MACRO LESSON PLAN - 1

Preliminary Information :-

Name of the student teacher:

Roll no :

Subject : science

class : VI

Name of the lesson: Living and non living

period :

Date :

Name of the school:

Supervisor :

Content Analysis :-

1) There are living and non-living things around us.
2) which organisms have life that they are living organisms and they do not have life called non-living organisms.
3) When living things lose their life they become dead. non-living things.
4) Died is an intermediate stage between living and non-living things.
5) Deadly organism's decomposes to become non-living things
6) Living things possess characteristicks like growth, Breathing, excretion, movement, response to stimulus and giving birth to young ones.
7) Among living things plants and trees can't move like animals.
8) Seed is also a living thing but it doesn't have all characteristicks of the living world.
9) We can see minute things under a microscope. It was discovered by Anton von leavan hoek.

Teaching method :- Lecturer cum demonstration method

Teaching Aids :- (1). small plant's
(2). micro scope
(3). chart's
(4). pictures
(5). duster
(6). piece of chalk
(7). pointer

Reference books :- A.P Governament national scieuce books
Telugu Academy, Hyderabad,

Sl.no	Content Analasys	steps	objectives + specifications	Teacher's Activity	Student's Activity	T.L.M	B.B.W	Evaluation
1.		previous knowledge	I shall ask few question's in order to check their previous knowledge	Good mrng student's Did you have breakfast?	Good mrng teacher. Yes, teacher			
2.		Motivation	To motivate the pupil's toward's the topic by building report with them.	What are the things do you see in our surroundings What is called the organism's have life? What is called the organism's have do not life	plant's, Animals, Living things Non living things.		plant's Animals organism	

3.		Announcement of the topic:-		Today we discuss, about the "Living things and non living things".		"Living things & non living things"
4.	There are living and non-living organisms around us. which organism's have life that they are called living things and they do not have life that they are called non-living things.	presentation:-	knowledge:- pupils acquire the knowledge about living and non-living things. Recall:- The student's recall's the term's like organisms.	what are the living things? what are the non living things?	some plants, cow, dog, cat etc.. Book, House, table, pen	cow dog, cat table House book pen

Died is an intermediate stage b/w living & non living things. Deadly organism's to decompose become non living organism's Living things pass like growth, Breath, excretion, movement, respons to stimuley Among the living things plants & trees can't move like animals becaus they donot have ay movement's	understand:- pupils should understand the living organism's possess growth, Breath, excretion, movement, respons to stimuley pupils distinguish between living and non living things? Application:- pupils to know the what are the reason's the living thing possy response to stimuley	what are the main charecteristic to have the living things? what are the things difference b/w living things than non living things Wy non-living organisms do not have ay movement?	movement, Life growth Breath movement excretion they does not have life	Life, movement Breath movement growth	

We can see minute things like [bacteria, virus, protozoa, etc...] under a microscope

The microscope was discovered by Antoni von leevan Hoek

Appreciate:- pupils to appreciate the scientist - Antoni von leavan hoek because he discovered the micro-scope

Skill:- Drawing:- pupils to draw the diagram of "microscope".

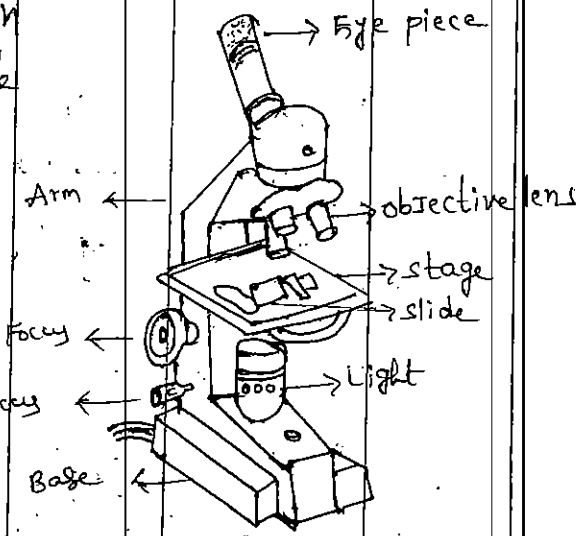
what are the micro organisms

Who discover micro scope?

Bacteria, virus, protozia

Antoni van leavan Hoek

virus
Bacteria
protozoa



Generaligation :-

(1). There are living and non-living organism's around us.

(2). which organism's have life that they are called living organism's, they do not have life they called non-living organism's.

(3) living organism's posses like Breath, excretion, movement etc ...

(4) Examples of living organism's are - plants & Animals [cow, cat, Dog etc..]

(5) We can see minute organisms (bacteria, virus, protozoa) under a microscope. It was discoverd by Antoni von leavan Hoek.

Recaptulations :-

(1) Who discovered microscope ______

(2). Which organism's have life that organism's are called ______

(3) Which organism's decomposy to become non living things ______

(4) ~~Give the~~ write some macro organism's ______

(5)

Assignment :—

(1). write about living and non-living organism's ?

(2). Draw a neat labelled diagram of micro scope ?

(3) which characterer's posses the living organisms ?

MACRO LESSON PLAN

Preliminary Information :-

Name of the student teacher :

Roll no :

Subject: Science

class: VI

Name of the lesson : Plants : parts and Functions

period :

Date :

Name of the school :

Supervisor :

Content Analysis :-

1) The important part's of plant are root's, stem, and leaves.
2) Tap root system and fibrous root system are two types of root systems seen in plants.
3) Root's absorb water and minerals from the soil and also help in anchoring the plant body to the soil
4) The stem bears branches, leaves, flower's and fruits
5) The stem carries the water absorbed by the roots to different parts of the plant.
6) Leaves are involved in preparing food. They also help in exchange of gases and transpiration.
7) Leaf base, petiole and lamina are all parts of a leaf
8) Reticulate and parallel venation are found in leaves.
9) The water is released in the form of vapour and this process is called transpiration

Teaching method :- Lectuer Com demonstration method

Teaching Aids :-
1) plant's
2) chart's
3) pictures
4) Duster
5) piece of chalk
6) pointer

Reference books :- A.P Government National Scienc books,
Telugu Academy, Hyderabed

Sl. no	Content Analasys	steps	objectives & Specifications	Teacher's Activity	student's Activity	T.L.M	Black Board work	Evalution
		previous knowledge:-	I shall ask few questions in order to check their previous knowledge	Good morning students Did you have breakfast?	Good morning teacher Yes, teacher			
		Motivation:-	To motivate the pupils towards the topic by building report with them	1) what is your name?	.....			
				2) what are the things looking in our surroundings?	birds, cow, dog, Animals plant's.		plant's	
				3) which parts consist of the plants	root's, stem, Leaves.		root's, stem, Leaves	
				4) what is the use of these parts	root's help in water secretion, stem to give the standard of plat			
				5) These all are things what do we call?	Function's			

Sl.no	Content Analasys	Steps	objective Specifications	Teacher's Activity	student's Activity	T.L.M	Black Board work	Evaluation
		*Announcement of the topic:-		Today we discuss about the lesson PARTS: PLANT & FUNCTIONS			"PARTS: PLANT & FUNCTIONS	
	The important part's of plant are root's, stem, and leaves. Tap root system and fibrous root system are two types of root systems in plant. Tap root is only one in the plant and the fibrous root's are may number then arising from the Tap root system.	presentation:-	KNOWLEDGE:- pupils acquire the knowledge of root systems like Tap root & fibry root system's ?	How many root system's in plant's ? What are they?	2 root systems they are :- (1) Tap root (2) fibrous root		Fibrous	
			RECALL:- pupils to recall the parts of the palant.	What are the part's of the plant?	(1) root's (2) stem (3) leaves		stem root's leaves	

Roots absorb water and minerals from the soil and help in anchoring the plant body to the soil. The stem bears branches, leaves, flowers & fruits. The stem carries the water absorbed by the roots to different parts of the plant The water is released in the form of vapour and this process is called transpiration	UNDERSTAND:- *pupils to understand how the food material supply the plant bodies * pupils to explain about root systems? Application:- *There is no roots of the plant, then what happens? * Think, what will happen if transpiration does not take place in plants?	what we expect there if no roots of the plants? which method helpful to released water in the form of vapour	The food materials supply from roots to plant body "The plant is dead" "Transpiration"	plant body Dead transpiration

Leaves are involved in preparing food They also help in exchange of gases and transpiration

Leaf base, petiole and laamina are all parts of the leaf

Reticulate and parallel venation are found in leaves

Interest:-
pupils to know the how the transpiration takes place in plants?

