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Preliminary Information

Name of the student teacher:

- Register number :
- Roll NO :
- Subject : science
- class : VI
- Topic : correct measurement of length.
- Date : 01-02-24
- Time : 45 minutes

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

Name of the supervisor : Dharmarao

I Previous knowledge Assumed :- children are able to understand the concept of correct measurement of length

II Teaching Learning Points :- * method of placing the scale along the length to be measured * placing the scale with hooker edge.

III Teaching Learning material :-

- (1) common aid :- dustbin, pointer, chalk board, black board
- (2) model :- circular motion, distance, measurement, motion.





Q) Reference books :- 6th class science text book at A.P. Government Pedagogy on Physical science.

Q) Academic standards :-
 (1) Conceptual understanding :- children are able to explain the example and give comparison of separation of subject by using scale to correct measurement of length in the given text book.

(2) Asking questions and making hypothesis :- children are able to ask questions to understand the separation of substance by using and making hypothesis.

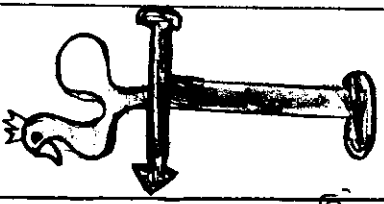
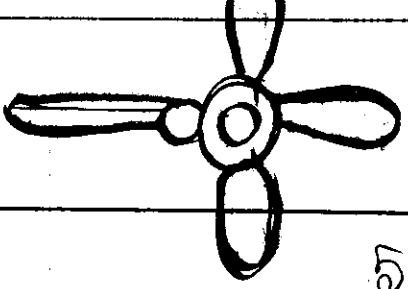
(3) Information skills and project :- children are able to information about of subject by using water and analysis systematically.

(4) Application daily life and concern to bio-diversity :- children are able to scientific concept of base their daily life situation.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
Sheeting.	* Good morning children	* Good morning sir- of madam.	B.B.W	T.L.M

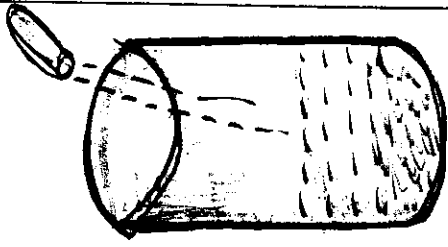
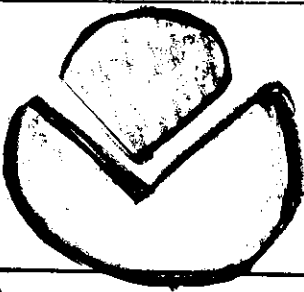




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
<p>Testing of previous knowledge</p> <p>motivation</p> <p>Announcement of the topic</p> <p>presentation</p>	<ul style="list-style-type: none"> * For testing previous knowledge gained by the student. I will ask the following question. * what is your name * Do you drink milk in dairy. * which substance are used to preserving drink. * Today we going to discuss about penetrating the substance by using water. * student will read the topic of penetrating substance. 	<ul style="list-style-type: none"> * my name is..... * student are read the text back from the page * student listen carefully * student read the text back from the page. 	<ul style="list-style-type: none"> * sand, water, pot soil, dal, plastic, wood. * beaker of blue water. 	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B. B. W	T. L. O. N
<p>Explaining</p>	<p>* Take some solid material like ghee, sand, sugar, salt, plastic wood. * And add one by one solid material into a bucket what we observed * Do you observed which material are blowing into water. * To day we are discussed about the topic correct measurement of length.</p>	<p>* student read the text book from the page. * student listen carefully.</p>	<p>* Sand, sugar, wood, oil, and measurement of length.</p>	
<p>condision.</p>	<p>* To know the knowledge of the student which I have experienced.</p>	<p>* student carefully to listen</p>	<p>* beaker full of water. * To take the change scale of wood.</p>	
<p>Recapitulation</p>	<p>* student of we discussed about of substance.</p>	<p>* student note down the text book.</p>		
<p>Assignment</p>				





Preliminary Information

Name of the student teacher :

Register Number :

Roll No :

Subject : Science

Class : VI

Topic : Some measurements

Date : 02-02-24

Time : 45 minutes

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

Name of the supervisor : Dharmarao

IV Previous knowledge Assumed :- children are able to understand the concept of some measurements and in previous class.

III Teaching Learning Points :- * measuring the length of the desk with string lengths.

IV Reference Teaching Learning material :-

- (1) Comman aid : Duster, pointer, chalk board, black board.
- (2) models : circular motion, measurements, distance.
- (3) charts : Charts represent the measurement of desk.





Reference books :- 6th class physics text book, Pedagogy in physical science.

Academic Standard :-

(1) Conceptual understanding :- children are able to explain some measurements.

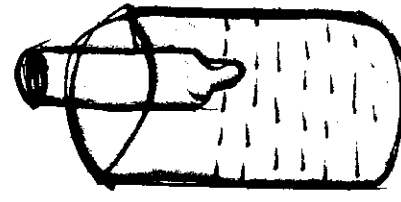
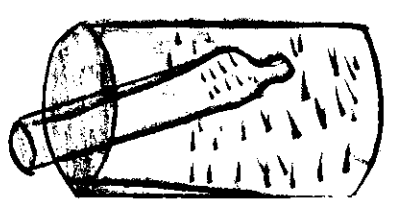
(2) Asking questions and making hypothesis :- children are able to ask questions to understand to clarify the concept of mixture and to participate in the discussions.

(3) Information skill and projects :- children are able to collect information about mixture and any systematically.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
<p>steering</p> <p>Testing of previous knowledge</p>	<p>* good morning student</p> <p>* For testing the previous knowledge gained by the student I will ask the following questions.</p>	<p>* good morning - teacher.</p>	<p>* same of measurements of length of the desk.</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
<p>motiati- ons</p> <p>Announce- ment of the topic</p> <p>Präsentation</p>	<p>* what is your name * Do you love it your mother please any good items. * when we go to home what we do at that time. * Today we are going to discuss about lepre- tion of subjects. * student will read the topic of the serpen- tion of substances from the page and note the text book.</p>	<p>* my name is... * Daddu. * my mother gives milk and drink etc. * At that times is went to the market and take some veget- vegetables * science * student read the text book carefully.</p>	<p>* market * basket * measurement of the desk</p>	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	F.L.M
<p>Explaining</p> <p>conclusion</p> <p>Reception</p> <p>Assignment</p>	<p>* In daily life situation we can separate the different mixtures in different ways.</p> <p>* we remove small stones from rice before cooking and remove small worms and dust from before preparing roti.</p> <p>* Today we are discussed about the topic of mixture and separation</p> <p>* To know the knowledge of the student which I have explained.</p> <p>* student of worked about mixture.</p>	<p>* student listen carefully.</p> <p>* student observed carefully.</p> <p>* yes, madam</p> <p>* student note down in their text books.</p>	<p>* Remove, small dice from the stone.</p> <p>* wheat, bran and mixture</p> <p>* same as measurement</p>	





Preliminary Information

Name of the student-teacher:

Register Number:

Roll No.:

Subject: Science

Class: VI

Topic: How wide is this desk.

Date: 05-02-24

Time: 45 minutes

Name of the school:

Z.P.H.S. Tattilwada

Name of the supervisor: Dharmarao

II Previous knowledge Assumed: People of children are able to understand the concept of how wide is this desk.

III Teaching Learning Points: * measuring the length of the desk with a different set of gilli and danda. * measuring the length of desk gilli and danda.

IV Teaching Learning material:

- (1) Common: Duster, pointer, chalk board, black board.
- (2) modern: circular motion, distance, measuring of desk.
- (3) Charts: represent the measurement of desk.





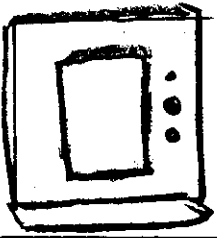

Reference books :- 6th class science text book in A.P Government Pedagogy
 Academic Standards in Physical science

- (1) Conceptual understanding :- children are able to ask question to explain how wide is the desk?
 Asking question and making hypothesis :- children are able to ask question to understand the clarity of concepts to translate objects and makes hypothesis on given issue.
- (2) Experimentation and field investigation. children are able to understand and given concept in the text book children to understand the concept of how wide is this desk?

