

S.L.V. COLLEGE OF EDUCATION

Nehrunagar, CUMBUM, Prakasam Dt.

SEMESTER-III

SCHOOL INTERNSHIP RECORD

(Teaching practice of 20 lessons for 6th & 7th classes)
in each Pedagogy Subject

Methods of Teaching: Biological science

Name of the Teacher Trainee: _____

Register No. : _____



Affiliated to
ACHARYA NAGARJUNA UNIVERSITY, GUNTUR.

B.Ed., 20 - 20

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Lesson plan .01

PRELIMINARY INFORMATION

Name of the Student Teacher / RegdNo :

Subject: ~~Social Studies~~ Biological Science Class : V

Time: 40 Min

Unit : 1 Food - food - food

Topic :- Imbalance

Date: 16-8-2018

Name of the School: Sri Kanya High School

1. Our Food

4. Expected Outcomes :

I. Conceptual Understanding :

The student will

1. describe the need of different food materials.
2. identify the different food materials prepared in the school at midday meal.
3. indicate the required food materials for preparing food.
4. identify the condiments for preparing Biryani.
5. know how to prepare Tomato curry.
6. describe the preparation of Upma.

II. Asking questions and making hypothesis :

The student will

1. ask how to prepare Idly, Vada, Dosa.
2. ask which ingredients are used to prepare Biryani.
3. ask why all plant leaves are not used for curry.
4. ask how to prepare pickles.

III. Experimentation and field investigation :

The student will

1. prepare the list of ingredients for making Dosa.
2. make a list of animals from which we get food.
3. observe the vegetable plant in friend's house living in village.

IV. Information skills and projects :

The student will

1. observe and prepare a list of different types of food preservative methods.
2. collect information about the food habits of people in Villages and Towns, and the methods they follow to preserve food materials.
3. collect information about different food materials, growing in India from library.

V. Communication through drawing and model making :

The student will

1. draw the diagram of condiments like cloves, elachi, cashewnuts, leaves of Biryani.
2. draw the diagrams of Idli and Laddu.
3. draw the diagrams of Vada, Jilebi and Samosa.

Steps	Teaching point/concept	Teaching strategy	T.D.N ①
mind mapping drawing	drawing mapping	<ul style="list-style-type: none"> class activity Good Hearing children? Good Hearing Madam How are you? Fine, Thank you In this lesson and contribute to mind mapping through interaction 	
writing	<ol style="list-style-type: none"> what is your name My name is gaganada where are you living? 	I am living in combum	
	<ol style="list-style-type: none"> what is ^{your} eat break fast? 	Idly	
	<ol style="list-style-type: none"> what is your cat search? 	Rice, Dal curry	
	<ol style="list-style-type: none"> what is your cat dinner? 	Roti	
	<ol style="list-style-type: none"> why are eating? strength, live, Do some work. 		

Mind Mapping
drawing

⑥ Mind
mapping

⑦ Motivating

class activity

Good Morning children!

Good Morning Madam

How are you?

Fine, Thank you

In this lesson and contribute

to mind mapping through

interaction:

- ① what is your name
My name is Jagannath
- ② where are you living?

I am living in cumborn

- ③ what is your eat breakfast?

Idly

- ④ what is your eat lunch?

Rice, Dal curry

- ⑤ what is your eat dinner?

Roti

- ⑥ why are eating?
strength, love, Do some work.

Step	Content / Teaching Point	Teaching Strategy	T.L.M
Discussion En groups Teachers Evaluation on the board Comprehension of concepts being	<p>need to prepare birinjial curry or borungulu? How can idly be made soft? We take food for our health and energy. But we should know the materials required for preparing the food we eat. This type of information is very important. So, we will discuss about the ingredients, processing and sources of food in detail in this chapter. Observe the following food items and name them.</p>	Discuss about the food material processing the food use real- Discuss about finding variety in our food	charts Test book Pictures
Assignment	<ol style="list-style-type: none"> 1) fill the table I 2) what is difference types of Food 		

Lesson plan 02

PRELIMINARY INFORMATION

Name of the Student Teacher / Regd No. :

Subject: ~~Science~~ Biological Science Class: VI

Unit : Dug Food

Time: 40 Min

Topic :- Food Ingredients

Date: 17-8-2018

Name of the School: Sri Kavya High School

steps	Teaching point / concept	Teaching strategy
① Mind Mapping		class activity
② Greeting		<p>① what is your name My name is Navreen</p> <p>① Good Morning children Good Morning Madam</p> <p>③ How are you? Fine. Thank you.</p>
③ Mind mapping		<p>In this lesson and contribute to mind mapping through in transaction</p> <p>① what about ^{lesson} discussed yesterday? our food</p>
④ Motivating		<p>② what is Discuss preparing, the food we eat? we discuss about the food. what we eat. Now to-day discuss about the next sub unit. food ingredients</p>
⑤ Announcement of the topic		

Activity 2
Prepare biryani

Srinivas wants to eat something special on Sunday. He asked his mother to make biryani. Srinivas wanted to help his mother. His mother asked him to prepare a list of materials which would be required to make biryani. Here is the list made by Srinivas: rice, salt, oil, tomato, potato, onion, etc. Help Srinivas if he had missed any material and complete the list.

