ANDHRAKESARI COLLEGE OF EDUCATION

(Approved by NCTE, Affiliated to ACHARYA NAGRJUNA UNIVERSITY , GUNTUR)

Cheruvukommu Palem Road , ONGOLE – 523 272 , PRAKASAM Dist ., (A.P)

B.Ed Course : SEMESTER – 4

S 4 P – PEDOGOGY

SCHOOL INTERNSHIP RECORD

SUBJECT : BIOLOGICAL SCIENCE

PRACTICUM : ACTIVITIES / PROJECT / RECORD

Name of the student Teacher ----------

Roll No: ---------- Reg.No :----------

PEDAGOGIES: 1) ---------- 2) ----------

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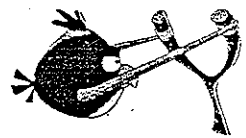
Block teaching lesson plans.

Micro Teaching



Lesson plan

MACRO TEACHING LESSON PLAN-1

Preliminary Information:-

Name of the Student : D. Prithvi
Name of the Teacher : K. Ravi Sir
Roll No : 7
Class : VIII
Subject : Biological Science
Unit : The story of Micro Organisms
Topic : Scientists and their Discoveries
Time : 45 minutes
Date : 25/3/2015

Instructional Objectives & Specifications:-

Knowledge :- The pupil acquir knowledge abovst history of Scientists

Recall :- The pupil knows importante of scientific method.

Teaching learning material :- Charts, Teaching Aids.

References Books :- VIII class Biology Text Book.

Content Analysis:-

Louis Pauster :- Louise paster from in a village of France.
He was a painter.
He intervested is Mathematics, Physics and Chemistry.
He discoverd pasterization.

Dr. Ronal Ross :- Ronald Ross descoverd vaccine for Malaria.
Ronald Ross got noble prize in 1902
Ronald Ross discovered it is in Secendrabad.

Instructional Objectives and Specifications:-

Objectives :-

... in Secondrabad. . . .

2

Instructional Objectives and Specifications:-

(7)

Objectives:-

1. Knowledge :- The pupil aquire knowledge of the scientists.

2. Understanding :- The pupil understanding functions of scientific methods, their work.

3. Applications :- The pupil apply knowledge of the scientific methods from lesson.

4. Skill :- The pupil develop skill in delivering the instrumental scientific methods.

5. Scientific Attitudes :- Pupils develop scientific attitudes towards their knowledge.

Specifications:-

1. Re call :- The scientific method

2. Recognises :- The questions and challanges done by scientists.

The pupils :-

(i) Illustrates :- The functions different scientific methods.

(ii) Identifies :- The fuctions different and relationships between scientific method.

(iii) Explains :- The conclusion and reasons of experiment done by them.

The pupil develop comunity to know more about scientists and their scientific methods.

2

Steps	Content Analysis	Objectives and the specification	Teacher Activity	Pupil Activity	TLM	Black board
MOTIVATION	1. Introduction	Knowledge :- The pupil recall the previous knowledge.	Good Morning Students	Good Morning Teacher	PICTURES	8
			How are you?	Fine teacher		
			What is your name?	My name is K. Raju		
			Who is first Ranker in your class?	P. Charles Darwin's		
			What do you call those Who came first in class?	Intelligent pupil		
			What do you call those intelligent pupil	Genius		
			For development of humanrace who help them	Scientists.		
			Those who conduct research work called	Scientists		
			The vaccines for			10

			Then Thos who conduct research work called	Scientists		

			The vaccines for the dreadful diseases are discovered by whom?	Scientists.		9
			The pupil who discoverd presence of micro organism	Scientists.		
	Announcement of the topic		Today we are going to learn about lesson "The Scientists and their Discoveries."			The Scientists and their Discoveries.

	Announcement - I					(10)
PRESENTATION	Louis Pasteur:-	Knowledge Recall				
	He born in village of France in 1822.		Louis Pasteur born in which village?	France	Picture of Louise Pasteur	France.
	He was a painter	The pupil recall the sci knowledge about scientists and their scientific methods.				
	He wanted to become a teacher.					
	He intrested in mathematic Physics and Chemistry.					
	His reasearch work on crystals.					
	He discovered pasterization					
	He discovered vaccine for Anthrax and Rabies.		what did he discovered?	Pasterization		Pasteri zation
	Pastarization:- Milk heated to 70°C for 15-30 seconds suddenly chilled and stored.					
	Announcement-II					(11)

Stored.					

