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MACRO TEACHING LESSON PLAN :- 1

PRELIMINARIES :-

UNIT/TOPIC :-

NAME OF THE STUDENT TRAINEE:

SUB - UNIT :-

ROLL NO

NAME OF THE INSTITUTION

NAME OF THE SUPERVISOR :-

SUBJECT

DATE

CLASS

CONTENT ANALYSIS :-

Teaching Learning points :-

1. Mouth, buccal cavity, pharynx, oesophagus, stomach, small intestine, large intestine, rectum, and anus are the parts the human digestive system
2. Teeth, tongue and openings of three pairs of salivary glands are present in buccal cavity.
3. Incisors, canines, premolars and molars are four types of teeth in man
 An adult human has thirty two teeth in man - 8 incisors, 4 canines 8 premolars and 12 molars
4. Parotid, sub-lingual and sub maxillary glands are three pairs of salivary glands are present in the buccal cavity

I COGNITIVE DOMAIN:-

1) Knowledge:- The pupil acquires the knowledge of mouth and salivary glands and its functions

2) Understand:- The pupil understand that physical and chemical nature of the food changes when it is chewed with the help of teeth and mixed with saliva

3) Application:- The pupil applies the knowledge of human digestive system its functions and importance in new situation and applies to real life

II AFFECTIVE DOMAIN:-

1) Interest:- The pupil develop interest by knowing more about the human.

i) Recalls:- The pupils recalls how the digestion process processed in human body and functions of mouth salivary glands.

ii) Recognise:- The pupil recognised that the digestion first standed in buccal cavity.

iii) Explain:- The pupil Explains structural parts of digestive system

iv) Differentiate:- The pupil differentiates between digestion and ingestion.

v) Identifies Relation:- The pupil identifies the function and relationship between the three pair of salivary glands presents in the buccal cavity

vi) Give Reasons:- The pupil give reasons as to why the physical and chemical nature of the food changes when it is chewed

vii) Announce Results:- The pupil announced the result how the enzyme analyse is useful in digestion process of food

viii) Hypothesis:- The pupil should give hypothesis about the digestion process problems.

ix) Collections:- The pupils collect different types of body parts, specimens and picture.

OBJECTIVES	SPECIFICATIONS
<p>2) <u>APPRECIATION</u>:- The pupils appreciate the doctores of dentists and endoscopologists</p> <p>3) <u>SCIENTIFIC ATTITUDE</u>:- The pupil develop scientific attitude by knowing the dental problem that arises and develops curi osity to know more about the human digestive system and record biological data</p> <p><u>III PSYCHOMOTOR DOMAIN</u>:- The pupil develop skill in drawing the structure of salivary glands and parts of human digestive system and observes ^{the charts} by developing skill of scientific expression</p>	<p>ii) <u>VISILINGE PLACES</u>:- The pupils should visit different types of hospitals to examine the original body parts of patients which stored in laboratories</p> <p><u>i. Drawing skill</u>:- The pupil draws accurate and neat diagram of structure of dental formula and salivary gland.</p> <p><u>ii. Modelling</u>:- The pupil with clay prepare the model of digestive system of man and colour the parts and identifies them.</p> <p><u>iii. Observation</u>:- The pupil observes the tongue for taste buds.</p>

TEACHING METHODS :-

- ① Lecture method.
- ② Lecture cum demonstration method
- ③ Observation method

TEACHING LEARNING MATERIALS :-

- ① Charts showing the structure of human digestive system
- ② Charts showing the structure of salivary glands.

REFERENCE BOOKS :-

- ① IX class biology text book - English academy applications
- ② Methods of teaching biological science - Neelkamal publications
- ③ Inter and degree books.

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Sl. No	STEPS/CONTENT ANALYSIS	OBJECTIVES AND SPECIFICATION	TEACHERS ACTIVITY	PUPILS ACTIVITY	TEACHING & LEARNING MATERIALS	BLACK BOARD WORK	EVALUATION
1	Introductory Activity		<p>Good morning students</p> <ol style="list-style-type: none"> 1. What are the things we observe on this earth? 2. What are the parts of an animal body? 3. What are the parts of plants? 4. What are the internal parts of a human body? 5. How do we eat food? 6. How do we smell? 7. How do we taste? 8. What happens when we smell a tasty food? 	<p>Good morning teacher</p> <ul style="list-style-type: none"> - Plants, animals humans - Head, trunk, leg and tail - Stem, leaves, branches, roots - Lungs, stomach, heart, liver, pancreas etc. - Through mouth - Through nose - Through tongue - Water comes from mouth and saliva 			

	Topic	Date	Page No.	Subject	Teacher	Class	Date
	Introduction to the topic.	5	So, today let us study about some parts of human digestive system mouth and salivary glands.			Mouth and salivary glands and its functions	
3.	<p>Developmental Activity:-</p> <p>Mouth, Buccal cavity, Pharynx, Oesophagus, stomach, small intestine</p>	<p>Knowledge Recognise:-</p> <p>The pupil recognise</p> <p>The Total number of parts in human.</p>	<p>1. What are the important parts in human digestive system</p>	<p>- Mouth, buccal cavity, Pharynx, Oesophagus, stomach, small intestine, large intestine, rectum and anus.</p>			

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7.

S.No	Steps/Content Analysis	Objects and specifications	Teachers activity	Pupils activity	Teaching Learning materials	Black board work	Evaluation
1	<p>Mouth is only an opening of the digestive system</p> <p>Taking in of food through mouth is called oral activity. Digestion starts in buccal cavity the tongue and openings of three pairs of salivary glands are presents in buccal cavity. Physical and chemical nature of the food changes when it is chewed with the help of teeth and mixed with saliva</p>	<p><u>Knowledge understand:-</u> The pupil understand the meaning of word ingestion</p> <p><u>Knowledge understand:-</u> The pupil understand the definition of buccal cavity</p> <p><u>Understand Explain:-</u> The pupil explains in saliva gland and teeth</p> <p><u>Skills observation:-</u> The pupils observes that the changes taken place in the stomach</p>	<p>① What is the opening of an digestive system?</p> <p>② What is meant by ingestion</p> <p>③ Describe buccal activity</p> <p>④ How many parts are there in buccal cavity and what are they</p> <p>⑤ What are the changes that food undergoes in the stomach.</p>	<p>① Mouth</p> <p>② Taking in of food through mouth is called ingestion</p> <p>③ The cavity (or) space in the mouth in called oral (or) buccal cavity</p> <p>Teeth, tongue and three pairs of salivary glands are present in buccal cavity</p> <p>④ There are 5 parts, teeth tongue and three pairs</p>		<p>Ingestion</p> <p>Oral cavity (or)</p> <p>Buccal cavity</p> <p>Salivary glands</p>	<p>What is meant by ingestion</p> <p>Describe buccal cavity</p> <p>what are the changes that food undergoes in the stomach.</p>

There are four types of teeth in man - incisors, canines, premolars and molars each for a specific function. The arrangement of teeth is same on the upper and lower jaws. An adult human has thirty two teeth 8 incisors, 4 canines 8 premolars and 12 molars. Muscular and pushed the food into the food into the teeth during mastication. It also helps to push chewed food into pharynx. Taste buds on the tongue sense the taste of food.

The pupil recognise the types of teeth in man and number of teeth in adult human being have
Understand:-
 The pupil understand the mastication process after taking the food into the mouth
Skills:- The pupils develops the interest of drawing the arrangement of teeth of human chart
observation:-
 The pupil observes the tongue for taste buds

① How many types of teeth are presents in man and what are they

② How many number of teeth does adult human have

③ Describe the mastication process

Four types incisors, canines premolars and molars

32 teeth
 8 - Incisors
 4 - canines
 8 - pre-molars
 12 molars

Tongue is muscular and pushes the food into the teeth during mastication. It also helps to push masticated food into pharynx

Incisors, canines, premolars and molars

-mastication

What types of teeth are presents in man

What is mastication process.

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SNo	Steps/Content Analysis	Objects and Specifications	Teacher Activity	Pupils Activity	Teacher Learning material	Black board work	Evaluation
1	<p>Three pair of salivary glands are present in buccal cavity. They are parotid, sublingual and submaxillary glands near the ear. Secretion in these glands is sent into buccal cavity through ducts. Other two pairs of glands open below the tongue through ducts salivary in release when food is present in buccal cavity.</p>	<p>Knowledge recognise:- The pupil recognise the pairs of glands and when they present in human body.</p> <p>Observational skill:- The pupil observes the diagram of salivary glands and its function.</p>	<p>① How many and what are the glands present in the buccal cavity.</p> <p>② In the human body where the salivary glands are present</p>	<p>3 pair of salivary glands parotid, sublingual and submaxillary glands</p> <p>Parotid glands present near the ear and other two pairs of glands open below the tongue through ducts</p>		<p>Parotid Sub-lingual and submaxillary glands</p>	<p>What are the glands present in the buccal cavity.</p>

<p>an enzyme called "salivary amylase". It converts starch into dextrose and maltose sugar.</p> <p>The mucous presents the food sticky and helps its passage easy through pharynx</p>	<p>The pupil recall the enzyme present in saliva.</p> <p>Application: give reasons why saliva is alkaline in nature.</p>	<p>② What is the enzyme present in saliva</p> <p>③ Give reason why saliva is alkaline in nature?</p> <p>④ What are the sugars presents and converts amylase into sugars?</p>	<p>Salivary amylase</p> <p>Saliva contains an enzyme called salivary amylase which gives alkali nature</p> <p>Dextrine, maltose amylase, converts starch into dextrine and maltose sugars.</p>		<p>Salivary amylase</p> <p>Alkaline nature</p> <p>Dextrine maltose starch</p>	<p>Write the action of amylase as food when the saliva is present?</p> <p>Why the saliva is Alkaline in nature</p>
<p>Saliva is also useful as a solvent for dissolving the chemical substance present in food.</p> <p>The posterior part, tongue is pressed upwards and back words.</p>	<p><u>Knowledge understand:</u></p> <p>The pupil explains how the saliva is used as a solvent and the definition of swallowing</p>	<p>① Explain how the saliva is useful as a solvent</p> <p>② What is meant by swallowing</p> <p>③ What is meant by swallowing</p>	<p>It dissolves the chemical substances present in food</p> <p>The food passes from pharynx into oesophagus.</p>	<p>Swallowing</p>		<p>What is meant by swallowing?</p>

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CUMULATIVE ACTIVITY:-

Generalization:-

- ① Taking in of food through mouth is called ingestion
- ② Incisors, canines, pre-molars and molars are the four types of teeth in man
- ③ An adult human has thirty two teeth. - 8 incisors, 1 canines, 8 pre-molars, 12 molars.
- ④ Three pairs of salivary glands - Parotid, sub-lingual, sub-maxillary gland are present
- ⑤ Saliva is slightly alkaline in nature
- ⑥ The food passes from pharynx into oesophagus is called swallowing.

