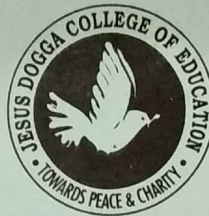


JESUS DOGGA COLLEGE OF EDUCATION

Recognised by the NCTE and Affiliated to
Andhra University 201 - 201

GEORGE TOWN, CHEEPURUVALASA (POST), KOTHAVALASA, VIZIANAGARAM DIST.



SCHOOL INTERNSHIP RECORD PEDOGOGY I & II

Group : Social/English Subject : Social
Register No. : 216115802018 Roll No : 18

TOPIC _____

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3.	11-9-17	VII th	Location & Types of Forest	T.B. Raju	St. George
4.	12-9-17	V th	Evergreen Forests	T.B. Raju	St. George
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Lesson plan
Report

period plan - I

preliminary information:-

name of the student teacher: - Meela kumar?
name of the subject: - social studies
name of the lesson: - forest using and protecting
Duration of time: - 45 min
no. of period: - 3rd
~~no. of students: - 35~~
Name of the supervisor: - I.B. Raju Sir
Class: - VI

Academic Standards:-

Conceptual Understanding:-

through this lesson children could know about the importance of forest. How does the forest are useful to the both human beings and animals.

Reading the text, understanding and information:-

By reading this topic, students can that acquiring from forest, and they towards present activities.

understanding about resources animals, rocks, streams, birds, also Interpret their knowledge plants,

ex:- forest = trees,

Information skills:-

through this topic students can get information about the forest and its resources, we can collect fire wood, leaves of fruits and tubers and also they can make list of all the things in their area. which has most forest area firewood, leaves of fruits and tubers?

Reflection on contemporary issue:-

through this lesson children can be get the information about the forests and the necessary by at protection they will also reflect the same with current trends. how does it deteriorated & deforestation by the human beings. they can also Interpret how many forest are sacred and are worshipped by the people.

Appreciation:-

Students will get appreciation by their performance, regarding forest and its protection.

T.L.M.

B.B.W

Teaching strategy

concepts

Greeting:- Good morning children
How are you all, what do you mean
by Social studies.
for motivating the students towards
the lesson. I will make mind
mapping on importance of
"forest".

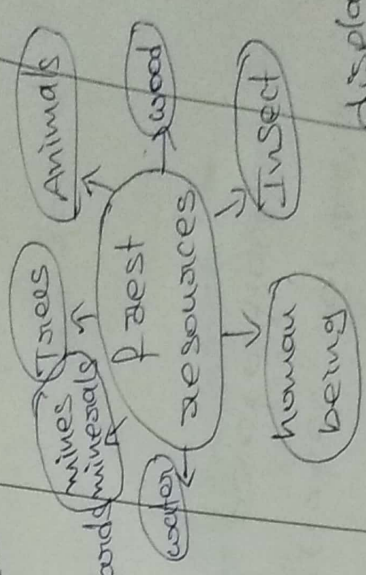
Trigger motivation
mapping picture

After making mind mapping.
I will announce the topic "forest"
using and protecting.

Announcement of
topics.

forest means =
abode of wood animals, snakes
insects, Geozoges, cliffs and
rocks

II Identification of
difficult words



display some
pictures
regarding
forest

III

Conceptual & understanding discussing. Express their own views/ Experience.	I will allow the students to improve their knowledge as to some forests are hunt animals, saw materials - timber bamboo/ beedi leaf - see them in the market.	key words:- Timber- Bamboo- Beedi leaf - vegetables etc
Questioning, Conceptual understanding.	For improve their knowledge I will ask them to question each other so they will do that. what is the important of forest? what are the main resources of forest?	It gives a timber Bamboo & trees etc. Some grow vegetables in the forest.
Study Skills	I will make them how to pronounce some critical words and how to find out relevant meaning.	

→ similarly, different people, forest differently ---- students in the forest ---- and grow a few vegetables.

through this lesson, pupils would know how to find out some city area, and the country. what are the resources that we have getting from the forest.

I will do
play charts
pictures and
maps as
T.V.M.S

forests which are
forests are animals
sheep, goat, cows
etc

through this lesson, I will make them to improve their information skill and help them to understand forest.

cultivating like
planting some
useful trees
cutting down trees
and bamboos
graze cattle.

→ How does the forest are being using by the people?

mapping skills.

Information Skill & understanding

V

VI

what are main forest area that uses for cultivation.

→ what is the other uses of forest

→ what do we do with bamboo forest from forests?

→ How does the forest are converting?

→ How does the others look at forest?

to enlarge their knowledge and ability on the tips. I will tell them to complete the home work regarding "forest" and its "use".

W

VII home work.

→ setting to paper or furniture factories into

the converted in to tourist place dens for storing water.

Period plan - 2

Preliminary information:-

Name of the Student teacher:- Hala kumari

Name of the Lesson:- Forest using and protecting trees and plants.

Name of the Subject:- Social

Duration of time:- 45 min

No. of period:- IInd

No. of students:- 30

Name of the Supervisor:- I. B. Rayu sir

Class:- VIth

Academic Standards :-

Conceptual Understanding :-

Students would know that human beings are not only people who use forests, trees, plants, birds, grasses, insects, animals, fishes countless beings. They have in and use forests.

Reading the text understanding & Interpretation :-

Students will understand about the living beings which are depending on forest and lives in a forest and then can interpretate the same with current trends.

Information Skill :-

through this topic students can get information about the forest and its resources, we can collect fire wood, leaves & fruits and timber and also they can make list of all the things in the area.

Reflection on contemporary issue:-

through this lesson, children can be get the information about the forests and the necessity of protection, they will also select the some with current trends.

Appreciation:-

Students will get Appreciation by their performance regarding forest and its protection.

S.no	concept	Teaching strategy	B.B.W	T.L.M
1.	Trigger motivation	Greeting:- I will greet the students as good morning children. How are you all, Have complete your work.		
	probing questions	to estimate students knowledge I will ask the question on previous class and their move towards next topic	Studies will give answer to me.	
	Announcement of the children let us discuss the remaining part of the lesson, what we have started on yesterday of course--- trees, plants, grasses, birds	let us discuss the remaining part of the lesson, what we have started on yesterday of course--- trees, plants, grasses, birds	Display charts, pictures, maps.	
II	Identification of difficult words.	Children open your text books and read out the passage from the page no-40 to 50 and under stand the difficult words.	Countless "A large tract of land covered by trees " under grasses"	

III
 Conceptual understanding & discussion
 → group discussion
 Explaining difficult words
 By dividing the students into groups and allow them to read and discuss about difficult words.
 Ex:- Trees, plants, Grasses, Insects, animals
 When students find the difficult words. I will explain it carefully
 Ex:- Grasses & Insects.

