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Lesson Plan - I

Name of the Student Teacher : Fahmeen Sultana

(3)

Reg no : 216144902029 (R)

Class : 8th

Subject : Biology

Name of the Lesson : production of food from plants

Date :

Time : 45 mint.

Name of the School : Z.P.H. School

Name of the Supervisor : G. Venkateswara

Teaching Learning points

(5)

(5)

- * The crops which grows in 180 days or more than is called long crops.
- * air, water are important factors for a well developed plant.
- * We are depend on the agriculture for food.

Teaching Learning Materials

- * picture of ploughing the ground.
- * Ploughing the ground.

Teaching Method

- * Question & answer
- * Laboratory
- * Demonstration Method.

Reference books: 8th class text book.

Academic Standards:

(6)

Conceptual understanding

- * Students understand that how can make the ground.
- * Students understand about different kinds of lands.
- * Students are able to understand the ploughing the land.

Asking question making hypothesis

- * They are able to ask questions about factors which are used to grow plant.
- * They are able to ask if land is no more then what happen.

Information skill and project

- * They are able to collect information about different kinds of land.
- * They are able to collect about the land which are suitable for crops.

communication through drawing model making

(7)

- * They are able to draw different kinds of soil that useful for different crops
- * They are able to draw many models.

(8)

Steps	Teacher's activity	Pupils activity	TLM	BB work
Introducing greeting	Good morning Students (1) How can come to school? (2) What do you observe? (3) What is your parents doing?	By Bus. animals, plants etc. Agriculture, Kuli, government jobs.	(8)	
Mind mapping	(1) What is the village people doing? (2) What can obtain from agriculture?	Agriculture. Food products.		
Asking questions	(1) What are the factory need for agriculture?	Land.		

9

(2) Before agriculture
What are do ?

Announcement
of the topic

Today we are going to
discuss about the lesson
"Food from plants"

Reading &
Identifying

The key words

Students are learn the
text book from 119-121
and underline the difficult
words.

Group discussion

Students are discuss
with friends.

Explanation
of key words

The important word which
are difficult explain by
teachers.

Make the lead ready

9

Step	Teacher's Activity	Pupils Activity	TLM	Bq. Work
Conceptual understanding through Activity	(Q) The crops grows in how many days? (Q) All crops are develop in same time? (Q) Which crops take much time? (Q) Rice crops is grown in which land?		(10)	
Demonstration & Discussion	(Q) What is meant by agriculture? (Q) The crops grows in how many days? (Q) These crops are called? (Q) The crops which grows in less days is called	Development of crops which are useful to us. Long term crops Short term crops		

Concluding - The crops which grows in 180 days are called long term crops.

* The crops which grows in 120 days are called short term crops.

* The land can obtain the water storage capacity by ploughing.

Evaluation - What are the cause of ploughing?

(1)

Lesson Plan - 2.

Name of the Student Teacher : Fahmeen Sultana

Reg no : 216144902029

(12)

Class : 8th

Subject : Biology

Topic : Food from plants

Date :

Time : 45 mint.

Name of the school : Z.P.H. School

Name of the Supervisor : G. Venkateswara

Teaching learning points :

- * Planting seeds in soil is an important process.
- * Before planting seeds the farmers take some practising.
- * The farmers should have an idea about agriculture.

(13)

Teaching learning Materials :

- * charts of seeds.
- * charts of sprouting seeds.

Teaching Method

Question answer & Demonstration

Reference book :

8th class text book.

(14)

Academic Standards :

14

Conceptual understanding :

- * children are able to understand about the seeds .
- * children are able to understand about the types of seeds .

Asking Question & Making Hypothesis :

- * children are able to ask questions on seeds .
- * They are able to identify the difference in seeds .

Communication Skills and projects

- * They are able to collect different types of seeds
- * They are able to collect information about sprouting seeds and , casual seeds

Communicating through Drawing & Model making
Students are able to painting of seeds -

Steps	Teacher's Activity	Pupil's Activity	Time & on class.
Introduction → greeting	Good Morning Students How are you? How is today?	Good morning teacher Fine teacher good.	(15)
Mind Mapping	- What lesson yesterday discussed? - Why should the land made ready? - What is agriculture? - What are do at first? - After that?	Preparing the Soil Agriculture Growing crops The crops which is useful to us. Soil / land ready planting seeds.	(19)

Steps	Teacher's Activity	Pupils Activity	Thm 2 B.B. Work
Announcement of the topic	Today we are going to discuss about the lesson "planting seeds"		(16)
Reading & identifying key words	Students are read pages no- 121 - 125 and underline the key words.	Pupils learn the T. B.	
Group discussion	Students are discuss the lesson with their friends		
Explain of key words	The difficult words are explain by teacher -: Selecting Spreading		

Conceptual understanding through ~~key~~ words -

- 1) Who is Ranees?
- 2) He named rice crops.
- 3) organize saturday groups in?
- 4) Organize geobarnes grocery in?

Demonstration & Discuss method

- 1) What we do after making the soil?
- 2) When did we plant a seed?
- 3) Are the seeds immersed or verndief.

planting seed.

Testing & cleaning

Some were immersed/not.

Conclusion

Can we supply the water easily by watering the soil.

Steps	Teachers Activity	Pupils Activity	Tm 2 Rb Work.
	1. Farmers are the tested the seeds and later may plant. 2. National seed development industry supplying good seeds 3. The distance between the plants is should be measured.		(18)
Evaluation:	Before planting seed many chemicals are used.		(15)

Lesson plan - 3.

Name of the student teachers : Zahmeen Sultana

Reg no : 216144902029

(19)

class : 8th

Subject : Food from plants

Name of the lesson : Biology

Date :

Time : 45 mint.

Name of the school : Z.P.H. School

Name of the supervisor : G. Venkateswara

Teaching Learning Points :

- * The insects are interested in plants which are interested in taking water.
- * The farmers are used same chemicals.

