

SRI VENKATESWARA COLLEGE OF EDUCATION

(Under the Management of Vikas Educational Society)

Recognized by NCTE, Bangalore

Affiliated to Dr. B.R.Ambedkar University

Etcherla, Srikakulam.



SRI VENKATESWARA COLLEGES
SRIKAKULAM

B.Ed DEGREE 2 YEAR PROGRAMME

BATCH : 2016-18

PRACTICE TEACHING OF 20 LESSONS FOR 6th & 7th CLASSES

SEMESTER – III

Name - Aseema Satapathy

PEDAGOGY - I / II Biological Science

ROLL NO: 903

REGD.NO: 1670905001

MAX.MARKS: 100

SIGNATURE OF THE LECTURER

**Initial of the Member of
Moderation Board**

Name of the Student Teacher: <i>Aseema Sapapathy</i>	Class: <i>VII B</i>
Name of the School:	Unit/Lesson Name:

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Name of the Student Teacher : <i>Aseema Satapathy</i>	Class: VII
Name of the School :	Unit/Lesson Name:

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LESSON PLAN - 1

1. Preliminary Information :-

1. Name of the student teacher :- Aseema Satapathy

Roll No :- 903

Class :- VI

Subject :- Biological Science

Unit :- III

Topic :- Plants, Parts And Functions

Date and time :- 10-10-17, 45 min.

Name & place of the school :-

Name of the observer :-

Content :-

Content :-

1. The important parts of a plant are roots, stem and leaves
2. Root absorb water and minerals from the soil and also helps in anchoring the plant body to the soil.
3. Stem bears branches, fruits, leaves, flowers and carries water root to different parts of the plant.
4. Leaves are involved in preparing food by the photosynthesis
5. Stomata exchange of water & gases between the plant and atmosphere

Key word

- (1) Tap root system
- (2) Fibrous root
- (3) Leaf

- (4) Petiole
- (5) Lamina
- (6) Reticulate venation
- (7) Parallel venation
- (8) Stomata
- (9) Transpiration

Academic Standards :-

1 Conceptual Understanding

The student will

- (1) Identify the part of plant
- (2) Describe the functions of roots and leaves
- (3) know the difference between venation of different leaves

(4) Know the uses of tubers

2. Asking questions and making hypothesis

The student will

- Prove that roots absorb water from soil with an experiment.
- Absorbent Asking which soil is suitable for vegetable crop.
- Ask why potato is called Tuber.

3. Experimentation and field investigation

The student will

- Prove that root absorb water from the soil with an experiment.
- Observe the leaves of a plant
- Observe the parts of a plant.

(4) Information skill and project

The student will

- Collect the Common names & Scientific names of plant from library
- Prepare Herbarium with the help of a different leaves.

(5) Communication through drawing and model making

The student will

- Draw the diagrams of plants & label the plants & the diagram of mother root system & fibrous root system.

(6) Appreciation and aesthetic sense and values application of daily life and concern to biodiversity

The student will

1. Appreciate the functions in plant
2. Develop the interest on growing plants.

Teaching Method :-

Lecture method

Teaching Learning Materials

Charts, models, different types leaves and root etc

Reference Book

Inter first year botany book

Teaching Step	Teacher's Activity	Students Activity	BBW	TLM	Evaluation
Introduction					
1. Greeting	→ Good morning students → How are you? I also fine	→ Good morning mam Fine and you			
2. Mind mapping	→ Students you know we have different parts in our body. So students today we discuss Plants :- Parts and function	→ Yes, mam			
3. Probing questions	→ What kind of plant have you seen at home and out-side → Give example to Flowering plants?	→ Coconut, mango Barana, Rose etc. → Rose, lilli etc.			

Steps	Teacher's Activity	Pupil's Activity	B.D.W	T.M	Eva?
	→ Give Some examples to the fruit bearing plant → These all plants in similar way → How do they look? → As we know, we have different parts in our body. → In the same way plants also have different parts.	Banana, Mango Apple, Grapes. No Tall, small, Bushy, branches etc.			

Steps	Teacher's Activity	Pupils Activity	B.B.W	T.L.M	Eval
3. Announce - ment of the topic	→ Let us today discover about the lesson "plants" parts and functions.				
Reading Recognising Unknown/ Scientific words & Writing on the Black board	→ I will ask to the students to open your text book's Pg. No- 83-91 upto the plant part and functions. read & identifying the difficult word underline with pencil while reading	→ Students Read the lesson with carefully & underline the difficult words	Plants	Tree chart	
Recognising word.	→ One by one stand up and say the Scientific words.	→ Student will identifying word like 'Tap root'.			

Steps	Teacher's Activity	Pupil's Activity	B.B.W	T.L.M	Eva ⁿ
Understanding and group discussion	Students tell me some difficulties → I divided to the students by the group basis. Each group 3-5 members I told discuss yourself → Remaining words I will explain with my material.	Fibrous root, leaf Petiole, lamina, somata, Reticulate venation. → Tap root - fibrous lamina etc → Student will discussing.	Tap root Fibrous root Leaf, lamina Reticulate venation		

Steps

Teacher's Activity

Conceptual understanding and discussion

Students, learn about plants part and functions. Now tell me what are you understanding this topic

Pupils Activity

- Student responded the important parts are leaves, roots and stem.
- Observe water and minerals from the soil & also help in anchoring the plant body to the soil
- The arrangement of veins in the lamella called venation

Root Chart

B.B.W

T.L.M

eva

Step

Teacher's Activity

Pupil's Activity

B.B.W T.L.M Evaⁿ

Activity:-

Students Collect 4-5 different types of plants from your garden or surrounding. observe these plants names parts and write report.

Generaliza
tion.

Today we have learned about plants: parts and functions. We got to know the classification of roots, systems, leaf venation, transpiration and photosynthesis process.

Step	Teacher's Activity	Pupil's Activity	B.B.W	TLM	Eval ⁿ
Receptuli: zation :-	1. What are the important parts of a plant? 2. What is venation  3. How does the stem help the plant?	Leaves, stem and roots The arrangement of veins in the lamina is called venation. The stem help the plant carries the water absorbed by the roots to different parts of the plant and bears branches, leaves, fruit & flowers etc	leaves stems & roots arrangement of veins in the lamina is called venation	Students learn leaves, stem roots are important part of a plant	Students learn the stem help the plant carrying

Step	Teacher's Activity	Pupil's Activity	B.B.W	T.LM	Eval ⁿ
Assignment 1. Collect any plant from your surrounding draw its roots structure & classify its root system.			of different parts of the plant & leaves flower & fruit etc		water absorbed by the root of the plant & bears branches leaves flowers & fruits

LESSON PLAN - 2

1. Preliminary Information

Name of the student teacher :- Aseema Satapathy

Roll No :- 903

Class :- VI

Subject :- Biological Science

Unit :- II

Topic :- Habitat

Date and time :- 11-10-17, 45 min

Name of the school :-

Place of the school :-

Name of the observer :-

Content :-

- The surrounding which meets the needs of a particular organism in the best manner is the habitat.
- Tree, pond, house are some examples of habitats.
- Temperature, moisture, air, water, food shelter are the components of a habitat.
- All habitats may be broadly grouped into terrestrial and aquatic.

Key point

- 1) Habitat
- 2) Terrestrial
- 3) Aquatic

Academic Standards :-

1. Conceptual Understanding

The student will

- 1) Describe different habitations
- 2) know the different habitations of animals.