6

Announcement-II Dr. Yella praggada Subba Rao:- He born in West Godavari Distric in A.P. India. He discovered Aulomycinic Tetra cyclin. It cures no. of bacterial diseases like Tyroid, Plague.	Applications:- Pupil uses Aulomycinic Tetracyclin to cure no. of the diseases.	Where did Dr. Yellapraggada Subba Rao born?	West Godavari distric, A.P India	Picture of Yella praggada SubbaRao	West Godavari district A.P. India
		What did he discovered?	Aulomycinic Tetracyclin		Aulomycinic Tetracyclin
Announcement-IV Sir Ronald Ross:- He discovered that female Anaphelons mosquito causes of diseas Malaria. He got noble prize in 1902 The microorganism plasmodium causes Malaria	Understandings:- The pupil understands discoveries and Inventions of Scientists.	Dr. Ronald Ross discovered the vaccine for what diseases?	Malaria	Picture	Malaria.

(11)

7

The female Anopheles Mosquito carries plasmodium thus it is the vector.		He got nobel prize in which year?	1902		(12) 1902
Announcement - IV					
Dr. James Salk:-					
James Salk discovered vaccine to polo in 1952		For which disease he discovered vaccine?	Polio	Picture	Polio
He wanted to distibute it freely to everyone					
He never patented his polio vaccine					
Dr. Albert Sabin discover oral polio vaccine in 1957.		Dr. Albert Sabin discovered vaccine?	Oral polio vaccine		Oral Polio vaccine.

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Recaptulation:-

(13)

oral polio vaccine in 1957.		vaccine?	vaccine		

Recaptulation :-

(13)

1. Louis Pasteur discovered vaccine for which disease?
2. Dr. Ronald Ross discovered vaccine for which disease?
3. Dr. James Salk discovered vaccine for which disease?
4. Dr. Yella praggada Subha Rao discovered vaccine for which disease?

Write few sentence about

1. Dr. Ronald Ross
2. Louis pasteur
3. Dr. Yella praggada Subha Rao
4. Dr. James Salk

MACRO TEACHING LESSON PLAN - 2

(14)

Preliminary Information:-

Name of the student Teacher : D. Prithvi
Name of the Teacher : K. Ravi Sir
Roll. No : 7
Class : IX
Subject : Biological Science
Unit : Soil Pollution
Topic : Soil Pollution
Time : 45 minutes.
Date : 27/3/2015

Instructional objectives and Specifications:-

(15)

Knowledge :- The pupil acquire knowledge about soil pollution.
Recall :- The pupil know importance of soil pollution.

Instructional objectives and Specifications:-

Knowledge :- The pupil acquire knowledge about soil pollution.
Recall :- The pupil know importance of soil pollutions.
Understanding :- The pupil understanding causes and importance of soil pollutions.
Applications :- The pupil implead methods and preventive measures of soil pollutions
Teaching learning materials :- Charts, Teaching Aids.
Reference Book. :- IX class Biology Text Books.

Objectives	Specifications
1. Knowledge :- The pupil acquire knowledge of soil pollution.	Recall The causes of soil pollution.
2. Understanding :- The pupil understanding importance of the soil pollution.	Recognies The challenges, causes of soil pollution.
3. Applications :- The pupil develop skill in developering the soil pollution methods.	The pupil :- (i) Illustrates The important different soil pollution (ii) Identifies The functions & relationship b/w pollution.
4. Skill :- The pupil develop skill in delivering the instrumental soil pollutions.	(iii) Explains The conclusion and reasons for cause of soil pollution.