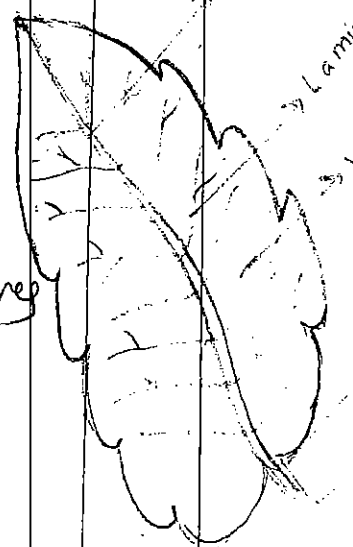
Skill:-
drawing skill:-

pupils to draw the neat diagram of Leaf

What are the parts of leaf?

Reticulate & parallel venation is found in which part of the plant

Leaf base, petiole, laamina



Generaliqation :-

(1) The important parts of plant are roots, stem and leaves.
(2) There are two types of root systems (1) Tap root system (2) fibrus root system
(3) Root's absorb water and minerals from the soil and also help in anchoring the plant body to the soil.
(4) The stem bear's branches, leaves, flower's & roots.
(5) leaves are involved in preparing food.
(6) Leaf base, petible, lamina are present.

Recaptulations :-

(1). How many types of root system's seen in plants _____
(2) Which part to absord water & mineral's from the soil ——
(3). Leaf base, petiole, lamina are belong's to _____ part
(4). What is transpiration ?

Assignment :—

(1) What are the part's of plant ? explain it ?

(2) Write about root systems ?

(3) Draw a neat labelled diagram of Leaf ?

(4)

MACRO LESSON PLAN

Priliminary information :-

Name of the student teacher :-

Roll number :

class : VI

Subject : science

Name of the lesson : Habitat

period :

date :

Name of the school :

Supervisor :

Content Analasys :—

(1) Habitat is a dwelling place for plants and animals that gives them optimum condition's for life

(2) Tree, pond, house are some examples of habitats

(3) Temperature, moisture, air, water, food, shelter are the components of a habitat.

(4) All habitats may be broadly grouped into terristrial (land) and aquatic (water)

(5) Several kinds of plants and Animals share the same habitat.

(6) Under the ground is a habitat of snake, earthworm, rat, ant, etc...

(7) On the ground is a habitat of Dog., cat, Elephant, snake etc....

(8) In water is a habitat of Fish, lotus, snail, praun, etc.....

(9) sparow is in looking homes.

(10) cactus, acacia, alovera plant's do not need water like chili (or) Jasmin plants They are called Desert plants.

(11)

Teaching method :- Lecture cum demonstration method

Teaching Aids :- (1). Some pictures
(2). Flowers, plants
(3). charts
(4). Duster
(5) piece of chalk
(6). pointer

Reference books :- A.P Government rational science books, Telugu Academy, Hyderabad

Sl. no	Content Analasys	step's	objectives + specifications	Teacher's Activity	pupil's Activity	T.L.M	Black Board work	Evaluation
		(1) previous knowledge:-	I shall ask few questions in order to check their previous knowledge	Good morning Students Did you have breakfast?	Good morning sir yes, teacher.			
		(2) Motivation :-	To motivate the pupils towards the topic by building report with them?	(1) where do we live? (2) where the Animals lives? (3). where the earth worm & rat lives? (4) These all are things what do we call?	on earth, house, some are water & Some are ground under the ground "Habitat"		Earth Animal Earthworm Snake Habitat	

	(3) Announcement of the topic		Today we discuss about the lesson name "HABITAT"		"HABITAT"
* Habitat is a dwelling place for plants and Animals that gives them optimum Conditions for life * Tree, pond, House are some examples of habitat * Temperature, moisture, air, water, food, shelter are the Components of a habitat	presentation :-	KNOWLEDGE :- pupils acquire the knowledge of Habitat is a dwelling place for plants and animals Recognize :- pupils to recognize's the tree, pond, House are the some habitats of Animals.	earth is the habitate of which animals? which Animals lived under the ground? what are the Components of a habitat?	snake, Human, Ant, cat Earthworm, rat Temperature, moisture, air, food, shelter.	snake Human shelter moisture Temperature

*All habitats may be grouped into terristrial and acquatic *Several keinds of plants and animals share the same habitats * underground is a Habitat of snake, earthworm, rat etc.. * On the ground is a Habitat of snake, dog, cat, Human etc * In water is a habitat of fishes, Lotus, snail, prawn etc~	UNDERSTAND - * pupils should understand b/w terristrial and acquatic Habitats *pupils give the examples of Habitats Application - pupils think what happend here is no Habitats ? pupils to describe how the some plants & Animals share their Habitats ?	what is the main use of Habitat ? give the example of water plants where do you find the sparrow ? The plants that we see in water are called ?	To protect themselves from enemies Vallisneria In homes Aquatic plants.	Vallisneria aquatic plant	

* Cactus, Acasia, Alovera plants do not need water like chili (or) Jasmin plants. They are called Desert plants		Interest :- pupils should interest about ~~to~~ to know the different types of Habitats. Skill :- pupils to ~~draw~~ store Habitats like caves, trees, pond etc..	which plants do not need water? Between the branches which type of Animals lives? give to a example of Terristrial plant?	Desert plants like cactus, Acasia, Alovera. monkey Tulasi		Acasia Alovera monkey Tulasi

Generaligation :—

(1) Habitat is a dwelling place for plants and animals that gives them optimum condition's for life.

(2) Tree, pond, house are some examples of Habitat

(3) Temperature, moisture, Air, water, food, shelter are the components of habitat

(4) All habitat's may be broadly grouped into terristrial & Aquatic

(5) some plant's there is no need of water that plants are called desert plants
They are;— Alovera, Acasia. etc.—

(6) Under the ground is a habitat of snake, earthworm, rat, ant etc.—

(7) on the ground is a habitat of dog, cat, elephant etc.—

(8) In the water is a habitat of Fish, prawn, snail, lotus

(9) sparow is looking in Homes

Recaptualations :—

(1) Habitat is a dwelling place for : _____

(2) What are the examples of Habitat _____

(3) what are the components of Habitat _____

(4) give the examples of Desert plants _____

Assignments :—

(1) write about desert plants ?

(2)

Habitats		Animals / ~~plants~~
(1) on the ground	( )	(A) Earthworm
(2) In water	( )	(B) Fish
(3) Under the ground	( )	(C) Elephant
(4) tree	( )	(D) cat
		(E) monkey

(3) write about the animals which is the habitat of on the ground ?

MACRO LESSON PLAN

Preliminary Information:-

Name of the student teacher :

Roll no :

class : VI

Subject : science

Name of the lesson : our food

period :

date :

Name of the school :

Supervisor :

Content Analasys :-

(1) We get food from plants and Animals

(2) For cooking food, we need different types of ingredients.

(3) We use different parts of plants like stems, roots, leaves, fruits and flowers as food

(4). The taste of food is based on it's ingredients, method of preparation, and cultural practices of the region

(5) Boiling, steaming, fermentation are some methods of preparing food

(6) To make Biryani (or) kheer, we use different types of ingredients such as ilaichi, Lavang, dalchini, biryanial leaves, pepper etc... These are called condiments.

(7) potato, eggs are prepared by Boiling method

(8) idlees are prepared by steaming method

(9) chicken is prepared by Roasting method

(10) Fish is prepard by Deep frying

(11) Some people make different types of designs and decorations with Vegetables. This is called vegetable carving.

