



Lesson plan - 1

Subject: physical science

topic: What do animals eat

time: 45 mins

class: VIII

Date: 14/06/2024

II. Understanding of Content:-

→ Student able to know what do animals eat.

→ Students able to know regarding the types of food eaten by animals what major groups can be made?

III. Appropriate and sensitivity:-

→ Student able to know what they usually eat.

→ Student able to know animals do to find their food.





<p>→ Student able to know about hypothes all types of animals take some food (or) not.</p> <p>→ Student to understand know about different animals.</p> <p>→ Student to understand observe every.</p>		
<p>Steps</p> <p>1) Introduction greeting.</p> <p>2) Mind mapping</p>	<p>Teacher Activity</p> <p>Good morning students. How are you all</p> <p>The teacher asking some questions for testing their knowledge.</p>	<p>Black board works</p> <p>T.C.M</p>





<p>Steps</p>	<p>Teacher Activity</p> <p>→ What we call the depend on plant.</p> <p>→ What we call the depine on Animals.</p>	<p>Black bread works</p> <p>T.L.M</p> <p>What do animals eat?</p> <p>If you are identify tell me that words</p> <p><u>Herbivores</u>: Animals that depends <u>Omnivores</u>. only on.</p>
<p>III. Announcement of the topic</p> <p>IV. Recognizing key words</p>	<p>→ What we call the depend on plant.</p> <p>→ What we call the depine on Animals.</p>	<p>What do animals eat?</p> <p>If you are identify tell me that words</p> <p><u>Herbivores</u>: Animals that depends <u>Omnivores</u>. only on.</p> <p>→ Animals depend on plants</p>





Steps	Teacher Activity	Blacks based works	T.L.M
<p>V. Performing the activity understanding names of animals and what concept explanation eat / drinks.</p>	<p><u>Omnivores</u>:- Animals that take food both from plants and animals.</p> <p><u>Activity</u>:- Student now use some</p>	<p>→ Animals on other animals</p> <p>→ Animals that take food both from plants &amp; animals</p>	<p>→ Card board, test books, flash card, charts.</p>
<p>VI. Demonstration discussion.</p>	<p>→ plants and animals are the main sources of food in tools to finally take food into mouth.</p>	<p>→ Card board, test books, flash card, charts.</p>	<p>→ Card board, test books, flash card, charts.</p>
<p>VII. Evaluation and closing.</p>	<p><u>Questioning</u>:-</p> <p>→ what do you think the dog does to find its food.</p>	<p>→ what do you think the dog does to find food.</p>	<p>→ what do you think the dog does to find food.</p>





## Lesson plan - 2

Subject: Physical science

Topic: Rain - where does it come from.

Time: 45 mins.

Class: VIII

Date: 15/06/24

### II. Understanding of Content:

- Student able to know why do we get rain.
- Student understand types of the water forms and explains the Condensation of water into other forms.
- Student know about what is cloud and how all clouds forms.

### III. Appropriate and Sensitivity:

- Student able to ask about where do the rains come from.





- Student able to understand about why do clouds rain.
- Student are able to explain the process of getting rains.
- Student able to participate in the field investigation and of the situation for rain occurring.

Steps	Teacher Activity	Black board works
I. Introduction	Good morning Students.	T.C.M.
a) Greeting	Good morning madam.	
b) Mind mapping.	The teacher asking some qu-	
c) Announcement of topic.	estions for previous knowledge. → Day students today we are Known about rain. Where Come from?	Rain! where does it






Steps	Teacher Activity	Black board works	T.L.M
<p>d) Recognizing key words.</p> <p>e) Performing the activity understanding the concept.</p>	<p>does it come from?</p> <p>→ from these words we all observed the water is available in nature in these forms.</p> <ol style="list-style-type: none"> <li>i) Solid form.</li> <li>ii) Liquid form</li> <li>iii) Gaseous form.</li> </ol> <p><u>Activity:-</u></p> <p>Take some water in a glass.</p> <p>water changes do you observe.</p>	<p>→ Solid form</p> <p>Liquid form</p> <p>Gaseous form.</p> <p>→ Water vapour</p> <p>evaporation, Condensation, Snow.</p>	<p>T.L.M</p>





<p>Steps</p>	<p>Teacher Activity</p> <p>On the outer surface of the glass? You observe formation of small drops of water on the outer surface of the glass.</p> <p><u>Explanation:-</u> Ice-Cold water in the glass cools its surface around the glass content.</p>	<p>Blair board works</p> <p><u>Diagram:-</u></p>  <p>→ Condensation.</p> <p>→ test books, charts, charts.</p>	<p>T.C.M</p> <p>→ Students what do we learnt today in the class.</p>
<p>A) Demonstration discussion.</p> <p>B) Evaluation</p> <p>C) Question.</p>	<p>→ Students what we learnt today in the class.</p> <p>What you understand from these lesson.</p>	<p>→ test books, charts, charts.</p>	<p>→ Students what do we learnt today in the class.</p>





## Lesson plan - 3

Subject: Physical science.

Topic: Playing with magnets.

Time: 45 mins

Class: VIII

Date: 17/06/24

### II. Understanding of content :-

→ Student will be able to know the meaning of magnets.

→ Students will be able to explain the different shapes of magnets.

→ Student will be able to understand about shapes of different magnet.

### III. Appropriate and sensitivity :-

→ Children are able to ask questions and understand the different





materials of magnetic attract.

→ They had participate in discussions with the colleagues.

