Atom its properties"

Presentation :->

Teacher point	Pupil Teacher Activity	Pupil Activity	Black board
Atom	Atom is the smallest particle of a chemical element that can exist. This size of atom is measured is picometre A atom consist of a nucleus having proton (+ve) and the electron which revolves in the shell of atom.	Listen carefully and note in their notebook. All pupil listen carefully and note in their notebook	ATOM 
mass of proton	Proton = +ve charge electron = -ve charge mass of proton: $-1.673 \times 10^{-27} \text{ kg}$ " " electron = $-1.675 \times 10^{-27} \text{ kg}$ No of proton = Atomic no.		

Teacher point	Pupil Teacher Activity	Pupil Activity	Board
Types of element	An element is a substance consisting of atoms which all have the same no. of proton. e.g:- Hydrogen:- 1 proton Helium:- 2 proton.	All listen carefully.	Element ↓ Atomic mole S i) Atom ● Silver
Types of element	Element are of 2 types ① Atomic state ② molecular state		
	Pooja tell me what is Atomic state. ok, tell me Atomic state:-> ===== In atomic state material exists independently. eg:- He, C, Silver, Ag.	No response All pupil listen carefully.	
molecular state	material like oxygen, phosphorus, sulphur and other atom stay in group of two or more. eg:- O_2 , P_4 , S_8	All pupil write in their notebook.	mole sto = oxygen (O_2) C P Sul (S)

Teacher's point

Pupil Teacher Activity

Pupil Activity

Black board

Symbols

Use a symbol to represent each element.

Hydrogen = H

Boron = B

Helium = He

Carbon = C

Lithium = Li

Nitrogen = N

Berium = Be

Copper = Cu

Iron = Fe

Gold = Au

In periodic table there are 118 elements. In which 1-98 elements occur naturally and rest 20 elements are produced artificially.

All pupil

Listen carefully

Symbols

Hydrogen = H

Helium = He

Lithium = Li

Berium = Be

Iron = Fe

Boron = B

Carbon = C

Nitrogen = N

Copper = Cu

Gold = Au

Symbol of element

Compound

A substance in which two or more different kinds of atoms are grouped together into one unit substance are called compound.

eg: H_2O

In this two molecules of Hydrogen and molecule of Oxygen atom combine or react together to form one molecule of water.

All student write in their notebook.

<u>Teacher point</u>	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Block</u>
change in properties of Compound.	We know that Compound is formed by two or more different kinds of atom is grouped. Science H₂O. In this Hydrogen gas g burns in inflamed with oxygen and now when Compound H₂O is formed the properties of both the atom change means water becomes of fire.	All pupil Listen carefully and write in their notebook	Chemistry Block Hydrogen Water Compound

Evaluation :-

- ① Smallest part of element is _____
- ② Explain element.
- ③ Explain the compound.

Home work :-

- ① What is atom?
- ② Explain the term of element.
- ③ Symbol of element.
- ④ What is compound.

Reference :-

The lesson plan is taken from NCERT book of class VII.

Topic well explained
Teaching aids used
Reference :-
The lesson plan is taken from NCERT book of class VII.

Mega lesson plan:-5

Pupil Teacher Roll No:- 1812

Class:- VIII

Subject:- Physical Science

Period:- 3rd

Topic:- Force

Time Duration:- 30 min

Date:- 9/12/2014

Content Analysis:->

- ① Definition of force.
- ② Types of force.
- ③ Effect of force on a body.

General Objective:->

Pupil will be able to:-

- ① Develop the interest towards the study of Science.
- ② To think and reasoning Scientific way.
- ③ To develop the Scientific Creativity.
- ④ develop knowledge about principle, theory and facts.

Specific Objective:->

Knowledge:->

Pupil will be able to:-

- ① Recall the force.
- ② Recognised various types of force.
- ③ Cite more example of force.

Understanding:->

Pupil will be able to:-

- ① Explain the force.

- ⇒ cite more example of force.
- ⇒ make difference between force

Application:

Pupil will be able to:-

- ⇒ How ^{does} force work.
- ⇒ Need and effect of force on body.

SKILL:

Pupil will be able to:-

- ⇒ observation skill.
- ⇒ Numerical skill.
- ⇒ Simple experiment skill.

Teaching Aids:

Black board, duster, chalk, Pointer and

Previous knowledge:

<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>
① When does a body be in motion	External power a push or be done.
② When the body be in motion by doing what it comes immediately at rest?	external or internal push or be done.
③ Now tell me the external push or pull applied to the body what is called	No - response

Announcement of Topic

Well students! Today we will study about the "force".

Teacher point	Pupil Teacher Activity	Pupil Activity	Black board
<u>Force</u>	Force as an external effect which may move a body at rest or stop a moving body, change the direction of motion. Size of the body.	All pupil Listen carefully.	 Force Force Applied Rest Change in position
<u>Types of force:-</u>	There are two types of force:- ① Balanced force ② Unbalanced force. Pooja Tell me what is Balanced force? OK tell me. <u>Balanced force</u>:-> If the result of all the force acting on the body is zero, the force is called balanced force.	All pupil Listen carefully and write in their notebook. No response All pupil Listen carefully.	 Force Balanced force Unbalanced force Balanced Force:-

Teacher point

Pupil Teacher Activity

Pupil Activity

Black board

unbalance force $\Rightarrow$

If the result of all the force acting on the body is not zero, that force is called unbalanced force.

All pupil listen carefully and write in their notebook.

unbalanced Force



Both balance and unbalance force change the shape of any body.

Affect of force $\Rightarrow$

Mohit tell me what is effect of force?

No response

Ok, tell me:-

① A force may move a body at rest. Force applied to ball to move

All pupil listen carefully and write in their notebook.

② A force may stop a moving body.
e.g:- When a player catches the ball the force applied by hand stops the ball.

both balance and unbalanced force change the shape of any body.

Teacher point	Pupil Teacher Activity	pupil Activity	Black board
	③ A force can change the speed of body. eg:- force applied by the earth in a direction applied to the motion of the ball decreases speed. ④ A force may change the direction of a moving side. When a ball be hit by another ball, when they move in different direction. ⑤ A force may change the size and shape of a body.		

Evaluation →

- ① Explain the force?
- ② Describe balanced and unbalanced force?
- ③ write different effect of force?

Name: usoxk2

- ① Define force ?
- ② What is balanced and unbalanced force ?
- ③ Write effects of force on a body

Reference: $\rightarrow$

The lesson taken from NCERT book of S
of class VIII.

Checked

~~Dr~~
9/12/14

1/4 Basis done

- This done
- Students participate
- This given

Discussion Lesson

DISCUSSION LESSON:->1

(84)

Pupil Teacher Roll No:- 1812

Subject:- Physical Science

Topic:- Magnetism

Class:- 6th

Period:- 3rd

Time Duration:- 30 min

Date:- 11/12/2014

Content Analysis:->

- ① Concept of magnetism
- ② Types of magnets
- ③ Poles of a magnets
- ④ Shapes of the magnets

General Objective:->

Pupil will be able to:-

- => Develop interest towards the study of science.
- => Think and reason scientifically.
- => Write, speak and work with accuracy.
- => Develop interest in study of nature in a scientific manner.

Specific objectives:->

① Knowledge:->

Pupil will be able to:-

- ① Recall the concept of magnet.
- ② Recall the ~~uses~~ Types of magnet.
- ③ Recall the poles of a magnet.
- ④ Recall the Shape of the magnet.

② Understanding :-

Pupil will be able to:-

- ⇒ Give cite more example of magnet.
- ⇒ make difference between North pole and South.
- ⇒ difference between magnetic and Non-magnetic materials.

④ Application :-

Pupil will be able to:-

- ⇒ How attract the pieces of iron.
- ⇒ Why -ve to -ve pole are repel each other.
- ⇒ Why +ve to -ve pole are attract.

④ Skill :-

Pupil will be able to:-

- ① Develop the Observation skill.
- ② Develop Drawing skill.
- ③ Develop Simple numerical skill.
- ④ Develop Simple experiment skill.

Teaching Aids :-

chalk, duster, blackboard and chart.

Previous knowledge :-

Introduction :-

Pupil Teacher Activity

What is magnet?

What is a magnetic materials?

What is a Non-magnetic materials?

What is a magnetism?

Student Activity

It attracts the small pieces of the iron.

The materials which are attracted by magnets are called magnetic materials.

The material are not attracted by magnet is called non-magnetic materials.

No response

Announcement of the topic :->

Well students ! Today we will study about the 'magnetism'.

Presentation :->

Pupil Teacher Activity

This blackish rock was actually an ore of iron is called the magnet.

What is the magnetism?

Pupil Activity

All pupil Listen carefully.

Black board use

magnet! ->
 == This blackish rock was actually an ore of iron is called the magnet.

Teacher point

Pupil Teacher Activity

Pupil Activity

Black board use

The materials which are attracted by magnet are called magnetic materials.

All pupil Listen carefully.

Non-magnetic materials

Non-magnetic:->

The material which are not attract by the magnet are called Non-magnetic material.

All pupil Write in their notebook.

Non-mag
==

The material which are attract by magnet are called Non-magnetic material.

Type of magnet

OK, tell me what is the type of magnet.

Two types

- ① Natural magnet
- ② man-made magnet.

Natural magnet

Natural magnet:->

The magnet made from lodestone are called natural magnet.

All pupil Listen carefully.

① Natural

② man-made magnet

man-made magnets

Man-made magnet:->

The magnet used

Introduction

Public Technology

Public Technology

Public Technology

Activity

Activity

Activity

Activity

for a variety of purposes
So they are now made
artificially. The magnets
are called artificial
magnet.

The basis of
magnetism,
magnets can
be classified as:-

They are classified
by two types:-
① Temporary and per-
manent magnets.
② Ferrite and alloy
magnets.

All pupil Listen
carefully and write
in their note
book.

They are two
types:-
① Temporary
and permanent
magnet
② Ferrite and
alloy magnets

Temporary
magnets

What is the temporary
magnets?
OK, tell me
Temporary magnet:->
===== the
magnet made of soft
iron. Their magnetism
only for a short duration.

No response

Permanent
magnet

Permanent:->
===== The magnet
made of steel, cobalt
and nickel are made

Teacher's point

Pupil Teacher Activity

Pupil Activity

Black board work

in long time.

Ferrite magnet

Ferrite magnet :->

They

made from powder of iron oxide and barium oxide. They are brittle in nature.

All pupil Listen carefully.

Ferrite magnet

They are made from iron oxide and barium oxide.

Alloy magnet

They are made from Al, Ni, and Fe.

Al, Ni, and Fe.

Alloy magnet

Alloy magnet :->

The magnet

which are made of mixtures of Al, Ni, Cobalt, Copper and iron.

All pupil Listen carefully and write in their note book.

Shape of magnet

① Bar magnet

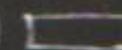
② U-shaped magnet

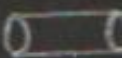
③ Bell magnet

④ Horseshoe magnet

⑤ Cylindrical magnet

⑥ Ring magnet

i)  Bar magnet

ii)  Cylindrical magnet

iii)  U-shaped magnet

Pole

They are two types :-

① North poles

② South poles

Teacher's pointPupil Teacher's ActivityPupil ActivityBlack board work

North poles
and
South poles

North poles and South poles are attract each other.

All pupil Listen carefully

magnetism

What is magnetism?
magnetism →

The ability of a magnetic material to attract or repel magnetic particles is called magnetism.

All pupil Listen carefully and write in their notebook.

Need of magnet

These magnet are used in a number of devices such as telephone, loud speaker, radio and television etc.

All pupil Listen carefully and write in their notebook.

These devices or we need powerful magnet. The Natural magnet are not very powerful.



