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Preliminary Information

Name of the student teacher:

Regd. Number :
 Subject : mathematics
 Class : VI
 Unit : Points
 Date : 01-12-24
 Duration : 45 minutes

Name of the school: Z.P.H.S., Toriwada

Name of the observer: P. Prasantra

I Teaching Topics :- Points

II Academic Standards to be achieved :- The pupil will be able to achieve the following academic standards at the end of the period.

(1) Reasoning and Proof :- The pupil will be able to differentiate the types of basic geometric ideas.

(2) Communication :- The pupil will be able to explain the different types of angles based on the properties.





- ③ connection:- The pupil will be able to classify the given quadrilaterals using properties.
- ④ visualization:- The pupil basic geometrical ideas with points by the given measurement.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.O.W	T.L.M
Introduction	* good morning - children	* good morning madam.		
Testing of previous knowledge	* TO know the previous knowledge of the pupil related to the concepts of today class.	* Basic geometrical idea.	* Do you all present - points and -ly in the sky.	
Announcement of the topic	* which festival do you all like that the most? * so, student today we are going to learn points.	* student understand and the concept.	* yes, same - tial point	

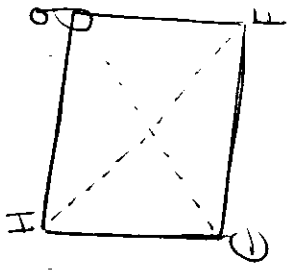
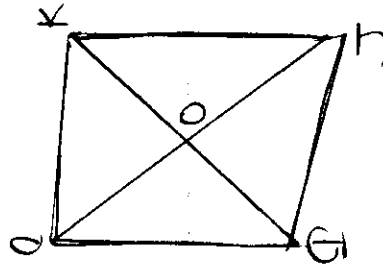
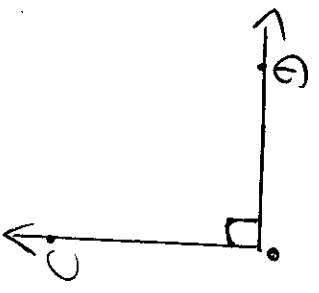




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.M
<p>importance of the lesson</p>	<p>* The basic concept of geometrical used following cases. * To represent the information of data in picture.</p>	<p>* Draw any two-line segment of different lengths.</p>		
<p>presentation of the lesson</p>	<p>* I will ask the pupil to read the information in page of the text book.</p>	<p>* cut along the line segments and open up the piece of paper.</p>	<p>* The point of the geometric points</p>	
<p>conceptual understanding</p>	<p>* I make the pupil to identify the difficult words which are not understanding by pupils. * I make the pupil to understand about point.</p>	<p>* we take the paper pencil and scale. * student listen the text book.</p>	<p>* Now make the people to understand the concept.</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	O.G.W	T.L.M
<p>Problem.</p>	<ul style="list-style-type: none"> * Find the length of sides of a point with the given measurement * what is the length of points. 	<ul style="list-style-type: none"> * All the diagonals of the kite are equal in length. 	<ul style="list-style-type: none"> * Prove that the sides are equal. 	
<p>Recitation.</p>	<ul style="list-style-type: none"> * I make the pupil to develop the understanding of point by following problems. * I will observe the pupil how they are solving the problem. 	<ul style="list-style-type: none"> * yes, we can listen the point * pupils listen the topic. 	<ul style="list-style-type: none"> * whether kite is convex or concave 	
<p>Assignment.</p>	<ul style="list-style-type: none"> * I will make the pupil to recall the concept learn in today's class. * Prove that in a point A, B, C, D are congruent. 	<ul style="list-style-type: none"> * students are note down their text book. 	<ul style="list-style-type: none"> * Prove that in a point A, B, C, D are Congruent. 	





Preliminary Information

Name of the student teacher:

Regd. Number:

Subject: mathematics

Class: VI

Unit: Types of Awaral/ lateral - Teacher

Date: 02-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S. Toot/Levada

Name of the observer: P. Pravanthi

I Teaching Topics :- Types of Awaral/ lateral - Teacher

II Academic standards to be achieved :- The pupil will be able to achieved the following academic standards to be achieved at the end of the period.

1) Problem Solving :- The pupil types to the topic types of award-
Catal - Teacher

2) Reasoning and Proof :- The pupil will be able to different types
of award/ lateral based on their problems.

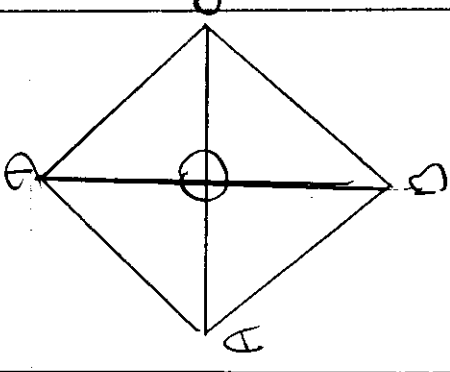




(3) Communication :- The pupil will be able to explain the different types of a quadrilateral based on the properties.

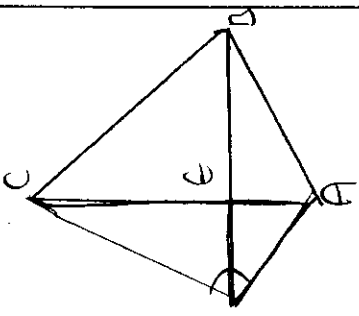
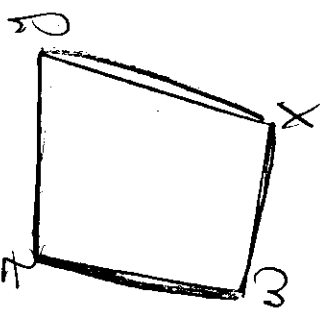
(4) connection :- The pupil will be able to classify the given quadrilaterals using their properties.

(5) visualization :- The pupil different types of quadrilateral with the given topic.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.O.W	T.L.O.M
Introduction Testing of previous knowledge	* Good morning chidren * Testing of previous knowledge to know the previous knowledge of the pupil related to the concept of today's class. * So, student today we are going to	* Good morning madam. * To represent the date through the picture.	* To draw a diagram. * To draw geometrical figures.	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.O.W	T.L.M
<p>Importance of lesson.</p>	<p>* The basic concept of used in the following cases.</p>	<p>* Does a vertical-direbral contouring process of Sides.</p>	<p>* A quadrilateral with one pair of opposite sides are parallel.</p>	
<p>presentation of the lesson</p>	<p>* I will ask the pupil to read the information in the page of the text book.</p>	<p>* Pupil draw a diagram in the given topic</p>	<p>* student may observe AD BC but AD is not parallel to CD</p>	
<p>Conceptual understanding</p>	<p>* I will ask the pupil to take a paper, pencil, and scale.</p>	<p>* student draw a line of length of both sides</p>		





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	O.R.W	T.L.M
<p>Problem.</p>	<ul style="list-style-type: none"> * I make the pupil to read the problem to activate the imagination of the above problem * what are the parallel sides in the figure? * How do $\angle A$ & $\angle B$ look like. 	<ul style="list-style-type: none"> * the pupil observed the problem. * student listen carefully. 	<ul style="list-style-type: none"> * what is a trapezium? 	
<p>Recapitulation</p>	<ul style="list-style-type: none"> * I make the pupil to read to recall the concept what they learn in today class by asking the following questions. 	<ul style="list-style-type: none"> * the understanding of trapezium by the problem. 	<ul style="list-style-type: none"> * theorem uses of $\angle A$ & $\angle D$. 	
<p>Assignment</p>	<ul style="list-style-type: none"> * P, Q, R, S is a trapezium in which $\angle P = 30^\circ$ what are the measures angles 	<ul style="list-style-type: none"> * All sides of a trapezium equal. 	<ul style="list-style-type: none"> * P, Q, R, S is a trapezium in which $\angle P = 30^\circ$ what are the measures 	



Preliminary Assessment

Name of the student teacher :

Regd. Number :

Subject : mathematics,

Class : VI

Unit : Angle sum property of a quadrilateral

Date : 05-02-24

Duration : 45 minutes.

Name of the school : Z.P.H.S. Toot/Wadga

Name of the observer : P. Phasanthi

I Teaching Topics :- Angle sum property of a quadrilateral

II Academic standards to be achieved :- The pupil will be able to achieve the following academic standards to be achieved end of the period.

- ① Reasoning and Proof :- The pupil will be able to differentiate quadrilaterals that is convex angle sum property of a quadrilateral.
- ② Communication :- The pupil will be able to explain the convex and concave



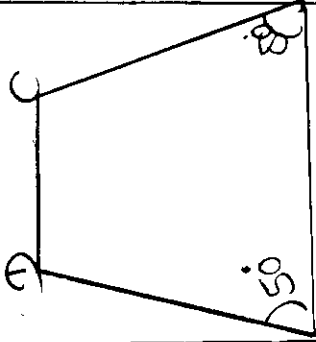
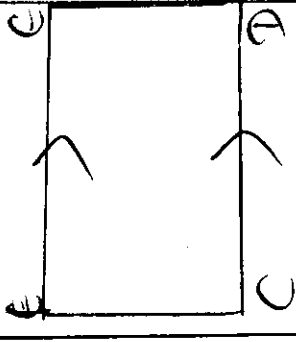
Concave quadrilaterals based on their properties.

