SCHOOL INTERNSHIP

LESSON PLAN DIARY

CUM

JOURNAL

B.Ed. Session 2018-2020

Name of Intern	JULIE KOSHY
Enrolment No.	18021010278
Subject	SCIENCE

SCHOOL OF EDUCATION
(SOE)

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(B.Ed. program is approved by NRC-NCTE)

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Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 1 Date 13/01/20

Name of the Internship School National Victor Public School

Class & Section IX-A Period 2nd Duration 40mins

Subject Science Sub-Subject Chemistry

Topic Matter and its Classification

Specific Objectives After my class, students will be able to
- define matter
- state the characteristics of particles of matter.
- classify matter into 3 states.

Previous Knowledge

Students have general idea about atoms, molecules and intermolecular forces of interaction

Introduction

Teacher Activity	Student Activity
1. What is this? (showing book)	Book
2. If I place this book on table, what does it occupy?	Space
3. If I fill this bottle with water, what does it occupy?	Space
4. So, anything that occupies space is called ____.	No Response

Announcement of the Topic

Today we will discuss about 'Matter and its Classification'.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Meaning and definition of Matter.	Student defines matter	Teacher's Statement Anything that occupies space and has mass is called matter. The air we breathe, the food we eat, a small drop of water or a particle of sand - everything is matter.	Student notes down the definition of matter in their notebook.	Lecture Method	Define Matter.
2. Characteristics of Particle nature of Matter	Student states the characteristics of Particle nature of matter.	Teacher's Statement 1. Matter is made up of tiny particles. 2. Vacant spaces are present in the particles of matter. 3. Particles of matter are in continuous motion. 4. Particles of matter are held together by forces of attraction.	Student listens carefully and notes down in their note books	Inductive Method Lecture Method	State the characteristics of particle nature of matter.
3. Classification of Matter	Student classifies matter based on particle arrangement.	Ques: What are the three states of matter? Statement: Based on particle arrangement, matter is classified into - Solid state - Liquid State - Gas State.	Student listens carefully and writes down in their notebooks.	Lecture Method. Boardwork Class: IX Subject: Science Topic: MATTER AND ITS CLASSIFICATION Based on particle arrangement, matter is classified into - Solid State - Liquid State - Gas State	Classify matter into 3 states.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
4. Properties of Solid State	Student lists the properties of Solid State.	Teacher's Statement Solid state has the following properties :- i) Rigid ii) Fixed shape and definite volume. iii) Strong intermolecular forces of attraction between the particles. Eg: Duster, chalk, pen etc.	Student listens carefully and notes down in their notebook.	Boardwork Class: IX Subject: Science Topic : MATTER AND ITS CLASSIFICATION SOLID STATE  → Rigid → Fixed Shape & Volume → Strong Intermolecular forces of attraction	List the properties of Solid state.
5. Properties of Liquid State.	Student lists the properties of liquid state	Ques : Give some examples of liquids. Statement Liquids include water, milk, wine, blood etc. Liquid state has the following properties :- i) No fixed shape. ii) Has fixed volume. iii) Less intermolecular force of attraction.	Water, Juice Student notes down the characteristics of liquid state in their notebook.	Lecture Method Class: IX Subject: Science Topic : MATTER AND ITS CLASSIFICATION LIQUID STATE  → No fixed shape → Has fixed volume → Less intermolecular force of attraction	List the properties of liquid state.
6. Properties of Gaseous State.	Student states the properties of gaseous state.	Teacher's Statement Gaseous state has the following properties :- i) No fixed shape. ii) No fixed volume. iii) Very less / no intermolecular force of attraction. eg: Air, CO_2, N_2, O_2, O_3 etc.	Students listens carefully and writes down in their notebook.	Lecture Method Deductive Method	State the properties of gaseous state.

Closure

Ques : What are the characteristics of the particle nature of matter?

Ques : What are the different states in which matter can be classified?

Ques : State 3 differences between solid, liquid & gaseous state.

Ques : Give 3 examples of solid, liquid and gas state.

Home Assignment

Give Reasons :-

The smell of hot sizzling food reaches you several metres away, but to get the smell from cold food, you have to go close.

Signature of the Mentor

Assessment of Lesson

Name of Intern: Julie Koshy Date 13/01/2020

Topic: Matter and its Classification Lesson Plan No. 1

Category Under Supervision			Rating Scale				
			Not Used	Poor	Avg.	Good	Very Good
A.	Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
B.	Introduction	2. Student's previous knowledge tested	0	1	2	3	4
		3. Topic was announced effectively	0	1	2	3	4
C.	Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
		5. Skill of Questioning	0	1	2	3	4
		6. Skill of Explanation	0	1	2	3	4
		7. Skill of Stimulus variation	0	1	2	3	4
		8. Skill of Reinforcement	0	1	2	3	4
		9. Skill of Illustration with examples	0	1	2	3	4
D.	Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
		11. Quality of teaching aid	0	1	2	3	4
E.	Chalk Board Work	12. Organized and adequate	0	1	2	3	4
		13. Appropriateness and clarity	0	1	2	3	4
F.	Management of the Class	14. Class environment & discipline	0	1	2	3	4
		15. Supervision of student's work	0	1	2	3	4
G.	Evaluation	16. Skill of Closure	0	1	2	3	4
		17. Based on the behavioral objectives	0	1	2	3	4
		18. Quality of home assignment	0	1	2	3	4

Over all comments and suggestions:-
(Dress Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of Lesson with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Journal

(Description of self experience by the Intern after teaching)

Category Under Supervision			Rating Scale			
			Not Used	Poor	Avg.	Good
A.	Introduction	1. Student's previous knowledge tested	0	1	2	3
		2. Topic was announced effectively	0	1	2	3
B.	Presentation	3. Systematic & logical development of the concept with the help of pupil	0	1	2	3
		4. Skill of Questioning	0	1	2	3
		5. Skill of Explanation	0	1	2	3
		6. Skill of Stimulus variation	0	1	2	3
		7. Skill of Reinforcement	0	1	2	3
		8. Skill of Illustration with examples	0	1	2	3
C.	Use of Teaching Aid	9. Proper use of teaching aid(s)	0	1	2	3
		10. Tried to create interest in learning	0	1	2	3
D.	Chalk Board Work	11. Organized and adequate	0	1	2	3
		12. Appropriateness and clarity	0	1	2	3
E.	Management of the Class	13. Class environment & discipline	0	1	2	3
		14. Supervision of student's work	0	1	2	3
F.	Evaluation	15. Skill of Closure	0	1	2	3
		16. Based on the behavioral objectives	0	1	2	3
		17. Quality of home assignment	0	1	2	3

Over all experience and suggestion for my future teaching from myself

(Eg.- I satisfied the queries of the students. Today I feel satisfied/unsatisfied with my teaching.)

Julie

Signature of the Intern

Signature of the Men

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 2 Date 14.01.2020

Name of the Internship School National Victor Public School

Class & Section VII-C Period 2nd Duration 40 mins

Subject Science Sub-Subject Chemistery

Topic Acids and Bases

Specific Objectives After my class, students will be able to
- differentiate between an acid and a base
- classify acid on basis of their source
- define indicators.

Previous Knowledge

Students have general idea about different eatables and their tastes.

Introduction

Ques: What comes into your mind when you see these? (showing lays, lemon, orange, bittergourd)
Ans: They are eatables and have different tastes.
Ques: What is the taste of lemon, curd, vinegar?
Ans: They are sour in taste.
Ques: What about bitterguard?
Ans: Bitter.
Ques: Why are their tastes different?
Ans: No Response

Announcement of the Topic

So students, today we'll discuss about "Acids & Bases".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Acid • Meaning • Classification	Student classifies acid on the basis of source from which it is available.	Teacher's Statement The word acid comes from the Latin word 'acere' which means sour. So, the substances that are sour in taste are called acidic substances. eg: curd contains lactic acid, lemon juice contains citric acid, vinegar contains acetic acid. Classification of Acids Acids are classified into 2 - i) Organic Acid: Acids that come from plants, animals or human eg: Lactic Acid – Curd Citric Acid – Oranges Oxalic Acid – Tomatoes Ascorbic Acid – Apples Formic Acid – Bee sting ii) Mineral Acid: Acids that come from minerals eg: HCl, H_2SO_4, HNO_3	Student listens carefully and notes down in their notebook.	Lecture Method Boardwork Class: VII Subject: Science Topic: ACIDS AND BASES ACID ORGANIC ACID: - LACTIC ACID, - CITRIC ACID, - OXALIC ACID, - ASCORBIC ACID, - FORMIC ACID MINERAL ACID: - HCl, - HNO_3, - H_2SO_4	Classify acid on the basis of source from which it is available.
2. Base • Meaning • Classification	Student classifies base as strong and weak.	Teacher's Statement Substances which are bitter in taste and feel slippery on touching are known as bases and the nature of such substances is said to be basic. Strong Base :- Corrosive, can't be consumed. eg: Sodium hydroxide, potassium hydroxide Weak Base :- Very mild & can be consumed. eg: Ammonium hydroxide (Toothpaste), Magnesium hydroxide	Student listens carefully and notes down in their notebook.	Lecture Method	Classify base into 2.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Indicators • Meaning • Types - Litmus paper - China Rose - Phenolphthalein	Student states the use of different types of indicators.	Teacher's Statement Substances that are used to test whether a substance is acid or base are known as Indicators. These indicators change their colour when added to a solution containing an acidic or a basic substance. eg: Turmeric, Litmus, china rose petals – some naturally occurring indicators. Litmus Test :- Litmus is the most commonly used natural indicator available as strips of paper or solution. It is extracted from lichens. It turns red on addition of an acidic solution. It turns blue on addition of a base solution. China Rose Indicator :- Another natural indicator which turns acidic solutions to dark pink or magenta colour and basic solutions to green colour. Phenolphthalein :- It is another indicator giving pink colour in case of basic solution and remains colourless in case of acidic solution.	Student listens carefully and notes down the different types of indicators in their notebook.	Lecture Method Demonstration Method. Class: VII Subject: Science Topic: ACIDS AND BASES LITMUS TEST :- R — TURNS RED WHEN TESTED ON ACID B — TURNS BLUE WHEN TESTED ON BASE CHINA ROSE INDICATOR → ACIDIC SOLUTION TURNS PINK	State the use of different types of indicators.

Closure

So students, today we discussed about
- Acid : Mineral Acids & Organic Acids
- Base : Strong & Weak Base
- Indicators : litmus, China Rose, Phenolphthalein

Ques : Differentiate between mineral acid & organic acid.

Ques : Name the source from which litmus solution is obtained.
What is the use of this solution?

Home Assignment

Ques : Explain why :-
a) An antacid tablet is taken when one suffers from acidity.
b) Calamine solution is applied on the skin when an ant bites.

Signature of the

Assessment of Lesson

ne of Intern: Julie Koshy Date 14.01.2020

ic: Acids and Bases. Lesson Plan No. 2

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
Introduction	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

r all comments and suggestions:-

s Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of n with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 3 Date 15/01/2020

Name of the Internship School National Victor Public School

Class & Section VII - B Period 2nd Duration 40 mins

Subject Science Sub-Subject Physics

Topic Heat

Specific Objectives After my class, students will be able to
- distinguish between heat & temperature
- cite the different types of thermometers.
- explain the correct method of reading a clinical thermometer.

Previous Knowledge

Students have general idea about hot and cold objects.

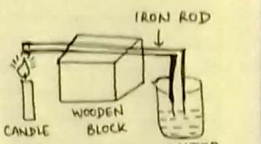
Introduction

Ques: How do we know whether an object is hot or cold?
Ans: By touching the object.
Ques: But, is our sense of touch reliable?
Ans: Not always.
Ques: So apart from touching, how do we measure the hotness/coldness of an object?
Ans: No Response.

Announcement of the Topic

So students, today we'll discuss about "Heat".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Heat and temperature	Student distinguishes between heat and temperature.	Teacher's Statement Heat is a form of energy that is transferred from a system to its surroundings or from one object to another as a result of a difference in temperature. Heat is measured in Joules (J). Temperature is a measure of how hot or cold a substance feels. It is measured in degree Celsius (°C). We use a thermometer to measure the temperature of an object or substance. Pupil teacher performs the following activity :- o A beaker filled with some fresh water is placed. o Asks the students to touch the beaker. o Places an iron rod on a wooden block and inserts its one end in the beaker. o Lights a candle under the other end of the rod. o After some time, asks the students to touch the water again. o How has it become warmer? Therefore, heat is a form of energy transferred from hot body to cold body. Heat changes the temperature of an object.	Student listens carefully and notes the difference between heat and temperature in their notebook. Student follows the instructions. The water is cold in the beaker. The water is warmer than it was before. Heat energy is transferred from hot end to the cold end of the iron rod, so water in the beaker becomes warmer.	lecture Method Demonstration Method Class : VII Subject : Science Topic : HEAT  HEAT IS TRANSFERRED FROM HOT END TO COLD END OF THE IRON ROD, SO WATER BECOMES WARMER.	Distinguish between heat and temperature

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
2. Types of thermo-meters	Student cites the different types of thermometers	Teacher's Statement Clinical thermometer It is used to measure human body temperature in the range of 35°C to 42°C. It consists of a long, narrow, with glass tube. It has a bulb at one end. Which contains mercury. Outside the bulb a small shining thread of mercury can be seen. Laboratory thermometer It is used to measure the room temperature of hot solids & liquids in experiments. It measures temperature in the range of -10°C to 110°C and on high temperatures. Digital thermometer These are advanced thermometers used to measure the temperature of a body with a high level of accuracy.	Student listens carefully and notes down the different between the three types of thermometers	Lecture Method Class: VII Subject: Science Topic: HEAT TYPES OF THERMOMETERS o CLINICAL THERMOMETER (35°C - 42°C) (temp of human body) o LABORATORY THERMOMETER (-10°C - 110°C) (temp of hot solids/liquids) o DIGITAL THERMOMETER	Cite the different types of thermometers
3. Reading a thermometer (Clinical thermometer)	Student explains the correct method of reading a clinical thermometer	Teacher's Statement → Wash the thermometer properly with an antiseptic solution → Hold it definitely and give a few jerks which will bring the level of mercury down below 35°C. → Place the bulb of the thermometer under the tongue. → Wait for a minute. Take the thermometer out & note the reading. → This reading gives the exact body temperature.	Student notes down in their notebook	Lecture Method	Explain the correct method of reading a clinical thermometer.

Closure

So students, today we discussed about
- heat & temperature
- different types of thermometers
- correct method to read a clinical thermometer

Ques : State the similarities & differences between laboratory and clinical thermometer.