Recapitulation:-

- ① Where the digestion starts in digestive system?
- ② How many types of teeth are present in man?
- ③ How many pairs of salivary glands are present in the buccal cavity?
- ④ How the saliva is useful as a solvent?

Assignment:-

1. Describe an experiment to demonstrate amylase in saliva
2. Answer in one sentence
3. What is meant by ingestion?

PROJECT REPORT

PROJECT TITLE:-

NAME OF THE STUDENT CONCERNED :-

ROLL NO :-

NAME OF THE INSTITUTION :-

SUBJECT :-

DATE :-

NIRMAL HIGH SCHOOL

KANDUKUR

BIOLOGY

CLASS :- IXth

TITLE :- HUMAN DIGESTIVE SYSTEM

SUB UNIT :- OESOPHAGUS AND PERISTALTIC MOVEMENTS AND STOMACH

NAME OF THE SUPERVISOR :-

CONTENT ANALYSIS :-

Teaching Learning points

- ① Oesophagus is a narrow tube and connects pharynx and stomach. It has both voluntary and involuntary muscles
- ② Swallowing pushing is a voluntary act. Once food enters oesophagus. Swallowing become an involuntary act.
- ③ Contraction and relaxation of muscles are produced, which are called peristaltic movements.
- ④ Mucous membrane contains no of glands called gastric gland and these secrete gland gastric juice and mucin.
- ⑤ Gastric juice contains hydrochloric acid and enzymes.

OBJECTIVES	SPECIFICATIONS
<p>I. <u>COGNITIVE DOMAIN</u></p> <p>① <u>Knowledge</u> :- The pupil acquires the knowledge of oesophagus and peristaltic movements and stomach.</p> <p>② <u>Understand</u> :- The pupil understands that food in pharynx enters into oesophagus and stomach and their continuous process of entry of food into various of the body.</p> <p>③ <u>Application</u> :- The pupil applies the knowledge of oesophagus and peristaltic movements, the gastric glands in stomach and make changes for further processes.</p>	<p>① <u>Recalls</u> :- The pupil recalls the parts of human digestive system, from where digestion starts</p> <p>② <u>Recognises</u> :- The pupil recognise that digestion starts in the buccal cavity into the pharynx and oesophagus stomach.</p> <p>③ <u>Explain</u> :- The pupil explain the peristaltic movements occur by contraction and relaxation of the muscles</p> <p>④ <u>Differentiates</u> :- The pupil differentiates between cardiac stomach and pyloric stomach.</p> <p>⑤ <u>Identifies Relation</u> :- The pupil identifies the relation between voluntary and involuntary muscles during the swallowing process</p> <p>⑥ <u>Give Reasons</u> :- The pupil give reasons as to why the peristaltic movements are produced during the entry of food into oesophagus</p> <p>⑦ <u>Announces</u> :- The pupils announces results from the hydrochloric acid and enzymes are useful in killing bacteria present in food and formation of juices.</p>

III. MOTIVATIONAL DOMAIN :-

The pupil develop interest to know more about the changes taken place when food enters into each and every part of the human digestive system.

IV. PSYCHO MOTOR DOMAIN :- The pupil develop skill in drawing the structure of stomach and observe the charts by developing skill

The pupil collects the pictures and specimens of hole stomach

The pupil draw structure of stomach

The pupil observes the movements takes place during the digestion process.

TEACHING METHODS :-

- ① Lecture method
- ② Lecture cum demonstration method
- ③ Observation method

TEACHING LEARNING MATERIALS :-

Charts showing the picture of stomach with labelled parts

REFERENCE BOOKS :-

- ① IX class - Biology text book - English Academy publications.
- ② Inter and degree text books.

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Sl. No.	Steps/Content Analysis	Objectives and Specifications	Teachers Activity	Pupils Activity	T.L.M	Black board work	Evaluation
①	Introductory Activity		<p>① What is meant by ingestion.</p> <p>② Where the digestion starts in human body?</p> <p>③ How many types of teeth are present in mouth</p> <p>④ How many pairs of salivary glands are present in the buccal cavity? what are they.</p>	<p>Taking in of food through mouth Buccal cavity</p> <p>4 types - incisors, canines, molars and premolars</p> <p>3 pairs - parotid, sub-lingual and sub-maxillary</p>			
②	Description of the topic.		So, today let us study more about the parts of human digestive system esophagus and stomach				

<p>3 27</p> <p>The food pass from pharynx into oesophagus is called swallowing. Oesophagus is a narrow tube, connects pharynx and stomach. These muscles are arranged circularly</p>	<p>The pupil understood that parts pharynx and stomach are connected to a narrow tube. Oesophagus and the muscles present in the oesophagus</p> <p><u>Understand. Explain.</u></p> <p>The pupil explain how the muscles are arranged in the Oesophagus.</p>	<p>① What are the parts connected to the oesophagus?</p> <p>② What are the muscles present in the Oesophagus</p> <p>③ Explain how the muscles are arranged in the oesophagus</p>	<p>Pharynx and stomach</p> <p>Voluntary and involuntary muscles</p> <p>Circularly and longitudinally</p>		<p>Pharynx and stomach voluntary and involuntary muscles</p> <p>Circularly and Longitudinally</p>	<p>what are the changes that food undergoes in oesophagus.</p>
<p>Swallowing is a voluntary act. Once food enters oesophagus swallowing becomes an involuntary act. When the food enters into oesophagus</p>	<p><u>Knowledge. Describe</u></p> <p>The pupil describe how the peristaltic movements occur</p>	<p>What are the changes that food undergo in oesophagus</p>	<p>Voluntary act is observed when food is pushed into oesophagus and Once food enters into voluntary act occurs</p>			

S.No	Steps / Content Analysis	Objectives and Specifications	Teachers Activity.	Pupils. Activity.	T.L.M	B.B.W	Evaluation
■	<p>Stomach is a muscular bag. It is present on the left side in the abdominal cavity below the diaphragm. Part of the stomach into oesophagus opens is called cardiac stomach that opens into duodenum is called pyloric stomach. Pyloric stomach is protected by pyloric sphincter.</p>	<p><u>Identity Relation</u>:- The pupil identify the relation between pyloric and cardiac stomach</p> <p><u>Knowledge Understand</u>:- The pupil understand how the pyloric sphincter protects the pyloric stomach</p>	<p>① What is the difference between cardiac stomach and pyloric stomach.</p> <p>② What is the sphincter that protects the pyloric stomach</p>	<p>Part of the stomach into which oesophagus opens is called cardiac stomach that opens into duodenum is called pyloric stomach.</p> <p>Pyloric sphincter.</p>		<p>Cardiac stomach and pyloric stomach</p> <p>Pyloric sphincter</p>	<p>Write the difference between cardiac and pyloric stomach</p> <p>What is the sphincter that protects the pyloric stomach?</p>

Esophageal Peristalsis:-

- ① Esophagus is a narrow tube and connects pharynx and stomach
- ② Contraction and relaxation of muscles are produced. Which are called peristalsis
- ③ The food that enters into duodenum is called chyme
- ④ The gastric juice contains hydrochloric acid and enzyme pepsin and lipase

Recapitulation:-

- ① What is meant by cardiac stomach?
- ② What is meant by pyloric stomach?
- ③ What is meant by chyme?

Assignment:-

- ① Prepare a chart of digestion by enzymes in the stomach.

MACRO TEACHING LESSON PLAN:-3

PRELIMINARIES:-

Name of the student trainee :-
 Roll No :-
 subject :- \rightarrow Biology.
 Date :-
 Name of the Institution :- NIRMAL HIGH SCHOOL
 KUNDUKUR.

Class :- 1xth

Topic :- Plant and Animal life

Sub unit :- Life history of mos
quito and housefly

Name of the
Supervisor :-

CONTENT ANALYSIS :-

Teaching Learning points:-

- ① The two common type of mosquitoes are anopheles and culex
- ② There are a pair of eyes and a pair of feeding brushes are present
- ③ The abdomen has a tube on the eighth segment, through which air is taken
- ④ Aedes mosquito transmits yellow fever Dengue fever
- ⑤ The larva of house fly is known as a maggot

<u>OBJECTIVES</u>	<u>SPECIFICATIONS</u>
<p><u>I. COGNITIVE DOMAIN:-</u></p> <p>① <u>Knowledge</u>:- The pupil acquires the knowledge of life history of mosquito and housefly.</p> <p>② <u>Application</u>:- The pupil applies the knowledge of the history of mosquito and housefly and its stages in new situation and applies to real life.</p> <p><u>II. AFFECTIVE DOMAIN:-</u></p> <p>① <u>Interest</u>:- The pupils develop interest by knowing how the disease spread and their life cycles</p>	<p>① <u>Recalls</u>:- The pupil recalls that the mosquitoes and houseflies are harmful insects as they spread diseases like malaria, cholera and typhoid</p> <p>① <u>Give Reasons</u>:- The pupil give reasons why only the female anopheles mosquito spreads the disease and cause malaria</p> <p>② <u>Hypothesis</u>:- The pupil give hypothesis about the life histories of both mosquito and housefly</p> <p>③ <u>Collections</u>:- The pupil collect different types of charts showing the picture of life history of mosquitoes and housefly.</p>

OBJECTIVES	SPECIFICATIONS
<p>② <u>SCIENTIFIC ATTITUDE:-</u> The pupils develop scientific attitude towards different types of mosquitoes and house flies causes different diseases in man and gain the knowledge.</p> <p>③ <u>PSYCHO MOTOR DOMAIN:-</u> The pupil develop skill in drawing the life history of both mosquito and housefly and develop the skill of scientific expression</p>	<p>i) <u>Drawing skill:-</u> The pupil draws accurate and neat diagram of life history of mosquito and housefly.</p> <p>ii) <u>Manipulative skill:-</u> The pupil with the help of the teacher draws the life history of mosquito and housefly, car board (or) the thermal sheet</p>

TEACHING METHOD:-

- ① Lecture Method
- ② Lecture cum-observation method
- ③ Observation method

TEACHING LEARNING MATERIALS:-

Charts showing the picture of the history of housefly and mosquito

Reference Books:-

- ① 9th class Biology text book - English Academy publications
- ② Methods of teaching biological science - Neelkamal publication
- ③ Inter and Degree Books.