3. Describe the animals who are habitat to water.

4. Describe the habitation of spider.

5. Describe the habitation of birds.

6. Describe Terrestrial habitats.

Asking questions and making hypothesis:-

The student will

Imagine different habitat of aquatic animals
Ask questions about why different animals
show variation in their habitat.

Experimentation & field investigation

The student will

1. Prepare a list of aquatic plants

2. Observe the habitation of birds on trees

Information skills and project

The student will

Conduct project on insect habitation. &

their body function.

→ Collect the information about different
living organisms in the garden.

Communication through drawing & model

The student will

Draw diagram of insects and which lives in trees.

Application and aesthetic sense & values, application to daily life &

Concern to cohesiveness

The student will

obtain the knowledge of living organisms habited at different place.

T.L.M

Black board, chart, Pictures &

Field trip.

Teaching Step	Teacher's Activity	Pupil's Activity	B.B.W	T.M	Eva ⁿ
<u>Introduction</u> 1. Greeting 2. Mind mapping 3. Probing questions	→ Good morning students ? → Students you know we are live at home. That's like animals, insects etc. are live different places so to day we their habitats. - Did you see animals and birds and insects in your surrounding of the home and school ? - Tell me some animal name	Good morning mam → Yes, mam Dog, Cat, Tiger etc.			

Step

Teacher's Activity

Pupil's Activity

T.L.M

B.B.W

Evdⁿ

→ Give some names of the birds

Peacock, crow
Parrot etc.

→ Where has been the alive?

At home, In pond
Sea, river,
Forest on the
tree etc.

→ All these places are also called habitat.

Habitat

Announcement
of the topic

→ Let us today all discuss about the 'Habitat'.

Terrestrial
habitats.

→ Some times

Plants & Animal
share the same
habitat.

Reading
Recognising

Step	Teachers Activity	Pupil's Activity	B.B.W	T.M	Emf
Activity - 1	Students Collect some animals and birds and Plants name and the habitats where is their habitats and write a report	Habitat shows the diversity of nature			
Activity - 2	Student you know tree as a habitats observe tree from your surrounding. & collect that name & write a report.				
Generalization	Today we learned about the habitat. we got to				

Step	Teacher's Activity	Pupils Activity	D.B.W	T.L.H	Eval ⁿ	So
	know the difference type of habitat to the organism Habitat shows the diversity of nature					
Recapitulation	→ What is a habitat?	→ The surrounding which meets the needs of particular organism in the best manner is the habitat	→ The surroundings which meets the needs of a particular organism in the best manner is the habitat Tree, Pond house etc.			
Assignment	→ Give me some example → Collect some aquatic & terrestrial plant & compare both and write their difference	→ Tree, Pond, house etc 				

LESSON PLAN - 3

Preliminary Information :-

Name of the student Teacher :- Aseema Satapathy

Roll No :- 903

Class :- VI

Subject :- Biological science

Unit :- IV

Topic :- Movements in Animals

Date & time :- 12-10-17, 45 min

Name of the school :-

Name of the place :-

Name of the observer :-

Key Words

- 1) Bones
- 2) Muscles
- 3) Ligaments
- 4) Tendon
- 5) Clavicle
- 6) Pelvic girdle
- 7) Locomotion
- 8) Cartilage
- 9) Ball and socket joint

Academic Standards

1. Conceptual Understanding

The student will

1. Classify muscles.
2. Explain the movements of the muscles and its functions.
3. Explain the use of backbone.
4. Describe the movements in birds.
5. Explain the movements of snake.

2. Asking questions and making hypothesis

The student will.

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1. Ask questions about how animals survive without bones.
 2. Ask questions about uses of exercise

Experimentation and field investigation

The student will

1. Collect the x-ray film and identify the parts of the body
2. Observe how bone of jaw is working

Information skill and project

The student will

1. Collect information about different movement of organs in animals and make a report.

Communication through drawing and model making

The student will

1. Draw the diagram of skeleton and label the parts.
2. Draw the diagram of movements of animals.

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6. Appreciation and aesthetic sense and value, application to daily life and concern to biodiversity :-

The student will

1. Appreciate about creeping of snake frog jumping and bird flying.
2. know that working of movement with experience.
3. Develop interest on protecting animals.

Teaching step	Teacher's Activity	Pupil's Activity	B.B.W	TLM	Eval ⁿ
Introduction					
1. Greeting	Good morning student How are you?	Good morning mam Fine mam			
2. Mind mapping	Student you know different parts in our body. Today we learn about the human beings, birds & animals movement and which parts are helps to moving	Yes, mam			
Questioning	What are these?	Animals	Elephant Tiger, Dog Cat, Cow etc		

Step	Teacher's Activity	Pupel's Activity	B.B.W	TLN	eval
Announce -ment of the topic	Give more example of animals ? How can they comes one Place to another place ? What happened there body language at that time	Rat, Zebra & Deer etc Walking movement	Rat Zebra Deer etc Walking movement		
	Let as today we are discuss about Animals Movements in Animals.		Movement of Animal		
Reading recognising unknown words writing of					

Step	Teacher's Activity	Pupil's Activity	B.B.W	T.L.M	Eval ⁿ
difficult word on the black board:-	I ask to the student open your textbook's Pg. No. 139 upto the movements in Animals. To read and identify the difficult words I observe while pupils reading.	Students reads the lesson with carefully			
Understanding and group discussion	→ I divide whole class in groups waive Asks them discuss about the difficult word → After discussing tell me the difficult word one by one	Student will discover. → Muscles, Tendon Ligament, Pelvic Locomotion, Sackel joint	Bone, Muscles Ligament, Tendon, joint Locomotion etc.	Sensory Chart.	

Step	Teacher's Activity	Pupil's Activity	B.B.W	T-L-M	Eval ⁿ
Conceptual understanding and discovering	Students readed and identified scientific word they learn the scientific words with concept.	→ The different bones of different body parts combine together to form a single structure called, skeleton.			
Activity-1	Do the following actions Bowl an imaginary ball at an imaginary cricketer lie down and try to rotate your leg at the hip Bend your arm				

Step	Teacher's Activity	Pupil's Activity	B.B.W	T.L.N	Eval ⁿ
	at the elbow and your leg at the knee stretch your arms to touch your shoulder with your fingerend try to move other body parts as well write your observations reports.				
Activity 2	Let us see how animals move from one place to another And write a report your observations.				

Step	T.A	P.A	B.B.W	T.LM	Eval ⁿ
Generalization Recapitula Zabten	Today we discussed about movements in animals we learn different types of bones and their functions and uses muscles ligament, tendon etc structures and functions. 1) What is skeleton 2. What is Tendons functions	The different bones of different body parts combine to gather to form a single structure called skeleton - Tendons join muscles to bones			

Step	T.A	P.A	B.B.N	T.L.N	Eval ⁿ
Assignment- Listout the activities that you performed at year home before coming in school. which joints involved in each activity.					



P - 11/11/2023

LESSON PLAN - 4

Preliminary Information

Name of the student teacher - Aseema Sahaapaty

Roll No - 903

Class - VII

Subject - Biological Science

Unit - III

Topic - Fibre to Fabric

Date & time - 13-10-17

Name and place of school -

Name of the observer -

Key word

- (i) Fabrics
- (ii) Fibres
- (iii) Yarn
- (iv) Natural fibres
- (v) Artificial fibres
- (vi) Ginning
- (vii) Spinning
- (viii) Weaving
- (ix) Looms

Academic Standards

(i) Conceptual Understanding

The student will

1. Describe the selection of clothes in different seasons
2. Describe how to prepare woollen clothes
3. Identify different fabrics

Asking questions and making hypothesis

The student will

1. Ask questions why in summer season polyester cloth is not while woollen cloth is cool
2. Ask questions to know the reasons for durability

- Imagine the differences betⁿ natural and Artificial fibres.