Srinivas was surprised that while cooking biryani we need only two materials.

Discussion in groups
Teacher's explanation on the board

3) Comprehension of concepts

Doing Activity

Discussion

List out some food items you like to eat and try to find out what materials are used in their preparation (Table-2).

4) Evaluation

observing the food preparation

Team activity

Teacher asked the student, how to prepare the biryani

Discussion

how to prepare the biryani

chart showing ingredients, secret packets & wrappings

1) Fill the table

2) List out some food items we find out what materials are used in their preparation

Lesson plan 03

PRELIMINARY INFORMATION

Name of the Student Teacher / RegdNo:

VI

Class:

Subject: Social Studies Biological Science

Time: 40 Min

Unit: 01 Our Food and Food Materials

Topic: Availability of Food Materials

Date:

18-8-2018

Name of the School:

Sri Karjya High School

steps	Teaching point / concept	Teaching strategy
(a) Mind mapping (b) Greeting (c) Mind Mapping (d) Motivating		Good Morning children! Good Morning Madam How are you? I am fine thank you madam In this lesson and contribute to mind mapping through interaction 1) Childrens what about discussion yesterday 2) our food 3) Are you take different types of food? Yes 4) what are they? Dosa, Rice, vegetable curry. Roti Are you 5) All the items prepare the same material 6) no.
Announcement		

T.Y.N

Lesson plan 04

PRELIMINARY INFORMATION

Name of the Student Teacher / RegdNo :

Subject: ~~Social Studie~~ Biological science Class: VI

Unit : Our food.

Time: 40 Min

Topic : Food materials getting from plants

Date:

20-8-2018

Name of the School: Sri Kavya High School

Learning / concepts

Learning / concepts

①

no step

1 Mind Mapping

① Greeting

② Mind mapping

③ Motivating

② Announcement of the topic

Good Morning Children

Good Morning Madam

How are you

I am fine madam

In this lesson and

contribute to mind

mapping through a

interaction

children what about

discuss yesterday

Available of food

materials

what is the available of

food materials

packed food, biscuits

cold drink, meat

vegetable, fruits, eggs, milk

now today we discuss about

another subunit

that materials getting from plants.

Step	Content / Teaching point	Teaching Strategy	T.L.M
3) Comprehension of concepts	<ul style="list-style-type: none"> Which parts of the plants do we generally use? Do we also use flowers as food? Which plants are these? Is there any plant which whole body is eaten? <p>We use various parts of plants for our food. Leaves, roots, seeds and fruits of plants are widely used whereas stems and flowers are not so widely used. We need several ingredients to cook different types of food. Whatever may be the source of ingredients - plants, animals or minerals, we use some in plenty but others are needed in only small quantities. Why is it so?</p>	Which parts of the plants do we use? Genes by use.	condiments
4) Doing Activities		Teacher Discussion to the	dry fruits
Discussion		Pupil how people develop food habits?	Text book.
4) Demonstration - Discussion	<p>How people develop food habits?</p> <p>People living in one region usually share common food habits. You might have seen paddy fields near your village. In our state geographical and climatic conditions are more suitable for growing rice so we produce more rice. Even though farmers grow various types of</p>		

Table 5 - Processes involved in making food

Method	Food items
Boiling	potatoes, eggs,...
Steaming	Idlies,...
Fermentation	Pasta
Roasting	Chicken, fish,...
Deep Frying	Fish, potatoes

Step

Content / Teaching Point

food crops we generally use paddy. A variety of food items are prepared using rice. We eat more rice and rice products as compared to other cereals like wheat or maize. But in Rajasthan, maize, bajra and wheat is produced more than rice. So the main food in Rajasthan is chapathi or roti.

Many times we hear people saying that "I like this curry." "I don't like that." This is not a good food habit. We should make a habit of eating a variety of vegetable food items. This makes you strong and energetic.

Different methods of preparing food. Preparing food is an extremely important art, essential for life. There are many ways of preparing food. Rice is boiled but idly is not made in the same manner. (For making idly, rice and dal are fermented, followed by steaming.) Potato chips are fried in oil. Some processes have been mentioned in Table 5. Fill in the food items.

5) conclusion
Evaluation

1) fill in the table.

Eatmeal
Cotmenot

2) what is the Rajasthan Main food.

Teaching Strategy

TLM

dry fruits

condiment

Lesson Plan 05

PRELIMINARY INFORMATION

Name of the Student Teacher / Regd No :

Subject: ~~Sciences~~ Biological Science Class: VI

Unit : 01 Our food.

Topic : - Students favourite food

Time: 40 Min

Date:

21-8-2018

Name of the School: Sri Kanya High School.