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SNO	Steps	Objective and Specification	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
①	Introductory Activity		<p>Good morning student</p> <p>① Do you observe any drainage pipe near by to your house</p> <p>② What do you observe on that water</p> <p>③ What are harmful insects?</p> <p>④ What are to harmful insects</p> <p>⑤ How harmful insects do harm to human beings</p>	<p>Good morning teacher</p> <p>Yes teacher</p> <p>Housefly and mosquito</p> <p>mosquito housefly</p> <p>Honeybee</p> <p>spread and causes diseases</p>			
②	Declaration of the topic		<p>So today we will learn more about the life history of mosquito and house fly</p>			<p>Life history of mosquito and house fly</p>	

<p>Adult mosquitoes can be destroyed by spraying insecticides. When the breeding place of mosquitoes are sprayed thin film above the water</p>	<p><u>Knowledge understand:</u> → The pupil understand the steps to be taken to prevent diseases caused by mosquito</p>	<p>① What are the steps to be taken to prevent diseases caused by mosquito</p>	<p>Adult mosquito can be destroyed by spraying insecticides when the breeding place of mosquitoes are sprayed with kerosin it from a thin film above the water</p>	<p>Insecticides</p>	<p>What are the steps to be taken to prevent diseases caused by mosquitoes</p>
<p>A female housefly at a time lays about 120 to 160 eggs. The eggs are laid in garbage or decaying animal waste table matter</p>	<p><u>Knowledge Recall:</u> - The pupil recalls the stages present in the life history of housefly <u>Knowledge - Describe:</u> - The pupil describes the stage of housefly</p>	<p>① What is the first and last stage in the life history of housefly ② What is meant by maggot?</p>	<p>The first and last stage is egg and pupa The larva of the house fly is called a maggot</p>	<p>maggot</p>	<p>What is the first and the last stage in life history of housefly</p>

CUMULATIVE ACTIVITY:-GENERALIZATION:-

- ① The two common type of mosquitoes are anopheles and culex
- ② The larva of mosquito are called wrigglers.
- ③ There are a pair of feeding brushes are present in the head
- ④ The pupa is comma shaped and is called tumbler
- ⑤ A pair of tubes called respiratory trumpets are present on the head
- ⑥ The larva is known as a maggot

RECAPITULATION:-

- ① What are feeding brushes
- ② What are the functions of respiratory trumpets
- ③ Describe the pupa of mosquito?

ASSIGNMENT:-

I. Draw the life history of culex mosquito and life history of housefly.

II. Choose the correct answer:-

2. What is the final stage in the life history of housefly
- a) Larva b) Imago c) Pupa d) Egg

INTERNSHIP LESSON PLAN - I

<p>PRELIMINARIES :- NAME OF THE STUDENT TRAINEE :- ROLL NO :- NAME OF THE INSTITUTION :- MUNICIPAL HIGH SCHOOL SUBJECT :- BIOLOGY DATE :-</p>	<p>CLASS : TOPIC : Useful plants and animals SUB UNIT : Economical importance of plants NAME OF THE SUPERVISOR :</p>
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CONTENT ANALYSIS :-

Teaching Learning points :-

- ① Plants which have been buried in the earth for years give rise to crude oil
- ② The plants are classified into food yielding timber yielding and medicinal plants
- ③ Millets and pulses are also used as food.
- ④ Pulses have a very high content of proteins
- ⑤ Unhusked grain kept in warm water and later exposed to steam forms parboiled rice

OBJECTIVES	SPECIFICATIONS
<p>I. <u>COGNITIVE DOMAIN</u></p> <p>1) <u>Knowledge</u>:- The pupils acquire the knowledge of importance of useful plants, which are used by primitive man</p> <p>2) <u>Understand</u>:- The pupil understand food yielding, timber yielding plants are necessary for the very existence of all plants</p> <p>ii. <u>AFFECTIVE DOMAIN</u>:</p> <p>① <u>Interest</u>:- The pupil develop interest by knowing and learning the scientific names millets and wood.</p>	<p>i) <u>Recalls</u>:- The pupil recalls the useful plant products. We use in our daily life.</p> <p>ii) <u>Recognise</u>:- The pupil recognises that: wood coal petrol, fiber are produced from plant</p> <p>① <u>Give examples</u>:- The pupil should give examples for the aromatic oils which are used for the productions of oils.</p> <p>② <u>Explain</u>:- The pupil explains the food yielding and timber yielding plants with suitable example.</p> <p>③ <u>collections</u>:- The pupil collect different types of picture of plants, products and also specimens of rice, maize. Read new books and collects information.</p>

TEACHING METHODS:-

- ① Lecture method
- ② Lecture cum demonstration method
- ③ Project method

TEACHING LEARNING MATERIALS :-

- ① charts showing the picture of plant product like rice, maize etc
- ② some models of plants.

REFERENCE BOOKS:-

- ① VIIIth class Biology text book - English academy applications.
- ② Methods of teaching biological science - Neelkamal publication.
- ③ Inter and Degree books.



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S.No	Steps	Objects and specifications	Teachers Activity.	Pupils Activity.	T.L.M	B.B.W	Evaluation
✓	<p><u>Developmental Activity</u> Cultivation of different types of plants has helped man to improve his economy comfort and health. Besides food, plants give us a variety of substance.</p>	<p><u>Knowledge</u> <u>Explain:-</u> The pupil explain the use of plants to human beings and its economic importance</p>	<p>① Explain how the plants are useful to a man ② Based on the product obtained what are the different type of plants?</p>	<p>Cultivation of different type of plants have helps man to improve his economy Food yielding timber yielding, Fiber yielding.</p>		<p>Food yielding, Timber, medicinal plants</p>	<p>What are the different types of plants</p>
✓	<p><u>Important plant product</u> are wood, coal petrol and fiber. We need wood for the construction of building ships</p>	<p><u>Knowledge-Recall:-</u> The pupil recall the important plant products which are used daily</p>	<p>① What are the important plant products? ② Explain the importance of wood to man?</p>	<p>Wood, Coal Petrol, fibre Used for construction of building ships furniture items</p>		<p>Wood, coal petrol and fibre</p>	<p>What are the important product of plants</p>

<p><u>Timber yielding plants:</u> -- Petroleum is also formed in similar fashion from plants coal and petroleum known as fossil fuels They are also used for the production of several chemicals wood in the form of timber is used for the construction of houses to prepare implements for agriculture items etc.</p>	<p><u>Knowledge understood:</u> -- The pupil understand the definition of fossil fuels and now they are formed</p>	<p>① What are the fossil fuels. How are they formed.</p>	<p>Petroleum are also formed in similar fashion from plants coal and petroleum known as fossil fuels wood is the form of lumber is used for the construction of house to prepare implements for agriculture etc. Indian rose wood, sal, Teak and neem are some examples</p>		<p>Fossil fuels Lumber Indian rose wood, sal and neem</p>	<p>What are fossil fuel Give some example for timber yielding plants.</p>
	<p><u>Knowledge understood:</u> -- The pupil understand the meaning of the word lumber</p>	<p>② What is meant by lumber</p>				
	<p><u>Knowledge - Give examples</u> The pupil should give examples for timber yielding plant</p>	<p>③ Give some examples for timber yielding plants</p>				

CUMULATIVE ACTIVITY :-

Generalisation :-

- ① Unhusked grain kept in warm water and later exposed to steam forms rice
- ② The oils which have characteristic fragrance and are called Aromatic oil

Recapitulation :-

- ① Based on the product obtained. What are the different types of plants?
- ② What is the importance of the pulses?
- ③ Describe about food yielding plants?

Assignment :-

- I. Draw a chart about common name and scientific name of plants?
- II 1. Millets and cereals belong to _____ family.
2. Lavender oil is an example for _____.

INTERNSHIP LESSON PLAN-2

PRELIMINARIES:-
 NAME OF THE STUDENT TRAINEE :-
 ROLL NO :-
 NAME OF THE INSTITUTION :- Municipal High School
 Kandukur
 SUBJECT :- Biology
 DATE :-

Class :- VIIIth
 Topic / Unit :- useful plants and animals
 SUB UNIT :- Economic importance of plants.
 NAME OF THE SUPERVISOR :-

CONTENT ANALYSIS:-

Teaching Learning points:-

- ① Fibres are plants products used for making textiles, ropes nets and paper
- ② Fiber is also prepared from plants like agar, coconut and palm tree
- ③ Cotton is the world is the oldest and cheapest fiber
- ④ Cotton belongs to genus gossyolom

	OBJECTIVES	SPECIFICATIONS
I	<u>COGNITIVE DOMAIN:-</u> i. <u>Knowledge:-</u> The pupil acquires the knowledge of importance of fiber yielding plants and medicines plants.	i) <u>Recalls:-</u> The pupils recall the major fiber yielding plants and fiber producing plants. ii) <u>Recognise:-</u> The pupils recognise rural drugs are obtained from plants.
II	<u>AFFECTIVE DOMAIN:-</u> i) <u>Interest:-</u> The pupil develops interest by drawing the medical plants.	i) <u>Collections:-</u> The pupil collects different types of medicinal plants. ii) <u>Visiting place:-</u> The pupil should visit the nursery centres and science exhibition for keen observation of plant products.
III	<u>PSYCHOMOTOR DOMAIN:-</u> The pupils develop skill in drawing the medical plants and observes the charts by developing skill of scientific expression.	i) <u>Observation skill:-</u> The pupil observes the plant products of fibre and cotton and also medicinal plants like eichona plant, Datura and ocimum.

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TEACHING METHODS :-

- ① Lecture methods
- ② Lecture cum-demonstration methods.

TEACHING LEARNING MATERIALS :-

- ① charts showing the pictures of medicinal plants like cinchona plant Datura and ocimum
- ② Model of datura flower

REFERENCE BOOKS :-

- ① VIIIth class biology text book - English academy application
- ② methods of teaching biological science - Neelkamal publications.