Evaluation →

- ① What is magnet?
- ② What are the types of magnet and some
- ③ What is Natural magnet and man-made magnet?

Home-Work →

- ① What is Temporary and permanent mag
- ② What is the shape of magnet?
- ③ What are the pole of magnet?
- ④ What are the name of pole?

Reference →

The lesson taken from NCERT book of
of class VII.

✓
Introducing questions about
Students are showing
Interest -
Teaching aids used
P.B. Work done -
11/11-1/14

Real Teaching Lesson plan:->

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Pupil Teacher Roll No:- 1812

Subject :- Physical Science

Topic :- Water

Class:- 6th

Period:- 3rd

Time Duration:- 30min

Date:- 12/12/2014

Content Analysis:->

- ① What is the sources of water?
- ② Concept of the water cycle.
- ③ Concept of the conservation of water.
- ④ Importance of water cycle.

General Objective:->

Pupil will be able to:-

- => Develop Interest towards the study of Science.
- => Think and reason scientifically.
- => Write, speak and work with accuracy.
- => Develop interest in study of nature in a scientific manner.

Specific objective:->

① Knowledge:->

Pupil will be able to:-

- ① Recall the concept of water.
- ② Recall the sources of water.
- ③ Recall the concept of water cycle.
- ④ Recall the importance of water cycle.

Understanding:->

Pupil will be able to:-

- ① Give cite more example of Surface water.
- ② Give cite more example of Ground water.
- ③ difference between Surface water and Ground

Application:->

Pupil will be able to:-

- ⇒ How Save the water?
- ⇒ Why water is present of the water in G state.

Skill:->

Pupil will be able to:-

- ① Develop the observation skill.
- ② Develop Drawing Skill.
- ③ Develop Simple experiment skill.

Teaching aids:->

chalk, duster, blackboard and chart

Previous knowledge:->

Introduction:-

Teacher Activity

Pupil Activity

Who can be use of the water?

cooking, drink, Bathing

What is the source of water?

Two main sources

① Surface water ② Groundwater

What is % of water in our human body?

70 percent

What is the water cycle?

No response

Announcement of the topic :->

Well student! Today we will study about the 'water'.

Presentation:->

Teacher

Pupil Teacher Activity

Pupil Activity

Black board use

water

water:->

Life cannot be imagined without water. Water covers three-fourth of the earth's surface.

All pupil listen carefully and write in their notebook.

water:->
Life cannot be imagined without water. Water covers 3/4 of the earth's surface.

Teacher's point

Pupil Teacher Activity

Pupil Activity

Black board

A villager in India uses about 12 litres of water everyday. A city person uses 50 to 200 litres of water everyday.

All pupil Listen carefully.

Source of water

Two main Source:-

- ① Surface water
- ② Groundwater

Surface water

Surface water:-

water present on the surface of earth is called Surface water.

for example:-

- (i) Rain water
- (ii) River water
- (iii) Lake water
- (iv) Sea water

All pupil Listen carefully write in their note book.

Surface
water
↓
Rain water
↓
River water
↓
Lake

Ground water

Ground water:-

Rain water which goes

<u>Teacher's point</u>	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Blackboard Use</u>
	into the soil gets collected to a certain level. This collection of water is called groundwater. <u>for example:-</u> ===== Tubewell hand pump, borewell and well	All pupil listen carefully.	<u>Groundwater</u> <u>Groundwater</u> ↓ ↓ well water Spring water
<u>Type of Groundwater</u>	Two types:- ① Well water ② Spring water		<u>Groundwater:-</u> <u>for example:-</u> ===== ① Tubewell, hand pump, borewell and well.
<u>Water Cycle</u>	<u>Water cycle:-</u> This process of interconversion helps in balancing the amount of water both in the atmosphere and on the earth's sphere. This process is known as the water cycle.	All pupil listen carefully and write in their notebook.	
<u>Importance of water cycle</u>	<u>Importance:-</u> ① It maintains global climate.		

Teacher
point

Pupil
Teacher
Activity

Pupil
Activity

Black
Board

② It helps in formation of clouds.

Rain water Harvesting

Rain water Harvesting

Collection of rainwater from surface on which rain falls and storing it for future use is called rain water Harvesting.

Two ways:-

- ① Surface Runoff Harvesting.
- ② Rooftop Rainwater Harvesting.

All pupil Listen carefully and write in their notebook.

Rain water Harvesting

Collection of water from on which falls and for future use.
Two ways

- ① Surface
- ② Rooftop water

Conservation of water

Conservation of water

- ① Do not keep the tap water running.
- ② Prevent overflow of water tanks.
- ③ Plant more trees.
- ④ Reduces water pollution.
- ⑤ Harvest rainwater.

All pupil Listen carefully and write in their notebook.

LESSON PLAN:-7

Pupil Teacher Roll NO:- 1813

Class:- 6th

Subject:- Physical Science

Period:- 3rd

Topic:- Weather and Climate

Time Duration:-

Date:- 15/11

⇒ Content Analysis:⇒

- ① Concepts of weather, climate and their relationship.
- ② Factors on which climate depends.
- ③ The importance of weather forecasting.
- ④ Adaptations of animals to different climates.
- ⑤ Explanation of hibernation and migration.

⇒ General Objective:⇒

Pupil will be able to:-

- ⇒ Develop interest towards the study of Science.
- ⇒ Think and reasoning in Scientific way.
- ⇒ Develop interest towards the study of nature in Scientific manner.
- ⇒ Write, speak and work with accuracy.
- ⇒ Develop and improve mental power of students.

⇒ Specific Objective:⇒

Knowledge:⇒

Pupil will be able to

- ⇒ Recall the concept of weather.
- ⇒ Explanation of the climate.

- ⇒ Recognised factor effecting climate
- ⇒ Recall the term hibernation.

Understanding →

Pupil will be able to:-

- ⇒ Distinguish b/w hibernation and migration.
- ⇒ The relationship b/w weather and climate.
- ⇒ Generalize the factors affecting climate.

Application →

Pupil will be able to:-

- ⇒ Predict the factors affecting climate.
- ⇒ Why the animals migrate one place to another season.

Skill →

Pupil will be able to:-

- ⇒ The observation skill.
- ⇒ Diagrammatic skill.

Teaching Aids →

Blackboard, chalk, Duster and pointer.

Previous Knowledge →

Introduction :-

Pupil Teacher Activity

Pupil Activity

Q: what is season, you wear cotton cloths?

In Summer

Q: what in season, you wear wollen's cloths?

In the winter

Q: what is weather?

No - Response

Announcement the Topic

Well students ! Today we study about the Concept " weather , climate and adaptations .

↔ Presentation ↔

Teacher point

weather

Pupil Teacher Activity

weather :->

The day to day condition of the atmosphere at a place with respects to temp. humidity , rainfall , wind , speed etc is called 'weather'.

Pupil Activity

All pupil listen carefully and write in their notebook.

Black board work

weather :->
day to day condition of the atmosphere at a place with respects to temp. humidity , rainfall , wind , speed etc is called 'weather'.

Weather
point

Pupil Teacher
Activity

Pupil
Activity

Black board
work

weather is the cumulative effect of all these factors. It may change from day to day and even from hour to hour.

wind, speed etc is called weather. It is the cumulative effect of all these factors.

Examples:-

It may rain for an hour and then the day may become sunny and clear.

All pupil listen carefully and write in their notebook.

Component:-

The main component of weather are temp. rainfall, wind, speed and humidity.

Component:-
① Temp., rain fall, wind, speed and humidity etc.

Weather
Station

At these place's weather data are continuously recorded and processed. India has several hundred weather observing stations called weather stations.

All pupil listen carefully.

Weather Station
At these place's weather data are continuously recorded and processed.

<u>Teacher's Point</u>	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Blackboard</u>
<u>Local weather</u> <u>The Forecasting</u>	The daily weather reports also give information about weather conditions of a local area it is known as weather forecast. Cite weather like Delhi, Mumbai, Chennai, Shimla and Chandigarh.	All pupil write in their note book.	
<u>Climate</u> :-	The average weather pattern that prevails over a long period of a time in a place is called the climate of that place. The place is said to have a hot climate because its weather has been extremely hot for many year.	All pupil listen carefully and write in their notebook.	<u>Climo</u> The average weather that prevails over a long period of a time in a place is called climate. It is said to have a hot
<u>Factor's Affecting climate</u> :-	There are a no. of factors that affect the climate of a particular place in the world :-	All pupil listen carefully.	

Teacher's PointPupil Teacher ActivityPupil ActivityBlack board use

i) Latitude:->

Due to spherical shape of earth, the climate of a place is affected by its location on the earth.

Latitude:->
Due to spherical shape of earth, the climate of a place is affected by its location on the earth.

ii) Distance from sea:->

The climate of a place is affected by its distance from sea.

All pupil listen carefully and write in their note book.

iii) Direction of wind:->

The climate of a place is also determined by the direction from which the wind blows.

Direction of wind:->
The place is also determined by the direction from which the wind blows.

iv) Human activities:->

Large scale of deforestation and industrialisation has result in increase of a no. of greenhouse gases in atm sphere.
Gases:- CO_2 , H_2 , HCl

Evaluation :->

- ① : what is components of weather?
- ② : what is a weather station?
- ③ : write the name of greenhouse gases?

Home - Work :->

- ① what is weather?
- ② what is local weather forecasting?
- ③ Define the term migration?

Reference :->

The Lesson plan is taken from NCERT book of Science of 7th class.

15/12/20

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Lesson plan:->8

Pupil Teacher Roll No:- 1812

Subject:- Physical Science

Topic:- Atomic Number

Class:- VIII

Period:- 3rd

Time Duration:- 30 min

Date:- 16/12/2014

Content Analysis:->

- ① Definition of Atomic number.
- ② Definition of Isotopes and Isobar.
- ③ Numerical based on atomic number.

General objective:->

Pupil will be able to:-

- => Develop interest towards the study of Science.
- => Think and reasoning in Scientific way.
- => Develop interest towards the study of nature in Scientific manner.
- => Write, speak and work with accuracy.
- => Develop and improve mental power of students.

Specific objective:->

Knowledge:->

Pupil will be able to:-

- ① Recall the definition of atomic number.
- ② Make difference between Isotopes and Isobar.
- ③ Recognise numerical based on atomic number.

Understanding:->

Pupil will be able to:-

- => Explain the concept of atomic number.
- => make difference between isotope and Isot
- => Recognise numerical based on atomic numb

Application:->

Pupil will be able to:-

- ① Explain the Isotope and Isobar.
- ② To know example of Isotopes are used for treatment of disease.

Skill:->

Pupil will be able to:-

- ① Develop the observation skill.
- ② Develop the scientific skill.
- ③ Develop the practical skill.

Teaching Aids:->

Blackboard, pointer, duster, chalk, chart

Previous knowledge:->

Introduction:->

Pupil Teacher Activity

Pupil Activity

Q. What is the mass number?

mass Number:->

It is defined as sum of total number of proton and neutron present in the nucleus.

mass No :- No. of proton + No. of Neutron

No response

Q. What is the atomic number

Announcement of the Topic:->

Well student, Today we will discuss about atomic number.

Presentation:->

Teacher point

Pupil Teacher Activity

Pupil Activity

Black board work

Atomic Number

Atomic Number:->

It is defined as the total number of proton present in the nucleus of the atom.

All pupil listen carefully and write in their notebook.

Atomic Number:-

It is defined as the total number of proton present in the nucleus of the atom.