Teaching method :- Lecture com demonstration method

Teaching Aids :- (1) some vegetables
(2) fruits
(3) condiments
(4) pictures
(5) charts
(6) duster
(7) piece of chalk
(8) pointer

Reference books :- A.P Government national sciene books,
Telugu Academy, Hyderabad

Sl. No	Content Analasys	Steps	objectives + Specifications	Teacher's Activity	Pupil's Activity	T.L.M	Black Board work	Evaluation
		* previous knowledge	I shall ask few questions in order to check their previous knowledge	Good morning student's Did you have Breakfast?	Good morning teacher yes, teacher			
		* motivation	To motivate the pupils towards the topic by building report with them	(1) what is your name? (2) which things are looking in our surroundings (3) what is the use of plants & Animals (4) In our language what we called this things like milk, meat?	------ plant's, Animals They give milk, meat, " " Food			

Sl. no	Content Analasys	Step's	objectives specifications	Teacher's Activity	pupil's Activity	T.L.M	Black Board work	Evaluation
		Announcement of the topic;-		Today we discuss about the lesson "OUR FOOD"			"OUR FOOD"	
	We get food from plants and Animals For cooking food, we need different types of ingredients we use different parts of plants like stems, roots, leaves, fruits, flowers as food carraot, cali-flower, cabbage, Brinjal, Lady fingers etc.— These are vegetables	presentation;-	KNOWLEDGE:- * pupils to acquire the knowledge about the food Recall;- pupils to recall the "we get food from plants and animals"	which parts of plants are used for food? which type of food is coming from plants?	stem's roots, leaves, fruits, flowers. carrato's, cabbage, calliflower etc—		stem leave calliflower carraott	

Remarks

The taste of food is based on it's ingredients, method of preparation & cultural practice of the region. Boiling, steaming fermentation are some methods of preparing food. To make biryani to use some ingredients like – ilachi, lavang, dalchini, biryanial leaves, pepper etc.		Recognige – pupils to recognige for cooking food, we need diffrent type of ingredients, UNDERSTAND – pupils should understand ~~the~~ or what are the ingredients to use for preparing food Examples – pupils to give the examples of vegetables – cabage, califlow, carrot, some fruits.	Which ingredients to helps for preparing food potato, eggs are prepared by which method? Fish is prepared by which method steaming method is useful for which item	Ilachi, dalchini, Lavang, Biryani leaves etc. Boiling method Deep frying idlee		ingredients ilachi

	Some people make a different types of designs and decorations with Vegetables. This is called Vegetable Carving: Chicken is prepared by Roasting method		Application:- pupils to emplo sizes ~~the~~ ~~prepare~~ vegetable carving method. Interest:- pupils is very interest to know ~~to~~, How to learn cooking, Skill:- pupils to know How to prepare vegetable carving to make own	chick is prepared in which method?	Roasting			

Generaligation :—

(1) We get food from plants and animals.
(2) For cooking food, we need different type of ingredients
(3) We use different parts of plant like stem's, root's, leaves, fruits flowers as food
(4) some are vegetable are – carrot, brinjal, cauliflower, cabbage etc...
(5) The taste of food is based on it's ingredients, method of preparation.
(6) Boiling, steaming, fermentation's are Methods of preparing food.
(7) To make biryani to use some ingredients like – ilachi, Lavang, dalchini, biryanial leaves
(8) Some people make a different types of designs and decordinates with vegetables. This is called vegetable carving

Recaptualation :—

(1) what is the source of food _____
(2) which part's of plant is used as food _____
(3) what are the method's to prepare the food _____
(4) what are the biryani ingredients _____

Assignment :-

(1) How to prepare vegetable carving ?

(2) Explain the methods of steaming, fermentation, Boiling ?

(3) Method of porcparing food

(1) Boiling
(2) steaming
(3). Roasting
(4): Deep frying

Food items

( ) (A) idlees
( ) (B) Fish
( ) (C) Potatoes, eggs
( ) (D) Chicken

MACRO LESSON PLAN

Preliminary information:-

Name of the student teacher:

Roll no:

class : VI

Subject : Science

Name of the lesson : What do Animals eat?

Date :

Period :

Name of the school :

Supervisor :

Content Analasys :—

(1) Different types of animals they live in our surroundings have their own food habits.
(2) sucking, licking, picking, chew, peeling swallowing are all the ways by which animals take in their food.
(3). Beaks of birds differ from one another depending upon the type of food they eat.
(4). cow, dog, Frog are taken the food with the help of the Body parts mouth & tongue
(5). Hen and Eagle are taken the food with the help of Body parts beak and Leg
(6) Lion is take the food with the claws, legs, mouth
(7) most wild animals that eat other animals have sharp teeth.
(8). Animals are devided into three types on the basis of their food. They are carnivorus, herbivorus, omnivorus
(9). ~~Carnivorus~~ herbivorus are :— Eating only vegetable food, Grass like, Deer, geraafi, cow, rabit, goat etc---
(10) ~~herbivorus~~ carnivorus :— ~~vegetable meat~~ eat meat like food. They are ;— Lion, tiger, crocodile, dog, cat, etc----
(11) omnivorus eat vegetables and meat. They are ;— Human, crow, Hen, etc---

Teaching method :— Lecture com demonstration method.

Teaching Aids :— (1) pictures
(2) chart's
(3) Duster
(4) piece of chalk
(5) pointer.

Reference books :— A.P Government- National Science books,
Telugu Academy, Hyderabad.

Sl.no	Content Analasys	Steps	objectives Specifications	Teacher's Activity	pupil's Activity	T.L.M	Black Board work	Evaluation
		* previous knowledge;	I shall ask few questions in order to check their previous knowledge	Good morning student's Did you have Breakfast?	Good morning Teacher yes, teacher			
		* Motivation;	To motivate the pupil's towards the topic by building report with them	(1) What is your name?	------			
				(2) Which things are looking in our surroundings?	plant's, Animal's		plant Animal	
				(3) How to lived the animal's?	drinking, with the help of Air, Eating.		Air Grass	
				(4) Which ~~type~~ of food eat the Animal's?	some are grass, some are meat			

	Announcement of the topic:-		Today we will discuss about the lesson "WHAT DO ANIMALS EAT"		"WHAT DO ANIMALS EAT"
*Different types of animals they live in our surroundings have their own food habits *Sucking, licking, picking, chew, peeling, swallowing are all the ways by which animals take in their food. * Beaks of birds differ from one another depending upon the type of food they eat.	Presentation:-	*KNOWLEDGE pupils to acquire the knowledge about the Animals.. Recall:- pupils to recall the Beaks of birds differ from each one Recognige:- pupils to recognige the sucking, licking, picking, swallowing are all the ways by which animals take in their food	Beaks are belong's to which Animal? How may ways animals take the food? what are they?	Birds Sucking, licking, picking, chew, peeling, swallowing Which Animals depend on the another that they are called? omnivorus	Birds Beaks swallowing omnivorus

Sl.no	Content Analaysys	Steps	objectives & specifications	Teachers Activity	Student's Activity	T.L.M	Black Board work	Evalution
	* Cow, dog, frog are taken the food with the help of the body parts mouth, tongue * Hen and Eagle are taken the food with the help of beak and leg * Lion is takes place the food with the claws, legs, mouth... * most animals eat other animals with their sharp teeths		UNDERSTAND pupils under stand the differ Hw carnivorus Herbivorus omnivorus Example:- pupils to give the examples of Herbivorus animal Application:- pupils should emphasiges how the most animals eat other animals with their sharp teeths	Which part of the dog is helpful to take the food claws, legs, mouth parts are helpful to which animal to takes food how most animals eat other animals	mouth & tongue Lion by using of it's sharp teeths		tongue mouth sharp teethy Lion	

* Animals are devided into three types:- (1) carnivorus (2) Herbivorus (3) omnivorus * Carnivorus are Lion, tiger, crocodile, dog, cat. They eat only meat. * Herbivorus are deer, cow, goat, rabbit They eat Grass, son vegetables * omnivorus are Human, crow, hen etc...		Interest:- pupils should have the interst about the pet animals like dog, cat, rabbit Skill:- pupils to make own food chain and display it in our classroom	Animals are devided into how many types? Give the Some examples of Herbivorus? Human is belong's to?	3 types (1) Herbivorus (2) carnivorus (3) omnivorus cow, goat, rabbit etc... omnivorus		Herbivorus Carnivorus omnivorus Human

Generaligation:—

(1) different types of Animals that they are lived in our surroundings have their own habitat of the
(2) Sucking, swallowing, chew, peeling are all the ways by which animals take place their food
(3) Beaks of food differ one another depending upon the type of food they eat.
(4) There are three types of Animals. They are:— (1) Carnivorus (2) Herbivorus (3) omnivorus
(5) dog, cat, eagle, Lion, tiger are belongs to the carnivorus
(6) Rabbit, deer, goat, zeraffe are belongs to the Herbivorus
(7) Human, Crow, Hen are the belongs to the omnivorus.