Experimentation & field investigation

The student will

1. Make a scrap book.
2. Prove that wooly Artificial fibres gives pungent smell while burning.
3. Know the process how to make mat with Coconut leaves with an experiment.

Information skill & project

The student will

1. Make a scrap book containing pictures of different types of fabrics.
2. Observe Apco logo and collect the information.
3. Collect the information painted on the handloom cloth.

Communication through drawing

Student will

1. Draw the diagrams of cotton frust and Straw the diagram of maize and label the part.

Appreciation and aesthetic sense and values Application to daily life and Concern to biodiversity

The student will

- Appreciate the articles prepared from recent lecture.
- Appreciate the utilisation of the read in preparation of resin coat & jenkins.

T.L.M

chat, model, picture, Black board

Teaching step	Teaching learning process	B.B.W	T-L-M	Eva
Introduction	Good morning student, What is your name			
Mind mapping	→ What are the most important for human being → What is cloths or dresses another meaning. → Which is useful to preparing fabric ?			
Announcement of the topic	→ Let us today are discuss about fabric to fabric.	Fibre to FABRIC		

Reading,
Generalization
Recognizing
Scientific word

I will ask to students to
open your text book Pg- No. 74-80
upto fibre to fabric. To read
and identify the scientific words
I observe while students
reading.

Understanding
and group
discussing

I decide the whole class
in the group and I ask
them discuss yourself.
After the discusses I ask
them, tell me difficult words
one by one

Fabric, fibres
your, natural
fibres, art
fibre fibres
Spinning
weaving
looms.

Teaching step	Teaching learning process	B.B.W	T.L.M	Eva
Conceptual understanding and discussion	These Scientific words. I will explain They learn the lesson with Scientific word. I ask the students tell me what are you understand in this topic fibre to fabric	→ Cotton, wool, silk, Jute, are all derived from plants & animals. They are called natural fibre → Fibre made of chemical are called artificial fibres.		
<u>Activities</u>				
<u>Activity-1</u>	Collect cotton balls from hear by house / Cotton growing field. Removed from the cotton balls and separate cotton			

Teaching step	Teaching Learning Process	B.B.W	T-L-M	Eva
Activity - 2 Generalization	Take a small piece of cotton observe it under a microscope write a report, what do you observed Collect some natural and artificial fabrics & observe their characteristics & Record it. Today we learn about the fibre to fabric and we get knowledge about different types of fibres and fabrics their related industries develop and fabrics famous places in our state	B.B.W	T-L-M	Eva

LESSON PLAN - 5

Preliminary Information

Name of the teacher trainee :- Aseema Satapathy

Roll No :- 903

Class :- VI

Subject :- Biological Science

Unit :- "

Topic :- What do Animals Eat ?

Date & Time :- 16-10-19 , 45 min

Name of the school :-

Place of the school :-

Name of the observer :-

Key Words

Food habit

Food chain

sucking

Picking

chewing

Habitat

Carnivore herbivore

Omnivore

Nocturnal

Rumination

Academic Standards

The student will

1. Give examples of pet animals
2. Describe different food habits of pet animals
3. Classify the animals based on their food habits
4. Describe Carnivores, herbivores and omnivores
5. Describes food habitat (food of different bird).

Asking questions and making hypothesis

The student will

1. Ask questions about from where aquatic animals get oxygen.
2. Imagin the reasons for different shapes of breeds of bird.

Experimentation & field investigation

The student will

1. Prepare a scrap book regarding pictures of carnivores, herbivores and omnivores animals
2. Observe the process, animals (hunting) for food

Information Skill & project

The student will

1. Prepare a table non-different food habitats of animals in our surrounding
2. Prepare a list of animals which eat nearly the same type of food.

Communication through drawing & model making

The student will

1. Draw the diagrams of Rat, cat, fox
2. Draw the diagrams of butterfly

Appreciation & Aesthetic sense and values, application to daily life and Concern to Biodiversity

The student will

1. Appreciate the beaks of bird, their shape and colour.
2. Identify the animals which have some type of food habits.
3. Appreciate the identification of food by eagles from the sky.

T.L.M

Black board, charts, Pictures & models.

Teaching step

Teaching learning Process

B.B.W

T.L.M

Eva

Introduction

Good morning students

How are you?

May I know your good name

Mind mapping

→ How many type of organisms?

→ What are they

→ Give 2 example

→ 2 types living and non living organism

→ Plants, Animals & birds

→ What are the importance to living. their?

→ Water, food

air, habitat

etc.

Announcement

Let us today we discuss about what do animal eat

Step

Teaching Learning Process

Where did they collect food & how can they take food and their habitat in what do animals eat? less

Reading
recognizing
Scientific
words and
written on
the black
board

I will ask to students to open your textbooks Pg. No-30-40 upto the what do animals eat?

To read and identify the difficult word. I observe while student reading

Recognizing

students underline the difficult word with pencil

B.B.W

T.L.M

Evaⁿ

Step	Teaching Learning Process	B.B.W	T-LM	Eva ⁿ
Understanding and group discussions <u>Activities</u> Activity - 1	I divide the whole class in the groups and I ask them discuss After the discusses I ask them tell me difficult word any one -> you can see many animals in your surrounding - observe what they usually eat and what they usually do to find their food and write or Report	Food habit, food chain, sinking, picking, cheering, habited, carnivore		

Step

Teaching learning process

Activity-2

Prepare a booklet on birds and their food habits.
Collect pictures of different birds write the way in which each bird get its food.

Generalization

Today we learn about what do animals eat? we got to know the animals different types of food habit.

Recaptulization

what are the way of animals like in their food which was called herbivores

→ Sucking, Licking
Picking, Peeling etc

→ These animals are depend on plants

B.B.W

T-L-M

Even

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Step	Teaching Learning Process	B.B.B)	T.L.M	Eva ⁿ
Assignment	(1) Observe your surrounding are go to a nearby field and write about the following? (a) How does the cow eat grass (b) what tools are used while doing so?	for food. They are called herbivores		

LESSON PLAN - 6

1. Preliminary Information

Name of the student teacher :- Asena Sabapathy

Roll No :- 903

Class :- VI

Subject :- Biological science

Unit :- I

Topic :- Rain, where does it come from?

Date & time :- 17-10-17 , 45 min.