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B-S-W	T-L-m
Greeting	* Good morning children	* Good morning madam.		
Testing of Previous knowledge	* For testing the previous knowledge gained by the student, I will ask the questions			

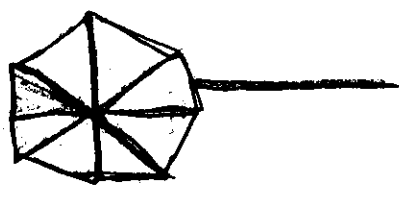
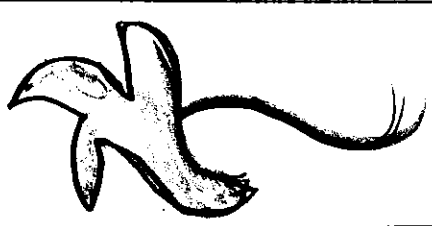




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.C.W	T.I -m
<p>motivation</p> <p>Announcement of the topic</p> <p>presentation</p>	<p>* what is your name</p> <p>* Do you finish your book last.</p> <p>* Do you observe year kick-ten soon</p> <p>* I'm special occupation- which are devalued them</p> <p>* I'm sweet dishes which we devalued them.</p> <p>* Today I am going to discuss about how wide is the dest.</p> <p>* You will read the topic of the Soabele (od) insole notedown the important point and discuss the topic.</p>	<p>* my name is....</p> <p>* yes, madam.</p> <p>* yes, madam.</p> <p>* hot and sweet dishes are devalued.</p> <p>* I'm only sweet dishes we must devalued sugar in it.</p> <p>* student read the text book.</p>	<p>* Hot samoyk</p> <p>* Sweet</p> <p>* chalk power</p> <p>* measuring the length of dest</p>	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.O.M
<p>EXPLAINING</p>	<ul style="list-style-type: none"> * Take small quantities of chalk, desk, wood and chair. * Add each material in separate beaker and it carefully what happened and listen carefully. * To day we have discussed about how wide is the desk. * To know the student which I have explained I would like to ask some question * student of we discussed about should or impossible in wood. 	<ul style="list-style-type: none"> * student listen carefully. * student note down the text book. * student note down the text book. 	<p>B.O.W</p> <ul style="list-style-type: none"> * Chalk, board, and desk the wood. * which objects are suitable and insoluble in wood to the desk. 	<p>T.O.M</p>  





Preliminary Information

Name of the student teacher :

Register Number :

Roll No :

subject : science

class : VI

Topic : motion and measurement of distance

Date : 06-02-24

Time : 45 minutes

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

Name of the supervisor : DHARMA RAO

III Previous knowledge Assumed :- children are able to understand the concept of motion and measurement of distances.

IV Teaching learning points :- * some means of transportation.
* Bleating in water.

V Teaching Learning materials :-

Commodities :- Duster, pointer, chalk board, black board

Model :- circular motion, distance, motion

Charts :- chart representing the objects.





Reference books - 6th class physics text books, Pedagogy in Physical science.

Academic Standard :-

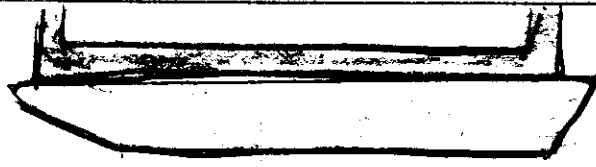
(1) Conceptual understanding :- children are able to explain motion and measurement of distance.

(2) Asking questions and making hypothesis :- children are to ask questions to understand the clarity of concept of transverse objects and given expe.

(3) Experimentation and field investigation :- To collect information about the concept of experiment motion and measurement of distance.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.G.W	T.L.M
Initiating	* Good morning student	* Good morning madam.		
Testing box- Pre- knowledge	* For testing the pre- knowledge gained by the Student I will ask the following * What is your name	* My name is.....		





STEPS	TEACHER ACTIVITY	PURPOSE ACTIVITY	B-GW	P.L.M
<p>Announcement of the topic</p> <p>Presentation</p>	<p>* In summer holiday how do you spend it.</p> <p>* In which place is it.</p> <p>* How do you do in every time?</p> <p>* What we observed them in our surrounding.</p> <p>* Wood and iron are which example of its.</p> <p>* Today we are going to discuss about sinking or blowing in the water.</p> <p>Student will read the topic of the sinking or blowing in water bottom page.</p>	<p>* I went to the grand mother house.</p> <p>* my grand mother lives in vishakapatnam.</p> <p>* I would like to play govtund.</p> <p>* Solid.</p> <p>* student read the text book.</p> <p>* student listen and observe.</p>	<p>* Following in distance</p> <p>* Today we are going to discuss about sinking or waiting.</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
<p>Explaining.</p>	<ul style="list-style-type: none"> * Take a bucket and added half of the water on it. * All add one by one vegetables into it. * Stone, Iron nail, Potato and piece of chalk. 	<ul style="list-style-type: none"> * student observed correctly. * student note know the text book. 	<ul style="list-style-type: none"> * sinking in the water. * stone, iron nail, potato piece of chalk 	
<p>conclusion</p>	<ul style="list-style-type: none"> * TO day we are disussed about the topic of sinking or floating in water. 	<ul style="list-style-type: none"> * student note know the text book. 	<ul style="list-style-type: none"> * wood, tomato brimjal, sponge wood, leads 	
<p>Repetition</p>	<ul style="list-style-type: none"> * TO know the knowledge of the student which I have explaind will like to some question 	<ul style="list-style-type: none"> * student note know the text book. 	<ul style="list-style-type: none"> * we can say a ship to float in a sea. 	
<p>Assignment</p>	<ul style="list-style-type: none"> * student of we disussed about floating in water 	<ul style="list-style-type: none"> * student note down the text book. 		





Preliminary Information

Name of the student teacher :

Register Number :

Roll NO

Subject : science

Class : V

Topic : A Pinhole camera

Date : 07-02-24

Time : 45 minutes.

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

Name of the supervisor : Dharmarao

IV Previous knowledge Assumed :- Children are able to understand the concept of a pinhole and in previous class.

III Teaching Learning Points :- * A sliding pin hole camera

* A matured pinhole camera, pinhole image
sun under a tree.

Reference books :-

6th class Physics text book in pedagogy in science





IV Teaching Learning points :-

- Common aid :- Duster, pointer, chalk, board, black, board, modely :- Umimoy, mirror, orange, Reflection
- Charts :- chart depending classification of material.

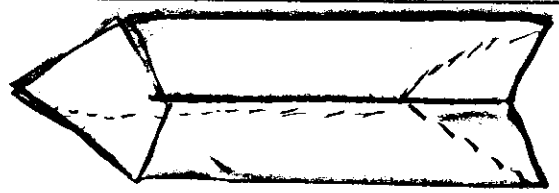
Academic Starters :-
 (i) Conceptual Understanding :- children are able to explain A pinhole camera and in previous class.

(ii) Asking questions and making hypothesis :- children are able to ask questions to understand the clarity of concepts of object and makes hypothesis given
 (iii) Experimentation and field in investigation :- children are able to understand given concept in the book children to understand the concept of a

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
Greeting Testing of Previous knowledge	* Good morning madam * For ELEMg the PRE- ous knowledge oggined by the student.	* Good morning mo- dam	B.B.W	T.L.M





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.m
<p>motivation</p>	<p>* what is your name * How many states are they. * what they are --- * Give some example of solid. * TO day we are going to discuss about classification of material</p>	<p>* my name is --- * many are three state. * They are (i) solid (ii) liquid (iii) gases. * Ice, wood, coal, and jebber. * student listen - carefully.</p>	<p>* Today we are going to discuss about classification of material. * Sugar. * sugar is a solid state.</p>	
<p>Announcement of the topic. Presentation Explaining</p>	<p>* student will read the topic of the classification of material from the topic. * Finally we concluded that sugar is a solid state.</p>	<p>* student listen - carefully. * student note down in their books</p>	<p>* Today we are going to discuss about classification of material. * Sugar. * sugar is a solid state.</p>	





STEPS	TEACHER ACTIVITY	PURPOSE ACTIVITY	B.B.W	T.L.O.M
	<ul style="list-style-type: none"> * Take a single crystal of sugar and add the drop of water into the crystal. * After sometime same amount of sugar in crystal shape and same amount of sugar. 	<ul style="list-style-type: none"> * student listen carefully. 	<ul style="list-style-type: none"> * water is liquid. * sugar is a solid state. 	
Conclusion	<ul style="list-style-type: none"> * Today we are discussed about the topic of crystallization of material. 	<ul style="list-style-type: none"> * student note down in their books. 	<ul style="list-style-type: none"> * think of 	
Recapitulation	<ul style="list-style-type: none"> * To know the knowledge of the student which I have explained. 	<ul style="list-style-type: none"> * student note down their books. 	<ul style="list-style-type: none"> dispersement solid, rigid and gases around us. 	
Assignment	<ul style="list-style-type: none"> * student of we discussed about crystallization of 	<ul style="list-style-type: none"> * student note down in their books. 		