Recaptuligation:—

(1) Animals are devided in to how many types, what are they ———
(2) Which parts of the bird eagle to take the food ———
(3) Write some Carnivorus animals ———
(4) Human is belong's to ———
(5) In what ways the animals are take place the food ———

Assignment :—

(1) write about cruel animals?

(2) Describe about the herbivorous and carnivorous animals?

(3) write about following matching

Animals		Body part used in taking in food :—
(1) Hen, eagle	( )	(A) Beak
(2) Lion	( )	(B) Tongue
(3) ~~Eagle~~ Dog	( )	(C) Teeths
(4) Lizard	( )	(D) Strong legs with claws
		(E) skin

MACRO LESSON PLAN

Preliminary information:—

Name of the student teacher:

Roll number:

class : VI

subject : science

Name of the lesson : water in our life

peroid :

date :

Name of the school :

Supervisor :

Content Analasys :—

(1) We need water for domestic use, Agriculture, industries etc...

(2) We get water from sources like ponds, lakes, rivers etc....

(3) Of the water available on the earth, only 1% is fresh water

(4) We depend on rains for water.

(5) Long periods of less rainfall usually ~~cons~~ causes condition of droughts.

(6) Floods are natural disasters that effect human life.

(7) We all are used water for drinking, Toilets, Bathing, Washing cloths, others.

(8) We get water from village canals, wells, tanks, ponds, rivers etc.... are the main water sources.

(9) We can't live single day with out water if it leads to drought. Don't waste even a single drop of water. We must preserve water not only for us but also future generations.

(10) ponds → Filteration → Eration → chlorination → overhead tankers → Taps These are the generation of water ~~transfer~~ from each to each.

(11) our body also contain's 70% of water by weight

Teaching method :— Lecture cum demonstration method

Teaching Aids :—
(1) pictures
(2) charts
(3) maps
(4) duster
(5) pointer
(6) piece of chalk

Reference books :— A.P Government national science books
Telegue Academy, Hyderabad

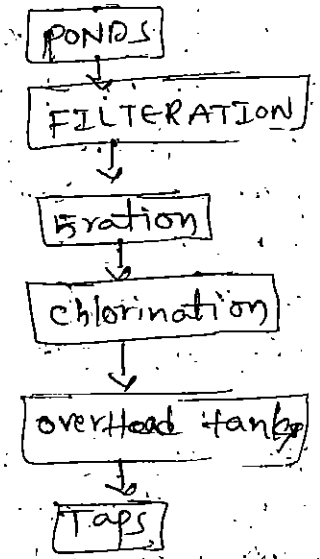
Sl. No	Content Analasys	Step's	Objectives / Specifications	Teacher's Activity	pupil's Activity	T.L.M	Black Board work	Evaluation
		* previous knowledge :-	I shall ask few question's in order to check their previous knowledge	Good morning students Did you have Breakfast?	Good morning teacher Yes, teacher			
		* Motivation :-	To motivate the pupils towards the topic by building report with them	(1) what is your name?	-----			
				(2) what are the things looking in our surrounding?	plants, Animals lakes, ponds			
				(3) lakes, ponds are consist of?	fishes, water			
				(4) how water is used ~~for~~ ~~life~~ in which things	Drinking, bathing, toilets, etc..			
				(5) where all things looking for?	Life			

sl no	Content Analogy	steps	Objectives & Specification	Teacher's Activity	pupil's Activity	T.L.M	Black board work	Evaluation
		Announcement of the topic:-		Today we will discuss about the lesson "WATER IN OUR LIFE"			WATER IN OUR LIFE	
	* We need for water domestic use in Agriculture and Industries * we get water from sources like ponds, canals, river's, wells * of the water available on the earth is only 1% fresh water * We depend on rainy of water	presentation:-	KNOWLEDGE Pupils to acquire the knowledge of water in our life RECALL:- Pupils to recall the Lakes, pond's river's are the water sources in our life Recognigation:- pupils should recognigies water is mainly coming from rain.	where do we find the water? Which percentage of water is fresh water is our earth?	Lakes, ponds canals 1%		Lakes ponds rivers Rain	

from rain.

* Long period of less rain-fall is effed for Drought * Floods are natural disasters to effected Human life * We all are used water for drinking, Toilets, bathing, washing clothes * We can't live single day without water if it is leads to drought. Don't waste single drop of water we must preserve the water not only for us but also future generations		UNDERSTAND pupils to understand water is acquired many ways ~~Example~~ - Explanation - Pupils should explain Floods how they natural disaster? ~~Example~~ - pupils tells about the Advantages of water. Application - What are the reason's to the Drought effect's our life	How many ~~taking~~ did effect human life? what are they? what is the main source of water? Long period of less rain fall usually called as	Floods & natural disasters Rain Drought		disaster Drought Floods

* The steps of transfer of fresh water flow chart given below



* our body also contains 70% water by weight

pupils should know
* There is no water what happened in our life?

Interest :-
pupils should have the interst how the well was dug?

Skill :-
Draw a flow chart of steps in transfer of fresh water

What are the step's of Fresh water transfer?

What are the Advantages of waters

How many percent of water is contain in our body weight

Agriculture
Industries

70%

Agriculture

Industry

Generaliegation :—

(1) We need for water domestic use Agricultural and Industries etc...
(2) We get water from ponds, Lakes, river's, village wells etc...
(3) of the water available on the earth is only 1% of fresh water.
(4) We depend rains of water
(5) Long period of less rain fall is causes Droughts
(6) Floods are natural disaster's to effected the human life
(7) We all are used water for drinking, Bathing, washing cloths, etc....

Recaptulation :—

(1) What is the main source of water ———
(2) two uses of water ———
(3) ~~less~~ Long period of less rain fall causes ———
(4) which percentage of fresh water in our earth ———
(5) Human life is effected by ———

Assignment :—

(1) Draw and explain the flow chart "steps in transfer of fresh water".?

(2) Explain the floods of Natural disasters

(3) prepare a map of your village showing different water sources

(4) If we use water in the same way what will happend in future?

MACRO LESSON PLAN

Preliminary Information -

Name of the student teacher :

Roll no :

class : VII

subject : science

Name of the lesson : Respiration in organism's

period :

date :

Name of the school :

Supervisor :

Content Analasys :-

(1) The process of breathing in air is called inspiration. and that of breathing out air is called expiration.

(2) The process of Inspiration and expiration is called Respiration

(3). Respiration is occur's in all organisms, In this process, oxygen is taken in while CO_2 and water vapour are released

(4) skin, Gills, trachere and lungs are respiratory organs.

(5) 1756 ~~[illegible]~~ Joseph black studied this gas in more detail. He studied several properties of this gas. one of the properties was, lime water turned milky when this gas passed through it. Now this gas is called carbon di oxide(CO_2)

(6). In Baby frogs (or) tadpoles there are special organs like that of fishes called "gills."

(7) On the underside of the cockroach in each segment, there are small holes which are connected through respiratory holes in a network. These are helpful for Respiration

(8). Earth worm breath through their skin. The earthworm thus breathes through the whole boyd surface

(9). Stomata and tentacels helps in exchange of gases in plants

(10)

Sno.	Gases	Inhaled Air (ml)	exhaled Air (ml)
(1)	oxygen	210	165
(2)	carbon di oxide	0.4	40
(3)	Nitrogen & other gases	790	795

inhaled — exhaled

Teaching method :- Lecture cum demonstration method

Teaching Aids :- (1) Frog
(2) Earthworm
(3) cockroach
(4) chart's, pictures
(5) Duster
(6) piece of chalk
(7) pointer

Reference books :- Andhrapradesh National Science books,
Telugu Academy, Hyderabad.