Name & place of school :-

Name of the observer :-

Key words

- (1) Evaporation
- (2) Condensation
- (3) water cycle
- (4) Cloud
- (5) water vapour
- (6) Atmosphere
- (7) stream
- (8) Precipitation
- (9) Dew
- (10) Rain
- (11) hail
- (12) breeze
- (13) wind

Academic Standards

(1) Conceptual Understanding

- Describe how clouds are formed
- Describe water cycle
- know how the rain is incubated on the soil.
- Describe how do clouds cause rain

Asking questions and making hypotheses

- Imagine the reasons for cloud formation
- Ask questions about why could like smoke formed near the mouth while taking in winter season

Experimentation and field investigation

The student will

- Do an experiment about changes of states of water
- Explain the formation of clouds from water vapour with an experiment

Information skill and Projects

The student observation changes takes place in environment before rainfall

Communication through drawing and model making

The student will

1. Draw the diagram of water cycle and label the part!
2. Draw the diagram of formation of clouds

Appreciation and aesthetic sense and values application to daily and Concern to biodiversity

1. Know the reason why wet clothes are dried in sunlight.
2. Appreciate the formation of clouds from water vapour.

T.L.M

Chart of water cycle, ice-bricks
water - Gaseous state kitchen, hot vessels
India map. Picture of hailstones

Step	Teaching Learning Process	B.B.W	T.L.M	Eva ⁿ
Introduction Greeting	→ Good morning students → My self Azema Satepathy may I know your's good names please → How are you?			
Mind mapping	→ Students Rain. where does it come from? Lesson we learn form of water evaporation, Condensation, Cloud, rain, hail, and water cycle.			
Probing questions	→ Students do you know seasons?			

Step	Teaching Learning Process	B.B-W	T.L.M	Eva ⁿ
	→ What is the main characteristic of the winter season → What is the 'main characteristic of the summer season → I will ask to students to open your text book pg:- 22-27 Upto the Rain: where does it come from ? To read identify the difficult word I observe while student reading	Climate, temperature, will down, and becomes hearer Celling. → Growing, Heavy temperature, hot Raining.		
Announcement of the topic Reading, recognizing scientific word and writing on the black board				

Recognizing

Students underline the difficult words with pencil.

Understanding and group discusses:-

- I divide the whole class in the group and ask them discussing. After the discusses ask them tell me difficult / scientific word one by one

Conceptual

Understanding

- Student readed and identified the scientific words. They learn that word: Concept and meaning

Activities

Activity-1

- Take some water in a glass. Add some piece of ice to it. Observe for

Evaporation,
Water cycle, cloud
water vapour
Atmosphere

Activity - 2

few minutes. And write a report.

Take a vessel filled with water. keep it on a stove and heat it slowly. Observe for some time. Now cover the vessel with a plate after couple of minutes. write a report what could you see in surface?

Generalization

Today we learn in this topic

Rain: where does it come from? forms of water, evaporation, Condensation what it rain water cycle etc.

LESSON PLAN - 7

1. Preliminary Information

Name of the student teacher :- Aseema Satapathy

Roll No :- 903

class :- VI

Subject :- Biological science

Unit :- IV

Topic :- Living and non-living

Date & time :- 23-10-19 45 min.

Name of place of school :-

Name of the observer :-

Key Word

- (1) Living things
- (2) Non-living
- (3) Growth
- (4) Breathing
- (5) Excretion
- (6) Response
- (7) Stimulus
- (8) Movement
- (9) Microscope

Academic Students

Conceptual Understanding

The student will

1. Ask is there any life in seeds
2. Describe living and non-living organisms
3. Explain how living organisms are moved from one place to other place.

Asking questions and making hypothesis

The student will

1. Ask 'Is there any life in seeds
2. Ask question about usages of microscope

Experimentation and field investigation

1. Observe the micro organisms present in pond water with the help of a microscope.
2. Observe how earthworm response to light.

Information skill & project

The student will

1. Collect information about moulding on a bread
2. Make a project on formation of plant from the seed with the help of diagram

Communication through drawing and model making

1. Draw and label the parts of stomata
2. Draw and identify the parts of a plant from the seed.

T.L.M

Charts, materials, Rollers board, Black board

Teaching steps	Teaching learning process	B.B.W	T.L.M	Eva ⁿ
1. Wishing	Students, Good morning all of you Good morning student How are you?			
2 Mind mapping	→ What are you saying surrounding out of the school or home → Animals plants, and human Have every life → Then, what is called this? → What is called that	Peoples, rocks Plants, animals Yes Living organism Non-living		
Announcement of the topic	Today we discourage about			

Reading 2
Recognising
Scientific
words

the lesson living & non-living
→ I ask to student open
your text books pg 110-114
169 up to the text books
Living and non-living TO
read and identify the
difficult words.

Understanding
the group
discusses

I divide the whole
class in group of 4 and
I ask them discuss. After
the discuss I ask them
tell me difficult word
one by one

Living, non-
living thing
growth,
breathing
excretion, respiration
Stimulus etc

Teaching steps	Teaching Learning Process	B.B.W	T.L.M	Eval ⁿ
Conceptual understanding and discuss	Students learn the scientific words with examples and explanation. I asks the student tell me what are you understood in this topic living and non-living	→ These are living & non living thing around us → when living thing lose their life they become dead → Dead materials Composes to form nonliving thing. → Among living thing plants & trees can't move the animal.		

Teaching step	Teaching Learning Process	B.B.W	T.M	Eval ⁿ
<u>Activities</u> <u>Activity-1</u>	List out as many things and non-living things as you can. Don't forget to give reason for why you think something is living / non-living. Observe your surround out out of the school or home living organisms. Analyze your observation of organisms moved grows. Collect the water sample from Pond. Observe under water microscope. Draw a diagram what you observe.			
<u>Activity-2</u>				
<u>Activity-3</u>				

Teaching step	Teaching Learning Process	D.B.W	T.L.M Eval?
<u>Generalization</u>	→ Today we learn about living and non living organisms. → Dead material decompose to form non living thing		
<u>Recapitulation</u>	→ How many types of organisms? what are they? → What is a microscope? → What is excretion?	2 types (1) living organisms (2) Non-living organisms. → Microscope is an instrument with the help of which we are able to see minute things that we can't see with our eye. → The process of getting rid of wastes is called excretion.	
Assignment	1. List out the common characteristics of living things 2. What is the use of microscope?		



LESSON PLAN - 8

Preliminary Information

Name of the student teacher - Aseema Satapathy

Roll No - 903

Class - VI

Unit - III

Subject - Biological science

Topic - Water in our life

Date & time - 24-10-19 45 min

Name of the School -

Name of the place -

Name of the observer -

Experimentation and field investigation

The student will

1. Observe the quality of water sample
2. Write the list of works using water in daily life.
3. Observe different water resources in village

Information skill and project

The student will

1. Prepare project on water related games with pictures.
2. Prepare a report on water usages of your activity.

Communication through drawing and model making :-

1. Draw the diagrams of water usages in early life
2. Observe the water scarcity land with the help of a picture

Appreciation & aesthetic sense & values, application to daily & concern to biodiversity

1. Appreciate the uses of water in our daily life

Step	Teaching Learning Process	B.B.W	T.L.M	Eval ⁿ
Introduction				
1. Greeting	→ Good morning students, → How are you? → What is your name?			
Mind mapping	→ What are the most imperfect to all living organisms? → With out water did you live?			
Announcement of the topic	→ To day we learnning water sources draught, Hoods, migration in water in our life.	water in our life		
Reading and Recognising the scientific word.	→ I ask to student to open your text books Pg No: 105-111 upto the water in our life to read			

Step	Teaching Learning Process	B.B.W	T.L.M	Eval ⁿ
Recognizing	Student underline the scientific word with pencil.			
Understanding group discusses	→ I divide the whole class in the groups and I ask them discusses After the discusses. I ask students tell me different words one by one.	water sources drought, flood migration.		
Concepted understanding	→ I will exploring with my materials. → Students learn the scientific word with examples and explanation	→ We get sources like Ponds, lakes rivers etc		
Activity-1	→ Students note your uses of water in your daily life. write down how much can you save and			

Step	T.L.P	B.B.W	T.L.N	Eval
Activity-2 Generalization Recapitulation - Zafar	water you used How much drought effect our life aspect as floods & nature hazard and how can you save water write a report. Today we learn about the lesson water in our life we get water uses, effect of drought and floods and waters can we save. What is drought -	long period of less rainfall usually causes		

Step

T.L.P

→ which purpose are used water?