Preliminary Information

Name of the student teacher :

Register Number :

Roll NO :

Subject : science

Days : SA

Topic : what Exactly are shadows

Date : 08-02-24

Time : 45 minutes

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

Name of the supervisor : G. RAJA RAO

IV Previous knowledge Assumed :- children are able to understand the concept of what exactly are shadows.

V Teaching learning points :- some times shadow of an object gives and idea about its shape.

VI Teaching learning materials :- (1) Common aids :- Duster, pointer, black board, (2) models :- umbrellas, mirror, reflection





Reference books :- 6th class science Text book in Pedagogy science.

Strategy of teaching :- Activity method, lecture-cum-method.

Academic Standard :-

(i) conceptual understanding :- children are to explain what Exactly are shadows.

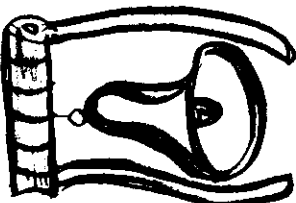
(ii) Asking questions and making hypothesis :- children are able to ask questions to understand the concept of what Exactly are shadows.

(iii) communication thought drawing and model making :- children are able to explain their understand given concepts in the text book children to understand the concept of what exactly are shadow.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	T.L.M
Greeting	* Good morning student	* Good morning Teacher	
Testing of Previous-knowledge	* For testing the previous knowledge gained by the student		






STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.G.W	T.L.m
<p>motivation</p> <p>Announcement of the topic.</p> <p>Presentation</p>	<p>* what is year name</p> <p>* How many seasons.</p> <p>* what are they ---</p> <p>* How many types of material are exist in atmosphere.</p> <p>* To day we are going to discuss about the topic of what exactly are shadows.</p> <p>* student will read the topic of the shadow and note down the important point.</p>	<p>* my name is ----</p> <p>* They are three seasons, they are</p> <p>(i) summer season</p> <p>(ii) winter season</p> <p>(iii) Rainy season.</p> <p>* material can exist in three states</p> <p>(i) solid (ii) liquid (iii) gases.</p> <p>* He read the book learn the topic of the page.</p>	<p>* The winter season also gained the previous text.</p> <p>* EXACTLY shadows.</p> <p>* shadow.</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
<p>Explaning</p>	<p>* Take a candle and is lighted with burning matchstick touched its wick. * And a chandle is burning from same time what happened. * To day we are discussed about the topic of light or candle. * To know the knowledge of the student which I have explained I would like to some questions * student we discussed about different types of</p>	<p>* liquid box is formed at the bottom of the wick. * white smoke is observed over the flame of the candle * student note-down in their books.</p>	<p>* vapor state * The candle catch the fire. * How can you know the different states of matter.</p>	
<p>Concuision</p>				
<p>Recapitation</p>				
<p>Assignment</p>				





Preliminary Information

Name of the student teacher :

Register Number :

Roll No :

Subject : science

Class : VI

Topic : Transparent, opaque and translucent

Date : 09-02-24

Time : 45 minutes

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

Name of the supervisor : G. RAJA RAO

I Previous knowledge Assumed : children are able to understand the concept of transparent, opaque and translucent objects and in previous class.

II Teaching Learning points : * observing objects that do not allow light to pass through them

III Teaching Learning material :

- (i) common aid : Duster, Pointer, Chalk board, black board
- model : mirror, opaque, uminary, reflection





Reference books :- 6th class physics text book, Reddy in Physical Science

Academic standard :-

(i) Conceptual understanding :- children are able to ask examples and different objects of transparent, opaque and translucent objects.

(ii) Asking questions and making hypothesis :- children are able to ask questions to understand the clarity of concepts to transparent opaque and translucent objects
 (iii) Experimentation and field investigation :- To understand given concepts on the state of matter in the text.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M
Seeking Testing of previous - knowledge motivation	* good morning children * For testing the previous knowledge gained by the student I will ask the following question * what is your name	* good morning teacher * my name is --- * yes, madam.	* Ice cream.	

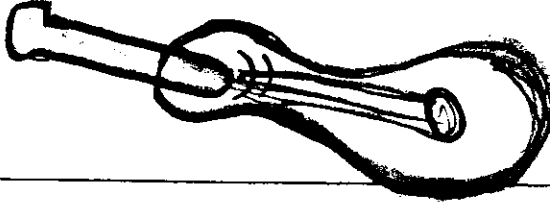
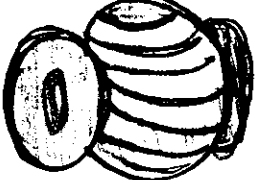




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	S.B.W	T.L.m
	<ul style="list-style-type: none"> * Do you like ice-cream. * Do you observe ice-cream * In which state it is * when water is boiling cut into what will happen. 	<ul style="list-style-type: none"> * yes, madam * yes, madam. * solid state 	<ul style="list-style-type: none"> * Ice-cream 	
Announcement of the topic	<ul style="list-style-type: none"> * Today we are going to discuss about the state of material. 	<ul style="list-style-type: none"> * It started convert into water. * It starts in solid state. 	<ul style="list-style-type: none"> * water 	
Presentation	<ul style="list-style-type: none"> * Reading the text student will read topic of the state of matter from the page and note down the important points. 	<ul style="list-style-type: none"> * He read the text book from the page 	<ul style="list-style-type: none"> * water is boiling 	
Explaining	<ul style="list-style-type: none"> * At the same time the ice being met and 	<ul style="list-style-type: none"> * student listen carefully. 	<ul style="list-style-type: none"> * Ice is added to the lime juice 	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.Q	T.L.M
<p>conclusion</p> <p>Recapitulation.</p> <p>Assignment</p>	<ul style="list-style-type: none"> * can you think of any material other than ice. * what is that material, * Expanding the brain sent, space and bars over objects * To day we are discussing making level knowledge state material. * For testing the understanding level knowledge gained by the student * How many states are there * students of we- 	<ul style="list-style-type: none"> * yes, material * oil. * In/Summer the air becomes hot and in winter, * student note down in their books. 	<ul style="list-style-type: none"> * The winter season also gained the previous text. * How many states are there? * what are they? 	 





Q Teaching learning material :-
 common aid : Duster, pointer, chalk board, black board.
 models : mirror, opaque, luminous, reflection.
 charts : chart representing the transparent object

Academic Standard :-

(1) Conceptual Understanding :- Children are able to explain mirror, and, to understand the clarity of concepts to translate objects and make hypothesis on given issue.

(2) Asking questions and making hypothesis :- Children are able to ask questions to understand the clarity of concepts to translate objects and make hypothesis on given issue.

(3) Experimentation and field investigation :- Children are able to understand given concepts in the text book children to understand the concept of

to understand the clarity of concepts to translate objects and make hypothesis on given issue.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	T.L.M
Guiding Testing of previous knowledge	* Good morning children * For testing previous knowledge gained by the student	* Good morning teacher	T.L.M





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.m
<p>motivation</p>	<ul style="list-style-type: none"> * what is your name. * when did you wake up. * Do you take milk daily * Did you observe milk packet. * what we called them that type of material. 	<ul style="list-style-type: none"> * my name is... * 6:00 Am * yes, madam * yes, madam * silence 	<ul style="list-style-type: none"> * milk. 	
<p>Announce about the topic</p>	<ul style="list-style-type: none"> * Today I am going to discuss about mirrors and reflection * Take a sheet of white paper and try to see a righted build through it. 	<ul style="list-style-type: none"> * No madam. 	<ul style="list-style-type: none"> * Today I am going to discuss about mirrors and reflection 	
<p>Exploring</p>	<ul style="list-style-type: none"> * know put a few drops of oil on that sheet and again to see the build. 	<ul style="list-style-type: none"> * you can see the build but not very clearly to them. 		