Display
 maps, charts,
 globe etc.

Trees, plants,
 animals, fishes

IV
 Conceptual understanding
 I will ask them to read the passage "trees", plants, grasses, Birds, Insects..... How thickly covered.
 → How trees are covered by their self
 → How does it use full

→ through water
 → building house
 furniture

Reading Skill	I will ask the students to read the passage loudly How we define a forest	Students will note some key words while they read.
Mapping Skill	These can be way more----- I will ask them to silently visualize their place, like "Himalaya, Vindhya, Satpura, forest area etc.	Students will map their mapping skill
Information Skill understanding	I will enable the students to get information regarding forest and its use "the nearest forest to their house"	Students will show it on the next day.
Home work	I will give home work to the students regarding to days lesson.	

Display some charts Globe.

VI

home work

I will give home work to the students regarding to days lesson.

they will show it on the next day.

Students will note some key words while they read.

Students will map their mapping skill

I will enable the students to get information regarding forest and its use "the nearest forest to their house"

they will show it on the next day.

home work

I will give home work to the students regarding to days lesson.

VI

period plan - 3

preliminary information:-

name of the student/teacher:- Mula kumar

name of the lesson:- Forest: using and protection

name of the topic:- Location and types of forest

name of the subject:- Social Studies

Duration of time:- 45 min

no. of the period:- 10th

no. of Students:- 35

name of the supervisor:- J. B. Raju Sir

Class:- VIIth

Academic Standards:-

Conceptual Understanding:-

know about the location of forests and types of forests grow.
also know about the where do forests grow.

Reading the text understanding & Interpretation:-

students to the lesson, and ask them to find out the sentence, they will find out and understand the interpret the some of any places.

Mapping Skills:-

As I ask them to find out which is the nearest forest area from your village / town. they they will find out several skill area like "Godavari" river basin area then improve their mapping skills.

Information Skill:-

through this topic students can get information about the forest and its resources. we can collect fire wood, leaves or fruits and also they make list of all the things in their area.

Reflection on contemporary issue:-

through this lesson, children can be get the information about the forest and the necessity of protection. they will also reflect the some with current trends.

S.no.	concept	Teaching strategy	R.B.W	T.L.M
1.	motivation	Greeting:- I will greet students as Good morning, how are you all, have you completed your home work. Let us discuss about remaining part of our lesson.		display charts pictures
	probing questions (previous class)	children tell me what is use of forest? area? why should you grow forest?	It gives fresh air, timber, bamboo, fruits, water etc.	
	Announcement of the topic	Ok! children today let us discuss about "location and types of forests"	"location and types of forests"	I will show some pictures globe etc.
II	Conceptual understanding & questioning	children will improve their questioning skills regarding their topic ex:- How does the human being use utilizing forest?	cutting forest, doing cultivation, disused mines etc.	

→ How do we define forest on which bases?
+ examples of forest are.

Reading Skill

through this topic students could know what's the benefit for us classified the forest.
How ever they will improve their reading skill

mapping Skill

I will make the students to understand about forest and ask them to find different kinds of trees grow

Basing on knowledge
to separate the vegetables.
→ dense forest, open forest, megarede forest etc.

To understand where we have forest cover and where it degraded

find out different kinds of trees grow places combines an of herbal area.

I will use maps and charts of forest.

III Identification of difficult words meaning.

I will ask the students to open your text book and read the passage fromat page no-51 then ask them to underline key words.

where do forests grow?

thousand years ago forest grow every where soil water available.

Arctic regions covered with ice snow, Himalaya,

Islands/rocky deserts/ sea coasts.

Conceptual understanding discussion Experts views.

Children will read the lesson, and underline the difficult words, then make to understand the concepts by making group discussions among them.

Arctic regions Himalayas/ Rocky deserts.

Display Charts Globe, Pictures.

I will make group discussion amongs the children on their findings.

Agriculture mines Plantations Industries.

IV

Group discussion

"Arctic region were not
favourable for grow trees? Himalayas
covered with snow"

I will enable the students get
information regarding forest
even like pine will only growing
in very cold climates.

V
Information Skill
understanding the
words.

VI
home work

To enable the students
knowledge is will give
home work to the pupils
regarding current people

for

Show
pictures
of trees
and charts.

Trees grow in
moderate
temperature,
even temperature,
nature of rainfall
and temperature

Period Plan - 4

Preliminary information:-

name of the student teacher:- Meela kumari
name of the lesson:- Types of forest
name of the subtopic:- Evergreen forest
name of the subject:- Social studies
Duration of time:- 45 min
~~no. of period:- IInd~~
no. of students:- 35
name of supervisor:- I. B. Rayu sir
class:- VIth

Academic Standards :-

Conceptual Understanding :-

Here the students can understand and know about the topics of forests and their usefulness. the example of forest are

evergreen forests :- deciduous forest, thorny forest
Mangrove (sea coast) and swamp forest etc.

Reflection on contemporary issues :-

it will be useful to the children for knowing about the types of forests. so they can compare if with current trends in forests.

Reading the text, understanding and Information :-

By reading this topic students can understand about resources that acquiring from forest and they also interpret their knowledge towards present activities.

information Skill:-

through this topic students can get information about the forest and its resources we can collect fire wood, leaves or fruits & tubers.

Appreciation:-

Students will get appreciation by their performance regarding forest and its protection.

500	concept	Teaching Strategy	Q.B.W	T.L.M
1.	Trigger motivation	Greeting:- Good morning childrens How are you all, have you complete your home work, show me that		
	probing questioning	For motivating and enrich the knowledge of the pupils. I will ask some questions. where do forest grow? Tell me some area, which are not forward for grow trees?	→ Hills and surrounding areas. → Himalayas, Arctic regions etc.	Display charts, Globe, pictures.
	Announcement of the topic	After probing question then announce the topic as "Evergreen Forest".		"Evergreen Forest"
	Remaining part of the lesson			

II
Identification of
difficult words
understanding

To enrich the knowledge I will ask
the children to read and understand
ing, the difficult words.
exi- evergreen forests.

Kazirala and Andaman in India
have Evergreen forests variety of
forest trees plants and creepers

To enrich the knowledge of the
Students. I will ask them to read
the passage "Evergreen Forests"
which get very heavy rainfall
and also have very warm climate

III
Conceptual
understanding
discussion.

Group discussion

To enrich the students skill
I will conduct group discussion
among the students.

Evergreen forest
which get high
rainfall. Evergreen
forest area are
Kazirala and
Andaman.

these forest are I will use
always green as
the trees. But get
new leaves very
soon.

know the
Changes of trees.

Questioning

"While one kind of trees, seeds its leaves another the remains green"

Questions each other as

what are the types of trees in Evergreen forest?

What are the different kinds of forest in some layers.