Teacher's point

Pupil Teacher Activity

Pupil Activity

Blackboard

Define mass Number

Mass Number $\rightarrow$

is defined as sum of total number of proton and neutron present in the nucleus.

mass No.:-

No. of proton + No. of Neutrons

Mass No. $\rightarrow$ $\begin{matrix} \times \\ A \\ Z \end{matrix}$ $\begin{matrix} \text{Mass No. Symbol} \\ \\ \text{Atomic No.} \end{matrix}$

Example $\rightarrow$

${}^1_1\text{H} \rightarrow$ Hydrogen

${}^4_2\text{He} \rightarrow$ Helium

${}^7_3\text{Li} \rightarrow$ Lithium

${}^{14}_7\text{N} \rightarrow$ Nitrogen

All pupil Listen carefully and write in their notebook.

All pupil write in their notebook.

Define Isotopes

Isotope $\rightarrow$

The atom

Example:-

${}^1_1\text{H} = \text{H}_1$

${}^2_2\text{He} = \text{He}_2$

${}^7_3\text{Li} = \text{Li}_3$

${}^{14}_7\text{N} = \text{N}_7$

<u>Teacher's point</u>	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Black board work</u>
------------------------	-------------------------------	-----------------------	-------------------------

of the same element which has the same number of protons i.e. atomic number but different mass number are called Isotopes.

Isotopes of Hydrogen

$$\begin{array}{ccc}
 {}^1_1\text{H} & {}^2_1\text{H} & {}^3_1\text{H} \\
 | & | & | \\
 \text{H} & \text{D} & \text{T}
 \end{array}$$

All pupil Listen Carefully and write in their notebook.

Isotopes of Chlorine

$$\begin{array}{cc}
 {}^{35}_{17}\text{Cl} & {}^{37}_{17}\text{Cl} \\
 \text{Protons} = 17 & \text{Protons} = 17 \\
 \text{Neutrons} = 18 & \text{Neutrons} = 20
 \end{array}$$

Hydrogen:-

$$\begin{array}{ccc}
 {}^1_1\text{H} & {}^2_1\text{H} & {}^3_1\text{H} \\
 | & | & | \\
 \text{H} & \text{D} & \text{T}
 \end{array}$$

Isotopes of Chlorine

$$\begin{array}{cc}
 {}^{35}_{17}\text{Cl} & {}^{37}_{17}\text{Cl} \\
 \text{Protons} = 17 & \text{Protons} = 17 \\
 \text{Neutrons} = 18 & \text{Neutrons} = 20
 \end{array}$$

Use of Isotopes Isotopes are used for treatment of disease.

Define of Isobar Isobar:- The atom of different element which has same mass number but different atomic number.

All pupil Listen Carefully.

Isobar:- The atom of different element which has same mass number but different atomic number.

Evaluation:->

- ① what is the atomic number.
- ② what is definition of Isotopes.
- ③ Define the Isobar.

Home work:->

- ① define the mass number?
- ② Difference between ~~to~~ Isotopes and
- ③ Define the Isobar? with examples

Reference:->

The lesson plan is taken from NCERT book of Science of VIIIth class.

12/12/14

Good

Lesson plan:-9

Pupil Teacher Roll No:- 1819

Class:- VIIth

Subject :- Physical Science

Period:- 3rd

Topic :- Waste water
management

Time duration:- 30 min

Date:- 17/12/2014

Content Analysis ⇒

- ⇒ Sources of waste water.
- ⇒ Drainage of waste water.
- ⇒ Treatment of Sewage.
- ⇒ Alternative methods of Sewage.
- ⇒ Improper management of wastes.

General Objective:-

Pupil will be able to:-

- ⇒ Develop interest toward the study of science.
- ⇒ Think and reason scientifically.
- ⇒ Write, speak and work with accuracy.
- ⇒ Develop the mental power of students.

Specific Objective:-

Knowledge:-

Pupil will be able to:-

- ⇒ Recall the sources of waste water.
- ⇒ Recall the drainage of waste water.
- ⇒ Recognise the treatment of Sewage.

Understanding:-

Pupil will be able to:-

- ⇒ Explain the sources of waste water.
- ⇒ Give suggestion to controlling and reducing waste.
- ⇒ Explain the improper management of waste.

Application ⇒

Pupil will be able to:-

- How waste of water is controlling.
- Why septic tanks are used to sewage disposal.

Skill ⇒

:- Pupil will be able to develop

- observation skill.
- Explaining skill.

⇒ Teaching aids ⇒

⇒ Chalk, duster, blackboard, pointer

Previous knowledge ⇒

Pupil will have some previous knowledge about the water and water waste.

Introduction

Teacher's Activity	Pupil Activity
① What are the three forms of water?	Solid, liquids, gas
② At which temp. these three forms are obtained?	Below 0°C solid, 0°C to 100°C above 100°C gas.

What are the sources which waste the water.

No response

Announcement the topic:->

well students! Today we will study about the water and waste water management.

=> Presentation:-

Teacher's Point	Teacher's Activity	Pupil Activity	Black board use
Sources of waste water	Water is required for various activities in our day to day life. This used water is called waste water. Most of water is waste from various sources such as domestic activity, industries, hospitals, Agriculture.	All student listen carefully and write in their note book.	Water is required for various activities in our day to day life. This used water is called waste water.
Drainage of waste water	The waste water released from all these sources from the sewage	All pupil listen carefully.	

Teacher's

Point

Teacher's

Activity

Pupil

Activity

Black

Sewage contains suspended impurities called contaminants.

Sewage is generally disposed into lakes, rivers and seas. It is necessary to first treat the sewage before it is disposed off as otherwise it can result in major health hazard for humans and animals.

Some drawbacks of the system:-

→ Solid waste from other sources enter these drains, choking them more often.

→ Rain water directly enters the drain and sewage full into roads during.

Treatment of Sewage

Sewage flowing through drainage pipes can be treated plants called sewage treatment.

All pupil
Listen
carefully.

All student
write in
their notebook

Sewage is generally disposed into lakes, rivers and seas. It is necessary to first treat the sewage before it is disposed off as otherwise it can result in major health hazard for humans and animals.

Treatment of Sewage

Sewage flowing through drainage pipes can be treated plants called sewage treatment.

Teacher point	Teacher Activity	Pupil Activity	Blackboard work
---------------	------------------	----------------	-----------------

A facility that treats waste water from domestic as well as industrial sources is called sewage treatment plant.

All pupil
Listen
carefully.

Controlling and
reducing
waste water

① Do not dispose tissue paper, diapers, medicine oils or paints down the water drain.

All student write
in their
notebook.

Alternative
methods of
sewage
disposal

Some alternative
methods of sewage
disposal are:-

- ① septic tanks
- ② Biogas plants
- ③ Vermi-composting toilets.

Alternative
method:-

- ① Septic tanks
- ② Biogas plants
- ③ Vermi-composting toilets.

Improper
management
of
wastes:-

The Ganga and Yamuna rivers have become open drains for sewage disposal.

All pupil listen
carefully.

Management:-

The Ganga and Yamuna rivers become open drains for sewage disposal.

⇒ Evaluation :->

⇒ solid wastes _____ the drains often.

[choke, clog]

⇒ we should use flushes with _____ capacity

[low/high]

Home - work :->

- ① Name these main sources of waste water.
- ② Name three alternative methods of solid waste disposal.

Reference :->

:- Science book form 6th class based on pattern written Raciqa Roman.

1 Adm
17/12/14
Pupil teacher
was active in
Explanation of the
topic was good
way of teaching was
very good

Good

Lesson plan:- 10

(188)

Pupil Teacher Roll NO:- 1812

Subject:- Physical Science

Topic:- Pressure

Class:- 6th (A)

Period:- 4th

Time Duration:- 30 min

Date:- 18/12/2014

⇒ Content Analysis:->

- ⇒ Concept of Pressure.
- ⇒ Pressure Exerted by liquids.
- ⇒ Application of liquid Pressure.
- ⇒ Atmospheric pressure.

⇒ General objective:->

Pupil will be able to:-

- ⇒ Develop interest toward the study of science.
- ⇒ Think and reason scientifically.
- ⇒ Write, speak and work with accuracy.
- ⇒ Develop the mental power of student.

Specific objective:->

Knowledge:->

Pupil will be able to:-

- ① Recall the definition of Pressure.
- ② Recall the unit and formula of the Pressure.
- ③ Recognise the Application of liquid Pressure.

Understanding :->

Pupil will be able to:-

- > Give more Cite example of Pressure.
- > Explain the concept of pressure

Application :->

Pupil will be able to:-

- > Why Pressure is less on the snow.
- > How sharp knife cut the objects easily.
- > How camel walk easily in deserts.

Skill :->

Pupil will be able to:-

- ① Observation skill.
- ② Simple experiment
- ③ Simple numerical skill
- ④ Diagramatic skill.

Teaching Aids :->

:- Chalk, duster, blackboard, pointer etc.

Previous knowledge :->

Pupil will have some knowledge about pressure.

Introduction :->

Pupil Activity
Teacher

- ① when we push the object what we do?
- ② what is the physical quantity of force?
- ③ what is the definition of pressure?

Pupil Activity

Applying force

Pressure

No response

Announcement the topic :->

well students today we will study about the pressure

Presentation :->

Teacher Point
Concept of pressure

Pupil Teacher Activity
Pressure is the force acting on a unit area of the object.

It is denoted by P.

Formula

$$P = \frac{\text{Force}}{\text{area}}$$

Unit of pressure

Unit of Pressure. It is also written

Pupil Activity

All pupil listen carefully and write in their note book.

Black board use

Pressure :->
It is the force acting on a unit area of the object.
It is denoted by P = $\frac{\text{Force}}{\text{area}}$.

Teacher Point	Pupil Teacher Activity as (Pa).	Pupil Activity	Black board use
Dimension Formula.	Force/ Area force = mass $\times$ acc. acc. = change in velocity / Time $m \times L \times T^{-2}$ [$M L^{-1} T^{-2}$]	All pupil listen Carefull.	Dimension Formula Force/acc. Force = mass $\times$ acc. acc. = $m L^{-1} T^{-2}$
Numerical	$F = 200N$ $A = 5m^2$ $P = \frac{200}{5} = 40N/m^2$ $= 40Pa$ Do this Numerical A force of 120N is applied to an object of area $3m^2$ calculate the pressure. (very Good)	All student write in their notebook. $F = 120N$ $A = 3m^2$ $P = \frac{120}{3} = 40N/m^2$ $= 40Pa$	Numerical $F = 120N$ $A = 3m^2$ $P = \frac{120}{3} = 40N/m^2$ $= 40Pa$
Application of Pressure	① skiers use long, Flat skis to		

Teacher Point

Pupil Teacher Activity

Pupil Activity

Black board use

slide over snow.
The larger the area of contact lesser the pressure on the snow.

③ Foundations of high wise buildings are kept wide, so that they exert less pressure on the ground and do not sink.

④ Animals like camels walk easily in deserts because they have broad feet

All pupil Listen carefully and write in their notebook.

① The larger the area to contact lesser the pressure on the snow.
② Foundations of high wise build are kept wide, so that they exert less pressure.

Pressure Exerted by liquids

At the liquid have weight. So when we pour a liquid into a vessel the weight of liquid contained in the vessel exerts pressure on its walls and bottom.

All pupil Listen carefully.

At the liquid have weight so when we pour a liquid into a vessel the weight of liquid contained in the vessel exerts pressure

Experiment

Take a transparent

<u>Teacher's Point</u>	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Black board work</u>
	glass tube obtained at both ends. Now pour more water in the tube. We see that the size of bulge increase. Pressure depends on the height.	All pupil Listen Carefully.	<u>Application of liquid pressure</u> ① Wall of a dam is made thicker at the bottom. ② Water supply tank is placed at a high place in the building.
Application of liquid pressure	① Wall of a dam is made thicker at the bottom. ② Water supply tank is placed at a high place in the building.	All pupil Listen Carefully.	