Teaching strategy

Teaching point / concept

steps

Mind Mapping
③ Greeting

Motivating

Announcement
of the topic

comprehension
of concepts
Doing

Good morning children
 Good morning madam
 How are you
 I am fine thank you
 children what about discuss
 yesterday
 Food materials getting
 from plants
 How do food habits develop
 what is the Rajasthan
 food items
 maize, bajra, wheat.
 Are you like roti
 no. I like dosa
 Now today we discuss about
 the students favourite food

one of the students in the class
Joseph favourite food is

Joseph knows how to make tomato curry. Listen to him.

"I like tomato curry. I learnt how to make it from my father. To prepare it, we need two tomatoes, one onion, two green chillies, one red chilly, turmeric powder, salt, oil, mustard seeds, black gram and jeera.

First of all, clean all the vegetables in water, and chop them into pieces. place a pan on the flame. Pour three spoons of oil. When oil becomes hot, put one spoon-full of mustard, black gram and jeera. Then add green and red chilli pieces and put a pinch of turmeric powder. Half a minute later add pieces of onion and tomato. Then add some salt and close the lid. After five minutes the tasty curry is ready."

Individual activity

Favorite food

Textbook

Joseph like to tomato
curry. But what is your like
any favorite food.

Lesson plan - 06

DATE: _____

Name of the Student Teacher / Regd No :

Subject: ~~_____~~ Biological Science

Unit : 01 our food.

Class : VI

Topic :- Process involved in making food.

Time: 40 Min

Date: 23-8-2018

Name of the School: Sai Kanya Higi School

SATYAM EDUCATION

steps	Teaching point / Concept	Teaching strategy	T.M
Mind mapping @ Sketching	Different methods of preparing food Preparing food is an extremely important art, essential for like. There are many ways of	Good Morning student Good Morning madam How are you we are fine. ① Yesterday what your disc discussing? favourite food of students. ② what is your favourite food? Idly ③ Are you prepare Idly? Idly ④ Are you know the process of Idly? Idly? Now Today I discuss about " process involved in making food "	5 1
Behaviour			
Announcement of the topic			
Comprehension of concepts Doing Activity			

oil. some process have been mentioned in Table 5. Fill in the food items

Table 5 - Processes involved in making food

Method of preparing food	Food items
Boiling	potatoes, eggs,...
Steaming	Idlis,...
Fermentation	Dosa
Roasting	Chicken, etc.
Deep Frying	Fish, etc.

Onions are an excellent antioxidant, and they contain anti-allergy, antiviral and antihistamine properties.

Vegetables	...
Vegetables	...

In table 5, you can also add any other methods of cooking which you know. Don't forget to add the food items prepared by this method.

Discussion

Evaluation

Team activity
 students are asked to
 methods of preparing
 food, and food items,
 filling the table 5

pictures of food preparation

Lesson plan - 07

PART I: INTRODUCTION

Name of the Student Teacher / Regd No :

Subject: ~~_____~~ Biological Science Class : VI

Unit : Oil and our food Time: 40 Min

Topic : ~~_____~~ Preservation of food

Date : 24-8-2018

Name of the School : Sri Veerha High School

Kind mapping

(1) greeting

(2) situation

to know most
of the topic

Good Morning students
Good Morning madam

How are you
I'm fine

Q What is the taught
topic of last day?
process involved in
making food

Q What is prepare &
boiling food item
potatoes, eggs

Q What is prepare
& chopping and
mixing food items
vegetable

Q Today prepare the
food item next day are
you use?
no

Now today we discuss
about the
"Pre combination and food"

(1)

Demonstration

Discussion

The discussion about food will be incomplete unless we talk about food preservation. How do farmers protect rice from pests and store it after it is harvested? How is rice stored in your home? Why does curd get spoiled when kept out for a couple of days but pickle stays fresh for a long time? Is only because of preservation? For preserving certain food-items, they are salted and dried. In certain areas dried fish is commonly used. Vegetables and meat are also dried and pickled.

- Try to find out how vegetables are pickled at home.
- Find out the ingredients that help to preserve vegetables.

Salt and turmeric powder are used for preservation while making pickles. In

2 volubility

consider areas that a common sight to see are being searched for preservation.

- Find out more about this process.
- Find out the other food material preserved by this process?

Do you know? Pickle is a good preservative. Sugar syrup or honey, store fruits and fruit juices are good preservatives. Preservation with sugar.

pickles, juice, drying

Table 6 - How to preserve food

Types of preservatives	Examples
Adding salt, chilli powder and oil	Pickles, ...
Adding only salt	
Drying	
Sugar syrup	

steps

For preserving food we use different items which are available in the market

Teaching points

Teaching strategy

LESSON PLAN 08

PRELIMINARY INFORMATION

Name of the Student Teacher / Regd No :

Subject: ~~Science~~ Biological science Class: VI

Unit . 01 Our food Time: 40 Min

Topic :- Vegetable Caring

Date: 25-08-2018

Name of the School: Sri Kanya High School

SATYAM EDUCATION

Steps	Teaching point / concept	Teaching strategy	TLM
Announcing Greeting Motivation		Good Morning Children? Good Morning madam How are you I am Fine ① Last day what you are Discussion preservation of food ② Adding only salt where as preservatives of food fish ③ prepare the food after that presentation what is used carving Today we discuss about "Maachli"	⑧

of concepts

Doing Activity

Discussion

Evolution

be aware of the ingredients of packaged food. When you purchase any food item in the market, don't forget to read about its ingredients and manufacturing date. Using out-dated food material may damage your health.