Ques : Fill in the blanks :-

i) The hotness of an object is determined by ....

ii) Temperature is measured in degree ____.

iii) Temperature of boiling water cannot be measured by a ____ thermometer.

Home Assignment

Ques : An iron ball at 40°C is dropped in a mug containing water at 40°C. The heat will
a) flow from iron ball to water or
b) flow from water to iron ball. or
c) increase the temperature of both. Give reasons

Signature of the Mentor

Assessment of Lesson

Name of Intern: Julie Koshy Date 15/01/2020

Topic: Heat Lesson Plan No. 3

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
Introduction	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

er all comments and suggestions:-

ess Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of son with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 4 Date 16/01/20

Name of the Internship School National Victor Public School

Class & Section VII - B Period 4th Duration 40 mins

Subject Science Sub-Subject Physics

Topic Transfer of Heat

Specific Objectives After my class, students will be able to:
- state the 3 ways in which heat can be transferred from one object to another.
- describe the process of conduction.
- cite the difference between convection and radiation.

Previous Knowledge

Students have good knowledge about heat and temperature.

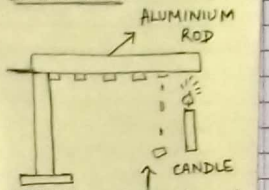
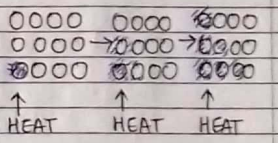
Introduction

Ques: What happens when a frying pan is kept on a flame?
Ans: It becomes hot.
Ques: Why so?
Ans: It is because heat passes from the flame to the utensil.
Ques: What happens when this pan is removed from fire?
Ans: It cools down.
Ques: What is this process of heat transfer referred to as?
Ans: No Response.

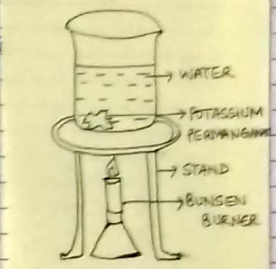
Announcement of the Topic

Today, we'll discuss about "Transfer of Heat".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Transfer of Heat	Student cites the 3 ways of transfer of heat.	Pupil teacher does the following activity :-			
		∘ An aluminium rod is taken ∘ Few small wax pieces are fixed on the rod at equal distance ∘ The rod is clamped to a stand ∘ Now, one end of the rod is heated.	Student listens carefully.	Lecture Method Demonstration Method.	
∘ Activity		Q: What happens to the wax pieces? Q: Which piece falls first? So heat is transferred from which end to which end.	They start to fall. The end nearest to the flame falls first.	Class: VII Subject: Science Topic: Transfer of Heat CONDUCTION  	
		Teacher's Statement			
∘ Conduction	Student explains the process of conduction.	The process by which heat is transferred from the hotter end to the colder end of an object is known as conduction. In solids, generally, the heat is transferred by the process of conduction.	Student listens carefully and notes down in their notebook.	 PROCESS OF CONDUCTION	
		When energy is transferred to an object, the energy of the particles increases. This means the particles have more kinetic energy and start to move and vibrate faster. As the particles are moving faster, they "bump" into other particles and transfer some of their energy to some of the neighbouring particles. In this way, the energy is transferred through the substance to the other end.			Explain the process of conduction.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
o Convection	Student describes the process of convection through an activity.	Pupil teacher does the following activity :- o A beaker is half filled with cold water. o A small amount of potassium permanganate is added to the beaker. Do not stir. o Heat the water directly under side of the beaker. Ques : What did you see as the water started to warm up in the beaker ?	Student listens carefully. The purple colour from the dissolved potassium permanganate rises in a circle upwards through the water.	Lecture Method Question-Answer Method Demonstration Method CONVECTION  	
		Ques : What is happening to the potassium Permanganate in the beaker ? As the liquid is heated, the water expands. This is because the particles in liquids & gases gain kinetic energy when they are heated and start to move faster. Convection is the process by which heat is transmitted through liquids and gases from one place to another by the actual movement of molecules.	Potassium permanganate dissolves in the water.		Describe the process of convection through an activity.
o Radiation	Student defines radiation	Teacher's Statement Radiation means energy transfer from one medium to another without affecting the intervening medium. It doesn't require objects to be in contact with each other or the movement of particles.	Student listens carefully and writes it in their notebook.	Lecture Method.	Define Radiation

Closure

So students, today we discussed about
- 3 ways of transfer of heat from one object to another.
- Conduction
- Convection
- Radiation

Ques: State the difference between conduction, convection and radiation.

Ques: Fill in the blanks:-

i) No medium is required for transfer of heat by process of _____.

ii) A cold steel spoon is dipped in a cup of hot milk. It is transferred to its other end by the process of _____

Home Assignment

Ques: Why wearing more layers of clothing during winter keeps us warmer than wearing just one thick piece of clothing?

Signature of the M

Assessment of Lesson

me of Intern: Julie Koshy Date 16/01/2020

pic: Transfer of Heat Lesson Plan No. 4

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
Introduction	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

er all comments and suggestions:-

ess Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of son with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 5 Date 16/01/2020

Name of the Internship School National Victor Public School

Class & Section VIII - D Period 2nd Duration 40 mins

Subject Science Sub-Subject Chemistry

Topic Synthetic Fibers

Specific Objectives After my class, students will be able to
- define synthetic fibres
- cite the types of synthetic fibres.
- state the uses of synthetic fibres

Previous Knowledge

Students have basic knowledge of fibres.

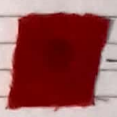
Introduction

Ques : What are the clothes we wear made of?
Ans : Fabrics
Ques : What are fabrics made of?
Ans : Fibres
Ques : Name any 2 natural fibres.
Ans : Silk, wool.
Ques : Rayon comes under which type of fibre?
Ans : No Answer.

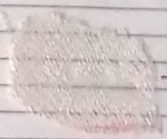
Announcement of the Topic

Today, we'll discuss about "Synthetic Fibres".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Fibre • Definition • Types of fibres	Student states the two types of fibres.	Teacher's Statement A very thin thread like su... which is used to make clot... different articles is called f... Types of fibres i) Natural fibres : Fibres ... have obtained from natu... sources are called natur... fibres. These are obtained from ... or animals and they can ... easily spun into thread, ... which in turn can be w... matted or knitted. eg : wool, jute, cotton, silk ... are ii) Synthetic fibres : Fibres ... are formulated artificial... human beings are termed ... synthetic fibres. It is formulated by joini... together a chain of small ... that are actually chemical ... -ances to form large unit ... polymer. eg : Rayon, Polyester, Ny... acrylic etc.	Student listens carefully and notes down the different types of fibres in their notebook.	Lecture Method. Demonstration Method.  - Nylon  - Silk  - Polyester  - Nylon	State the two types of fibres.
2. Classification of Synthetic Fibres	Student classifies the different types of synthetic fibres.	Teacher's Statement Synthetic fibres can be cla... into :- i) Rayon :- Artificial silk ... moisture absorbent & comfortable to wear. ... skin with restrained dy...	Student listens carefully.	Lecture Method.	

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
		ii) Nylon :- This fibre is made from coal, water & air. - Good elasticity and easy - Used in making ropes, belts, sleeping bags,		 -Nylon	
		iii) Polyester :- A durable fi possessing the charact resiliency due to which are resistant to wrinkles -They are also impervious chemicals, shrinking & d - used in making shirts, t jackets, curtains, sarees		 - Polyester	
		iv) Acrylic :- It is formulate a polymer called polyacr - It is light weight, soft, and has resemblance with - Impervious to moths, ch chemical substances - Used in making sweaters suits, gloves & carpets.		 -Acrylic	Classify the different types of synthetic fibres.
3. Characteristics of Synthetic fibres.	Student lists the characteristics of synthetic fibres.	Teacher's Statement Synthetic fibres possess the characteristics :- i) Durable & inexpensive. ii) light weight, smooth iii) Resilient to wrinkles. iv) Can be easily washed & d v) Their tenacity makes them use in many industries	Student notes down the characteristics of synthetic fibres in their notebook.	Lecture Method.	List the characteristics of synthetic fibres.

Closure

So students, today we discussed about
- Fibres
- Synthetic fibres - Classification & Characteristics

Ques:- Explain why some fibres are called Synt...

Ques:- Fill in the blanks:-

a) Synthetic fibres are also called ____ or ____ fibres.

b) Synthetic fibres are synthesised from raw material called ____.

c) Rayon is different from synthetic fibres bec... it has ____ appearance.

Home Assignment

Ques: Give examples which indicate that nylon fibres are very strong.

Signature of the M...

Assessment of Lesson

me of Intern: Julie Koshy ..... Date 16/01/2020

pic: Synthetic Fibres ..... Lesson Plan No. 5

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
Introduction	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

er all comments and suggestions:-

ress Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of sson with the help of Students)

Julie

Signature of the Intern **Signature of the Mentor**

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 6 Date 20.01.2020

Name of the Internship School National Victor Public School

Class & Section VII-A Period 5th Duration 40 min

Subject Science Sub-Subject Chemistry

Topic Physical and Chemical Changes

Specific Objectives After my class, students will be able to
- differentiate between physical and chemical change.
- compare the properties of a substance before and after a chemical change.
- identify the physical & chemical changes.

Previous Knowledge

Students have good knowledge about different changes a substance undergoes.

Introduction

Ques: What happens when ice melts?
Ans: It turns into water.
Ques: What happens if we heat water?
Ans: It turns into vapour.
Ques: What does ice & water undergo?
Ans: A change.
Ques: What is this type of change referred to as?
Ans: No Response.

Announcement of the Topic

Today, we'll discuss about "Physical & Chemical Changes".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Change	Student cites different ways a given substance may undergo a change.	Teacher's Statement Change is a universal phenomena. Change that occur in a substance may change their :- i) Colour (Raw mango - green in colour turns yellow) ii) Shape, size (sapling turning into a plant) iii) Hardness (Raw rice is hard but turns soft when it is boiled) iv) Composition (Burning of coal)	Student listens carefully and notes down in their notebook.	lecture Method.	Cite the different ways a given substance may undergo a change.
2. Physical Change	Student explains physical change with examples	Teacher's Statement * Properties such as shape, size, colour and state of a substance are called physical properties. * A change in which a substance undergo a change in its physical properties is called Physical change. * It is a Temporary change in which no new substance is formed and the chemical composition remains the same. eg: Melting of ice, sublimation, making of sugar solution, cutting of vegetables etc Ques: What happens when a candle is lighted? Ques: What changes does it undergo? It undergoes both physical & chemical changes.	Student listens carefully and notes down in their notebook. Candle melts. Its a physical change.	lecture Method Demonstration Method.	Explain Physical change with examples.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Chemical Change	Student describes chemical changes with examples.	Teacher's Statement Changes which results in the formation of new substances with completely new chemical and physical properties composition is called as chemical change. These changes are irreversible. Eg: Photosynthesis- $6CO_2 + 6H_2O \xrightarrow[\text{chlorophyll}]{\text{Sunlight}} C_6H_{12}O_6 + 6O_2$ - Respiration- $C_6H_{12}O_6 + 6O_2 \longrightarrow 6CO_2 + 6H_2O + Energy$ - Combustion $CH_4 + O_2 \longrightarrow CO_2 + 4H_2O$ - Spoilage of food, cutting apple etc.	Student listens carefully and notes down in their notebook	Lecture Method	Describe a chemical change with examples.
∘ Meaning ∘ Examples					
∘ Characteristics	Student states the characteristics of a Chemical Change	Teacher's Statement Characteristics of a Chemical Change i) Evolution of gas : $CaCO_3 \xrightarrow{\Delta} CaO + CO_2\uparrow$ ii) Change of colour : $Fe + CuSO_4 \longrightarrow FeSO_4 + Cu$ (blue solution) (green) iii) Formation of precipitate : $Na_2SO_4 + BaCl_2 \longrightarrow BaSO_4\downarrow + NaCl$ iv) Production of sound : $CH_3COOH + NaHCO_3 \rightarrow CH_3COONa + CO_2 + H_2O$ (Vinegar) (Baking Soda) v) Change of smell	Student listens carefully and notes down the characteristics of a chemical change in their notebook.	Lecture Method	State the characteristics of a chemical change.

Closure

So student, today we discussed about
- Physical change
- Chemical change

Ques: Fill in the blanks :-

1. cutting paper is a ____ change.
2. Burning fire is an example of ____ change.
3. Boiling of water is a ____ change.
4. Rusting of iron is a ____ change.

Home Assignment

Ques : Find 3 examples of chemical & physical changes in everyday life. Explain why each of these changes is either chemical/physical.

Signature of the Ment

Assessment of Lesson

ame of Intern: Julie Koshy Date 20.01.2020

opic: Physical and Chemical Changes Lesson Plan No. 6

	Category Under Supervision		Rating Scale				
			Not Used	Poor	Avg.	Good	Very Good
A.	Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
B.	Introduction	2. Student's previous knowledge tested	0	1	2	3	4
		3. Topic was announced effectively	0	1	2	3	4
C.	Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
		5. Skill of Questioning	0	1	2	3	4
		6. Skill of Explanation	0	1	2	3	4
		7. Skill of Stimulus variation	0	1	2	3	4
		8. Skill of Reinforcement	0	1	2	3	4
		9. Skill of Illustration with examples	0	1	2	3	4
D.	Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
		11. Quality of teaching aid	0	1	2	3	4
E.	Chalk Board Work	12. Organized and adequate	0	1	2	3	4
		13. Appropriateness and clarity	0	1	2	3	4
F.	Management of the Class	14. Class environment & discipline	0	1	2	3	4
		15. Supervision of student's work	0	1	2	3	4
G.	Evaluation	16. Skill of Closure	0	1	2	3	4
		17. Based on the behavioral objectives	0	1	2	3	4
		18. Quality of home assignment	0	1	2	3	4

ver all comments and suggestions:-
Dress Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of esson with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 7 Date 20.01.2020

Name of the Internship School National Victor Public School

Class & Section VI-B Period 2nd Duration 40mins

Subject Science Sub-Subject Physics

Topic Light, Shadows and Reflections

Specific Objectives After my class, students will be able to
- define luminous & non-luminous objects.
- differentiate between transparent, translucent and opaque substances.
- explain how a shadow is formed.

Previous Knowledge

Students have general idea about different bodies which emit light.

Introduction

Ques : What is light?
Ans : Form of energy.
Ques : How does it travel?
Ans : Straight line.
Ques : Bodies which emit light are referred to as _____.
Ans : No Response.

Announcement of the Topic

"Today, we will discuss about "Light, Shadows and Reflections."