Teaching Learning Materials :

- * charts of various affected leaf.
- * charts of Tikka : diseased leaf.

Teaching Method

- * Question and answer method.
- * Lecture method.

Reference book

8th class text book ,

Conceptual understanding :

(21)

* Students are get knowledge about fertilizers.

Students get knowledge about insects.

Asking questions Making hypothesis :

* Students are able to ask about fertilizers &

* They are able to ask about the preservation of crops.

* They are able to ask question about how to use fertilizers.

Information skill & project :

They are able to know about different fertilizers.

They are able to collect information about the natural and fertilizers artificial fertilizers.

communication, through, drawing, and model making :

* pupils get knowledge how to prepare the fertilizers.

* pupils get knowledge in improving the insects.

Steps	Teachers Activity	Pupils Activity	TLN 2 AS/Work.
Greeting	Good Morning Students How are you	Good Morning Teacher Fine Teacher!	(22)
Mind Mapping	Yesterday we discuss lesson	Planting a Seed.	
Probing Questing	* What should do before planting seeds? * What will do after cleaning the seeds. * The planting seeds are become * germinated seeds are become * What are use for cultivating crops.	Should clean, test the seeds. planting seeds. get 'germinators'. Get ready to cultivate food. Fertilizers.	

Announcement
of the
topic

Today we are going to
discuss about the lesson
"Using Fertilizer"

Reading &
identifying
key words

Students read page no -
125 - 131 and underline the
key words.

Pupils read the
text book.

Group
discussion

pupil discuss with their
friends about under lined
words.

pupils discuss with
their friends.

Steps	Teacher's Activity	Pupils Activity	TUM 2 RB Work.
Explaining of Key Words	Teacher Explaining about keywords * chemical fertilizer. * Spraying		(24)
Conceptual understanding through activity	* Which book is written by Rachel Carson. * The book is written in which years? * The fertilizers are effect in * Why should fertilizer used		

Demonstration

Q

Discussion

- * What disease can we observe in groundnut
- * Which root is affected by disease
- * How to eradicate by light?
- * The leaf loses due to bacteria virus.
- * How can the farmers get good yield.

Conclusion

- By using the fertilizer crop yield is high.
- * Some fertilizers are works at some crops.

Evaluation-

Is the farmers lighting the crops / fertilizer, can you give your view point?

Fungus

Tikka

plants are should removed.
leaves.

fertilizer.

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Lesson plan - 4.

Name of the Student Teacher :

Fahmeen Sultana

26

Reg no :

216144902029

Class :

8th

Name of the lesson :

Food from animals

Time :

45 mint

Date :

Name of the School :

Z.P.H. School

Name of the Supervisor :

G. Venkateswara

Teaching Learning points:

(27)

- * Men gives food to animals to get milk meat by productivity.
- * Livestock brooding is a natural / traditional in village.

Teaching Learning materials

- * charts of livestock brooding.
- * animal feeding.

Teaching Method

- * Question and answer method
- * Lecture Method.

Reference book

8th class text book.

38

Conceptual understanding

- * Students are able to understand about animal feeding.
- * They are able to understand about production of milk.

28

Asking question and making hypothesis:

- They are able to ask questions about animal nutrition.
- They are able to ask questions about animal breeding.

Information skills and project:

- * They are able to collect information about animal.
- * They are able to collect information and make projects.

Communication through drawing & model making:

- * They are able to make milk production.
- * They are able to develop the animal nutrition.

Learning Outcome 1:

Steps	Teacher's Activity	Pupils Activity	Time	BB clock
Greetings	Good morning students How are you ?	Good morning teacher Fine teacher .		(29)
Mind Mapping	Yesterday we are discussed about lesson * Why should fertilizer used ? * Are you living in village * What will be needed to do agriculture . * Tell me any few animals names ? * What can we get from animals ?	using fertilizers . To eradicate weeds . Yes Teacher . Agriculture . land .		

Steps	Teacher's Activity	Pupils Activity	TLT 2 - B2 Work
Announcement of the topic	Today we are discuss about the lesson - "animal nutrition"		30
Reading and identifying key words	Pupils learn from sth clear text book from page no - 141-146 and underline the difficult words.	Pupils learn the text book.	
group discussion	pupils discuss with their friends about underlined words.		
Explanation of key words -	Teacher Explain the key words Jerry Beavers geards		

Conceptual
understanding
through Activity

- * Who struggled for milk production?
- * In which month milk production is high?
- * Which glands produce milk?
- * Which infection gives high milk production?

Demonstration
?
Discussion

- * What is animal nutrition?
- * In village the animal breeding is a
- * In which season milk production is high?

conclusion

* giving food protection to animal for milk, meat is called animal.

* in village animal breeding is a traditional habit.

* voluntary doctors are help in getting artificial pregnancy to animals.

Evaluation

- write the character of buffalo, which gives high milk.

Lesson plan - 5.

Name of the Student teacher : Tahmeen Sultana

Reg no : 216144902029

33

class : 8th

Name of the lesson : Food from animals

Date :

Time : 45 mint.

Name of the School : Z.P.H. School

Name of the Supervisor : G. Venkateswara

Teaching learning points :

34

- * Increasing hens production is called poultry.
- * Domestic type hens are increased in - 5-6 months.

Teaching learning materials :

- * charts of hens
- * charts of poultry

Teaching Method :

- Question and answer method.
- * Lecture method.

Reference books

8th class text-book,

Conceptual understanding

35

- * Students are able to understand about the poultry.
- * They are able to understand the difference between Broiler & Layers.

Asking question making hypothesis

- * They are able to ask questions about domestic hens.
- * They are able to ask questions about species of birds.

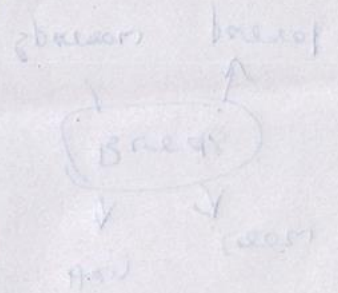
Collect information about different poultrys.