Assignment :-

List out the activities that we perform in our daily life that consume water.

BBW

Condition of draught we need water for domestic use, agriculture, industry etc.

→ we need water for domestic use agriculture



TLM

Eval'n

LESSON PLAN - 9

Name of the teacher trainee :- Aseema Satapathy

Roll No :- 903

Class :- VI

Subject :- Biological science

Unit :- I

Topic :- Our food

Date & time :- 25-10-17 45 min.

Name & place of the school :-

Name of the observer :-

Key Word

- (1) Ingredients
- (2) Preservatives
- (3) Fragrant material
- (4) Dry fruits

Academic Standard

① Conceptual Understanding

- Ask how to prepare Tolly
- Ask which ingredients are used to Prepare Biryani
- Ask why all plants leaves are not used for Curry.

Experimentation and Field Investigation

The student will

Prepare the list of ingredients for making Dosee.

- Make a list of animals from which we get food.

Information Skill and project

The student will

- Observe and prepare a list of different types of food preservation method.
- Collect information about the food habits of people in villages and Towns and the method they follow to preserve food materials

Communication through drawing and model making :-

1. Draw the diagram of Condiments like clove, elaichi, cashewnuts, leaves of Biryani.
 2. Draw the diagram of Idli and Laddu
- Appreciation and aesthetic sense and values, application to daily and Concern to biodiversity

The student will

1. Appreciate different taste of food prepared

- by the mother in house
2. Appreciate different shapes and colours of vegetables.

T.L.M


Chart, Picture of new dishes, Condiments
dry fruits Black board, carving instruments,

Step	Teaching learning process	BBW	T.I.H	Eval
Introduction Greeting	→ Good morning student ? → How are you? → What is your home ?			
Motivation	Student you know food most important every living organisms Today, every we discuss why food important every organism and In human being how and where has been collected that. At the time of cooking what are the components like Ingredients, Preservatives, Stagent materials and dry fruits			

Step	Teaching Learning Process	Chalk Board	T.M Eval	
Probing questions	1. What is your name? 2. Who is your favorite hero? 3. What is your favorite dishes? 4. Raja what is your favorite dishes? 5. Where did humans got food	→ Laddu → Biryani chees and brinjal curry → At animal and plants		29
Announcement of the topic	→ To day we discoveres about the lesson our food.			
Reading :-	→ I ask to the students open your text books pg no. 1-9 up to the our food. To read and identify the difficult word. I observe while pupils reading			30

Step	Teaching Learning Process	B.B.W	T.L.M	Eval ⁿ
Recognizing words	Students underline the difficult word with pencil.			
Discussions	→ I divide the whole class in the group. And I asks them discourses. → After the discourses asks them tell me different word by one	Ingredients Preservation fragrant, materials & fruits		
Conceptual understand	→ Students underline difficult word. They learn meaning with concept.	→ we get food from plants & animals	Dry fruit	

Step	Teaching Learning Process	B.O.W	T.M	Eval ⁿ
<u>Activity-1</u>	List out some food items you like to eat and try to find out what materials are used to prepare them Discusses in groups, friend or Parent and identify examples of different preservatives. & write report.			
<u>Generalization</u>	Today we discussed about our food learn different process of Cooking food. Ingredients, Components like Fragments and dry fruit uses and their preservative			

Step	Teaching Learning Process	B.B.N	T-LM	Eval
Recapitulation	1. What are the Common food items usually eaten by you	Rice, Idly Sambhar, Curry etc.		
Assignment:-	1. Make a list out of animals and insects from which we get food. 2. List out the names of some plants that grow in your village which parts of it are used as food.			

LESSON PLAN-10

Name of the teacher trainee :- Aseema Satapathy

Roll No :- 903

Class :- VI

Subject :- Biological science

Unit :- III

Topic :- Change around us

Date & topic :- 27-10-17 45 min.

Name and place school :-

Name of the Observer :-

Key word

- (1) Changes
- (2) changes in state
- (3) Indicators of change
- (4) slowest change
- (5) Temporary / Permanent changes
- (6) Natural / man-made change

Academic Standards

Conceptual Understanding

The student will

1. Identify the boiled and non-boiled egg.
2. Give examples of changes around us in our daily life.

Asking Questioning and making hypothesis

The student will

1. ask which season rain fall is minimum
2. Imagine the changes if there is no rain fall / less rainfall.

Experimentation and field investigation

The student will

1. Observe the evaluation of various plants, its height and leaves
2. Prepare curd & ghee from milk

Information skill & project

The student will

1. Prepare project on different season - wearing clothes - pictures
2. Prepare a report of permanent & temporary changes.

Communication through drawing & model making

The student will

Draw the diagram of magnetic compass.

Appreciate & aesthetic sense & value application of daily life & Concern to biodiversity.

The student will

1. Appreciate the changes occurs in different sense of a year
2. Appreciate the greatness of nature.
3. Identify the rusting of iron as natural change.

T.L.M

Black board, chart, models, Pictures

Step	Teaching learning process	B.B.RU	T.L.M	Eval ⁿ
Introduction Greeting Announcement of topic	→ Good morning students → What is your name? → Did you celebrate any festival or birthday party? → What can you do on that day? → Did you feel any changes on your shirt? → That like some any changes in state indicate of changes slow / fast changes etc Let us today use discourse about the lesson changes around us	Change around us.		

Step	T-L-P	B.B.W	TLM	eval ⁿ
Reading	I will ask to students to open your textbook pg: No - 95 - 102 changes around us. To read & identify the different word - I observe while students reading.			
Recognizing	Students underline the difficult words with pencil.			
Conceptual understanding	They learn the lesson with Scientific words	Changes, change in state, direction, indicate least change		
Activity-1	Student take milk and curd change it in a curd. And write what are the indications of change of the change.			

Generalization

Today we learn about the change around us we get different types changes, their indications

Course

Reception

How can classified change

Around us

- If the change of ice into water a temporary Permanent change explain

Assignment

Some temporary and Permanent Change.

- (i) Souring curd
- (ii) Ripening of oranges
- (iii) Cooking of food
- (iv) Heating of milk.

Slow-fast

Permanent - temporary

Temporary - Because water can change in gas or ice.



VII class
Lesson

Biology
plan

LESSON PLAN - 1

Preliminary Information

Name of the teacher trainee :- Aseema Satapathy

Roll No :- 903

Class :- VII

Subject :- Biological Science

Unit :- I

Topic :- Food Components

Date & time :- 30-10-19 45 min.

Name of the place of school :-

Name of the observer :-

Key words

- (i) Food Components
- (ii) Starch
- (iii) Protein
- (iv) Fat
- (v) Roughages or Dietary fibres

Academic Standards

① Conceptual Understanding

1. To explain the importance of different food substances.
2. To describe how energy is formed from food materials.

Asking questions & making hypothesis

1. Students raise questions on what is the need of fibres in food.
2. To imagine what happens if fats are high in food substances.