→ They are able to make hypothesis on magnet and non-magnetic materials.

Steps

I. Introduction.

a) Greeting.

b) Mind mapping.

c) Announcement

Teaching Activity

Good Morning students.

Good Morning Madam.

What is this children?

It's Magnet.

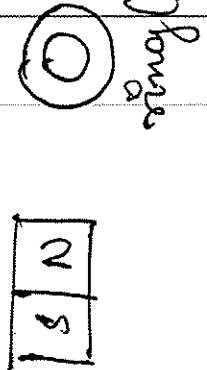
Today we will discuss more

Black board works

T.I.M.

→ It's Magnet.



<p>Steps of the topic:</p> <p>d) Recognizing key words.</p> <p>e) Performing the activity of Understanding concept</p>	<p>Teaching Activity about the topic "playing with magnets".</p> <p>Students tell me some words after they read.</p> <p>Activity: Take a pin holder, Drop some pins, Jump-clips, pieces of paper, sails, pencils</p>	<p>Black board work</p> <p>→ "playing with Magnets".</p> <p>Magnet disengagement</p> <p>shoe magnet magnetic materials, Non-magnetic materials.</p> <p>→ pin, safety pins, iron balls etc...</p>	<p>T.L.M.</p> <p>shoeing pin makers.</p>  <p>ring (m)</p>
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Steps	Teaching Activity	Black board work	T.L.M
	<p>into it. what do you observe?</p>		
<p>f) Demonstration of Discussion</p>	<p>Now, I will show you a charts, fill them a material by magnet around.</p>	<p>Magnetic substances non-magnetic substances.</p>	
<p>g) Evaluation</p>	<p>→ what are the magnetic materials? → Explain different types of materials.</p>	<p>→ what are the magnetic materials?</p>	





## Lesson Plan - 4

Subject: physical science

topic: playing with magnets.

time: 45 mins.

class: VIII

Date: 18/06/24

### III. Understanding of Concept :-

→ Children are able to explain how the iron filings attracted on both sides of a magnet.

→ They are able to compare and identify the difference between the north and south poles of magnet.

### III. Appropriate and sensitivity :-

→ They are able to clarify the concepts about the places of magnet.





→ They are able to make hypothesis about which type of practices can a magnet attracts.

→ It is possible to separate the magnetic substance with the help of magnet.

Steps

I. Introduction

a) Greeting.

Good Morning children.

Good morning Madam.

-How are you all?

Fine Madam.

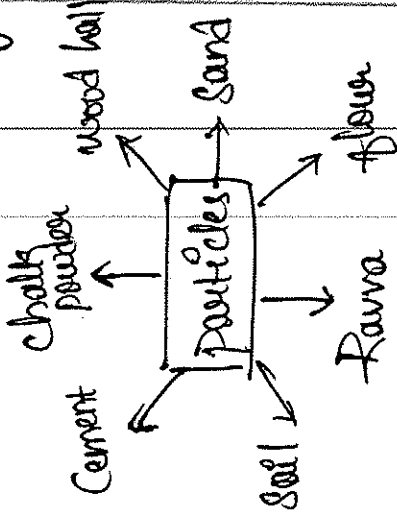
b) Mind mapping. Tell me the small particles.

Teaching Activity

Black board works

T.C.M.



<p>Steps</p>	<p>Teaching Activity</p> <p>which are available.</p> <p>Today we will discuss about the Question that is possible to inform from soil.</p> <p>Tell me the words which you identify.</p>	<p>Black board Activity</p> <p>7.11.11.</p>  <p>Can we separate iron fillings from the poles of the magnet directional properties of the magnet.</p> <p>Darks particles, iron fillings, Poles, Uniform</p>	<p>c) Announcement of the topic.</p> <p>d) Recognizing key words.</p>
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<p>Steps:</p>	<p>Teaching Activity</p>	<p>Black board works</p>	<p>T.L.M.</p>
<p>e) performing Activity.</p>	<p>We can observe the iron filling can be attracted by a magnet in the soil.</p> <p><u>Activity</u>:- Take a small bar magnet now roll it in soil of our school play ground. What you observe now?                  → Some particles get sticks.</p>	<p>Pattern, spread paper sheet scattered, present.</p>	<p>showing bar magnetic.</p>
<p>Some particles get sticks magnet.</p>	<p>Some dark particles get sticks into the magnet.</p>	<p></p>	<p></p>



Lesson plan - 5

Subject: Physical science

Topic: Motion and time

Time: 45 mins.

Class: IX

Date: 19/06/24

### II. Understanding of Content:-

- Student able to know about types of motion.
- Student able to know different types and each type is depend  
- ent on a particles functions.
- Student able to ask about concept of direction of motion what difference -

### III. Appropriate and sensitivity:-

- Student able to explain the concept about types of motion.





- Explain with achieve and give more examples.
- Student able to explain the types of motion.

Steps

I. Introduction.

a) Greeting.