TV Reading Skill

Students will improve their

Reading Skill

However they have leaves which are very ~~green~~ --- these trees don't bear flowers but produce cones and hence are called coniferous trees.

Because they get moisture and warm to grow constantly.

⇒ Jamun, canes, bamboos, kadam

⇒ Pine forests coniferous trees.

mapping skill	I will enable the students to find out various famous trees give examples of some "Evergreen tree forest".	Understand about the Evergreen forest by visiting through charts	display some pictures.
IV Information understand.	with the help of these topic students would get the importance of "Evergreen forests". How does the trees will covered with snow? How does some trees shed leaves etc.	Interpret the relevant examples like coniferous.	
VI Home work.	I will give home work for Enrich the knowledge of the children. <i>for</i>	Children will show it on the next day	

period plan-5

preliminary information :-

name of the student teacher :- Mula Kumar
name of the subject :- Social Studies
name of the lesson :- Deciduous forest
name of the sub-topic :- Deciduous forest
Duration of time :- 45 min
no. of period :- 4th
~~no. of students :- 35~~
name of the Supervisor :- I. B. Ragu Sir
Class :- VIIth

Academic standards:-

Conceptual understanding:-

will grow oftenly they will also know the deciduous forest
"deciduous forest" where did the deciduous forest & characteristics of

By

Reading the text understanding & Interpretation:-

"deciduous forest" they will understand

studying the lesson "deciduous forest"

about the characteristics of forest.

Ex:- Grow regions where it rains in only some months.

Ex:- Grow regions



Ex:- Grow regions

Ex:- Grow regions

Ex:- Grow regions

Reflection on contemporary issue:-

I will use this to the children for knowing about the "deciduous forests"

Information Skill:-

through this topic students can get information about the deciduous forest and its resources.

Appreciation:-

students will get appreciation by their performance regarding forests.

S.no	Concept	Teaching Strategy	B.B.W	T.L.M
1.	Trigger motivation.	Greeting:- Good morning children How are you all have you complete your home works, create good environment in the class.		Display Some pictures.
	probing questions	Before going to start the lesson. I will ask some question regarding previous class. Tell me some kind of forest names. Have you ever seen off it?	Evergreen forest Deciduous forest Mangrove forest Yes, we have seen	
	Announcement of the topic	children you know very well about forests and today I am teaching deciduous forest and its characteristics.	Deciduous forest	

III Identification of difficult words, understanding.	For enrich the knowledge. A will tell the pupils to open your text book and readout the lesson.	Understanding words i.e., "warm and dry"	Display charts, pictures, globe
Group discussion	Ask them to understand and Identify the key words.	water evaporates, conserve, moisture	
Questioning	For enrich their knowledge I will allow the students questions their self ex:- what do you mean by deciduous forest? where does it grow?	the trees shed their leaves during day months → Andhra Pradesh	

III

Conceptual
understanding
discussion

Students will understand as
in our state two kinds of decisions
forest one who receive more
main.

I will ask them to speak
each other & discuss each other
regarding this types of forces.

I will allow the students to
ask questions each one

"What are the types of
decisions forest forces"
"Where do you find them"

through discussion
and conceptual
understanding.
they will get
information
"Jagi, Ageisa"

Reading skills

By reading the passage as there are also different kinds of evergreen forests in the Himalayas with snow fall.

mapping skills

Will help them to improve their mapping skills regarding how to find various forests trees and etc.

home work

i will give project work /
home work to the students
on the present topic.

Deciduous forest are located at U.S.P & S.K.M.

show two pictures of forests additionally A.P.



Am

BLOCK TEACHING PRACTICE

The is to certify that Mr/Mrs/Kumari Mesela Kumari
With Reg No. 1615008027 student of JESUS DOGGA
COLLEGE OF EDUCATION, George Town, Kothavalasa practice
internship for class VI and VII from 14-10-17 to 30-10-17 in our
school.



Date :-

Place:-

Signature of Head Master
[Signature]
St. George High School
George Town, Kothavalasa.
Vijayagadam Dist - 535 183

Block

TEACHING

PRACTICE



period plan-6

preliminary information :-

name of the student teacher :- Meela kumar

name of the lesson :- thousand forest

name of the subject :- Social Studies

no. of period :- IInd

Duration of time :- 45 min

no. of students :- 30

name of the supervisor :- K. Rama Rao sir

class :- VIth

Academic standards:-

conceptual understanding:-

Here students would know about the types of forest in andhra pradesh and its located various trees in A.P.

Reading the text, understanding and Interpretation:-

thorny forest grow in very dry area with little rainfall and high temperature.

Reflection on contemporary issues:-

through this lesson, children can get the information about the thorny forest and necessary

of protection.

information:-

Information Skill :-

through this topic, students can get the information about the woody forest

Appreciation :-

Students will get the appreciation by their performance regarding woody forest.

S.no	concept	Teaching strategy	B.B.W	T.L.M.
1.	Target motivation probing questions	Greeting :- Good morning children have you complete your home work Ok! i will ask questions regarding previous class can you answer me what is the difference of evergreen forests & deciduous forests?	Deciduous forest Evergreen forest dense forest with large variety of trees.	Display pictures of trees and maps.
	Announcement of the topic	After greeting good Environment "thorny forest" in the class room. I will announce the topic "thorny forest"	"thorny forest"	
II	Identification of difficult words understanding	Here, I will allow the students to read the topic carefully and ask them to underline the difficulties. eg:- trees = Babul (Tamarind), Balus, rogā, sandal etc.		

III

Discussion-Experts
views/opinions
questionings

Group discussion

To improve the students abilities
I will divide the students to
discuss on the count "thorny
forest" are mostly located
at the little rain fall areas.

Questioning

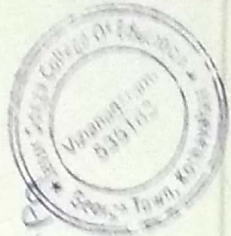
Students will question them
among each other
what is the character of
thorny trees?

I will help the students to
discuss about characteristics
and areas of thorny forest?

high temperature
heat wave areas
Babul, Balusu, Raji
Sandal etc.

we can see the
thorny forests
near Chittoor,
Kadapa &
Ananthapur.

Chittoor, Anantha
pur, Nalgonda
and Y.S.R
Kadapa



Display charts
pictures,
maps.

IV

Conceptual

Understanding
questions

Again i will enable the students to understand the concepts tell them to ask questions each other.

mapping skills

through this lessons, i will help the students to improve the mapping skills.

ex:- location of thorny forest area.

i will display
charts,
pictures,
and maps.

V

Information skills

Understanding
the concept

i will try to enrich the information skills of the pupils and make them to understand the concepts very easily

the difference between deciduous forest and thorny forests.

get knowledge about thorny forest. this play of the usefulness of forces.

VI home work.