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Luminous and Non-luminous Bodies • Activity • Definition • examples	Student defines luminous and non-luminous bodies with some examples	Pupil Teacher makes the students do the following Activity :- Activity :- Take a rectangular box (shoe box) and cut a peeping window on one of its smaller faces. Place few objects such as pen, pencils, geometry box, dialpet inside the box. Cover the box as well as yourhead with a piece of thick black cloth. Peep into the box through the window. Can you see the things placed inside the box? No. Now place a lighted torch inside the box and peep into the box again. Can you see the things placed inside the box? Yes. Therefore it can be concluded that we see objects that do not emit light of their own only when light from some other source is made to fall on them. Bodies which emit (give out) light are called luminous bodies. eg: The sun, stars, burning candle, hot filament in an electric bulb. Bodies which do not emit light are called non-luminous objects. eg: Tables, chairs, the earth etc.	Student listens carefully and follows the instructions provided. Q: Not able to see anything. Student notes down the definition in their notebook.	Lecture Method Demonstration Method Boardwork Class: VI Subject: Science Topic: LIGHT, SHADOWS AND REFLECTIONS Luminous Bodies ↓ emit light (the sun, stars, burning candle) Non-luminous Bodies ↓ do not emit light (tables, chairs, the earth)	Define luminous and non-luminous bodies with some examples

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
2. Transparent, Translucent and Opaque Substances	Student differentiates between transparent, translucent and opaque substances	Teacher's Statement When a ray of light falls on an object, either of the following will occur :- • The light may pass through the object completely. • Only a part of the light may pass through the object or • The light may not pass through the object at all. Why do different objects behave differently to light? This is because different objects are made up of different materials and different materials show different behaviours towards light. Based on this, materials can be classified into 3 categories :- i) Transparent : A substance which allows light to pass through it is called Transparent substance. eg : Glass, Water etc. ii) Opaque : A substance which does not allow light to pass through it is called an Opaque substance. eg : Metals, Wood etc. iii) Translucent : A substance which allows only a part of light to pass through it is called a translucent substance eg : Skin, Wax-paper etc.	Student listens carefully. Response. Student listens carefully and notes down the difference between Transparent, Opaque and Translucent bodies in their notebook	Lecture Method Illustration with examples Boardwork Class: VI Subject: Scien Topic : LIGHT, SHADOWS AND REFLECTIONS Transparent - Allows light to pass Opaque - Doesn't allow light to pass Translucent - Allows only a part of light to pass through it.	Differentiate between transparent, opaque and translucent substances.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Shadows	Student explains how a shadow is formed.	Teacher's Statement Did you observe your shadow while walking in the sun? Your shadow moves with you. * Your shadow is very long in the morning when the sun rises. Its length goes on decreasing till noon and is shortest at the noon time. The shadow goes on increasing in the afternoon and becomes very long just before the sunset. * You cannot see shadows in the dark. * Shadow is formed when light is made to fall on an opaque object. * Shadow of an object gives an idea about its shape. * Shadow is formed only if there is a surface or a screen behind the object.	Student listen carefully and notes the important points in their note book.	lecture Method. Boardwork Class: VI Subject: Science Topic: LIGHT, SHADOWS AND REFLECTIONS Shadow ↓ • formed when light is made to fall on an opaque object • formed only if there is a surface or a screen behind the object.	Explain how a shadow is formed.

Closure

So students, today we discussed about
- Luminous and Non-luminous bodies
- Transparent, Opaque and Translucent substances
- Formation of Shadow.

Ques: Give an example of translucent substance

Ques: Which direction does the shadow of an object fall?

Ques: Where should the screen be placed to get the shadow of an object?

Home Assignment

Ques: Shadow of an object may be dark and clear or fuzzy.
What makes the shadow dark & clear or fuzzy?

Signature of the Me

Assessment of Lesson

e of Intern: Julie Koshy — Date: 20/01/2020

t: Light, Shadows and Reflections — Lesson Plan No: 7

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

r all comments and suggestions:-

ss Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of ion with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 8 Date 21.01.2020

Name of the Internship School National Victor Public School

Class & Section VI-B Period 2nd Duration 40mins

Subject Science Sub-Subject Physics

Topic Light, Shadows and Reflection

Specific Objectives After my class, students will be able to
- explain why light travels in a straight line.
- cite the advantages of a pinhole camera.
- define reflection of light.

Previous Knowledge

Students have good knowledge about luminous and non-luminous bodies and transparent, opaque & translucent substances.

Introduction

Ques: What are luminous objects?
Ans: Objects which emit light are referred as luminous objects.

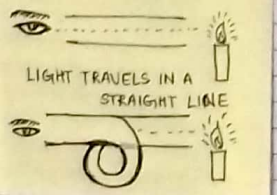
Ques: Give 2 examples of luminous bodies.
Ans: The Sun, stars etc.

Ques: The process of sending back of light rays which falls on the surface of an object is called ____.
Ans: No Response.

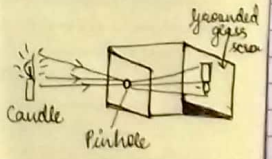
Announcement of the Topic

Today, we will discuss about 'Light, Shadows and Reflections'.

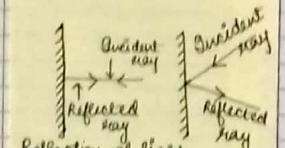
Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Light travels in a straight line.	Student explains why light travels in a straight line with the help of an activity.	Pupil Teacher demonstrates the following activity in the classroom. Activity :- • Fixes a lighted candle on the table. • Then stretches a narrow tube straight and then asks two of the students to look through it at the flame. Do you see the light coming from the flame? • Now coil the rubber tube and look through it at the flame. Do you see the light coming from the flame? Thus, this experiment shows light travels in a straight line.	udent listens carefully and understands the concept that ht travels in a straight line. s, the light oming from the flame is visible. s, the light coming rom the flame is not seen.	Lecture Method. Demonstration Method Class: VI Subject: Scien Topic : LIGHT, SHADOWS AND REFLECTIONS  	Explain light travels in a straight line through an activity
2. Pinhole Camera • Construction	Student describes the construction of a pinhole camera	Teacher's Statement Pinhole camera is based on principle that light travels in a straight line. Construction A pinhole camera consists of a cardboard or wooden box a pinhole in its front face a translucent grounded glass paper screen at the	udent listens carefully	Lecture Method Demonstration Method.	

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
		The distance between the pinhole and the screen may be fixed or adjustable.	Student listens carefully		
		The distance between the pinhole and the screen can be adjusted by moving the screen towards or away from the pinhole.			
o Working		When the pinhole of the camera is turned towards a bright object, a real, inverted image of the object is formed on the screen.			Describe the construction of a pinhole camera.
o Advantages	Student cites the advantages of a pinhole camera	Teacher's Statement A pinhole camera has the following advantages:- i) No focussing required. ii) There is no lens in pinhole camera. Therefore, the image is free from spherical and chromatic aberration.	Student listens carefully and notes down the advantages and disadvantages in their note book	Lecture Method Class: VI Subject: Science Topic: LIGHT, SHADOWS AND REFLECTIONS PINHOLE CAMERA  	Cite the advantages of a pinhole camera.
o Disadvantages	Student enlists the disadvantages of a pinhole camera	A pinhole camera has the following disadvantages:- i) The image formed doesn't give any details. ii) Image is obtained on the screen. No permanent record of the image can be obtained. iii) Can't be used for studying moving objects.			Enlist the disadvantages of a pinhole camera.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Mirrors & Reflection	Student defines the phenomenon of reflection.	Teacher's Statement Mirror :- A smooth, light polished reflecting surface is called mirror eg: Plane Mirror Reflection :- The phenomena in which a ray of light after falling on a smooth polished surface or a mirror returns to the same medium is called reflection. * The ray of light that falls a mirror is called Incident ray of light. * The ray of light that comes back after suffering reflect from a mirror is called Reflected ray of light.	Student listens carefully and notes down in their notebook	lecture Method Boardwork Class : VI Subject: Scienc Topic : LIGHT, SHADOWS AND REFLECTIONS  Reflection of light Rays by a plane mirror	Define the phenomenon of reflection

Closure

So students, today we discussed about
- light travels in a straight line
- Pinhole camera - Advantages & Dis advantages
- Mirrors & Reflection

Ques: Name a device based on the rectilinear propag of light

Ques: Show the reflection of light by a plane mirror

Home Assignment

Ques: Differentiate between the image and the shadow of an object.

Signature of the M

Assessment of Lesson

of Intern: Julie Kosly Date 21/01/2020

: LIGHT, SHADOWS AND REFLECTIONS Lesson Plan No. 8

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

all comments and suggestions:-

s Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of n with the help of Students)

Julie

Signature of the Intern **Signature of the Mentor**

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 9 Date 22.01.2020.

Name of the Internship School National Victor Public School

Class & Section VI-A Period 2nd Duration 40 mins

Subject Science Sub-Subject Chemistry

Topic Separation of Substances

Specific Objectives After my class, student will be able to
- classify mixtures into 2 - Homogeneous & Heterogeneous mixture.
- differentiate between pure & impure substances.
- state the need for separation of constituents of a mixture

Previous Knowledge

Students have good knowledge about substances and mixtures.

Introduction

We all have seen our parents & grandparents separating small stones or pebbles from the rice grains, pulses, filtering tea leaves before serving tea and lot more.

So, do you think separation of substances is required?

No Response.

Announcement of the Topic

Today, we'll discuss about "Separation of Substances".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Mixtures	Student explains the term 'mixtures' with suitable examples	Teacher's Statement Materials which contain 2 or more substances in any proportion are called mixtures. • A mixture may be a solid, liquid or a gas. • The various substances present in a mixture are called its components or constituents For eg: in a mixture of sugar and sand, sugar & sand are called the constituents of this mixture	udent listens carefully and oles down in their notebook	Lecture Method Demonstration Method	Explain the term 'mixtures' with suitable examples
2. Classification of Mixtures • Heterogeneous Mixtures	Student differentiates between heterogeneous and homogeneous mixtures	Teacher's Statement All mixtures can be divided into 2 categories – Heterogeneous & Homogeneous Heterogeneous Mixtures Mixtures in which particles of substances present can be seen easily are called heterogeneous mixtures. eg: Water + Oil Chalk in water Heap of wheat (husk & grains) Dust in air Soil (clay, salts, dead & dead plants)	udent listens carefully and notes down the examples	Lecture Method Demonstration Method	

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
◦ Homogeneous Mixtures		Homogeneous Mixtures Mixtures in which the particles of the substances present cannot be seen are called homogeneous mixtures eg: ◦ Solutions of sugar & salt water. ◦ Cold drinks and syrups e.g. - mixture of sugar, colour, flavouring agent in water ◦ Air (gases - nitrogen, oxygen, CO_2)			Differentiate between Homogeneous & Heterogeneous mixtures
3. Pure and Impure substances	Student differentiates between pure and impure substances	Pure and Impure Substances Pure Substance A single substance of a definite composition is called a pure substance. eg: pure iron, pure copper, pure gold, pure oxygen ◦ A pure substance contains particles of only one type ◦ A pure substance has a fixed melting or fixed boiling point. ◦ A pure substance has its characteristic taste, colour and odour. Impure Substance A substance in which some other substances are also present in smaller amounts is called an impure substance	Student listens carefully and notes down the difference between pure & impure substances in their notebook.	Lecture Method Boardwork Class: VI Subject: Science Topic: SEPARATION OF SUBSTANCES Pure Substance eg: pure iron, pure gold, pure oxygen etc. Impure Substance eg: Dust in air, soil etc	Differentiate between pure & impure substance

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
4. Purpose of Seperating the constituents of a mixture	Student states the need for seperating the constituents of a mixture.	Teacher's Statement The seperation of constituents of a substance is carried out for the following purpose i) To remove any harmful or undesirable constituent eg: Small pieces of stones and undesirable seed grains are removed from rice and dals before cooking. ii) To obtain a pure sample of a substance. Impurities present in any substance are removed to obtain a pure sample of the substance. Pure substances are needed in medicines, research, industry and also in daily use. iii) To obtain useful substances A mixture may contain one or more useful constituents. eg: Petrol, Diesel, Kerosene etc are obtained from crude petroleum by a method called fractional distillation.	Student listens carefully and writes down in their notebook	lecture Method Boardwork Class: VI Subject: Science Topic: SEPARATION OF SUBSTANCES Need: • To remove any harmful or undesirable constituent • To obtain a pure sample of a substance • To obtain useful substances.	State the need for seperating the constituents of a mixture

Closure

So students, today we discussed about
- Homogeneous & Heterogeneous Mixtures
- Pure & Impure Substances
- need for separation of constituents of a mixture

Ques: What type of mixture is a heap of wheat?

Ques: Differentiate between homogeneous & heterogeneous mixtures

Ques: Name a gaseous mixture containing oxygen

Home Assignment

Ques: A sample of water boils at 102°C and has a salty taste.
What do you conclude from this

Signature of the

Assessment of Lesson

of Intern: Julie Koshy ..... Date 22/1/2020

Separation of substances ..... Lesson Plan No. 9

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

all comments and suggestions:-

s Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of
n with the help of Students)

Julie

Signature of the Intern **Signature of the Mentor**

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 10 Date 24.01.2020

Name of the Internship School National Victor Public School

Class & Section VI-A Period 2nd Duration 40 mins

Subject Science Sub-Subject Chemistry

Topic Separation of Substances (Solid from other Solids)

Specific Objectives After my class, students will be able to
- describe the method of handpicking.
- explain the process of sieving.
- describe the method of winnowing.
- cite examples for different methods.

Previous Knowledge

Students have general idea about the need of separating the constituents of a mixture.

Introduction

Ques: What do you mean by 'separation of substances'?
Ans: Process of separating one or more components from a mixture.
Ques: Why is separation of substances required?
Ans: To remove any harmful or undesirable component.
Ques: List different methods for separating substances from their mixture.
Ans: No Response.