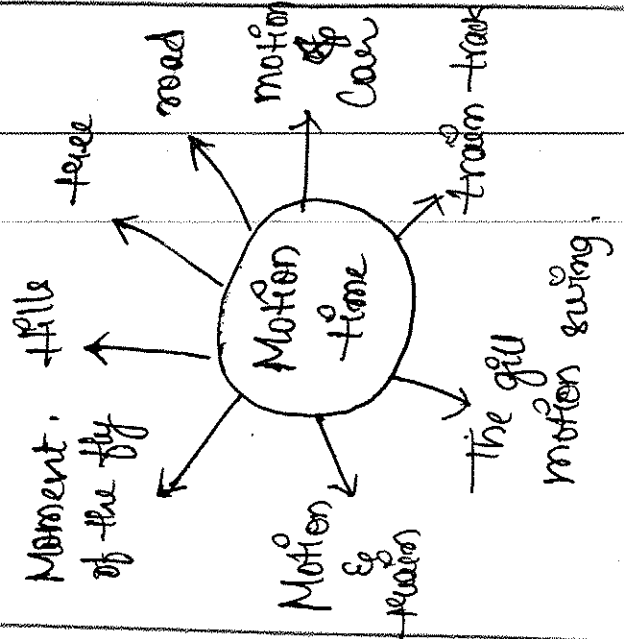
b) Mind mapping.

Teacher Activity

Good Morning children.

- Good morning madam

Black board works



T.C.M.



	Blacks Board works	T.C.M.
<p>Steps</p> <p>c) Announcement of the topic</p>	<p>Teacher Activity</p> <p>→ So we are discuss about "Motion, rest &amp; time".</p> <p>→ Students open your text books.</p>	<p>→ Motion rest &amp; time.</p>
<p>d) Recognizing key words.</p>	<p>children tell me what are you observe the key points &amp; key words.</p> <p>Motion, rest Uniform, now Uniform, distance.</p>	<p>→ Motion, rest, Uniform, non-Uniform, Distance.</p>





<p>Steps</p>	<p>e) performing the Activity.</p>	<p>Blair board works</p>	<p>7.1.11</p>
<p>Teacher Activity</p>	<p>Activity:- Observing certain motions:- Observe the following picture Hence even the picture have some motion - No. In first picture of the motion of the hand have in uniform portion.</p>	<p>The distance between you and the land math like launch of trees, pots etc...</p>	



Lesson plan-6

Subject: Physical science

Topic: Food components

Time: 45 mins.

Class: IX

Date: 20/06/24

II. Understanding of Content:-

- Childrens are able to explain about components of that are present in different kinds of fruits and vegetables.
- Childrens can give examples of food components present in different food materials.
- children can explain process such as testing of different food





Components in food material given.

III. Appropriate and Sensitivity:-

- why the amount of each components varies from one type to another?
- what food do you eat everyday?.

Steps

I. Introduction.

a) Greeting.

Teacher Activity

Good morning children.

Good morning Madam.

How are you all?

Black board work

T.L.M.





<p>Steps</p>	<p>Teacher Activity</p> <p>Time Madam.</p> <p>Children please say some names of food you eat daily.</p> <p>Children today we will discuss about "Food Components".</p>	<p>Blacks board work</p> <p>T.L.M.</p>
<p>b) Mind mapping.</p>	<p>→ Roughages, Constipation, Steward, Gourd.</p>	<pre> graph TD     food((food)) --&gt; Dosa     food --&gt; Pulihora     food --&gt; Chapati     food --&gt; Sambhar     food --&gt; Biryani     food --&gt; Poha     food --&gt; Idly             </pre>
<p>c) Announcement of the topic.</p>	<p>→ Roughages, Constipation, Steward, Gourd.</p>	<p>→ "Food Components"</p>
<p>d) Recognizing key words.</p>	<p>→ Roughages, Constipation, Steward, Gourd.</p>	<p>→ "Food Components"</p>





Steps	Teacher Activity	Black board works	T.L.M.
<p>e) performing the Activity.</p>	<p>→ Collect some vegetables like ribbed gourd, brach finger, potato etc...</p> <p>→ Do you find some fine stollen head like structure?</p>	<p>→ Mango</p>	<p>→ mango.</p>
<p>f) - Demonstration discussion.</p>	<p>→ Roughages or deficiency fibre:-</p> <p>→ It is a kind of Carbo</p> <p>→ hydrates that on body fails</p>	<p>→ Roughages</p> <p>Dran shreded wheat Cereals.</p>	



Lesson Plan - 7

Subject : physical science

topic : Habitat

time : 45 mins.

class : IX

Date : 21/06/24

II. Understanding of content :-

children are able to explain the concept habitat & different organisms present in a live pond as their habitats. children are able to appreciate mass power in understanding the several organisms present on the different regions pond.

III. Appropriate and sensitivity :-



→ childrens are able to ask questions to which animals & plants live on the surface mid water pound margins & bottom of the pound?  
 → why do they diffenseses.

Steps

I. Introduction.

a) Greeting.

Good morning children

Good morning Madam.

How are you all students.

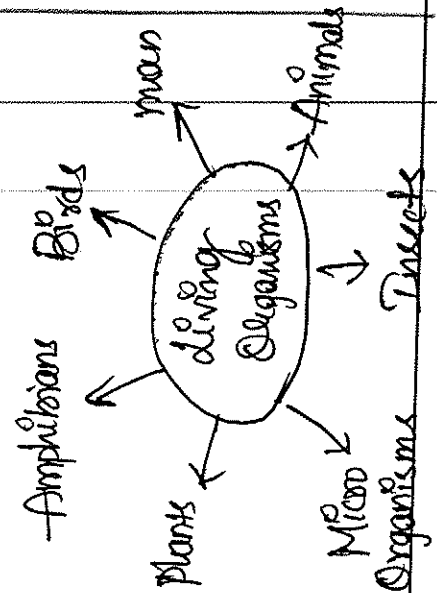
Deer children, say some

Organisms which you see

Teaching Activity

Black board work

T.C.M.