Do you know?

Preparation of food using vegetables and fruits is an art. Some people make different types of designs and decorations with vegetables. This is called vegetable carving. Try to make your own carving (Fig. 5).



Fig. 5

Experiment

exhibition

Some people make different types of designs and decorations with vegetables. They collect vegetable carving

Prepare the ~~art~~ carving with any vegetable

Types of vegetables carving instruments

Lesson plan - 09

PRELIMINARY INFORMATION

Name of the Student Teacher / Regd No :

Subject: ~~Science~~ ~~Study~~ Biological Science Class: VI

Time: 40 Min

Unit : O.K.

Topic : - Improving Your Learning

Date: 29-8-2018

Name of the School: Sri Kanva High School.

Unit 10
Writing

(b)
Motivation

Announce
most of
the topic

Good Morning children
Good Morning Madam

How are you
I am fine

what about discuss
yesterday?

we discuss about the

Topic 'our food'

we also discuss about

the 'our food' and

after

Improuing your

learning

(a)

2. evaluate

1. What are the common food items usually eaten by you?
2. Find out the ingredients of the given food items:
Pachipulusu, coconut chutney, jilebi, onion pakodi
3. Write down the process of making upma or any other snack of your choice.
4. Collect any wrapper of packaged food. Read the information details and answer the following questions

winding work,

can answers

notebook

INTERNSHIP LESSON PLAN - 10

PRELIMINARY INFORMATION

Name of the student Teacher :-
Reg No :-
Subject :- Biological Science
Class :- VI class
Time :- 40 min
Unit :- 14 Movements in Animals
Topic :- fold and on fold
Date :- 28-8-2018
School Name :- Sri Kanya High School

Step	Content / Teaching Point / Teaching Strategy	T.L.M
Mind mapping 1) Greeting 2) Motivation Announcement of the Topic.	→ Good morning children Good morning sir → How are you? I am fine. sir What about disses Yesterday Human body and its Movement gok. today. we discuss about. "fold and unfold".	

Step	Comprehension of concepts	Content	Teaching point	T.L.M
Teaching Strategy	Discussion about- Fold and un fold.	<p>Activity-3: Fold and un-fold</p> <p>Hold one of your hands in front of you, in the manner shown in Fig. 2(b), with the palm facing downwards. Fold and unfold the fingers of this hand one by one. Observe the back of your palm between the fingers and the wrist and study the movement of the muscles.</p> <ul style="list-style-type: none"> • Could you identify the different muscles that move as you open and close each finger? <p>Now hold your hand with the palm facing upwards, in the manner shown in Fig. 2(a), and fold and unfold your fingers one by one. Study the moving muscles between the wrist and elbow.</p> <ul style="list-style-type: none"> • Could you identify the movements in different muscles? <p>Try to open and fold your fingers without moving these muscles. Is it possible to do so?</p>	<p>Fluttering your eyelashes.</p> <ul style="list-style-type: none"> • Chewing. • Breathing in and out. • Lifting a weight. • Moving your toes. 	Text book Pictures
Evaluation:	Try and Identify the Joints in the body of a goat or cow.			

INTERNSHIP LESSON PLAN - II

PRELIMINARY INFORMATION

Name of the student Teacher :-
Reg No :-
Subject :- Biological Science
Class :- VIth class
Time :- 40 min
Unit :- 6. Habitat
Topic :- Diverse Habitats
Date :- 2-8-2018
School :- Sri Kavya High School.

6. Habitat

I. Conceptual Understanding :

The student will

1. describe different habitations
2. know the different habitations of animals.
3. describe the animals who are habitat to water
4. describe terrestrial habitats.
5. describe the habitations of spider
6. describe the habitation of birds.
7. describe the habitations of crow and insects.
8. describe organisms that live in different levels of a pond.

II. Asking questions and making hypothesis :

The student will

1. imagine different habitat of aquatic animals.
2. ask questions about how Frog and Tortoise are habitat on both water and land.
3. ask questions about why different animals show variation in their habitat.

III. Experimentation and field investigation :

The student will

1. prepare a list of aquatic plants.
2. observe different habitations of animals in surroundings of school.
3. observe the habitations of birds on trees.

IV. Information skills and projects :

The student will

1. conduct project on insects - habitations and their body structures.
2. collect the information about different living organisms in the garden.
3. collect the information about the living organisms in the ponds.

V. Communication through drawing and model making :

The student will

1. draw the diagrams of different insects.
2. draw the diagrams of different animals. (chart of different organisms)
3. draw the diagrams of organisms which lives on trees.