Sl.no	Content Analasys.	steps	objectives specifications	Teacher's Activity	pupil's Activity	T.L.M	Black Board work	Evaluation
		* previous knowledge	I shall ask few question's in order to check their previous knowledge.	Good morning students Did you have Breakfast?	Good morning teacher yes, teacher			
		*Motivation	To motivate the pupils toward's the topic by building report with them.	(1) Which things are needed for survival of human things? (2) what we call the process of in Air? (3) what we call the process of outer Air? (4) what we call the process of inspiration & Expiration).	Food, Air, water, Habitat. Inspiration Expiration Respiration		Respiration	

	Announcement of the topic		Today we will discuss about the lesson "RESPIRATION IN ORGANISMS"		"RESPIRATION IN ORGANISMS"
* The process of breath in Air is called inspiration and outer in air is called expiration * The process of inspiration and expiration is called Respiration. * Respiration is occurs in all organisms. In this process oxygen occupied taken and co2 is released.	presentation	KNOWLEDGE RECALL:- pupils to recall the process of inspiration & expiration is called Respiration. RECOGNIgation:- pupils to recognise the skin, Gills, trachere and lungs are the respiratory organs.	what are the respiratory organ of fish? spirocall's it belong's to which organism	Gills Cockroach	Gills Cockroach

* Skin, Gills, trachae and lungs are respiratory organs * In 1756 Joseph black is discovered CO_2 gas * One of the properties was the lime water turned into milky then that is called CO_2 * The respiratory organ of fish is gills and also skin * Earth worm breath through their skin. Earth worm thus breath to a whole body surface	UNDERSTAND pupils should understand the lesson the Respiratory in organisms. Explanation:- pupils to explain, how the Respiration takes place in plants? Examples:- Pupils to gives the examples of gases	What is the respiratory organ of the earthworm)	skin	skin
		Who discovered carbon dioxide	Joseph black	
		During the time of breathing How many ml O_2 gas present?	210 ml	stomata
		what are the things helps in exchange of gases?	Stomata Lenticels	Lenticels

* on the outerside of cockroach in each segment there are small holes which are connected through respiratory holes in a network tresh all are helpful for Respiratory

* oxygen 210 ml in breathing air and realeased air is 165 ml

* CO_2 is 0.4 ml in breathing air and released air is 40 ml

* Nitrogen and another gases are breathin air is 780 ml

* stomata & tentacles help's in exchange of gases.

Application :-

what will happen there is no respiratory organ's of organisms?

~~Appreciate~~ ~~interest~~ :-

pupils should have the ~~interest~~ Appreciate the who discovered oxygen, carbon dio oxide (Levioz, Joseph black)

Skill :-

pupils to draw a neat labbeled diagram of cockroach

How many percentage of CO_2 present in Air.

0.03 %

In which year the scientia Joseph black discoverd CO_2?

1756

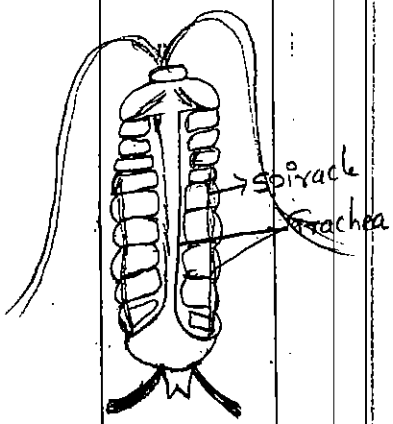
What is the Respiratory organ of human?

Lungs

CO_2

1756

Lungs



Generalization :-

(1) Respiration occur's in all organisms the process of oxygen is taken, then the carbon dioxide is released.

(2). The process of breathing in Air is called inspiration, & the process of Air is outer is called Expiration. The process of inspiration & expiration is called Respiration.

(3). skin, Gills, trachae and skin are the respiratory organ's of organism's

(4). Frogs respiratory organ is gills; human respiratory organ's Lungs; Earthworm's respiratory organ's is skin.

(5). Stomata and leutacles help's in exchange of gases in plants

Recaptulations :-

(1). In a cockroach, a network of _____ is found

(2). _____ are found on leaves for the exchange of gases

(3) What are help's in exchange of gases in plants _____

(4). What happen's to lime water, when we exhal into air turns _____

Assignment :-

(1). How the respiration takes place on Frog and earthworm ?

(2). Draw a neat labelled diagram of cockroach ?

(3). How the respiration takes place on plants ?

MACRO LESSON PLAN

preliminary information:-

Name of the student teacher :

Roll number :

class : VII

Subject : science

Name of the lesson : Food components.

period :

date :

Name of the school :

Supervisor :

Content Analasys :-

(1) Food contains some Components carbohydrates, protiens, Fats, vitamins and minerals.

(2) Fibres are also a component of food that are present in different kinds of fruits and vegetables.

(3) All food items contain all the Components of food. The amount of each component varies from one type of food to another

(4) Roughage (or) Dietary fibres clean our food canal and prevent constitutions.

(5) We must drink enough water so that our body functions properly.

(6) Every one recquire a Balanced Diet which means carbohydrates, protiens, minerals, vitamins are in proper proportions.

(7) Pizza, Berger, ice creams these are the zunk food. This is harmful in our body

(8) In the year 1752 James Lind discoverd "scurvy" which could be cured (or) prevented by eating fresh fruits and vegetables

(9) carbohydrats are main Sourc of Rice, Aalu, Wheat, etc—

(10) protiens are the source of pulses and water is the source of vegetables, fruits etc..

(11) Test for starch :- Take a test tube (or) a cup and few drops of iodine solution add to it. then dilute it with water till it becomes light-yellow/brown

Teaching method :- Lecture cum demonstration method

Teaching Aids :- (1) Vegetables
(2) fruits
(3) Rice, pulses, wheat
(4) test tube, Iodine, water
(5) sunk fuel
(6) duster
(7) pointer, piece of chalk

Reference books :- Ap Government National science books
Telugu Academy, Hyderabad.

sl. no	content Analasys	step's	Objectives + specifications	Teacher's Activity	Student's Activity	T.L.M	Black Board work	Evaluation
		* previous knowledge	I shall ask few question's in order to check their previous knowledge	Good morning students Did you have breakfast?	Good morning teacher Yes, teacher			
		*Motivation	To motivate the pupils toward's the topic by building report with them	(1) In which things are needed for survival human thing? (2) what are the ingredient's present in the food (3) Tell all are things what we may call?	Food, Air, water, Habitat protient's, Carbohydrate's mineral's Food and it's component's		Food & Component's	

sl.no	content Analasy	step's	objectives, specification's	Teacher's Activity	Pupils Activity	T.L.M	Black Board work	Evalution
		Announeement of the topic;-		Today we will discuss about the lesson Food & Components			Food and Components	
	* Food containt's Some components like carbohydrates, proticns, minerals, fibres etc..	* presentation;-	KNOWLEDGE pupils to acquire the knowledge about the Food and components	(1) which is the main source of carbohydrats	Rice		Rice	
	* Fibre is very important Component then are available in vegetables		RECALL;- pupils should recall the protiens, carbohydrates, minerals, Oils are the components of the Food	(2) give the examples of pules?	cajanus cajana; phaseolus mango		Cajanus cajana	
	* we must drink enough water to that our body function's properly							
	* Everyone recquire a Blalanced diet which means carbohydrates, minerals, protiens are in same proportions		Recognige;- pupil should Recognige zunk foods are harmful for Humans	(3) pizza, Berger, ice creame are which type of food?	zunk food		zunk food	

* pizza, Berger, icecream etc— are the zunk food Tese are harmful for our life * Carbohydrates are main Source of Rice, wheat, Aalu etc— * protiens are the main Source of pluses * Test for starch;— take a test tube (or) a cup and few drop's of a iodine solution add to it. Tey dilute with water till it becomes light yellow/ brown in colour		UNDERSTAND pupils should understand the lesson Food & Components example:— pupils should give the example of zunk food Explanation;— pupils should explain the Test for starch Difference;— pupils should give the relation's b/w zunk food and #ealthy food	carbohydrates, protiens, minerals are in same propert. what we call? Which solution is needed for the test of starch? which sour are main sour of protiens	Balanced diet Iodine— Pulses		Iodine starch pluses

Sl. no: Content Analasys	step's	objectives / specifications	Teacher's Activity	student's Activity	T.L.M	Black Board work	Evaluation
* In the year 1752 James lind discoverd Scurvey. which could be cured (or) prevented by eating fresh fruits and differel vegetables.		Application:- pupils think what will happen we donot taken the Balanced diet. Appreciate:- pupils should Appreciate James lind discoverd by "Scurvey" which prevented by vegetables & fruits Interest:- pupils should have the interest ~~about~~ to know how Zank finds harmful in our life	In which year James lind discoverd by scurvey	1752		1752 James lind scurvey	

Generaligation :—

(1) Food contains some components. they are carbohydrates, protiens, Fats, Vitamins and minerals and they are in sam proportion's called Balanced diet

(2). Fibres are also a component of food that are preset in vegetables & fruits.