Steps	Teaching Activity around you.	Blacks board works
<p>c) Announcement of the topic.</p> <p>d) Recognizing key words.</p> <p>e) Performing</p>	<p>Children today we are going to learn about "Habitat"</p> <p>Habitat - Surrounding which means the need of a practical Oxygen.</p> <p>The action of secondary on careful material resource</p> <p>Activity:- who lives where</p>	<p>→ "Habitat"</p> <p>Habitat -                      Pound                      Mid - water                      Pound                      Water -</p>





Steps

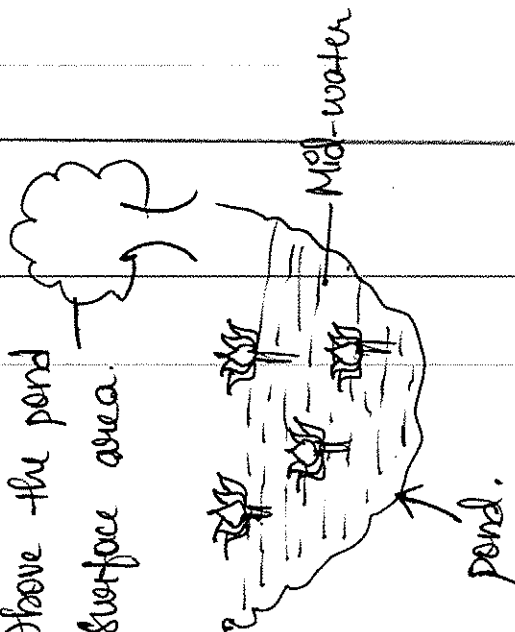
the Activity:

Teaching Activity

- List some Organisms which you see around you.
- Mention where in each organism found most of them in a table write the names of the Organisms.

Black board works T.L.M.

Above the pond  
Surface area.





## Lesson plan - 8

Subject: Physical science

Topic: Speed - dispersal

Time: 45 mins.

Class: IX

Date: 22/06/24

### II. Understanding of Content:-

- The childrens are able to understand the concept of seed dispersal through different agents.
- The children are able to cite examples such as seed dispersal through air water.
- The children are able to differentiate between use of different mechanisms.





→ The childrens are able to give reasons for mechanism of air water.

III. Appropriate and Sensitivity :-

- How seeds get transfer from plants to plant?
- what are mechanisms of seed get transferred?
- what seeds get required to transfer?

Steps

I. Introduction

a) Greeting.

Good morning children.

Good morning madam.

How are you?

Teaching Activity

Black board works

T.C.M.





<p>Steps</p>	<p>Teaching Activity</p>	<p>Black board works</p>	<p>T.C.M</p>
<p>b) Mind mapping.</p>	<p>→ It's fine.                  → Children do you know seeds?                  → How they transfer from one plant to another?</p>		
<p>c) Announcement of the topic.</p>	<p>Students, today you are going to learn about topic "Seed dispersion".</p>	<p>→ "seed dispersion".</p>	
<p>d) Recognizing key words.</p>	<p><u>Seed dispersal</u> :- seeds carried from one place to another.</p>	<p>→ seed dispersal                  Colteropis                  propel.</p>	





Steps	Teaching Activity	Black board works	T.L.M.
<p>e) performing the Activity.</p> <p>f) Demonstration discussion.</p>	<p><u>coltopis</u>:- white hairy balls.</p> <p><u>propel</u>:- Drive (or) push something.</p> <p><u>Activity</u>:- Collect some hair, ball, white structure of seeds and observe around.</p> <p>→ white hairy ball like structures are caterpillar.</p>	<p>Initiated learning.</p> <p>→ white, hairy ball cotton seeds, Coconut.</p>	<p>→ cotton seeds, fruits.</p>





## Lesson plan - 9

Subject: physical science

Topic: plants parts and function

Time: 45 mins.

class: VIII

Date: 24/06/24

### II. Understanding of Content:-

- childrens are able to understand the concept of plant parts and uses.
- childrens are able to read examples such as root growing vegetables - fruits.
- The childrens are able to give reason you how levels water and minerals.



III. Appropriate and sensitivity :-

- which place are precious in the plants?
- how they are useful?
- what are the main important plant parts?
- how you will collective different types of roots?

Steps

I. Introduction.

a) Greeting.

- Good morning children.
- Good morning madam.
- How are you?
- How your breakfast?

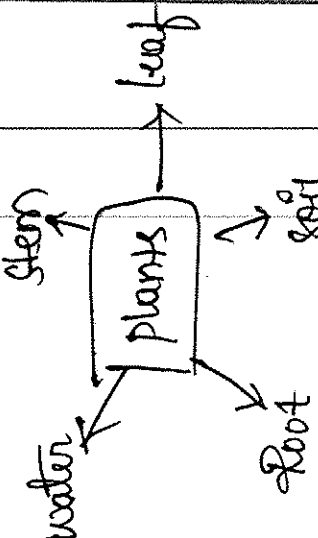
Teaching Activity

Black board works

T.I.M.