Evaluation:->

:-> Tick (✓) the correct answer:->

(i) The SI unit of pressure is
 (A) Newton (B) square meter (C) pascal (D) Kilogram

(ii) We measure atmospheric pressure with
 (A) manometer (B) thermometer (C) barometer

(ii) Fill in the blanks:-

(i) Liquids exert _____ on the base of the container.

Home - Work

- ① Explain the concept of Pressure .
- ② Explain the concept of Atmospheric pressure .
- ③ Explain why heavy School bags are provided with wide straps to carry them .

Reference => :-

Science book from 8th class based on CCE pattern written by Dhiren M. Doshi .

8th
18/12/14
Pl. write / write
Gravitation book also
T.H. used

LESSON PLAN:-11:-

Pupil Teacher Roll No:- 1812

Subject:- Physical Science

Topic:- Solar system.

Class = 8th

Period = 3rd

Time duration

Date:- 19/12/20

Content Analysis:->

- => The solar system
- => The Sun
- => Planets
- => Other members of the solar system.

General objective:->

Pupil will be able to:-

- => Develop the interest towards the study of Science
- => Think and reason scientifically.
- => Remove superstitious.
- => Develop mental power of the students.
- => Develop Scientific creativity.

Specific objective:->

Knowledge:->

Pupil will be able to:-

- => Recall the planets.
- => Recognise the position of the planets.
- => Recall the definition of light year.

Understanding:->

Pupil will be able to:-

- Explain the solar system.
- make difference stars and planets.

Application:->

Pupil will be able to:-

- why sun appear larger and brighter than others stars.
- why sun appears to rise in east and set in west.
- How the stars are shining.

Skill:->

Pupil will be able to:-

- observation skill.
- Diagrammatically skill.
- Explaining skill.

Teacher Aids:->

:- Chalk, duster, Blackboard, pointer etc.

Prior knowledge:->

Pupil will have some previous knowledge about the stars, sun and moon, our earth.

Introduction

Teacher Activity

What you see in the sky during night time?

Pupil Activity

stars, moon

Pupil Teacher Activity

- What you see in the sky during day time?
- Earth, Sun, Mars what we called them?
- Planets, stars, moon all lies in the space what we called it?
- What is the solar system?

Pupil Activity

Sun

Planets

Universe

No response

Announcement the Topic:->

Well students! Today we will st about the stars and the solar system.

Teacher point

Defination of Universe

Concept of Solar System

Pupil Teacher Activity

The space which includes everything that exist on the earth and around it called universe.

Solar system consists of Sun, eight planet and other heavenly bodies.

Pupil Activity

All pupil listen carefully and write in their notebook.

Black board

universe
The space which includes everything that exist on the earth and around it called universe.

Teacher's Point	Pupil Teacher Activity	Pupil Activity	Black board work.
	The solar system sun is the centre of all remote bodies. Gravitational attraction between sun and other revolving bodies.	All pupil listen carefully.	
Order of planet's	The order of eight planets are:- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.		The order of eight planets are ① Mercury ② Venus ③ Earth ④ Mars ⑤ Jupiter ⑥ Saturn ⑦ Uranus ⑧ Neptune
The sun	Sun is the head of the solar system. Sun appears larger and brighter because it is much nearer to earth. Sun is main source of heat and light. Distance of the sun from earth:- 150×10^6 km Size = 109 times, Mass = 330,000, diameter = 14×10^5 km Temp:- 6000°C life to billion years.	All pupil listen carefully and write in their notebook.	

<u>Teacher's Point</u>	<u>Pupil Teacher's Activity</u>	<u>Pupil Activity</u>	<u>Blackboard</u>
mercury	mercury is nearest to sun. It takes 88 days to complete one revolution. It has no natural satellite.	All pupil Listen Carefully.	mercury is nearest to sun. It takes 88 days to complete one revolution. It has no natural satellite.
<u>Venus</u>	The brightest planet in the night sky. It has no natural satellite unlike earth. It rotates from east to west.		
<u>Mars</u>	Mars is a reddish planet. It has two tiny natural satellites.	All pupil Listen carefully and write in their notebook.	
<u>Jupiter</u>	Jupiter is the largest planet of the solar system. It is 318 times heavier than earth.		Jupiter is the largest planet of the solar system. It is 318 times heavier than earth.
<u>Neptune</u>	Neptune also has a ring system. It has 13 known satellites.		

Teacher PointTeacher ActivityPupil ActivityBlack board workLight year

The distance travelled by the light in one year.

$$1 \text{ light year} = 9.46 \times 10^{12} \text{ km}$$

All pupil
Listen
carefully
and write
in their
notebook.

Light year:-
The distance travelled by the light in one year
 $1 \text{ light year} = 9.46 \times 10^{12} \text{ km}$

other members of solar system

Asteroids, Comet, meteoroids, meteors and meteorites.

Comet

Comet is a small body of ice and dust that moves around the sun in an elongated orbit.

All pupil
listen
carefully

meteoroids

meteoroids are small, rocky, irregular heavenly bodies which revolve around the sun.

meteoroids:-
meteoroids are small, rocky, irregular heavenly bodies which revolve the sun

meteors

meteors are burning meteoroids which are a bright streak.

Evaluation →

(i) Tick (✓) The correct Answer:-

i) which of the following is not a terrestrial planet:-

(1) Mercury (2) Neptune (3) Earth (4) Mars

(ii) The planet visible in the early morning is-

(1) Mercury (2) Saturn (3) Mars (4) Neptune

Home - Works →

:- what is the size and mass of the sun compared to earth.

(2) write difference b/w stars and planets.

Reference

Science book from 8th class based on CCE
written by Dhiren M. Doshi.

C.B. Most real clear
19/12/14
Haught

Lesson PLAN: → 12

(192)

Pupil Teacher Roll NO: - 1812

Subject: - Physical Science

Topic: - ~~B~~Chemical Change

Class: - 7th

Period: - 3rd

Time Duration: - 30 min

Date ⇒ 20/12/2014

Content Analysis: →

- Definition of Substance.
- Definition of Formula.
- Definition of Chemical change.

General objective: →

Pupil will be able to:-

- ⇒ Develop the interest towards the study of Science.
- ⇒ Think and reason scientifically.
- ⇒ Remove superstitious.
- ⇒ Develop mental power of the student.
- ⇒ Develop Scientific Creativity.

Specific objective: →

Knowledge: →

Pupil will be able to:-

- ① Recall the term substance, chemical formula and chemical change.
- ② Recognise the different states of elements.

Understanding: →

Pupil will be able to:-

- ① Explain the chemical in his own words.
- ② cite more examples of different chemicals.
- ③ Recognise different types of chemical substance.

Application ⇒

Pupil will be able to:-

- ① How chemical is formed.
- ② How and when chemical change takes place.

Skill ⇒

Pupil will be able to develop skills:-

- ① Observation skills.
- ② Numerical skills.
- ③ Simple experimental skills.

Teaching Aids ⇒

Blackboard, Duster, Chalk, pointer, etc.

Previous Knowledge ⇒

Teacher's Activity	Pupil Activity
Q1 When we burn candle what will happen?	Candle melts.
Q2 What is reversible change?	The change which is reversed. Water and again water to ice.
Q3 What do you mean by chemical change?	No response.

Announcement the Topic ⇒

Well students! Today we will study about Chemical change:

Presentation

Teacher point	Teacher Activity	Pupil Activity	Black board work
<u>Substance</u>	Any substance is definition a material of specific chemical composition is called substance. There are two major types of substances:- ① pure substance. ② mixture	All pupil listen carefully and write in their notebook.	<u>Substance</u> ⇒ Any substance is definition a material of specific chemical composition is called substance. There are two types of substance ① Pure substance ② Mixture
<u>Element</u>	Pure substance be classified into two types:- ① Elements ② Compounds. A substance which is made up of only one kind of atoms is called an element. eg:- Iron is an element.	All student listen carefully.	

Teacher's Point	Pupil Teacher Activity	Pupil Activity	Black board work
<u>Atom</u>	An atom is the smallest unit of any substance/element which retains the characteristic properties of the element. Atoms combine to form molecule. The smallest identifiable unit into which a pure substance can be divided and still retain the composition and chemical properties of that substance. e.g:- Hydrogen, Helium, Beryllium, Boron, Nitrogen and Oxygen etc.	All pupil Listen carefully.	<u>Atom</u> ⇒ An atom is the smallest of any substance/element which retains the characteristic properties of an element. Atom combine to form molecule.
<u>Compound</u>	A substance that is formed by the combination of two or more elements is called a compound.	All pupil Listen carefully and write in their notebook.	<u>Compound</u> ⇒ A substance formed by the combination of two or more elements is called a compound. All compounds have different properties.

Teacher

Pupil Teacher

Pupil

Black board

Point

Activity

Activity

Use

All Compounds have properties that differ from the constituting elements.
 eg: $\rightarrow$ Hydrogen and Chlorine are the two different elements and they combined or react to form hydrochloric acid.

$$H + Cl \rightarrow HCl$$

 Hydrochloric acid.

All student write in their notebook.

All compounds have properties that different from the constituting a element.
 eg: $H + Cl \rightarrow HCl$
 Hydrochloric acid.

mixture

Impure substance are commonly called mixture. A mixture contain two or more elements or compound that are in close contact and they are in mixed or only propagation.
 eg: $\rightarrow$ mud is a mixture of soil and water.

All pupil listen carefully.

mixture: $\rightarrow$ The substance are commonly called mixture. A mixture contain two or more element or compound that are in close contact.

<u>Teacher's Point</u>	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>	<u>Black board</u>
<u>Chemical formula</u>	Chemical formula is used to describe the types of atom and their numbers in an element or a compound. e.g.:- 'H' represent one atom of hydrogen and 'O' represent one atom of oxygen.	All pupil listen carefully.	<u>Chemical formula</u> It is used to describe the types of atom and their numbers in an element or a compound.
<u>Chemical change</u>	The change in which new substance with different properties are formed is called as chemical change.	All pupil listen carefully and write in their notebook.	
<u>Chemical reaction</u>	<u>Chemical reaction</u> :- A chemical reaction in which two or more substance combine to form a compound is called chemical reaction. e.g.:- $Mg + O \rightarrow$ Magnesium oxide.		<u>Chemical reaction</u> A chemical reaction in which two or more substance combine to form a compound is called chemical reaction.

Evaluation ⇒

- ① How many elements are found in nature?
- ② Define the following term.
 - ① Chemical formula
 - ② Chemical change
 - ③ Chemical reaction.

Home - work ⇒

- ① Define the element?
- ② What is the compound?
- ③ Define the chemical reaction?

Reference ⇒

This lesson plan is taken from NCERT book of Science of class 7th.

Handwritten notes and signatures in red ink, including "Practical", "Project", and a date "20/10/14".

Lesson plan:-13

Pupil Teacher Roll No = 1812

Subject = Physical Science

Topic = Pollution

Class = 7th

period = 4th

Time Duration =

Date = 22/12/23

Content Analysis ⇒

- ① meaning of Pollution.
- ② Types of pollution.
- ③ Causes of pollution.

General Objective ⇒

Pupil will be able to:-

- Develop the interest toward the study of Science.
- Think and reason scientifically.
- Remove superstitions.
- Develop the mental power of the student.
- Develop the scientific creativity.

Specific Objective ⇒

Knowledge ⇒

Pupil will be able to:-

- ① Recall the term Pollution.
- ② Recognise the different types of pollution.

Understanding ⇒

Pupil will be able to:-

- ① Illustrate about the pollution.
- ② Explain the different types of pollution.
- ③ Cite more example of pollution.