Announcement of the Topic

Today, we'll discuss about "Separating a solid from other solids".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
		Teacher's statement			
1. Separating a solid from other solids	Student describes the method used for separating the desired solid component from a mixture of solids	The methods described below are used for separating the desired solid component from a mixture of solids.	Student listens carefully and notes down in their note book	Lecture Method Demonstration Method	
o Handpicking		Hand Picking : This method is useful only when – a) the unwanted material is present in smaller quantity b) the shape, size & colour of the unwanted material is different from that of the useful one. Most foodgrains such as, wheat, rice, Pulses etc contain very small pieces of stones and sometimes insects also. These are removed by hand picking.			Describe the method of handpicking.
o Sieving	Student elaborates the method of sieving.	Sieving :- This method is used for separating solid constituents of a mixture which differ in their sizes. In this method, a sieve having holes of proper size is used. The bigger particles are retained by the sieve, whereas the smaller ones pass through it. This method is used for :- * Separating chaff from wheat * Separating fine sand from gravel * Separating cashewnuts of different sizes * Separating pearls of different sizes.	Student listens carefully and writes down methods for separation of solid from other solids in their notebooks	Lecture Method Deductive Method.	Elaborate the method of sieving.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
o Winnowing	Student explains the method of winnowing.	Winnowing :- This method is based on the property that grains are heavier than husk and hay. Farmers use this method for separating wheat grains from husk and hay. They drop the mixture of grains and husk & hay from a height. The lighter husk and hay are carried by the wind and fall in a heap at a small distance away. The wheat grains heavier fall almost vertically to form a separate heap nearby.	Student listens carefully and notes down in their note book	lecture Method Illustration with examples	Explain the method of winnowing.
o Threshing	Student describes the method of threshing.	Threshing :- The process of separating grains from sun-dried stalks is called threshing. In this process, the stalks are beaten against any hard surface such as a large rock or a stone slab etc. to free the grains. Threshing is also done with the help of animals. Large quantities of stalks are subjected to a machine called thresher to obtain grains more easily.	Student listens carefully and notes down in their notebook	lecture Method	Describe the method of threshing

Closure

So students, today we discussed about the different methods for separating the desired solid component from a mixture of solids.

- Handpicking
- Sieving
- Winnowing
- Threshing

Ques :- Which method is used for separating small pieces of stones & insects from foodgrains?

Ques :- Name the machine used for separating grain from sun-dried stalks.

Home Assignment

Ques : Describe the methods used for separating a solid from other solids.

Signature of the

Assessment of Lesson

Name of Intern: Julie Koshy Date: 24/1/2020

Topic: Separation of Substances Lesson Plan No: 10

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
Introduction	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

all comments and suggestions:-

Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of with the help of Students)

Julie

Signature of the Intern **Signature of the Mentor**

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 11 Date 24.01.2020

Name of the Internship School National Victor Public School

Class & Section VI-A Period 4th Duration 40mins

Subject Science Sub-Subject Chemistry

Topic Separating Insoluble Solids from liquids

Specific Objectives After my class, students will be able to
- Explain the process of sedimentation & decantation
- describe the process of loading
- illustrate the process of filtration

Previous Knowledge

Students have good knowledge of separation of substances.

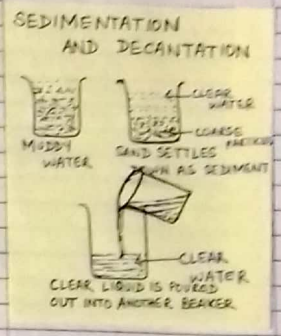
Introduction

Ques: What do you mean by 'separation of substances?
Ans: Process of separating one or more components from a mixture.
Ques: list some methods of separating a solid from other solids.
Ans: Handpicking, Winnowing, Sieving etc.
Ques: How can we separate insoluble solids from liquids?
Ans: No Response.

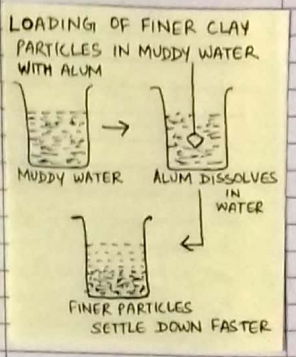
Announcement of the Topic

Today, we'll discuss about "Separating Insoluble solids from liquids".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Separating Insoluble solids from liquids	Student explains the methods used for separating insoluble solids from liquids.	Teacher's Statement "The following methods are used for separating insoluble solids from liquids. Sedimentation and Decantation Sedimentation and decantation are generally used for separating coarse particles of a solid from a liquid which are insoluble in the liquid. eg:- The coarse particles of sand in muddy water can be separated by decantation. Before cooking, rice is picked and washed with water. The water is removed by decantation. Activity :(Pupil teacher instructs the student to carry out the following :-) • Take small quantity of muddy water (mixture of sand & water) in a beaker. • Allow it to stand for some time. • What do you observe? • This settling down of heavier particles is called Sedimentation. • Transfer the clear supernatant liquid (upper layer of water) carefully into another beaker. This process of separating the clear liquid without disturbing the settled solid particles - Decantation.	Student listens carefully and writes the important points in their notebooks. Student follows the instructions. Particles of sand settle down to the bottom of the beaker.	Lecture Method Demonstration Method  	Explain the methods used for separating insoluble solids from liquids.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
		Teacher's Statement			
2. Loading	Student explains loading.	During sedimentation, the l... coarse particles settle down... quickly. Fine particles of clay settl... very slowly. The fine parti... can be made to settle fast... dissolving a small quantity of... in muddy water. This method is called loadin... When alum is added to mu... water, the finer particles ge... loaded with alum particl... form larger aggregates. This makes them to settle... faster.	Student listens carefully and notes down in their notebook	Lecture Method. Demonstration Method. 	Explain Loading.
3. Filtration	Student describes the process of filtration	Teacher's Statement This method is used for se... fine insoluble solid part... from the liquid. In this method, the mixtu... allowed to pass through a fi... The insoluble solid particles... retained by the filter and th... clear liquid is collected as f... eg: Filtration of tea by using a... strainer. Here, the tea leaves are ... by the strainer.	Student listens carefully and notes down in their notebook	Lecture-cum - Demonstration Method.	Describe the process of filtration.

Closure

So students, today we discussed about separation of insoluble solids from liquids by the process of Sedimentation & Decantation
- Loading
- Filteration

Ques: Name the method used for obtaining clear water from muddy water.

Ques: Which method is best for separating sand from water - sedimentation, decantation or filtration?

Home Assignment

Ques: How much solid solute can be dissolved in certain fixed quantity of a solvent?

Signature of the

Assessment of Lesson

e of Intern: Julie Koshy Date 24/1/2020

c: Separating Insoluble Solids from Liquids Lesson Plan No. 11

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
Introduction	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

r all comments and suggestions:-
ss Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of on with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 12 Date 25.01.2020

Name of the Internship School National Victor Public School

Class & Section VI-C Period 4th Duration 40 mins

Subject Science Sub-Subject

Topic The Living Organisms and their Surroundings

Specific Objectives After my class, students will be able to
- define a habitat
- describe the different types of habitat
- differentiate between Biotic & Abiotic components of a habitat.

Previous Knowledge

Students have general idea about their surroundings and the types of living organisms that live in a particular surrounding.

Introduction

Ques: What do you mean by surrounding?
Ans: Environment of a place in which an organism lives.
Ques: What is a habitat?
Ans: A place where an organism lives.
Ques: List the components of a habitat.
Ans: No Response.

Announcement of the Topic

Students, today we'll discuss about "The Living Organisms and their surroundings".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Organisms and their surroundings	Student explains why different creatures live in different places.	Teacher's Statement "Surrounding means the ... -ment of a place in which o... organism lives. Different locations have diff... surroundings. The kind of organisms that ... in a particular place depe... on the surroundings of tha... This is why we see differen... creatures in different pla... Eg: Camels are found in des... while fishes & crabs are f... in the sea.	...udent listens carefully and notes down in her notebook	Lecture Method Boardwork Class: VI Subject: Science Topic: THE LIVING ORGANISMS AND THEIR SURROUNDINGS The kind of organisms that live in a particular place depends on the surroundings of that place. eg: Camels are found in deserts, fishes - sea.	Explain why differ-ent creatures live in different places.
2. Habitat o Definition	Student defines the term habitat.	Teacher's Statement All living organisms need ... to live in addition to fo... water and air.			
o Components	Student cites examples of Biotic and Abiotic components of a habitat.	A place where an organism ... is called its habitat. A habitat must provide to ... organisms living there in t... following :- - food - shelter and - favourable climatic cond... to survive, breed & flou... The two components of a habi... i) Biotic Components - Animals ... ii) Abiotic Components - Non-living things eg: soil, water bodies, ... rainfall etc.	...udent listens carefully and ...otes down in her notebook.	Lecture Method Boardwork Class: VI Subject: Scien... Topic: THE LIVING ORGANISMS AND THEIR SURROUNDINGS HABITAT - A place where an organism lives ↓ 2 COMPONENTS BIOTIC eg: Animals, plants etc ABIOTIC eg: Soil, water bodies etc	Q Define the term habitat Q Cite examples of Biotic & Abiotic components

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Types of Habitat • Terrestrial Habitat • Aquatic Habitat • Aerial or Arboreal Habitat	Student describe the different types of habitat.	Teacher's Statement There are 3 main habitats in the biosphere. i) Terrestrial Habitat (land) The organisms that live, grow and propagate on land are called terrestrial organisms their habitat is called Terrestrial habitat or land Can you give any examples terrestrial habitat. ii) Aquatic Habitat The organisms that live and in water are called aquat organisms and their habit called Aquatic Habitat. Give few examples of Aqua organisms & aquatic ha iii) Aerial or Arboreal habit The organisms that use tree their activities are known a Arboreal organisms. eg: All birds - Eagle, Swall Organisms that use both wate land as their habitat ar known as Amphibian Organ eg: Frog, Crocodile, Bayeg	Student listens carefully and observes & learn the different types of habitat with their examples in their notebook. eg: Forest, Mountain Desert - Terrestrial Habitat. eg: Aquatic Organisms - Fish, Whales etc Aquatic Habitat - Oceans, Seas, Rivers etc	Lecture Method Question-Answer Method board work Class: VI Subject: Science Topic: THE LIVING ORGANISMS AND THEIR SURROUNDINGS 3 TYPES OF HABITAT i) TERRESTRIAL HABITAT eg: Forest, Mountains etc Terrestrial organisms - Man, Tiger, Trees etc. ii) AQUATIC HABITAT eg: Oceans, Seas, Rivers etc Aquatic Organisms - Fish, Whales etc iii) AERIAL HABITAT Aerial Organisms - Eagle, Swallow etc.	Describe the different types of habitat

Closure

So students, today we discussed about

- Habitat
- Components of Habitat
- Types of Habitat

Ques : Name the place where an organism lives to survive, reproduce & flourish.

Ques : Name the organisms that use feces for their activities.

Ques : Name the Biotic components of a habitat

Ques : Name 2 organisms belonging to aquatic habitat.

Home Assignment

Ques : Distinguish between aquatic & terrestrial habitats.

Signature of the

Assessment of Lesson

Name of Intern: Julie Kostey

Topic: The Living Organisms and their Surroundings Date 25/1/2020 Lesson Plan No. 12

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

Overall comments and suggestions:-

(Dress Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of concept with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 13 Date 21.01.2020

Name of the Internship School National Victor Public School

Class & Section VI-D Period 2nd Duration 40 mins

Subject Science Sub-Subject Physics

Topic Motion and its Types

Specific Objectives After my class, students will be able to
- define the terms rest & motion.
- state the different types of motion.
- describe the different types of motion.

Previous Knowledge

Students have general idea about living and non-living things around.

Introduction

Q. Name some objects you see around.
A: A table, clock, tree, house, butterfly, a dog etc.
Q. Which of these are at rest?
A: House, table, clock.
Q. Which of these are moving?
A: A flying butterfly, a dog.
Q. Objects which are not in rest are said to be in _____.
A: No Response.

Announcement of the Topic

Today, we'll discuss about 'Motion and its Types'.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Motion • Definition • Examples • Activity	Student defines motion. Student differentiates between motion & rest.	Teacher's Statement The objects which change their positions with time with respect to their surrounding are said to be in motion. An object is said to be at rest, there is no change in its position with respect to its surrounding in a given time. Eg: Ball dropping from a height, soldiers marching in parade, movement of bicycle on road etc. are said to be in motion. Pupil teacher divides the class into appropriate group and each group is given a ball, chart & markers. Pupil Teacher instructs and asks questions in between :- i) Place the ball and the car on the table. ii) Is the ball changing its position with respect to the car? iii) Now move the ball. iv) If the ball is changing its position, what is the state of ball with respect to car? v) What is the state of car with respect to ball? Therefore, a body maybe at rest with respect to one set of surrounding and at the same time be in motion with respect to another set of surrounding.	Student listens carefully and writes down the important points in their notebook. Student follows the instruction Places the ball & car on the table. No Moves the ball, keeping the car fixed The ball is said to be in motion The car is said to be at motion.	Lecture Method Question - Answer Method Boardwork Class : VI Subject: Science Topic : MOTION AND ITS TYPES MOTION - Objects which change their positions with time with respect to their surroundings. REST - Objects which don't change their positions with time. Therefore, a body may be at rest with respect to one set of surroundings and at the same time be in motion with respect to another set of surrounding.	Define motion. Differentiate between motion & rest.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
2. Types of Motion - Translatory Motion • Rectilinear • Curvilinear - Rotatory Motion - Oscillatory Motion	Student describes the different types of motion	Teacher's Statement Are all motions alike? No. There are different kinds of mo... classified as follows :- i) Translatory Motion : The mo... in which a body moves as ... whole and every point on it ... moves the same direction. It is 2 types :- a) Rectilinear Motion : Movem... of a body along a straight ... eg: An apple falling from a ... Soldiers marching in a par... b) Curvilinear Motion : Movem... of a body along a curved pa... eg: Running race along a tra... Bus moving along a curv... path etc ii) Rotatory Motion : The moti... of a body in which every par... of it moves along a circular p... about a fixed axis. eg: Motion of a spinning top. Motion of blades of a fan. iii) Oscillatory Motion : The to... motion of a body along the ... path. eg: Motion of pendulum ... wall clock, A child on a swing ...	No Response. Student listens carefully and also Notes the different types of motion along with the examples in their note book.	Lecture Method Deductive Method Boardwork Class : VI Subject : Science Topic : MOTION AND ITS TYPES Motions are classified as follows :- i) TRANSLATORY MOTION RECTILINEAR MOTION eg: Apple falling from a tree CURVILINEAR MOTION eg: Bus moving along a curved path ii) ROTATORY MOTION eg : Motion of a spinning top iii) OSCILLATORY MOTION to & fro motion of a body. eg: Motion of pendulum of a wall clock	Describe the different types of motion.

Closure

So students, today we discussed about
- when is a body said to be in rest & when in motion
- different types of motion

Ques: Differentiate between Rectilinear & Curvilinear motion.

Ques: Give an example of Translatory Motion

Ques: Define an oscillatory motion with an example

Ques: Describe Rotational Motion.

Ques: What kind of motion is shown by the earth moving about its own axis?