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.S.W	T.O.M
	<p>* In the first case you can't see the ball but in the second case you are able to see the ball.</p>	<p>* Student observed carefully.</p>	<p>* same materialy.</p>	
CONCLUSION-	<p>* The material through which we can see objects but not very clearly such things of material are called as transparent object.</p>	<p>* student listen carefully.</p>	<p>* student through we can see objects.</p>	
Recapitulations	<p>* To day we have discussed the student which I have explained. I would like to ask some questions.</p>	<p>* Pupil observed carefully.</p>		
Assignment	<p>* student as we discussed about transparent object I-</p>	<p>* student note down in their books.</p>	<p>* what is called translate - object.</p>	





Preliminary Information :-
 Name of the Student teacher :-

Register Number :-

Roll No :-

Subject :-

Science

Class :-

VI

Topic :- Story of Tom's post

Date :- 13-02-24

Time :- 45 minutes

Name of the school :- Z.P.H.S TADILWADA

Name of the supervisor :- G. RAJA RAO

Assumed :- Children are able to understand the concept of story of Tom's post in previous class.

Teaching Learning Points :- * Transport. * Opaline.

Teaching Learning Material :-
 Common :- Duston, pointer, chalk board, black board.
 Models :- mirror, opaline, lumines, reflection.
 Charts :- chart representing and opaque objects.





Q Reference Books :- 6th class physical science text book . Pedagogy in physical
 Q strategy of teaching :- Activity method, lecture-cum-demonstration

VII Academic standard :-

(1) Conceptual understanding :- children are able to explain the concept of
 than - student and story of transport and give
 comparison to explain in the text book.

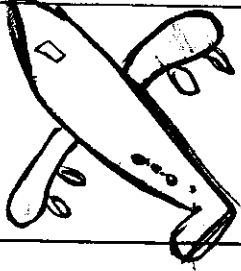
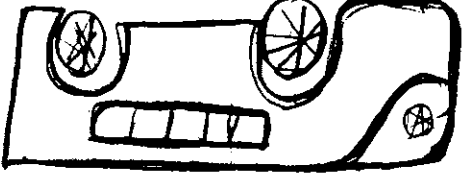
(2) Asking questions and making hypothesis :- children are able to ask the qu-
 estions to understand story of transport and able to make hypothesis on given
 issue.

(3) Information skills, and projects :- children are able to ask a question
 story of transport and analysis systematic.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.M
meeting Testing of previous - knowledge	* good morning student * For testing the previous knowledge gained by the student. I will ask the following - questions.	* good morning, teacher	B.O.W	T.L.M

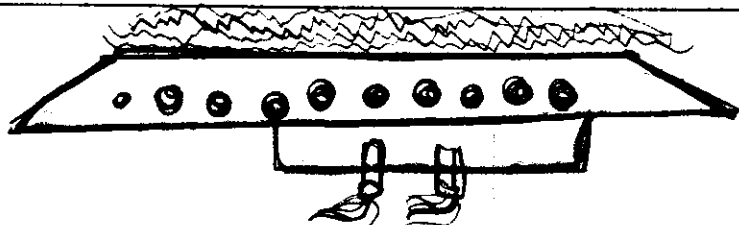




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.M
<p>motivation</p>	<ul style="list-style-type: none"> * what is your name * you look beautiful and what is the speciality of it. * where did you buy a chocolate * Do you prefer cake or a name. 	<ul style="list-style-type: none"> * my name is --- * SHOP * NO madam 	<p>cake</p>	
<p>Announcement of the topic</p>	<ul style="list-style-type: none"> * Today I am going to discuss about transport and our object. 	<ul style="list-style-type: none"> * student listen the topic 	<ul style="list-style-type: none"> * Today I am going to discuss about transport 	
<p>presentation</p>	<ul style="list-style-type: none"> * student will read the topic of the story of transport. * Do you observe bakery shop in your village * many stores sweets and biscuits in girls. 	<ul style="list-style-type: none"> * Pupil carefully note down. * yes, madam * yes, madam, 	<ul style="list-style-type: none"> * DO you observe bockey shop. 	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.S.W	T.L.M
<p>CONCLUSION</p> <p>RECAPITULATION</p> <p>Assignment</p>	<p>* such type of material are called as transparent</p> <p>* can you see through plastic.</p> <p>* give some more example of them.</p> <p>* To day we have discussed story of transport.</p> <p>* I know the knowledge as the student which I have explained I would like to ask same question</p> <p>* which type of material are called as transparent object.</p> <p>* student as we discussed about transport and opaque object.</p>	<p>* No, madam.</p> <p>* steel, card wood.</p> <p>* student listen carefully</p> <p>* student note down in their books.</p>	<p>* Transport</p> <p>* To day we have discussed story of transport.</p> <p>* list any five things which are related to the transport.</p>	



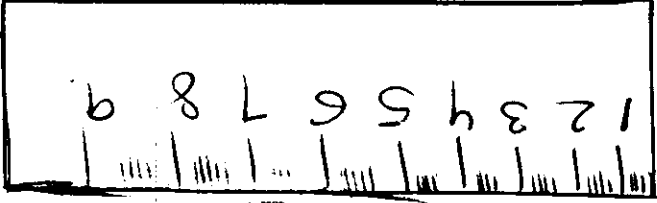


(1) strategy of teaching :- Activity method, Lecture, cum demonstration method,
 Academic Standard :-
 (1) Conceptual understanding :- children are able to explain by standard units
 of measurements to explain the process of concept in the text book.
 (2) Asking questions and making hypothesis :- children are able to ask questions
 to understand the concept in the text book made up the material.
 (3) Information skills and projects :- To understand children are to
 collect information about different object are made up of different.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.B.O	T.L.M
Seeking testing of previous knowledge	Good morning students * To learn the concept of particles of material It would like to ask few questions to know for the student.	* Good morning teacher.	B.O.B.O	T.L.M

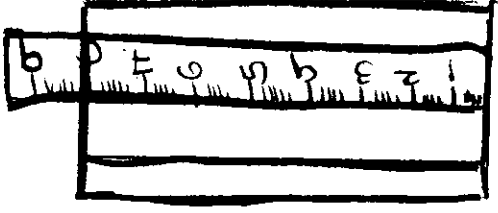
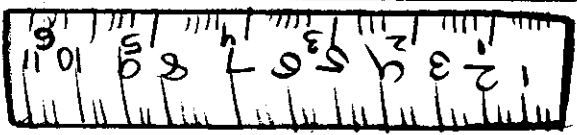




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.O	T.L.M
<p>motivation</p>	<p>* what is your name? * Do you finish your break fast. * Different object are made up of different material * some object are made up of more than the one material. * Today I am going to discuss about different object are made up of different material * student will read the topic of the different object are made up of different points.</p>	<p>* my name is... * yes, madam. * yes, madam. * silence * To day we are discuss the topic</p>	<p>gy - sambot Plastic, rubber * student observed the steel scale.</p>	<p>steel</p> 
<p>Announcement of the topic</p>	<p>* student will read the topic of the different object are made up of different points.</p>	<p>* student read the text book from the page of the topic</p>		





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B-S-W	T.L.M
<p>* same - material as salt and some material are hard.</p>	<p>* FOR EXAMPLE COTTON and teacher. * similarly same material are shiny and same material are shiny. * which type of material are used to prepare object bar wood.</p>	<p>* student note down in their books. * chairs, doors, are shiny. * PUPIL listen carefully.</p>	<p>* same - material are shiny.</p>	
<p>Assignment</p>	<p>* student of we dipped about different objects are made up of different material</p>	<p>* student note down in their books.</p>	<p>* Name any five objects when are made up of move then two material</p>	





Preliminary Information

Name of the student teacher :

Register Number :

Roll No :

Subjects : Science

Class : VI

Topic : Light, shadows and Reflections.

Date : 15-02-24

Time : 45 minutes

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

Name of the supervisor : G. Raja Rao

I. Previous knowledge Assumed :- Students are able to understand the concept of light, shadows and reflections and in previous class.

II. Teaching Learning Points :- * material - wood, metal, judder, paint, * Different types of material are used to observe - them.

III. Teaching Learning material :-
 (i) Common acid : Duster, pointer, chalk board, black
 (ii) Models : mirror, chair and purple camera
 (iii) Charts : Showing the reflection of light.