S No	Steps	Objective and specification	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
1.	Introductory Activity		<p>① What are edible oils?</p> <p>② What are called are materials?</p> <p>③ Give example for timber yielding plants</p> <p>④ What is the scientific name of rice</p> <p>⑤ Explains the importance of pulses</p>	<p>Only which are used for cooking</p> <p>The oils which have characteristic fragrance are called aromatic oils.</p> <p>Indian rose wood, sal, Teak, neem.</p> <p>Oryza sativa indica.</p> <p>Pulse contains more proteins which required for growth.</p>			

<p>Plant syn the size and store contain chemical in parts such as leaves, stem bark, roots fruits and seeds. Few examples for medicinal plants are cinchona and ocimum</p>	<p><u>Knowledge re</u> <u>ecognise</u>:- The pupil recognise the storing of chemicals in plant products. <u>Give examples:-</u> The pupil should give example for plant products of medicinal plants</p>	<p>① Where plants store chemicals ② Give examples for medicinal plants</p>	<p>They store in parts such as leaves, stem bark, roots etc. Cinchona plant, Datura and ocimum</p>	<p>Cinchona plant Datura and ocimum</p>	<p>Give examples for medicinal plants</p>
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CUMULATIVE ACTIVITY:-

Generalization:-

- ① Fibre are plant product used for making tentiles, rope, nets, sails and paper
- ② Cotton, jute and Lemp are the major fibre yielding plants.
- ③ Fibre is also prepared from plant like guara, coconut and palm tree

Recapitulation:-

- ① Give examples for major fibre yielding plants?
- ② what are medicinal plants

Assignment:-

- ① Write about medicinal plants.
- ② Write examples for fibre yielding plants.

INTERNSHIP LESSON PLAN-3

PRELIMINARIES:-

NAME OF THE STUDENT "RAINEE":

ROLL NO :-

NAME OF THE INSTITUTION :- MUNICIPAL HIGH SCHOOL
KANDUKUR

SUBJECT :- BIOLOGY

DATE :-

CLASS :- VIIth

UNIT/TOPIC :- Useful plants
and animals

SUB unit :- Economic
importance of ani-
mals

NAME OF THE SUPERVISOR:

CONTENT ANALYSIS :-

Teaching Learning points :-

- ① The entire process of silk production starting from growing of mulberry plants collection of eggs rearing of caterpillars.
- ② Silk worm feeds only on mulberry leaves
- ③ Salivary glands are modified into silk glands which secrete silk

OBJECTIVESSPECIFICATIONSI COGNITIVE DOMAIN

i) Knowledge :- The pupil develops and acquires the knowledge of several wild animal and their usefulness to man.

i) Recalls :- The pupil recalls the useful wild animals and domesticated animals

ii) Recognizes :- The pupil recognize that silk worm feed only on the leaves of mulberry plant

II PSYCHO MOTOR DOMAIN

The pupil develop skill in drawing the picture of silk worm and observes the charts by developing of scientific expression

i) Drawing skill :- The pupil draws accurate and neat diagram of stages of silk worm and develops cosiority to know more about the parts of silk worm.

ii) Observation skill :- Observe the four rolieties of silk.

S.No	Steps	Objects and observation	Teacher's Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
①	Introductory Activity		Good morning students 1. What is your name? 2. What is your favorite subject? 3. Do you like animals? 4. What are domestic animals?	Good morning teacher My name is Jyothi Science Yes teacher Cow, goat, sheep, hens			
②	Developmental Activity Sericulture The entire process of silk production starting	Knowledge Recall:— The pupil recall the stages present in the process of silk worm	How many stages are there in the process of silk production.	Five stages			

from the growing of mulberry plants, collection of eggs rearing of caterpillars production coques and finally raw silk fibre is called sericulture

▣ silk production was started in china around 2600 BC for a long time. This was kept

Knowledge
understand

The pupil understand the meaning of word sericulture

Knowledge
Recalls:-

The pupil recalls the silk production started and where

② what is meant by sericulture

③ On which leaves silk worm feeds

① When was silk production started and where

② Where the silk was kept and how it makes.

starting from growing mulberry plants, collection of egg, rearing of caterpillars production of cotton.

2600 Bc in china

It was kept as a secret and death sentence is imposed for who reveals the secret of silk making

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CUMULATIVE ACTIVITY:-

Generalization

- ① Rearing of silk worms and production of silk fibre is called sericulture.
- ② Silk worm feed only on mulberry leaves.
- ③ Silk worm is actually a caterpillar larva of the silk moth and its salivary glands are modified into glands which secrete silk.

Recapitulation

- ① Where silk worm feeds on?
- ② How many countries occupies first position in silk production?

Assignment:- Fill in the Blanks.

- ① Sericulture describes the rearing of _____
- ② Silk worm feed only on _____

INTERNSHIP LESSON PLAN :- 4

PRELIMINARIES

NAME OF THE STUDENT TRAINE :-

ROLL NO :-

NAME OF THE INSTITUTION :- High school, Kandukur

SUBJECT :- Biology

Class :- VIIIth

Unit/Topic :- Useful plants and animals

Sub Unit :- Sericulture stages

Name of the supervisor :-

Date :-

CONTENT ANALYSIS :-

Teaching Learning points :-

- ① Adult silk moth (*Bombyx mori*) lays about 300-500 eggs on the leaves of mulberry plants.
- ② During pupa stage, silk worm secretes silk fibre to form cocoon.

OBJECTIVES	SPECIFICATIONS
<p><u>I. COGNITIVE DOMAIN</u></p> <p>i. <u>Knowledge</u> :-- The pupil acquires the knowledge of the life, history of silk moth.</p> <p><u>II. AFFECTIVE DOMAIN</u></p> <p>① <u>Interest</u> :-- The pupils develop interest by knowing and observing more about life history of silk moth stages and its growth.</p> <p><u>III. PSYCHOMOTOR DOMAIN</u></p> <p>The pupil develop skill in drawing the life history of silk moth and observes the charts by developing skill</p>	<p>① <u>Recalls</u> :-- The pupils recalls that adult silk moth feeds on the leaves of mulberry plants.</p> <p>② <u>Recognise</u> :-- The pupil recognise that adult silk moth lays 300-500 eggs.</p> <p>③ <u>Collection</u> :-- The pupil collects different types of butterflies pictures and models and read new books and collect information.</p> <p>④ <u>Drawing skill</u> :-- The pupil draws accurate and neat diagram of life history of silk moth.</p>

TEACHING METHODS:-

- ① Lecture methods
- ② Observation methods.

TEACHING LEARNING MATERIALS :-

- ① charts showing the picture of butterflies cocoon
- ② charts showing the picture of life history of silk moth

REFERENCE BOOKS.

- ① VIIIth class Biology text books. - English academy applications
- ② Inter and Degree books.

SNO	Steps	Objective	Teacher Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
1.	Introductory Activity.		<p>Good morning student</p> <p>① What is meant by sericulture</p> <p>② On what type of silk worm eat</p> <p>③ In which country first silk production started</p>	<p>Good morning teacher</p> <p>Rearing of silk.</p> <p>On the leaves of mulberry plants</p> <p>China</p>			
2.	<p>Develop mental Activity :-</p> <p>Adult silk moth lays about 300-500 eggs on the leaves of mulberry plants</p>	<p>Knowledge Recall :-</p> <p>The pupil recalls the no of eggs does adult silk moth lays.</p>	<p>① How many eggs does silk moth lays?</p>	<p>300 - 500 eggs.</p>			

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47.

These are covered with canvas and kept in specially constructed rooms. These develop into caterpillar larvae.

Understand and explain: -
The pupil explain how the eggs develop into caterpillar larvae.

② Explain how the eggs develop into caterpillar larvae.

The eggs collected by farmer and stored till reared. Before use eggs are treated with dilute acid for a short period.



▣ The larva is covered with a tough covering which interferes with the elongation of body during the growth.

Give Reasons
The pupil give reasons why the larva is covered with a tough covering.

① Give reasons why the larva is covered with a tough covering.

For the elongation of body during the growth.

Give reasons why the larva is covered with a tough covering.

Generalization:--

- ① Adult silk moth lays about 300-500 eggs
- ② Silk is made up of a protine called fibroin.

Recapitulation:--

- ① How is silk fibre prepared from cocoon?
- ② How many eggs adult silk moth lays.
- ③ Why the larva is covered with a tough covering

Assignment:--

- ① Draw the life history of silk moth stages
- ② ① The protein present in the silk fibre is _____
 ② Silk is made up of _____

INTERNSHIP LESSON PLAN - 5

PRELIMINARIES:-

NAME OF THE STUDENT TRAINEE:-

ROLL NO:-

NAME OF THE INSTITUTION:- Govt High school, Kundukur

SUBJECT:- Biology

CLASS:- VIIIth

UNIT/ TOPIC:- Useful plants and animals.

SUB UNIT:- Economic importance of animals.

NAME OF THE SUPERVISOR:-

DATE:-

CONTENT ANALYSIS:-

Teaching Learning material:-

- ① Plants have developed elaborate mechanism cross pollination by insects and birds.
- ② Pollination is essential for seed formation and ^{propagation} for the propaga-
tion of the plants.

OBJECTIVES	SPECIFICATIONS
<p><u>I. COGNITIVE DOMAIN:-</u></p> <p>1. <u>Knowledge:-</u> The pupil acquires the knowledge of useful insects which helps in agriculture during pollination process</p> <p><u>II AFFECTIVE DOMAIN:-</u></p> <p>① <u>Interest:-</u> The pupil develops interest by knowing more about the pollination. They gather new information about them.</p> <p>② <u>Scientific Attitude:-</u> The pupils develop scientific attitude by knowing the pollination and cross pollination.</p>	<p>① <u>Recalls:-</u> The pupil recalls the useful insects like Honey bee, silk worm which helps in pollination.</p> <p>② <u>Recognise:-</u> The pupil recognise that plants have developed mechanisms for cross pollination by insects and birds</p> <p>③ <u>Collection:-</u> The pupil collect different types of picture of honey bees and enjoys the observation of chart and models of insects. Read new books and collects extra information on all the parts of system</p>

Teaching Methods:-

- ① Lecture methods.
- ② Observation method.

Teaching Learning Materials:-

charts showing the pictures of different harmful and useful insects.

Reference Books:-

- ① VIIIth class - Biology Text book - English academy Applications
- ② Inter and degree books.
- ③ Method of teaching. Biological science - Neelkal

S.No	Steps/Content Analysis	Objectives and specifications	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
1.	Introductory Activity.		Good morning student ① How many eggs adult silk moth lays ② What is called molting ③ What do you mean by metamorphosis	Good morning teacher 300-500 eggs. Changing from old covering to a new covering The larva inside the cocoon undergoes changes and becomes a moth.			
2.	Developmental Activity One of the most useful help rendered by animals	Knowledge understand The pupil understand the pollination process to useful.	① on which the entire agriculture depends.	Pollination			

especially insects on which the entire agriculture depends in pollination which is essential for seed information and for propagation of the plants.

In agriculture
Announce results:- The pupil announce the uses of pollination in agriculture

Plants have elaborate arrangements to attract insects which pollinate their flowers flies which feed decomposing meat

Knowledge understand.
The pupil understand the method by which plants attract animals.

① What are the methods by which plants attract insects

Plants have elaborate arrangements to attract insects

What are the methods by which plants attract insects.