Experimentation & Field investigation

1. To do experiment on starch.
2. To determine that the facts are present in food through experiment.

M.I.T. based 100/10

4.3.7

99/2

Step	T.L.P	Black board	T.L.M	Eval ⁿ
Introduction 1. Greeting 2. Mind mapping Announcement of the topic Reading recognising Scientific words	→ Good morning student. → Ram stand up what is your favorite food → What food do you eat every day? → Today we are discussing about the lesson "Food Components". → I ask to students open your text books pg no 1-4 up to the food. To read and identify the difficult word	Food Component		

Recognizing

→ Student underline the difficult words with pencil.

Understanding
the group
discusses

→ Student tell me difficult word one by one.

Conceptual
Understanding
and discuss
ing:-

→ Students ide / needed and understand this topic.

Carbohydrate
Fibres,
Proteins

→ Some
Components are
Carbohydrate
Protein, fats
vitamins &
minerals.

→ Growing
children &
adolescents
need more
Protein.

Activities

Step	Teaching Learning Process	B.B.W	T.L.M	Evañ
Activity-1	Collect some food packets and list out the food Components.			
Activity-2	Collect some vegetables Ex:- ribbed gourd, lady's finger or some boiled sweet. Potato to break them into pieces and observe write what are you observed and their uses.			
Generalization	Today we discussed about food Component. we got the food Components and their testing Process and food Components uses and dietary fibres uses.			

Recognizing

→ Student underline the difficult with pencil.

Understanding the group (dis courses)

→ Student tell me difficult word one by one.

Conceptual

→ Students (de / needed and understand this topic.

Understanding and discuss

ssing:-

Carbohydrate
Fibres,
Proteins

→ Some
Components are
Carbohydrate
Protein, fats
vitamins &
minerals.

→ Growing
children &
adolescents
need more
Protein.

Activities

Step	Teaching Learning Process	B.B.W	T.L.M	Eval
Activity-1	Collect some food packets and list out the food components.			
Activity-2	Collect some vegetables Ex:- ribbed gourd, lady's finger or some boiled sweet potato to break them into pieces and observe write what are you observed and their uses.			
Generalization	Today we discussed about food component. We get the food components and their testing process and food components uses and dietary fibres uses.			

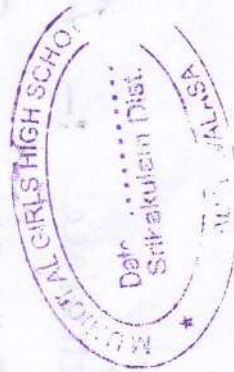
Recaptalization

- what are the food components
 - what are the functions of
- Raughages?

Assignment

1. Make a list of food items eaten during lunch by you try to mention the components in each food items.

Raughages
clean our
food canal
and prevent
Properly.



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LESSON PLAN - 2

Preliminary Information

Name of the teacher trainee :- Aseema Sekupadhy

Roll No :- 903

class :- VII

subject :- Biological science

Unit :- I

Topic :- Food Component-

Date & time :- 31-10-17, 45 min.

Name and place of the school :-

Name of the observer :-

Key word.

(1) Balanced Diet

(11) Roughages

Academic Standards

Conceptual Understanding

To explain the importance of different food substance

(2) To describe how energy is formed from food material.

Asking question and making hypothesis

1. Students raise questions on what is the need of fibres in food
2. To imagine what happens if we did not

Experimentation and Field investigation

- (1) To know the use of water through experiment.
- (2) To determine that the proteins are present in food through experiment.

Information Skill & Project

1. To Conduct project on Balanced diet and make a report with the help of diagram.

2. Analyses the information from the labels and a of food packets available in bazar

Communication through drawing & model making

1. Prepare the pictures of different fruits
2. Draw the diagram of different food materials.

Appreciation & aesthetic sense & values Application to daily life, concern to bio-diversity

To appreciate farmers for growing different crops.

T.L.Ms

Black board, charts, materials, models etc.

Step	Teaching Learning processes	B.B.W	T.L.M	Eval ⁿ
1. Introduction Greeting Motivation mind mapping	→ Good morning students → Yesterday we discussed about food Components & their testing → Today we discuss food Component lessons Sources of Raghav's water uses land diet.			
Announcement of the topic Reading, Recapping	→ Let us to discuss about the lesson Food Components → I ask to students open your text book pg no 4-8 to the food Component.	Food Component		

Step	Teaching Learning Process	B.B.W	T.L.M	Eval ⁿ
Understanding Activities <u>Activity-1</u>	To read this topic. I observe while student reading → I divide whole class in the groups. I asks them to read this topic silently and identify the difficult word. List the food items eaten by you yesterday from break fast to dinner. Write a report does your diet contain all the necessary components of food or not.			

Step	T.L.P	B.B.W	T.M	Eva'n
Activity-2	- To do the experiment on waters uses and write what are you observed - Food Component lesson is to day we learn history of food and nutrition, balanced diet & waters uses.			
Generalization				
Assignment	(1) Draw some food items of your diet and explain why you like them.			



LESSON PLAN - 3

Preliminary Information

Name of the student teacher :- Aseema Satapathy

Roll No :- 903

Class :- III

Subject :- Biological science

Unit :- III

Topic :- Nutrition in plants

Date & time :- 12/11/17 45 min

Name & place of school :-

Name of the
observer :-

Key word

- (i) Photosynthesis
- (ii) Autotrophs
- (iii) Stomata
- (iv) Carbon dioxide
- (v) oxygen

Academic standards

1. To describe how the substances absorbed in plants while preparing food.
2. To describe the functions of parts through which it prepares food.

Asking questions and making hypothesis

1. To imagine if plants absorb salts from soil.
2. To ask questions about Stephen Hales what he point out.

Experimentation & field investigation

1. To prove that plants absorb nutrients from water.

Information skill & project

1. To collect and prepare report on Joseph Priestley and Ingenhousz experiments from internet.

Communication through drawing and model making

1. Appreciate the effects of heat for preparation of food in plants.

T.L.M

- (1) Pictures of Aristalis
- (2) Picture of Von Helmont
- (3) Observation of mud in plants
- (4) Plant
- (5) Polyethene Cover
- (6) Plant disease pictures
- (7) Black board
- (8) Roller board
- (9) Work sheets

Teaching step	Teaching learning process	B.B.W	T.L.M	Eval ⁿ
Introduction Greeting :- Motivation	Good morning student → Did you take break fast → How do plants produce so much that they are able to feed other organism dependt on them			
Announcement of the topic Written on the black board	→ To day we disceusion the topic nutrition in plants. → I ask students open your science text book Pg no 97 up to read pg no 99 chidly topic. I observe while pupil reading	Nutrition in plants		

Step	TCP	BBW	TLM	end?
Conceptual understanding	I divide the whole class in groups 2 I ask them discuss After Complete the disc. I ask them tell me difficult word one by one	Aristotle said over 2000 years ago. According him plants could produce every thing from what they took from the soil.		
<u>Activities</u> Activity-1	→ Do an experiment how can plant take water in the soil & write a report.			
Generalization	→ In this class we learned different scientist life history and who			

Recaptalization

Assignment -

Point out what things, how can plant like plants coexist in the water.

- which is called Autotroph?

→ How many years von Helmont

Cantane his experiment

Write the history of plants.

Plant

15 years



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Preliminary

Information

LESSON PLAN - 4

Name of the teacher trainee :- Aseema Satapathy

Roll no :- 903

class :- VII

Subject :- Bio-Science

Unit :- III

Topic :- Nutrition in plant.

Date & time :- 2-11-17 45 min.