Q) Reference books of 6th class in physical text book, Pedagogy in Physical science

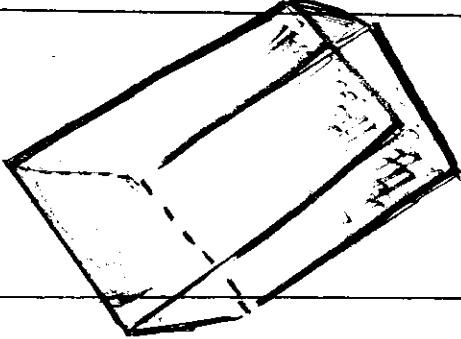
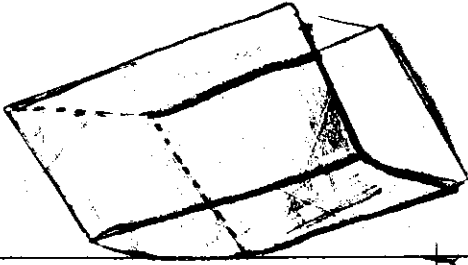
Q) Academic Standards:-

- (1) Can central understanding:- children are able to explain light, shadows and reflection.
- (2) Asking questions and making hypothesis:- children are able to ask question to understand light, shadows and reflection by making hypothesis on given-iss uep.
- (3) Experimentation and field investigation:- children are able to do experiment on their own by understand light, shadows and reflections.
- (4) Information skills and projects:- children are able to collect information about light, shadows and reflections and analysis systematically.
Teaching Learning Activity

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.B.W	T.L.M
Introducing	*good modeling student	* Good modeling teacher		

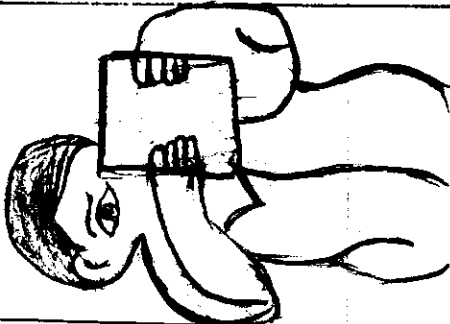




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	R.B.W	T.l.m
<p>Testing of previous knowledge. motivation.</p> <p>Announcement</p> <p>presentation</p>	<p>* I will make the student to learn the concept.</p> <p>* what is year name.</p> <p>* Do you finish your book best</p> <p>* what is year like</p> <p>* Today I am going to discuss about material and things</p> <p>* A student will read the topic of the light shadow and reflection of the concept and I will discuss about the topic.</p>	<p>* my name is...</p> <p>* Read, Sam--</p> <p>* yes, madam</p> <p>* student listen carefully</p> <p>* To buy of the pen is plastic and clip is iron</p>	<p>* All objects are fall down.</p> <p>* Today I am going to discuss about material light reflection and shadow</p>	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	O-O-W	T-L-OR
<p>Explaining</p>	<p>* In day to day life we can see several object has different activity.</p> <p>* The body of the pen is made of plastic and its cap is made of iron.</p> <p>* Today we have discussed about eight, shadows and reflections.</p>	<p>* student observed carefully.</p> <p>* children listen the topic.</p> <p>* student listen carefully.</p>	<p>* The body of pen is plastic and its cap is iron.</p> <p>* student structures of the pen.</p>	
<p>Recapitulation</p>	<p>* To know the knowledge of the student which I have explained. I would like to ask some question.</p> <p>* student if we discussed about eight shadow and reflection</p>	<p>* student listen carefully.</p> <p>* student note down in their books</p>	<p>* Name any give object which have only one more most typical.</p>	
<p>Assignment</p>				





Pre-eminence
 Name of the student teacher:

Register Number:

Roll NO :

Subject : Science

Class : VI

Topic : Electricity and circuit

Date : 16-02-24

Time : 45 minutes

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

Name of the supervisor : G. RAJARAO

Assumed :- Children are able to understand the concept of Electricity and circuit in previous class.

Teaching Learning points :- * methods of separation

* Electric cell with two wires attached to it.

Teaching Learning materials :-

- (1) common aid : Duster, pointer, chalk board, black board
- (2) model : Bulb, conductors, Electric cell, Electric circuit
- (3) charts : chart representing the method of separation.





Q Reference books :- 8th class science text book at A.P. Government Padra-
gody in Physical science.

Q Strategy of teaching :- Activity method, Lecture cum-demonstration meth-
od.

Q Academic standard :-

(1) conceptual understanding :- children are able to explain like example,
give compares and different of method of separation to explain the process
from text book
(2) ask questions and making hypothesis :- children are able to ask questions to understand
the concept of participate in discussions.


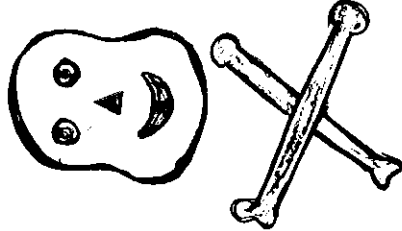
(3) Applications and making hypothesis :- children are able to appreciate man power
and attitude and have it.

(4) Application to daily life and concern to bio-diversity :- children are
able to unite scientific concept to face their daily life situations.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.S.O	T.L.M
interting	* good morning stu- dents.	* good morning - teacher.		

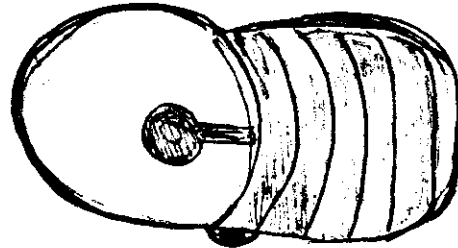




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.O.W	T.L.M
<p>Testing of previous knowledge</p> <p>motivation</p> <p>Announcement of the topic</p> <p>Presentation</p>	<ul style="list-style-type: none"> * For testing previous knowledge gained by the student. * what is your name. * Do you prepare food items. * Do you watch them. * Today we are going to discuss about method of separation * Reading the text book student will read the topic of the method of separation from the * In which method we remove small stones from dice 	<ul style="list-style-type: none"> * my name is * yes, madam. * yes, madam * we will remove small stone from dice. * science. 	<ul style="list-style-type: none"> * kitchen * Today I am going to discuss about electricity and -circuit. 	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	O.B.W	T.L.M
Expanding	<ul style="list-style-type: none"> * know Put a brown brew drops of oil on that sheart and again ed to see the bud. * eg using simple mat-hods of separating substance that are mixed together 	<ul style="list-style-type: none"> * you can see the bud but not every clearly to them. 	<ul style="list-style-type: none"> * Electrolysis to the bud note image tvcn elect ric cell 	
Conclusion.	<ul style="list-style-type: none"> * Today we have discussed about electricity and circuit. 	<ul style="list-style-type: none"> * colour and weight 	<ul style="list-style-type: none"> * sites and colour. 	
Recapitulation	<ul style="list-style-type: none"> * To know the knowledge of the student why it hard picking. 	<ul style="list-style-type: none"> * student listen carefully 	<ul style="list-style-type: none"> * the election 	<ul style="list-style-type: none"> bird and current.
Assignment	<ul style="list-style-type: none"> * student of we disperse about method of separation questions. 	<ul style="list-style-type: none"> * student note down their text book. 		





Preliminary Information
mmmmmmmmmm

Name of the student teacher :

Register Number :

Roll No :

Subject : science

Class : VI

Topic : A bulb connected to an electric cell.

Date : 19-02-24

Time : 45 minutes.

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

Name of the supervisor : G. RAJA RAO

I Previous knowledge Assumed of children are able to understand the concept of a bulb connected to an electric cell and in previous class.

II Teaching learning points :- * Electric cell with two wires attached to it.

III Teaching learning materials :- * Different arrangements of electric cell and bulb.

(1) Common aids : Dustbin, pointer, chalk board, black board.

(2) models : Bulb, conductors, electric cell, electric

(3) charts : Charts representing its electric bulb.





Reference books :- 6th class physics text book in Pedagogy science

Academic Standard :-

(1) Conceptual understanding :- children are able to explain the concept of a bulb connected to an electric cell, in previous class.