Overgeneralisation:

- ① Plants have developed elaborate mechanicals for cross pollination by insects and birds.
- ② Due to sticky nature of the stigma, the pollen gets trapped as the stigma

Recapitulation:--

- ① What is meant by pollination
- ② How is silk fibre produce from cocoon?
- ③ How spraying of pesticides effects cross pollination in plants

Assignments:

I. Fill in the blank.

1. Insects lik _____ play a major role in pollination

INTERNSHIP LESSON PLAN - 6

PRELIMINARIES:-

NAME OF THE STUDENT TRAINEE:

Roll No:-

NAME OF THE INSTITUTION:- GOVT HIGH SCHOOL

SUBJECT:- BIOLOGY

CLASS:- VIIIth

UNIT/TOPIC:- Useful plant and animals.

SUB-UNIT:- Economic importance of animals - Honey bee

NAME OF THE SUPERVISOR:-

Content Analysis:-

Teaching Learning points:-

1. Honey produced by honey bee is used as a substitute for sugar in the food and medicine.
2. Honey bee are social insects belonging to the genus *Apis*.
3. Honey bee produces honey and bees wax.
4. Breeding of bees is called apiculture.

OBJECTIVES	SPECIFICATIONS
<p><u>I. COGNITIVE DOMAIN:-</u></p> <p>1. <u>Knowledge:-</u> The pupil acquires the knowledge of honey bee as a social insects and their importance to human beings.</p> <p><u>II AFFECTIVE DOMAIN:-</u></p> <p>1. <u>Interest:-</u> The pupil develops interest by knowing more about apiculture and its use.</p> <p>2. <u>Appreciation:-</u> The pupil appreciate the farmer who produce honey from honey.</p> <p><u>III PSYCHO MOTOR DOMAIN:-</u></p> <p>The pupil develops skill in drawing the honey bee and observe the charts by developing skills.</p>	<p>① <u>Recalls:-</u> The pupil recalls the honey production by honey bees is used as a substance for sugar in the food and in medicine.</p> <p>① <u>Collection:-</u> The pupil collect different type of honey bee picture. Enjoys the observation of charts</p> <p>ii) <u>visiting place:-</u> The pupil should visit apiculture industry to observe honey bee</p> <p>i) <u>Drawing skills:-</u> The pupil draws accurate and neat diagram of worker male bee and queen bee picture.</p>

TEACHING METHODS:-

- ① Lecture methods
- ② Observation methods

TEACHING LEARNING MATE:-

Charts showing the picture of honey-bees.

REFERENCE BOOKS:-

1. VIIIth class Biology text book
2. Inter and Degree Books.



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No	Steps	Objectives	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
1.	Introductory Activity		<p>Good morning students</p> <p>① What plays an important role in pollination?</p> <p>② Why pollen gets trapped on the stigma?</p> <p>③ What helps in promoting cross pollination?</p>	<p>Good morning teacher</p> <p>Insects</p> <p>Due to sticky nature of the stigma.</p> <p>The shape of flower</p>			
2.	<p>Develop mental Activity :- Honey produced by honey bee, is used as a substance.</p> <p>for and the use</p> <p>Sugar in the</p>	<p><u>Announce resource :-</u></p> <p>The pupil announces the use of honey as a substance.</p> <p>of wax</p>	<p>① How the honey is used as a substance?</p>	<p>Honey produced by honey bee is used as a substance for sugar in the food industry and in medicine</p>		<p>Sugar in the food industry and in medicine</p>	<p>How the honey is used as a substance</p>

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<p>Food industry and medicine. Beside honey wax produced</p>					
<p>Two important varieties of honey bees are seen in India. They are rock bee (<i>Apis indica</i>)</p>	<p><u>Knowledge understand:-</u> The pupil understand the varieties of honey bees in India.</p>	<p>① What are the two important varieties of honey bees seen in India</p>	<p>Rock bee and Indian honey bee</p>		
<p>The rock bee is a very aggressive in its nature. Here this is not used for domestication.</p>	<p><u>Knowledge Recognise:-</u> The pupil recognise the scientific name of rock bee and Indian honey bee.</p>	<p>② What is the scientific name for rock bee and Indian honey bee</p>	<p><i>Apis dorsata</i> and <i>Apis Indica</i>.</p>		



CUMULATIVE ACTIVITY

Generalisation:---

- ① Honey bee produces and bees wax.
- ② Growing of bee is called apiculture.

Recapitulation:---

- ① How many Honey bee are there?
- ② How many male bee are there?

Assignment:---

I. Draw the diagram of worker, male

II. Fill in the blank.

1. Raising of bees is called _____.
2. *Apis mellifera* is the scientific name for _____.

INTERNSHIP LESSON PLAN - 7

PRELIMINARIES

NAME OF THE STUDENT TEACHER: -

ROLL NO: -

NAME OF THE INSTITUTION: - Govt High School, Kandukur

SUBJECT: - Biology

CLASS: - VIIIth

UNIT/TOPIC: - Useful plants and animals

NAME OF THE SUPERVISOR: -

DATE: -

SUB UNIT: - Economic importance of some more animals.

CONTENT ANALYSIS: -

Teaching Learning points: -

1. Snake, by eating rats, keep the rat population in control
2. Snake poison is used for the preparation of antivenom
3. Mammals are the most intimate animals to man either as pets.

OBJECTIVES	SPECIFICATIONS
<p><u>I COGNITIVE DOMAIN :-</u></p> <p>1. <u>Knowledge</u> :- The pupils acquires the knowledge about poisonous and harmful snakes and gain the knowledge.</p> <p><u>II AFFECTIVE DOMAIN :-</u></p> <p>1. <u>Interest</u> :- The pupil develop interest to know more about sea snakes. They gather new information about them.</p> <p>2. <u>Appreciation</u> :- The pupil appreciate the people who protected the snakes in sanctuaries.</p>	<p>i) <u>Recall</u> :- The pupil recalls the snake causes harm to human beings and rats.</p> <p>ii) <u>Recognise</u> :- The pupil recognise that the poison of snake is used for the preparation of antivenom.</p> <p>i) <u>collections</u> :- The pupil collects different types of snakes and birds which are use ful and harmful to man.</p> <p>ii) <u>visiting places</u> :- The pupil visit zoo, park and sanctuaries to observe more rarities of birds and snakes.</p>

TEACHING METHODS :-

1. Lecture method.
2. Observation method.

TEACHING LEARNING MATERIALS :-

1. Charts showing the picture of different types of snakes.
2. Charts showing the picture of different types of birds.

Reference Books.

1. VIIIth class Biology text books - English academy applications
2. Inter and Degree books.



S.No	Steps	Objectives	Teacher Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
1.	<p><u>Introductory Activity</u>:-</p>		<p>Good morning students</p> <p>① What are present in the fish meat</p> <p>② Where snake parts is located.</p> <p>③ What is the term used for protecting birds</p>	<p>Good morning teacher</p> <p>Vitamins and compounds</p> <p>Grindly.</p> <p>Ariary.</p>			
2.	<p>Snake went new to us usually it is the habit for several pupil</p>	<p><u>Announce result</u>:-</p> <p>The pupil announce result and uses of skin of snake</p>	<p>① How the skin of snake is useful for human beings.</p>	<p>used for making hand bags, belt and other ornamental cloths.</p>		<p>Hand bag belts and other ornamental cloths</p>	<p>How the snake is useful for human being</p>

<p>Only four types of snakes are poisonous in our country. Sea Anakon da are also poisonous and other snake may have poison but they are not harmful to man. The poison for the snake is collected by scientific method and is stored. This poison is used for the preparation of anti venom.</p>	<p><u>Knowledge recall</u>: - The pupil recalls the number of snakes are poisonous in our country.</p>	<p>① How many types of snakes are poisonous in our country? ② Which type of snakes are poisonous?</p>	<p>Four types. sea snakes.</p>		<p>Sea Snakes</p>	<p>How many types of snakes are poisonous in our country?</p>
	<p><u>Understand explain</u>: - The pupil explains how antivenum is prepared</p>	<p>③ Explain. how the antivenum is prepared.</p>	<p>The harmful snake poison is collected by scientific method and is stored. This poison.</p>		<p>Antivenum</p>	<p>Explain. how antivenum is prepared.</p>

Cumulative' Activity.

Generalization:-

- ① All snakes are not poisonous and harmful.
- ② several birds are reared to provided meat for us.

Recapitulation:-

- ① How many types of snakes are poisonous in our country.
- ② where is the need for a sanctuary.

Assignment:-

I. Fill in the blank.

- 1. The great siberian crane is found in the sanctuary a
- 2. The snake park is located at _____.

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INTERNSHIP LESSON PLAN-8.

PRELIMINARIES:-

NAME OF THE STUDENT TEACHER :-

Roll No :-

NAME OF THE INSTITUTION :- Govt High. school, Kandukur

SUBJECT :- Biology.

CLASS :- VIIIth

UNIT / TOPIC :- Useful plants and animals.

SUB UNIT :- Goat and sheep

NAME OF THE SUPERVISOR :-



RICE अना चावल

CONTENT ANALYSIS:-

Teaching Learning materials:-

1. Goat is domestically primarily for meat and milk.
2. Sheep were domesticated in the middle eastern countries.
3. The skin of karokul breed are the best pelt available.

OBJECTIVES	SPECIFICATION
<p><u>I. COGNITIVE DOMAIN</u></p> <p>1. <u>Knowledge</u>:- The pupil acquires the knowledge of goat and sheep animals which are useful to man.</p> <p>2. <u>Application</u>:- The pupil applies the knowledge of domesticated animals and its importance in new situation and applies to real life.</p>	<p>(i) <u>Recalls</u>:- The pupil recalls the important domesticated animals which are gives milk, meat</p> <p>(ii) <u>Recognise</u>:- The pupil recognise that there are two types of hair on the body of sheep.</p> <p>(i) <u>Announces Results</u>:- The pupil announce use of goat and sheep to human beings.</p>
<p><u>TEACHING METHODS</u>:-</p> <ol style="list-style-type: none"> 1. Lecture method. 2. Observation method. <p><u>TEACHING LEARNING MATERIALS</u></p> <ol style="list-style-type: none"> 1. Charts showing the picture of domesticated animals. <p><u>REFERENCE BOOKS</u></p> <ol style="list-style-type: none"> 1. VIIIth class Biology text book - English academy publications. 	