After completing the lesson I will give homework/project work to the students for estimating the student's ability.

"I will give project work on 'Mangrove Forest' Give examples."

Additional information:-

Period plan-7

Preliminary information:-

Name of the student teacher:- Mada kumar

Name of the subject:- Social Studies

Name of the lesson:- littoral (seacoast) and
swamp forest

Duration of time:- 45 min.

No. of period:- 4th

No. of students:- 40

Name of Supervisor:- K. Rama Rao sir

Class:- VIIth

Academic Standards:-

Conceptual Understanding:-

through this lesson children can understand about the littoral swamp forest.

Ex:- "Uppu Ponna", "Bodduponna", "Usda wada", "Tellamada" etc.

Reading the text, understanding and Interpretation:- By

reading this lesson, they come to know that the present funds in this forests what ways to protect they can also interpret. it will their near forest.

Information Skill:-

through this topic students can get information about the forest and its resources we can collect the fire wood, leaves.

Reflection on contemporary issues:-

through this lesson children can be get the information about the forests and the necessary by protection, they will also reflect the same with current funds.

Appreciation:-

Students will get Appreciation by their performance Regarding the forest and its protection.

S.no	Concept	Teaching Strategy	B.B.w	T.L.M.
1.	Trigger motivation	Greeting:- Good morning children How are you all, have you completed your home work.		
	probing questions	Can i ask some questions regarding the previous class → Tell me what are the types of forest we have? which types of trees are located are located at "Evergreen forest". what is the difference between thorny forests and Evergreen forests?	Evergreen Forest deciduous forest thorny forest swamp forest	display pictures globe, maps
	Announcement of the topic (Remain the part)	Ok! children, let us discuss about the another type of forests i.e., Littoral (seacoast) and swamp forest.	Littoral (sea coast) and Swamp forest	

II Identification of difficult words understanding

To enrich the knowledge of the children I will tell them to read the passage and understand some key words.

Ex:- these grow mostly in the sea coast on sandy beach and marshy land.

Difficult words - Display cards "Sandy beach" pictures of marshy land, trees, forests, tidal waves, floating drying.

III Discussion debate Sharing experience Questions.

To test the students ability I will conduct a debate group discussion on their findings.

Group discussions Questions

Where do the swamp forests ~~with~~ grow what is the meaning of tidal waves, mangrove, forest what?

sea coast on sandy beach & marshy land alternating salt water flooding and drying.

IV Conceptual understanding questions.

mapping skills.

V information under standing

VI home work

Here i will enrich the students knowledge by asking questions like findout how the mangrove trees adopt to the special condition of seacoast.

Students may remember about forest in vages?
mangroves koringa in East godavari
various types of vegetation
Uppurpara, Boddur Rawa, vada mada, Tella mada etc.

to enrich the knowledge
i will give home work
regarding Swamp forests.

Found out here
the mangrove
trees adopt to
the special condition
of sea coast.
Display
pictures,
maps &
charts.

period plan - 8

preliminary information :-

name of the student teacher :- Hela kumar
name of the person :- Tribal people and forest
name of the subject :- Social studies
class :- Vth
no. of period :- 4th
no. of students :- 40
name of supervisor :- K. Rama Rao sir
Duration of time :- 45 min.

Academic standards:-

Conceptual understanding:-

through this lesson children can understand about the relation between "forest" and tribal group.

Reading text understanding & Interpretation:-

By reading this lesson pupils would know that 20% of western coastal region in AP

Information Skill:-

through this topic students get information about the tribal people and forest.

Reflection on contemporary issues:-

through this lesson, children can be get the information about the tribal peoples and forests they will also reflect the same with current trends.

Appreciation:-

students will get appreciation by their performance regarding forest and tribal peoples.

S.no	Concept	Teaching strategy	B.B.W	T.L.M
1.	Trigger motivation	Greeting:- Good morning children How are you all, have you complete your home work.		
	Probing questions	Can I ask some questions regarding previous lesson. What are the types of forest we had? Which area in A.P is covered with deciduous forest?	Evergreen forests Deciduous forest Swamp forests. Skim & V.S.P, E. East Godavari	display pictures charts, Globe
II	Announcement of the topic	well, let us discuss about the "tribal people and forests"		
	Grammar part of the lesson)	I will enable the students to identify and underline some difficult words.		

III
Identification of
difficult sentence
understanding
and meaning

ex:- forests provide the resources
for the very poor in our state to
make living level wood,
grazing sheep & goats. Tribal
people they lived in this forests
for thousands years.

level wood
grazing

questioning

I will allow the students to
proper questions among each
other for their abilities.

50% of people
depending on
forest products

ex:- How much of people
is coastful region depend
on forest products.

IV
Questions on
conceptual
understanding

to estimate pupils abilities
I will ask some more
questions from the topic

Tribal people.

Ex:-

Do you think it is possible for people to take care of forest and use them well.

I will ask the students to read the topic once again the people who depend upon forest for their livelihood, the tribal people are most important.

Students would know about even today more than Govt. the forest & A.P. area in where tribal people live.

For educating the students knowledge will give home work on tribal people and forest

yes.

maps,
charts
and
pictures.

Govt. & tribal people in our State today live in forests.

Complete their work on tribal and forest in A.P.

Readings kill

Information skill understanding the concept.

home work.

period plan - 9

preliminary information:-

name of the student teacher:-
name of the subject:- Social Studies
name of the lesson:- Tribal people and forest
duration of time:- 45 min
no. of period:- IInd
no. of students:- 35
days:- VIth
name of the supervisor:- K. Rama Rao Sir.

Academic Standards:-

Conceptual Understanding:- Through this lesson, pupils can be know that Govt forest & A.P are area where tribal people live

Reading the text understanding and Interpretation:- ASI allow the students to read the lesson, they can able to understand about, how does the tribal peoples in A.P.

Information Skills:- Through this topic, students get information about the tribal people and forests.

Reflection on contemporary:- Through this lesson children can be get the information about tribal people and forest.

Appreciation:-

Students will get appreciation by their performance regarding tribal peoples.

S.no	concept	Teaching strategy	B.O.W	T.L.M
1-	Trigger motivation.	Greeting:- Good morning children How are you all, have you complete your home work, show me that		
	probing questions	Ok! children before start the lesson, I will ask question. can you answer. what's the per cent area covered with police in A.P? which group is mostly depend on forests for their live?	yes 60%	
	Announcement of the topic	After creations Interest among the children. I will announce the topic as "tribal people & forest"	tribal people & forest.	

II
Identification of
difficult words
understanding

Children please open your text
books and read the passage from
the page no. 56 to 57. I will make
them to understand regarding
the difficult word unable to
plain village.

Meaning:- podu
cultivation shopping
& very few years
of cultivation
display
charts
& pictures

III
Express views /
Discussions & debate
Group discussion

I will make discussion among
students to enrich their knowledge.
To enrich the knowledge I will
divide the students into groups
discussion.