(2) Asking questions and making hypothesis :- children are able to ask questions to understand a bulb connected to an electric cell and to participate the

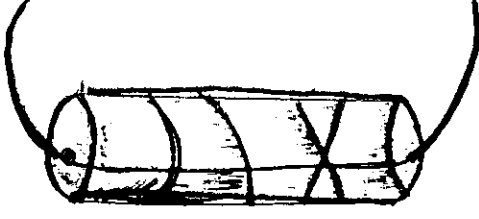
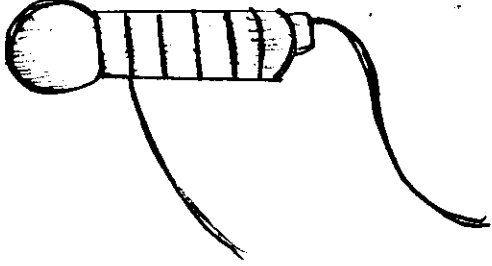
(3) Information Skills and Project :- children are able to collect information about a bulb connected to an electric cell.

(4) Experimentation and field investigation :- Peoples are able to understand given concepts in the text book children to understand to concept of a bulb connected to an electric cell.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	O.B.O	T.L.M
Understanding Testing of previous knowledge	* Good morning children * For testing previous knowledge gained by the student.	* Good morning madam.		





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.m
<p>motivation</p> <p>Announcement of the topic</p> <p>presentation</p> <p>Explaining</p>	<ul style="list-style-type: none"> * what is your name. * what is your father name. * what is your father occupation. * Do you visit the field time. * Today we are going to discuss about the topic about connected to an electric cell. * student will read the topic of the a build connected to an electric cell. * when the badminton get the mixture of dust and grain 	<ul style="list-style-type: none"> * my name is ... * my father name * occupation is ... * yes, madam. * student read the text book from the page. * student listen carefully. * student observed carefully. 	<ul style="list-style-type: none"> * badminton. * Today I am going to discuss about a build connected to an electric cell. 	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	O.B.O	T.L.O
	<p>* what we doing the barometer sensitivity the grain</p> <p>* In a wind day the barometer stands on a high Plate barometer.</p> <p>* The wind carried the husk barometer and the grains downward.</p> <p>* Today we are discuss about the topic maximum of grainy.</p> <p>* To know the knowledge of the student which I have explained</p> <p>* student of we discuss about I would like to ask questions.</p>	<p>* student like to the wind of our barometer.</p> <p>* student listen carefully.</p> <p>* student note down in their books.</p>	<p>* winnowing</p> <p>* why is high picking masses of the grainy winnowing.</p> <p>* electric bulb.</p>	





Preliminary Information :-

Name of the student : Teacher :

Register Number :

Roll No :
Subject : Science

Class : VI

Topic : Electric and circuits

Date : 20-02-24

Time : 45 minutes

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

Name of the supervising : G. RAJA RAO

II Previous knowledge Assumed :- Children are able to understand the concept of electric circuit and am previous class.

III Teaching Learning Points :- * Direction of current in an electric circuit * A home made torch.

IV Teaching Learning Material :-

- (1) common aid : Duster, pointer, chalk, board, black board.
- (2) model : Bulb, conductor, Electric cell, Electric circuit
- (3) charts : Charts representing torch.





Reference books :- 6th class physics text book in Pedagogy of science.

Academic Standard :-

(1) conceptual understanding :- To explain the examples, give reasons and give comparisons of the text book.

(2) Asking questions and making hypothesis :- To understand the questions to verify of concepts to translate objects and make hypothesis on given issue.

(3) Experimentation and field investigation :- children are able to understand given concept in the text book children to understand the concept of an electric.

(4) Information skills and Application to daily life :- bio-diversity :- children are able to utilize scientific concepts, of semi-conductors.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D-S-W	T-L-M
Greeting	* Good morning. Children	* Good morning of madam		
Testing of previous knowledge	* For testing previous knowledge			





STEPS	TEACHER ACTIVITY	PURSEL ACTIVITY	B.G.W	T.L.M
<p>motivation</p> <p>Announcement of the topic</p> <p>Exclaiming</p>	<ul style="list-style-type: none"> * what is yeast name * Do you know yeast - bread yeast. * which filter do you use. * How many integrals are required to prepare idly. * Today we are going to discuss about the topic of sedimentation. * Reading the text. student will read the topic of the Sedimentation from the page and note down the topic. * Take a mixture of Soil and water in a 	<ul style="list-style-type: none"> * my name is --- * yes, madam, * Idly * Black gram, idly, gale and white amount of salt * the black gram is soaked into the water. * by using the weight of the black gram of compressed to 	<ul style="list-style-type: none"> * Idly - preparation * grinder ... * today we are going to dip cup about the topic 	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D-B-W	T-L-M
<p>conception.</p> <p>Recapulation</p> <p>Assignment</p>	<ul style="list-style-type: none"> * what do you observe * How many materials are mixed are into the soil. * Do you look at the glass then what do you observed them. * Today we are discussed about the topic of sedimentation. To know the knowledge of the school which would like to ask same questions * children are discussed about the lesson. I would like to the given some questions 	<ul style="list-style-type: none"> * silence. * student note down in their books. * children discuss about the topic * we listen carefully. 	<p>* student</p> <p>* to day we care going to discuss topic</p>	





Preliminary Information:-
 Name of the Student teacher:-

Name of the Student teacher:-

Registered Number:-

Roll NO :-

Subjects :- Science

Topic :- Electric Switch.

Date :- 21-02-24

Time :- 45 minutes

Name of the school :- Z.P.H.S Tattiwada

Name of the Supervisory :- G. Raja Rao

Assumed :- Children are able to understand the concept

II Previous knowledge and in previous class.

III Teaching Learning points :- A switch in an position

IV Teaching Learning material :-

* An electric circuit circuit with a switch.

(1) common :- duston, pointer, chalk board, black board.

(2) modely :- BUILD, CONDUCTORS, ELECTRIC CELL, ELECTRIC

(3) checky :- chart, segregation the tamulent objects.





Reference books :- 6th class Physics text book, Pedagogy in Physics.

Academic Standard :-

(1) Conceptual Understand :- children are able to explain, like example give reason and give comparison and explain the topic Electric switch.

(2) Asking question and making hypothesis :- children are able to ask question to understand clarity of concepts to translate objects and make hypothesis on given issue

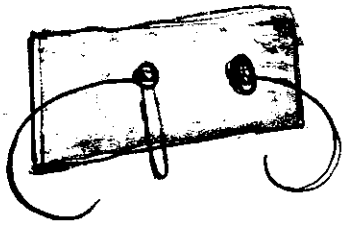
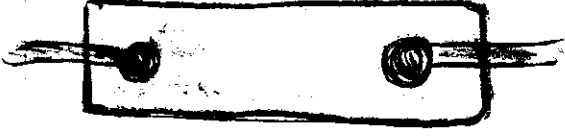
(3) Experimentation and Inquire :- children are able to understand and given concepts in the text book children to understand the concept of Electric switch.

(4) Application to daily life and Concern to biodiversity :- children are able to write scientific or contain for their daily like situation.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	T.L.M
Greeting	* Good morning or madam.	* Good morning or madam.	T.L.M





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	R.S.W	T.L.M
<p>Testing of previous knowledge -</p> <p>motivation</p>	<p>→ For testing the previous knowledge gained by the student</p> <p>→ what is your name</p> <p>→ Take some solid and observe which particles are able.</p>	<p>→ my name is---</p> <p>→ may use user soil and electric</p>	<p>* Electric board</p>	
<p>Announcement of topic</p> <p>presentation</p>	<p>→ Today we are going to discuss about the topic of decomposition</p> <p>→ student are read the topic of the decomposition and note down the important point about the topic.</p>	<p>→ solid settle down at the electric circuit</p> <p>→ solved read the text book.</p>	<p>* we are going to discuss the topic of switch.</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.M
<p>Explaining</p>	<p>* After separation of mud and sand into the glass solution to the light.</p> <p>* The switch on the light then to lighting the electric bulb.</p>	<p>* student read the text book.</p>	<p>* Today we are going to discuss about the electric switch.</p>	
<p>Conclusion</p>	<p>* Today we are discussing about the topic of electric switch.</p>	<p>* student listen carefully.</p> <p>* student note down text book.</p>	<p>* The circuit of their example.</p>	
<p>Recapitulation</p>	<p>* To know the knowledge about student which I have explained. I will ask same question.</p>	<p>* student note down their text book.</p>		
<p>Assignment</p>	<p>* Student of we discuss the topic</p>			



- Preliminary Information -

Name of the student teacher :

Register Number :

Roll NO :

Subjects : Science
: VI

Class :

Topic : Electric Conductors and Insulators

Date : 22-02-24

Time : 45 minutes

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

Name of the Supervisor : G. RAJA RAO

II Previous knowledge Assumed :- Children are able to understand the concept of the Electric conductors and Insulators and in previous class.