- ③ Connection :- The pupil tries to define quadrilaterals using their properties and their interaction
- ④ Visualization :- The pupil angle sum property of a quadrilateral with the given measurement.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	S.O.W	T.L.O.M
Introduction: Telling of previous knowledge	<ul style="list-style-type: none"> * Good morning children * To know the previous knowledge of pupils lead to the concept of today's class. * How many vertices and sides are there in quadrilateral. * How many angles are present in a quadrilateral. 	<ul style="list-style-type: none"> * Good morning Sir, * The sum of angles of a quadrilateral * Pupil write down the text book. 	<ul style="list-style-type: none"> * Take any quadrilateral say ABCD * The angles meet at a point. 	

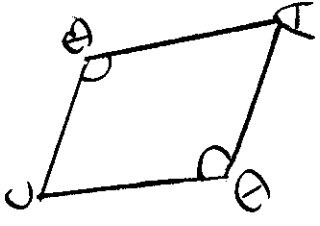
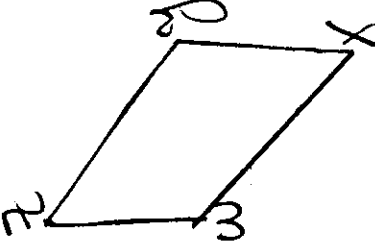
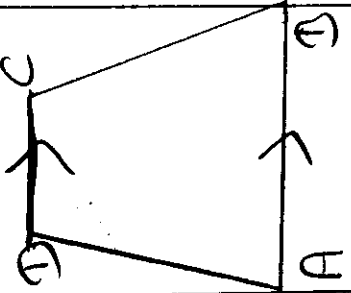




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.B.W	T.L.M
<p>Announcement of the topic.</p> <p>Importance of the lesson.</p> <p>Presentation of the lesson.</p>	<p>* So, students today we are going to learn about angle sum - property of a quadrilateral.</p> <p>* To represent the information of data in picture.</p> <p>* I will ask the pupil to read information in page of the text book.</p> <p>* I will make the pupil to identify the different word which they do not understand.</p>	<p>* To draw the diagram.</p> <p>* student visit canteen.</p> <p>* To study about any concept in geometry.</p> <p>* pupil understand the concept.</p>	<p>* sum of all interior angles</p> <p>* It's three angles of quadrilateral are 55, 65, 105.</p> <p>* I make the pupil to read the problem</p>	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	O.B.W	T.L.M
<p>conceptual understanding</p>	<p>* I make the pupil to understand about angle sum property of a quadrilateral ABCD. * Now take the triangle angles are arranged known figured.</p>	<p>* Take any quadrilateral say A, B, C, D divide into triangles by drawing a diagonal you get six angles.</p>	<p>* I make the pupil to understand and the concept.</p>	
<p>Recapitulation</p>	<p>* I make the pupil to recall the concept what they learn in following question. * How many angles are present in a quadrilateral? * The angles of a quadrilateral are in the ratio of 3:4:5:6 find the</p>	<p>* After solving the problem, I make the pupil to discuss the solution. * I will write the mistake done by pupil on the black board.</p>	<p>* pupil to say the topic in given text book. * The angles of a quadrilateral in the ratio</p>	 





P. Delineer

Name of the student teacher :

Regd. Number :

Subject : mathematics

Class : VI

Unit : Interior and Exterior of a quadrilateral

Date : 06-02-24

Duration : 45 minutes.

Name of the school : Z.P.H.S Tarliwada

Name of the observer : P. Prasanthe

Interior and Exterior of a quadrilateral.

the following academic standards at the end of the period.

1 Problem solving :- The pupil interior and exterior of a quadrilateral.

2 Reasoning and proof :- The pupil will be able to compare the interior and exterior of a quadrilateral.



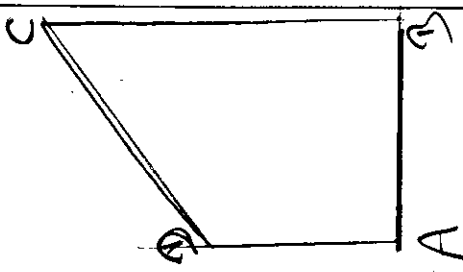
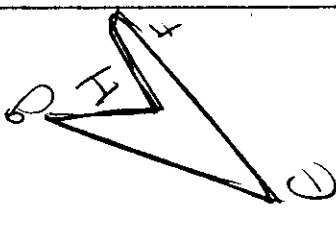


- ③ Communication :- The pupil will be able to explain the inter- relation ship between Esangle and coordinates.
- ④ connection :- The pupil esier to define coordinates.
- ⑤ visualization :- The pupil will interios and exesios of a coordinated with the given mesurement.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	S.B.W	T.L.M
Introduction	* Good morning children.	* Good morning madam.		
Testing of previous knowledge	* To know previous knowledge of the pupil related to the concept of today's class.	* ok, madam.	* yes, we can place the point inside of well about side of the coordinates.	

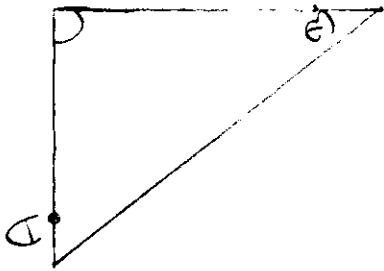
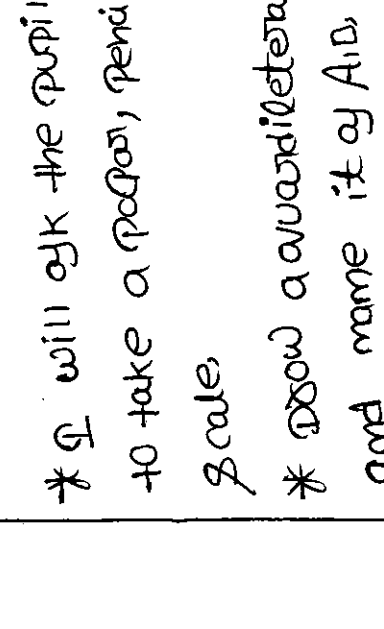




STEPS	Teacher Activity	Pupil Activity	B.P.W	T.L.M
<p>Announ- cement of the topic C-</p> <p>Presenta- tion of the topic</p> <p>Importance of the topic</p>	<p>* So, student today we are going to learn about interior and exterior.</p> <p>* The basic concepts of geometry are useful in following cases.</p> <p>* To draw diagrams</p> <p>* To draw geometrical figures.</p> <p>* I will ask the pupil to read - information in page of the text book related to the topic which is going to learn in today's class</p>	<p>* I will make the pupil to identify the key words or unknown words.</p> <p>* Student discuss the topic.</p> <p>* student carefully discuss the text book.</p>	<p>* The words on the black board and I make the words.</p> <p>* extended or unaided.</p>	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.P.W	T.l.m
conceptual understanding	<ul style="list-style-type: none"> * Interior - exterior of a quadrilateral. * I will ask the pupil to take a paper, pencil, scale * Draw a quadrilateral and name it as ABCD. 	<ul style="list-style-type: none"> * we observe the figure and identify the angles. * Pupil listen - carefully. 	<ul style="list-style-type: none"> * quadrilateral points which lie outside the quadrilateral. 	
Recapitulation	<ul style="list-style-type: none"> * I make the pupil to recall the concept what they learn in to day class. * The points which are outside are called as exterior angles. 	<ul style="list-style-type: none"> * The two points lie on the line segment. 	<ul style="list-style-type: none"> * keep the points A, B, C, D outside the quadrilateral. 	
Assignment	<ul style="list-style-type: none"> * Explain about interior and exterior angles of a quadrilateral with an example. 	<ul style="list-style-type: none"> * student made their own text book. 		



Preliminary Information

Name of the student teacher :

Regd. Number :

Subject : mathematics

Class : VI

Unit : Convex and concave quadrilaterals

Date : 07-02-24

Duration : 45 minutes.

Name of the school : Z.P.H.S. Tawalkwada

Name of the observer : P. Praesanthi

I Teaching Topics :- Convex and concave quadrilaterals.

II Academic Standards to be achieved :- The pupil will be able to achieve the following academic standards at the end of the period

① problem solving :- The pupils convex and concave quadrilaterals.

② Reasoning and Proof :- The pupil will be able to compare the convex and concave quadrilaterals by examination and verification.



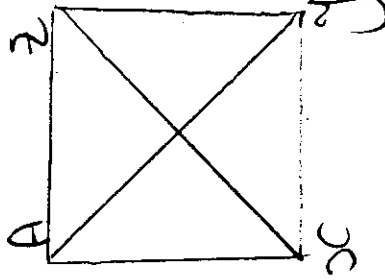
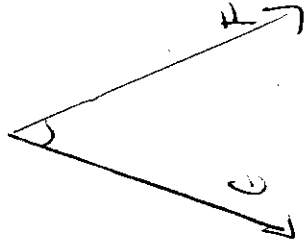


- ② Communication = The pupil will be able to explain in the convex and concave quadrilaterals.
- ④ connection = The pupil tries to define quadrilateral.
- ⑤ visualization = The pupil exhibiting digits and convex and concave quadrilaterals.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.J.W	T.L.M
Introduction Testing of previous knowledge	<ul style="list-style-type: none"> * Good morning - children. * To know the previous knowledge of the pupil related to the concept of today's class. * List same objectives you observe daily at your home. 	<ul style="list-style-type: none"> * Good morning madam. * Name - maddam - concave and convex maddam 	<ul style="list-style-type: none"> * you came across many objects in today's life. 	