<p>Steps</p>	<p>b) Mind mapping.                  What are the names of important of plant parts?</p>	<p>c) Announcement of the topic.                  → Children now you are going to learn about "plants: parts and functions".</p>	<p>d) Recognizing key words.                  top root :- Main root of plant.                  lateral :- roots put less of plants.</p>	<p>Teaching Activity</p>	<p>Black board works</p> 	<p>"plants: parts and functions".</p> <p>→ top root                  lateral                  fibrous root.</p>	<p>→ plants.</p>
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<p><u>Stem</u></p>	<p><u>Teaching Activity</u></p> <p>fibrous roots :- small hair like roots grow from base of stem.</p> <p><u>Activity :-</u></p> <p><u>Absorption of water</u></p> <p>→ Take 2 glasses of tumbler filled with water called 2 plants having bolt stems along with their roots.</p>	<p>Black board work</p> <p>Roots - fix the plant. Taking up act of water to the soil.</p>	<p>T.L.M.</p>
<p>e) Performing the Activity.</p>			





## Lesson plan - 10

Subject: Physical science

topic: "Movements in animals"

time: 45 mins.

class: VIII

Date: 25/06/24

### III. Understanding of Content:-

- Students are able to understand the concept of movement in body parts.
- Students are able to recall examples such as human being one place to another.
- Students are able to give reason of animal movement in



long, short distance,

III. Appropriate and Sensitivity :-

- which parts are used for run and walk?
- which plants use to eating food process?
- Do you know some movement of animals?

Steps

I. Introduction.

a) Greeting.

Teaching activity

- Good morning children
- Good morning madam.
- How are you?
- Have your breakfast?

Black board works

T.C.M.





<p>Steps</p>	<p>b) Mind mapping.</p>	<p>c) Announcement of the topic.</p> <p>d) Recognition of key words.</p>
<p>Teaching Activity</p>	<p>What are the parts of our body.</p>	<p>childrens, Now your going to the lesson name is "Movement in Animals".</p> <p>The teacher meaning the new words of the content.</p>
<p>Black board works</p>		<p>"Movements in Animals".</p> <p>→ Bones Muscles Knee - Bone of</p>
		<p>T.L.M</p>





Steps	Teaching Activity	Black board work	T.L.M
e) Performing the activity.	<p>Bones : inside in the body.</p> <p>Muscles : It is attached for the bones.</p> <p><u>Activity:</u></p> <p>- Human body and its movement</p> <p>→ Bowl an imaginary ball in wicket.</p> <p>→ Lie down and try to stretch your leg at the hip.</p>	the bone.	





Lesson plan - 11

Subject: physical science

Topic: fibre to fabric

Time: 45 mins

class: VIII

Date: 26/06/24

II. Understanding of content:-

→ The childrens are able to understand the concepts of fabrics and types of fabric.

→ The children are able to site examples such as type of fabric Cotton wood etc...

III. Appropriate and sensitivity:-



- Where do you know from where does these fabrics come from?
- Where does silk obtained from?
- Where does wool come from?
- Children from where does we obtain cotton from?

Steps

I. Introduction.

a) Greeting.

- Good Morning children
- Good morning Madam.
- How are you all?
- Have your breakfast?

Teaching Activity

Blau board work T.L.M.



<p>Steps</p>	<p>b) Mind mapping.</p>	<p>Teaching Activity</p> <p>Children can you say some types of fabrics</p> <p>→ So today we are going to learn the lesson about fibre to fabric.</p> <p>→ Fabric</p> <p>Stunning</p> <p>Casual</p> <p>Coars fibre.</p>	<p>Black board works</p>		<p>T.L.H</p> <p>"fibre to fabric".</p> <p>Fabric</p> <p>Stunning</p> <p>Casual</p> <p>Coars fibre</p>
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<p>Steps</p> <p>e) performing the Activity.</p>	<p>Teaching Activity</p> <p>Activity:-                  Things made up of fibre list things in your house made up of any type of fabric. That fabric is to classify based on different types.</p>	<p>Black board works</p> <table border="1"> <thead> <tr> <th>Type of Fabric</th> <th>things</th> </tr> </thead> <tbody> <tr> <td>Cotton</td> <td>shirts</td> </tr> <tr> <td>Silks</td> <td>Kurta</td> </tr> <tr> <td>Wool</td> <td>Sweater</td> </tr> <tr> <td>Linen</td> <td>Towels, shirts.</td> </tr> </tbody> </table>	Type of Fabric	things	Cotton	shirts	Silks	Kurta	Wool	Sweater	Linen	Towels, shirts.	<p>T.L.N</p>
Type of Fabric	things												
Cotton	shirts												
Silks	Kurta												
Wool	Sweater												
Linen	Towels, shirts.												





## Lesson plan - 12

Subject: Physical science

Topic: Our food

Time: 45 mins.

Class: VIII

Date: 27/06/24

### II. Understanding of Content:-

→ Students are able to identify about the meaning of our food.

→ They can know how to prepare the food item.

→ They are also know which method is used to prepare food.

→ They are also explained how to prepare the food item.





III. Appropriate and sensitivity:

- How can we prepare potato fry, By frying man.
- We have should different food items in the above.
- By the above process we discollect what are the terms called.
- Different types of food methods.

Steps

I. Introduction

a) Greeting.

Teaching Activity

Good Morning children.

Good morning madam.

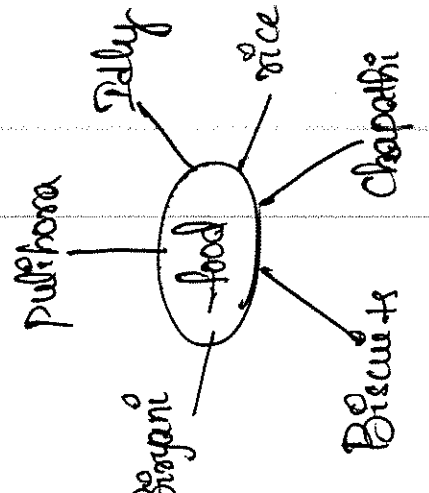
How are you all?