I will allow the students to
ask question by each one
others.
Ex:- Do you think it is possible
for people to take care of forests

Villagers & Idoms
are taking care
of land.
I will display
pictures,
charts

IV.	questions on conceptual understanding. mapping skills.	after group discussion. I will ask some questions to the students for enhancing the students knowledge. through this lesson, I will enable the students to improve their mapping show. ex:- To finding various types of podu cultivation. various distribution Aspect. After regarding lesson, I will enable the students.	they don't have not on private property. they will improve mapping skill display maps get information and collect some relevant information
V	information skills		
VI	home work	I will test the knowledge by giving home work.	

period plan - 10

preliminary information:-

name of the student teacher:- Mada Kumar

name of the lesson:- Tribal people and forest

name of the subject:- Social studies

duration of time:- 45 min

no. of period:- IIIrd

no. of students:- 30

class:- VIth

name of the supervisor:- K. Ramabharathi

Academic Standards:-

Conceptual Understanding:-

through this lesson students can able to know that how did the british peoples were located for controlling the forest degradation.

Reading text, understanding and interpretation:-

Students could know that what are the stilled laws. have been passed by gov. 6 regarding forest. Students can get information

Information Skill:-

through this topic we can collect the tribal people living about the forest and its resources

Reflection on contemporary issues:-

through this topic students can get information about the forest and its resources.

Appreciation:-

Students will get appreciation by their performance regarding tribal people living.

S.no	Concept	Teaching strategy	B.B.W	T.L.M
1.	Trigger motivation	Greeting:- Good morning children. how are you all, have you complete your home works show me that		
	Probing Questions	For creating interest towards lesson children can you answer my questions. Do you think there any difference between plantation & trees.	Forests were cut down to create plantation & tea coffee, Rubber	
	Announcement of the topic	After creating Interest, I will announce the topic as the british people actual laws 1864 and 1874	British people actual laws 1864 1873 to compare forest anything	Display pictures chart & maps.
II	Identification of difficult words/ sentence under standing	the forest department Britishers classified the forest as reserved and protected. "the government at the point didnot really care for them"	the forest in which no one could enter. protected forest- they could take	

Reading Skill

As this allow them to read the topic " But it was accused land to them, which they used without causing damage. to it through their person.

Mapping Skill

i will enable the students to improve their mapping skills
Ex:- to finding various types of
pode cultivation.

head loads of
wood and small
forests produce
for them.

they will improve
the mapping
Skill

eg:- Forest in AP
total forests
area in AP
Display
map.

III Information Skill

After reading this lesson, I will enable the students to know to get information regarding tribal peoples and their right on forests.

get information
& collect some
relevant information.

IV Home work

I will test the knowledge by giving homework on tribal people and forests.

period plan - II

preliminary information :-

name of the student teacher :- Meela kumar
name of the subject :- Social Studies
name of the lesson :- Agricultural India
name of the supervisor :- K. Rama Rao sir
~~Duration of time :- 45 min~~
no. of period :- 4th
no. of students :- 46
class :- VIIth

Academic standards:-

Conceptual understanding:-

that the importance of forest through this lesson children could know human beings. how does the forest are useful to both

Reading the text, understanding and interpretation:-

By reading this topic students can understand about resources. Students can get information

Information skill:-

through this topic students can get information about the forest and the current trends.

Reflection on contemporary issue:-

through this lesson children can get information about the forest and the current trends.

Appreciation:-

Students will get appreciation by their performance regarding forest and its protection.

Sno	concept	Teaching strategy	B.E.W	T.L.M
I.	Trigger motivation	Greeting:- i will greet the students as good morning children. How are you all have you completed your home work to stimulate students knowledge. I will ask questions on previous class and their more towards next topic	Students will give answers to me.	
II	Announcement of the topic	children let us discuss the remaining part of the lesson, what we have started on yesterday "Agricultural India"	Agricultural India"	Display charts pictures, Globes
III	Identification of difficult words	children open your text books and read out the passage from page no- 50 and understand the difficult words	countries "A large forced land covered by trees."	

III	Conceptual understanding Discussion Explaining difficult words	By dividing the students into groups and allow them to read and discuss about difficult words. When students find the difficult words I will explain it case fully Ex:- Grasses.	Trees, plants, animals, fishes Display maps, charts, globe
IV	Conceptual understanding	I will ask them to read the passage Trees, plants, grasses, Birds insect How trees are saved by their self. How does it useful?	through water Building house Furniture
	Reading Skill	I will ask students to read the passage loudly. How we define a forest - - - -	Students will not save key words while them. Display charts, pictures, globes.

IV Information: I will enable the students to get understanding information regarding forest and its use.	"the nearest forest to their home"	They will show it on the next day.
VI Home work	I will give home work to the students regarding to draw a person.	

period plan-12

preliminary information:-

name of the student teacher:- Mala kumar
name of the lesson:- forest using and protection
name of the subject:- social studies
duration of time:- 45 min
no. of period :- 2nd
no. of students:- 40
class:- 5th
name of the supervisor:- K. Rama Rao sir.

Academic Standards:-

Conceptual Understanding:-

are not the only people who use forest, trees, plants, grasses

Reading the text, understanding & Interpretation:- Students will understand about the living beings which are depending on forest and live in a forest.

Information Skill:- Through this topic students can get information about the forest and its resources. that acquiring from forest and they can collect fire wood and leaves.

Reflection on contemporary issue:- Through this lesson children can be got the information about the forest and necessity of the protection. they will reflect the song with current friends.

mapping Skill:- as I ask them to find out which is the nearest forest are from your village how they will find out several skillly area.

S.no	Concept	Teaching Strategy	B.B.W	T.L.M
I.	Trigger Motivation probing questions	Grounding:- I will greet the students as good morning children, how are you all, have you complete your work To estimate students knowledge I will ask questions on previous class and then move towards next topic Children we discuss the remaining part of the lesson. what we have started on yesterday	Students will give answer to us.	Display charts, pictures.
II	Identification of difficult words	Children open your text books and read the passage from page no- upto 30 and understand the difficult words.	Countless A long tract of land covered by trees.	

III Conceptual understanding & discussion Group discussion	By dividing the students into groups and allow them to read and discuss about difficult words ex:- insects, plants, trees, grasses, animals, fishes.. when students find the difficult words i will explain it carefully Ex:- Grasses & Insects	Trees, plants, animals.	
IV Conceptual understanding	I will ask them to read the passage, trees, plants, grasses, birds, insects..... How & quickly covered How trees are serve by their self? How does it useful?	→ through carbon → Building house Furniture.	Display maps, charts, Globes etc

Reading Skill

I will ask the students to read
two paragraphs loudly.
How can I define a forest, there
can be many more.