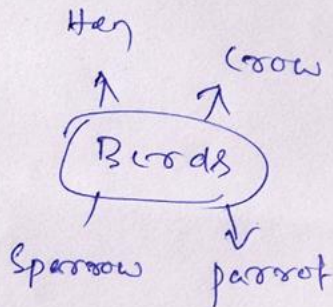
- * Collect information about all species.

Communication through Drawing and Model making.

- * Develop skills on birds and species.

36



Steps	Teachers Activity	Pupils Activity	TLM 2 BQ Work
Greetings	Good morning Teachers Students. How are you?	Good morning teachers fine teachers.	(36)
mind mapping	Yesterday we were discussed about * What is animal nutrition?	Animal nutrition. Giving food to animal for milk, meat etc.	
Probing Questions	Tell any bird species names. * In which kind of birds are growing is there or anywhere * Increasing production of hens is called	Yes. Hen poultry.	(37)

Announcement
of the topic

Today we are going to
discuss about the lesson

Reading &
Identifying
Key Words

Pupils read 8th text book
and underline the important
words.

Group
Discussion

pupils discussion with their
friends about important
words.

Explanation
of keywords

Teacher Explain the keywords

- 2 Poultry
- 4 Hatching
- x Incubator.

"Poultry"

(37)

pupils read text
book,

Steps	Teachers Activity	Pupils Activity	TLM & B.D. clock
Conceptual understanding	* What are doing for healthy everyday. * Which bird did not fly * What is NECC		(38)
Demonstration ⇓ Discussion.	* Which gives meat? * Which gives egg? * NECC means?	Broilers Lays National Egg co-ordinators committee.	(39)

Conclusion -

Increasing production of hens is called poultry.

* Domestic hens are grown in 5-6 months.

* Broilers are grown in 6-8 weeks.

* Generally hens give 300-350 eggs in their life.

Evaluation

* What is difference between poultry hens and domestic hens which are grown in village.

(39)

Lesson plan - 6

Name of the Student Teacher : Fahmeen Sultana

Reg no : 216144902029

Class : 8th

Subject : Biology

Name of the lesson : Food from animals

Date :

Time : 45 mint.

Name of the School : Z.P.H. School

Name of the Supervisor : G.

Teaching and learning points

(41)

- * Cultivating honey bees is called Apiculture.
- * There are 5 types of honey bees.

Teaching learning material

- * Charts of honey bees.
- * Charts of honey comb.

Teaching method

- * Question and answer method.
- * Lecture method.

Reference books

8th class text book.

(15)

Conceptual understanding

- * They are able to understand about honey bees.
- * They are able to understand about - artificial honey combs and natural honey combs.

42

Asking question & making hypothesis.

- * They are able to ask about honey bees.
- * They are able to ask about honey bees and how they take honey?

Information skills & project

- * Able to collect information about apiculture.
- * Able to make project on honey bees.

communication through Drawing and Model making

- * They are able to develop skill in honey bees.

Steps	Teachers Activity	Pupils Activity	TLAM 2 B3 Class
Greeting	Good Morning Students How are you ?	Good morning Students Teachers Fine Teacher.	(43)
Mind Mapping	Yesterday we were discuss ed about the lesson Today we were discuss about honey bees.	poultry.	
Probing Questions	Tell any few bees names * cultivation of bees are called	Male bees, Queen bees. Apiculture.	
Announcement of the topic	Today we are discuss about	Apiculture	

Steps	Teacher's Activity	Pupils Activity	TLM & B/W work
Reading & identifying key words.	Pupils read the lesson page no - 150 - 152 and underline the important words.	Pupils read text-book.	(44)
Group Discussion	Pupils discuss about keywords with their friends.		
Explanation of key words	Teacher explaining key words to pupils		
	* Apiculture * Honey comb * Queen bee.	Apiculture Honey comb. Queen bee.	(45)

Conceptual
understanding

* Human being drawer. roots
on ?

* How many species are
there in honey bees ?

* What are they ?

* Nectar. obtain from ?

Demonstrating
Discussion

* What is Apiculture ?

* How many species are
there in India ?

* Name some names which
are in our surroundings ?

* What did the queen fly.

* Empress. would give few

45

culturing bees .
5 species .

5 species

Apis dorsifera , Apis
indica , Apis florea .

hatching Eggs .

Steps	Teachers Activity	Pupils Activity	
Conclusion	* Culturing honey bees for honey is called Apiculture. * The plants, which are having nectar, pollen, growing are interested in honey bees. * These are called as honey plant species.		(46)
Evaluation	* Do you observe honey comb in your village? - Tell me difference between honey combs and natural honey combs.		(47)

Lesson Plan - 7.

Name of the Student Teacher : Zahmeen Sultana

Reg no : 216144902029

class : 8th

(47)

Subject : Biology

Name of the lesson : Not to drink not to breathe

Date :

Time : 45 mint.

Name of the school : Z.P.H. School.

Name of the Supervisor :

(118)

Teaching Learning Points :

- * There are many cycles in our surroundings.
- * The organisms which cause damages to Environment are entered into these cycles.

Teaching Learning Materials

- * charts of factories
- * charts of dust.

Teaching Method

- * Question and answer Method
- * Culture Method.

Reference book

8th class text book.

Conceptual understanding.

- * Students are able to understand about pollution.
- * They are able to understand about environmental pollution.

Asking question making hypothesis.

- * Students are able to ask questions about environment pollution.
- * They are able to ask about air pollution.

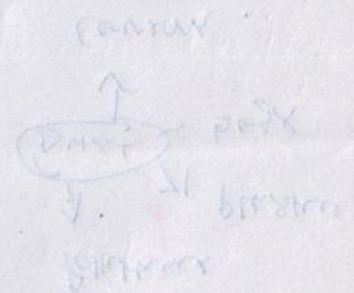
Information skill & project.