Howe your breaks fast?

Black board works

T.L.M.



<p>Steps</p>	<p>Teaching Activity</p>	<p>Black board work</p>	<p>T.L.M.</p>
<p>b) Mind mapping.</p>	<p>→ I will ask some questions to you?                  - Die man.                  → Tell me some food items.</p>	<p>  </p> <p>→ Different methods of preparing food.</p> <p>→ Boiling, Deep frying, steaming,</p>	
<p>c) Announcement of the topic.</p>	<p>Today we discussed about the different methods of preparing like food!</p>	<p>→ Boiling, Deep frying, steaming, shallow frying,</p>	
<p>d) Recognizing the key words.</p>			





<p>Steps</p> <p>e) performing the activity.</p>	<p>Teaching Activity</p> <p>Chopping &amp; Mixing.</p> <p><u>Activity</u>:- Tasty food - → We daily eat the food but it is tasty (or) not → Do you know, how to prepare any food items. → By which method it can be prepared.</p>	<p>Blacks bread works</p> <p>Shallow frying, Chopping &amp; Mixing</p>	<p>T.L.M</p>
		<p>Method of preparing food</p> <p>Boiling Steaming Deep fry Cutting &amp; Mixing.</p>	<p>Food items</p> <p>Potatoes, Eggs Jelly. fish Vegetables</p>





## Lesson Plan - 13

Subject: physical science

Topic: Separation of substances

Time: 45 mins.

Class: IX

Date: 28/06/24

### II.

Understanding of content :-

→ The childrens are able to explain the concept distillation  
sublimation of the children are able to give example for  
distillation sublimation.

→ childrens are able to ask questions about process of different  
process of distillation sublimation. sublimation.



III. Appropriate and sensitivity.

- How we can convert or change water into distilled water?
- How can you change a substance directly from solid to fuscous from a vice-versa?
- What is the different methods of separation?

Steps

I. Introduction.

a) Greeting.

Teaching Activity

Good morning children.

Good morning madam.

How are you all?

Black board works

T.L.M.

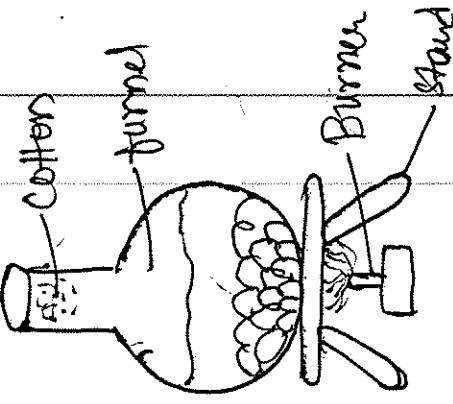




<p>Steps</p> <p>b) Mind mapping.</p>	<p>Teaching Activity</p> <p>→ How sewing is used?</p> <p>→ What are the different methods of separation which we have learned upto now?</p>	<p>Blacks board work</p>	<p>T.L.M</p>
<p>c) Announcement of the topic.</p>	<p>Dear children now we are going to learn about "Distillation &amp; sublimation".</p>	<p>→ "Distillation &amp; sublimation"</p>	
<p>d) Recognizing key words.</p>	<p>corks - a bottle stopper made of corks.</p>	<p>Distilled water, Corks.</p>	





<p>Steps</p>	<p>e) performing the activity.</p>	
<p>Teaching Activity</p>	<p>Distilled water - water from which impurities.</p> <p><u>Activity:-</u></p> <p>Get your own distilled water full of glass with water close to the corks leaving a glass it whole percent that through the hole take insert a glass.</p>	<p>Black board work</p>
		<p>T.L.M.</p> 





## Lesson plan - 19

Subject : Physical science

Topic : chromatography

Time : 45 mins.

Class: IX

Date: 29/06/24

### II. Understanding of Content:-

- children are able to explain a novel method of separation called chromatography.
- children are able to give reasons for separation of colour from one colour.
- children as well do experiment on chromatography.





III. Appropriate and sensitivity:-

- In this method of separation is same for all types of mixtures?
- What are the different methods of separation?
- What is the process in which substance changes diversity from solid to gases and vice-versa. Is called?

Steps

- I. Introduction.
- a) Greeting.

Teaching Activity

- Good morning children
- Good morning madam.
- How are you? — Fine
- Have your breakfast.

Black board work

T.L.M.



Steps	Teaching Activity	Blacks board works	T.L.M.
<p>b) Mind mapping</p> <p>c) Announcement of the topic.</p> <p>d) Recognizing key words.</p>	<p>→ what is the process in which a substance changes divaty from solid to gaseous and vice versa is called chromatography.</p> <p>→ Chromatography</p> <p>→ Different types of Colours in a single colour.</p>	<p>→ chromatography.</p>	





<p>Steps</p>	<p>e) performing the Activity.</p>	<p>Blacks board works</p>	<p>T.L.M.</p>
<p>Teaching Activity</p> <p><u>Activity:-</u></p> <p>Separation of different materials from mixture.</p> <p>→ Take a mixture of Sand, Saw, dust &amp; salt in a beaker chart filled with chart and stir the mixture well.</p>		<p>— Sand saw dust Salt in beaker.</p>	





Lesson Plan-15

Subject : Physical science

Topic : AIR, winds and cyclones

Time : 45 mins.