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S.No	Steps	Objectives	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation.
1.	Introductory Activity.		Good morning student ① How many eggs birds produce per day? ② What are called layers? ③ What are called broilers	Good morning teacher about 2 crores. The bird which give us eggs called layers. The bird which give us meat are called broiler.			
2.	Develop mental activity :- Goats were domesticated much before the sheep and cattle, goats.	Understand The pupil understand that goat were domesticated.	① What were domesticated before sheep and cattle.	① What were domesticated before sheep and cattle.	Goats		What were domesticated before sheep and cattle.

CUMULATIVE ACTIVITY:-

Generalisation:-

1. Goats was domesticated much before the sheep and cattle.
2. The other type of hair are short smooth and silky

Recapitulation:-

1. which type of breed of goat is famous for smooth silky wool?
2. when wool is clipped from sheep in a year?

Assignment:-

I. Fill in the blank.

1. Goat was primarily.

38

51.

INTERNSHIP LESSON PLAN - 9

PRELIMINARIES

NAME OF THE STUDENT TEACHER:-

ROLL NO:-

NAME OF THE INSTITUTION:- Govt High school, Kandukur

CLASS:- VIIIth

UNIT/TOPIC:- Useful plants and animals.

SUB UNIT:- Wild and domesticated animals - Horse.

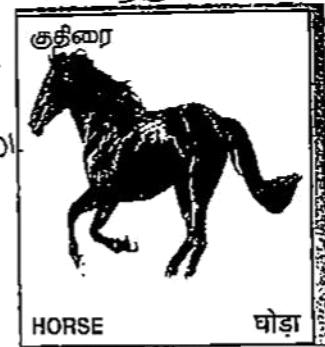
NAME OF THE SUPERVISOR:-

CONTENT ANALYSIS:-

Teaching Learning points:-

1. Horse was domesticated for helping in agriculture, transport
2. Mule and Henny are hybrids between donkey and horse
3. Horse has been served to agriculture transport etc.

A. Prasad
HEAD MASTER
ABC UNAIDED HIGH SCHOOL
DARSI - 523247
PRAKASAM DT.



S.No	Steps	Objectives	Teacher's Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
1.	Introductory Activity		<p>Good morning student</p> <p>① Which breed of goat is famous for its smooth?</p> <p>② How many types of hair on the body of sheep?</p> <p>③ What is another name for secondary hair of sheep?</p>	<p>Good morning teacher</p> <p>Angona breed of goat</p> <p>Two type of hair</p> <p>Wool or fleec.</p>			
2.	Declaration of the topic.		<p>So today we will learn about the lesson "wild and domestic animals"</p>			<p>wild and domesticated animals.</p>	

(39)

73.

Cumulative Activity:-

Generalisation:-

- ① Unhusked grain kept in warm water and later exposed to steam forms rice.
- ② Carbohydrate, protein and fats are the chief ingredients of our food.

Recapitulation:-

- ① Based on the product obtained what are the different types of plants.
- ② What is the importance of the pulses.

Assignment:-

- I. Draw a chart about common name and scientific name of plants.
- II. Millets and cereals belong to _____ family.

49.

MACRO TEACHING LESSON PLAN - 10

PRELIMINARIES:-

NAME OF THE STUDENT TRAINEE:-

ROLL NO:-

SUBJECT:- Biology

DATE:-

NAME OF THE INSTITUTION:- NIRMAL HIGH SCHOOL, KUNDUKUR

CLASS:- IXth.

TOPIC:- Plant and Animal life.

SUB Unit:- Life history of mosquito and Housefly.

NAME OF THE SUPERVISOR:-

CONTENT ANALYSIS.

Teaching Learning points:-

- ① The two common type of mosquito are anopheles and culex.
- ② There are a pair of eyes and a pair of feeding brushes are present
- ③ Aedes mosquito transmits yellow fever and Dengue fever.

OBJECTIVES

SPECIFICATIONS

I. COGNITIVE DOMAIN:-

① Knowledge:- The pupil acquires the knowledge of life history of mosquito and housefly.

II AFFECTIVE DOMAIN:- The pupils develop interest by knowing how the disease spread and their life cycles.

III PSYCHO MOTOR DOMAIN:- The pupil develop skill in drawing the life history of both mosquito and housefly.

① Recalls:- The pupil recalls that the mosquitoes and houseflies are harmful insects as they spread diseases like malaria, cholera and typhoid.

① collections:- The pupil collect different types of charts showing the picture of life history of mosquitoes and housefly.

① Drawing skill:- The pupil draws accurate and neat diagram of life history of mosquito and housefly.

TEACHING METHODS :-

- ① Lecture method.
- ② Observation method.

TEACHING LEARNING MATERIALS:-

Charts showing the picture of the history of housefly and mosquito.

Reference Books.

- ① 9th class Biology text book - English Academy publication.
- ② Inter and Degree Books.

41

77.

S.No	Steps	Objective and Specification	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
①	Introductory Activity		<p>Good morning student</p> <p>① Do you observe any drainage nearby to your house</p> <p>② What are harmful insects</p> <p>③ How harmful insects do harm to human beings</p>	<p>Good morning teacher</p> <p>Yes teacher.</p> <p>mosquito housefly.</p> <p>Spread and causes diseases</p>			
②	Declaration of the topic.		<p>So today we will learn more about the life history of mosquito and house fly.</p>			<p>Life history mosquito and housefly.</p>	

Recapitulation:-

- ①. How many years ago horse was domesticated?
- ②. What are the uses of horse to humans?

Assignment:-

I. Fill in the Blank.

1. Highly selected breeding from _____ has been adopted to improve their stamina and strength.

(42)

29.

INTERNSHIP LESSON PLAN - II.

PRELIMINARIES

NAME OF THE STUDENT TEACHER: -

ROLL NO: -

NAME OF THE INSTITUTION: - Govt High school, Kandukur

SUBJECT: - Biology

CLASS: - VIII

UNIT/TOPIC: - Useful plants and animals.

SUB UNIT: - Goat and sheep

NAME OF THE SUPERVISOR: -

CONTENT ANALYSIS:--

Teaching Learning materials: -

1. Goat is domestically primarily for meat and milk.
2. Sheep were domesticated in the middle eastern countries.
3. The skin of karokul breed are the best pelt available.



OBJECTIVES	SPECIFICATION
<p><u>I. COGNITIVE DOMAIN:-</u></p> <p>1. <u>Knowledge</u>:- The pupil acquires the knowledge of goat and sheep, animals which are useful to man.</p> <p>2. <u>Understand</u>:- The pupil understand that the importance of goats has been lost with the domestication of cattle and sheep for meat</p> <p>3. <u>Application</u>:- The pupil applies the knowledge of domesticated animals.</p>	<p>1) <u>Recalls</u>:- The pupil recalls the important domesticated animals which are gives milk, meat</p> <p>2) <u>Differentiate</u>:- The pupil differentiate between primary hair and secondary hair of sheep.</p> <p>3) <u>Announce Results</u>:- The pupil announce use of goat and sheep to human beings.</p>

43

81.

S.No	Steps	Objectives	Teacher Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
1.	Introductory Activity		<p>Good morning student</p> <p>1) Which breed of goat is famous for its smooth?</p> <p>2) How many types of hair on the body of sheep?</p> <p>3) When the wool is clipped from sheep in a year</p>	<p>Good morning teacher.</p> <p>Angora breed of goat</p> <p>Two type of hair</p> <p>Once or twice in a year</p>			
2.	Declaration of the topic		<p>So, today we will learn about the lesson "wild and domestic animal"</p>			<p>wild and domestic animals.</p>	<p>A. Prasad, HEAD MASTER ABC UNAIDED HIGH SCHOOL DARSI - 523247 PRAKASAM DT.</p>

82.

Generalisation:-

- ①. Plants have developed elaborate mechanicals for cross pollination by insects and birds
- ②. Insects like honey bee play a major role in pollination

Recapitulation:-

- ①. What is meant by pollination?
- ②. How is silk fibre produce from cocoon?

Assignment:-

I. Fill in the blank.

1. Insects like _____ play a major role in pollination

44

83.

MACRO TEACHING LESSON PLAN - 12.

PRELIMINARIES :-

NAME OF THE STUDENT TRAINEE :-

ROLL NO :-

SUBJECT :- BIOLOGY

DATE :-

NAME OF THE INSTITUTION :- NIRMAL HIGH SCHOOL KUNDUKUR.

Class :- IXth

Topic :- \rightarrow Plant and Animal life.

Sub unit :- Life history of mosquito and Housefly.

NAME OF THE SUPERVISOR.

CONTENT ANALYSIS :-

Teaching Learning points :-

- ① The two common type of mosquitoes are anopheles and culex
- ② Aedes mosquito transmits yellow fever and Dengue fever.
- ③ The larva of housefly is known as a maggot.

OBJECTIVES	SPECIFICATIONS
<p><u>I. COGNITIVE DOMAIN</u>: - The pupil acquires the knowledge of life history</p> <p><u>II AFFECTIVE DOMAIN</u>: -</p> <p>① <u>Interest</u>: - The pupils develop interest by knowing how the disease spread and their life cycles</p> <p><u>III PSYCHO MOTOR DOMAIN</u>: -</p> <p>The pupil develop skill in drawing the life history of both mosquito and housefly and</p>	<p>i) <u>Recalls</u>: - The pupil recalls that the mosquitoes and houseflies are harmful insects as they spread diseases like malaria, cholera and typhoid</p> <p>ii) <u>Collections</u>: - The pupil collect different types of charts showing the picture of life history of mosquitoes and housefly</p> <p><u>Drawing skill</u>: - The pupil draws accurate and neat diagram of life history of mosquito and housefly.</p>

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85.

TEACHING METHOD:-

- ① Lecture method.
- ② Observation method.

TEACHING LEARNING MATERIALS:-

Charts showing the picture of the history of housefly and mosquito.

Reference Books

- ① 9th class. Biology text book - English Academy publications.
- ② Inter and Degree Books.

SNO	Steps	Objective and specification	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
①	Introductory Activity.		<p>Good morning student</p> <p>① Do you observe any drainage near by to your house</p> <p>② What do you observe on that water</p> <p>③ What are harmful insects</p>	<p>Good morning teacher.</p> <p>Yes teacher</p> <p>Housefly and mosquito.</p> <p>Honey bee.</p>			
②	Declaration of the topic		<p>So today we will learn more about the life history of mosquito and house fly</p>			<p>Life history of mosquito and house fly.</p>	

(46)

87.

CUMULATIVE ACTIVITY:-

GENERALIZATION:-

- ① The two common type of mosquitoes are anopheles and culex
- ② The larva is known as a maggot

RECAPITULATION:-

- ① What are feeding brushes,
- ② Describe the larva of mosquito

ASSIGNMENT:-

I. Draw the life history of culex mosquito and life history of housefly

II. Choose the correct answer:-

- ↳ The disease that is spread by female anopheles mosquito []
- a) malaria b) Typhoid c) Tuberculosis d) cholera

A project

INTERNSHIP LESSON PLAN-- 13.