Application:→

Pupil will be able to:-

- ① Discuss about Pollution.
- ② Use the term Pollution in there life.

Skill⇒

Pupil will be able to:-

- ① observation skill
- ② Numerical skill
- ③ simple experimental skill.

Teaching Aid!→

black board, chalk, duster, pointer, chart.

Previous knowledge!→

Teacher Activity	Pupil Activity
① what are the main things we required to live.	water and air
② what will happens if we do not get pure water and pure air	we will fall sick.
③ what is pollution?	No response.

Announcement the Topic =>

Well students! Today we will study about the pollution.

Presentation

Teacher's Point	Pupil Teacher's Activity	Pupil Activity	Black board use
Pollution <u>meaning</u>	Pollution is introduction of contaminants into the natural environment that change the pure and clean environment causes adverse effect on human's environment.	All pupil listen carefully and write in their notebook.	<u>Types of P</u> <u>Four type</u> ① water pollution ② Land pollution ③ Air pollution ④ Noise pollution
Types of pollution.	There are four types of pollution:- ① water pollution ② Land pollution ③ Air pollution ④ Noise pollution		
<u>water pollution</u>	<u>water pollution</u> -> water pollution involves any contamination in	All student listen carefully.	

Teacher Pupil Teacher Pupil Black board

Point Activity Activity Work.

water whether from
Chemical or bacterial
material that the water
quality and purity.

Q:- Why water pollution
occures?

Throwing waste
material in
water.

Good

Cause of
water
pollution

The main cause of water
pollution are:-

- ① Organic material decay
in water supplies.
- ② Improper water disposal.
- ③ Chemical factor waste.
- ④ Household work disposal.

All pupil
listen
carefully.

Cause of water
Pollution:->

- ① organic material decay in
water supplies.
- ② Improper
water disposal.
- ③ chemical
factor waste.

Land
Pollution

Land pollution:->

Land pollution is contamination of
the soil that present
natural growth balance
in the land.

Q:- Why Land pollution
occures?

chemical
fertilizer

<u>Teacher</u> <u>Point</u>	<u>Pupil</u> <u>Teacher</u> <u>Activity</u>	<u>Pupil</u> <u>Activity</u>	<u>Black board</u>
cause Cause of Land pollution	The important factor responsible for land pollution are:- ① Use of chemical fertilizers. ② Deforestation ③ Household dumping waste material.	All student listen carefully.	
<u>Air pollution</u>	Air pollution is contamin ation of the atmosphere that disturb the natural composition's chemical impurity of the air.	All pupil write in their notebook.	<u>Air pollution</u> It is contamin ation of the atmosphere that disturbs the natural composition & chemical imp urity of the air.
<u>Cause of Air pollution</u>	The main factor respons of air pollution are:- ① manufacturing industries smoke. ② forest fire. ③ war (use of atomic bombs)	All pupil listen carefully.	
noise <u>Noise pollution</u>	Noise pollution refers to undesirable level		

Teacher Point

Pupil

Teacher Activity

Pupil

Activity

Black board work

of noise caused by human activity that disturb the standard of living in effective area.

All pupil Listen carefully and write in their note book.

Cause of noise pollution

- The main factor responsible for noise pollution are:-
- ① Traffic Sound
 - ② RAILS, roads
 - ③ manufacturing plant
 - ④ concert
 - ⑤ Airport

Cause of Noise Pollution:-

- ① Traffic sound
- ② RAILS, road
- ③ manufacturing plant
- ④ Airport

Evaluation →

- :- ① Define the pollution.
② what is the air pollution.
③ what is the noise pollution.

1 place
22/12/14
Pupil teacher was active explanation of the good

Home - work →

- ① what are the different types of pollution?
- ② what is the land pollution?
- ③ define the air pollution?

Reference →

This lesson plan is taken from the NCERT book of Science of the class 7th.

Lesson Plan:-14

Pupil Teacher Roll No = 1819

Class ⇒

Subject = Physical Science

Period ⇒

Topic → Chemical effect /
of electric current

Time Duration ⇒

Date ⇒

Content Analysis:→

- Conductors and Insulators.
- Electrical Conductivity.
- Terms commonly used in chemical effect of current.
- Uses of electrolysis.

General objective:→

Pupil will be able to:-

- Develop interest towards the study of science.
- Think and reason scientifically.
- Remove superstitions.
- Develop mental power of student.
- Develop the scientific creativity.

Specific objective:→

Knowledge:→

Pupil will be able to:-

- Recall the definition of conductor and insulator.
- Recall the concept of electrical conductivity.
- Recognise the term of electric current.

→ Recognise the effect of electric current.

Understanding ⇒

Pupil will be able to:-

- Give more cite examples of conductor and insulator.
- Explain the terms of electric current.
- Explain the uses of electrolysis and electroplating.

Application ⇒

Pupil will be able to:-

- Why electric current pass through the tap water.
- How bubbles are formed in a solution when a rod is dipped into it.

Skill ⇒

Pupil will be able to develop:-

- observation skill
- Diagrammatically skill.
- Explaining skill.

Teaching Aids ⇒

Chalk, duster, black board, Pointex etc.

Previous Knowledge ⇒

Pupil will have some previous knowledge about the chemical effect of electric current.

Teacher Activity

- How fans, T.V, bulbs etc. are functioning?
- Electric current pass through wood, water, graphite?
- Electric current pass through the medium what is called?

Pupil Activity

By electricity.

Yes mam.

No response

Announcement the topic ⇒

Well students! Today we will study the chemical effect of electric current.

Presentation

Teacher Point

Insulator

Pupil Teacher

Activity

Electric current pass through the medium is known as conductor and insulator.

Pupil Activity

All.

pupil listen carefully.

Blackboard

Definition of Conductor

Conductor ⇒

material that allow electricity to flow through them easily

Teacher Point	Pupil Teacher Activity	Pupil Activity	Black board work
Electric conductivity	are conductor. Electric conductivity is a measure of the ability of a substance to carry electric current. Good conductors of electricity have high electrical conductivity.	All pupil listen carefully.	
Terms used in chemical effect of <u>current</u> .	Terms used in chemical effects of current are:- (i) Electrolysis. (ii) Non-Electrolysis (iii) Electrolytes. (iv) Electrodes.	All pupil write in their notebook.	<u>Chemical effect:-</u> (i) Electrolysis (ii) Non-Electrolysis (iii) Electrolyte (iv) Electrode
<u>Definition of Electrolytes</u>	Chemical compounds whose molecules ionise into positively and negatively charged ions in solutions are called electrolytes.		

<u>Teacher's Point</u>	<u>Pupil Teacher's Activity</u>	<u>Pupil Activity</u>	<u>Blackboard</u>
Concept of <u>Electrodes</u>	The metal through which current enters or leaves the electrolytes are called electrodes.	Listen carefully.	Electrodes are two types. ① Cathode ② Anode
<u>Types of electrodes</u>	Two types of electrodes:- ① Anode ② Cathode		Cathode is the -ve charge
	<u>Cathode</u> ⇒ The electrode connected to the negative terminal of a cell/battery.	All pupils listen carefully and write in their notebook.	
	<u>Anode</u> ⇒ The electrode connected to the positive terminal of a cell/battery.		
<u>Effect of electric current</u>	<u>Three effects</u> :- ① Heating effect. ② Magnetic effect. ③ Chemical effect.		Effect of electric current ① Heating effect ② Magnetic effect ③ Chemical effect
<u>Use of electrolysis</u>	① Extraction of metal. ② Manufacture of chemical. ③ Refining of metal.		

Evaluation :-

⊙ Tick the CORRECT ANSWER:-

- (i) The electrode connected to the negative terminal of the battery is called _____.
- (A) Cathode (B) Anode (C) Both of these.
- (ii) The electrode connected to the positive terminal of a cell is called _____.
- (A) Cathode (B) Anode (C) electrolyte (D) Ions.

Home-Work =>

- Explain the concept of Pressure?
- Explain the effect of electric current?
- Explain the concept of electrodes?

Reference =>

Science book from 8th class based on CE pattern written by Dhiren Mishra.

Ch Dr
23/12/14

Bozov is
Teaching is
Students participatory
Hm is given

⇒ Lesson PLAN:-15

Pupil teacher Roll No = 1812

Class - 6

Subject = Physical Science

Period = 1

Topic = kinds of materials

Time Duration =

Date = 24/

Content Analysis ⇒

- Concept of materials.
- General properties of materials.
- Classification of materials.

General objective ⇒

Pupil will be able to:-

- Develop interest towards the study of Science.
- Think and reasoning scientifically.
- Develop interest towards the study of nature in scientific manner.
- Write, speak and work with accuracy.
- Develop and improve mental power of student.

Specific objective ⇒

⇒ knowledge ⇒

Pupil will be able to:-

- Recall the concept of materials.
- Recognised the general properties of material.
- Recall the classification of materials.

Understanding ⇒

Pupil will be able to:-

- cite more examples of materials.
- make difference b/w metals and plastics.

Application ⇒

Pupil will be able to:-

- Why the metal are good conductors of heat.
- How the fibres are used for making clothing materials.

Skill ⇒

Pupil will be able to:-

- Observation skill.
- Diagrammatic skill.

Teaching Aids ⇒

Black board, chalk, pointer, Duster etc.

Introduction ⇒

Teacher Activity

What you observe in your surround-
-ing?

What from all these items:

What is materials?

Pupil Activity

Glass, machine, jewellery, Pen, jug etc.

By materials.

No-response.

Announcement the topic =>

well students ! Today we will study
the concepts 'kinds of materials'.

Presentation

Teacher Point	Teacher Activity	Pupil Activity	Blackboard
<u>metals</u>	<u>metal =></u> metal are shiny, hard strong and flexible. They also good conductors of heat and electricity. metal can be heated to a high temp. it is ductile which can be drawn into wires. Some metals are magnetic. Iron, cobalt and metal are magnetic metal. They are attract towards a magnet. They themselves can be made into a magnet.	All pupil listen carefully.	<u>metal</u> metal are shiny, h strong flexible They are good con of heat and etc
<u>Glass</u>	<u>Glass =></u> glass are		

Teacher Point	Teacher Activity	Pupil Activity	Black board work.
	shiny, smooth hard and non flexible materials. • It can be powdered on crushing. Glass are non conductors of heat and electricity. It can be made in any shape on heating glass are transparent which used in making mirror. We see our image in a mirror reflects the light.	All pupil Listen carefully and write in their notebook.	<u>Glass</u> ⇒ glass are shiny, smooth, hard
<u>Plastics</u>	<u>Plastics</u> ⇒ plastics are flexible may float on water. Plastics can be moulded to any shape. Bottom made from plastics sink in water. It is bad conductors of electricity. Plastics catches fire easily on heating. It also used to making polyethene.	All pupil Listen Carefully.	

Teacher's Point	Pupil Teacher Activity	Pupil Activity	Blackboard
<u>Fibers</u>	<u>Fibers</u> :-> Fibers are two types:- ① Natural fibers and ② Synthetic fibers.	All pupil listen carefully and write in their notebook.	
<u>Natural fiber</u>	<u>Natural fiber</u> :-> Natural fiber are obtained from plants and animals. It also used in making clothing materials. <u>Fiber</u> :-> Fiber are light in weight soft and flexible. It is poor conductors of heat and electricity.		

Evaluation:->

- Q:-1 What is glass?
- Q:-2 What are the properties of plastics?
- Q:-3 What is the types of fiber.

Home-work:->

- ① What is materials? write the

types of materials ?

Q. 2 What are the properties of materials ?

Reference :->

This lesson plan is taken from NCERT text book of Science of VIIth class.