Class : IX

Date : 01/07/24

IV. Understanding of Content :-

→ The children are able to understand the different aspects of nature functions.

→ The children are able to take examples for natural distance.

→ The children are able to give reasons for occurred in natural disasters.



III. Appropriate and Sensitivity :-

- How cyclone will occur?
- What are the affects of them?
- How they can be presented and prevented?
- What are the nature disasters?

Steps

I. Introduction

a) Greeting

Teaching Activity

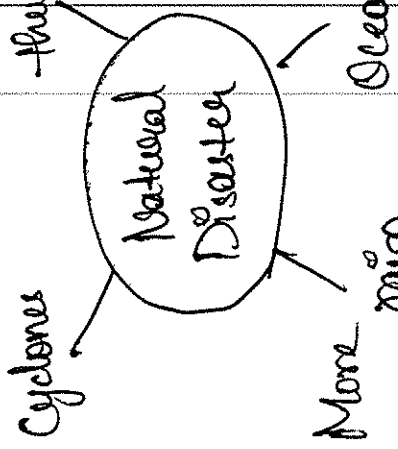
- Good Morning Students
- Good morning Madam.
- How are you all? - Fine.

Black board works

T.L.H.





Steps	Teaching Activity	Blacks board works	T.L.M
<p>b) Mind mapping.</p>	<p>→ what is meant by natural disaster?</p> <p>→ How they will occur.</p>		
<p>c) Announcement of the topic</p>	<p>→ children now you are going to learn about "Cyclone - their effects".</p>	<p>→ "Cyclone with effects".</p>	
<p>d) Recognizing key words.</p>	<p>storms - A violent</p>	<p>→ cyclones, thurphans.</p>	





<p>Steps</p> <p>e) performing the Activity.</p>	<p>Teaching Activity</p> <p>dishare of atmosphere with they words hurricanes, Pressure, moist.</p> <p><u>Activity:</u></p> <p>Take a glass containing water and two straws keep one straw in water and another in haorted directions.</p>	<p>Black board works</p> <p>→ load stress</p> <p>→ slightly wet.</p> <p>→ Tropic cyclones.</p>	<p>T.L.H</p>
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Lesson plan - 16

Subject : Physical science

topic : Motion and time

time : 45 mins.

class: IX

Date: 02/07/24

II. Understanding the Content:-

- Student able to observe his surroundings about speed.
- Student able to know reason about speed.
- Student able to know difference between them.
- Student able to explain about the concept of speed in the class room and out of the class room.





III. Appropriate and sensitivity.

- tell me all vehicles moves with same speed?
- what is the vehicles runs with high speed?
- what is the vehicles runs with low speed?

Steps

I. Introduction

a) Greetings.

Good morning students  
 Good morning madam.  
 How are you all?  
 → fine.

Teaching Activity

Black board work

T.L.M





<p>Steps</p>	<p>b) Mind mapping.</p>	<p>c) Announcement of the topic.</p> <p>d) Recognizing key words.</p>
<p>Teaching Activity</p>	<p>→ Students tell me, the name of vehicles that drive at speeds?</p> <p>So, today we are going to explain about "speed".</p> <p>today we learn about speed.</p> <p>Speed, speedometer, odometer, Average speed.</p>	<p>→ speed.</p> <p>→ Average Speed Odometer.</p>
<p>Black board works</p>		<p>T.M</p>





<p>Steps</p>	<p>e) performing the Activity</p>	<p>Learning Activity</p>	<p>Black board works</p> <p>Speedometer speed.</p> <p>→ Average speed.</p>	<p>T.L.M</p>
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## Lesson plan - 17

Subject : Physical science

Topic : Weather and climate

Time : 45 mins

Class : VIII

Date : 03/07/24

### II. Understanding the content :-

- Direction of the wind.
- Student know about humidity.
- Are weather conditions cyclical the year.
- Students try to understand climate.
- climate and life style.





III. Appropriate and sensitivity.

- How tell the rain is coming?
- How to tell wind direction?
- Where do these prediction come from?
- What accepts do you see in this weather.

Steps

I. Introduction.

a) Greeting.

- Good morning students
- Good morning madam.
- How are you?
- Have your breakfast?

Teaching Activity

Black board works

T.L.M.



<p>Steps</p>	<p>b) Announcement of the topic</p>	<p>c) Recognizing key words.</p>	<p>d) Performing the Activity.</p>
<p>Teaching Activity</p>	<p>→ students today we are talking about direction of the wind.</p>	<p>→ weather, fore cast, temperature, climate, humidity of the place.</p>	<p>Activity:- let us find the direction</p>
<p>Black board works</p>	<p>" Direction of the wind"</p>	<p>→ weather climate fore cast temperature humidity of the place.</p>	<p>T.L.H</p>





<p>Steps</p> <p>e) Demonstration discussion.</p>	<p>Teaching Activity</p> <p>of wind by using card board pieces and this will take two board pieces and cut them the shape of arrow and past them.</p> <p>The Quantity of moisture in the air is the humidity of the place.</p>	<p>Black board works</p> <p>Insert a thin needle (or) Iron wire.</p> <p>→ Vijayawada is more humid than Madirapalli.</p>	<p>T.L.M.</p>
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## Lesson plan - 18

Subject: physical science

topic: Materials and things.

time: 45 mins.

class: VIII

Date: 04/07/24

### II. Understanding the content.

- Students able to understand about Concepts of finding the material used make different objects.
- Students able to know reason about to make different objects.
- Student able to explain about concept.