Step	Content / Teaching Point	Teaching Strategy	T.C.M
1 Mind mapping a) Greeting b) Mind Mapping c) Motivation		<ul style="list-style-type: none"> * Good morning children Good morning teacher * How are you children fine teacher * in this lesson and contribute to mind mapping through interaction. * What is your name My name is nitya * 2) where are you living I am living in cumbum * 3) what are you doing at morning I wake up early at 5:0 clock. I do yoga in 5:30 daily After 6:00 clock Reading 8:00 clock prepare go to School. 	T.C.M

Step	Content / Teaching Point	Teaching Strategy	T.L.M
<p>Announcement of the topic.</p> <p>Comprehension of concepts</p> <p>Doing Activities</p> <p>Discussion</p>	<p>Activity-1: Who lives where</p> <p>Here is a list of some organisms. Ant, human beings, elephant, lotus, wall spider, oyster, fish, rabbit, bee, sparrow, dung beetle, earthworm, korameenu (murrel), squirrel, rat, crab, snail, bat, pistia, water hyacinth, monkey, prawn (royyalu), tiger prawn. You may add the names of even more animals and plants that you see around you or remove those from the given list which are unfamiliar to you.</p> <p>Where is each organism found most often? In table 1 write the names of the organisms in the appropriate box</p> <p>Some examples are filled in to help you. Copy the table 1 in your notebook. Try to enrich the list as much as you can.</p> <p>How many organisms are present in more than one column? Why did you place them there?</p> <p>according to where they can be found. You could put the name of one organism in more than one column.</p> <p>If you put the organism in the column</p>	<p>4) Are you daily the same work yes teacher</p> <p>5) why are do the same work and same time My habit & teacher OK. to day I will discuss about "habikal"</p> <p>Discussion</p> <p>completion of the table.</p>	<p>* Text book</p> <p>* pictures</p> <p>* showing different habitats</p>

Step	Content	Teaching Point	Teaching Strategy	T-L-M
	<ul style="list-style-type: none"> In which column will you put a frog? <p>We have seen that different organisms live in different places but many of them live in the same place. Living organisms have different needs. They usually stay in the places where most of their needs are met, that is, they get sufficient food, shelter and other conditions necessary for life.</p>		<p>I will explain the content</p> <p># Text book</p> <p># Pictures</p>	

- A) Teaching Point:- Habitat, different organisms
- B) Teaching Learning Material :- Text book, charts, Pictures
- C) Exercising the skills :- Students gain the knowledge of Habitats
- D) Assignment: 1) what about different habitats.
2) fill the table I

Lesson plan 12

PRELIMINARY INFORMATION

Name of the Student Teacher / RegdNo :

Subject: ~~Societal~~ Biological Science

Class: VI

Time: 40 Min

Unit : Habitat

Topic :- Pond as a habitat

Date:

3-8-2018

Name of the School:

Sri Kanya High school.

Step	Teaching Content	Teaching Strategy	T.W.M.
1 mind mapping. a) Greeting b) mind mapping c) motivation Arrangement of Poetic	SATYAM EDUCATION	Good morning class Good morning teacher How are you different fine teacher. In this lesson and contribute to mind mapping through inter action. What is your name? My name is Saradhi Yesterday what we discuss Yesterday I discussed about Habitat organisms to day I will discuss	

S.No	T Step	Teaching Content	Teaching Strategy	T.L.M.
	<p>Announcement of topic</p> <p>comprehension of concepts</p> <p>Doing activities</p> <p>Discussion</p>	<p>There are several organisms in a pond. To study them more closely we need to see the different regions in the pond where communities of some organisms are present.</p> <ul style="list-style-type: none"> • Which animals and plants do you think would live on the surface of the pond? • Which animals and plants do you think would live in mid water? • Which animals and plants do you think would live in the pond margins? • Which animals and plants do you think would live at the bottom of the pond? <p>In the pond, we find that different organisms live in different regions. This is due to some conditions like availability of different amounts of food, air, light etc. We find organisms like dragonfly, mayfly and kingfisher living above the surface, that is, hovering above the pond and then resting over a bamboo pole or a stick jutting out of the surface of the pond. They get food from the surface of the pond.</p>	<p>pond, lake, field</p> <p>Investigation, project</p>	<p>observation box, pencil</p>

NO

Step

Teaching Content

Organisms like snail, whirling beetle and pond skater live on the surface. The larva of mayfly and dragonfly also live on the surface of the pond. Plants like pistia float on the surface completely while those like the lotus have roots going deep under. On the surface organisms are easily eaten up by others because there is little protection for them. However, there is plenty of food and air and this is why fish usually come to the surface to feed.

Great water boatman, leech and mosquito larva are found in midwater. Fish and crabs also swim around this region.

Pond margins have several grasses, frogs, cranes, crabs etc. Fish usually lay eggs here.

The bottom of the pond has plants like Hydrilla and animals like mussels, flatworms and some maggots larva or some insects like fly. Light is minimum here, but food, in the form of dead and decaying matter is in plenty.