- * They are able to collect information about different types of pollution.

Communication through Drawing and model making.

- * Students are able to know about how the environment get polluted.
- * Get knowledge in air pollution.

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20

Steps	Teacher's Activity	Pupils Activity	TLM & Bg Work.
Greetings	Good morning Students How are you?	Good morning teacher. fine teacher.	(50)
Mid mapping	How did you come to school? * What do you observe? * How did you observe the dust?	By bus. Bird, animal, Dust. Kept in fire.	Pollution Plastic bag Covered.
Probing questions	* When we kept a flower can you breathe it? * Can you drink the polluted water?	No, can't breathe NO can't drink	

Announcement
of the topic

Today we are going to
discuss about the lesson

" Not drunk no
broadly "

(51)

Reading and
identifying
key words

Pupils are read the text
books page no - 159-161
and underline the difficult
words .

pupils read the
text book .

Group
discussion

Students are discuss
with their friends about
difficult words .

Explanation
of key words

Teacher explain key words

- * Environment circles
- * Pollution .

(52)

(52)

Steps	Teacher's Activity	Pupils Activity
Conceptual understanding	DO you use cement factory? * What will be release from factory? * The release pollution disolved in. * This leads to ?	
Demonstration ↓ Discussion	* What is environment pollution? * pollutant - pollutants? * causing fuels what will be polluted?	The effective gas are mixed with air is called Environment pollution. Environment. air.

(21)

Factors of air pollution?

Factorization.

(52)

Conclusion

Pollution is change the condition of air, water, soil

* The effective gases are entered into environment and affect living organisms. This is called environment pollution.

* Due to air pollution many disease are increased?

Yes

Evaluation

Give the list of pollution and how to eradicate?

(21)

Lesson Plan - 8

Name of the Student Teacher : Fahmeen Sultana

Reg no : 216144902029

(54)

Class : 8th

Subject : Biology

Name of the lesson : Not to drink not to breathe

Date :

Time : 45 mint.

Name of the school : Z.P.H. School

Name of the Supervisor :

Teaching learning points :

(55)

- * Farmers are used many fertilizers.
- * Due to defertilizers forests are get damaged.

Teaching learning material

- * charts of fertilizers.
- * charts of defertilizers.

* Teaching method

- * Question and answer method.
- * Lecture method.

Reference book

8th class text book.

(56)

Conceptual understanding

- * Students were able to understand about fertilizers.
- * Students were able to understand about insecticides.

(56)

Asking Question and making hypothesis

- * Students were able to ask questions about fertilizers.
- * Students were able to ask about how to use insecticides.

Information Skills and project

- * Students were able to make project on different types of fertilizers.

Communicating through Drawing and model making

- * They were able to know get knowledge on various fertilizers.

Steps	Teacher's Activity	Pupils Activity	TLM & RB work.
Greetings	Good morning teacher Students. How are you?	Good morning teacher Fine teacher.	(57)
mind mapping	Yesterday we were discussed about lesson * How did the environment get polluted? * How did air get polluted?	"Pollution" Due to fertilizers. Smoke from factories.	
probing questions	How did environment get polluted? Name some fertilizers?	Due to fertilizers which cause effect. urea, phosphorus Dung.	

Steps	Teacher's Activity	Pupils Activity	TLN & Rework
Announcement of the topic	Today we are going to discuss about the lesson		Teratogens & insecticides
Reading & identifying key words	Pupils read 8th class book from page no - 163 to 165 and underline key words.	Pupils read text book.	(58)
Group discussion	pupils discuss with their friends about the key words.		
Explanation of key words	Teacher explains key words. * Chloroflouro Carbon		

Conceptual
understanding
Forming activity

Do you know about Bhopal
incident?

- * When did it occur?
- * How many people were died?
- * Why gas causes this
incidents?

Demonstration
?
Discussion

* How did environment get
polluted?

* CFC Means?

* How did soil get polluted?

Effective fertilizers

Chloro 'Floro Carbon.

Insecticides

59

Steps	Teachers Activity	Pupils Activity	TL & BR work
Conclusion	* Smoke released from environment. caused pollution * Waste from factories bursting. Industries causes Water pollution. * All water pollution can cause diseases. Yes formula		(60)
Evaluation	- What are the effects of UR rays? This rays are directly fall of us.		(20)

Lesson plan - 9.

Name of the Student Teacher : Fahmeen Sultana

Reg no : 216144902029

(61)

Class : 8th

Subject : Biology

Name of the lesson : Why did get ill health

Date :

Time : 45 mint.

Name of the School : Z.P.H. School

Name of the Supervisor :

Teaching learning points

(62)

- * Long ago we are listening the word "Healthy"
- * Every organism healthy depend on its surrounding.

Teaching learning Material

- * charts of disease and distribution.
- * charts of pills and food particles.

Teaching Method

- * Question answer method.
- * Lecture method.

Reference book

8th class text book

Conceptual Understanding

(63)

- * Students were able to understand about ill healthy.
- * Students were able to understand about healthy.

Asking Question & Making Hypothesis

- * Students were able to ask question about ill healthy.
- * Students were able to ask question about infections.

Information Skills and Project

- * Students were able to make project on healthy tips.

⇒ Communication through drawing and model making

- * Students were able to draw the pictures.

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Steps	Teacher's Activity	Pupils Activity
Greeting	Good Morning Students How are you?	Good morning Teacher Fine Teacher.
Mind Mapping	* How do you come to school? * What would you do in early morning? * After that what would you do? * If you are not take food then?	By Bus. Brush, then bath breakfast.
Probing Questions	Why did we get illness? If we take food at time?	Lack of food. getting good healthy

Announcement
of the topic

Today we are discussing
about importance of healthy.

(65)

Reading &
Identifying
Key Words

pupils read the book from
8th class page no - 177-179

Pupils read the
text book

Group
discussion

And underline the key words

pupils are discussed with
their friend about the key
words.

Explanation of
Key Words

Teacher's explanation key words.