Home Assignment

Ques: Are all the passengers sitting in a compartment of a running train at rest or in motion with respect to each other? Explain.

Signature of the Mentor

Assessment of Lesson

Name of Intern: Julie Koshy

Topic: Motion and its Types Date 27/1/2020

Lesson Plan No. 13

	Category Under Supervision		Rating Scale				
			Not Used	Poor	Avg.	Good	Very Good
A.	Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
		2. Student's previous knowledge tested	0	1	2	3	4
		3. Topic was announced effectively	0	1	2	3	4
B.	Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
		5. Skill of Questioning	0	1	2	3	4
		6. Skill of Explanation	0	1	2	3	4
		7. Skill of Stimulus variation	0	1	2	3	4
		8. Skill of Reinforcement	0	1	2	3	4
		9. Skill of Illustration with examples	0	1	2	3	4
D.	Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
		11. Quality of teaching aid	0	1	2	3	4
E.	Chalk Board Work	12. Organized and adequate	0	1	2	3	4
		13. Appropriateness and clarity	0	1	2	3	4
F.	Management of the Class	14. Class environment & discipline	0	1	2	3	4
		15. Supervision of student's work	0	1	2	3	4
G.	Evaluation	16. Skill of Closure	0	1	2	3	4
		17. Based on the behavioral objectives	0	1	2	3	4
		18. Quality of home assignment	0	1	2	3	4

Over all comments and suggestions:-
(Dress Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of Lesson with the help of Students)

Julie

Signature of the Intern **Signature of the Mentor**

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 14 Date 28.01.2020

Name of the Internship School National Victor Public School

Class & Section VI-C Period 4th Duration 40 mins

Subject Science Sub-Subject

Topic Adaptation in Animal & Plants

Specific Objectives After my class, students will be able to
- define adaptation
- differentiate between permanent & temporary adaptation
- explain adaptation to Desert habitat.

Previous Knowledge

Students have general idea about habitat, types and components of habitat

Introduction

Ques: Name the place where an organism lives to survive, reproduce & flourish.

Ans: Habitat

Ques: What are the three types of Habitat?

Ans: Terrestrial Habitat, Aquatic Habitat & Aerial Habitat

Ques: Give 3 examples of Terrestrial Habitat.

Ans: Grasslands, Deserts, Mountains etc.

Ques: ____ is referred to as the tendency of an organism to bring about changes in the structure & function of its body to suite to the given environment.

Ans: No Response.

Announcement of the Topic

Today we will discuss about 'Adaptation in Animals and Plants'.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Adaptation • Meaning & Definition • examples	Student defines adaptation with examples	Teacher's Statement The tendency of an organism to develop certain specific features which improve the chances of its survival in the environment in which it lives is known as adaptation. In response to a particular environment, an organism brings about certain changes in the structure & function of its body and makes it well suited to the environment. For example: Camel & Desert rat are adapted to the desert habitat.	Student listens carefully and notes down in their notebook.	Lecture Method Boardwork Class: VI Subject: Scien Topic: ADAPTATION IN PLANTS AND ANIMALS Adaptation – Tendency of an organism to develop specific features which improve its chances of survival in the env. in which it lives.	Define adaptation with examples.
2. Types of Adaptation	Student differentiates between Permanent adaptation and Temporary adaptation	Teacher's Statement Adaptation is of two types – i) Permanent Adaptation :- It has a genetic basis and causes permanent changes in the individuals eg: Camel is well adapted to desert environment and not to water. A fish is adapted to live in water. ii) Temporary Adaptation :- It is a short term adaptation and is not inherited. eg: A bird adapted to live in the cage is a temporary adaptation.	Student listens carefully and notes the 2 types of adaptation in their notebook.	Lecture Method Deductive Method Boardwork Class: VI Subject: Scienc Topic: ADAPTATION IN PLANTS & ANIMALS ADAPTATION PERMANENT ADAPTATION TEMPORARY ADAPTATION	Differentiate between Permanent and Temporary Adaptation.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Adaptation to Desert Habitat	Student explains adaptation to Desert habitat	Pupil Teacher asks the following questions :- Q. Define a terrestrial habitat. Q. Give few examples of terrestrial habitat. Some terrestrial habitats are grassland, forests, deserts, mountains etc. Let us discuss a few of these. Teacher's Statement Adaptation to Desert Habitat Desert Animals :- The climate of deserts is dry and hot. Deserts have very little vegetation. • Many animals living in deserts remain inactive during the day and become active during the night. This prevents loss of water from the body. Animals that show this type of adaptation are called Nocturnal • Certain animals hide themselves in burrows with gelatinous secretions and sleep for eight to nine months in a year. This is called hibernation. • In summers, the cold-blooded animals like Lizards, Snakes & Mosquitoes are more active during night. In winters, they enjoy sunbathing during day and when cold they become inactive for a certain long period.	The plants and animals that live on land are said to live in terrestrial habitat. eg: Deserts, Mountains etc Student listens carefully and notes down in their notebook.	Question-Answer Method. Lecture Method. Boardwork Class : VI Subject : Science Topic : ADAPTATION IN PLANTS & ANIMALS Terrestrial Habitat eg: Grassland, forests, deserts, mountains etc. ADAPTATION TO DESERT HABITAT NOCTURNAL ANIMALS – INACTIVE during the day and ACTIVE in the night HIBERNATION – Animals hide themselves in burrows with gelatinous secretions and sleep for eight to nine months in a year	Explain adaptation to Desert Habitat

Closure

So students, today we discussed about
- adaptation in animals & plants
- 2 types of adaptation : Permanent & Temporary Adapt

Ques : Differentiate between Permanent & Temporary Adaptation

Ques : Define hibernation.

Ques : Why do most animals living in deserts remain inactive during the day & active during the night?

Home Assignment

Ques : How do desert animals adapt themselves to the conditions in the desert ?

Signature of the Me

Assessment of Lesson

Name of Intern: Julie Koshy Date 28.01.2020

Topic: Adaptation in Plants and Animals Lesson Plan No. 14

	Category Under Supervision		Rating Scale				
			Not Used	Poor	Avg.	Good	Very Good
A.	Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
B.	Introduction	2. Student's previous knowledge tested	0	1	2	3	4
		3. Topic was announced effectively	0	1	2	3	4
C.	Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
		5. Skill of Questioning	0	1	2	3	4
		6. Skill of Explanation	0	1	2	3	4
		7. Skill of Stimulus variation	0	1	2	3	4
		8. Skill of Reinforcement	0	1	2	3	4
		9. Skill of Illustration with examples	0	1	2	3	4
D.	Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
		11. Quality of teaching aid	0	1	2	3	4
E.	Chalk Board Work	12. Organized and adequate	0	1	2	3	4
		13. Appropriateness and clarity	0	1	2	3	4
F.	Management of the Class	14. Class environment & discipline	0	1	2	3	4
		15. Supervision of student's work	0	1	2	3	4
G.	Evaluation	16. Skill of Closure	0	1	2	3	4
		17. Based on the behavioral objectives	0	1	2	3	4
		18. Quality of home assignment	0	1	2	3	4

Over all comments and suggestions:-

Dress Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of Lesson with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 15. Date 29.01.2020

Name of the Internship School National Victor Public School

Class & Section VI-C Period 4th Duration 40mins

Subject Science Sub-Subject

Topic Adaptation in Animals & Plants.

Specific Objectives After my class, students will be able to
- write two characteristics of adaptation of camels in deserts
- explain the adaptation in Desert plants
- describe adaptation in Mountaineous regions.

Previous Knowledge

Students have general idea about habitat, types of habitat and adaptation.

Introduction

Ques: What do you mean by adaptation?
Ans: The tendency of an organism to develop certain specific features which improve the chances of its survival in the given environment.

Ques: Give an example of Permanent Adaptation.
Ans: Camel is well adapted to desert environment. A fish is well adapted to live in water.

Ques: How is the camel well adapted to the desert conditions?
Ans: No Response.

Announcement of the Topic

Students, today we'll discuss about 'Adaptation in Animals & Plants'.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Adaptation in Camel.	Student enlists the characteristics the camel has adapted to survive in deserts.	Teacher's Statement Camel is the only large animal that survives in desert conds. Camel is called 'Ship of the de It is adapted to the desert cond because of the following :- i) Its limbs contain large pad which helps it to move on hot & slippery sand. ii) The hump of the camel is a reservoir of food in the fo of fat. iii) It drinks a large quantity of water and stores it in it cells, muscles and connecti tissues. iv) It can live without drinkin water for about 2 weeks It excretes very little water in the form of urine. v) It can adjust its internal temperature according to th surrounding air. It sweats profusely in the day sun to maintain its body temperature.	Student listens carefully and notes down the characteristics the camel has adapted to survive in deserts in their notebook	Lecture Method. Boardwork. Class: VI Subject: Scienc Topic: ADAPTATION IN PLANTS AND ANIMALS Adaptation in Camel → Limbs contain large pads - helps to move in sand. → hump of the camel - reservoir of food. → drinks a large quantity of water & stores it in cells muscles & connective tissues → can adjust its internal temperature according to the surrounding air.	Enlist the characteristics the camel has adapted to survive in the deserts.
2. Desert Plants	Student explains the adaptation in desert plants.	Teacher's Statement desert The plants show the following characteristics to survive in hot & dry climate. i) Their leaves are reduced to scales or spines which reduce the loss of water by transpiration.	Student listens carefully and writes in their notebook.	Lecture Method	

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
		(ii) The leaves bear sunken stom to reduce the rate of transpiration.			
		(iii) The thick cuticle is found on the stem and leaves for the prevention of loss of water.			
		The plants that grow under very poor water conditions, such as in deserts are called xerophy			Explain the adaptation in desert Plants.
		eg: Cactus & Opuntia.			
3. Adaptation to Mountainous Regions - Mountain Plants/ Trees - Mountain Animals	Student describes the adaptation by Mountain Plants and Mountain Animals.	Teacher's Statement Mountainous regions are gener very cold and windy. Mountain Plants/Trees:- The trees adapted to such co Snowy climate - are cone-shaped & have slo branches. - have needle-like leaves These adaptations help the rain and snow to slide off easil Mountain Animals :- The animals in these regions are usually white or light colou This helps them to camouflage with the surroundings This also helps them in ther regulation. They have thick skin/fur to pr them from cold	Student listens carefully and writes down in their notebook.	Lecture Method Boardwork Class: VI Subject: Science Topic: ADAPTATION IN PLANTS AND ANIMALS MOUNTAIN PLANTS/TREES - cone-shaped - sloping branches - needle-like leaves MOUNTAIN ANIMALS - white/light coloured - thick skin/fur, helps in thermal regulation	Describe the adapta tion by Mountain plants & Mountain Animals.

Closure

So students, today we learnt about
- adaptation in camel
- adaptation in desert plants
- adaptation to mountaineous regions.

Ques: Write two characteristics which the camel has adapted to survive in deserts.

Ques: What are the common features found in mountain animals?

Home Assignment

Ques: How do desert plants adapt themselves to the conditions in the desert?

Signature of the Men

Assessment of Lesson

me of Intern: Julie Koshy ..... Date 29.01.2020

pic: Adaptation in Animals & Plants ..... Lesson Plan No. 15

Category Under Supervision			Rating Scale				
			Not Used	Poor	Avg.	Good	Very Good
.	Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
.	Introduction	2. Student's previous knowledge tested	0	1	2	3	4
		3. Topic was announced effectively	0	1	2	3	4
.	Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
		5. Skill of Questioning	0	1	2	3	4
		6. Skill of Explanation	0	1	2	3	4
		7. Skill of Stimulus variation	0	1	2	3	4
		8. Skill of Reinforcement	0	1	2	3	4
		9. Skill of Illustration with examples	0	1	2	3	4
.	Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
		11. Quality of teaching aid	0	1	2	3	4
.	Chalk Board Work	12. Organized and adequate	0	1	2	3	4
		13. Appropriateness and clarity	0	1	2	3	4
.	Management of the Class	14. Class environment & discipline	0	1	2	3	4
		15. Supervision of student's work	0	1	2	3	4
.	Evaluation	16. Skill of Closure	0	1	2	3	4
		17. Based on the behavioral objectives	0	1	2	3	4
		18. Quality of home assignment	0	1	2	3	4

er all comments and suggestions:-
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Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 16 Date 30.01.2020

Name of the Internship School National Victor Public School

Class & Section X-D Period 2nd Duration 40 mins

Subject Science Sub-Subject Chemistry

Topic Chemical Equations

Specific Objectives

After my class, students will be able to
- define a chemical equation.
- balance a chemical equation.

Previous Knowledge

Students have some knowledge about chemical reactions.

Introduction

Q: What happens when wood is burned?
Ans: It changes into ashes.

Q: What reaction wood or coal undergoes when it is burned?
Ans: Chemical Reaction

Q: How can we denote a chemical reaction in symbolic form?
Ans: No Response.

Announcement of the Topic

Today we will discuss about "Chemical equation".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Chemical equation - Meaning - Definition	Student defines a chemical equation.	Teacher's Statement A chemical equation consists of t chemical formulas of the reac and the chemical formula of the products. The two are seperated by an ar symbol and each individual substance's chemical formula is seperated from others by a plus sign.	Student listens carefully.	Boardwork Class : X Subject: Scien Topic : CHEMICAL EQUATIONS Chemical equation of Hydrochloric acid with Sodium $2HCl + 2Na \longrightarrow 2NaCl + H_2$ REACTANTS PRODUCTS	
2. Common Symbols	Student differen-tiates between different types of reactions.	Teacher's Statement Symbols are used to differentia between different types of reac "$\longrightarrow$" symbol is used to denote net forward reaction. "$\rightleftarrows$" Symbol is used to denote Reaction in both directio "$\rightleftharpoons$" symbol is used to denote equilibrium. when stating physical state, (s) - denotes a solid (l) - denotes a liquid (g) - denotes a gas (aq) - denotes an aqueous solut Δ (Delta) - Energy in the form of heat is added t the reaction. It is indicated abou arrow.	Student listens carefully and writes down in their notebook.	Lecture Method Boardwork Class-X Subject: Science Topic : CHEMICAL EQUATIONS "$\longrightarrow$" Forward Reaction "$\rightleftharpoons$" equilibrium (s) - solid state (l) - liquid state (g) - gaseous state (aq) - aqueous state	Define a Chemical equation. Differentiate between '$\longrightarrow$', '$\rightleftharpoons$', (s), (l), and (g) symbols used in a chemical equation.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Balancing a Chemical equation	Student balances a chemical equation using the steps	Statement: A chemical equation is balanced so that the numbers of atoms of each type involved in a chemical reaction are the same on the reactants and product sides of the equation. Steps to balance a Chemical equation :- Step 1 : Write the chemical equat of iron reacting with w and draw boxes around the formula. Step 2 : List the number of atoms o different elements presen in unbalanced equation Step 3 : Start balancing with the compound that contains maximum number of atom Step 4 : Balance Fe and H atoms Step 5 : Count atoms of each elem on both sides of the equation. Step 6 : Writing symbols of Phys state.	Student listens carefully and follows the steps provided. e + H_2O → Fe_3O_4 + H_2 ment No of atoms (LHS) No of atom (RHS) e 1 3 H 2 2 O 1 4] + 4H_2O → Fe_3O_4 + H_2] + 4H_2O → Fe_3O_4 + 4H_2] + 4H_2O → Fe_3O_4 + 4H_2 e + $4H_2O$ → Fe_3O_4 + $4H_2$ (s) + $4H_2O$(g) → Fe_3O_4(s) + $4H_2$(g)	Question-Answer Method Boardwork Class: X Subject: Science Topic: CHEMICAL EQUATIONS Fe + H_2O → Fe_3O_4 + H_2 $Fe + 4H_2O \rightarrow Fe_3O_4 + H_2$ $Fe + 4H_2O \rightarrow Fe_3O_4 + 4H_2$ $3Fe + 4H_2O \rightarrow Fe_3O_4 + 4H_2$ ∴ The given equation is balanced.	Balance the chemical equation $Fe + H_2O \rightarrow Fe_3O_4 + H_2$

Closure

So students, today we discussed about chemical equations and how to balance a given chemical equation.