Teaching Strategy

Time

60 minutes
The organism in the pond

Evaluation

Lesson plan 03

PRELIMINARY INFORMATION

Name of the Student Teacher / RegdNo :

Subject: ~~Scientific~~ Biological science. Class: 9

Unit: Habitat Time: 30 Min

Topic :- Habitation of some organisms

Date: → 4-8-2018

Name of the School: Sri Kalvya High school

Teaching strategy

content - teaching point

②

→ Good morning children.
 Good morning teacher
 → How are you children?
 fine.

→ In this lesson and contribute
 to mind mapping through
 interaction

① what is your name
 My name is Pavan
 ② yesterday what we
 discuss

Habitat

③ where the organism living?
 organism most of their
 needs are met. they
 get sufficient food,
 shelter and other conditions

1. Mind Mapping

a) Greeting

b, Mind Mapping

c, Motivation

Step

Teaching Content

Teaching Strategy

All organisms depend on their surrounding for their needs like food, water, air and shelter. The surrounding which meets the needs of a particular organism in the best manner is the habitat of that organism. For example,

Comprehension

of concepts

Using

Real life ex

Discussion

pond is the habitat of rooyalu or the fresh water prawn. Fish lives in ponds so it is a habitat for fish as well.

Can you say what is the habitat for crow?

A crow makes its nest on the tree. So tree is a habitat for the crow. We often find some insects on the skin of buffalo. So buffalo skin is the habitat for that insect.

With such a lot of different types organisms it is difficult to find areas with just one type of plant or animal. It is also difficult to study the needs of each organism separately, so usually we study them collectively according to the habitat.

Now lets see what are the different habitats around us.

Frog, Crow,

Prawn, microorganism

Give pictures

Discussion,

team work

what is the

habitat of

organisms

All organisms

depend on their surrounding for their

needs.

S. NO	Step	Teaching Content	Teaching Strategy	Time
	Evaluation.	<p>We find animals living on trees, in our houses, in different areas in the ponds, in a small pool of water after rains and several other places. As the area increases, the type and number of organisms living there usually increase.</p> <p>You would find more types of organisms living in your house than your hair, and more in the pond than your house, more in the lake than your pond and so on. These larger areas are suitable for supporting the life of more organisms.</p> <p>Now let us study some habitats more closely.</p>	<p>what is the depend upon organs</p>	

INTERNSHIP LESSON PLAN 14

PRELIMINARY INFORMATION

Name of the student Teacher :-
Reg No :-
Subject :- Biological Science
Class :- VI class
Time :- 40 min
Unit :- 6. Habitat
Topic :- Aquatic organism
Date :- 6-8-2018
School Name :- Sri Karya High school

Step	Content teaching point	Teaching strategy	T. L.M
1. mind mapping (a) Spelling (b) mind mapping (c) Motivation.		Good morning childrens Good morning teacher How are you childrens Fair teacher. In this lesson and contribute to mind mapping through Interaction.	
Announce ment of the topic		(1) what is your name? My name is Indira (2) yesterday what we discuss? pond as a habitat Today I discuss about-	

Step

Summary
Topic

Content / Teaching Point
Organisms that live in different levels of a pond

Try to answer the following questions on the basis of what you have read so far

Name some organisms in the pond that can stay in different regions in the same pond? What makes them stay in different regions in the pond?

Can different places in the pond also be called as habitats? Why or why not?

Is there any animal with legs in the pond?

Do all animals in the pond have tails?

Do all animals in a pond swim?

What are the animals that share the surface of the pond as habitat?

Are leaves of all plants growing in the pond similar? What is the difference between the leaves of a plant growing at the bottom (hydrilla) and that floating on the surface (lotus)? Try to think and write why such difference may be there.

In all ponds we can see both plants

Comprehension
of concepts
Doing activity
a.c.
Discussion

Learning Strategy
Today I will discuss about

organisms that live in different levels of a pond

Discussion Report

conducting cards
experiment

Text book
chart

cardds, material

Step	Content teaching point	Teaching Strategy	T.E.M.
	<p>land animals. The plants that we see in water are called aquatic plants. Animals are called aquatic animals. This type of habitat is said to be an aquatic habitat. There are several aquatic habitats on earth, from very small ones like water tanks, ponds, different places in the water tank or pond, small garden pools, pools that form after rain to large ones like saltwater lakes, rivers, seas etc.</p> <p>Now, in the same way, let us study a plant or a tree as habitat.</p> <p>Birds, monkeys, squirrels, snakes, ants, spiders, caterpillars, moths, bees, wasps, small plants (mosses), mosquito, are some organisms that you may find on a tree. Try to classify them in table 2 based on where you find them. Add some more examples that you know.</p>	<p>Discussion Content</p>	<p>Text book Charts</p>
Evaluation		<p>① What is Aquatic habitat ② What is your observe light</p>	

INTERNSHIP LESSON PLAN - 15

PRELIMINARY INFORMATION

Name of the Student Teacher :-
Reg No :-
Subject :- Biological Science
Class :- VIth class
Time :- 40 min
Unit :- 6. Habitat
Topic :- Tree is a habitate
Date :- 7-8-2018
School name :- Sai Kanya High School.