- * Healthy
- * Personal problem.
- * General problem.

Steps	Teacher's Activity	Pupils Activity	TLM & B2 close
conceptual understanding	* observe your village . how the village panchayat . people conduct . Solid waste material ? * Is the people take correct decision ?		(66)
Demonstrating & Discussion	* Do you any suggestion ? * what is healthy ? * Healthy of man depend in ? * Which water have to drink ?	A man is perfectly in physically & mentally . - Surrounding economic condition . Hot water ?	(67)

Conclusion

- * We must drink water
- * We have to keep plates on every food item.
- * We have to use mosquito hangings.
- * We must keep our surroundings clean.
- *

(67)

Evaluation

How did illness affect?

(68)

Lesson plan - 10 .

Name of the Student teacher : Jahmeen Sultana

Reg no : 216144902029

(68)

class : 8th

Name of the lesson : why do we fall ill

Date :

Time : 45 mint

Name of the School : Z.P.H. School

Name of the supervisor :

(83)

Teaching learning Points

- * When we get illness our body parts are not worked properly -
- * These changes show that illness character.

Teaching learning Material

- * charts of disease
- * charts of disease affected person.

Teaching Method

- * Question and answer method.
- * Lecture method.

Reference book

8th class text book

(69)

Asking, question and making hypotheses

- * They are able to ask about how the disease affected.
- * They are able to ask about how to eradicate.

(50)

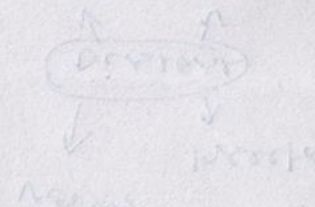
Information skills & Project

- * They are able to make project on various people who affected in different disease.

Communication through drawing model making

- * They are able to eradicate disease.
- * They are able to eradicate disease causing factors.

Steps	Teacher's Activity	Pupils Activity	BA Work
Greeting	Good morning students How are you?	Good morning teacher Fine teacher.	Healthy
Mind Mapping	Yesterday we have discussed about healthy * What is healthy? * How did illness affected? * What happen due to illness?	Healthy A man is perfectly healthy physically and mental. - Lack of food. - Disease.	(51)
Probing Questions	Disease causing factors?	Insects, Bacteria & virus.	<pre> graph TD Virus --> Disease Insects --> Disease Fungus --> Disease Bacteria --> Disease </pre>

Steps	Teacher's Activity	Pupils Activity	B & Work.
Reading and Underlining Key Words	Pupils read Bk class book from page no - 179-180 and underline the key words.	Pupils read text book.	(52)
Group discussion	Pupils work in groups with each other about the difficult words.		
Explanation of key words	Teacher explain the key words * Disease * physical disease * mental disease * long term disease		(21)

(53)

Conceptual
understanding

* How many people are affected
by short term disease in
last 3 months.

* How many people are affected
by long term disease in
last 3 months?

* Totally how many people are
affected?

* Name the disease

Demonstration
2
Discussion

* Based on the periods the
disease are how many types?

* What are they?

* What is long term disease

Two types disease
① Long term d.
② Short term disease

Steps	Teacher's Activity	Pupils Activity	BB work
Conclusion	* Based on the disease period 2 types of disease are there * Disease agents are affected by water, air, touch etc. * Eradicating the disease is most important than curing the disease.		(54)
Evaluation	* What is long term and short term disease?		

Lesson plan - II

Name of the student teacher : Jahmeen Sultana

Reg no : 216144902029

(55)

class : 9th

Name of the lesson : Challenging to improve agricultural products

Date :

Time : 45 mint.

Name of the school : Z.P.H. School.

Name of the supervisor :

(22)

Teaching, Learning, Points

- * Now a days, the land is very less.
- * For agricultural land, we are encouraging diversification.

56

Teaching, Learning, Material

- * charts of rice / paddy
- * charts of Transpiration.

Teaching Method

- * Question and answer method
- * Lecture method.

Reference book

8th class text book.

Conceptual understanding

- * Students are able to understand about production of agriculture.

Asking question and making hypothesis

(59)

- * They are able to ask about agriculture.
- * They are able to ask about water floating.

Information skills and project

- * They are able to collect information about various products from agriculture.

Communication through drawing & model making

- * They are able to ask about agriculture production.

Steps	Teacher's Activity	Pupils Activity	Book Mark
Greetings	Good morning Students. How are you	Good morning teacher Fine teachers ..	(58)
Mind mapping	* Where did you come to school? * What is your parents doing? * The increasing production in agriculture is called?	At home. Agriculture, Doctor Businessman. Crop production.	
Probing question	* Which crops your parent cultivate * Another name of agriculture is? * What is the need of agriculture	Paddy. Production Water.	

Announcement
of the topic

Today we are discuss about
the lesson

Irrigation

(59)

Reading &
identifying
key words

Pupils read the 9m class
text book from page no -
109-115 and underline key
words.

Pupils read text
book,

Group
discussing

Pupils are discussion
with their friends

Explanation
of key words

Teacher explain the key words

* Irrigation

* polythene

* Transpiration.

(60)

Steps	Teachers Activity	Pupils Activity	RD Work & Time
Conceptual understanding	* The plant releasing water vapour is same as to rainy season. * If there is a high quantity of water is there any effect * If the atmosphere is hot the rain is increased is there any effect on carbon dioxide.		(60)
Demonstration & Discussion	* What are the factors used to crop yield? * In which soil there is a high crop yield? * Which part plays major role in water returned?	Watering seed, water supply. present cultivated soil.	(2)

LESSON PLAN - 12

Name of the student teacher : Tahmeen Sultana

Reg no : 216144902029 (62)

Class : 9th

Name of the lesson : Challenges in improving in agricultural products

Date :

Time : 45 mint.

Name of the school : Z.P.H. School.