Ques: Write the balanced equation for the following chemical reactions:-

i) Hydrogen + Chlorine → Hydrogen Chloride

ii) Sodium + Water → Sodium Hydroxide

iii) Barium Chloride + Aluminium Sulphate → Barium Sulphate + Aluminium Chloride

Home Assignment

Ques: Write a balanced chemical equation for the given reaction:- Sodium hydroxide reacts with hydrochloric acid to produce sodium chloride solution & water.

Signature of the M

Assessment of Lesson

ame of Intern: Julie Koshy ..... Date 30.01.2020

opic: Chemical Equations ..... Lesson Plan No. 16

Category Under Supervision			Rating Scale				
			Not Used	Poor	Avg.	Good	Very Good
A.	Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
B.	Introduction	2. Student's previous knowledge tested	0	1	2	3	4
		3. Topic was announced effectively	0	1	2	3	4
C.	Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
		5. Skill of Questioning	0	1	2	3	4
		6. Skill of Explanation	0	1	2	3	4
		7. Skill of Stimulus variation	0	1	2	3	4
		8. Skill of Reinforcement	0	1	2	3	4
		9. Skill of Illustration with examples	0	1	2	3	4
D.	Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
		11. Quality of teaching aid	0	1	2	3	4
E.	Chalk Board Work	12. Organized and adequate	0	1	2	3	4
		13. Appropriateness and clarity	0	1	2	3	4
F.	Management of the Class	14. Class environment & discipline	0	1	2	3	4
		15. Supervision of student's work	0	1	2	3	4
G.	Evaluation	16. Skill of Closure	0	1	2	3	4
		17. Based on the behavioral objectives	0	1	2	3	4
		18. Quality of home assignment	0	1	2	3	4

er all comments and suggestions:-

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Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 17 Date 31-01-2020

Name of the Internship School National Victor Public School

Class & Section X-A Period _____ Duration _____

Subject Science Sub-Subject Chemistry

Topic Types of Chemical Reactions

Specific Objectives After my class, students will be able to
- define a combination reaction.
- differentiate between a combination & decomposition reaction
- explain double combination reaction

Previous Knowledge

Students have knowledge about chemical reactions and how to balance a given chemical equation.

Introduction

Ques: What happens when coal is burned in air?
Ans: It forms carbon dioxide.
Ques: Write the chemical equation involved.
Ans: $C + O_2 \longrightarrow CO_2$
Ques: What type of reaction is this?
Ans: No Response.

Announcement of the Topic

Students, today we'll discuss about "Types of Chemical Reactions".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Combination Reaction - Definition - Example	Student defines a combination reaction.	Teacher's Statement Combination reaction is a reaction in which two or more substances react together to form just a product. eg: Burning of Coal $C(s) + O_2(g) \rightarrow CO_2(g)$ Formation of water $2H_2(g) + O_2(g) \rightarrow 2H_2O$	Student listens carefully and notes down in their notebooks.	Lecture Method	Define a combination reaction.
2. Decomposition Reaction - Definition - Example	Student defines decomposition reaction	Teacher's Statement Decomposition Reaction is a reaction in which one reactant breaks up to form two or more simpler products eg: Decomposition of Ferrous sulphate gives ferric oxide, sulphur dioxide and sulphur trioxide $2FeSO_4 \rightarrow Fe_2O_3 + SO_2 + SO_3$	Student listens carefully and notes down in their note book.	Lecture Method Boardwork Class: X Subject: Science Topic: Types of Chemical Reactions DECOMPOSITION REACTION - one reactant breaks up to form 2 or more simpler products $2FeSO_4 \xrightarrow{Heat} Fe_2O_3 + SO_2 + SO_3$	Define Decomposition reaction.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
5. Displacement Reaction - Definition - examples	Student describes displacement reaction with examples	Teacher's Statement A reaction in which a more reactive element displaces a less reactive one from its compound is called a displacement reaction. example :- When magnesium placed in hydrochloric acid magnesium replaces hydro This is because magnesium is more reactive than hydrogen Pupil Teacher asks the following questions :- i) Write a balanced chemical equation when magnesium reacts with hydrogen. ii) Write a balanced chemical equation when iron reacts with copper sulphate solution. iii) In the above reaction, which element replaces which element ? iv) Why does the blue colour of $CuSO_4$ solution fade when iron nail is placed in it ?	udent listens carefully and writes it in their notebook $g + 2HCl \rightarrow MgCl_2 + H_2$ $e + CuSO_4 \rightarrow FeSO_4 + Cu$ Fe Blue colour of $CuSO_4$ fades when iron is placed in its solution because Fe is more reactive than copper	Question - Answer Method Boardwork Class : X Subject : Chemistry Topic : Types of Chemical Reactions DISPLACEMENT REACTION $Mg + 2HCl \rightarrow MgCl_2 + H_2$ $Fe + CuSO_4 \rightarrow FeSO_4 + Cu$	Write a balanced chemical equation when zinc reacts with copper sulphate solution.

Closure

So students, today we discussed about different types of chemical reactions.

i) Why does the colour of copper sulphate solution change when an iron nail is dipped in it?

ii) Give an example of double displacement reaction.

iii) The given reaction

$Fe_2O_3 + 2Al \rightarrow Al_2O_3 + 2Fe$ is which type of reaction?

Home Assignment

Ques: Translate the following statement into chemical equation & balance it :-

Potassium metal reacts with water to give potassium hydroxide & hydrogen gas.

Signature of the M

Assessment of Lesson

Name of Intern: Julie Koshy Date 31.01.2020

Topic: Types of Chemical Reactions Lesson Plan No. 17

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

all comments and suggestions:-

Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of with the help of Students)

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 18 Date 3.02.2020

Name of the Internship School National Victor Public School

Class & Section X-C Period 3rd Duration 40mins

Subject Science Sub-Subject Chemistry

Topic Oxidation and Reduction Reactions

Specific Objectives After my class, students will be able to
- define oxidation & reduction reaction.
- explain oxidation and reduction reaction with examples.
- describe the effects of oxidation and reduction in daily life.

Previous Knowledge

Students have knowledge about different types of chemical reactions.

Introduction

Ques: When zinc reacts with oxygen, what product is formed?
Ans: Zinc Oxide (ZnO)
Ques: Write a reaction for copper oxide reacting with hydrogen gas.
Ans: $CuO + H_2 \longrightarrow Cu + H_2O$
Ques: In this reaction, CuO gets reduced to Cu & H_2 gets oxidised to H_2O so what is such reaction known as?
Ans: No Response

Announcement of the Topic

Today, we'll discuss about "Oxidation and Reduction Reactions".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Oxidation - Definition	Student explains oxidation with examples	Teacher's Statement Gain of oxygen or loss of hydrogen is oxidation. Eg: The reaction between magnesium metal and oxygen forms magnesium oxide. Pupil Teacher asks the following questions :- i) What is the symbol for Magnesium ? ii) What is formed when Magnesium reacts with oxygen? iii) Write a balanced chemical equation. Here, magnesium is oxidized to form magnesium oxide.	...dent notes down in their notebook. Mg MgO $2Mg + O_2 \rightarrow 2MgO$	Lecture Method Question-Answer Method. Boardwork Class: X Subject: Science Topic: OXIDATION AND REDUCTION REACTIONS $2\,Mg + O_2 \rightarrow 2MgO$ Oxidation	Explain Oxidation reaction with examples.
2. Reduction - Definition - Examples	Student describes reduction with examples	Teacher's Statement Gain of hydrogen or loss of oxygen is called reduction. Eg: Reduction of Magnesium oxide to magnesium metal. i) While the reaction takes ... ii) In the above reaction, what undergoes reduction ?	...dent listens carefully and notes down in their notebook. ...$O + C \rightarrow Mg + CO$ MgO undergoes reduction to form Mg metal	Lecture Method Question-Answer Method	Describe reduction reaction with examples.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Redox Reaction - Definition - Oxidising & Reducing Agent	Student defines redox reaction Student differentiates between oxidising and reducing agent	Teacher's Statement Reactions in which oxidation and reduction occurs simultaneously are called Redox Reactions Oxidising Agent :- The substance which give oxygen or substance which removes hydrogen. Reducing Agent :- The substance which give hydrogen or removes oxygen Pupil-teacher asks the following questions:- i) Write the reaction between Copper oxide & Hydrogen (gas) ii) In the above reaction, which substance undergoes oxidation? iii) Which substance undergoes reduction? iv) Which is the oxidising Agent v) Which is the Reducing Agent	Student listens carefully and note down in their notebook $CuO + H_2 \rightarrow Cu + H_2O$ H_2 is oxidised to H_2O CuO CuO H_2	Lecture Method Question-Answer Method Boardwork Class : X Subject: Scien Topic : OXIDATION AND REDUCTION REACTIONS Oxidation $CuO + H_2 \rightarrow Cu + H_2O$ Reduction (Oxidising Agent)	Define Redox Reaction Name the oxidising & reducing agent in the given reaction $H_2S + Cl_2 \rightarrow S + 2HCl$

Closure

So students, today we discussed about-

- Oxidation Reaction
- Reduction Reaction
- Redox Reaction
- Oxidising & Reducing Agent.

Ques: Write a balanced chemical equation for the chemical reaction between hydrogen sulphide and chlorine gas.
Name the oxidising & reducing agent in the above chemical equation.

Home Assignment

Ques: Find out atleast 5 impacts of oxidation and reduction reaction in everyday life

Signature of the

Assessment of Lesson

of Intern: Julie Koshy Date: 3.02.2020

Oxidation & Reduction Reactions Lesson Plan No. 18

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

all comments and suggestions:-
Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of
n with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 19 Date 4.02.2020

Name of the Internship School National Victor Public School

Class & Section VI – C Period 4th Duration 40 mins

Subject Science Sub-Subject

Topic Adaptation to Grasslands.

Specific Objectives After my class, students will be able to
- list the common features of grasslands.
- describe the adaptation to grassland in herbivores and in carnivores.

Previous Knowledge

Students have general idea about adaptation and its two types: Permanent & Temporary Adaptation.

Introduction

Ques: What do you mean by terrestrial habitat?
Ans: Terrestrial habitat refers to land habitat.
Ques: Give few examples of terrestrial habitat.
Ans: Grasslands, Deserts, Mountains etc.
Ques: Name 2 animals found in grasslands.
Ans: Bear, horse, lion etc
Ques: How do these animals (bear, horse) save themselves from predators?
Ans: No Response.

Announcement of the Topic

Students, today we'll discuss about 'Adaptation to Grasslands'.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Adaptation to grasslands	Student cites the features of grasslands	Teacher's Statement The grasslands cover nearly a... of the earth's land. Tropical grasslands are hot th... -out the year, whereas the te... grasslands are hot in summ... and very cold in winters. All grasslands have the foll... common features :- - Plenty of grass as food. - Continuity & Openness - lacking cover to hide from... Predators eg: Animals : Bear, Horse, ha... etc.	udent listens carefully and notes down in their notebook.	Lecture Method. Board work Class: VI Subject: Science Topic : ADAPTATION TO GRASSLANDS Grasslands ↳ Plenty of grass ↳ Continuity & Openness ↳ lacking cover to hide from predators	Cite the feature of grasslands
2. Adaptation to grassland in Herbivores	Student describes the adaptation to grassland in Herbivores.	Teacher's Statement Herbivores, such as deer, cow... etc living in grasslands hav... the following adaptations :- * Strong teeth for chewing ... hard grass. * long ears to follow the mo... of predator A predator is an animal wh... makes them its prey. * long legs to run fast & sa... themselves from predato... * Eyes on the sides of their he... which provide a wider fie... view to follow the movem... of predators.	udent listens carefully nd notes down in heir note book.	Lecture Method Board work Class: VI Subject: Science Topic : ADAPTATION IN GRASSLANDS Herbivores - Strong teeth - long ears - long legs - Eyes on sides of their head.	Describe the adaptation to grassland in Herbivores.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Adaptation to grassland in Carnivores	Student explains the adaptation to grassland in Carnivores	Pupil Teacher asks the following questions:- Ques: Differentiate between Herbivores & Carnivores Ques: Give 2 examples of carnivores Teacher's Statement Carnivores like lions, tigers etc are found in grasslands. They have the following adaptations: * Sharp & long claws in their legs to catch, hold and tear the body of their prey. * Light brown coloured body. This helps them to hide in the grass. * The eyes in front of the face help them to hide in the grass and help in locating their prey. * Long & strong canines help them in tearing the body of their prey.	...ivores - Plant-eating ...ivores - Animal-eating ...: lion, tiger ...dent listens carefully and notes down in their notebook.	Question-Answer Method. Lecture Method. Boardwork Class: VI Subject: Scien... Topic: ADAPTATION TO GRASSLANDS Carnivores:- ↳ Sharp & long claws. ↳ Light brown coloured body. ↳ Eyes in front of the face ↳ Long & strong canines	Explain the adaptation to grassland in carnivores

Closure

So students, today we discussed about
- Adaptation to grassland in Herbivores a
- Adaptation to grassland in Carnivores

Ques: Name one adaptation in herbivores living in grasslands.

Ques: What are the common features of all grasslands?