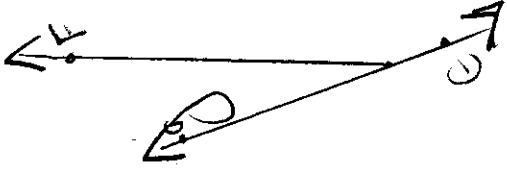
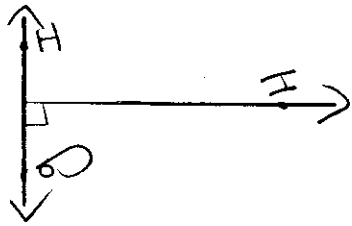




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	'D.P.W	T.L.M
<p>Announce ment of the topic</p> <p>Importance of the lesson</p> <p>Presenta- tion of the lesson.</p>	<p>* So, students to day we learn about convex and concave angles in maths.</p> <p>* The basic concept of geometry are yes- but in following cases.</p> <p>* TO represent the data in picture.</p> <p>* TO study about any concept in geometry.</p> <p>* I will ask to read the information in the page the text book related to topic which is going to learn</p>	<p>* TO study about any concept in geometry</p> <p>* Yes, plane mi- - - - - - convex mi- - - - - -</p> <p>* I will make the pupil to identify the key words on known words.</p>	<p>* plane mi- - - - - - and convex mi- - - - - -</p> <p>* TO draw a diagram</p> <p>* Pupil read the topic.</p>	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.D.O	T.L.M
<p>conceptual understanding</p>	<p>* I wake the pupil to understand about convex and concave quadrilateral by boiling activity</p> <p>* Now, draw a quadrilateral name as ABCD</p>	<p>* I will write the mistake done by most pupil on the black board.</p>	<p>* The line segment lies inside the quadrilateral.</p> <p>* concave mirrored,</p>	
<p>Recallation</p> <p>Assignment</p>	<p>* I make the pupil to recall the concept what they learn in today's class,</p> <p>* when the diagonals intersect each other in a quadrilateral,</p> <p>* write about convex and concave quadrilateral</p>	<p>* can we draw diagonals of the quadrilateral</p> <p>* student note down the topic</p>	<p>* No,</p> <p>* write about convex and concave quadrilateral,</p>	





Preliminary Information

Name of the student teacher: _____

Regd Number: _____

Roll NO: _____

Subject: Mathematics

Class: VI

Topic: Quadrilaterals

Date: 08-02-24

Time: 45 minutes

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

Name of the observer: B. Sarasi Rao

I Teaching Topic: Quadrilaterals.

II Academic standards to be achieved: Quadrilaterals. will be able to achieved the following academic standards at the end of the period.

(1) Reasoning and Proof: The pupil will be able to differentiate the convex and concave quadrilaterals.

(2) Communication: The pupil will be able to explain the relationship between angles and quadrilaterals.





③ connection :- The pupil tries to define quadrilaterals.

④ visualization :- The pupil quadrilaterals with given measurement.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.D.W	T.L.M
Introduction Testing of previous knowledge	<ul style="list-style-type: none"> * Good morning children. * To know the previous knowledge of the pupil related to the concept of today's class. * Which points lie on quadrilateral. * Where do not the points A, B, C, D lie. * Which points lie interior of the quadrilateral. 	<ul style="list-style-type: none"> * Good morning madam. * To explain the previous knowledge * Student listen carefully. * A, B, C, D points. 	<ul style="list-style-type: none"> * exterior of quadrilateral. * keep the points - A, B, C, D out side the quadrilateral. 	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.B.W	T.L.R.M
<p>Announcement of the topic</p> <p>Start of the topic</p> <p>presentation of the lesson</p>	<p>* student study we are going to learn about composing by instruments.</p> <p>* The basic concept of all activities.</p> <p>* To measure the figure accurately.</p> <p>* To draw the diagram.</p> <p>* I will ask the pupil to read in his motion in the page of the textbook.</p> <p>* The topic which is going to learn in today</p>	<p>* pupil will discuss the words</p> <p>* students make the pupil to identify the key words while reading the dooly.</p> <p>* children write the words on the black board and I make to discuss the topic</p>	<p>* The angles lies interior of the exterior.</p> <p>* exterior points of the exterior.</p> <p>* The point which lies outside also of the exterior</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.T.W	T.L.M
<p>Conceptual understanding.</p> <p>Recapitulation</p> <p>Assignment</p>	<ul style="list-style-type: none"> * Introduce - exterior of a quadrilateral. * I will give the pupil to take a paper, pen, ruler, scale. * Draw a quadrilateral and name it as ABCD. * I make the pupil to fill days class. * Explain about interior and exterior of a quadrilateral with the example in your own words 	<ul style="list-style-type: none"> * I will write the mistakes done by more pupil on the black board. * After solving the problem I make the pupil to discuss the answers. * student make down them text book. 	<ul style="list-style-type: none"> * quadrilateral points which lie outside the quadrilateral are said to exterior angles, 50°, 90° and 110°. * Explain about interior and exterior of a quadrilateral with examples. 	



Preliminary Information

Name of the student teacher:

Regd Number:

Subject: mathematics

Class: VI

Unit: Parallel lines

Date: 09-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S. Tooturwada

Name of the observer: B. Sanyasi Rao

The pupil will be able to achieve the

I Teaching Topics:- Parallel lines.

II Academic Standards to be achieved:- The pupil will be able to achieve the following academic standards at the end of the period.

(1) Problem Solving:- The pupil measures lines and angles.

(2) Reasoning and Proof:- The pupil will be able to distinguish the pair of lines as perpendicular and parallel lines.

(3) Communication:- The pupil will be able to explain the topic passed.



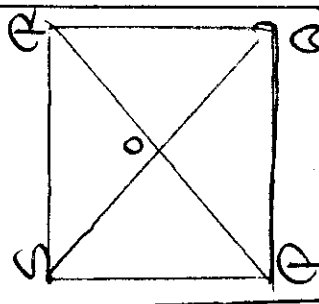
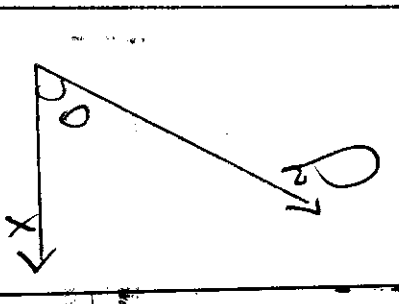


④ Connection :- The pupil will be able to identify the angles.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.B.W	T.E.M
<p>Part-Instruction</p> <p>Testing of Previous- knowledge</p> <p>Announcement of the topic</p>	<ul style="list-style-type: none"> * Good morning children * To know the previous knowledge of the pupil related to the concept of today's class. * List some objects which you observe daily in the class room. * So, student today we are going to learn about parallel line. 	<ul style="list-style-type: none"> * Good morning madam * It's two lines of a plane do not intersect each other at any point. * student listen carefully. 	<ul style="list-style-type: none"> * To know the previous knowledge of the pupil. * It's two lines of a plane do not intersect each other. 	

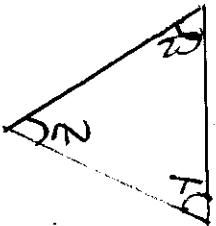
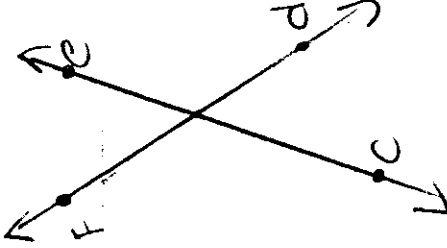




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.P.W	T.L.M
Introduction of the Lesson	<ul style="list-style-type: none"> * The basic concept of geometry are usual in the following case. * Does the size of both the line segments are equal. 	<ul style="list-style-type: none"> * As two lines or a plane do not intersect at any point. 	<ul style="list-style-type: none"> * The lines do not meet at any point. 	
Presentation of the Lesson	<ul style="list-style-type: none"> * extend the lines and see whether both lines meet at any point. * what is called when the two lines do not intersect each other. 	<ul style="list-style-type: none"> It is called by parallel to observe the figure * student make down their text book. * student listen carefully. 	<ul style="list-style-type: none"> * Parallel lines. * They meet intersect at a point. 	
Conceptual understanding.	<ul style="list-style-type: none"> * observe the figure, and write pair of the lines in symbolic form. I will make the pairs... 	<ul style="list-style-type: none"> * student listen carefully. 	<ul style="list-style-type: none"> * observe the figure and make 	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.B.W	T.L.M
<p>model problem</p>	<ul style="list-style-type: none"> * I make the pupil to understand the concept of parallel lines. * I will observe the pupil to find how they are solving the problem. 	<ul style="list-style-type: none"> * the parallel lines drawn symbolically. * I make the pupil to recall the concept what they learn in the concept 	<ul style="list-style-type: none"> * The lines do's not meet at any point. 	
<p>Recapitulation</p>	<ul style="list-style-type: none"> * I discuss the demerits of the mistakes in the whole class. * I make the pupil to recall the concept what they learn in to day's class. * write about parallel lines and write about two examples. 	<ul style="list-style-type: none"> * Pupil listen to carefully. * student note down their text book. 	<ul style="list-style-type: none"> * write about the parallel lines and write at least two examples. 	
<p>Assignment</p>				





Preliminary Ambodromation

Name of the student teacher :

Regd. Number :

Subject : mathematics

Class : VI

Unit : perpendicular lines

Date : 12-02-24

Duration : 45 minutes

Name of the school : Z.P.HS Tattwada

Name of the observer : B. Sanyasi Rao

Teaching Topics :- perpendicular lines

Academic standards to be achieved :- The pupil will be able to achieve the following academic standards at the end of the period -

1) Problem Solving :- The pupils measures lines and angles.

2) Reasoning and Proofs :- The pupil will be able to understand the different the Pairs of angles of perpendicular lines.