Name of the supervisor :

Teaching, Learning, Points

(63)

- * Nutrition is not only used to human being but also used to plant.
- * 96 many years onward some crops is cultivated then the nutrition is

Teaching, Learning, Material

- * charts of nutrition which are
- * used for agriculture.

Teaching Method

- * Question and answer method.
- * Lecture method.

Reference book

9th class text book.

conceptual understanding

- * Students are able to understand about nutrition.
- * Students are able to understand about nutrition in soil.

(64)

Asking, Questioning, & making hypothesis

- * Students are able to ask questions on nutrition.
- * Students are able to ask how the nutrition supply to plant.

Information skill & project

- * Students are able to collect information about various nutrients.

* Communication through Drawing, model making

- * Students are able to get knowledge about importance about of nutrients.

Steps	Teacher's Activity	Pupils activity	B3 Work
Greetings	Good Morning to Students How are you ?	Good Morning Students Fine Teacher .	(65)
Mind Mapping	Yesterday we were discuss- ed about the lesson - * What are the factors causes food production ? * Which soils are gives high yield	" Water supply " Quality seed , water supply high fertility soil	
Probing Questions	* What are available in soil ? * What are the need for high crop yield .	Nutrients . Nutrient which are required for crops .	
Announcement of the topic	Today we are going to discuss about the lesson		(66)

Steps	Teachers Activity	Pupils Activity	TLM & BBL work
Reading & identifying Key Words	Pupils are read the lesson from page no - 115 - 116 and underline the important words.	Pupils read the text book.	(66)
Group Discussion	Pupils are discuss with their friends about difficult words.		
Explanation of Key words	Teacher will explain the keyword * Mixed crops * Fertilizer * Pesticides		(66)

Conceptual
understanding

* Which nutrition are available
in soil?

* Name some mineral which
used for the plant?

* Which nutrients are used
for some crops.

Demonstration
?

* What are required for plants?

Discussion

* Hence there are called as?

* What are micro nutrients?

* Plants absorb which substance
in water?

Nitrogen, Potassium
phosphorus.

Macro nutrients.

Iron, Manganese, Boron etc

Nutrient.

Steps	Teacher Activity	Pupils Activity	TLM & BR Work
Conclusion	* plants require nitrogen phosphorus in high quality. * Barren, poor soil require in less quantity. * The nutrient which are locked by plants are available through fertilizers.		(68)
Evaluation	Name some fertilizers which are effect the crops.		(69)

Lesson Plan - 13

Name of the Student Teacher : Fahmeen Sultana

Reg no : 216144902029

(69)

Class : 9th

Name of the Lesson : Challenges in improving to agricultural products

Date :

Time : 45 mint.

Name of the School : Z.P.H. School .

Name of the Supervisor :

Teaching learning points

- * Generally farmers use various crops in field.
- * When food products are grown large quantity of nutrition is absorbed.

Teaching learning material

- * Charts of various crops
- * Charts of mixed crops

Teaching method

- * Question & answer method.
- * Lecture method.

Reference book

- * 9th text book.

conceptual understanding

- * Students are able to understand about agriculture.
- * Students are able to understand about mixed crops.

(71)

Asking questions, making hypothesis

Students are able to know about mixed crops

Information Skill and project

- * Students are able to make projects on crop rotation.
- * Students are able to make projects on mixed crops.

communication through Drawing & model making

- * Students get knowledge in cultivating crops.

Steps	Teacher's Activity	Pupils Activity	TLN & B3 work.
Greetings	Good morning to students How are you?	Good morning Teachers Fine Teachers	
Mind mapping	Yesterday we are discuss about the lesson * What are the nutrients required for plant? * Nutrients are in?	Nutrition to plant. Nitrogen, Phosphat land	(72)
Probing Serestein	* Name some crops are? * Is this plants are cultivated in same soil?	Paddy, ground nut. Yes	
	* These relation are called?	Crop rotation.	(71)

Announcement
of the topic

Today we are discuss about
the lesson .

Reading &
Identifying
Key Words

pupils are read the lesson
from 9th class book page no
116 to 118 and underline the
key words .

Group
Discussion

Pupils were discuss with their
friends .

Explanation
of Key Words

Teacher explain the Key Words

- * Nutrient
- * Mixed crop
- * Crop rotation

in your school .
Different read material
18th draft .

Pupils read the
text book

(23)

(24)

Steps	Teacher's Activity	Pupils Activity	TLN & BSWK
conceptual understanding	* Do you see two crops cultivated in same season? * By causing this method which crops are cultivated? * What is the use of mixed crops?		(74)
Demonstration	* What is crop rotation?	crops cultivated in two seasons.	
Discusses Method	* What is the use of crop rotation? * What is mixed crop? *	Due to heavy crop fertility soil is used less quantity. Different crop cultivated in same season.	

Conclusion

plant uses 0.1% water in
preparing carbs hydrates.

* The nutrient loss by crops
is available by mixed crops.

* The nitrogen, potassium
are the important nutrient.

Evaluation

Nutrients are highly in?

75

Lesson Plan - 14.

Name of the student Teacher : Tahmeen Sultana

Reg no : 216144902029 (26)

Class : 9th

Name of the lesson : Adaptation in different ecosystem

Date :

Time : 45 mint.

Name of the School : Z.P.H. School.

Name of the Supervision :

Teaching Learning Points

- * Every organisation prepares their own habitat for their convenience.
- * Every organism is having their habitat.

(77)

Teaching Learning Material

- * charts of Monera.
- * charts of desert plants.

Teaching Method

- * Question and answer method
- * Lecture method.

Reference book

9th class text book.

Conceptual understanding

- * Students understand about plant adaptation.
- * Students are able to understand Desert plants.

(78)

Asking Question & Making hypothesis

- * Students are able to know about organism.
- * Students are able to know about plant.

Information skill and project

- * They are able to make project on types of plants.
- * They are able to make project on plants habitat.

Communication through Drawing & model making

- * Students are able to know about desert plants.

Steps

Greetings

Teacher's Activity

Good morning students.
How are you?