Evaluation would be done by student participation
gud/12/14

Lesson PLAN:-16

(15)

Pupil Teacher Roll No = $\Rightarrow$ 1812 ✓

Subject $\Rightarrow$ Physical Science

Topic $\Rightarrow$ Chemical Reaction

Class-

period

Time Duration

Date:-

Content Analysis:->

- $\rightarrow$ Different types of Chemical Reaction.
- Characteristics of Chemical Reaction.
- Rusting ✓
- Separation of Solid from its solution.

General objective:-

Pupil will be able to:-

- $\rightarrow$ Develop interest towards the study of Science.
- $\rightarrow$ Think and reason scientifically.
- $\rightarrow$ Develop interest towards the study of nature in scientific manner.
- $\rightarrow$ Write, speak and work with accuracy.
- $\rightarrow$ Develop and improve mental power of student.

Specific objective:-

$\rightarrow$ Knowledge $\Rightarrow$

Pupil will be able to:-

- $\rightarrow$ Recall the different types of Chemical Reaction.
- $\rightarrow$ Recognise the characteristics of Chemical reaction.

Understanding $\Rightarrow$

Pupil will be able to:-

→ Explain the characteristics of Chemical Reaction.

→ Explain the concept of Rusting.

Application ⇒

Pupil will be able to:-

- How chemical Reaction proceed?
- How Iron oxide is formed?

SKILL ⇒

Pupil will be able to develop

- observation skill
- Simple experimental skill
- Explaining skill.

Teaching Aids ⇒

chalk, dustex, blackboard, pointex etc.

Previous Knowledge ⇒

Pupil will have some previous knowledge about the chemical change on this basis & ask some questions to the pupils.

Introduction

Teacher Activity

Pupil Activity

- What do you mean by chemical change?
- What are reactant?
- What substance have chemical change?
- What do you mean by chemical reaction?

The change in which a substance is formed.

The interacting substance called reactant.

like rusting.

No response.

Announcement the topic =>

Well students! Today we will study about the chemical reactions.

Presentation

Teacher Point

Teacher Activity

Pupil Activity

Black b

Types of Chemical Reaction

Pupil Teacher statement:-
There are different types of chemical reaction.
① Combination of Reaction
② Decomposition Reaction
③ Displacement Reaction
④ Precipitation Reaction

All pupil listen carefully.

Teacher Activity	Pupil Teacher Activity	Pupil Activity	Black board Use
------------------	------------------------	----------------	-----------------

Combination Reaction $\Rightarrow$
The chemical Reaction in which two or more substance combine to form a complex compound is called combination Reaction.
for eg:-
Burning of magnesium ribbons in presence of oxygen.
 $\text{magnesium} + \text{oxygen} \rightarrow \text{magnesium oxide}$
 $\text{Carbon} + \text{oxygen} \rightarrow \text{Carbon oxide}$

All pupil listen carefully and write in their notebook.

De-composition Reaction
The chemical reaction in which a compound break down one or more substance.
for eg:-
 $\text{calcium carbonate} \xrightarrow{\text{Heating}} \text{calcium oxide} + \text{Carbon dioxide}$

All pupil listen carefully.

Displacement Reaction
Displacement reaction = The chemical Reaction in which an element replace

Teacher's Point	Pupil Teacher Activity	Pupil Activity	Black board
-----------------	------------------------	----------------	-------------

another element in a compound.

For e.g.:

Reacting zinc with copper sulphate we get copper and zinc sulphate.

$\text{Zinc} + \text{Copper sulphate} \Rightarrow \text{Zinc sulphate} + \text{Copper}$

All pupil

listen

carefully

and write

in their

note book.

Precipitation Reaction

Precipitation reaction $\Rightarrow$

The chemical reaction in which two different compound react with each other in solution.

e.g. $\Rightarrow$

Silver nitrate + potassium bromide $\rightarrow$ Silver bromide + potassium nitrate

All pupil

write

in their

notebook.

- Characteristics of chemical reaction
- 1) Change in energy.
 - 2) Change in state.
 - 3) Change in colour.
 - 4) Release of gas.

Evaluation ⇒

1) CHOOSE THE CORRECT ANSWER! -

- Reaction in which Heat is absorbed is called

- (i) exothermic Reaction (ii) endothermic Reaction
 (iii) Combination Reaction

→ Covering iron surface with zinc is called

- i) Galvanisation ii) Crystallisation iii) Precipitation

Home-work ⇒

- Reaction in which Heat is absorbed?
 - What is barrier protection?

Reference ⇒

Science book based on CCE pattern from 7th
 class written by Parikaj Tyagi.

CheckupDr
2/1/15

- Introductory questions asked
 Students interaction occurred
 Presentation is done
 Hw: 5 given.

2 DISCUSSION LESSON PLAN 2

Pupil Teacher Roll No : 1812

Class : VII

Subject : Physical Science

Period : 1

Topic : Wind and Storm

Time duration : 30

Date : 3/1/20

⇒ CONTENT ANALYSIS :

- concept of wind
- concept of weather (or) wind name
- characteristics of wind
- concept of thunder storm

⇒ GENERAL OBJECTIVE :

Pupil will be able to

- Develop the interest towards the study of science.
- Think, reason scientifically manner.
- Write, Work and Speak with accuracy.
- Develop the Scientific Creativity.
- Develop the Mental power of students.

⇒ SPECIFIC OBJECTIVE :

i) KNOWLEDGE :

Pupil will be able to:-

- Recall the concept of wind.
- Recognise the characteristics of wind.

ii) UNDERSTANDING :

Pupil will be able to:-

- Give more life examples of wind.
- Explain the concept of wind.
- Explain the concept of thunder storm.

ii) APPLICATION:-

Pupil will be able to:-

- How things are moving when air blowing.
- why are roof blown off during the storms!

iii) SKILL:-

Pupil will be able to:-

- Observation skill
- Explaining skill
- Simple experimental skill.

⇒ TEACHING AIDS:-

= Chalk, cluster, blackboard, pointer, rolling blackboard.

⇒ Previous knowledge ⇒

Pupil will have previous knowledge about the blowing of air. on this basis I ask some question to the pupil.

Introduction

⇒ INTRODUCTION :-

Sub's Teacher Activity

- What do you need to stay alive?

- How the air is important?

- How the kite, Parachute fly?

- What you mean by wind?

Sub's Activity.

We need air, water and food.

It gives oxygen to us.

Due to the movement of air.

No response.

⇒ ANNOUNCEMENT OF THE TOPIC :-

Well students! Today we will study about the wind and storm.

Presentation :-

Learning
Point

Pupil Teacher Activity

Pupil Activity

BBW

Concept
of
Wind

Wind is the motion of air along the surface of the earth. Air or wind, moves with a particular speed and has a direction of propagation. Winds are caused by heat of the sun. When a place gets heated by the sun. When a place gets heated by the sun, the air above it also become hot. This hot air being lighter than the surrounding cold air it cools and denser air blows in from the neighbouring areas. This movement of air is also called Wind flow.

Moving air exerts pressure on every thing that comes along its way and tries to push them along the direction of its movements.

Some example show that the moving air exert pressure.

① The leaves and branches of trees always bend in the direction of Wind flow

Pupil
listen
carefully.

Listen
carefully.

Teaching Point	Pupil Teacher Activity	Pupils Activity
	① The kites fly only in the direction of wind flow. ② The air movement pushes the flags and banners in one direction.	Listen carefully.
<u>Direction of Wind or Characteristics</u>	① High speed winds and air pressure. ② Lifting up roofs. ③ Air movement or air current. ④ High temperature and low temperature region. ⑤ Mechanism of Wind Current	Pupils listen carefully.
<u>Thunder storm</u>	A storm that has both thunder and lightning is known as a thunder storm. It is the violent weather condition of heavy rainfall and high speed winds. On hot day, heating of air creates very strong upward moving winds. Wind move up the water vapour present in it changes into droplets and freeze during fall down their interaction with upward moving air.	All pupils listen carefully.

⇒ EVALUATION:-

i) STATE THE FOLLOWING SENTENCES ARE TRUE OR FALSE:-

- Air cannot exert pressure on rigid bodies.
- Wind flows of air.
- Air becomes heavier on heating.

ii) MATCH THE CORRECT ANSWER:-

- | | |
|---------------------|-----------------------|
| i) High temperature | (a) Movement of air |
| ii) Wind current | (b) Warm air |
| iii) Sea breeze | (c) Low pressure area |

⇒ HOMEWORK:-

- What is wind? Give its two characteristics?
- Why are roofs blown off during storms?

⇒ REFERENCE:-

Science book from 7th class based on CB Pattern written by Ram Kishan Yadav.

Dr

3/1/15

Teacher

Principal

Students' bank of



Lesson PLAN:-17

(169)

Pupil Teacher Roll No. :- 1812

Class $\Rightarrow$ VII

Subject $\Rightarrow$ Physical Science

Period $\Rightarrow$ 3rd

Topic = Cyclones

Time duration = 30 mint

Date = 6/1/2015

$\Rightarrow$ CONTENT Analysis $\Rightarrow$

- Concept of cyclones.
- Concept of Tornado.
- Safety measures during storms.

General Objective $\Rightarrow$

Pupil will be able to:-

- Develop the interest towards the study of science.
- Think and reason scientifically.
- Write, speak and work with accuracy.
- Develop the scientific creativity.
- Develop the mental power of the student.

$\Rightarrow$ Specific Objective $\Rightarrow$

① Knowledge $\Rightarrow$

Pupil will be able to:-

- ① Recall the cyclone.
- ② Recognise the effect of cyclones / Tornadoes.

(ii) Understanding $\Rightarrow$

Pupil will be able to:-

- Explain the concept of cyclone .
→ Explain the effect of cyclones and Tornadoes .
→ Explain the safety during storms .

Application ⇒

Pupil will be able to :-

- How tornado is different from a cyclone .
- Why does the fertility of soil reduce in a cyclone affected area ?

SKILL ⇒

Pupil will be able to :-

- Observation skill
- Simple experiment skill
- Explaining skill

⇒ TEACHING AIDS :->

Chalk , dustex , blackboard , Pointex

⇒ PREVIOUS KNOWLEDGE :->

Pupil will have some previous knowledge about the cyclone .

INTRODUCTION ⇒

Pupil Teacher Activity	Pupil Activity
1. What do you mean by wind?	Moving air is called wind.
2. What is high speed wind called?	Storm.
3. When lightening and storm occur together what it is called?	Thunder storm.
4. What do you mean by cyclone disaster?	No response.

⇒ ANNOUNCEMENT OF THE TOPIC ⇒

Well students! Today we will study about the cyclone.

Presentation

Teacher	Pupil Teacher	Pupil	Black Board
Point	Activity	Activity	
<u>Concept of cyclone</u>	A violent storm with very strong winds which move in a cycle is called a cyclone.	All pupil listen carefully.	
	A severe form of thunder storm leads to a cyclone. It develops over the warm, moist waters of the Atlantic and Pacific oceans near the equator.	All pupil listen carefully.	
	The peak of a spinning cyclone can be 8 to 16 km high with a circulating air mass having 8 to 35 km diameter.		
<u>Concept of Tornado</u>	Tornado is an extremely strong and dangerous wind that blows in a circle. It proceeds in a rotating column and extends from the	All pupil write in their notebook	

Teacher

Pupil Teacher

Pupil

Black Board

Point

Activity

Activity

Work

The surface of the earth
to a thunder cloud.

Effects of
cyclones
and
Tornado

Every year, natural
calamities cause a lots
of damage across the
world. During cyclone
the wind speed reached
up to 300 km/hr.
Tornado are the most
violent small scale
storms on the earth.
They are formed mostly
on land and virtually
destroyed everything
in their path.

Pupil

Listen
carefully.