- ③ connection - The Pupil will be able to identify the angles.
- ④ communication - The Pupil will be able to explain the concept of perpendicular lines.
- ⑤ visualization - The Pupil exhibiting the dependent of the perpendicular lines.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	T.B.W	T.l.m
Introduction Testing of Previous - knowledge Announcement of the topic	good morning teacher * TO KNOW THE PREVIOUS knowledge of the people related to the concept of today's class. * list of same objects which you observe at your home. * so, students today we are going to learn	* good morning madam. * comparing by the instrument * yes, madam,	* what are the angles? do you observe in the det- angle.	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.T.W	T.L.M
<p>Problem.</p> <p>Reputation</p> <p>Assignment</p>	<p>following activity.</p> <p>* I will ask the pupil to take a paper, pencil, and a scale.</p> <p>* I make the pupil to read the Problem. I make the pupil to acquire the information of problem.</p> <p>* I make the pupil to read the concept what they learn in to day class by asking following interesting</p> <p>* list same english alphabets which lies, write recommended</p>	<p>* Pupil make down the text book.</p> <p>* After solving the problem. I make to discuss the ways by forming groups.</p> <p>* I will write the mistake done by more pupil on the back board.</p> <p>* student listen carefully.</p>	<p>* where do the parallel line meet exactly the line segments</p> <p>* list of some english alphabets which illustrate perpendicular</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	T.B.W	T.L.M
<p>Importance of the lesson</p> <p>presentation of the lesson</p> <p>conclude understanding</p>	<p>learn about perpendicular lines.</p> <p>* I will ask the pupils to read the information in page of the text book related to the topic which is going to learn in today class.</p> <p>* I will make the pupils to identify the key words as an know words.</p> <p>* The basic concept of geometric age you'll in the following class.</p> <p>* I make the pupils to understand about</p>	<p>* using the PowerPoint point of board "m"</p> <p>* draw a circle diagram and keep it away from the point 'n'</p> <p>* I make the pupil to identify the key words as an know words,</p>	<p>* student to day we are going to learn about perpendicular lines.</p> <p>* to listen the text book.</p> <p>* I make the pupil to understand the topic</p>	





Preliminary Information

Name of the student teacher :

(Read. Number) :

Subject : mathematics

Class : VI

Unit : intersecting lines.

Date : 13-02-24

Duration : 45 minutes

Name of the school : Z.P.H.S TADWADA

Name of the observer : B. Sanyasi Rao

I Teaching Topics :- Intersecting lines.

II Academic Standards to be achieved :- The pupil will be able to achieve the following academic standards at the end of the period.

(1) Problem Solving :- The pupil recognize lines and angles.

(2) Reasoning and Proof :- The pupil will able to differentiate lines and angles

(3) Connection :- The pupil will be able to identify the angles.





- ④ Communication :- The Pupil will be able to explain the concept of intersecting lines.
- ⑤ Visualization :- The pupil will be able to represent the intersecting lines.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.O.W	T.L.M
Introduction Testing of Previous knowledge	<p>* Good morning children</p> <p>* To know the previous knowledge of the pupil related to the concept of today's class</p> <p>* List some objectives in your daily life - that are represented in a clay's form.</p> <p>* Do you know to play damdya?</p>	<p>* Good morning sir</p> <p>* student note down learn-text book.</p> <p>* yes, madam</p>	<p>* To know the previous knowledge</p> <p>* can you give some similar examples.</p>	


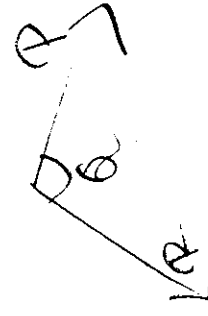




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T.L.m
<p>Announcement of the topic</p> <p>Importance of the topic.</p> <p>Presentation of the lesson</p>	<p>* So, students today we are going to learn about the intersecting lines.</p> <p>* The basic concept of the following ways.</p> <p>* To draw diagram.</p> <p>* To draw geometrical figures.</p> <p>* To geometrical figures.</p> <p>* To study about the concept in the text book.</p> <p>* I will ask the pupil to identify the key words of unknown words while reading the text book.</p>	<p>* All these are joining at one single point.</p> <p>* student listen carefully.</p> <p>* Pupil to note down the text book.</p> <p>* draw the outside of the pen using pencil and remove the pen from the board.</p>	<p>* can you tell me what is the math marks</p> <p>* Two intersect point</p> <p>* Intersecting lines.</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	BLACK BOARD WORK	T.L.M
<p>conceptual understanding</p>	<p>* I make pupil to understand about lines by the following activity</p> <p>* I will ask the pupil to take two pens, paper pencil, scale</p>	<p>* student caseb- will listen the text book.</p>	<p>* intersecting lines.</p>	
<p>model - problem.</p>	<p>* I will make the pupil to develop the understanding of intersecting lines.</p>	<p>* student make the text book.</p>	<p>* A to pint to draw diagram to give the examples.</p>	
<p>Recapitulation</p>	<p>* I make the pupil to recall the concept that they learn in today class.</p>	<p>* pupil to listen the text book.</p>	<p>* explain about intersecting lines.</p>	
<p>Assignment</p>	<p>* explain briefly about intersecting lines with an example</p>	<p>* Evaluated the concept to explain the student.</p>		





Preliminary Information:

Name of the student teacher:

Read Number:

Subject: mathematics

Class: VI

Unit: Factors and multiples

Date: 14-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S. Talikudada

Name of the observer: B. Sanyasi Rao

I Teaching Topics: Factors and multiples.

II Academic standards to be achieved: The pupil will be able to achieve the following academic standards at the end of the period.

III Problem Solving: The pupil observed Factors and multiples.

② Reasoning and Proof: The pupil will be able to compare the Factors and multiples by estimation and verification.

③ Communication: The pupil will be able to explain the Factors and multiples.





- ④ connection = The pupil will identify the usage of playing with numbers and factors and multiples.
- ⑤ visualization = The pupil will be able to represent the factors and multiples.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.D.W	T.L.M
Introduction Testing of previous knowledge	<ul style="list-style-type: none"> * Good morning children * To know the previous knowledge of the pupil related to the concept of today's class. * What are the angles do you know till now you student. 	<ul style="list-style-type: none"> * Good morning madam * Pupil observed the angle using biron the point. 	<ul style="list-style-type: none"> * A factor of a number is an exact divisor of that number. 	
Announcement of the topic.	<ul style="list-style-type: none"> * Student today we are going learn how to draw angles using measurements. 	<ul style="list-style-type: none"> * student listen core busy to given topic. 	<ul style="list-style-type: none"> * what is the measure of an angle. 	

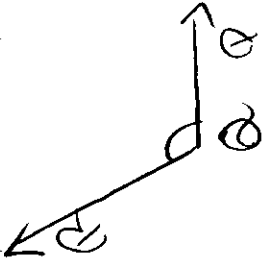
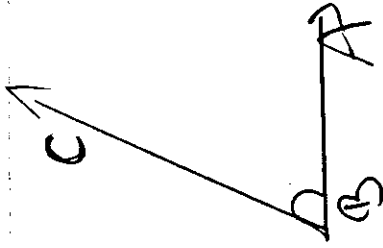




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
<p>Importance of the topic</p> <p>Representation of the lesson.</p> <p>Conceptual understanding</p>	<ul style="list-style-type: none"> * The topic concept of Factors and multiples. * To represent the information of data in pictorial use. * To draw the diagram * To study about any concept in the textbook * I will ask the pupil to read text book. * I will make the pupil to identify the key words while reading the text book. * I make the pupil to understand about types. 	<ul style="list-style-type: none"> * OK, teacher * The boy to like the concept * student listen to carefully. * pupil observed the text book. * student listen the concept. 	<ul style="list-style-type: none"> * complete angle. * Angle lies between 0- top is called out angle. * A factor of a number is an exact divisor, of that number. 	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.R.W	T.L.M
<p>model- problem</p> <p>Recapitulation.</p> <p>Assignment</p>	<p>of angles and their measuring units.</p> <p>* I will ask a by to come and tell him to stretch his hands.</p> <p>* I will make the problem to develop the understanding of angles.</p> <p>* I make the pupil to recall the concept what they learn in today's class by using the following class questions.</p> <p>* Explain about the concept Factors and multiples</p>	<p>* I make the pupil to read the problem</p> <p>* Draw the angle of right angle and straight angle</p> <p>* student note down the text book.</p> <p>* pupil listen the text book.</p>	<p>* Angle lies between 180 is called obtuse angle</p> <p>* Reflex the obtuse-angle</p> <p>* Explain the concept of factors</p>	 





Preliminary Information

Name of the student teacher:

Read Number:

Subject: mathematics

Class: VI

Unit: Playing with numbers

Date: 15/02-24

Duration: 45 minutes

Name of the school: Z.P.H.S Talikwada

Name of the observer: B. Sanyasi Rao

Name of the observer: B. Sanyasi Rao

I Teaching Topics: Playing with numbers

II Academic standards to be achieved: The pupil will be able to achieved the learning playing with numbers, academic standards at the end of the period.

the learning playing with numbers, academic standards at the end of the period.

(1) Problem Solving: The pupil will be able to comparing the playing

(2) Reasoning and Proof: The pupil will be able to estimation and verification with numbers

(3) Communication: The pupil be able to explain the playing with number.