Steps	Content Analysis	Objective/Specification	Teacher Activity	Pupil Activity	TLM	Black Board
MOTIVATION	1. Introduction:	Knowledge:- The pupil recall previous knowledge	Good morning Students	Good morning Teacher	PICTURES	(16)
			How are you?	Fine Teacher.		
			How do you feel when you stand near garbage and rotten vegetables?	Irritation and the dangerious gas released.		
			Can you tell some places where smoke released?	Industries and factories		
			What happen Industrial waste and domestic waste released into rivers and seas?	Water is polluted & not safe for drinking.		
			What are natural causes for pollution?	Earth CO_2 quakes floods		
			Which gas realeased out at home is domestic work?	O_2		
			Why O_2 is considered not polluted gas?	It gives live for		(17)

N			at home is domestic work?	O_2		

			Why O_2 is considered not polluted gas?	It gives live for smoke		17
			What are common agents usually pollute air?	Air, Soil, Water pollution.		
	Announcement of the Topic		Today we are going to learn the lesson "Soil Pollution"			Soil pollution
	Announcement-I What is soil? Soil is one of three major natural resources along with air and the water.	Knowledge: The pupil recall knowledge about Soil pollution.	What is Soil?	Marvellous prallent of Nature	C H A R T	Marvellous product of Nature

	Greatly influence soil, physical properties, biology and chemical properties. Soil is made up of minerals and decomposed organise matter along with air. How is soil formed? Soil formation is a long and complex process. The soil divided into three layers. 1. To layer 2. Middle layer 3. Bottom layer. **Announcement - II** Soil properties:-		How many layers are present and name them?	Three layers Top, Middle and Bottom layers.	(18) Three layers Top, Middle Bottom layers.
	i. Physical properties:- Soil comprises				(19)

	Soil properties:-				

	i, Physical properties:- Soil comprises of minerals organic matter, air, water. This composition greatly influence soil physical properties Organic matter includes dead plants, animals & debris. It consists of nutrient namely nitrogen, phosphores, potassium. They help in soil hold capabity.	Application The pupil know the properties of the soil.	Name the Nutrients?	Nitrogen-phospho-rous potassium.	(19) Nitrogen phosphorous Potassium.
	II, Chemical properties:- The term pH used for level of acidity and alkelinity of soil. The pH range of soil 5-5-7-5 Below pH 7 leeds to quidic Above pH 7 leeds to alkelinity		Range of pH of a good soil	5.5 to 7.5	5.5 to 7.5

(iii) Biological properties :-				(20)
Soil is not dead mass but an abode of millions of organisms Soil organisms include both the plants and animals forms. Ranging from Earth worm to the grass happens.		What are the organisms seen in the lesson?	Bacteria, fungi, algra and protozoa.	Bacteria fungi Algae protozoa.
Major microbical groups are bacteria, fungi, alerge. Most noteble are cycle of carbon, Nitrogen, sulphur. Soil microbes convert organism form of element to inorg ane form and libelete CO_2 Ammonia, sulphate. This prows is mineralization.		Name the cycles?	Nitrogen sulphur carbon phosphorus	Nitrogen sulphur carbon phosphorus.

Recapitulation.— (9)

sulphate.

This prevs is mineralization.

Recapitulation:-

1. How many layers are present name them?
2. Name the Cycle of Soil?
3. What is the P^H of the good soil?

Assignment:-

Write the following?

1. Biological, chemical properties of the soil?

MACRO TEACHING LESSON PLAN-3

(23)

Name of the Student Teacher :- D. Prithvi

Name of the Teacher :- K. Ravi Sir

Class :- IX

Subject :- Biological Science

Topic :- Eye

Time :- 45 minutes

Roll No :- 07.

Date :- 29/7/2015

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Instructional Objectives and Specifications:-

Instructional Objectives and Specifications:-

(23)

Knowledge :- The Pupil acquire knowledge about Eye

Recall :- The pupil know importance of the Eye.

Understanding :- The pupil Understanding and importance of the Eye

Application :- The pupil implead the functions of the Eye.

Teaching learning material :- Charts, Teaching Aids.

Reference Book. :- IX Class Biology Text Book.

Objectives

1. Knowledge : The pupil acquire knowledge of Eye.
2. Understanding : The pupil understand importance of the Eye.
3. Skill : The pupil develop skill in delivering the instrumental Eye.
4. Application : The pupil know about application of the Eye.

Specifications.

Recall : The importance of the Eye.

Recognise : The causes of the Eye disease

The Pupil :-

(i) Illustration : The important function of Eye.

(ii) Explain : The conclusion and reasons for the cause of Eye diseases.