Ques: Name an organ of the grassland herbiv which helps it to follow the movements of a predator.

Home Assignment

Ques: Describe the adaptation in herbivores which help them to save themselves from predators.

Signature of the

Assessment of Lesson

e of Intern: Julie Koshy Date 4.02.2020

: Adaptation to Grasslands Lesson Plan No. 19

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
Introduction	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

all comments and suggestions:-

s Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of n with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 20 Date 5.02.2020

Name of the Internship School National Victor Public School

Class & Section VI-C Period 4th Duration 40 mins

Subject Science Sub-Subject

Topic Aquatic Adaptation in Animals & Plants

Specific Objectives After my class, students will be able to
- explain aquatic adaptation in animals and plants.
- define hydrophytes.
- describe the adaptation of hydrophytes.

Previous Knowledge

Students have general knowledge about adaptation and its types.

Introduction

Ques: What do you mean by aquatic habitat?
Ans: Habitat in which organisms live and breed in water is called aquatic habitat.
Ques: Give 4 examples of aquatic habitat.
Ans: Sea, lake, Ponds, Rivers etc.
Ques: Give 2 examples of aquatic animals.
Ans: Whales, Dolphins etc.
Ques: How do these animals adapt themselves to water?
Ans: No Response.

Announcement of the Topic

Students, today we'll discuss about 'Aquatic Adaptation in Animals & Plants'.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Aquatic Adaptation in Animals & Plants.	Student cites the adaptive features for aquatic adaptation	Pupil Teacher asks the following questions:-			
		Ques: Animals that live in water are said to live _____ habitat.	uatic habitat	Question-Answer Method.	
		Ques: Give examples of aq habitat.	a, lake, River, Ponds.		
		Ques: Give examples of aq animals.	sh, whales etc		
		Statement			
		The adaptive features for aq adaptation are:-	dent listens carefully nd notes down in their otebook.	Lecture Method Boardwork	
		- Body of aquatic animals is compressed laterally to reduce friction. This allows swift passage the water while swimming - Fins in fish & flippers in whale help in swimm - Frogs and duck have webb foot for swimming. - Swim Bladder present in fi us filled with air and mai buoyancy. - Gills are the organs of resp Gills exchange gases dis in water. - Dolphins and whales do no gills. They breathe in air through nostrils or bla		Class: VI Subject: Science Topic: AQUATIC ADAPTATION IN ANIMALS & PLANTS Adaptive features for aquatic adaptation: → Body: Compressed laterally. → Fins in fish & flippers in whale - Swimming → Gills - Respiration → Swim bladder - Buoyancy	Cite the adaptive features for aquatic adaptation.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
2. Adaptation to Oceans	Student describes the adaptation to oceans.	Teacher's Statement Marine animals like fish, whales, dolphins etc. live in sea ocean. * Most sea animals have streamlined bodies. Fish, Dolphins have streamlined bodies. * Some sea animals such as starfish and octopus do not have streamlined bodies. However, when they move in water, their bodies acquire streamlined shape. * They stay deeper in the ocean, under the seabed.	Student listens carefully and writes in their notebook.	Lecture Method Demonstration Method.	Describe the adaptation to oceans.
3. Adaptation to Ponds, lakes and Rivers	Student explains adaptation to Ponds, lakes and Rivers.	Teacher's Statement Ponds & lakes are the habitat for small fish, frog and many aquatic plants. * Aquatic plants of fresh water are called Hydrophytes. Hydrophytes may be free floating, rooted & floating or submerged. eg: lotus, water lily, Hydrilla * Some of the aquatic plants have their roots fixed in the soil under the water.	Student listens carefully and notes down in their notebook.	Lecture Method Class: VI Subject: Science Topic: AQUATIC ADAPTATION IN ANIMALS & PLANTS Aquatic plants of fresh water – HYDROPHYTES eg: lotus, Water lily, Hydrilla etc.	

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
		* Some aquatic plants float on water.	udent listens carefully and notes down in their notebook.	Boardwork	
		* The stems of aquatic plan are long, hollow & lig		Class: VI Subject: Scienc	
		Hydrophytes adapt in the fo way :-		Topic: AQUATIC ADAPTATION IN ANIMALS AND PLANTS	
		i) In aquatic plants, roots a much reduced in size an their main function is to hold the plant in its pl		Hydrophytes ↳ Roots - reduced in size. ↳ Stems - Reduced/ long/ slender/ flexible ↳ leaves - Thin	
		ii) The stems may be reduced long, slender, flexible and spongy. The air spaces in spongy st make them buoyant.			Explain the adaptation to Ponds, lakes and Rivers.
		iii) Thin & large flat leaves wit waxy surface, as in lotus water lily. This helps the from wetting and decaying			
4. Adaptation in Frogs	Student describes the adaptation in frogs	Teacher's Statement- Frogs usually have ponds as habitat. They can stay both the pond water as well as mo on the land. Their webbed feet help them swimin water. Their strong back legs help in l and catching the prey.	udent listens carefully and notes down in their notebook	Lecture Method	Describe the adaptation in frogs

Closure

So students, today we discussed about aquatic adaptation in animals & plants
- adaptation to oceans
- adaptation to ponds, lakes & rivers
- adaptation in frogs.

Ques: Name 2 hydrophytes.

Ques: Name one sea animal which does not have a streamlined body but when in water, its body aquires streamlined shape.

Home Assignment

Ques: Explain the adaptation in lotus Plant.

Ques: How do dolphins and whales respire?

Signature of the

Assessment of Lesson

of Intern: Julie Koshy Date 5/2/2020

Aquatic Adaptation in Animals & Plants Lesson Plan No. 20

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
Introduction	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

all comments and suggestions:-

Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 21 Date 6.02.2020

Name of the Internship School National Victor Public School

Class & Section VI-B Period 3rd Duration 40 mins

Subject Science Sub-Subject Physics

Topic electricity

Specific Objectives After my class, students will be able to
- cite the three types of power plants used for generating electricity.
- describe dry cell (battery cell) in detail.

Previous Knowledge

Students have general idea about the importance of electricity in day-to-day life.

Introduction

Ques: State few appliances used in everyday life which work with electricity?
Ans: Fans, Microwave, washing machine, television etc.
Ques: State any 2 dangers of electricity if handled carelessly.
Ans: electric shock, can catch fire etc.
Ques: How is electricity generated?
Ans: No Response.

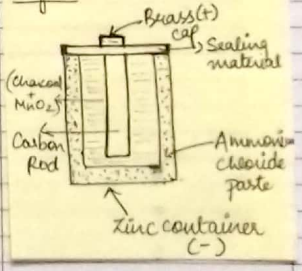
Announcement of the Topic

Today, we will discuss about 'electricity'.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Electricity • Importance • Electricity generation	Student cites the three types of power plants which are used for generating electricity on a large scale.	Teacher's Statement Electricity plays an important role in our day-to-day life. It is a convenient and useful form of energy which is used to supply current for the purpose of heating, lighting etc. There are three types of power plants used for generating electricity on a large scale. These are :- * Hydroelectric Power Plants (Hydel power Plants) - These use kinetic energy of moving water. * Thermal Power Plants - coal, Diesel or natural gas * Atomic Power Plants - Nuclear fission of Uranium The electricity supplied to our homes by the electricity supply companies is the Alternating current (AC). It comes from the power station Ques : what is the source of electricity in the	Student listens carefully and notes down in their notebook. Response	Lecture Method Board work Class : VI Subject : Science Topic : ELECTRICITY 3 Types of power plants for generating electricity :- i) Hydroelectric Power Plants (use kinetic energy of moving water) ii) Thermal Power Plants (Coal, Diesel) iii) Atomic Power Plant (Nuclear fission of Uranium 235)	Cite the three types of power plants which are used for generating electricity on a large scale.
2. Electric Cell (Battery Cell)	Student describes dry cell in detail.	To find out the source of electricity in a torch lets do the following activity. A torch is provided to the students and following instructions are being provided	Student list out carefully and follows the instructions	Lecture Method Question-Answer Method	

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
• Activity		- Open the screw cap. - What is there inside it. - Take these out. - Put the skew cap back on body of the torch. - Press the switch. Does the bulb glow? - Put the cells inside the t and replace the screw ca - Now switch on the torch Does the bulb glow?	has battery cells inside it. the bulb doesn't glow. the bulb glows.	Question-Answer Method	Name the source of electricity in a torch.
• Description of a Dry cell		Teacher's Statement Dry cell (also called Battery or electric cell) is a sourc electricity. It generates direct current due to chemical reaction takes place inside it. Its available in different and sizes. It was invented by G. Lech in 1868. - A dry cell consists of an outi container made of zinc The zinc container acts as terminal. A carbon rod having a brass located at the centre of the Zi container. This acts as its pos terminal	dent notes down in ur notebook.	Lecture Method Class: VI Subject: Scien Topic: ELECTRICITY  	

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	tudents Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
		The carbon rod is surrounded by a mixture of manganese dioxide (MnO_2) and powdered charcoal. The remaining space in the container is then filled with thick paste of ammonium chloride (NH_4Cl). In a dry cell, the electric current flows from carbon electrode to zinc electrode.			Describe a dry cell in detail.
o Advantages of a Dry cell	Student cites the advantages of a Dry cell.	Teacher's Statement Dry cells have the following advantages:- i) Dry cells are light in weight and small in size. ii) Dry cells can be transported from one place to another easily. iii) There is no fear of leakage or spillage in dry cells.	udent listens carefully and notes down in their notebook.	Lecture Method Class: VI Subject: Science Topic: ELECTRICITY Dry Cells ↳ light in weight ↳ small in size ↳ can be transported ↳ No leakage	Cite the advantages of a Dry cell.

Closure

So students, today we discussed about
- Electricity generation
- Electric cell :- Description & Advantages

Ques: What is the direction of flow of current in a dry cell?

Ques: Name the source of electricity in a torch. Draw a diagram showing the inner view of that source.

Home Assignment

Ques: Is human body a conductor or non-conductor of electricity?

Signature of the

Assessment of Lesson

of Intern: Julie Koshy ..... Date 6.02.2020

Electricity ..... Lesson Plan No. 21

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

all comments and suggestions:-

s Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of
n with the help of Students)

Julie

Signature of the Intern **Signature of the Mentor**

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 22 **Date** 7.02.2020

Name of the Internship School National Victor Public School

Class & Section VI-B **Period** 4th **Duration** 40mins

Subject Science **Sub-Subject** Physics

Topic Lighting up a bulb with a dry cell

Specific Objectives After my class, students will be able to
- describe the design of a torch bulb
- explain the right way to connect a bulb and a cell.

Previous Knowledge

Students have good knowledge about dry cell - its structure and advantages.

Introduction

Ques: How does a bulb light up?
Ans: A bulb lights up when electricity is passed through it.
Ques: Name the source of electricity in a torch?
Ans: Dry cell
Ques: How does the electricity pass from the cell to the bulb?
Ans: No Response

Announcement of the Topic

Today, we'll discuss about 'Lighting up a bulb with a dry cell'

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Torch Bulb	Student describes the design of a torch bulb.	Teacher's Statement Bulb is an electrical component used for lighting. Commonly used bulbs are based on the use of filament. The torch bulb works at low voltage (1.5 - 6 volts) The torch bulb consists of the following parts :- i) Metal casing having grooves in the lower part. ii) A small spiral of thin wire called the filament. iii) Two slightly thicker wires. The upper ends of these wires support the filament. iv) The lower end of one of the thi wires is connected to the metal casing and that of the other wire to the metal tip at the bottom of the bulb. v) The metal tip and the metal casing are fixed in such a wa that they don't touch each other. This is done by using an insulation between the two	Student listens carefully and notes down in their notebook.	Lecture Method Boardwork Class : VI Subject : Scien Topic : LIGHTING UP A BULB WITH A DRY CELL Torch bulb :- ↳ Metal casing with grooves ↳ filament ↳ Insulation between metal tip & metal casing.	Describe the design of a torch bulb.
2. Lighting up a bulb with a Dry cell	Student explains the right way to connect a bulb and a cell.	Teacher's Statement A bulb will light up only when electricity is passed through it. A cell has 2 terminals and a bulb also has 2 terminals. If these terminals are connected rightly, the bulb should light up.	Student listens carefully.	Lecture Method	

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
o Activity		To find the right way for connecting these terminals, the following activity is performed.	Student listens carefully and follows the instructions step-by step.	Lecture Method.	
		Activity :			
		Materials Required – 1 Cell, 1 Bulb and 2 pieces of wire.			
		Procedure :			
		Take 2 pieces of a thin wire.			
		→ Connect one end of each wire to the two terminals of the cell with a tape or rubber band.			
		→ locate the 2 terminals of the bulb and metal tip of the bas			
		→ Contact the open ends of the 2 wires coming from the cell with the 2 terminals of the bulb in different ways.			
		Pupil teacher asks the following questions :-			
		What happens when		Question-Answer Method.	
		- Both the wires from the cell are contacted with the 2 terminals of the bulb.	Bulb lights up.		
		- both the wires are contacted to the +ve terminal of the cell.	Bulb doesn't light up		
		- both the wires are contacted to the -ve terminal of the cell	Bulb doesn't light up		
		- one of the wires is contacted with the -ve terminal of the cell and the other left free.	Bulb does not light up		

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
		From the observations made in the activity described above the following conclusions can be drawn:-	Student notes down the observations in their notebook.	Boardwork Class: VI Subject: Scien Topic: LIGHTING UP A BULB WITH A DRY CELL. Bulb lights up only when the cell, the bulb and the wires form a complete path.	Explain the right way to connect a bulb and a cell.
		* The bulb lights up only when the cell, the bulb and the wires form a complete path. This path starts from one terminal of the cell and ends at the other.			
		* The bulb doesn't light up if there is no gap in the path.			
		* The bulb also doesn't light up if the path starts and ends up at the same terminal of the cell.			

Closure

So students, today we discussed about
- the design of a torch bulb.
- the right way to connect a bulb and a cell.

Ques:- which part of the bulb glows when current is passed through it?

Ques: under which voltage does a torch bulb operate?

Home Assignment

Ques: An electrician while handling any electrical appliance / circuit wears rubber shoes or rubber gloves. why?

Signature of the Me

Assessment of Lesson

e of Intern: Julie Koshy Date 7.02.2020

: Lighting up a bulb with a dry cell Lesson Plan No. ...:.....

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

r all comments and suggestions:-

ss Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of on with the help of Students)

Julie

Signature of the Intern **Signature of the Mentor**

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 23 Date 10.02.2020

Name of the Internship School National Victor Public School

Class & Section VI-B Period 6th Duration 40mins

Subject Science Sub-Subject Physics

Topic Electrical Circuits

Specific Objectives After my class, students will be able to
- define an electrical circuit.
- cite the difference between a closed & open circuit.
- state the components of an electrical circuit.