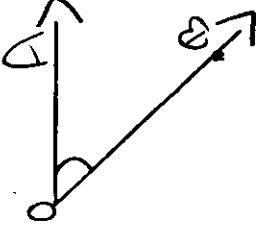
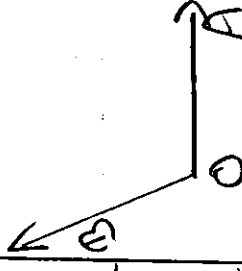
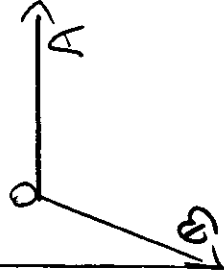




<p>(4) <u>connection</u> of the pupil will identify the usage of playing with numbers.</p> <p>(5) <u>visualization</u> = the pupil shifting digits with the playing with numbers.</p>			
STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	BACK BOOK WORK
<p>Introduction</p> <p>Testing of previous knowledge</p>	<p>* Good morning - Children</p> <p>* To know the previous knowledge of the pupil related to the concept of today's class.</p> <p>* List same objects which are in the shape of angle that you observe in your seat etc</p>	<p>* Good morning sir,</p> <p>* Testing of previous knowledge.</p> <p>* yes, madam,</p> <p>* Number of groups in given time, stage.</p>	<p>T. L. m</p> <p>* To arrange them in groups in such as a way.</p> <p>* Each row has the same number.</p>





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.J.W	T.L.M
<p>Announcement of the topic</p> <p>Importance of the topic.</p> <p>presentation of the lesson</p>	<p>* So, student today we are going to learn about how to measure an angle using protractor.</p> <p>* The basic concept of geometry are useful in the following ways.</p> <p>* To represent the information of the data in picture.</p> <p>* I will ask pupil to read the information in the page of the text book.</p> <p>* I will make the pupil to identify the key-words or unknown words while reading text book.</p>	<p>* student observed the lesson.</p> <p>* to study about the concept.</p> <p>* to represent the information of the data in picture.</p> <p>* student discuss the class.</p>	<p>* is on the vertex point that one draw is along the base line.</p> <p>* To represent the information of the data in picture.</p> <p>* To explain the playing with number</p>	  





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T.l.m
<p>concept understanding</p> <p>Recitation.</p> <p>Appigment.</p>	<ul style="list-style-type: none"> * I make pupil to understand how to measure the angles using protractor. * I will ask the pupil to take a paper, pencil, carpet and protractor. * I make the pupil to recall the concept what they learn in today's class by asking the following questions. * In which direction you will measure the angle. * Draw any two obtuse angles at your choice and measure the angle. 	<ul style="list-style-type: none"> * After solving the problem I will write the concept. * pupil observed the topic. * pupil will you place the protractor exactly to measure angle. * I will discuss the demands of the mistakes done by the pupil. 	<ul style="list-style-type: none"> * I make the pupil to discuss the answers. * Draw any two acute and two obtuse angles at your choice and measure the angles. 	





Preliminary Information

Name of the student teacher:

Read Number:

Subject: Mathematics

Class: V

Unit: How many numbers can you make?

Date: 16-02-24

Duration: 45 minutes.

Name of the school: Z.P.H.S. Pathwarda

Name of the observer: B. Sanyasi Rao

Teaching Topics: How many numbers can you make.

Academic Standards to be achieved: The pupil will be able to achieve the following academic standards at the end of the class.

(1) Problem solving: The pupil how many numbers can you make.

(2) Reasoning and Proof: The pupil will be able to composing the how many numbers can be you make by estimation and - verification





- (3) Communication :- The pupil will be able to explain the topic how many numbers can you make.
- (4) connection :- The pupil will identify the usage of knowing our number and how many numbers can you make.
- (5) visualization :- The pupil shifting digits to how many numbers can you make.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	P.P.W	T.L.M
<p>Starts with many numbers</p> <p>Testing of previous knowledge</p>	<p>* Good morning - Children</p> <p>* To know the previous knowledge of the pupils related to the concept of today's class.</p> <p>* List some objects many eyes by shifting your hand.</p>	<p>* Good morning madam.</p> <p>* We have four digits 7, 8, 3, 5 using these digits we want to make different</p>	<p>* Four digit number such as a way that no digit is separated</p>	

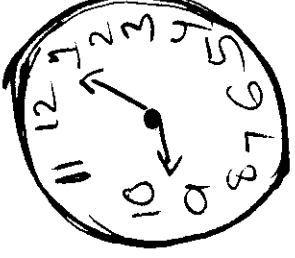
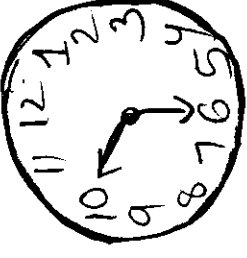




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T.L.m
<p>Announcement of the topic.</p> <p>Importance of the topic</p> <p>Presentation of the Lesson.</p>	<p>* So, student today's we are going to learn about clock wise and anti clock wise.</p> <p>* The basic concept of numbers are useful in the following ways</p> <p>* TO study about any concept in the number</p> <p>* I will make the pupil to identify the keywords while reading the text book.</p> <p>* I will ask the pupil to read the information in the topic</p>	<p>* The greatest number you can get.</p> <p>* student listen carefully</p> <p>* TO draw diagrams</p> <p>* TO draw figures</p> <p>* Pupil come after my revision</p>	<p>* chalk with and anti-clock wise.</p> <p>* listen to digit it is separated in them.</p> <p>* The arrangement of the digits in both.</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T.L.M
<p>Conceptual understanding</p>	<p>* I make pupil to understand about clock wise and anti clock wise</p> <p>* I will ask a boy to come and same height as another boy.</p> <p>* I make the pupil to recall the concept what they learnt today by asking the following questions.</p> <p>* How is the clock wise angle is demoted.</p>	<p>* Pupil listen - case study -</p> <p>* Pupils come out per my re-aidement.</p>	<p>* clock wise angles by diameter negative - sign.</p>	
<p>Recapitulation.</p>	<p>* The greatest number you can get bound.</p>	<p>* I will give observe the pupil how they are solving the problem.</p>	<p>* can you say how the largest numbers is formed.</p>	
<p>Assignment</p>	<p>* Explain about the how many numbers can you make.</p>		<p>* write down in your procedure.</p>	





PDevi iminary Embodimentation

Name of the student teacher:

Regd. Number:

Subject: mathematics

Class: VI

Unit: Large Numbers

Date: 17-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S. TATIKUWADA

Name of the observer: B. SANYASI RAO

I Teaching Topics:- Large numbers

The pupil will be able to achieved

II Academic standards to be achieved:- The pupil will be able to achieved the following academic standards at the end of the period.

(1) Problem Solving:- The pupil introduce their Large numbers.

(2) Reasoning and Proof:- The pupil will be able to comparing the Large

number by estimation and verification.






- (3) communication: The pupil will be able to explain the larger numbers.
- (4) connection: The pupil will identify the usage of knowing our numbers and larger numbers.
- (5) visualization: The pupil shifting digits and larger numbers with the given topic.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T.L.M
Introduction Testing of previous knowledge	<ul style="list-style-type: none"> * Good morning children * To know the previous knowledge of the pupil related to the concept of today's class. 	<ul style="list-style-type: none"> * Good morning sir, * ok, teacher, * To see a angle clock wise. 	<ul style="list-style-type: none"> * student explain the topic 	
Announce-ment of topic	<ul style="list-style-type: none"> * So, student today we are going to learn about measure of angle in given lesson. 	<ul style="list-style-type: none"> * How to measure angle. 	<ul style="list-style-type: none"> * measure-ment of angle. 	

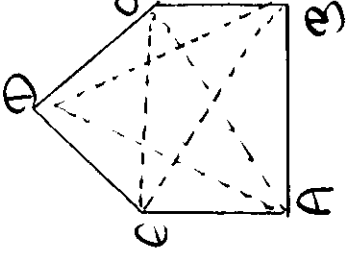
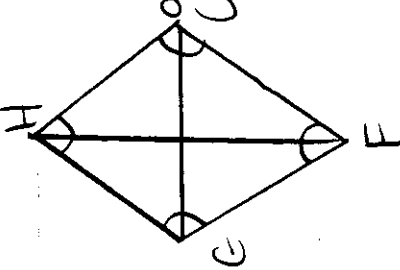




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T.L.M
<p>Importance of the topic.</p> <p>Presentation of the lesson</p> <p>Conceptual Understanding</p>	<p>* The basic concept of geometric are useful in the following cases.</p> <p>* TO represent the information of data through pictures.</p> <p>* I will ask the pupil to read the information in page no given to the text book.</p> <p>* I will make the pupil to identify the key- words of unknown words while reading the text book.</p> <p>* I make pupil to understand about of</p>	<p>* TO draw and study about any concept in the topic.</p> <p>* TO draw the diagram.</p> <p>* what do you observe between the body and make the numbers</p>	<p>* measurement of angles</p> <p>* student listen the text book</p> <p>* visit of live diary situations where you observe.</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T. L.m
<p>problem.</p> <p>Recapitulation</p> <p>Assignment</p>	<p>* I will ask him to keep one hand in same pos. and suby move up and other hand.</p> <p>* observe the figures carefully and name them I make the pupil to read the problem.</p> <p>* I make the pupil to recall the concept which they learn in today's class by asking the questions.</p> <p>* list out five daily situations where you observe acute angle and obtuse angle.</p>	<p>* what is the degree of angle.</p> <p>* what is an acute angle</p> <p>* when it's given it's perpendicular to the body then the angle formed is called as right-angle.</p> <p>* when the body is along with the angle.</p>	<p>* 180</p> <p>* obtuse</p> <p>* straight angle.</p> <p>* we add one more to the given number.</p>	 





Preliminary Information

Name of the student teacher:

Regd. Number:

Subject: mathematics

Days: GR

Unit: Revisiting Place Value.

Date: 19-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S. Tarikwada

Name of the observer: B. Sanyasi Rao

I Teaching Topics:- Revisiting Place Value.

II Academic standards to be achieved:- The pupil will be able to achieve the following academic standards at the end of the period.

(1) Problem Solving:- The pupil Revisiting Place Value.