Information Skills
Understanding

I will enable the students to get
information regarding forests
and its use.
The nearest forest to their
house.

Home work

I will give them work to
students regarding today
forest.

Students will
not remember
this while
they read.

They will show
it on next day.

period plan - 13

preliminary information:-

name of the student/teacher:- Mula bharati

name of the subject:- social studies

name of the lesson:- location and types of forest

name of the supervisor:- K. Ramakrishna

Duration of time:- 45 min

no. of period:- III

no. of students:- 36

class:- VIth

Academic Standards:-

Conceptual understanding:-

through the lesson, the students could know about the location of forests and types of forests.

Reading text, understanding & Interpretation:-

As is allow the students to read the lesson and ask them to find out the relevant sentences. they will find out and understand the sentences.

mapping skill:-

As I ask them to find out which is the nearest forest area from your village town then they will find out the area like "knowledge" ~~near~~ basic area.

Information Skill:-

through this topic students can get information about the forests and its resources. that acquires from forest and they can collect fire wood and leaves.

Reflection on contemporary issue:-

through this lesson, children can be get the information about the forests and necessary of the protection.

S.no.	Concept	Teaching strategy	B.W	T.L.M
I.	Trigger motivation	Greeting:- I will greet students Good morning how are you all, have you completed your home work.		
	probing questions	Let us discuss about remaining part of our lesson. Children tell me what is use of forest areas? why should you grow forest?	It gives forest display fresh air, timber bamboo, fruits water, etc.	
	Announcement of the topic	old children today let us discuss about "location and types of forest"	"location and types of forest"	
II	Identification of difficult words - meaning	I will ask the students to open your text book and read out the passage from the page no - 51 then ask to understand key words.	Arctic regions = covered with ice, snow, himalayas Sandy / rock deserts / on Sandy seacoast	

III Conceptual understanding discussion Express views.	"Where do forests grow" thousand years ago forest grows Every where soil was not available. children will read the lesson and "Arctic regions understanding the difficult with then it will make them to under stand the concepts by making group discuss among them.	Display charts, Globe, pictures.
IV Conceptual understanding questioning.	children will improve their questioning skills regarding forests and doing cultivation topic. Ex:- How does the human beings are understanding forests? How do we define forestry on which basis?	cutting the forest discovered mines I will show etc. Some pictures globe etc. Seasing on how developed space the vegetation.

Lesson Plan - 14.

Preliminary Information:-

Name of the student teacher:- Mula bharati

Name of the subject:- Social Studies

Name of the lesson:- Environmental Forest

Duration of time:- 45 min

No. of periods:- 1

No. of students:- 27

Class:- VI

Name of the supervisor:- K. Dama Rao Sir

Academic Standards:-

Conceptual Understanding:-

Here the students can understand and know about the types of forests, and their usefulness.

Ex:- Evergreen forest, Deciduous forests, thorny forest, swamp forest.

Reflection on contemporary issue:-

it will be useful to the children for knowing about the types of forests so they can compare it with current trends in forests.

Information Skill:-

through this topic students can get information about the evergreen forests and its resources.

Reading the text.

Students can understand about resources that are available from the forest, and they also interpret their knowledge towards present activities.

Understanding & Interpretation:-

By reading

the text, students can understand about resources that are available from the forest, and they also interpret their knowledge towards present activities.

Appreciation:-

Students will get appreciation by their performance regarding the Evergreen forests:

S.no	Concept	Teaching Strategy	B.O.W	T.L.M.
1.	Trigger motivation	Greeting:- Good morning children have you complete your home work Show me that.	B.O.W	T.L.M.
	probing questions	For motivating and enrich the knowledge of the pupils here. I will ask some questions" where do forests grow"	Hilly and sloping areas. Himalayas, Arctic regions etc.	Display charts, Globe and pictures.
II	Identification of difficult words understanding	For enrich the knowledge. I will ask them children. to read Evergreen forest and underline the difficult words and understand ex:- "Evergreen forests" Kerala and Andaman is india have Evergreen forest variety. of trees, plants, and Grasses.	Evergreen forest rain fall, warm climates, Evergreen forests are Kerala and Andaman.	

III

conceptual understanding discussion.

To enrich the knowledge of the students, I will ask them to read the passage.
Evergreen forests, which get very high rain fall, and also have a very warm climate.

these forests are already green as the trees shed their leaves. but get new leaves very soon.
I will use picture like trees

Group discussion

To enrich the students skill I will conduct group discussion among the students.
While one kind of the sheds its leaves another tree growing grows constantly.
green.

know the changes to trees.

→ because they get moisture and warm to grow constantly.

questioning

questions each other are "what are the types of trees in Evergreen forests"

what are the difficult kinds of forest in warm layer?

→ Javan, Caves, bamboos, Kandan

→ fine forests
coniferous trees.

Reading Skill

Students will improve their reading skill.
"How ever, they have leaves which are very thin these trees don't bear bowers but provide and hence are called coniferous trees".

IV Information & understanding

which the help of these forest students could get the importance of "Evergreen forests"
"How does this forest will covered with snow".

V home work

It will give home work for enrich the knowledge of the children.

understand about the Evergreen forests by visiting (B) through charts

Display
Some
pictures.

Interpret the relevant Examples like coniferous

period plan - 15.

preliminary information:-

name of the student teacher:- Hala bharani

name of the lesson:- decision forest

name of the subject:- social studies

duration of time:- 45 min

no. of periods:- IInd

class:- VIth

no. of students:- 37

name of the supervisor:- K. Ramu Rao Sir

Decision forest.

When given the data of forest, the machine learns how to split the data into different categories. It is a powerful tool for classification and regression tasks.

Academic standards:-

conceptual understanding:- through this lesson the students will know about the types of forest. they would know that where did the deciduous forest.

Reading the text, understanding & Interpretation:- By studying this lesson "deciduous forest" they will understand about the characteristics of forest and interpret it with their own words by forest.

Reflection on contemporary issue:-

Students will be able to understand about current trends in the deciduous forest. How do protect this type of forest etc.

Information Skill:-

through this topic students can get information about the forest and its resources we can collect the fire wood & leaves.

Appreciation:-

Students will get Appreciation by their performance regarding the deciduous forest.