Safety
measures
during
storms

Safety measures should
be taken to minimise
the loss of damage life.
① Always stay inside
your houses during
storms.
② Don't touches electric
switches.

Pupil

Listen
carefully and
write in
their
notebook

⇒ EVALUATION ⇒

i) Fill IN the BLANKS ⇒

→ There is _____ and _____ during a thunder storm.
_____ is used to measure the speed of wind.

ii) CHOOSE THE CORRECT ANSWER ⇒

→ Wind vane measures _____ of wind.

① Direction ② speed ③ Pressure ④ Circulation

Home WORK ⇒

- ① What is tornado?
- ② How it is different from cyclone?
- ③ Why does the fertility of soil reduce in a cyclone affected area?

REFERENCE ⇒

Science book from 7th class based on a pattern written by Pankaj Tyagi.

6/11/15
Pankaj Tyagi
Teacher's mark

⇒ Lesson PLAN ⇒ 18

(175)

Pupil Teacher Roll NO ⇒ 1812

Subject ⇒ Physical Science

Topic ⇒ Combustion

Class ⇒ VII

period ⇒ 3rd

Time Duration ⇒ 30 min

Date ⇒ 7/1/2015

⇒ CONTENT Analysis ⇒

- Burning and Combustion.
- Combustion and non-combustible substance.
- Types of Combustion.

General objective ⇒

Pupil will be able to:-

- Develop the interest towards the study of science.
- Think and reason scientifically.
- Write, speak and work with accuracy.
- Develop the interest in study of nature in scientific manner.

Specific objective ⇒

① Knowledge ⇒

Pupil will be able to:-

- Recall the term of Burning and Combustion.
- Recognise the types of Combustion.

Understanding ⇒

Pupil will be able to:-

- Give cite more examples of combustible and non-combu
- Explain the concept of Burning and Combustion.
- Explain types of Combustion.

Application ⇒

Pupil will be able to:-

- Why substance produce Heat and light on burning?
- Why incomplete combustion more harmful to human beings.

Skill ⇒

Pupil will be able to develop

- observation skill
- Simple experimental skill.
- Explaining skill.

Teaching Aids ⇒

Chalk, dustex, Blackboard, pointex etc

⇒ Previous knowledge ⇒

Pupil will have some previous know about the heat, light and fuels.

INTRODUCTION

Teacher

Pupil

Activity

Activity

① How we cooked food?

on fire

② Which substance burn completely into ashes?

Plants, paper

③ When we burn coal / LPG what they produce?

Heat and light

④ What is the proper definition of combustion?

No response

Announcement the Topic ⇒

Well students! Today we will study about the combustion.

PRESENTATIONTeacher
Point
Concept
of
burning
and
combustionPupil Teacher
ActivityTeacher statement:-
When the magnesium ribbon was heated over a burner it burnt to form magnesium oxide and produce heat and light.Pupil
ActivityPupil
Listen
carefully.Blackboard
work.

Teacher's Point	Teacher's Activity	Pupil Activity	Black board work
	<u>Combustion</u> $\Rightarrow$ A chemical process in which a substance react with oxygen to give off heat and light is called combustion, for ex:- magnesium, charcoal, clothes etc.	All pupil Listen Carefully.	
Combustible and Non-Combustible substance	<u>Combustible substance</u> The substance that burn easily to produce heat and light are called combustible substance. for eg:- dry leaves, clothes, wood.	Pupil Listen Carefully.	
	<u>Non-Combustible</u> $\Rightarrow$ The substance that do not burn are called Non-Combustible substance. for eg:- Iron, glass stone etc.		

Teacher

Teacher

Pupil

Blackboard

Point

Activity

Activity

Use

Types
of
CombustionThere are three types
of combustion:-

All

pupil

write in

their

notebook.

- i) Slow Combustion
- ii) Rapid Combustion
- iii) Spontaneous Combustion.

i) Slow Combustion →

The substance that burns
at a slow rate, producing
a very little heat but
no light is called slow
combustion.

Pupil

listen

carefully.

ii) Rapid Combustion →

The substance that burns
at a rapid, producing
a very large amount
of heat and light in
a short time is
called Rapid Combustion.

All

pupil

listen

carefully.

for eg: →

burning of wax
in candle, fire crackers
magnesium ribbon.

EVALUATION ⇒

i) Tick (✓) the correct Answer:-

→ which of the following is not a fuel?

i) Petrol ii) Diesel iii) paper iv) kerosene

⇒ Spontaneous Combustion is seen in case of Burning

i) Fire cracker ii) magnesium Ribbon iii) Wax

HOME - WORK ⇒

→ What is combustible substance?

→ What are inflammable substance?

→ What is meant by 'spontaneous combustion'?

REFERENCE ⇒

The science book from 7th class based on cc pattern written by Dhruv M Doshi.

~~1 Aug
7/1/15
V. G. G.~~

LESSON PLAN ⇒ 19

(18)

Pupil Teacher Roll No ⇒ 1812

Subject ⇒ Physical Science

Topic ⇒ Flame

Class ⇒ VII

period ⇒ 3rd

Time Duration ⇒ 30 min

Date ⇒ 8/11/2015

CONTENT ANALYSIS ⇒

- Concept of fire-fighting.

→ Concept of flame.

→ Concept of fuels.

General objective ⇒

Pupil will be able to:-

→ Develop the interest towards the study of science.

→ Think and reason scientifically.

→ Work, speak and write with accuracy.

→ Develop the mental power of students.

→ Develop the interest in study of nature in scientific manner.

Specific objective ⇒

① Knowledge ⇒

Pupil will be able to:-

→ Recall the terms of fire-fighting.

→ Recognise the loss of fire-victims.

→ Recognise the zones of candle flame.

UNDERSTANDING ⇒

Understanding ⇒

Pupil will be able to:-

- Explain the concept of fire-fighting.
- Explain the safety measure during the fire-victims.
- Explain the concept of flame.

Application ⇒

Pupil will be able to:-

- why the outermost part of flame appears blue?
- why different fuels produced different amount of Heat on burning?

Skill ⇒

Pupil will be able to develop

- observation skill
- Simple experiment skill.
- Explaining skill.

Teaching Aids ⇒

chalk, dustex, Blackboard, pointex, Roll board etc.

Previous Knowledge ⇒

Pupil will have some previous knowledge about the Heat, light, fire and flame.

Introduction

Pupil TeacherActivityPupilActivity

Q When we burn dry leaves what they produce?

Heat and light

Q The substance reacts with oxygen and produce heat and light what we called then?

Combustion

Q What is triangle of fire?

Three necessary condition of combustion.

Q What is the meaning of fire fighting flame?

No response?

Announcement the topic

Well students! Today we will study about the flame.

Presentation

Teacher Point	Teacher Activity	Pupil Activity	Black board work.
concept of fire fighting	Fire-fighting means to control and extinguish the unwanted fire. fire can be controlled by removing one or more of the conditions required for combustion.	Pupil Listen carefully.	

Teacher's	Teacher's	Pupil	Black board
Point	Activity	Activity	Look
	<u>Principles of fire fighting:-</u>		
	Fire fighting operations work mainly on two principles.	All Pupil Listen carefully.	
	[1] Bringing down the temp. of the burning substance below their ignition temperature.		
	[2] Cutting off the air supply to the burning substance.		
	<u>Types of fire-extinguisher:-</u>		
	1. Water as a fire ext-inguisher.	All pupil Listen carefully.	
	2. Carbon dioxide as a fire extinguisher.		
	3. foam type fire extingui-sher.		
Concept of Flame	<u>Flame</u> ⇒ A flame is a region where combustion of a fuel takes place.		

Teacher's Teacher's Pupil Black board

Point

Activity

Activity

1 All the gases like LPG which undergo combustion produce a flame.

All
Listen
carefully
and write

2 Only solid fuels like wax and camphor which vaporise on heating burn with a flame.

in their
notebook.

Concept
of
Fuels

Fuels :-

The material which are burnt to produce a large amount of heat energy are known as ~~fuels~~.

Pupil
Listen
carefully.

for eg :-

Wood, Coal,
LPG etc.

Classification of fuels:-

Fuels are classified into three states:-

- ① Solid fuels
- ② Liquid fuels
- ③ Gaseous fuels

All
pupil
Listen
carefully.

Evaluation ⇒

i) Tick (✓) the correct Answer:-

⇒ The colour of the cooking gas flame is

i) yellow ii) Red iii) Orange iv) Blue

⇒ What happens to a lighted candle after some time

i) Keep burning ii) stops burning iii) Blasts

VERY SHORT ANSWER ⇒

- Name any some solid fuels?

- What is meant by 'fire-fighting'?

HOME - WORK ⇒

→ Write the characteristics of an ideal fuel?

→ Explain the taking care of fire-victims.

Reference ⇒

Science book from 7th class based on CCE-F
written by Dhruv M. Doshi.

14/01/15
10/01/15
10/01/15

LESSON PLAN:-20

(187)

Pupil Teacher Roll NO $\Rightarrow$ 1812

Class $\Rightarrow$ VII

Subject $\Rightarrow$ Physical Science

period $\Rightarrow$ 3rd

Topic $\Rightarrow$ Friction

Time Duration $\Rightarrow$ 30 min

Date $\Rightarrow$ 9/1/2015

Content Analysis $\Rightarrow$

- $\rightarrow$ cause of friction
- $\rightarrow$ factors affecting friction
- $\rightarrow$ Types of friction
- $\rightarrow$ fluid friction
- $\rightarrow$ friction is a necessary evil.

General Objective $\Rightarrow$

===== Pupil will be able to:-

- $\rightarrow$ Develop the interest towards the study of Science.
- $\rightarrow$ Think and reason scientifically.
- $\rightarrow$ Write, speak and work with accuracy.
- $\rightarrow$ Develop the Scientific creativity.
- $\rightarrow$ Develop the mental power of the students.

Specific knowledge $\Rightarrow$

Knowledge $\Rightarrow$

===== Pupil will be able to:-

- ① Recall the cause of friction
- ② Recall the types of friction
- ③ Recognise the necessary evil of friction.

Understanding ⇒

Pupil will be able to:-

- Explain the cause of friction
- Explain the types of friction
- Give more cite example of fluid friction.

Application ⇒

Pupil will be able to:-

- Why does friction damage the machines?
- Why rolling friction is less than sliding friction
- How does a ball bearing reduce friction?

Skill ⇒

Pupil will be able to develop

- Observation skill
- Simple experiment skill
- Explaining skill

Teaching Aids ⇒

Chalk, dustex, Blackboard, Rolling board pointer.

Previous knowledge ⇒

Pupil will have some previous know about the friction.

Introduction

Pupil Activity	Pupil Activity
Teacher	Activity
What we do to open or close the door?	Pull or Push the door.
When we press the object then what happens?	change the shape.
Why a ball rolling along the ground gradually slow down and finally come to rest?	due to force of friction.
What is the definition of the friction	No response

ANNOUNCEMENT of the Topic =>

Well students! Today we will study about the friction.

PRESENTATION

Teacher	Teacher	Pupil	Black board
Point	Activity	Activity	Look
Cause of <u>friction</u>	The force acting along the two surfaces in contact which opposes the motion of one body over other is called 'force of friction'. The roughness of the surface can be seen through a microscope in the form of tiny hills and valleys.	Pupil Listen carefully.	
Factors Affecting <u>friction</u>	The force of friction depends upon the following factors:- 1) The nature of surfaces in contact with each other. 2) The weight of the body.	Pupil listen carefully.	
<u>Types of friction</u>	There are three types of the force of friction. ① Static friction ② Limiting friction ③ Kinetic friction. ① <u>Static friction</u> →	All pupil listen carefully.	