(2) Reasoning and Proof:- The pupil will be able to compare the Revisiting value by estimation and verification.



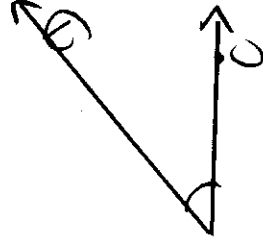

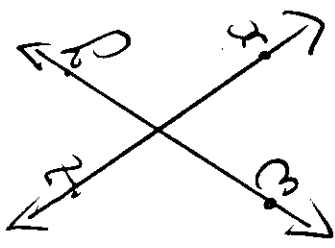


- ③ Communication = The pupil will be able to explain the revisiting place value.
- ④ connection = The pupil will identify the usage of knowing our numbers and receiving place value.
- ⑤ visualization = The pupil shifting digits and receiving place value with the given measurement.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T.l.m
Introduction Testing of previous knowledge	<ul style="list-style-type: none"> * Good measuring children * To know the previous knowledge of the pupil related to the concept of today's class. * List of same geometrical shapes, * what is the definition of a line segment 	<ul style="list-style-type: none"> * Good measuring madam * Yes, we can measure the line segment. 	<ul style="list-style-type: none"> * Length * measure of line segment. 	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T.L.M
<p>Announcement of the topic</p>	<p>* Student today we are going to learn about measuring of a line segment and how to compare different line segment</p> <p>* To study about concept in deriving place value.</p>	<p>* The pupil will identify the key words.</p> <p>* yes, madam.</p> <p>* student will read the problem.</p>	<p>* you have done this quite easily</p> <p>* measure of line.</p>	 
<p>Important of the topic</p> <p>Presentation of the lesson.</p>	<p>* I make pupil to understand about measuring of line segment and compare the length of two line segment.</p>	<p>* Four line segment in the given topic.</p>	<p>* Any give line example of line be visiting place value.</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	BLACK BOARD WORK	T.O.M
<p>Conceptual Understanding</p>	<ul style="list-style-type: none"> * I will ask the pupil to draw a line segment and to draw another line segment. * How can you compare the length of two line segments * I make the pupil to discuss the solution of the problem by forming groups. 	<ul style="list-style-type: none"> * Simple observation. * Teaching on a board. * Using instrument - entry. * Pupil can participate in group discussion. * I will explain the concept clearly to the whole class. 	<p>* what is the measure of each line segment.</p> <p>* I will clarify it by the doubt and might be done by pupils.</p>	
<p>Recapitulation</p>	<ul style="list-style-type: none"> * I will explain the concept clearly to the whole class. * I make the pupil to recall the concept of today's class. 	<ul style="list-style-type: none"> * I will explain the concept clearly to the whole class. 	<p>* I will clarify it by the doubt and might be done by pupils.</p>	
<p>Assignment</p>	<ul style="list-style-type: none"> * I will explain the concept clearly to the whole class. * I make the pupil to recall the concept of today's class. 	<ul style="list-style-type: none"> * I will explain the concept clearly to the whole class. 	<p>* I will clarify it by the doubt and might be done by pupils.</p>	





Preliminary Embodiment

Name of the student teacher:

Regd. Number:

Subject: mathematics

Class: VI

Unit: Shifting digits

Date: 20-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S. Tawliwada

Name of the observer: B. Sanyani Rao

I Teaching Topic: Shifting digits. The pupil will be able to achieved the

II Academic Standards to be achieved: The pupil will be able to achieved the following academic standards at the end of the period.

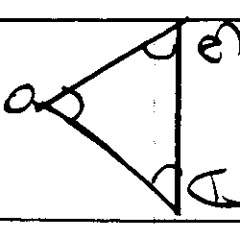
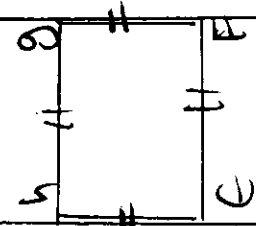
(1) Problem Solving: The pupil shifting digits.

(2) Reasoning and Proof: The pupil will be able to comparing the shifting digits by estimation and verification.



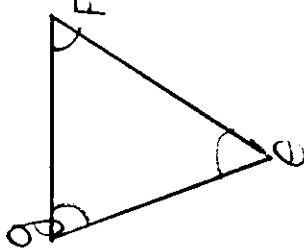
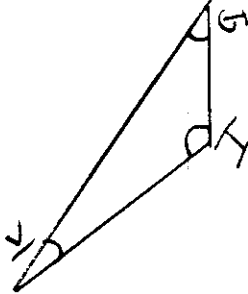
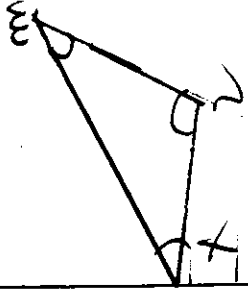


- 3) communication :- The pupil will be able to explain the shifting digits.
- 4) connection :- The pupil will identify the usage of knowing our numbers and shifting digits.
- 5) visualization :- The pupil shifting digits with the give measurement.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black board work	T.L.M	method of EV activation
Introduction	* good morning children.	* good morning madam.			
Testing of previous knowledge	* To know the previous knowledge of the pupil selected the concept of today's class. * How the edges of a book look like? * can you give some examples of shifting digits.	* comparing by instruments. * yes, madam, * yes,			

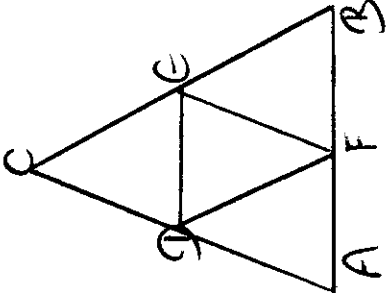
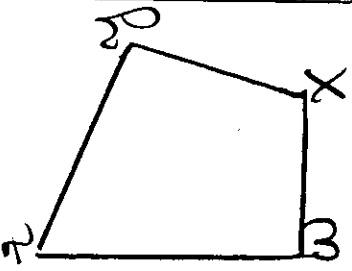




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	BLACK BOARD WORK	T.L.M	method of evaluation
<p>Announce - ment of - the topic.</p>	<p>* students today we are going to learn - about compassing by instrument.</p>	<p>* Pupil will discuss the words.</p>			
<p>Announcement of the topic</p>	<p>* The basic concept of shifting digit.</p>	<p>* Trace the length of each vert and open on a paper and measure and the length of the line.</p>			
<p>Representation of the lesson</p>	<p>* To measure the line accurately. * To draw the diagram</p>	<p>* Arranging - numbers from small to big.</p>			
<p>Conceptual Understanding</p>	<p>* I ask the pupil to read the information in the page the text b- ook related to the top- ic which is going to learn in today's class.</p>	<p>* Pupil will discuss the words.</p>			





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	TRACK BOARD WORK	T.L.M	Methodology Evaluation
<p>Problem.</p> <p>Recapitulation</p> <p>Assignment.</p>	<p>Segment by using the instrument by the following activity</p> <ul style="list-style-type: none"> * measure all the line segments in the figure given and arrange them in the ascending order. * I make the pupil to recall the concept what they learn in to day's class by asking the following question * why is it better to use a divider than a ruler while comparing two line segments. 	<ul style="list-style-type: none"> * The pupil will participate in the group activity. Ruler * why is the better to use a divider than a ruler while comparing two line segments. 		 	





Preliminary Information

name of the student teacher:

Read Number:

Subject: mathematics

class: VI

Unit: knowing our numbers.

Date: 21-02-24

Duration: 45 minutes.

name of the school: Z.P.H.S. Tootkudal

name of the observer: B. Prasanth

I Teaching Topics: knowing our numbers.

II Academic Standards to be achieved: the pupil will be able to achieved the following academic standards at the end of the period.

(a) problem solving: the pupil composing the numbers.

(b) Reasoning and Proof: the pupil will be to composing numbers

by estimation and verification.

(c) communication: the pupil will be able to explain the composing numbers.



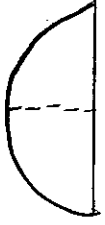
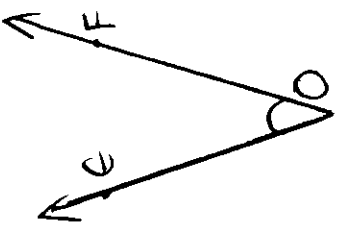
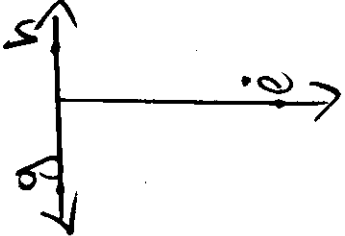


(4) Connection: The pupil will identify the usage of comparing numbers.
 (5) visualization: The pupil will be able to represent the knowing about numbers and comparing numbers with the given measurement.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black Board work	T.L.M	methods of evaluation
<p><u>Introduction</u>: Testing pre views knowled ge.</p>	<p>Good morning student To know the previous knowledge of the pu- pil related to the concept of today's class.</p> <p>1) List some objects which you observe daily.</p> <p>2- when you compare the number with given setings.</p> <p>So, student, today we are going to-</p>	<p>Good morning- teacher</p> <p>* Pencil box * Radio * T.V * Scale * Rectangle</p>			





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	Black Board work	T.L.m	method of Evaluation
<p>Importance of the Lesson</p> <p>Representation of the Lesson</p> <p>Conceptual understanding</p>	<p>going to learn about knowing our numbers.</p> <ul style="list-style-type: none"> * The basic concept of knowing numbers * TO represent the pic - book. * TO draw the diagram * I will ask pupil to read the information in the page no. 94 of the text book. * I will make the pupil to compare the number. * As we have done write lot of this class, let us 	<ul style="list-style-type: none"> * point * line * angle * curve * line segment <p>* pupil identifying the key terms which are not understanding</p>	<ul style="list-style-type: none"> * point * line * angle * curve * line-segment <p>measures of lines and angles</p>	  	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	BLACK BOARD WORK	T.L.M	Method of Evaluation
<p>model Problem</p>	<p>which is the greatest among these * observe the lines can you instantly find the greatest and the smallest numbers in each row. * I will clarify the mistakes where even necessary. * I make the pupil to recall the concept of what they learn in today's class by asking the following question.</p>	<p>* people read about problem. * because it has two end points. * when a line segment extend identically on both directions</p>	<p>* measures of lines and angles * The pupil may also discuss the problem by forming a group. If they are unable to understand the problems they, can discuss with the teacher</p>		<p>* Explain about straight line</p>
<p>Recapitulation</p>	<p>* write about the given point and the</p>	<p>* the line segment extend on both sides.</p>	<p></p>		<p></p>
<p>Assignment</p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>





Preliminary Information

Name of the student teacher:

Regd. Number:

Subject: mathematics

Class: VI

Unit: A line segment.