S.no	concept	Teaching strategy	B.G.W	T.L.M
1.	Trigger motivation	Greeting:- Good morning children, How are you all, Have you completed your home work for motivating and environment in the class. Before going to start the lesson i will ask some questions regarding previous classes. After that i will announce the remaining passage. Tell me some kind of forests name? Have you ever seen off it? children you know very well about forest and today I am going teach about deciduous forests, and its characteristics	B.G.W	T.L.M
probing questions				Display some pictures.
Announcement of the topic.			Evergreen forests Deciduous forests Woody forests. yes, we have seen	"Deciduous forests"

II identification of difficult words understanding.	For enrich the knowledge. I will tell the pupils to open your text book and read out the lesson from page no - 51 to 53.	decisions forest understanding words "warm and day", "shed leaves" water evaporates.	Display forest charts pictures, globe.
questioning	For enriching knowledge. I will allow the students questions themselves.		
III conceptual understanding Discussion.	Students will understand as in our state we have two kinds of deciduous forest. one which receive more rain and one which receive less rain. I will ask them to speak each other to discuss each other regarding this types of forests.	thorough discussion and conceptual understanding. they will get information	like, a vegi, Agersa, maddi (original) Gittagi etc.

Questioning.

I will allow the students to ask question each one "what are the types of deciduous forest trees?"

Reading Skill

By reading skill the passage as there are also different kinds of Evergreen forests the Himalayas these trees grow in area with snow fall.

Mapping Skill

I will help them to improve mapping skills regarding how to find various forests trees and plants.

Home work

I will give homework to the students on the present

deciduous forests are loaded at V.S.P and Skim

show the protecting forest additionally A.P.

period plan-16

period plan-16

preliminary information:-

name of the student teacher:- Meela Kumari

name of the subject:- Social studies

name of the person:- thony forest

duration of time:- 45min

no. of period:- IVth

no. of students:- 42

class:- VIth

K. Rama Rao Sir

name of the supervisor:-



Academic standards:-

Conceptual understanding:-

understand about the littoral (sea coast) and swamp forest. where does it grow mostly.

Ex:- Uppu Panna, Beddu Panna, Uda Panna.

Reading the text understanding and interpretation:-

By reading this lesson, they come to know that the present trends in this forest what are the ways to forest they can also interpret it with the near forests.

Reflection on contemporary issues:-

about the current trends in the deciduous forests "How to protect this type of forest".
Students will be able to understand

Information Skill:-

through this topic students can get the information about the thorny forests and its importance.

Appreciation:-

Students will get appreciation by their performance regarding the thorny forests.

Concept

Teaching Strategy

T.L.M

1. Trigger motivation

Greeting:- Good morning children, have you complete your home work what are have discussed yesterday fell me anyone.

probing questions ok! i will ask questions regarding previous days. can you answer what is the difference between Evergreen forests and deciduous forests.

Announcement of the topic (remaining part of the lesson)

After greeting good environment in the classroom. i will announce the topic as "tropical forests"

deciduous forest

Evergreen forest are dense forest with a large variety of trees deciduous forest are shed leaves during very dry months.

tropical forest

Identification of difficult words-

Here i will allow the students to read the topic carefully and ask

High temperature heat waves areas "tropical", "tropical"

Display map

<u>I</u> Identification of difficult words - understanding	Here I will allow the students to read the topic carefully and ask to underline difficult. Ex:- there grow in very dry area with little rainfall and high temperatures.	High temperature heat waves areas "Babul", "Balsu" "Ragi", "Sandy"	Display map charts.
<u>II</u> Discussion express views opinions and questioning and area of thorny forest.	I will help the students to discuss about the characters of thorny forest.	Chitthi, A.P. Nalgonda, and J.S.R. Tadapa.	
Questioning	Students will probing questioning among each other as " which trees in A.P are covered with thorny forest."	Babul (thunder) Balsu, Ragi, Sandal, neem etc.	

IV Conceptual Understanding & Questioning
 Again, I will enable the students to understand the concepts text from to ask question each other.
 mapping Skill
 through this lesson I will help the students to improve their mapping skill

IV Information Skill
 I will try to enrich the information skill of the pupils and make them to understand the concept very easily

IV Home work
 After completing the lesson I will give the home work / project work to the students for estimating the student's ability
 I will give project work on "Threats to forests"

I will display charts, pictures, and map.

get knowledge about thorny forests.

period plan-17

preliminary information:-

name of the student teacher:- Neha Kumar
name of the subject:- Social Studies
name of the person:- Minerals and Mining
Duration of time:- evening
no. of period:- IVth
no. of students:- 34
class:- VIth
Name of the supervisor:- K. Rama Rao Sir

Academic Standards:-
conceptual understanding:-

Here students would know about the minerals in the A.P and where it will come.

Reading the text understanding and interpretation:-
minerals are come from the earth and the mining and minerals are the lesson in the class we have know that the how many minerals.

Information Skill:- through this topic students can get the information about the minerals and mining in our state.

Reflection on contemporary issue:-

about the current trends in the mining and minerals from the earth. Students will be able to understand

Mapping Skill:-

As I ask them to find out which is the nearest place to found the minerals from the earth. they will find out several from the area.

Reflection on contemporary issue:-

Students will be able to understand about the current trends in the mining and minerals from the earth.

S.no.	Concept	Teaching strategy	B.B.W	T.L.M
I.	Trigger Motivation	Greeting:- Good morning children, How are you all, have you complete your home work, show me that	some of the minerals we have seen some times.	Display pictures and charts
II.	Identification of difficult words understanding	can I ask some questions tell me what are the types of minerals are there. to enrich the knowledge of the children. I will tell them to read the passage and understand some key words.	"minerals and mining"	
	Announcement of the topic	After creating interest on the lesson. I will announce the topic minerals and mining.		

<u>III</u> Discussion-debate Sharing Experience	to test the students ability. A will conduct debate group discussion on their finding	alternating salt water flooding and drying	Display maps & pictures & minerals
Group discussion where the Swamp forests will & questioning grow?	there I will enrich the students knowledge by asking the questions like find out how the mangrove trees adapt to the special conditions of the earth.	find out how the mangrove trees adapt to special temperature.	Display pictures, maps, charts.
<u>IV</u> Conceptual understanding	Students may remember about forests in Nagesha mangroves, Kojinga in east Godavari district	Mapping Skill	

V Information -
understanding

various types of the vegetation
Panna, Boddu, Panna, Uda,
Mandla, Wada, etc.

VI Home work

Fr. Enrich the knowledge. I
will give project work regarding
Swamp forests and minerals.

Period plan - 18

Preliminary information :-

name of the student teacher :- Nyla Bemaari

name of the subject :- Social Studies

name of the lesson :- Tribal people and forests

Duration of the time :- 45 min

class :-

VIth

no. of period :-

IInd

no. of students :- 38

name of the supervisor :- K. Ramarao Sir

Signature of student teacher

Academic Standards:-

Conceptual Understanding:-

through this lesson, children, understand about the relation between "forest and tribal people" what are the resources are been provided by the forest.

Reading the text, conceptual, understanding & Interpretation:-

By reading this lesson, pupils would know that 20% of north central region in AP peoples whose depend on forests collection

ex:- Rayalaseema, North people. depend upon forest for grazing

Information Skill:-

through this topic students get information about the tribal peoples and forests. we can collect from forest, firewood and leaves.