(3). We must drink enough water so that our body function's properly.

(4) pizza, bergen ice creams are the zunk food. They are harm-ful for our body

(5). water is main source of vegetables, pulses are source of protiens, carbohydrate in Rice, wh

(6). Test for starch :- we take a test tube and add to a few drop's of iodine to it. Then dilute with water to it it becomes light yellow brown

Recaptulation :—

(1). our daily diet should include plenty of ________

(2). oils and fats give us ________

(3) What is the main source of protiens ________

(4) In which year James lend discover scurvy ________

Assignment

(1) what are the sources of carbohydrates, protiens ?

(2) write short note on briefly zunk food ?

(3) How to prepare a ~~test for~~ starch ?

(4) match the following

(1) Fibre	( )	(A) Micro untrients
(2) protien	( )	(B) energy giving
(3) vitamins & minerals	( )	(C) body building
(4) carbohydrate	( )	(D) bulk forming

MACRO LESSON PLAN

Preliminary information :-

Name of the student teacher :

Roll no :

class : VII

Subject : Science

Name of the lesson : Seed dispersal

peroid :

date :

Name of the school :

Supervisor :

Content Analasys :-

(1) Seeds are carried from one place to another so that they get suitable conditions to grow, this is called dispersal of seeds

(2) Seed dispersal is essential for survival of plants, seeds are in different shapes, sizes and structures on them help in dispersal

(3) Seeds are dispesed by wind, water, birds and animals.

(4) Archid, cotton, Aaka seeds are Agent of dispersal by wind

(5) Seed of lotus, coconut seeds are dispersed by water

(6) Tomata, wheat, Rice, pulse then all are we are importe things in this way then all are things dispersed by human

(7) The seeds are dispersed by wind, By water, By animal, By bird, By man, By any other

(8) Many fruits enclose the seed in a capsule (or) pod. upon drying the pod explodes releasing the seeds with great force in the surroundings we find such type of seeds in Bhendi, mustard and seeds of pea family.

(9) The seeds which are becomes two things they are called dicotledons's Ex :- cajanus, phaseolus

(10) The seeds which are not divide into two things they called mono cotyledons.

Ex :- Rice, wheat.

Teaching method :- Lecture cum demonstration method

Teaching Aids :- (1) different types of seeds
(2) pictures
(3) charts
(4) Duster
(5) piece of chalk
(6) pointer

Reference books :- A.P Government Notional Science books
Telugu Academy, Hyderabad

Sl.no	content Analogy	Step's	objectives specifications	Teacher's Activity	pupil's Activity	T-L-M	Black Board work	Evaluation
		* previous knowledge:-	I shall ask few question's in order to check their previous knowledge					
		* Motivation:-	To motivate the pupil's toward's the topic by building report with them	(1) which ~~food~~ materials are give the energy	vegetables, fruits		vegetables fruits	
				(2) which things have fruits	water, seed's Juice		water seed's Juice	
				(3) how the seed's grow in sea Area	through the transfer method			
				(4) ~~what~~ we may call the seeds are transferred from one to place to another	seed transfer			

	*Announcement of the topic:-		Today we will discuss about the lesson "Seed dispersal"		"Seed dispersal"
* Seeds are carried from one place to another place that they get suitable conditions to grow, this is called dispersal of seeds. * Seed dispersal is essential for survival of plants. Seeds are in different shapes, sizes, and structures on them help in dispersal. * Seeds are dispersed by wind, water, birds and animals.	*presentation	KNOWLEDGE pupils to acquire the knowledge of seeds Recall:- Pupils to recall the seeds like Archis, cotton are Agent of seed dispersed by water Recognigation:- pupils to recognize seeds are dispersed by wind, water, birds and animals.	How many type of seeds are present? What are they? Which seeds are dispersed on it's own?	two types dicot & mono cotledons Bhendi	dicotledon monocotledon Bhendi

Sl.no	Content Analasys	steps	~~Teachers~~ objectives	Teacher's Activity	Pupils Activity	T.L.M	Black Board work	Evalution
	* Orchid, cotton, seeds are Agent of dispersal through Air/Wind * Seed's of lotus, coconut are Agent of dispersal through water * Tomato, Wheat, Rice are Agent of dispersal through Human beings * The seeds are devided into two types. They are (1) monocotledon (2) Dicotledon		UNDERSTAND pupils should be understand the How the seeds are transefeed from one place to another place Example'- pupils Should give the example of which seed dispersal by wind ? Relations'- pupils should give the relations between dicot ledons and mono Cotledon's	What is the Agent of seed's dispal of coconut, cotus etc Give the example of dicotledons? Which seeds are dispersed through Human	by water cajanus cajana, fasiola mungo Tomato, wheat, Rice,		cajanus fasiola Tomato wheat, Rice	

* May fruits encloses the seed in a capsule (or) pod upon the drying pod uploads the seeds with great force in the surroundings. we find such type of in seeds in Bhendi, mustard etc - - -	Application pupils should think what will happen seed's are not transfer from one place to another place Reason's: - Give the reasons why, the Coconut trees are located many in Sea Areas? Interest: - pupils should have the interst to know ~~how~~ the seeds dispersal by the agent's of Bird's & Animals	Rice, wheat, are belong's to which cotelédon Bhendi, mustard seeds belong's to which family	Monocot ledon pea family	Bhendi, mustard Pea family	

Generaliqation :—

(1) Seeds are carried from one place to another so that they get suitable conditions to grow, this is called dispersal of seeds.

(2) Seeds dispersal is essential for survival of plants

(3) Seeds of different shapes, sizes, and structures on them help in dispersal

(4) Seeds are dispersed by wind, water, birds, and Animals

(5) Archild, cotton, seeds are Agent of dispersal of wind

(6) Coconut, Seeds of lotus are Agent of dispersal of water

Recaptulation :—

(1) give the example of seed is dispersed by water _____

(2) Tomato is dispersed by which Agent _____

(3) cotton is seed is dispersed by which Agit _____

Assignment :-

(1) What happens if seeds are not dispersed ?

(2) Why do most of the coconut trees grow along the sea shores ?

(3) Write about the disceperal by bursting of fruits that throw the seed out ?

(4) Which type of seed are dispersed by wind and by water ?

MACRO LESSON PLAN

Preliminary information:-

Name of the student teacher:

Roll no :

class : VII

Subject : science

Name of the lesson : Forest: our life

period :

date :

Name of the school :

Supervisor :

Content Analasys:-

(1) We obtain various things and materials from the forests.

(2) Forest's are the lungs of earth

(3) Forest are cut down at very fast replace by factaries, Industries those needed for timber (or) other economic needs, cropland etc...

(4) The natural Habital of a forest is lost when forest are cut down several types of organisms disappear

(5) There are forest's only on 19.3% of geographical area of our country now

(6) A forests community of trees, shrubs, herbs and other plants and organisms that cover a large area using CO_2, H_2O, soil nutrients.

(7) Forests are renewal natural resources, which play an important role in the maintanance of the ecological balance

(8) They provide Habitat to wild life. They Help in causing rain

(9) Forest's controle soil erosion. The forests also have wild varieties of the cultivable crops and medicinal plants

(10) If effected by a dicease, the whole forest area is not destroyed.