Step	Content teaching point	Teaching strategy	T-LM
mind mapping a) Greeting		- Good morning childrens Good morning teacher - How are you childrens Fine teacher In this lesson and contribute to mind mapping ^{topic} through introduction	T-LM
b) mind mapping c) motivation		① what is your name? My name is sindo ② yesterday what about discussion? Aquatic habitat now discuss about Tree as a habitat	
Announce ment of the topic			

Announcement
of the topic

Today I will discuss about
trees

Table 2

At the base of the tree	ants, ...
On the trunk	
Between the branches	monkeys, ...
On or within leaves	

Comprehension of
concepts during activities
discussion

field trip, observation

observation book, pencil

INTERNSHIP LESSON PLAN - 16

PRELIMINARY INFORMATION

Name of the student Teacher :-
Reg No :-
Subject :- Biological Science
Class :- VI class
Time :- 40 min
Unit :- 6 Habitate
Topic :- our house is also a habitat
Date :- 8-8-2018
School name :- Sri Kavya High School

Step	Teaching Content	Teaching Strategy	T.O.L.M
a) Mind Mapping		Teaching Strategy	T.O.L.M
b) Storytelling		Good Morning childrens Good Morning sis How are you childrens Fine sis. in this lesson and continue to mind mapping through Interaction	
c) Mind Mapping		<ol style="list-style-type: none"> ① what is your name? My name is sivasri ② yesterday what we discussed? 	
d) Evaluation		discuss about the topic Tree as a habitat	
e) Assessment		now discuss about our house as a habitat	

<p>STEP</p>	<p>Content</p> <p>We live in houses that protect us from heat and cold, rain etc., and are a shelter for us. We keep some animals and birds as pets in our houses. We also grow some plants which give us fruits and vegetables.</p>	<p>Teaching Strategy</p>	<p>T.L.M</p>
<p>Announcement of topic</p>	<p>Activity 5</p> <p>Discuss the different organisms living in your house. List them.</p> <ul style="list-style-type: none"> Can animals that live in our houses as pets live in other places as well? Name the animals and also write the places where they can live. Animals not useful to us also live in our houses. Give examples of such animals. Why do only certain types of animals and plants live along with us? <p>We domesticate some types of animals and plants for our needs such as food.</p> <ul style="list-style-type: none"> Think, why do we domesticate dogs and cats? 	<p>Today I will discuss about our house as a habitat</p>	<p>Text book</p> <p>House, pet animals</p>
<p>Completion of concept</p> <p>Doing activity & discussion</p>	<p>exp observation</p> <p>report</p>		

Step Content

Can we say that our house is also habitat, isn't it? Several animals like dogs, cats, goats, cows, birds (like hens, peacocks, pigeons), spiders, ants, cockroaches live with us. Plants like the money plant and some crottons are also kept inside our houses.

We should take care of our pet animals. Most of the time we concentrate only on milk but not on cow's or buffalo's feeds. Keeping their sheds clean, applying fodder and water to them is

our responsibility. If we show concern for animals they become affectionate to us. You notice your pet dog licks your feet, wags its tail, sits near you and walks with you. Have you ever experienced the affection that a dog / cat shows towards you? Write your experience.

Evaluation

What is observation in our house as a habitat.

Teaching Strategy

T.C.M

INTERNSHIP LESSON PLAN - 17

PRELIMINARY INFORMATION

Name of the student Teacher :-
Reg NO :-
Subject :- Biological Science
Class :- VIth class
Time :- 40 min
Unit :- 6. Habitats
Topic :- Orchard: A wonderful avenue.
Date :- 9-8-2018
School Name :- Sri Kanya High School

STEP	Content teaching point	Teaching Strategy	T-L-M
1. Mind mapping a) Face King		Good morning Childrens Good morning Teacher How are you Childrens Fine in this Lesson and Contribution to mind Mapping through interaction	
b) mind mapping		Q what is your name My name is Rajeswar a) what about discussed yesterday our house as a habitant To day discuss about	
c) interaction			
Announcement			

TLM

Teaching Strategies

Content Teaching Point

Step

Announcement of the topic

Today I will discuss about orchard & how different various

While travelling by bus or train, we can see different types of crop fields and orchards. Farmers grow mango, guava, sapota, banana, citrus(battai) trees in the villages. In orchards, farmers grow a single type of fruit plants; in a mango orchard there will only be mango trees. But we find several other small plants growing on the ground and also find different types of animals there.

- Are all plants that grow in an orchard the same as the plants in a forest? Why is it so?

Comprehension of concepts doing activity discussion

Observation of orchard

Textbook, picture of garden

Tamara and other plants are examples of plants that grow in forests or in the house garden.

Tarent

Assignment: - Name all plants that grow in an orchard?