III Teaching Learning points :- * A conduction tester testing whether the bulb glows when the tester in contact with a key.

IV Teaching Learning material :-

- (1) Common acid : Duster, pointer, clock board, black board.
- (2) Model : Bulb, Conductors, Electric cell, switch
- (3) Charts : Charts representing the experiment.





Reference books :- 6th class text book in A.P Government, Pedagogy in Physical Science.

Academic Standard :-

(1) Conceptual Understanding :- children are able to explain the topic Electric - conductors and Insulators and in previous class.

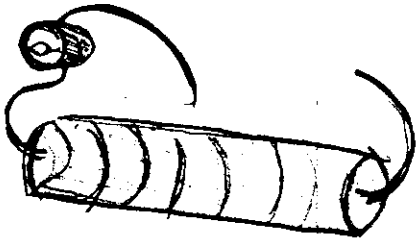
(2) Asking questions and making hypothesis :- children are able to ask questions to understand the clarity of concepts to evaluate objects and makes hypothesis on given issue.

(3) Experimentation and field investigation :- student are able to understand, given concepts in the text book children to understand the concept of Electric, conductors and Insulators.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	O.S.O	T.L.M
understanding Testing of previous knowledge.	* Good modeling children. * For testing the previous knowledge gained by the student.	* Good modeling teacher.		

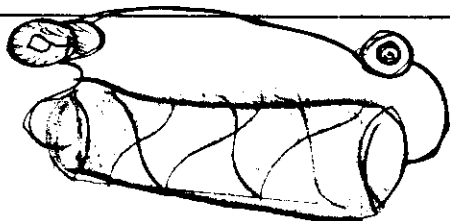




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.O.W	T.L.m
<p>motivation.</p> <p>Announcement of the topic.</p> <p>presentation</p> <p>Exploving.</p>	<ul style="list-style-type: none"> * what is your name. * Do you wake up early. * which time it is? * Do you like tea? * How will you spend tea time * How will you spend tea time * Today I am going to discuss about Electronic conductors and insulators. * Take a sheet of white paper and try to see a printed word through it. * How put a few drops of oil on that sheet and again to the bulb. 	<ul style="list-style-type: none"> * my name is --- * yes, madam, * at 6 o'clock, * yes, madam * Tea, level are - stem by using a sieve. * The wheat being sieved in the kitchen room. 	<ul style="list-style-type: none"> * Electronic battery. * Today we are going to discuss about the topic Electronic conductors and insulators. 	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.G.W	T.l.m
	<p>* The wheat participate are very same and class though the note of a silver.</p> <p>* The suppository begins are being substance in a mixture.</p> <p>* TO day we are going to discuss about Electric conduction and insulators.</p> <p>* TO know the knowledge of the student which I have explained.</p> <p>* students are discussed about the topic in given text book.</p>	<p>A student listen carefully.</p> <p>* student listen carefully.</p> <p>* student note down their text book.</p> <p>A student note down the text book.</p>	<p>Electric circuit in passing through the electric circuit.</p> <p>* getting in internet.</p>	





Pdellimintay Sambodhanion:-

Name of the student teacher:

Registered Number:

Roll No :

Subject : Science

Class :- VI

Topic : Fun with magnetic

Date :- 23-02-24

Time: 45 minutes

Name of the school :

Z.P.H.S Talawada

Name of the supervisor :-

GT. RAJA RAO

are to understand the concept.

II Previous knowledge

of fun with magnet and in previous class.

III Teaching learning points :-

* Picking up iron waste.

* same common items that have magnets inside them.

IV Teaching learning materials :-

- (1) compass, dust, pointer, chalk board, black
- (2) magnets : compass, magnet, North Pole,
- (3) charts : charts representing the objects.





Reference books :- 6th class Physics text book, in pedagogy of physical science

Academic Standard :-

(1) Concept, understanding :- children are able to explain the topic Fun with magnets.

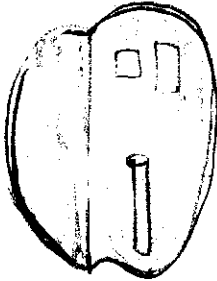
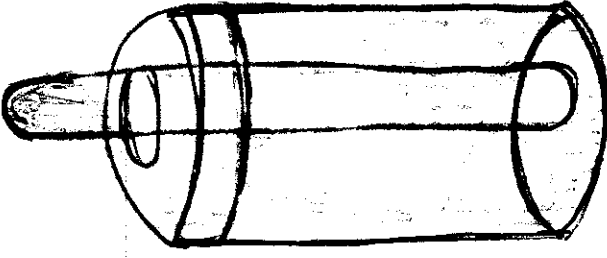
(2) Asking questions and making hypothesis :- children are able to ask questions to understand the clarity of concepts to translate the objects and given issues.

(3) Experimentation and field investigation :- children are able to understand and given concept in the text book children to understand the concepts of Fun with magnets.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.O.W	T.L.M
Introducing	* Good morning - Children	Good morning teacher.		
Testing of previous knowledge	* For asking the previous knowledge gained by the student			





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.M
<p>motivation</p> <p>Announcement of the topic</p> <p>presentation</p> <p>Explaining</p>	<ul style="list-style-type: none"> * what is your name. * when low voltage of magnet is occurred. * do you observed the magnet FUM. * can you explain them. * to day we are going to discuss about the topic FUM with magnet. * student will read the topic of the we saw bottom the page. * Take water in a bucket and discovered the bucket in it can see the charge. 	<ul style="list-style-type: none"> * my name is --- * salt water --- * Yes, madam. * student read the text book carefully. * listen, carefully. * No, madam. 	<p>* Yes madam.</p> <p>* To day I am going to discuss about FUM with magnet.</p> <p>* Not sure magnet.</p>	 





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.M
	<p>* why could not filter the salt brown tea water.</p> <p>* Filter this mixture with the help of filter paper.</p> <p>* TO day we are going to discuss about the topic FUM with mag-mets.</p>	<p>* NO, madam</p> <p>* student listen carefully.</p>	<p>* ye, I will do the test in the sea water.</p>	
<p>conclusion.</p>	<p>* TO know the knowledge of the student which have explained the topic.</p>	<p>* student observed be carefully.</p>	<p>* Today we are going to discuss about the topic FUM with mag-mets.</p>	
<p>Assignment</p>	<p>* Student of we discussed about situation.</p>	<p>* student note down their text book.</p>		





Preliminary Information:

Name of the student teacher:

Register Number:

Roll No:

Subject: science

Class: VI

Topic: magnetic and non-magnetic materials

Date: 26-02-24

Time: 45 minutes

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

Name of the supervisor: Mr. Rajarao

IV Previous knowledge Assumed :- children are able to understand the concept of magnetic and non-magnetic material and in previous class.

V Teaching Learning Points :- * magnet with many iron filings.
* Few iron filings and

VI Teaching Learning methods :- * No iron filings sticking to it-

- (1) common aid: dust, pointer, chalk board, black board.
- (2) model: compass, magnet, North pole, South pole
- (3) charts: charts depicting the Fragment objects.





Reference books :- 6th class Physics text book in Ready in Physical Science.

Academic Standards :-

(1) Conceptual Understanding :- children are able to explain the concept of the topic magnetic and non-magnetic materials.

(2) Asking questions and making hypothesis :- children are able to ask questions to understand the validity of concepts to translate the concept of translate and make hypothesis on given issue.

(3) Experimentation and field investigation :- children are able to understand given concepts in the text book children to understand the concept of magnetic and non-magnetic materials.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.S.W	T.L.M
Greeting Testing of Previous Knowledge	* Good morning children * For testing previous knowledge gained by the student.	* Good morning teacher.		