Name & place of school :-

Name of the observer :-

Key Word

1. Stomata
2. Heterotrophic
3. parasitic
4. Haustoria
5. Saprophytes
6. Carnivorous
7. Symbiosis
8. Fungi

Academic Standards

1. Conceptual Understanding

1. Give the examples of heterotrophs, saprophytes, Insectivorous plants.
2. To describe the structures of algae and fungi

Asking question and making hypothesis

1. To ask the questions about the doubts of nutrition in plants.

Experimentation & field investigation

1. To prove that light is necessary for photosynthesis.

→ To observe the stomata of leaves with microscope

Information skills & project

1. Collect different plants in your surrounding and write about kind of plant that.
2. Make a report on saprophytes and clearing the environment.

Appreciation & aesthetic sense and values
Application to daily life, concern to bio-diversity

1. Appreciate the efforts of leaf for preparation of food in plant.

2. To know and apply the concept of what we do for getting sufficient O_2 from our surrounding?

T.L.M

- (1) Microscope
- (2) Leaf-moed
- (3) brush, blade, slide
- (4) Vendra, cuseleta
- (5) Mushrooms

10/10/1957 C.A.A.

10/10/1957

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Step	Teaching learning process	B.B-W	T.L.M	Eval ⁿ
Introduction Probing questions Announcement of the topic	Good morning students → All of you completed home works have you any doubts at last Class topic → What is photosynthesis? → OK students, today we are discussing about nutrition in plants different types of plants. plant exchange of aine which are produces plants.	"Nutrition in plant"		M.J.T

Reading
Recognizing
difficult
words &
written the
black board

Conceptual
understanding
& group
discusses

Activity-1

→ I ask students open your
science textbook pg. No 99 up to
102 I observe while pupils
reading

→ I divide the whole classes
in the groups and I asks them
discusses. After Completed the
group discusses. I ask them
tell me difficult words one
by one.

write a report on need to destroy
Symbiosis & nutrition in plant.

Step	T.L.P	B.B.W	T.L.M	Eval ⁿ
Activity - 2	Identify and collect the information about plants produce only starch write a report.		Work sheet.	
Assignment.	1. Do you think sporophytes help us in keep in the environment clean ?		Roller Board	



LESSON PLAN - 5

Preliminary Informations

Name of the teacher trainee :- Aseema Satapathy

Roll No :- 903

Class :- VIII

Subject - Biological science

Unit - III

Topic - Respiration in organisms

Date & time - 3-11-17 45 min.

Name of the school

Place of the school

Name of the observer

Key word

- (1) Inspiration
- (2) Expiration
- (3) Respiration rate
- (4) Carbon dioxide
- (5) Oxygen

Academic Standards

Conceptual Understanding

1. Describe the importance of respiration in organisms
2. Explain what is respiration

Asking questions & making hypothesis

1. To ask how gaseous exchange takes place in lungs.
2. To compare the size of elephant structures with its lungs.

Experimentation & field investigation

1. To prove that how respiration takes place
2. To prove that how moisture is present in air.

Information skill and project

1. To make a report on how many times different persons can respire in a minute.

Communication through drawing and model making

1. Draw the diagram of trachea in Cockroach.
2. To prepare aquarium.

Appreciation aesthetic sense and values; Application of daily concerns to bio-diversity

To express our feeling when we observe the aquarium.

Step	Teaching learning process	B.O.W	T.L.N	Eval ^o
Introduction welshing :- Probing questions Announcement- of the topic	→ Good morning students. → How are you → Animals plants birds, human being and insects what is called these → what is important for organisms for their living → Let us today we discuss about the lesson Respiration in organisms.			

Reading Recognizing

I ask to the students open
your text books pg no. 104 upto
108 Respiration in organisms
I observe while pupils
reading.

Conceptual Understanding

→ Students readed & identified → Respiration
scientific words & learn occurs in
they meaning with examples all organisms
→ The students now tell me
what are you understand in
this topic
→ In respiration
Process
oxygen is
taken in
while carbon
dioxide are
released.

Step	T.L.P	B.D.W	T.L.H	Eval'n
Activity-2 Let's find out how long a person can hold you her, breath write its results on your note book Assignment. What's respiration? How is it different from breathing		→ The process of breathing in air is called inspiration & that of breathing out air is called expiration		

LESSON PLAN - 6

Name of the student teacher :- Aseema Satapathy

Roll No :- 903

Class :- VII

Subject :- Biological science

Unit :- III

Topic :- Respiration in organisms

Date & time :- 6-11-17 45 min

Name of the school :-

Place of the school :-

Name of the observer :-

Key word

- (i) Spiracle
- (ii) Gills
- (iii) Carbon dioxide
- (iv) oxygen
- (v) Respiratory tube

T.L.M

Concept charts, Specimen, models, drawing
black board.

Academic Standards

Conceptual Understanding

1. Describe the importance of respiration in organism
2. Describe how frogs respire through skin and lung

Asking questions & making hypothesis

1. To ask how gaseous exchange

137
takes place in lungs.

2. To compare the size of elephant structure with its lungs.

Experimentation and field Investigation

1. To prove that how respiration takes place in frog
2. To prove that how many times fish takes respiration

Information skill and project work

To make a report on how can fish, frog and cockroach takes respiration

Communication through drawing and model making

1. Draw the diagram of trachea in cockroach
2. To prepare aquarium

Appreciation & aesthetic sense
and values; Application to daily
life, Concern to bio-diversity

1. To express our feeling when we observe the aquarium.
2. To distinguish respiration in aquatic animals.

Step	T.C.P	Black board work	T.LM	Eval ⁿ
Greeting -	→ Good morning student → How are you? all of you			
Motivation	→ What is respiration → What is inspiration?			
Announcement	→ Let us today we learn respiration in organisms lesson Respiration in animal subtopic.	→ Respiration in organisms		

Reading recognition

→ I ask to students open
your text books pg. - No 108
and read breathing in
other animals carefully
I observe while pupils
reading.

Conceptual understanding

→ Students readed and
identified Scientific words
and they learn meaning
with example

→ Students now tell me
that are you understood
in this topic

→ The earth
work thus
breathes through
its whole body
surface

Activity-1

Why do the flaps on both side of the head alternately open and close

The fish breath through its gills

Activity-2

How does the frog respire under the soil & write a report.

Generalization

→ In this class we learned
Frog, fish, cockroach & earthworm etc animal habitat & their health

Parts

What are the respiratory parts in animal

→ Skin, Gills
~~head~~ lungs
respiratory organ

Recapitulation

Assignment

1) Frog breathe through their skin as well as their Explain.

2. If you want to know about Action of gaseous lung? what questions you would like to ask



LESSON PLAN - 7

Preliminary

Information

Name of the student teacher :- Aseema Salapathy

Roll No :- 903

Class :- VIII

Subject :- Biological science

Unit :- III

Topic :- Respiration in organisms

Date & time :- 8-11-17 45 min.

Name of the school :-
& place

Name of the observer :-

Key Word

- (1) Stomata
- (2) Lenticels
- (3) Sprouted

T.L.M

Lime water, Glass tubes, Rubber stoppers etc

Academic Standard

1) Conceptual Understanding

1. Describe the importance of respiration in organisms
2. Explain what is respiration

Asking questions and making hypothesis

1. Pupils asks questi which are help exchange of gases in plant.
2. To image did the lime water change colour?

Experimentation & field investigation

- To prove that how respiration takes place in plant
- To prove that moisture is present in air

Information skill & project

1. Make a report on how respiration sprouted seed.

Communication through drawing & model making

Draw the diagram of stomata

Step	T.L.P	B.B.W	T.L.M	Eval ⁿ
Introduction Motivation and previous questioning Announcement of topic Redng	Good morning students → Which part is help to human store respiration → Did the plant respiration → Let see today we learn about the lesson respiration in organism - Respiration in plant. I ask to open your text book pg No. 109 read			

Recognizing

To read and identify the different words & underline the different word.