INTERNSHIP LESSON PLAN - 18

PRELIMINARY INFORMATION

Name of the student Teacher :-
Reg No :-
Subject :- Biological Science
Class :- VI class
Time :- 40 min
Unit :- 6. Habitatok
Topic :- Terrestrial Plant
Date :- 10-8-2018
School Name :- Sri Kavya High School

Teaching strategy

- Good morning children
- Good morning teacher.
- How are you childrens?
- fine.
- In this lesson and contribute to mind mapping through interaction
- 1) what is your name
My name is stella
- 2) what are you doing
waiting teacher

Teaching point

step

s.no

1. Mind mapping
 - a) Greeting
 - b, Mind mapping
 - c, Motivation

S.No	Step	Teaching Point	Teaching Strategy	T.L.M
	<p>Announcement of the topic</p> <p>Comprehension of concepts doing actual discussion</p> <p><i>Eudorina</i></p>	<p>Plants and animals that live in different places on the earth like those living on trees, in our houses, fields, forests etc are said to belong to terrestrial habitat. All habitats on land are collectively known as terrestrial habitats.</p> <p>Now let us do a small activity to see the difference in the ways in which plants and animals adapt or adapt to their surroundings</p> <p>A study of the difference between aquatic and terrestrial plants will help us understand this better.</p> <p>Activity-6: Compare water plants with land plants</p> <p>Collect an aquatic plant say a hydrilla or vallesneria. Also collect any land plant. Now compare the two and write your observations in table 3.</p> <ul style="list-style-type: none"> On the basis of your observations write how is the aquatic plant suited to living in water? 	<p>Today I will discuss about plants, terrestrial habitats</p> <p>Discussion, complete the table.</p> <p>what is terrestrial habitats</p>	<p>T.L.M</p> <p>Tent book, pictures of tulsi, vallesneria, hydrilla.</p>

Lesson plan

19

PRELIMINARY INFORMATION

Name of the Student Teacher / Regd No:

Science Class: - VI

Subject: Social Studie

Biological

Unit: Habitabit

Unit: Habit in AP

Topic: -

Habit


Date:

11-8-2018

Time: 40 Min

Name of the School:

Sri Kavya High School

S.NO	Step	content teaching point	Teaching strategy	T.L.M.
1	Mind mapping a) Greeting b) Mind mapping c) Motivation.		→ Good morning children. → Good morning teacher → How are you fine. → In the lesson and contribute to mind mapping thought into action. What is your name My name is Bhavana What about discussed yesterday yesterday discussed about orchard.	 T.L.M.

Announcement of the topic

Comprehension of concepts doing activities discussion.

The plants that grow in coastal regions differ from those of Telangana or Rayalseema. We can see mangroves only in coastal districts. Grapes are grown in Telangana. Similarly, we can see same type of plants in all places of our state.

Do you know?

Cactus, acacia, aloevera plants do not need water like chili or jamune plants. They are called desert plants. We can see camels frequently in the desert. Desert plants and animals are suited to dry conditions and vast temperature differences. Different characteristics in the desert make up desert habitats.

Today I will discuss about Diversity of habitats in Andhra Pradesh

Very long words from classmate

Evolution.

Discuss with your friends and write:

Do animals change their habitats?

What about our domestic animals, have their habitats changed?

Have you seen some birds in your surroundings only during a particular season? Why do they come here?

Can we see all types of birds throughout the year? We hear songs of cuckoo only in a particular season. We see cranes on trees in rainy season, where do they come from and where do they go at other times?

write the
short notes
Diversity
of habitats
in Andhra
pradesh

Lesson plan 10

PRELIMINARY INFORMATION

Name of the Student Teacher / Regd No :

Subject: ~~Societal Science~~ Biological science Class: VI

Time: 40 Min

Unit : Habitat

Topic :- Good habit & Good life

Date: 13-8-2018

~~Name of the Student~~ School Name: Sri Kanya High School

S.No	Content teaching point	Teaching Strategy	T.L.M
1. Mind Mapping a) Greeting b, Mind mapping. c, Motivation.	content teaching point	→ Good morning childrens Good morning Teacher → How are you childrens? fine. → In this lesson and contribute to mind mapping through interaction Q: what is your name? My name is Shesisha yesterday what about discussed previous lesson	T.L.M

SATYAM EDUCATION

S.No	Step	Teaching Content	Teaching Strategy
	<p>Announcement of the topic</p> <p>comprehension of concepts doing activity discussion</p> <p>Evolution</p>	<p>Good habitat, good life!</p> <p>Suppose the doors of your house are destroyed somehow? How will you feel?</p> <p>We fail to accept even little changes in our house or surroundings. We feel disturbed. Do we feel the same way for others? We are dumping wastes in nearby ponds, lakes, rivers and grounds and destroying forests on a large scale to set up industries. Think what will happen to all the organisms living in these areas. What will be the result of all this? Don't we depend on different organisms? You have already studied about the interdependence of different organisms. Try to give your answer on the basis of that. If we harm them wouldn't we be harmed as well?</p> <p>Think how a good unannamed habitat leads to a better life for e</p>	<p>Today I will discuss about good habitat, good life</p> <p>own experiences projects</p> <p>discuss about the good habitat good life</p> <p>do good habitats</p>