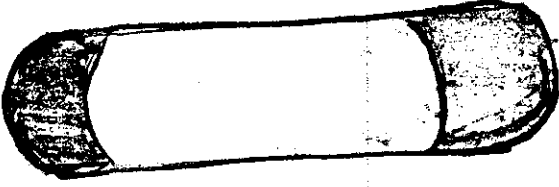




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.M
<p>motivation</p>	<ul style="list-style-type: none"> * what is yeast name * Do you like sweet. * which type of sweet are like. * sugar is solid and water is liquid 	<ul style="list-style-type: none"> * my name is --- * yes, madam --- * Laddu, kaja and etc. * yes, madam. 	<ul style="list-style-type: none"> * Spoon/stand * magnetic material 	
<p>Announcement of the topic</p>	<ul style="list-style-type: none"> * Today I am going to discuss about the topic magnetic and nonmagnetic. 	<ul style="list-style-type: none"> * yes madam 	<ul style="list-style-type: none"> * To day we are going to discuss about magnetic and non-magnetic material. 	
<p>Presentation</p>	<ul style="list-style-type: none"> * Take a sheet of white magnetic take a sheet of stand to carry the magnet * Kow pulta bew distance isen stand to attach the magnetic material 	<ul style="list-style-type: none"> * student read the text book carefully. * write down the topic. 	<ul style="list-style-type: none"> * magnetic material. 	
<p>Explaining</p>				





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.B.W	T.L.M.
	<ul style="list-style-type: none"> * continue heating till and all the better iron it can attached to it. * magnetic material do the rust at a iron-stand- * TO day we are going to discuss about the topic magnetic and non magnetic material. 	<ul style="list-style-type: none"> * student observed carefully. * student listen carefully. 	<ul style="list-style-type: none"> * Iron and magnetic material. * Iron stand and magnet 	
Conclusion.	<ul style="list-style-type: none"> * TO know the knowledge of the student which I have explained. 	<ul style="list-style-type: none"> * children are like to the topic 	<ul style="list-style-type: none"> * what is magnetic material. 	
Recapitulation Assignment	<ul style="list-style-type: none"> * student as we discussed about transparent object. I would like 	<ul style="list-style-type: none"> * student note down in their text book. 	<ul style="list-style-type: none"> * TO see the topic about the concept 	





Preliminary Information

Name of the student-teacher:

Register Number:

Roll No:

Subject: Science

Class: VI

Topic: Finding Directions

Date: 28-02-24

Time: 45 minutes

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

Name of the supervisor: G. RAJA RAO

I Previous knowledge Assumed: Children are able to understand the concept of finding directions and in previous class.

II Teaching Process: A boxy base suspended from magnet along comes to rest in the same direction.

III Teaching Learning Material:

- (1) Common acid: Duster, Paper, chalk board, black board
- (2) Muddy: compass, magnet, negative, south pole.
- (3) Charts: charts representing the transparent object.





Reference books :- 6th class Physics text book in A.P Government pedagogy in Physical Science.

Academic standards :-

- (1) concentued understanding :- children are able to explain Finding directions.
- (2) Asking questions and making hypothesis :- children are able to ask questions to understand the clarity of concepts to elaborate objects and makes hypothesis on given issue.
- (3) Experimentation and Field investigation :- children are able to understand given concept in the text book children to understand the concept of Finding direction.
- (4) Application to daily life and concern to bio-diversity :- children are able to utilize scientific concept of face their daily like situation and able to show concern to understand to bio-diversity.

STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	D.O.W	T.L.M
Greeting	* good morning children	* good morning Sir.		

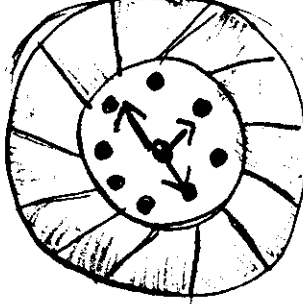




STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	O.O.W	T.L.M
<p>Testing of previous knowledge</p> <p>motivation</p> <p>Announcement of the topic</p> <p>presentation</p>	<p>* For testing previous knowledge gained by the student. I will ask same questions.</p> <p>* what is your name</p> <p>* what is your brother name.</p> <p>* Today we are going to discuss the topic Finding directions.</p> <p>* Take a text book - student will read the topic ask the method get your own directions water from the given topic</p>	<p>* my name is ---</p> <p>* my brother name</p> <p>* student to discuss the class in given topic</p> <p>* student read the text book - from the given page.</p>	<p>* student carefully listen the text book.</p> <p>* Today I discussed about the topic binding direction</p> <p>* magnet direction is always the same direction</p>	





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.S.O	T.O.M
<p>Explaining</p>	<p>* Now put a few drops of oil that sheet and again to see the * In the first case you can't see the two seconds.</p> <p>* TO day we have discussed about the binding dissections.</p>	<p>* you can see the direction when the position of properties of magnets.</p>	<p>* A heavy suspended bar magnet.</p>	
<p>Conclusion.</p>	<p>* TO know the knowledge of the student which I have explained</p>	<p>* student listen carefully.</p>	<p>* TO bind out the direction</p>	
<p>Recapitulation.</p>	<p>* student of we discussed about fragment object I would like to give some object.</p>	<p>* student note down their text book.</p>	<p>* what is called to magnet object.</p>	
<p>Assignment.</p>				





Preliminary
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Name of the student teacher:

Register Number:

Roll NO :

Subjects : science

Class : VI

Topic : make your own magnet

Date : 29-02-24

Time : 45 minutes.

Name of the school : Z.P.H.S. TADILWAG/A

Name of the supervisor: G. RAJA RAO

Assumed :- children are able to understand the concept

Previous knowledge :-

make your own magnet and in previous class.

Teaching Learning Point :-

making your own magnet

Teaching Learning material :-

(1) common acid : Duster, pointer, chalk board, black board,

(2) models : compass, magnet, South Pole, South Pole,

(3) charts : charts representing the magnetic objects.

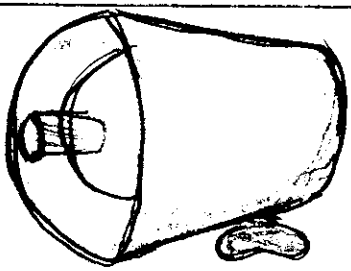




<p><u>Q</u> can conceptual understand = children are able to explain make your own magnet</p> <p>(i) <u>Asking questions and making hypothesis</u> = children are able to explain make questions to understand the clarity to translate objects and makes hypothesis on a given issue.</p> <p>(ii) <u>Experimentation and field investigation</u> = children are able to understand the given concepts in the text book children to understand the concepts of the topic make your own magnet.</p>	<p>PURPOSE ACTIVITY</p>	<p>D.O.W</p> <p>T.L.M</p>
<p>STEERING</p> <p>TESTING OF PREVIOUS KNOWLEDGE</p> <p>MOTIVATION</p>	<p>TEACHER ACTIVITY</p>	<p>* GOOD MORNING - madam.</p> <p>* YES, madam,</p> <p>* MY NAME IS -</p> <p>* YES, madam,</p>
<p>STEERING</p> <p>TESTING OF PREVIOUS KNOWLEDGE</p> <p>MOTIVATION</p>	<p>TEACHER ACTIVITY</p>	<p>* GOOD MORNING - children.</p> <p>* FOR TESTING PREVIOUS knowledge gained by the student</p> <p>* WHAT IS YOUR NAME.</p> <p>* DO YOU CELEBRATE FESTIVAL</p>
<p>STEERING</p> <p>TESTING OF PREVIOUS KNOWLEDGE</p> <p>MOTIVATION</p>	<p>PURPOSE ACTIVITY</p>	<p>* TO PROVIDE THE TOPIC OWN MAGNET</p>





STEPS	TEACHER ACTIVITY	PUPIL ACTIVITY	B.O.W	T.L.M
<p>Announcement of the topic</p> <p>presentation</p>	<p>* TO day I am going to discuss about the topic make your own magnet.</p> <p>* student will read the topic of the sublimation bottom the page.</p> <p>* Now put a few of magnet in your piece of iron.</p>	<p>* student listen be carefully.</p> <p>* children note down the text book.</p>	<p>* now take a bar magnet and place one of its poles.</p>	
<p>Explaining</p> <p>conclusion.</p> <p>Assignment</p>	<p>* TO day we have discussed about make your own magnet.</p> <p>* student as we discussed about sublimation. I would like to some activities.</p>	<p>* student observed carefully.</p> <p>* student note down their text book</p>	<p>* what you see the topic</p> <p>* The magnet etc of our own magnet</p> <p>* To give a magnet your own magnet</p>	