III. Appreciate and sensitivity.

- Can you decide why some objects broke and some did not?
- Which objects are made of only write materials?
- Can you guess which objects (or) things might have broken and which might not have broken?

Steps

I. Introduction:-

a) Greeting.

Teaching Activity

- Good morning students
- Good morning madam.
- How are you? — fine
- Have your breakfast.

Black board works

T.C.M.


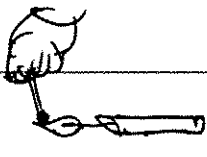




<p>Steps</p>	<p>b) Mind mapping.</p>	<p>Teaching Activity</p> <p>→ Students tell me some names of the things in your house and in your/our surroundings.</p>	<p>Black board works.</p>	<p>T.L.M.</p>
<p>c) Announcement of the topic.</p>	<p>d) Recognizing key words.</p>	<p>So, today we are discuss about "Materials and things".</p> <p>I will tell the students to open their text books</p>	<p>→ "Materials and things".</p>	





<p>Steps</p>	<p>e) performing the activity</p>	<p>Teaching learning process and any one student constant and reason the lesson.</p> <p><u>Activity</u>:- Finding the material used to make different objects. A list of things above are given in tables.</p> <p>The materials from each object may possible by may off.</p>	<p>B.B.W</p>	 	<p>T.C.M</p>
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## Lesson plan - 19

Subject : Physical science

Topic : Temperature and its measurement

Time : 45 mins.

Class : IX

Date : 05/07/24

### II. Understanding the content.

- Heat and temperature.
- Explanation of liquid dist to heat
- How to use a thermometer.
- Showing models of figure. the cold and water glasses thermometer

### III. Appropriate and sensitivity

- Which are the dresses used to winter.





<p>→ what type of dresses used in summer?</p> <p>→ you are have to tell the hot and cold object names?</p> <p>→ how to measure the temperature.</p>	<p>Black board works</p> <p>T.C.M.</p>
<p>Steps</p> <p>I. Introduction.</p> <p>a) Greeting.</p>	<p>Teaching Activity</p> <p>Good morning students.</p> <p>Good morning madam.</p> <p>How are you all?</p> <p>— Fine madam</p> <p>Have you breakfast?</p>





Steps	Teaching Activity	Black board works	T.C.M.
<p>b) Amencement of the topic.</p> <p>c) Recognizing key words.</p> <p>d) performing the Activity.</p>	<p>children now read going to continue the lesson.</p> <p>"Temperature and heat".</p> <p>→ temperature, fire feel, warm, energy, memory</p> <p>capillary tube temperature.</p> <p>If you stand close to the fire you feel warm.</p>	<p>Blacks board works</p> <p>→ "Temperature and heat".</p> <p>→ fire feel warm</p> <p>energy</p> <p>memory</p> <p>Capillary tube temperature.</p> <p>→ did energy moves from the warmness.</p>	<p>T.C.M.</p>





<p><u>Steps</u></p>	<p>e) Demonstration and discussion.</p> <p>f) Evaluation.</p>	<p>Teaching Activity</p> <p>When a warm object is placed close to cooler objects.</p> <p>We find search which is marked to express.</p> <p>→ why do we use merca</p> <p>- way in the thermo</p> <p>- meter.</p>	<p>Black board work</p> <p>Objects to the cooler on until both obtain.</p> <p>→ why do we use mercury in the thermometer.</p>	<p>T.C.M.</p>
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## Lesson plan - 20

Subject : physical science

topic : Heat and temperature

time : 45-mins.

Class : IX

Date : 06/07/24

### II. Understanding of the Content :-

- Children able to know about digital and laboratory of thermo-meter and understand.
- Students explain able to explain about these thermometers.
- Students can be able to do comparisons between them.
- How to use these thermometer in daily life.





- III. Appropriate and sensitivity
- Which metal is used to the thermometer?
  - What is called mercury?
  - How to tell the liquid temperature?

Steps

- IV. Introduction.
- a) Greeting.

Teaching Activity

- Good morning students.
- Good morning madam.
- How are you all?
- Fine madam.
- Have your breakfast?

Black board works

T.C.H.





<p>Steps</p>	<p>b) Announcement of the topic.</p> <p>c) Recognizing key points.</p>	<p>d) performing the activity.</p>	<p>Teaching Activity</p> <p>So children we are know about themselves digital laboratory thermometer.</p> <p>→ Mercury is a toxic subclass</p> <p>→ Mercury, Fahrenheit, Celsius scales</p> <p><u>Activity:</u></p> <p><u>Thermistor thermometer</u></p> <p>It is available in</p>	<p>Black board works</p> <p>T.M.</p>	<p>"Thermistor thermometer"</p> <p>Digital thermometer.</p> <p>the moment.</p> <p>→ for mercury scale.</p> <p>Celsius thermometer</p> <p>Expansion.</p>	<p>Blank board works</p> <p>T.M.</p>
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Steps

Teaching Activity

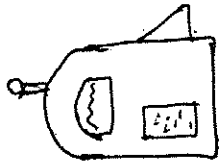
the market that the human body temperature measured for infants and the children.

A) Evaluation.

→ what do you notice after some time? why?  
 → how to measure the temperature of other objects.

Black board works

T.T.M.



→ what do you notice after some time? why?  
 → how to measure the temperature of other objects.

