FINAL TEACHING PERIOD PLAN

SUBJECT-

**PERIOD PLAN**

1. PRELIMINARY INFORMATION

NAME OF THE TEACHER TRAINE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ROLL NO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SUBJECT: **PHYSCICAL SCICENCE**

CLASS: IX

UNIT: FLOATING BODIES

TOPIC: DO OBJECTS DENSER THAN WATER FLOAT IN IT

DATE:

TIME DURATION: 45 MIN

NAME OF THE SCHOOL:

NAME OF THE INTERNAL:

NAME OF THE EXTERNAL:

1. ACTIVITY:-

* DO OBJECTS DENSER THAN WATER FLOAT IN IT.

1. REQUIRED MATERIAL:-

* GLASS OF WATER, RUBBER ERASER, RUBER BALL, PLASTIC CUBE, PLASTIC PEN, THERMOCOL BALL, WOOD, IRON NAIL, GLASS MARBLE, STONE.

1. REFERENCE MATERIAL:-

* TEXT BOOK
* INTERNET

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| SL NO | STEPS | TEACHING LEARNING PROCESS | BLACK BOARD WORK | T.L.M. (TEACHING LEARNING MATERIAL) |
| I | INTRODUCTORY ACTIVITIES  A.GREETING  B.MIND MAPING | GOOD MORINING CHILDREN  GOOD MORINING TEACHER  HOW ARE YOU?  FINE TEACHER  I WILL DO MIND MAPING OF FLOATING BODIES ASKING FOLLOWING QUESTIONS TO CHILDREN.  CHILDRENS HERE WE ARE TAKING SOME OBJECTS LIKE MARBLE, STONE, WOOD, THERMOCOAL BALL, IRON NAIL, PLASTIC BALL,.  NOW WE ARE GOING TO DROP THESE OBJECTS IN WATER. |  | GLASS, WATER, GLASS MARBLE, STONE, WOOD, THERMOCOAL BALL, IRON NAIL, PLASTIC BALL |

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| II  III  IV | DEVOLOPMENTAL ACTIVITES   1. READINFG THE LESSON 2. UNDERLINE THE KEYWORDS 3. GROUP DISCUSSION 4. WRITING KEYWORDS ON BLACKBOARDS   ORHANISING THE ACTIVITIES  DEMONSTRATION AND DISSCUSSION | DO YOU KNOW WHY THIS HAPPENS?  WE THINK THAT A MARBLE SINKS IN WATER BECAUSE IT IS VERY HEAVY WHILE THE PIECE OF WOOD FLOATS. BECAUSE IT IS LIGHT.  CHILDREN WILL READ THE PAGE NO. 139, 140  CHILDREN ARE UNDERLINE KEYWORD WHICH ARE DIFFICULT.  I WILL DISCUSS THE WORDS WITH STUDENTS WHICH ARE THEY UNDERLINED  I WILL WRITE THE KEYWORDSON THE BLACKBOARD.  I WILL ORGANISE THE ACTIVITY TO UNDERSTAND THE CONCEPT IS VERY EASILY.  ACTIVITY:-  DO OBJECTS DENSER THAN WATER FLOAT IN IT?  COLLECT SMALL OBJECTS PLACE THEM ONE BY ONE IN A GLASS OF WATERAND OBSERVE WHETHER THEY SINK OR FLOAT IN WATER?  CHILDREN WE ARE RECORD THE OBSERVATIONS IN THE TABLE.  TAKE THE VALUES OF RELATIVE DENSITY FROM TABLE. | KEYWORDS/ HARD WORDS  DENSITY  RELATIVE DENSITY  DENSER  IMMERSION  RELATIVE DENSITY OF A OBJECT :  WEIGHT OF THE OBJECT  WEIGHT OF WATER EQUAL TO THE VOLUME OF THE OBJECT | WOOD GLASS OF WATER  WOODEN PIECE, GLASS OF WATER |

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| SL NO | STEPS | TEACHING LEARNING PROCESS | BLACK BOARD WORK | T.L.M. (TEACHING LEARNING MATERIAL) |
| V | CONCLUSION  EVALUATION  RECAPIULATION | WE HAVE COMPARED THE WEIGHT OF THE SUBTANCESWITH THE WEIGHT OF THE WATER DISPLACED BY IT TO FIND ITS RELATIVE DENSITY.  I WILL RECAPITULATE THE TOPIC BY ASKING THE FOLLOWING QUESTIONS | WHAT DO YOU OBSERVE IN THIS ACTIVITY?  WHY DO SOME OBJECTS FLOAT IN WATER THOUGH THEY ARE DENSER THAN WATER?  WHAT IS RELATIVE DENSITY?  WHEN DO OBJECTS FLOAT ON WATER? |  |

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| SL NO | STEPS | TEACHING LEARNING PROCESS | BLACK BOARD WORK | T.L.M. (TEACHING LEARNING MATERIAL) |
|  | HOME WORK |  | LIST OUT THE OBJECTS THAT FLOAT WATER EVEN THOUGH THEY ARE MADE UP OF MATERIAL WHICH IS DENSER THAN WATER. |  |

TRAINEE TEACHER REFLECTIONS:-

.STUDENT PARTICIPATION IS VERY IMPRESSIVE

.IT IS GOOD TO SEE THAT CHILDREN ARE ABLE TO ANSWER THE QUESTIONS ABOUT THE TOPIC CONCERED.

. I HAVE DONE THE WORK, I EXPECTED TO DO SO.

. I GOT A WONDERFULL EXPERIENCE IN TEACHING THIS ACTIVITY.