Teacher's Point	Teacher's Activity	Pupil Activity	Black board Use
	The opposing force that comes into play when one body tends to move over the surface of another but the actual motion is not started is called static friction. (2) <u>Limiting friction</u> $\Rightarrow$ The maximum value of static friction is called limiting friction. 3 <u>Kinetic friction</u> $\Rightarrow$ The kinetic force is called kinetic friction.	All pupil Listen carefully and write in their notebook.	
Friction is a necessary Evil	<u>Advantage of friction</u> $\Rightarrow$ (1) Helps us to walk. (2) Writing work (3) movement of vehicles <u>Disadvantage of friction</u> $\Rightarrow$ (1) Damage to the machine (2) wear and tear	All pupil Listen carefully.	

Evaluation ⇒

i) Tick (✓) the correct Answer:-

- ① Roller skates are fitted with
 ① Ball Bearing ② Jack ③ Roller Bearings.

② Rolling friction does not when an object is fitted with

- i) wheels ② Ball Bearings ③ screw

ii) Very SHORT QUESTION: ⇒

- what is friction.
 → what is Rolling friction.

⇒ Home-Work ⇒

- ① Give reason when the bodies of are streamlined
 ② How does the ball bearing reduce friction?

Reference ⇒

Science book from 7th class based on catteren written by Dhireem M. Dashi.

Resting
Topic was
target
answers given

9/11/15

Pupil Teacher Roll No :- 1863

Subject $\Rightarrow$ Math

Topic $\Rightarrow$ Ratio

Class $\Rightarrow$ 7th

Period $\Rightarrow$ 38

Time Duration $\Rightarrow$ 3

Date $\Rightarrow$ 3/1/2

- 1 Teaching is good.
- 2 B.B. Writing was not done.
- 3 Voice was clear.
- 4 Teaching is done.
- 5 Teaching aids not used.

Pupil Teacher Roll No $\Rightarrow$ 1868

Subject $\Rightarrow$ Physical Science

Topic $\Rightarrow$ Force

Class $\Rightarrow$ 7th

period $\Rightarrow$ 4th

Time Duration = 30

Date $\Rightarrow$ 3/1

- 1 Teaching aids used.
- 2 B.B. work was good.
- 3 Teaching is good.
- 4 Chart is not used.
- 5 H.W. was given.

Teacher Roll NO $\Rightarrow$ 1833

Class $\Rightarrow$ 8th

Subject $\Rightarrow$ S.S.T

Period $\Rightarrow$ 5th

Topic $\Rightarrow$ State and Capital

Time Duration $\Rightarrow$ 30 min

Date $\Rightarrow$ 3/1/2015

- $\Rightarrow$ voice was clear.
- $\Rightarrow$ class is silent
- $\Rightarrow$ Teaching is not good.
- $\Rightarrow$ B.B. writing was done.
- $\Rightarrow$ H.W. is given.

Teacher Roll NO $\Rightarrow$ 1927

Class $\Rightarrow$ 6th

Subject $\Rightarrow$ Hindi

Period $\Rightarrow$ 3rd

Topic $\Rightarrow$ Noun

Time Duration $\Rightarrow$ 30 min

Date $\Rightarrow$ 3/1/2015

- 1 B.B. writing was done.
- 2 Teaching is good.
- 3 H.W. is given.
- 4 voice was clear.
- 5 class discipline was not good.

~~9/1/15~~
~~23~~

Pupil Teacher Roll No $\Rightarrow$ 1885

Class $\Rightarrow$ 8th

Subject $\Rightarrow$ Sanskrit

period $\Rightarrow$ 4th

Topic $\Rightarrow$ do

Time Duration $\Rightarrow$ 30

Date $\Rightarrow$ 3/11

$\Rightarrow$ H.W is given.

$\Rightarrow$ Teaching was done.

$\Rightarrow$ Class was silent.

$\Rightarrow$ Voice was not clear.

$\Rightarrow$ B.B. writing was good.

SCHOOL RECORD

- 1 श्री एड. सत्र (2014-15) की वार्षिक शिक्षण अभ्यास राजकीय परिषद माध्यमिक विद्यालय गण्डौवला में हुई।
- 2 यह विद्यालय गाँव से लगभग 3 Km दूरी पर स्थित है।
- 3 इसकी स्थापना सन् 1946 में हुई।
- 4 वर्तमान समय में इसकी प्रिंसिपल श्री राजीव कस्तगी जी हैं।
- 5 इसकी स्टाफ की संख्या 35 है। जिसमें 12 पुरुष और 23 महिला हैं।
- 6 स्कूल में कुल छात्रों की संख्या 845 है।
- 7 वर्ष 2012-13 में स्कूल का रिजल्ट कक्षा 10th का लगभग 95% तथा 12th का 90% रहा है।
- 8 स्कूल में एक बड़ा खेल का मैदान है।
- 9 स्कूल में एक computer lab है। जिसमें Eduket के माध्यम से बच्चों को शिक्षा दी जाती है।
- 10 स्कूल में एक Science lab है। जिसमें Practical works किया जाता है।
- 11 स्कूल में मिड-डे-मील की उपलब्धता है। जिसमें दोपहर के समय बच्चों को भोजन दिया जाता है।
- 12 स्कूल के BPL परिवार तथा अनुसूचित जातियों के बच्चों को पैसे दिए जाते हैं।
- 13 स्कूल में पीने का पानी व बीचालय का अच्छा प्रबन्ध है।

CLASS VIth(A)

SCHOOL TIME TABLE

Periods	I	II	III	IV	V	VI	VII	VIII
Subjects	Science	Social Science	S.K.T	English	Yoga	Hindi	Math	
Time	9:50 - 10:30 AM	10:30 - 11:00 AM	11:10 - 11:50	11:50 - 12:30	12:30 - 1:00	1:30 - 2:10	2:10 - 3:00	3:00 - 3:30
Day	Science	S.S	S.K.T	English	Science	Hindi	Math	Yoga
Monday								Edu.
Tuesday	Science	S.S	S.K.T	Eng	Science	Hindi	Math	Eng
Wednesday	Science	S.S	S.K.T	Eng	Maths	Hindi	Math	Eng
Thursday	Science	S.S	S.K.T	Eng	Maths	Hindi	Math	Sports
Friday	Science	S.S	S.K.T	Eng	Yoga	Hindi	Math	Sports
Saturday	Science	S.S	S.K.T	Eng	Yoga	Hindi	Math	Activity

MORNING ASSEMBLY REPORT

- ① स्कूल का समय १:०० से ३:३० बजे तक का होता है।
- ② सबसे पहले बच्चों को समय पर स्कूल पहुँचना होता है।
- ③ प्रार्थना की घंटी बजती है।
- ④ पी. टी. आई बच्चों को लाइन बनवाता है।
- ⑤ पी. टी. आई भावशान किताबें पढ़ाते हैं।
- ⑥ सबसे पहले बच्चे गायत्री मंत्र गाते हैं और बाद में बच्चे प्रार्थना शुरू करते हैं।
- ⑦ प्रार्थना खत्म होने के बाद बच्चे राष्ट्रीय गान गाते हैं।
- ⑧ बच्चों से जर्नल जीर्नल के प्रश्न पूछे जाते हैं और उनकी उनके जवाब बताए जाते हैं।
- ⑨ फिर कुछ बच्चे शोध देते हैं।
- ⑩ समाचार पत्र में से से महत्वपूर्ण जानकारी दी जाती है।
- ⑪ बच्चे अपने विचार व्यक्त करते हैं।
- ⑫ पी. टी. आई सभी को वहीं देखकर उनकी कक्षा में भेजते हैं।

Cumulative Record Card

I. General Data

- (a) Name of the Student Karan
 (b) Date of Birth (in words) (in figures) 07-03-1992
 (c) Name of Father Anil Kumar
 (d) Address V.P.O. Jatauli
 (e) School where studied

Name of the School	Year of Joining	Class of Joining	Year of leaving	Class left	Reason of learning
<u>MLT</u>	<u>2008</u>	<u>6th</u>	<u>2007</u>	<u>2007</u>	

It should be filled once in the beginning of the year.

II. Attendance

Year	Total Working days	Attended actually	Leave, absence etc. with reasons
<u>2003</u> <u>2007</u>	<u>420</u>	<u>400</u>	<u>20</u>

It is to be filled in twice a year.

III. Family Background

- (a) Occupation of Father Army
 (b) Qualifications of Father B.A.
 (c) Occupation of Mother House wife
 (d) Qualification of Mother 12th
 (e) Economic Status
 (f) Special Home Conditions middle
 (g) Position of the Pupil in the family 1
 (To be filled in at the time of admission)

Maintenance of School Records

IV. Physico - Medical Report

- (a) Height 5'8
 (b) Weight 60kg
 (c) Chest measurement (i) Normal (ii) Expanded
 (d) Eye sight 6/6
 (e) Any thing Special
 (f) General Health Normal

V. Scholastic Achievement

Subjects	Marks	% of marks	Remarks
English <u>ECO</u>	<u>79</u>	<u>79%</u>	
Maths	<u>88</u>	<u>88%</u>	
etc.	<u>75</u>	<u>75%</u>	

VI. Co-curricular Activities

Name of activity	Position / Grade	Remarks
<u>Play</u>	<u>1</u>	<u>V. Good</u>

VII. Notable Interests Rating

- (a) Physical
 (i) Indoor games Yes
 (ii) Outdoor games Yes
 (b) Intellectual Yes
 (c) Social Yes
 (d) Recreational Yes
 (e) Artistic Yes

VIII. Pupil's Preferences

- (a) Favourite school subject or subjects PLC
 (b) Subject liked the least ECO
 (c) Pupil's general attitude to school Good
 (d) Pupil's general attitude to school V. Good

IX. Remarks by the Class teacher

X. Remarks by the Headmaster

स्कूल

200

जिला

स्थानांतरण प्रमाण-पत्र

Document No. 1524

क्रमांक

बच्चे का नाम मीना कुमारी / फाइल संख्या

तिथि (अंको में) 15-06-1998 (शब्दों में)

रजिस्टर में संख्या 150 / कृष्क या अकृष्क

प्रमाणित किया जाता है कि मीना कुमारी सुपुत्र/सुपुत्री श्री भीहन कुमार

सुपुत्री श्रीमती रीना चौहान इस स्कूल में 2011 तक रहा

स्कूल को सभी प्रकार के शुल्क दे दिए हैं तथा ऊपरलिखित तिथि को अपना नाम वापिस लेने की अनुमति दे दी है।

छठी कक्षा C विभाग में

या तथा सातवीं कक्षा में होने के लिए परीक्षा में उत्तीर्ण/अनुत्तीर्ण रहा।

स्कूल वर्ष के दौरान के रजिस्ट्रों तथा जिन स्कूलों में वह पहले रहा उनसे प्रस्तुत किए गए प्रमाण-पत्रों के अनुसार निम्नलिखित तालिका को मध्य प्रमाणित किया जाता है।

स्कूल	प्रवेश की तिथि			नाम वापिस लेने की तिथि	चालू स्कूल वर्ष के दौरान उपस्थिति की अवधि		चालू स्कूल वर्ष के दौरान संभाव्य उपस्थिति	चालू स्कूल वर्ष के दौरान वास्तविक उपस्थिति	चालू स्कूल वर्ष के दौरान ली गई छुट्टी
	(क) स्कूल में	(ख) विभाग में	(ग) कक्षा में		से	तक			
उप	1-4	1-4	1-4	31-3	1-4	31-4	180	170	10
अ	2005	2005	2005	2011	2011	2011			

करने की तिथि

जांचकर्ता के हस्ताक्षर

मुख्याध्यापक

Attendance Register of the VIth (A) CLASS

[illegible]

20