Pupils Activity

Good morning teacher
Fine teacher.

TLM = Boredom

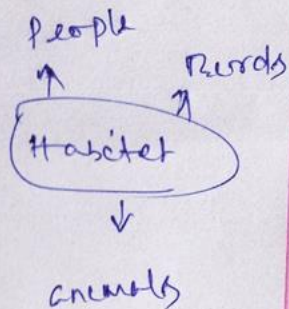
(79)

Mind Mapping

- * Do you know habitat?
- * What is the habitat?
- * Who builded habitat?
- * Where did these are lived?

Yes.

The place which is suitable
for living.
Human being, animal
birds etc.



Probing
Questioning

Atmosphere is also called
as?

Atmosphere.
Habitat.

is all organisms are live
in separate habitat?

Yes.

(80)

Steps	Teacher's Activity	Pupils Activity	TLM and/or work
Announcement of the topic	Today we are going to discuss about the lesson	Adaptation in different Ecosystems.	(80)
Reading and identifying Key Words	Pupils read aty class text book page no - 136-138 and underline the key words		
Group Discussion	pupils discuss with their friends about key words.		
Explanation of Key Words	Teacher explain the key words • photosynthesis. • Ecosystem.		

Conceptual & can you give some example
understanding of fleshy leaf plants.
through activity

* Why xerophytic plants
do not have broad leaves.

* You may see Kelt-arnu

acacia plants grown

as a fence around crop

field in some area. in

our state cultivated these

plants are not desert.

Steps	Teacher's Activity	Pupils Activity	TLM
Demonstration & Discussion	What is an ecosystem * How the adaptation are used in Ecosystem? * What is the habitat?	The surrounding of atmosphere is called ecosystem. The organism can survive. The place which help from organism to survive.	(82)
Conclusion	- The adaptation are used to organism to survive. * See adaptation are many ecosystem.		
Evaluation	* What is adaptation tell your friends?		(82)

Lesson - 15

Name of the Student Teacher : Tahmeen Sultana

Reg no : 216144902029

Class : 9th

(85)

Name of the lesson : Adaptation in different ecosystem

Date :

Time : 45 mint.

Name of the School : Z.P.H. School

Name of the supervisor :

(86)

Teaching. Learning points

- * "Side venter. Venter snake" it always move away.
- * Some animals have extraordinary ability to survive in desert.

Teaching. Learning. Material.

- * charts of desert animal
- * Side venter, rat, golden mole chart.

Teaching method

Question and answer method

Lecture method.

Reference book

9th class text book.

Conceptual understanding

- * Students were able to understand about desert animals.
- * Students were able to understand about animals.

(85)

Asking question & making hypothesis

- * Students were able to ask about desert.
- * They were able to ask about adaptation.

Information skill & projects

- * Students were able to collect information about desert animals.
- * They were able to understand about desert animals.

Communicating Through drawing and Model making

- * pupils get knowledge about society.

Steps	Teachers Activity	Pupils Activity	TLM & RB Work
Greetings	Good Morning Students How are you ?	Good Morning Teachers Fine Teachers.	(86)
Mind mapping	Yesterday we are discussed about the lesson Name some desert plants. Is there any adaptation to animals ?	Desert plants. Opuntia, cactus. Yes.	
Probing questions	Where did adaptation are there ?	Desert animals.	
Announcement of the topic	Today we are going to discuss about the lesson		Desert animals

Reading and
identifying
key words

Pupils read 9th class text
book from page no - 138-139
and underline key words.

Group
discussion

Pupils discuss with their
friends about underlined
words.

Explanation of
key words

Teachers explain the key words

- * Sand Carriers

- * Fanny Fox

- * Sand diving lizards.

Conceptual
understanding

is all the animal have
adaptation of

Pupils read the
text book.

(87)

Steps	Teacher's Activity	Pupils Activity	Tm.
Demonstration Discussion	Name some examples of desert animals. * Which shines on sand? * The congeru rate belonged to ?	Side walker, Rat Golden mole, Golden mole, Australia. America.	(88)
Conclusion	Side walker around in sideways. * Golden mole is shines in sand to escape from sun heat.		(89)

Some animals make ~~ext~~
extraordinary ability
to live in desert.

* The fence fox helps to
walk on hot sand and
lows heats throughout
its years.

Evaluation.

The desert animals are
having some adapting capa-
city.

(89)

LESSON plan - 16

Name of the Student teacher : Tahmeen Sultana

Reg no : 216144902029

Class : 9th

Name of the lesson : Adaptation in different Ecosystem

Date :

Time : 45 mint.

Name of the School : Z.P.H. School.

Name of the Supervisor:

Teaching. Learning points

- * The organisation which live in water have many adaptency.
- * Some organisms are living in water are slowly settled in earth.

Teaching. Learning material

- * Charts of fresh water animals.
- * Charts of salt water animals.

Teaching Method

- * Question and answer Method.
- * ~~Text~~ Lecture Method.

Reference book

9th class text book

Conceptual understanding

- * Students were able to ~~ask~~ understand about water ecosystem animals.
- * Students were able to understand about water ecosystem animals.

(92)

Asking question making hypothesis

- * Students were able to ask about water ecosystem animals.
- * They were able to ask about water habitat.

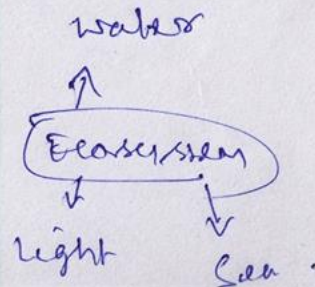
Information skill and project

- * Students were able to collect information about water habitat animal.
- * They were able to collect information about sea water animal.

Communication through drawing & model making

- * Students were get knowledge on sea water animals.