Teaching method :- Lecture cum demonstration method

Teaching Aids :- (1) Some pictures
(2) charts
(3) Duster
(4) pointer
(5) piece of chalk

Reference books :- A.P Government national science books
Telugu Academy, Hyderabad

Sl.no	content Analasys	Step's	objectives + specifications	Teacher's Activity	pupil's Activity	T.L.M	Black Board work	evalution
		* previous knowledge	I shall ask few questions in order to check their previous knowledge					
		* Motivation	To motivate the pupils towards the topic by building report with them.	(1) In which things are needed for our food?	vegetables, fruits, sugandha dravyalu		sugandha dravyalu	
				(2) When those all are things are available?	forest		forest fruits	
				(3) which gives more economic importance?	forest			

Sl. no	Content Analasys	Step's	Objectives/ Specifications	Teacher's Activity	Pupil's Activity	T.L.M	Black Board work	Evaluation
		← Announcement of the topic:-		Today we will discuss about the lesson "Forest our life"			FOREST: OUR LIFE	
	* We obtain various things and materials from the forest's. * Forest's are the lungs of the earth. * Forest's are cut down at very fast replace by ~~farmlands~~, Factories, Industries, then needed for timber other economical importance * The natural Habitat of a forest is lost when forest are cut down several types of organisms disappear	* Presentation:-	KNOWLEDGE pupils to acquire the knowledge about the forest's	which are called lungs of the Earth?	Forest's			
			Recall:- pupils to recall the forest's are the lungs of the Earth	What is the Habitat of Wild Animals	Forest's		erosion Habitat	
			Recognization:- pupils to recognize only 19.5% of geographical area of in our country	What is the use of forest's.	rain reduce the soil eroision			

* Ther are forest on only 19.3% of geographical area of our country now

* A forest's community of trees, schrubs, herbs and other plants and organisms that cover a large area using CO_2, H_2O, soil nutrients

* Forest's are renewal natural resources which play an important role in the maintainance of economic importance

UNDERSTAND

pupils should understand the ~~about~~ forest's are Habitat for Wild Animals.

Advantage:-

pupils give the Advantages of the forest's.

Explantion:-

pupils should explain the economic importance of the forests

Example:-

pupils give the example of forest's byproduct.

Which percetage of forests are in our country

Which are the renewal natural resource

What are replace by cutting of the forests

19-3%.

Forests

Factories, Industries

19-3%.

natural resources

Factories

Industries

sl.no	Content Analasys	Step's	Objectives / specifications	Teacher's Activity	pupil's Activity	T.L.M	Black board work	Evaluation
	* They provided Habitat to wild life * They help in causing rain *. Forest's control soil erosion. The forest's have all the variety of cultivated crops and medicinal plants. * If effected by a disease, the whole forest is not destroyed to wild life		Application :- What will happen there is no forests in our life. Reason's :- What are the reason's of to reduce the forest's ? Interest :- pupils to know the interest of the wild Animals in forests	cultivated crop's, & medicinal plants are which produces? write the important Source of forests.	Forest's timber, fuel, wood resins		Resins timber fuels wood	

Generaligation :-

(1) Forest's serve as lungs of earth
(2) They are important source of timber, fuel wood, cane, resins etc....
(3) They provide habitat to wild life
(4) Forest's help to control the soil erosion
(5) They help in causing rain
(6) Forest's give more economic importance
(7) They keep the surroundings cool

Recaptulation :-

(1) Which is called lungs of earth _____
(2) Forest's are help in cause for _____
(3) How many percentage of forest's in our country _____
(4) What are the uses of forestry _____

Assignment 5

(1) What are the Advantages of forests ?

(2) What is deforestation? How can it be stopped?

(3) How can you say forest is a Habitat for people?

(4) How do we depend on forests ?

MACRO LESSON PLAN

preliminary information) —

... Name of the student teacher :

Roll number :

class : VII

Subject : Science

Name of the lesson : Reproduction in plants (sexual Reproduction)

sub topic ~~percent~~ : Flower-parts ; types

date : —

Name of the school : —

time : —

Super visor : —

Content Analasys :—

(1) Based on the presence of both (or) single sexual part's flowers are two types. Bisexual and unisexual flowers

(2) Flower consist of four parts → sepal, petal, stamen and pistal

(3) Transfer of pollen grain from antler to stigma is called pollination. Flowers can be self pollination; cross pollination

(4) on the Basis parts involved reproduction on plants takes place sexual, asexual Reproduction

(5) calyx :— There is a green tube like structure called calyx. have thin leaf like structure called sepals. The lower end's of sepals are fused to form tube like structure

corolla :— There is funnel shaped corolla. This is formed of fused petals. these are to attract the flyes.

Andrecium :— After Removing the petals you can see soft elongated structure attached to these plants called stamens. stamens are often in number. the top of each stamen is called pollengrain

Gynoecium :— As we remove petals, right on the Holamus is seated a bulb like structur called ovary just above it fine tube like structur called style gres up ending in somewhat flat head like structur called stigma All these parts called gynoecium

Teaching method :— Lecture Cum demonstration method

Teaching Aids :—
(1) Flowers
(2) Pictures
(3) charts
(4) Duster
(5) piece of chalk
(6) pointer

Reference books :— A.P Government national science books
Telegu Academy, Hyderabad

Sl.no	content Analasys	Step's	objectives/ specifications	Teacher's Activity	pupil's Activity	T.L.M	Black Board work	Evaluation
		* previous knowledge;	I shall ask few question's in order to check their previous knowledge					
		* Motivation;	To motivate the pupils towards the topic by building report with them	(1) which is the important factor to generation change from one to another	Reproduction		Reproduction	
				(2) In which survivals Reproduction takes place	Animals, humans, plants		Sexual, Asexual reproduction	
				(3) In plants how many types of Reproduction takes pla	2 types			
				(4) what are tey?	sexual, Asexual.			

	Announcement of the topic;	Today we will discuss about the lesson "Reproduction in plants"			Reproduction in plants.
* Based on the presense of the both (or) single sexual organisation two types (1) Bisexual flowers (2) Unisexual flowers * Flowers consist of four parts they are (1) sepal (2) petal (3) stamen (4) pistal * Transfer of pollengrain from anther to stigma is called pollination	presentation —	KNOWLEDGE Pupils to acquire the knowledge abut Reproduction in plants Recall — pupils to recall the transfer of pollengrain anther to stem called pollination. Recognigation — pupils to recognize the Reproduction takes plac in plants sexual asexually	How many parts of flower consist. what are they How many types of flowers are we seen in plants	4 parts (1) sepals (2) petal (3) stamen (4) pistal two types (1) Bisexual (2) unisexual flowers	Sepal petal stamen pistal Bisexual unisexual

Sl.no	Content Analasys	Step's	objectives specification	Teacher's Activity	Students Activity	T.M	Black Board work	Evaluation
	* Flowers can be self pollination or cross pollination. * on the basis plants are involved reproduction on plants takes place sexual, asexual reproduction. * calyx - There is a green tube like structure called calyx have thin leaf like structure called sepals are fused to form tube like structure * corolla - This is funnel shaped corolla. found it formed petals that are attached to fibres		UNDERSTAND pupils should understand which reproduction take place on plants Relations - pupils give the relation b/w the Androecium & Gynoecium Explanation - pupils to know the flower's plants and explain it	which part of the plant is look like a green tube like structure? what do we call sepals? corolla is look like a which colours?	calyx calyx have thin leaf like structure different colours to attract the flies		calyx sepals different colour	

* Androecium :—
After Removing the petals you can see soft elongated structure attached to these plants called stamens stamanes are in 4 or 5 in number. The top of each stamen is called pollengrain