PRELIMINARIES:--

NAME OF THE STUDENT TRAINEE:--

ROLL NO:--

NAME OF THE INSTITUTION:--

SUBJECT:--

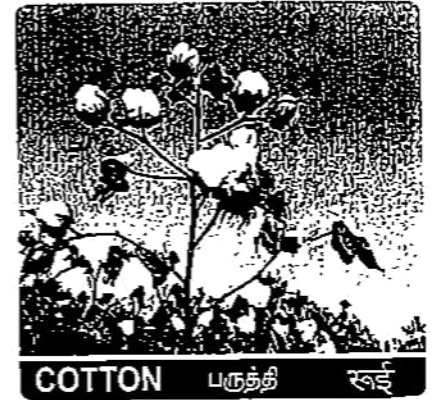
DATE:--

CLASS:-- VIIIth

TOPIC/UNIT:-- Useful plants and animals.

SUB UNIT:--

NAME OF THE SUPERVISOR:--



CONTENT ANALYSIS :-

Teaching Learning points :-

- ① Fibres are plants products used for making textiles ropes nets and paper.
- ② Cotton belongs to genus *Gossypium*.
- ③ Cotton in the world is the oldest and cheapest fibre.

OBJECTIVES	SPECIFICATIONS
<p>I. <u>COGNITIVE DOMAIN</u>:-</p> <p>1. <u>Knowledge</u>:- The pupil acquires the knowledge of importance of fibre yielding plants and medicine plants.</p> <p>II. <u>AFFECTIVE DOMAIN</u>:-</p> <p>① <u>Interest</u>:- The pupil develop interest by drawing the medical plants.</p> <p>② <u>Appreciation</u>:- The pupil should appreciate the farmers who cultivate useful plant products like fibre cotton and medicinal plants.</p>	<p>i) <u>Recalls</u>:- The pupils recalls the major fibre or yielding plants and fibre producing plants</p> <p>ii) <u>collections</u>:- The pupil collects different types of medicinal plants.</p> <p>iii) <u>visiting place</u>:- The pupil should visit the nursery centres and science exhibition on for keen observation of plant product.</p>

S.No	Steps	Objective and Specification	Teacher's Activity	Pupils Activity	T.L.M	S.S.W	Evaluation
1.	Introductory Activity		<p>① What are edible oils?</p> <p>② What are called aromatic oils?</p> <p>③ Give example for timber yielding plants?</p>	<p>Only which are used for cooking.</p> <p>The oils which have characteristic fragrance are called aromatic oils.</p> <p>Indian rose wood, sal, teak, neem</p>			
2.	<p><u>Developmental Activity:-</u></p> <p>Fibre is a thin, long hair like structure produced by the plant</p>	<p><u>Knowledge understand:-</u></p> <p>The pupil understand the major fibre producing plants.</p>	<p>So let us study more about plant products</p> <p>① What are the major fibre producing plants,</p>	<p>cotton, Lemp, jute and coconut</p>		<p>cotton Lemp Jute, flax etc</p>	<p>What are the major fibre producing plants.</p>

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91.

CUMULATIVE ACTIVITY:-

Generalization:-

- ① Fibre are plant product used for making textiles, rope, nets sails and paper.
- ② Cotton jute and hemp are the major fibre yielding plants.

Recapitulation:-

- ① Give examples for major fibre yielding plants
- ② What are medicinal plants

Assignment:-

- ① Write about medicinal plants.
- ② Write examples for fibre yielding plants.

INTERNSHIP LESSON PLAN :- 14.

PRELIMINARIES :-

NAME OF THE STUDENT TRAINEE :-

ROLL NO. :-

NAME OF THE INSTITUTION :- High school, Kandukur

Subject :- Biology

Class :- VIIIth

Unit/Topic :- Useful plants and animals

Sub Unit :- Sericulture stages

Name of the supervisor

Date

CONTENT ANALYSIS :-

Teaching learning points :-

- ① Adult silk moth (*Bombyx mori*) lays about 300-500 eggs on the leaves of mulberry plants
- ② Silk is made up of a protein called fibroin.

OBJECTIVES	SPECIFICATION
<p><u>I. COGNITIVE DOMAIN:-</u></p> <p>1. <u>Knowledge:-</u> The pupil acquires the knowledge of the life history of silk moth.</p> <p><u>II AFFECTIVE DOMAIN:-</u></p> <p>① <u>Interest:-</u> The pupils develop interest by knowing and observing more about life history of silk moth stages and its growth.</p> <p><u>III PSYCHOMOTOR DOMAIN:-</u></p> <p>The pupil develop skill in drawing the life history of silk moth and observes the charts by developing skill of scientific expression.</p>	<p>i) <u>Recalls:-</u> The pupils recalls that adult silk moth feeds on the leaves of mulberry plants.</p> <p>ii) <u>Collection:-</u> The pupil collects different types of butterflies pictures and models and read new books and collect information.</p> <p>iii) <u>Drawing skill:-</u> The pupil draws accurate and neat diagram of life story of silk moth.</p>

S.No	Steps	Objective	Teachers Activity	Pupils Activity	T.L.M	B.S.W	Evaluation
1.	Introductory Activity		<p>Good morning student</p> <p>① What is meant by sericulture</p> <p>② Why silk moths are not born in nature</p> <p>So today lets us study about economic animals</p>	<p>Good morning teacher.</p> <p>Rearing of silk</p> <p>Due to interbreeding</p>			
2.	Declaration of the topic						

(50)

95.

Generalization :-

1. Adult silk moth lays about 300-500 eggs.
2. Silk is made up of a protine called fibroin.

Recapitulation :-

1. How is silk fibre prepared from cocoon.
2. How many eggs adult silk moth lays.

Assignment :-

- I.
1. The protein present in the silk fibre is _____.
 2. Silk is made up of _____.

INTERNSHIP LESSON PLAN: - 15

PRELIMINARIES

NAME OF THE STUDENT TRAINEE: -

ROLL NO: -

NAME OF THE INSTITUTION: - Govt High school, Kunkur

SUBJECT: - Biology

CLASS: - VIIIth

UNIT/TOPIC: - Useful plants and animals

SUB UNIT: - Economic importance of animals

NAME OF THE SUPERVISOR

DATE: -

CONTENT ANALYSIS: -

Teaching Learning material

1. Plants have developed elaborate mechanism for cross pollination
2. Pollination is essential for seed for seed formation and for the propagation of the plants.

OBJECTIVES	SPECIFICATIONS
<p>I. <u>COGNITIVE DOMAIN</u>:-</p> <p>1. <u>Knowledge</u>:- The pupil acquires the knowledge of useful insects which helps in agriculture during pollination process.</p> <p>II. <u>AFFECTIVE DOMAIN</u>:-</p> <p>1. <u>Interest</u>:- The pupil develops interest by knowing more about the pollination and cross pollination. They gather new information about them.</p>	<p>↳ <u>Recalls</u>:- The pupil recalls the useful insects like honey bee, silk worm which helps in pollination.</p> <p>① <u>Collection</u>:- The pupil collect different types of picture of honey bees and enjoys the observation of chart and models of insects. Read new books and collects extra information on all the parts of system.</p>

Teaching methods:-

- ① Lecture methods.
- ② Observation method.

Teaching Learning materials:-

Charts showing the picture of different harmful and useful insects.

Reference Books:-

- 1. Methods of teaching Biological science - Melkar.
- 2. Inter and degree books.

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S.No	Steps / Content Analysis	Objectives and Specifications	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation.
1.	Introductory Activity		<p>Good morning student</p> <p>① How many eggs adult silk moth lays.</p> <p>② What do you meant by meta morphosis</p>	<p>Good morning teacher</p> <p>300-500 eggs.</p> <p>The larva inside the cocoon undergoes changes and becomes a moth.</p>			
2.	Declaration of Topic		<p>so today let us study more about economic importance of animals</p>				

Generalisation:-

- ① Plants have developed elaborate mechanicals for cross pollination by insects and birds.
- ② Due to sticky nature of the stigma the pollen gets trapped on the stigma.

Recapitulation:-

1. What is meant by pollination.
2. Why the pollen gets trapped on the stigma?

Assignment:-

I Fill in the blank

1. Insects like _____ play a major role in pollination.

(53)

INTERNSHIP LESSON PLAN-16

PRELIMINARIES:-

NAME OF THE STUDENT TRAINEE :-

Roll No :-

NAME OF THE INSTITUTION :-

SUBJECT :-

CLASS :-

UNIT/TOPIC :-

SUB-UNIT :-

NAME OF THE SUPERVISOR :-

Content Analysis :-Teaching Learning points :-

1. Honey produced by honey bee is used as a substitute for sugar in the food and medicine.
2. Honey bee produces honey and bees wax.

OBJECTIVES	SPECIFICATIONS
<p><u>I. COGNITIVE DOMAIN:-</u></p> <p>1. <u>Knowledge:-</u> The pupil acquires the knowledge of honey bee as a social insects and their importance to human beings.</p> <p><u>II AFFECTIVE DOMAIN:-</u></p> <p>1. <u>Interest:-</u> The pupil develops interest by knowing more about apiculture and its use.</p> <p><u>III PSYCHO MOTOR DOMAIN:-</u></p> <p>The pupil develops skill in drawing the honey bee and observe the charts by developing skills.</p>	<p>i) <u>Recalls:-</u> The pupil recalls the honey production by honey bees is used as a substance for sugar in the food and in medicine.</p> <p>ii) <u>Collection:-</u> The pupil collect different type of honey bee picture. Enjoys the observation of charts.</p> <p>iii) <u>Drawing skills:-</u> The pupil draws and neat diagram of worker male bee and queen bee picture.</p>

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103.

TEACHING METHODS:-

1. Lecture methods
2. Observation method

TEACHING LEARNING MATERIALS:-

charts showing the picture of honey bees

REFERENCE BOOKS.

1. VIIIth class Biology text book - English Academy applications
2. Inter and Degree Books.

SNo	Steps	Objectives	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
1.	Introductory Activity		<p>Good morning student</p> <p>① What plays an important role in pollination</p> <p>② Why pollen gets trapped on the stigma</p>	<p>Good morning teacher</p> <p>Insects</p> <p>Due to sticky nature of the stigma.</p>			
2.	Declaration of the topic		<p>③ What helps in promoting cross pollination</p>	<p>The shape of flower</p>		<p>Honey bee</p>	

CUMULATIVE ACTIVITY:-

Generalisation:-

- ① Honey bee produces honey and bees wax.
- ② Growing of bee is called apiculture.