Stomach
Lentils,
P. & route

Conceptual
Understanding

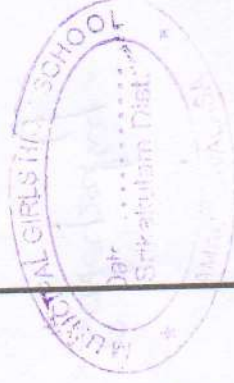
→ Student readed & identified sensitive word, leave they they learn meaning from my materials.

Activity-1

Let us do respiration in Plants & write a report.

Assignment

Do you find any relation between Plants & animals by their respiration & photosynthesis



LESSON PLAN - 8

Preliminary Information

Name of the teacher trainee :- Aseema Satapathy

Roll No :- 903

Class :- VII

Subject :- Bio-science

Unit :- III

Topic :- Reproduction in plant

Date & time :- 9-11-17 45 min.

Name & place of the school :-

Name of the observer :-

Key Word

- (1) Thalamus
- (2) Cylind
- (3) Corolla
- (4) Androecium
- (5) Gynoecium

T.L.M

Plant, Flowers, charts, block board

Academic Standard

Conceptual Understanding

1. To classify types of flowers produced in plant.
2. To know what is stamen

Asking question & making hypothesis

1. To make hypothesis on structure of flower
2. How many pistils are in Datura.

Experimentation & field investigation

1. Observe & analysis structure of flower

Information skill & project

Make a wheel of Collected Flowers

Communication through drawing & model making

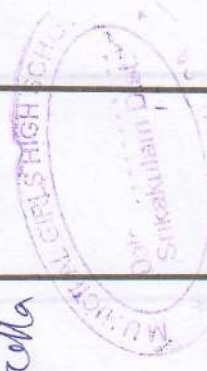
Draw the diagram & label the parts of Datura.

Appreciation & aesthetic sense & value
Application to daily life, Concern to biodiversity

1. To appreciate the beauty of flowers
2. To appreciate the different part of datura flowers.

Teachings	T.L.P	B.B.W	T.C.M	Eva ⁿ
Introduction	→ Good morning student			
Greeting	→ How are you			
Motivation	→ Where does we get food ? → Who can be plant develop ?			
Announcement	→ Let us today discussing about the topic Reproduction in plant.			
Reading Recognition	→ I ask to the student to open your book pg 113 & read this topic. I observe while student read.			

Step	T.L.P	B.B.W	T.L.H	Eval ⁿ
Understanding group discussion	I divide the whole class in the groups & asks them discuss after completed -discusses I ask them tell me difficult word	Thalamus, Calyx, Corolla, Sepal, Petal		
Activity -	!:- Collect different flowers in your local & write their local & scientific names	A funnel shape -ly called Corolla		
Recapitulation	1) what is Corolla			
Assignment	Can plants produce new plants even with out seed? Explain the method.			



Sri Sakthi High School
Sri Sakthi, Sri Sakthi, Sri Sakthi

Preliminary

Information

LESSON PLAN - 9

Name of the teacher trainee :- Aseema Satapathy

Roll no :- 903

class :- VII

Subject :- Biological sciences

Unit :- III

Topic :- Reproduction in plant

Date & time :- 13-11-17 4:15 min

Name of place of school :-

Name of observer :-

Key word

- (1) Complete flower
- (2) Incomplete flower
- (3) Unisexual flower
- (4) Bisexual flower
- (5) Pollination

Academic Standards

Conceptual Understanding

- (1) To identify / classify types of flowers produced in plants
- (2) To know the difference between Complete and Incomplete flower.

Asking questions & making hypothesis

- (1) Ask about what happen if pollination occurs on stigma
- (2) Students image in an unisexual flower a complete flower? why not.

Experimentation & field investigation

- (1) Make a report on pollengrains present in Datura flower.
- (2) Observe some flowers and analyse their severals.

Information skills and projects

- (1) Make a report on whorls of collected flowers.

Communication in table format about different flowers

- (1) Draw the diagram of complete flower and incomplete flower

T.L.M

- (i) Flower charts
- (ii) Pistil Anther - charts
- (iii) Observation of pollengrain
- (iv) Black board
- (v) Work sheets

Step	T.L.P	B.B.W	P.L.M	Eval ⁿ
Introduction Greeting Motivation	→ Good morning student → All of you completed you home works?			
Announcement	→ Let us today discuss reproduction in plants topic			
Reading, Recognizing	→ I ask students open your Pg. No - 115 - 117 and read this topic. I observe while Pupils reading			
Understanding & group discussion	→ I develop the whole class in the groups and I ask			

them discourses - I asked them
tell me difficult words one
by one

Activity-1

Collect 4-5 types of flowers
in groups surrounding and
write their names sexual
differences types of flowers
etc.

Generalization

In this Classon we learn
different types of flowers,
Sexuals or sense and flower

Complete &
in complete
flower, Bi-
sexual &
Unisexual
flower,
Pollination etc

Step

Recapituli
Zachten

Assignment

T.C.P

- (1) which are pollen grains?
 - (2) Give one example of
complete flower
1. What helps to bring pollen
grains to the stigma?
 2. Explain the method of
sexual reproduction in plants.



B.B.W

green

→ Cotton,
Androscedum
calyx etc

T.L.M

Evaln

LESSON PLAN - 10

Name of the teacher : Aseema Satapathy
Roll no : 903

Subject : VII
Class : Biological Science

Unit : III

Topic : Reproduction in plant

45 min.

Date & time :

Name of the observer :

Name of the school :

key words

- (i) Fertilization
- (ii) vegetative reproduction
- (iii) Sexual reproduction
- (iv) Asexual reproduction
- (v) Budding
- (vi) Zygote

Academic Standards

- (i) To explain vegetative reproduction with examples.

Asking questions & making hypothesis

Ask about what is fertilization

Experimentation and field investigation

Observe and analyse budding of spores in yeast.

Information skill & project

- (1) Make a report on whorls of Collected flower,

Communication through drawing & model making

Draw the diagram of fertilization in plant.

T.L.Ms

1. Potato, phyllum - yeast , flower saple

Step	T.C.P	B.B.W	T.M	Eval
Greeting motivation Announcement of topic Recognizing Conceptual understanding	Good morning student what is sexual & bisexual reproduction → To day we read about Reproduction → Students read & identify difficult word, underline with Pencil → Student readed & identified sensitive word.	Pertilization Budding, Vegetative Reproduction → Parien of male & female Plants to form zygote		

Activity - 1

Take 2 slide. put 2-3 drops of water on them. Add some sugar grains to water on one slide. Now put some pollen grain of habdast observe under microscope. write report.

Recaptalization

- What is fertilization
- How many types of reproduction

Assignment -

- Write difference between sexual reproduction & sexual reproduction
- Explain the method of sexual reproduction part.



H. K. K. K.
HEAD MASTER
SRIKAKULAM DISTRICT GIRLS HIGH SCHOOL
SRIKAKULAM, A.P.

Called Lorry