Date: 22-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S Tarikwadga

Name of the observer: B. Sanyasi Rao

I Teaching Points: A line segment.

to be achieved: Pupil will be able to achieved the

II Academic Standards at the end of the period.

following academic standards the pupil will be able to differentiate the types

① Reasoning and Proof: The pupil will be able to differentiate based on their properties.

② Communication: The pupil will be able to explain the different types of a line segment.



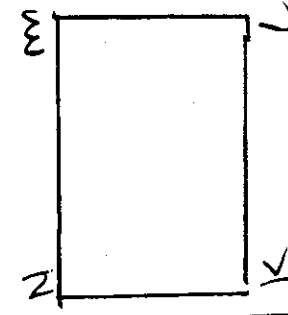
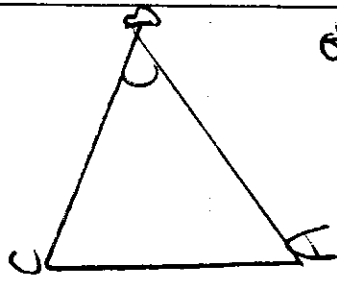
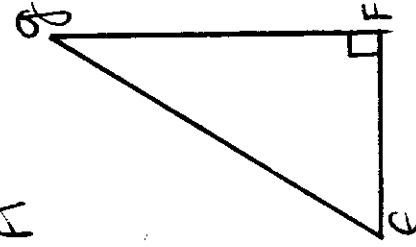


- ③ connection: The pupil will be able to classify the quadrilaterals. - Using their properties.
- ④ visualisation: The pupil basic geometrical ideas and a line segment with the given measurement.

STEPS	TEACHER ACTIVITY	PURPOSE ACTIVITY	B.S.W	T.l.m
Introduction Testing of Previous- knowledge	<ul style="list-style-type: none"> * Good morning child * To know the previous knowledge of the pupil related to the content of today's class. * Use same objective which you observe in the class room. * So, students today we are going to learn similar topic 	<ul style="list-style-type: none"> * Good morning Sir. * Deep on the sides of the black board are equal. * Yes, opposite sides are equal length. 	<ul style="list-style-type: none"> * Fold a piece of paper and unfold it. * Take a thin thread. 	

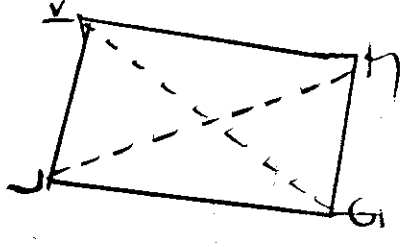
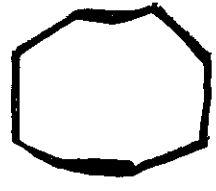




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.B.W	T.L.M
<p>Importance of the lesson.</p>	<p>* The basic concept of geometry are used in cases.</p>	<p>* Draw two parallel lines which should be identical and name.</p>	<p>* Take the cut outs of the two identical parallelogram</p>	
<p>Representation of the lesson.</p>	<p>* To draw the diagrams</p>	<p>* AB, is a same as B', yes they coincide each other they are equal-length.</p>	<p>* The length AB and DC equal.</p>	
<p>Problem.</p>	<p>* I will ask the pupil to read the introduction to the topic on the text book related to the pupils.</p>	<p>* The opposite sides of parallelogram are equal-length.</p>	<p>* what is the formula for perimeter of a parallelogram</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
<p>model problem.</p> <p>Recapitulation.</p> <p>Assignment</p>	<p>* I make the pupil to develop the understanding of sides of parallelogram.</p> <p>* I will write the mistakes done by the pupil on the black board and I will discuss the mistakes in the whole class.</p> <p>* I make the pupil to recall the concept what they learn in today's class by asking questions which sides of the parallelogram are of equal length?</p> <p>* Find the value of 'x' in the</p>	<p>* PA is a parallelogram in which PA = 25cm QR = 1.6cm. perimeter of parallelogram.</p> <p>* sum of its four sides is a constant.</p> <p>* PA = QR = 25cm QR = SP = 1.6cm</p> <p>∴ its perimeter = 2.5 + 1.6 + 2.5 + 1.6 = 8.2cm.</p>	<p>All the corresponding sides are equal.</p> <p>* place 'A' over 'B' equal.</p> <p>* Find the value of 'x' and 'y' in the parallelogram.</p>	 





Preliminary Information

Name of the student-teacher:

Regd. Number:

Subject: Mathematics

Class: VI

Unit: Properties of Parallelogram

Date: 23-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S Tarikawada

Name of the observer: B. Sanyasi

Teaching Topics: Properties of Parallelogram.

Academic Standard to be achieved: The pupil will be able to achieve the following academic standards at the end of the period.

- ① Reasoning and Proof: The pupil will be able to distinguish types of quadrilaterals.
- ② Communication: The pupil will explain the different types of quadrilaterals based on their properties.



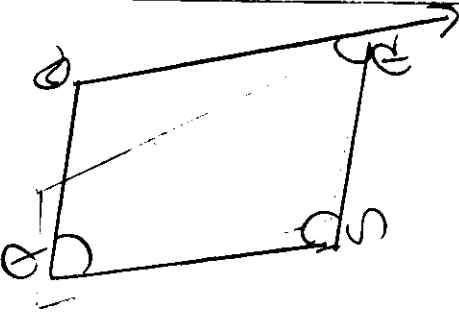
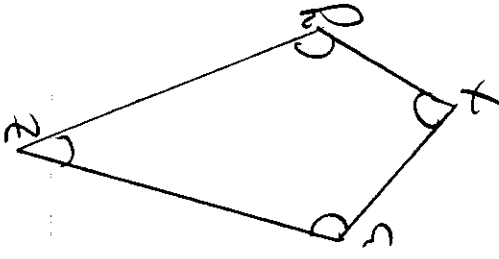


- ③ Connection: The pupil will be able to classify the given quadrilateral using their properties.
- ④ Visualization: The pupil shifting digits with the given measurement.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.T.W	T.L.M
Introduction Testing of previous knowledge Announcement of the topic.	<ul style="list-style-type: none"> * Good morning children. * To know previous knowledge of pupil related to the concept of today's class. * What is a quadrilateral? * What is a square? * What is a kite? * So, students today we are going to learn about parallelogram. 	<ul style="list-style-type: none"> * Good morning madam. * The quadrilateral in which two pairs of opposite sides are equal, parallel - gram. 	<ul style="list-style-type: none"> * To test the previous knowledge. * It is a quadrilateral polygon. 	

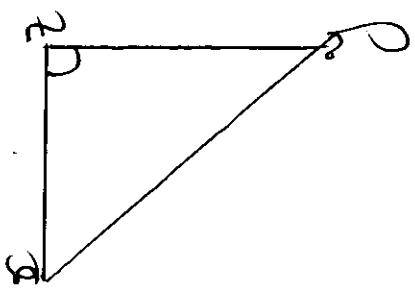
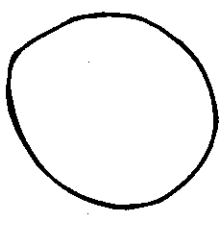
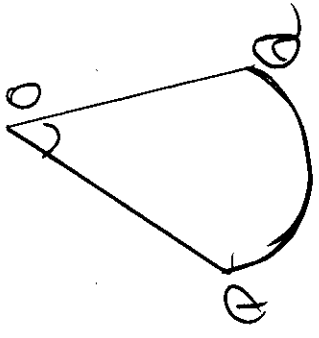




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.M.W	T.R.W
<p>Importance of the topic</p> <p>Representation of the lesson.</p> <p>Conceptual understanding</p>	<ul style="list-style-type: none"> * The basic concept of geometry are use in following cases. * To represent the information of data in pic. * I will ask the pupil to read with information in the page of text book related to the topic. * I make the pupil to understand the about parallel gram by following activity * How many sides are there in parallelogram. 	<ul style="list-style-type: none"> * students to identify the key terms. * Take the notes and draw identical examples of sides gram, i.e. m, 5cm. * Now I make the pupil to understand the concept parallel gram. 	<ul style="list-style-type: none"> * To represent the information of data in picture. * Draw the four sides of parallelogram 	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.B.W	T.L.M
<p>Problem.</p>	<ul style="list-style-type: none"> * I make the pupil to read the problem. I make the pupil to acquire the information of above problem. * How many sides of there. * Qs that all the sides of equal length. 	<ul style="list-style-type: none"> * I will observe the pupil how they are solving the problem. * Four sides * NO 	<ul style="list-style-type: none"> * After solving the problem, I make the pupil to discuss the answer 	
<p>Recapitulation</p>	<ul style="list-style-type: none"> * I make the pupil to recall the concept what they learn in today's class by asking the following question. 	<ul style="list-style-type: none"> * ABCD and DEFG 	<ul style="list-style-type: none"> * Draw a sketch of parallelogram and state the properties 	 
<p>Assignment.</p>	<ul style="list-style-type: none"> * Draw a sketch of parallelogram and state the properties 	<ul style="list-style-type: none"> * student note the text book 	<ul style="list-style-type: none"> * Draw a sketch of parallelogram and state the properties 	



Preliminary Information

Name of the student teacher:

Regd. Number:

Subject: mathematics

Class: VI

Unit: Diagrams of a Parallelogram

Date: 24-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S. Tarluwada

Name of the observer: B. Sanyasi Rao

I Teaching Topics:- Diagrams of a Parallelogram.