Steps	Content Analysis	Teacher's Activity	Pupil Activity	Objective/Specifications	TLM	Black Board
MOTIVATION	Introduction	Knowledge The pupil recall the previous knowledge	Good morning students what is your name? What do we see on this earth? How do they divided? Give example for living animals? What are the parts of body? What is organ to see moving How do you smell Name the sense organes?	Good morning Teacher My name is K. John plants, animals, organisms - living and man-living. living and non-living. Plants, animals, man Hands, legs, Eyes, Nose. Eye Nose Eye, Nose, Skin, Ear, tongue.	PICTURES	(24) Human Sense organ EYE
	Announcement of the Topic		So today we learn			(25)

			you smell	Nose			
			Name the sense organes?	Eye, Nose, Skin, Ear. tongue.			
	Announcement of the Topic						10
PRESENTATION	**Announcement** Eye is a sense organ It is photo receptor. Eye is protected by the sunlight and dust particles by the Eyebrows, Eyelids and Eye lashes. Lachrymal glands secrete tears. Eye has three main layers They are sclerotic layer or sclera; choroid layer and the retina. The outer thick, rough fibrous, non-elastic and white colour layer sclera.	Understanding:- The pupil understands the defination of the photo receptor.	So today we learn about sense organ the "Eye". which part of our body is called photo receptor? which glands of Eyes secrete tears?	Eye is an photo receptor lahrymal glands	25 CHART	Eye is an photo receptor lachrymal glands.	

The second layer is the choroid layer This layer is black in colour and contain lot of blood vessels. The lens divides the inner eye ball as aqueous chamber and vitrous chamber. Retina contains cell and rods and cones. The work in retina is performed by light sensitive cell known as photo receptors. Diseases of Eye:- xeroptalonia Night blindness myopia Glucoma	Applications:- The pupil will learn about the application of the eye.	Name the three layers?	Sclerotic choroid retina layers.	Sclerotic Choroid retina (2.6)
		what are chamber divided by lens?	Aqueous and vitrous chamtex.	Aquious and vitreous
		Name some diseases caused by Eye?	Gluma myopia Night blindness xeropthalmia	Gluma myopia Night Blindness xeroptiatmia

Myopia Glucoma				

22

(27)

Recaptuation :-

1. Which gland of Eye secretes tears?
2. Name the three layers of Eye?
3. What are chamber divided by lens?

Assignment :-

1. Name the diseases caused by the "Eye"?

MUCHS MEDICINE PERIOD LEVEL-4

MACRO TEACHING LESSON PLAN-4

Preliminary Information:-

Name of the Student :- D. Prithvi

Name of the Teacher :- K. Ravi Sir

Class :- VIII

Subject :- Biological Science

Unit :- What is Science

Topic :- Scientists and their works

Time :- 45 minutes

Roll.NO :- 07.

Date :- 30/3/2015

Instructional Objectives and Specifications

Knowledge :- The pupil acquire the knowledge

Instructional Objectives and Specifications

Knowledge :- The pupil acquire the knowledge of scientists

Recall :- The pupil know importance of scientists.

Teaching learning material :- Charts, Teaching Aids.

Reference Books :- VIII Class Biology Text Book.

Objectives :-

Knowledge: The pupil acquire knowledge of the scientists.

Understanding: The pupil understand importance of the scientist work

Application: The pupil develop the application of the methods.

Skill : The pupil develop the skill is delivering the instrumental scientific methods.

Specifications :-

Recall : The scientific methods.

Recognises: The questions and different scientific methods.

The pupil

i, Illustrates : The function different methods.

ii, Identifies : The functions and relationship between scientific method.

iii, Explains : The conclusions and reasons experiments done by them.

M O T I V A T I O N	Introduction :-	Knowledge :- The pupil recall the previous know - ledge.	Good Morning students How are you? What is your name?	Good Morning Teacher Fine Teacher K. Ravi Teacher		(30)
			Name the people who conduct researches works?	Scientists	P I C T U R E	
			Name the people who discovered vaccine for humanvaccin?	Scientists		
			What do we call the Student got the first rank in Class	Intelligent		
			The truth and the facts know by the people by?	Investigations.		
	Announcement of the Topic		what do you call the			(31)