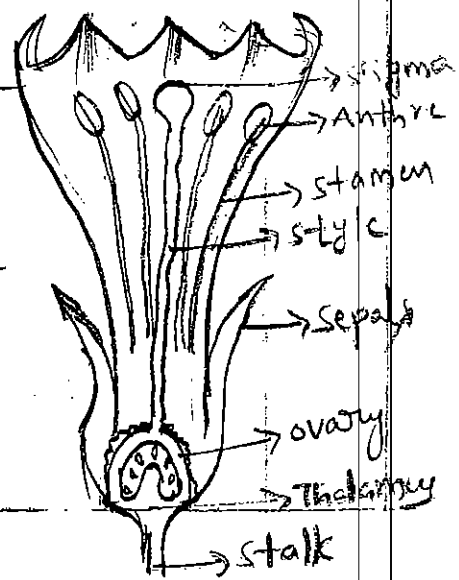
Gynoecium :—
As we remove petals, right on the thalamus, seated a bulb like structure called ovary. Just above it fine tube like structure called style. grey up ending in some what flat-head like structure called stigma All these parts called gynoecium

Application :—
pupils think. which part what happend if look like a when the Reproduction funnel does not take shaped?
place on plants?

skill :—
drawing skill :— female reprod system of plat is? ovary
pupil to draw the neat labelled diagram of when the flowers and it's ovary preset parts

Gynoecium petals ←
what is style? Just above the ovary there is fine tube like structure called style

corolla
corolla
ovary
Gynoecium
style



Generaligation :—

(1) Based on the presence of both or single sexual parts flowers are two types.
Bisexual and unisexual flowers

(2) Flower consist of four parts → sepal, petal, stamen and pistal.

calyx :— There is a green tube like structure called calyx. have thin leaf like structure called sepals. The lower end of the sepals are fused to form tube like structure.

corolla :— here is funnel shaped coralla. This is formed of fused petals. Here are two attract the flys

Androecium :— After removing the petals we can see soft elongated structure attached to the plants called "stamens". stamens are 4 (or) 5 in number. The top of each stamen is called pollengrain

Gynoecium :— As we remove petals, right on the thalamus is seated a bulb like structure called ovary. it's above fine tube like structure called style. This ending somewhat flat had like structure called stigma. All these parts are called Gynoecium

Recaptulation :—

(1) Transfer of pollen grain from anther to sigma is called _____

(2) From _____ part of Bryophyllum new plants are produced

(3) Flower's containing both male and female parts are called _____

(4) calyx is which Reproductive part _____

(5) Bryophyllum takes place the Reproduction by which part _____

Assignment :—

(1) write about Gynoecium?

(2) Draw a neat labelled diagram of Flowr (Datura)?

(3) How many types of flowers are you seen? What are they?

MACRO LESSON PLAN

preliminary information; —

Name of the student teacher;

Roll number;

class : VII

Subject : Science

Name of the lesson : Nutrition in plants

period :

date :

Name of the school :

Supervisor :

Content Analasys :—

(1) Green parts of plants use CO_2 in the presence of sunlight along with water to make glucose, starch and other food materials. This process may be called photosynthesis.

(2). plants that do not photosynthesis depend on other means of getting their nutrition.

(3). saprophytes live on decaying organic matter

(4). Insectivorus plants fulfill their nitrogen deficiency by trapping insects.

(5). Ex:— drosira, nepenthis

(6) In symbiosis, organisms share their food and shelter.

(7) plants get water from the soil through their roots. They use carbon dioxide of air.

(7) This job is done by the leaves. The leaves have tiny holes through which the exchange of air takes place. These holes are so minute you can only see them with the help of a microscope. They are called stomata

(8) cascuta is a example of parasite. Haustoria are one type of roots.

(5) Iodine solution is used for the test for starch. add one drop of Iodine solution to it. Then it's turned into pale yellow brown. in colour

Teaching method :— Lecture cum demonstration method

Teaching Aids :— (1) plant
(2) Iodine solution
(3) pictures
(4) charts
(5) Duster
(6) piece of chalk
(7) pointer

Reference books :— Ap Government National science books
Telugu Academy, Hyderabad

Sl. no	Content Analasys	Step's	objectives + specifications	Teacher's Activity	Pupil's Activity	T.L.M	Black Board work	Evaluation
		*Previous knowledge:	I shall ask few questions in order to check their previous knowledge.					
		*Motivation:	To motivate the pupils towards the topic by building report with them.	(1) what are the sources to prepare a food?	plants Animals			
				(2) how the plant are prepare a food material?	by the photosynthesis		nutrients photosynthesis	
				(3) In which thing photo-synthesis consist mainly	nutrients		plants	
				(4) what we call then all things	Nutrition in plants			

Sl.NO	Content Analasys	Steps	objectives + specification	Teacher's Activity	Student's Activity	T.L.M	Black Board work	Evaluation
		announcement of the topic:-		Today we will discuss about the lesson "nutrition in plants"			Nutrition in plants	
	* Green parts of the plant used CO_2 in the presence of sunlight along with water to make glucose, starch, and other food materials. This process may be called as photosynthesis. $CO_2 + H_2O \xrightarrow[\text{Chloroplast}]{\text{light}}$ glucose $+ O_2$	presentation:-	KNOWLEDGE:- pupils to acquire the knowledge of nutrition in plants.	what is the main source for photosynthesis	Light			
			RECALL:- pupils to recall food is prepared in plants by photosynthesis.	what is the equation of photosynthesis	$CO_2 + H_2O \xrightarrow{\text{light}}$ glucose $+ O_2$			
	* Plants that do not photosynthesis depend		Recognisation:- pupils to recognised the nepenthis, drosera are the insectivorous plants.					

on other means of getting their nutrition.

* Saprophytes live on decaying organic matter.

*Insectivorous plants fulfill their nitrogen deficiency by trapping insects.

Ex: drosira, Nepenthis

* In symbiosis, organisms share their food and shelter.

*Plants get water from the soil through their roots. They use carbondioxide of air.

UNDERSTAND

pupils should understand the process of photosynthesis in plants

Explanation:-

pupils to know how the photo-synthesis take place on plants

Example:-

Pupils to know give the examples of insectivorous plants?

what are the insectivorous plants

how the plants get water through the soil

In which method the plants are perparation food

drosera

Nephenthis

with the help of roots

photosynthesis

Drosera

Nephenthis

roots

Sl.No	Content Analasys	Step's	objectives + specifications	Teacher's Activity	pupil's Activity	T.L.M	Black Board work	Evalution
	* The job is done by the leaves. The leaves have tiny holes through which the exchange of air takeplace. These holes are so minute you can only see them with the help of a microscope. They are called stomata. * cascuta is a example of parasite, historia are one type of roots. * Iodine Solution is used for the test for Starch add one drop of Iodine solution to it then it is turned into pale yellow brown in colour.		Application :- pupils what expect when the light is absent ? Interest :- pupils should have the interest for the preparation of iodin test					

Generaliqation :—

1.) Green parts of plant is used CO_2 in the presence of sunlight along with water to make glucose, starch, and other food materials. This prosen may be called photosynthesis

$$CO_2 + H_2O \xrightarrow[\text{chloroplast}]{\text{Light}} \text{Glucose} + O_2$$

2). plants that donot photosynthesis depend on other means of getting their nutrition

3) Saprophytes live on decaying organic matter.

4) Insectivorous plants fulfill their nitrogen deficiency by trapping insects.

Ex: drosira, Nepenthis.

5) In symbiosis, organisms share their food and shelter.

6) plants get water from the soil through their roots. They use carbondioxide of air.

7) This job is done by the leaves. The leaves have tiny holes through which the exchange of air takeplace. These holes are so minute you can only see them with the help of a microscope. They are called stomata.

8) Cascuta is a example of parasite, Historia are one type of roots.

9) Iodine solution is used for the test for starch. add one drop of Iodine solution to it then it is turned into pale yellow brown in colour.

Recaptulation :-

(1) Green plants are _____ in nature

(2) the food synthesiged by the plants is stored as _____

(3) sporophyte depend on _____ for food

(4) Those plants that share food & shelter called as _____

(5) pores through which leaves exchange gases _____

(6) which gas release in photosynthesis _____

Assignment :-

(1) write about photosynthesis ?

(2) If light is absent what happend ?

(3) (1) Historia ( ) parasite
(2) cuscuta ( ) Roots
(3) Nepenthis ( ) parasite
(4) Host ( ) insectivorus plant