Recapitulation:-

- ①. How many Honey bee are there?
- ②. How many male bee are there?

Assignment:-

I. Fill in the blank.

1. Raising of bees is called _____.

INTERNSHIP LESSON PLAN -17

PRELIMINARIES.

NAME OF THE STUDENT TEACHER:-

ROLL NO:-

NAME OF THE INSTITUTION:- Govt High school, Kandukur

SUBJECT:- Biology

CLASS:- VIIIth

UNIT/TOPIC:- Useful plants and animals

SUB UNIT:- Economic importance of some more animals.

NAME OF THE SUPERVISOR:-

DATE:-

CONTENT ANALYSIS:-

Teaching Learning points:-

1. Snake, by eating rats, keep the rat population in control
2. Snake poison is used for the preparation of anti venom
3. Mammals are the most intimate animals to man either as pets.

OBJECTIVES	SPECIFICATION
<p><u>I. COGNITIVE DOMAIN:-</u></p> <p>1. <u>Knowledge:-</u> The pupils acquires the knowledge about poisonous and harmful snakes and gain the knowledge</p> <p><u>II AFFECTIVE DOMAIN:-</u></p> <p>1. <u>Interest:-</u> The pupil develop interest to know more about sea snakes. They gather new information about them.</p>	<p>① <u>Recall:-</u> The pupil recalls the snake he causes harm to human beings and rats.</p> <p>② <u>Collections:-</u> The pupil collects different types of snakes and birds which are useful and harmful to man.</p> <div data-bbox="1680 1101 2016 1452" style="text-align: right; margin-top: 20px;"> </div>

TEACHING METHODS:-

- ① Lecture method
- 2. Observation method

TEACHING LEARNING MATERIALS:-

- ① Charts showing the picture of different types of snakes
- ② Charts showing the picture of different types of birds.

Reference Books:-

- 1. VIIIth class Biology text books - English academy applications.
- 2. Inter and Degree books.

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TEACHING METHODS:-

- ① Lecture method
- ② Observation method

Teaching Learning Materials:-

1. Charts showing the picture of different types of snakes
2. Charts showing the picture of different types of birds

Reference Books:-

1. 11th class Biology text books - English academy application.
2. Inter and Degree books.

SNO	Steps	Objectives	Teacher's Activity	Pupils Activity	T.H.M	B.B.W	Evaluation
1.	Introductory Activity		<p>Good morning students</p> <p>① What are present in the fish meat?</p> <p>② Where snake parts is located</p> <p>③ What is the term used for protecting birds</p> <p>So today let us study more about the economic importance of some</p>	<p>Good morning teacher</p> <p>Vitamins and compounds</p> <p>Brindl</p> <p>Ariary</p>			
2.	Declaration of the topic						

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CUMULATIVE ACTIVITY:-Generalization:-

- ① All snakes are not poisonous and harmful
- ② Several birds are reared to provide meat for us

Recapitulation:-

- ① Where is the need for a sanctuary?
- ② Where snake park is located

Assignment:-

I. Fill in the blank

1. The great liberian crane is found in the sanctuary
2. The snake park is located at _____

112.

MACRO TEACHING LESSON PLAN:-18.

PRELIMINARIES:-

NAME OF THE STUDENT TRAINEE:-

ROLL NO:-

NAME OF THE INSTITUTION:- NIRMAL HIGH SCHOOL KANDUKUR

SUBJECT:- BIOLOGY

DATE:-

CLASS:-

UNIT/TOPIC:- HUMAN DIGESTIVE SYSTEM

SUB UNIT:- OESOPHAGUS AND PERISTALTIC MOVEMENTS AND STOMACH

NAME OF THE SUPERVISOR

CONTENT ANALYSIS:-

Teaching Learning points:-

- ① Gastric juice contains hydrochloric acid and enzymes.
- ② Mucous membrane contains no of glands called gastric glands and these secrete gland gastric juice and mucin.

OBJECTIVES	SPECIFICATION
<p><u>I. COGNITIVE DOMAIN :-</u></p> <p>① <u>Knowledge</u>:- The pupil acquires the knowledge of oesophagus and peristaltic movements and stomach.</p> <p><u>II AFFECTIVE DOMAIN :-</u></p> <p>① <u>Interest</u>:- The pupil develop interest to know more about the changes taken place when food enters into each and every part of the human digestive system</p>	<p>① <u>Recalls</u>:- The pupil recalls the parts of human digestive system from where digestion starts.</p> <p>+</p> <p>① <u>Collections</u>:- The pupil collects the picture and specimens of hole stomach</p>

S.No	Steps/Content to Analysis	Objectives and Sp	Teacher's Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
①	Introductory Activity		<p>What is meant by ingestion?</p> <p>② where the digestion starts in human body</p> <p>③ How many types of teeth are present in mouth.</p>	<p>Taking in of food</p> <p>Buccal cavity.</p> <p>4 types, Incisors canines molar and premolar</p>			
②	Declaration of the topic		<p>so today let us study more about the parts of human digestive system oesophagus and stomach.</p>			<p>Oesophagus and stomach.</p>	

Cumulative Activity :-

Generalisation :-

- ① Oesophagus is a narrow tube and connects pharynx and stomach.
- ② The food that enters into duodenum is called chyme.

Recapitulation :-

- ① What is meant by cardiac stomach?
- ② What is meant by pyloric stomach?

Assignment :-

Prepare a chart a digestion by enzymes in the stomach

MACRO TEACHING LESSON PLAN - II

PRELIMINARIES :-

NAME OF THE STUDENT TRAINEE :-

ROLL NO :-

SUBJECT :- Biology

DATE

NAME OF THE INSTITUTION :- NIRMAL HIGH SCHOOL KUNDURUR

Class :- IXth.

Topic :- Plant and Animal life

Sub unit :- life history of mosquito and Housefly.

NAME OF THE SUPERVISOR :-

CONTENT ANALYSIS :-

Teaching Learning points :-

- ① Snake by eating rats, keep the rat population in control
- ② Snake poison is used for the preparation of antivenom
- ③ Mammals are the most intimate animals to man either as pets

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OBJECTIVES

SPECIFICATIONS

I. COGNITIVE DOMAIN

1. Knowledge: - The pupils acquire the knowledge about poisons and harmful snakes and gain the knowledge

(i) Recall: - The pupil recalls the snake causes harm to human beings and reptiles

II. AFFECTIVE DOMAIN: -

1. Interest: - The pupil develop interest to know more about sea snakes. They gather new information about them

(i) Collections: - The pupil collects different types of snakes and birds which are useful and harmful to man

2. Appreciation: - The pupil appreciate the people who protected the snakes in sanctuaries.

(ii) visiting places: - The pupil visit zoo, parks and sanctuaries to observe more varieties of birds and snakes.

S.No	Steps	Objectives	Teachers Activity	Pupils Activity	T.L.M	B.S.W	Evaluation
1.	Introductory Activity: -		<p>Good morning student-</p> <p>① How many eggs birds produce per day?</p> <p>② What are called layers?</p> <p>③ What are called broilers?</p>	<p>Good morning teacher</p> <p>about 2 crores.</p> <p>The bird which give us eggs called layers</p> <p>The bird which give us meat are called broilers</p>			
2.	Developmental activity: Goats were domesticated much before	<p><u>Understand:</u></p> <p>The pupil understand that goats were domesticated.</p>	① What were domesticated before sheep and cattle?	Goats		Goats	What were domesticated before sheep and cattle?

Cumulative Activity:-

Generalisation:-

1. Goats was domesticated much before the sheep and cattle.
2. The other type of hair are short, smooth and silky.

Recapitulation:-

1. Which type of breed of goat is famous for smooth silky wool?
2. How many types of hair are present on the body of sheep?

Assignment:-

I. Fill in the blank.

1. Goat was primarily domesticated for _____.
2. Secondary hair of sheep is called _____.

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INTERNSHIP LESSON PLAN - 20

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PRELIMINARIES: --

NAME OF THE STUDENT TEACHER

ROLL NO: --

NAME OF THE INSTITUTION: -- Govt High school, Kandukur,

SUBJECT: -- Biology

CLASS: -- VIIIth

UNIT/TOPIC: -- Useful plants and animals

NAME OF THE SUPERVISOR: --

DATE: --

SUB UNIT: -- Economic importance of some more animals.

CONTENT ANALYSIS.

Teaching Learning points

- ①. Snake by eating rats, keep the rat population in control
2. Snake poison is used for the preparation of antivenom

63 OBJECTIVES

SPECIFICATION

I COGNITIVE DOMAIN:-

1. Knowledge:- The pupil acquires the knowledge of poisonous and harmful snakes and gain the knowledge.

i) Recall:- The pupil recalls the snake causes harm to human beings and rats.

ii) Recognise:- The pupil recognise that the poison of snake is used for the preparation of antivenom.

II AFFECTIVE DOMAIN:-

1. Interest:- The pupil develop interest to know more about sea snakes. They gather new information about them.

i) Collections:- The pupil collects different types of snakes and birds which are useful and harmful to man.

2. Appreciation:- The pupil appreciate the people who protected the snakes in sanctuaries.

ii) Visiting places:- The pupil visit zoo, park and sanctuaries to observe more rarities of birds and snakes.

A-prajab
HEAD MASTER
ABC UNAIDED HIGH SCHOOL
DARSI - 523247
PRAKASAM DT.

TEACHING METHODS:-

- ① Lecture method
- ② Observation method

TEACHING LEARNING MATERIALS:-

- ① Charts showing the picture of different types of snakes
- ② Charts showing the picture of different types of birds

Reference Books:-

1. VIIIth class Biology text books English. academy application
2. Inter and Degree books.

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S No	Steps	Objectives	Teachers Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
1.	Introductory Activity		<p>Good morning students</p> <p>① what are present in the fish meat?</p> <p>② where snake parts is located</p> <p>③ what is the term used for protecting birds</p> <p>So today let us study more about the economic importance of some</p>	<p>Good morning teacher</p> <p>vitamins and compounds</p> <p>Guinidol</p> <p>Ariary</p>			
2.	Declaration of the topic						

CUMULATIVE ACTIVITY:-

Generalization:-

- ① All snakes are not poisonous and harmful.
- ② Several birds are reared to provide meat for us

Recapitulation:-

- ① Where is the need for a sanctuary
- ② Where snake park is located

Assignment:-

I. Fill in the blank

- 1. The great liberian crane is found in the sanctuary
- 2. The snake park is located at _____.

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