Reflection on contemporary issue:-

Through this lesson, children can be 'get the information about the tribal peoples and the forests.

Appreciation:-

Students get appreciation by their performance regarding the tribal people and forests.

Sl no	concept	Teaching strategy	BBW	T.L.M
I	Trigger motivation	Greeting:- Good morning children, nice how are you all, have you complete your home work.		
	probing questions	for creating interest, towards lesson, I will ask questions reading previous class what are the types of forests we have? which area in A.P is covered with deciduous forests?	Evergreen forests thorny forest deciduous forest and swamp forest → V.S.P & SKM	Display pictures and charts
	Announcement of the topic	well let us discuss about the "tribal people and forests"	"tribal people and forests"	
II	Identification of difficult, understanding the meaning	I will enable the students to identify and understand some difficult words.	Fuel wood grazing	Show pictures

understanding
meaning

I will enable to understand the students about this concept like Grazing, tribal poor and explain the meaning.

views/discussion
debate

I will convert some activities on the "context" & ask them to discuss each other for enrich knowledge. I will divide the students into groups and ask them to speak on "Relationship between tribal people".

questioning

I will allow the students to probing questions among each other for extracting their ability. Ex: - How much % people in coastal regions depend on forest product.

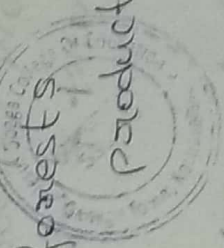
20% of people collect "fuel wood"

→ In Rayala Seema, people depend on the forest.

display
chart
pictures
A-P

50% of people depending

forests
products



IV questions on
conceptual
understanding
Reading Skill

to estimate people pupils ability.
i will ask some more questions
from the topic
I will ask the students to read
the topic once again students
would know about even today
more than 60% of forests &
are in area. where tribal

V Information Skill
understanding the people there.
concept.

VI home work.

for enrich the students
knowledge. i will give home
work on "tribal people and
forests".

"tribal people"

60% of tribal
people in our
state today
use in forests
products.
maps,
ancient,
and
products.

period plan-19

preliminary information:-

name of the student teacher:- Meela Kumar
name of the lesson:- Agricultural in our times
name of the subject:- Social Studies
Duration of the time:- 45 min
no. of periods:- IIIrd
~~no. of students:- 45~~
class:- VIIth
name of the supervisor:- K. Rama Rao Sir.

Academic Standards:-

Conceptual understanding:- Here the students can understand

and know about the farming in the AP

Reading the text, understanding & Interpretation:-

By studying this lesson "Agricultural in AP has changed even though, paddy continues to be main crop and interpret if the agriculture is necessary."

Reflect on contemporary issue:-

Students will able to understand about the comment friends in the Agriculture "How the farmers do the Agriculture".

Information Skill:-

through this topic students can get information about the agriculture and farming.

Appreciation:-

Students will get appreciation by their performance regarding the agriculture and farming.

the concept	Teaching strategy	B.B.W	T.L.M
1. Trigger motivation	Greeting:- Good morning children, how are you all, have you complete your homeworks. Show me that probing questions OKs children before starts the lesson. I will ask some questions can you answer me. where there the farmers? what are the farmers do to live?	village agriculture.	display charts pictures.
Announcement of the topic	After creating interest among the children. I will announce the topic as "agriculture in our times"	Agricultural in our times"	

II
Identification of
difficult words
understanding.

children, please open your text
books and read passage from
the page no- 65 to 66. I will make
them to understand and regarding
difficult keywords.
"they are migrating to their
villages in urban areas."

III
Express views/
discussion and
debate.

I will make discussion among
the students to enrich their
knowledge.

To enrich the knowledge I will
divide the students into groups
for discussion.

Group discussion

Agriculture in A.P has changed
agricultural labourers are not
getting enough work

migration
kharif, contract
farming, pesticide

Display
maps and
charts &
pictures
the agriculture.

Some farmers
have tried to
get out this
problem by
entering into
contract.

Display
the fertilizers
used by the
farmers
Charts.

<u>IV</u> question on conceptual understanding	After group discussion. I will ask some questions to the students for enriching the students knowledge	some farmers in our neighborhood cultivate flowers and grapes	display pictures maps.
<u>V</u> information skill	Students list out the causes for the agricultural developing in our times we know that the how the use of agricultural farming.		
<u>VI</u> home work	To enrich the knowledge to children I will give homework to the peoples on the Agricultural in our village.		

period plan - 20

preliminary information:-

name of the student teacher:- Mula Kishori

name of the lesson:- Tribal people and agriculture

name of the subject:- Social studies

duration of time:- 45 min

period:- IInd

no. of students:- 28

days:- VIth

name of the supervisor:- K. Rama Rao Sir

Academic standards:-

Conceptual understanding:-

through this lesson, pupils can be know that Gov. of forest of A.P. area where tribal people live. How do the tribal people using the forests.

Reading the text, understanding & Interpretation:-

As I allow the students to read the lesson, they can able to understand about, how does the tribal people in A.P. using forests.

Information skill:-

through this topic students can get information about the forest and tribal people.

Reflecting on Contemporary Issue:-

Through this lesson, children can be get the information about the tribal people and how they are using the forest.

Appreciation:-

Students will get appreciation by their performance, regarding the tribal people and forests.

S.no	Concept	Teaching Strategy	B.B.W	T.L.M
I.	Trigger motivation	Greeting:- Good morning children how are you all, have you complete your home work. Show me that work.		
	probing questions	ok! children before start the lesson I will ask question can you answer. what is the p.c of area covered with forest in A.P. which group is mostly depend on forests for the live?	yes. Gor. tribal people	Display pictures and charts.
	Announcement of the topic	After creating interest among the children. I will announce the topic as tribal people and forests.	Tribal people and forest"	

II Identification of
difficult words
understanding

children please open your
text books and read the page
from the page no-56 to 57. I
will make you to understand
regarding the difficult words.
unlike in plain village
tribal people don't have the
notion of private property

display
charts
pictures,
maps.

meaning:-
production
shifting every
few year of
cultivation

III Express views/
discussion and
debate

I will make discussion among
the students to enrich the
knowledge.

Group
discussion

To enrich the knowledge I
will divide the students into
groups for discussion

village elders
are taking
care of land.

IV Questioning on Conceptual understanding.

After group discussion, I will ask some questions to the students for enriching the students' knowledge. I will ask some questions they will give answers.

I will display some pictures & charts.

V Information Skill.

Students list out the causes for divide of forests in the last 200 years they come to know that production & cultivation also responsible for decline of forests.

Students get information about the difference between "protection of forests by the tribal peoples".

VI home work / project work.

To enrich the knowledge of the children. I will give home work to the children on tribal peoples.