(11)

Steps	Teacher's Activity	Pupils Activity	Time
Greetings	Good morning Teacher ^{Students} How are you?	Good morning Teacher ^{Students} Fine Teacher	9:30
Mind mapping	Yesterday we were discussing about * Name some desert animals? * Where did the animals from ecosystem.	Desert animal Side water, rat, Golden mole. Water, light, sea.	
Probing Questions	Is the animal lived in water? * In which water animals from ecosystem.	Yes. Fresh water, Salt water.	
Announcement of the topic	Today we are discuss about the lesson		

Steps	Teacher's Activity	Pupils Activity	Time
Reading & Identifying Key words	pupils read the text book from page no - 139-141 and underline the key words.	pupil read the text book.	90
Group Discussion	pupils discuss with their friends		
Explanation of key words	Teacher explain the keywords • Ecosystem • Salt water • Salinity		15

Conceptual
understanding of

Rivers, take care the example
& in what way flexible stems is
useful to the aquatic plants.

Demonstration
&
Discussion

* Water ecosystem is how
many types?

* What are they?

* Name some water living
organisms?

* The marine water ecosystem
is three types

2 types

Fresh water

Marine water.

Fish, tortoise.

95

Steps	Teacher's Activity	Pupils Activity	TLM
Conclusion	Fresh water ecosystem is three types. litoral, limnetic, profundal. * Water ecosystem is two types. * Fresh water, marine water		(96)
Evaluation	⇒ Marine water fishes live more water than fresh water fishes. Why?		(92)

Lesson Plan - 17

Name of the Student Teacher : Tahmeen Sultana

Reg no : 216144902029

(99)

Class : 9th

Name of the Lesson : Soil pollution

Date :

Time : 45 mint

Name of the School : Z.P.H. School

Name of the Supervisor :

Teaching Learning Point

- * Like air, water, soil is also ~~is~~ natural resources.
- * Climate, topography, living organisms and the types of material.

(98)

Teaching Learning material

- * charts of soil ingredients
- * charts of soil.

Teaching method

- * Question and answer method.
- * Lecture method.

Reference book

any class text book

Conceptual understanding

(99)

- * Students are able to understand about soil.
- * Students are able to understand about factors of soil.

Asking question making hypothesis

- * Students are able to ask about soil structure.
- * Students are able to ask about soil factors.

Information skill and project

- * Students are collect information about how soil is formed.
- * Students make project.

Communicating through drawing model

- * Students are able to draw soil models.

Steps
Greeting

Teacher's Activity
Good morning Students

Pupil's Activity
Good morning Teacher
Fine Teacher.

PLM. AB. (date)

100

Mind Mapping * How did I come to school?

* What did your parents do?

* Which crops they cultivated?

By Bus

Agriculture

Paddy, wheat, corn

Probing
Questions

* Where did you they cultivated?

* What is soil

Soil

Announcement
of the topic

Today we are discussing about

Why produce good

Food Material

Reading &
identifying
key words.

Pupils read the 9th text
book from 154-155 and
underline key words.

Pupils read the text
book.

101

Group
discussion

Pupils discuss with their
friends about key words

Explanation
key words

Teacher explain the key words
* Soil pollution
* Microorganisms.
* organic soil.

105

Steps	Teacher's Activity	Pupils Activity
Conceptual understanding	* The nutrients required for plants is based on pH of soil why? * It acid if basic state in soil * The soil which has more organic matters is high in acid from why?	
Demonstrating & Discussing Method	* How is our surrounding formed * What is good soil * What is soil? * What are the primary properties of soil?	

TLM.

102

101

conclusion

our surrounding air, water
soil are formed with air.

Hydrosphere, lithosphere
biosphere, climate are
related for many years.

Evaluation

plastic bags are affected
environment why?

103

Lesson Plan - 18

Name of the Student Teacher : Tahmeen Sultana

Reg no : 216144902029

104

Class : 9th

Name of the lesson : Soil Pollution

Date :

Time : 45 mint.

Name of the school : L.P.H. School

Name of the supervisor :

105

Teaching, learning. Points

105

- * Fertility of soil is based on properties of soil.
- * Soil has water storage capacity.

Teaching, learning material

- * charts of fertile soil.
- * charts of Nitrobacteria.

Teaching Method

- * Question and answer method.
- * Lecture method.

Reference book

any class text book.

Conceptual understanding

106

- * Students are able to understand about soil fertility.
- * Students are able to know about how the soil get fertile.

Asking, Question making hypothesis

- * Students are able to ask about soil?
- * Students are able to ask about how the soil get fertile?

Inform, skill and project

- * Student collect information about various soil.
- * Student make project.
- * Communication through drawing model making
Students are able to draw the fertile soil.

Steps	Teacher's Activity	Pupils Activity	Turn 2. B3 Work.
Greeting.	Good Morning Students How are you	Good morning teachers Fine teachers.	(104)
Mind Mapping	Yesterday we have discussed about	Soil property	
Probing Questions	* What is soil * How many properties are in soil? * What are they	Producing good food material. 3 types.	
	By having these property What happen?	physical, chemical Biological. Fertility of soil increases.	

Steps	Teacher Activity	Pupil Activity	TUM
Announcement of the topic	Today we are discussing about the lesson.		Soil Fertility. (108)
Reading & identifying Key Words	Pupils read the 9th class text book from pg no - 157-158 and underline key words.	Pupils read the text book.	
Group discussion	Pupils discuss with their friends about key words.		
Explanation of key words	Teacher explain key words * Organic matter * Fertility * Compostible.		(109)

Conceptual
understanding
through
activity

* How can you say that soil
is fertility?

* Fertile soil has which
property

* What are properties
of soil?

Demonstration
⇒
Discussion

* Fertility soil is depends
on

* The organic matter is
changed to mineral is
based on?

properties of soil

Microorganism in soil

109

110

Steps	Teacher's Activity	Pupils Activity	Time
Conclusion	* Based on soil fertility water storing capacity producing nutrition to plants takes place. * Based on properties of soil, fertility of soil is depends.		110
Evaluation	How can we make the soil Fertile.		120