Previous Knowledge

Students have good knowledge about electrical appliances and their uses.

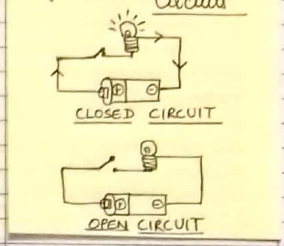
Introduction

Ques: How does a bulb light up?
Ans: A bulb lights up when electricity is passed through it.
Ques: Name the source of electricity in a torch.
Ans: Dry cell.
Ques: What is an electrical circuit?
Ans: No Response.

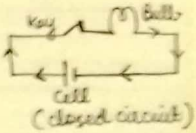
Announcement of the Topic

"Today, we'll discuss about 'Electrical Circuits'.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Electrical Circuits	Student defines an electrical circuit.	Teacher's Statement The complete path of flow of electricity from one terminal of the cell to its other terminal through its various electrical components is called an electrical circuit. The circuit in which electric current flows from one terminal of a cell or battery to the other is called a closed circuit. In a closed circuit, current flows from the positive terminal of the cell to its negative terminal via, various electrical components such as bulb etc. The circuit in which electrical contact at any point is broken is called an open circuit. No current flows in an open circuit.	Student listens carefully and notes down the important points in their notebook.	Lecture Method Boardwork Class: VI Subject: Scienc Topic: electrical Circuit  	Define an electrical circuit.
2. Fused Bulb does not glow.	Student explains the reason why a fused bulb doesn't glow.	Teacher's Statement Bulb has a small filament in it. As long as this filament is intact, it glows when connected to a cell. A bulb is said to be fused, when its filament is broken. The broken filament cannot complete the circuit. As a result, current cannot flow through the filament & the fused bulb doesn't glow.	Student listens carefully and write in their notebook.	Lecture Method	Explain why a fused bulb doesn't glow.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
3. Symbols of some electrical Components.	Student depicts the components of an electrical circuit by its symbol.	Teacher's Statement The components such as cell, bulbs, wires, switches etc are called components of an electrical circuit. Each component of an electric circuit can be described by its symbol. • Cell —||— • Battery —|||— • Lamp —⊗— • Connecting wire — or — • Switch → Open — or — → Closed — or —	Student listens carefully and note down the symbols in their notebook	Lecture Method Boardwork Class: VI Subject: Science Topic: Electrical Circuits Cell —||— Battery —|||— Lamp —⊗— Connecting wire — or — Switch (open) — or — Switch (closed) — or —	Depict the components of an electric circuit by its symbol
4. Circuit Diagram	Student draws the circuit diagram of an electrical circuit.	Teacher's Statement A diagram which shows the arrangement of various components in an electrical circuit with the help of their symbols is called a circuit diagram.	Student draws the circuit diagram in their notebook	Lecture Method Class: VI Subject: Science Topic: Electrical Circuits  (closed circuit) CIRCUIT DIAGRAM SHOWING AN ELECTRICAL CIRCUIT CONSISTING OF A BULB, A KEY AND A DRY CELL	Draw the circuit diagram of an electric circuit.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
5. Electric Switch	Student defines an electric switch	Teacher's Statement Switch is a device that makes or breaks a circuit. The on-off mechanism in an electrical circuit is controlled by a switch. * When the switch is in the 'off' position, the circuit is open and the current does not flow through the circuit. * When the switch is in the 'on' position, the circuit is closed and the current flows through the circuit.	Student listens carefully and notes down in their notebook.	Lecture Method. Class: VI Subject: Science Topic: Electrical Circuits SWITCH – A Device that makes or breaks a circuit 'off' position – Circuit is open 'on' position – circuit is closed.	Define an electric switch

Closure

So, students today we discussed about
- Electric Circuit
- Symbols of electrical components
- Circuit Diagram
- Electric Switch

Ques: Why does a fuse bulb not glow?

Ques: What is meant by a closed electrical circuit?

Home Assignment

Ques: How does electricity flow in an electric circuit? What is meant by an open circuit?

Signature of the M

Assessment of Lesson

of Intern: Julie Koshy ..... Date 10.02.2020

Electrical Circuits ..... Lesson Plan No. 25

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

all comments and suggestions:-

s Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of
n with the help of Students)

Julie

Signature of the Intern **Signature of the Mentor**

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 24 Date 11.02.2020

Name of the Internship School National Victor Public School,

Class & Section VIII-D Period 3rd Duration 40 mins

Subject Science Sub-Subject Chemistry

Topic Plastics

Specific Objectives After my class, students will be able to.
- state the characteristics of plastics.
- list the uses of plastics.
- classify plastics as thermoplastics & thermosetting plastics.

Previous Knowledge

Students have basic knowledge of plastics.

Introduction

Ques: What are these (shows a bottle, pen, dustbin) made of?
Ans: Plastic.
Ques: If I pour hot water into this bottle, what happens?
Ans: It gets deformed.
Ques: So plastics that can be deformed easily on heating are known as ____.
Ans: No Response.

Announcement of the Topic

Today, we'll discuss about "Plastics".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Plastics	Student explains about Plastics.	Teacher's Statement It is a polymer formulated from hydrocarbons available in nature materials like natural gas, oil, minerals and plants in which are either aligned in linear arrangement or in cross linked arrangement.	Student listens carefully.	Lecture Method.	Explain about Plastics.
2. Characteristics of Plastics	Student state the characteristics of Plastics	Teacher's Statement Plastics possess the following unique characteristics :- i) They have lighter weight but possess good strength. ii) They are inexpensive and finds intensive use in small household industries. iii) They are non-reactive and are resistant to corrosion. iv) They are durable and hence can be moulded into any shape and size. v) They are poor conductor of heat and electricity.	Student listens carefully and notes down in their notebook.	Lecture Method.	State the characteristics of Plastics.
3. Uses of Plastics	Student lists the uses of plastics.	Teacher's Statement i) They are extensively used for packaging tablets, threads for stitching, gloves & medical instruments. ii) Used to manufacture cookware due to their resistance to heat. iii) Teflon - A unique plastic used in making cookware.	Student listens carefully.	Lecture Method	List the uses of Plastics.

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
4. Classification of Plastics o Thermoplastics	Student classifies plastics into thermoplastic and thermosetting plastics.	Teacher's Statement Plastics can be classified into i) Thermoplastics and ii) Thermosetting Plastics Thermoplastics :- - Deformed easily on exposure to heat and can also be bent easily. - Polyethylene, Polypropylene, polystyrene & PVC. - They find extensive use in making toys, electrical fit and can be polished well, hence often used in manufa vehicle windows and light	Student listens carefully and notes the two types of plastics in their notebook.	Lecture Method, Boardwork Class: VIII Subject: Science Topic: PLASTICS PLASTICS THERMOPLASTIC → can be deformed easily & bent easily THERMOSETTING PLASTICS → once moulded can't be softened	Classify plastics into two and differentiate between them.
o Thermo-setting Plastics		Thermosetting Plastics :- - Plastics which when moulde once, cannot be softened b heating. - Bakelite is a poor conductor heat & electricity. It is used for making electri switches, handles of utensils - Melamine is a versatile mat It resists fire & can tolerate heat better than other plas It is used for making floo tiles, kitchenware and fa which resist fires.			

Closure

So students, today we discussed about

→ Plastics - Characteristics, Uses and their classification.

Ques: Explain the difference between thermoplastics and thermosetting plastics.

Ques: Give examples to show that plastics are non-corrosive in nature.

Ques: Should the handle and bristles of a toothbrush be made of the same material? Explain.

Home Assignment

Ques: Explain why the following are made of thermosetting plastics:-

i) Saucepan handles
ii) Electric plugs / switches / plug boards

Signature of the M

Assessment of Lesson

e of Intern: Julie Koshy Date: 24/2/[illegible]

c: Plastics Lesson Plan No: 24

Category Under Supervision		Rating Scale				
		Not Used	Poor	Avg.	Good	Very Good
Lesson Plan Introduction	1. Objectives stated in behavioural terms	0	1	2	3	4
	2. Student's previous knowledge tested	0	1	2	3	4
	3. Topic was announced effectively	0	1	2	3	4
Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
	5. Skill of Questioning	0	1	2	3	4
	6. Skill of Explanation	0	1	2	3	4
	7. Skill of Stimulus variation	0	1	2	3	4
	8. Skill of Reinforcement	0	1	2	3	4
	9. Skill of Illustration with examples	0	1	2	3	4
Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
	11. Quality of teaching aid	0	1	2	3	4
Chalk Board Work	12. Organized and adequate	0	1	2	3	4
	13. Appropriateness and clarity	0	1	2	3	4
Management of the Class	14. Class environment & discipline	0	1	2	3	4
	15. Supervision of student's work	0	1	2	3	4
Evaluation	16. Skill of Closure	0	1	2	3	4
	17. Based on the behavioral objectives	0	1	2	3	4
	18. Quality of home assignment	0	1	2	3	4

r all comments and suggestions:-

s (Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of on with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Galgotias University Uttar Pradesh, G.B. Nagar
School of Education

Lesson Plan No. 25 Date 12/2/2020

Name of the Internship School National Victor Public School

Class & Section VII-A Period 2nd Duration 40 mins

Subject Science Sub-Subject Physics

Topic Reflection of Light

Specific Objectives After my class, students will be able to

- explain light
- describe incident ray, reflected ray & normal
- state the laws of reflection.

Previous Knowledge

Students have general idea about light.

Introduction

Ques: What is light?

Ans: Form of energy.

Ques: How does it travel?

Ans: Straight line.

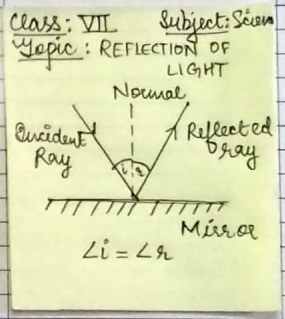
Ques: The process of sending back the light rays which falls on the surface of an object is called ——.

Ans: No Response.

Announcement of the Topic

Today, we'll discuss about "Reflection of light".

Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
1. Light	Student describes light.	Teacher's Statement - Radiation or form of energy that our eyes can detect. - Light enables us to view our surroundings. - Light travels from one place to another in a straight line.	Student listens carefully.	Lecture Method.	Describe light.
2. Incident Ray, Reflected Ray & Normal	Student cites the difference between incident ray & reflected ray.	Teacher's Statement • Incident Ray :- The light ray that fall on the reflective surface. • Reflected Ray :- The light ray that gets reflected back from a reflecting surface. • Normal :- It is a line that is perpendicular to the reflected plane at the point of incidence of the incident Ray.	Student listens carefully and notes down in their notebook.	Lecture Method. Class: VII Subject: Science Topic : REFLECTION OF LIGHT  	Cite the difference between incident ray & reflected ray.
3. Laws of Reflection	Student states the laws of reflection.	Teacher's Statement i) The incident ray the reflected ray & normal, all lie in the same plane. ii) Angle of Incidence = Angle of reflection $\angle i = \angle r$.	Student listens carefully & notes down in their notebook.	Explanation Method.	State the laws of reflection.

Closure

So students, today we discussed about
- Reflection of Light
- Incident Ray, Reflected Ray & Normal
- Laws of Reflection.

Ques : State the laws of Reflection.

Ques : why is angle of incidence always equal to angle of reflection?

Home Assignment

Ques : Find out the difference between concave & convex mirror with examples.

Signature of the Mento

Assessment of Lesson

Name of Intern: Julie Koshy Date 12/2/2020

Topic: Reflection of light Lesson Plan No. 25

Category Under Supervision			Rating Scale				
			Not Used	Poor	Avg.	Good	Very Good
A.	Lesson Plan	1. Objectives stated in behavioural terms	0	1	2	3	4
B.	Introduction	2. Student's previous knowledge tested	0	1	2	3	4
		3. Topic was announced effectively	0	1	2	3	4
C.	Presentation	4. Systematic & logical development of the concept with the help of pupil	0	1	2	3	4
		5. Skill of Questioning	0	1	2	3	4
		6. Skill of Explanation	0	1	2	3	4
		7. Skill of Stimulus variation	0	1	2	3	4
		8. Skill of Reinforcement	0	1	2	3	4
		9. Skill of Illustration with examples	0	1	2	3	4
D.	Use of Teaching Aid	10. Adequate & appropriate	0	1	2	3	4
		11. Quality of teaching aid	0	1	2	3	4
E.	Chalk Board Work	12. Organized and adequate	0	1	2	3	4
		13. Appropriateness and clarity	0	1	2	3	4
F.	Management of the Class	14. Class environment & discipline	0	1	2	3	4
		15. Supervision of student's work	0	1	2	3	4
G.	Evaluation	16. Skill of Closure	0	1	2	3	4
		17. Based on the behavioral objectives	0	1	2	3	4
		18. Quality of home assignment	0	1	2	3	4

Over all comments and suggestions:-

(Dress Code, Chalk board entries, Confidence, Voice modulation, Interaction with the students, Development of lesson with the help of Students)

Julie

Signature of the Intern

Signature of the Mentor

Journal

(Description of self experience by the Intern after teaching)

Category Under Supervision			Rating Scale			
			Not Used	Poor	Avg.	Good
A.	Introduction	1. Student's previous knowledge tested	0	1	2	3
		2. Topic was announced effectively	0	1	2	3
B.	Presentation	3. Systematic & logical development of the concept with the help of pupil	0	1	2	3
		4. Skill of Questioning	0	1	2	3
		5. Skill of Explanation	0	1	2	3
		6. Skill of Stimulus variation	0	1	2	3
		7. Skill of Reinforcement	0	1	2	3
		8. Skill of Illustration with examples	0	1	2	3
C.	Use of Teaching Aid	9. Proper use of teaching aid(s)	0	1	2	3
		10. Tried to create interest in learning	0	1	2	3
D.	Chalk Board Work	11. Organized and adequate	0	1	2	3
		12. Appropriateness and clarity	0	1	2	3
E.	Management of the Class	13. Class environment & discipline	0	1	2	3
		14. Supervision of student's work	0	1	2	3
F.	Evaluation	15. Skill of Closure	0	1	2	3
		16. Based on the behavioral objectives	0	1	2	3
		17. Quality of home assignment	0	1	2	3

Over all experience and suggestion for my future teaching from myself

(Eg.- I satisfied the queries of the students. Today I feel satisfied/unsatisfied with my teaching.)

Julie

Signature of the Intern

Signature of the