II Academic Standards to be achieved:- The pupil will be able to achieve the following academic standards at the end of the period.

① Reasoning and Proof:- The pupil will be able to identify different types of quadrilaterals and their properties.

② Communication:- The pupil will be able to explain the different types of

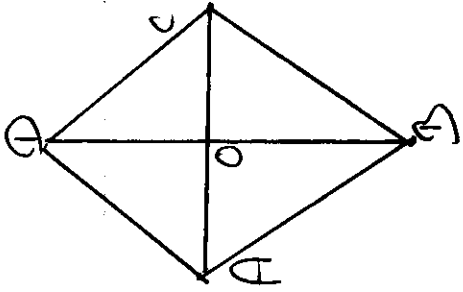




- types of quadrilaterals based on their properties.

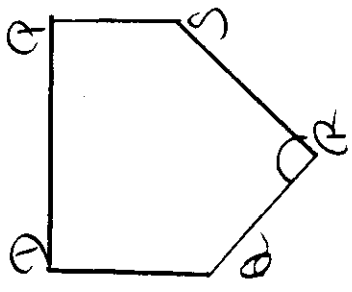
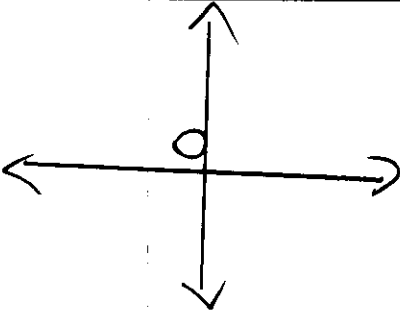
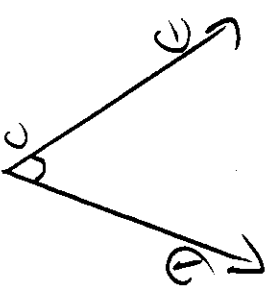
③ connection:- The pupil will be able to classify the given available using their properties and relationship.

④ visualization:- The pupil diagrams as a parallelogram with the given measurement.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.O	T.L.M
Introduction Testing of previous knowledge	* Good morning. Children. * To know the pre-knowledge of the pupil related to the concept of today's class. * How many sides and angles are there in a parallelogram.	* Good morning madam. * Pupil related to the concept * Diagram	* student understand the concept of the given text book.	

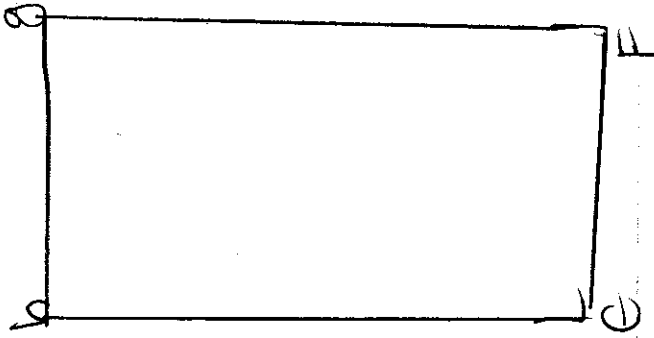
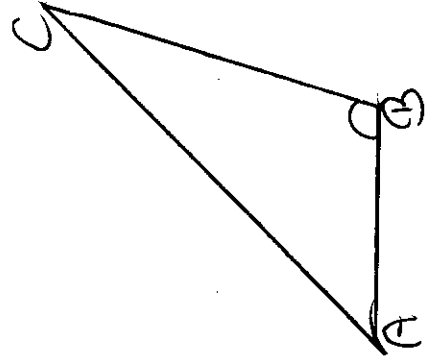




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.B.W	T.L.M
<p>Announcement of the topic.</p> <p>Importance of the lesson.</p> <p>Presentation of the lesson.</p>	<p>* So, students today we are going to learn about diagonals of a parallelogram.</p> <p>* The basic concept of geometry is used in the balancing scales.</p> <p>* To represent the information is used in data pictographs.</p> <p>* I will ask the pupil to read the information in page of the text book related to the topic which is going to learn in today's class.</p>	<p>* HEIP is a parallelogram.</p> <p>'O' is the point of intersection.</p> <p>* The diagonals of all other sides equal.</p> <p>* $\overline{OH} = \overline{OL}$ & $\overline{OP} = \overline{OE}$</p> <p>* $\overline{OP} = 4\text{cm} + \text{cm}$.</p> <p>* $\overline{PE} = \overline{OP} + \overline{OE}$</p> <p>$\Rightarrow 5 + 8$</p> <p>$\Rightarrow 13\text{cm}$.</p>	<p>* What is the diagonal property of a parallelogram?</p> <p>* In the parallelogram the diagonals bisect each other.</p>	  





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
<p>Conceptual understanding -</p> <p>Recapitulation.</p> <p>Assignment</p>	<p>* I will ask the pupil to take a paper pen, cill, scale.</p> <p>* Draw a opposite angle of the parallelogram.</p> <p>* You will observe the diag meet any where.</p> <p>* I make the pupil to recall the concept what they learn in today's class by asking the following questions</p> <p>* RENT is a parallelogram where D is the point of intersection of the diagonals (X)</p>	<p>* After solving the problem I make the pupil to discuss the solution.</p> <p>* I will write the mistakes done by more pupil on the black board.</p> <p>* student note down the given text book.</p>	<p>* write the diagram property of a parallelogram</p> <p>* RENT is a parallelogram where D is the point.</p>	 





Preliminary Subodmation

Name of the student teacher:

Regd. Number:

Subject: mathematics

Class: VI

Unit: Angles of parallel lines

Date: 26-02-24

Duration: 45 minutes

Name of the school: Z.P.H.S. Tattwada

Name of the observer: B. Sanyasi Rao

Name of the pupil: The pupil will be able to achieve the

I Teaching Topics: Angles of parallel lines.

II Academic standards to be achieved: The pupil will be able to differentiate the

following academic standards at the end of the period. The pupil will be able to differentiate the

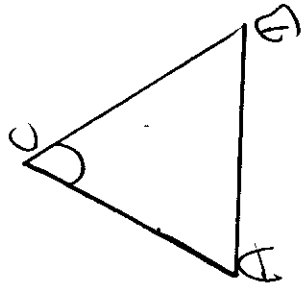
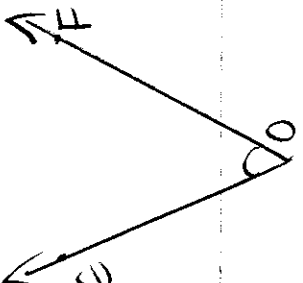
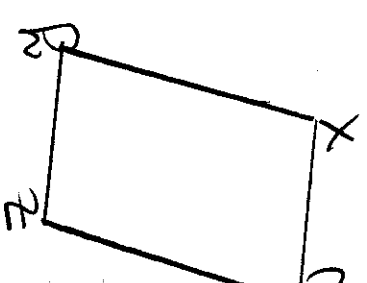
1) Recognizing and proving the properties and their properties.

types of quadrilaterals and their properties.

2) Communication: The pupil will explain the different types of quadrilaterals based on their properties.





STEPS	TEACHER ACTIVITY	PURPOSE ACTIVITY	B.B.W	T.L.M
<p>Introduction</p> <p>Testing of previous knowledge</p>	<p>* Good morning kids - Dear</p> <p>* To know the previous knowledge of the pupil related to the concept of today's class.</p> <p>* List some objects which you observe daily in home.</p>	<p>* Good morning sis.</p>	<p>* To test the previous knowledge.</p>	
<p>Announcement of the topic</p>	<p>So, student today - we are going to learn about angles of a parallelogram.</p>	<p>* To study about any concept in geometry.</p>	<p>* Draw a parallelogram ABCD as a paper.</p>	
<p>Importance of the topic</p>	<p>* The basic concept of geometry are used in the following cases.</p>	<p>* To draw a geometrical figure</p> <p>* To dependent the information of data in picture.</p>	<p>* Place the empty sheet ABCD</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	MR.W	T.L.M
<p>presentation of the lesson.</p> <p>conceptual understanding.</p> <p>Recapitulation.</p> <p>Assignment</p>	<p>* I will ask the pupil to read the information in page of the text book.</p> <p>* Diagrams of a Parallelogram. I will ask the pupil to take a Paper, Pencil, scale and scissors.</p> <p>* I make the pupil to recall the concept what they learn in today's class by asking the questions.</p> <p>* RENT is a Parallelogram where the point of intersection of the</p>	<p>* HELP is a Parallelogram where the point of intersection.</p> <p>* student note down the text book.</p> <p>* After solving the problem I make the pupil to discuss the solution by holding group.</p>	<p>* It is the mid point of the diagonal and may be observed by this observe</p> <p>* RENT is a Parallelogram where the point of intersection.</p>	