			The truth and the facts know by the people by?	Investigations.			26
PRESENTATION	Announcement of the Topic Announcement :- Science is an organi-zed the study of knowledge which is bareel on Experimenta-tion. Science is a tool for the searching truths of nature. Science is the way of Exploring the world. The word science comes from the latin word "scientia" means knowledge.		what do you call the subject deeling the truth & in the nature? So today we are learn about the lesson. "what is science" What is called the way that Explore the world? What is the meaning of the Science?	Science Science Scientia		(31) Science Science Scientia	

Recaptualation :-

1. Name the Natural calamities ?

2. Name the Natural Resources ?

3. What is the meaning of science ?

Assignment :-

1. Write the few sentence about the nature of science ?

MACRO TEACHING LESSON PLAN - 5

MACRO TEACHING LESSON PLAN-5

(33)

Preliminary Information:-

Name of the Student/Teacher : D. Prithvi

Name of the Teacher : K. Ravi

Class : VIII

Subject : Biological Science

Unit : What is science

Topic : Meaning, Scope of Science

Time : 45 minutes.

Date : 2/4/2015

Instructional objectives and specifications

Knowledge :- The pupil acquire the knowledge of Science

Recall :- The pupil recall the importance of the Science.

Teaching learning material :- charts, Teaching Aids,

Reference books :- VIII class Biology Text Book.

(34)

Objectives :-

Knowledge :- The pupil acquire the knowledge of the science

Understanding :- The pupil understands importance of the science.

Application :- The pupil know the application of the science

Skill :- The pupil develop the skill of delivering instrumental science.

Specifications :-

Recall : The History of Science

Recognises : The challenges, importance of the science.

The pupil

(i) Illustrates : The important of the Science.

(ii) Identifies : The function and relationship of Science.

(iii) Explains : The conclusion and reasons for the Science.

Steps	Content Analysis	Objectives/Specifications	Teachers Activity	Pupil Activity	TLM	Black Board

delivering Instrumental science.

(iii) Explains: The conclusion and reasons for the science.

30

Steps	Content Analysis	Objectives/Specifications	Teachers Activity	Pupil Activity	TLM	Black Board
MOTIVATION	Introduction	Knowledge :- The pupil recall the previous knowledge	Good morning Students What is your name?	Good Morning Teacher My name is K-John	CHART	35
			What are organisms that can't see with our naked Eye?	micro organisms		
			Name the organisms only seen under the microscope?	Micro organisms		
			Name the person, we go when we got diseases?	Doctor		
			There vaccine we taken for?	To control diseases		

35

31

Annoucement of the Topic		These vaccines Invented by?	Scientists		Scients
		What do you observe in picture?	Scientists		36
		The person who conduct the experiment	Scientist		
		Today we are going to learn about lesson Scientists and their works			Scientists and their works.

32

Announcement:-

37

					works.

32

	Announcement:- How do scientists answer a question or solve a problem they have identified. They use the scientific methods They use process skill to help them gather, analyze scientific methods are. the follows there steps. They are the following way. Ask Question, form hypothesis, plan the experiments, Conduct experiments and the draw Conclusions.	**Application:** The pupil know application of scientific method.	What are the methods used by the scientists called?	Scientists, Methods :-	(37) Scientists Methods.
			Name: the scientific methods.	Ask Question form hypothesis plan Experiment Conduct Draw the Conclusion	Ask Que from Hypothesis plan experiment Draw the Conclusion.

Scientists use reading, writing and members in there work. They read to find out everything about a topic, they are investigating. So it is important to scientists know the meaning of the Science vocabulary and understanding. Writing about what you are learing helps you comment the ideas to alereadyknow. The Earth revolves around the sun even before the discovery of Helio-centric theory by Copernicus.	Understanding. The pupil Understands Scientists.	What is the important to Scientists to know about? The Earth revolves around sun said by?	Science vocubalary. Copernicus	Science vocubulory. Copernicus

07 Heliocentric theory by Copernicus.

Recaptulation:-

1. What are methods used by the scientists?
2. Name the scientific methods?
3. What is important to scientists to know about?

Assignment:-

Write few sentence about the scientists?

ASSEMBLIES

PLAN - 6

Preliminary Information:-

Name of the Student Teacher :- D. Prithvi

Name of Teacher :- K. Ravi Sir

Class :- VIII

Subject :- Biological Science

Unit :- Cell - Basic Unit of life

Topic :- Cell

Time :- 45 minutes

Instructional objectives and Specifications:-

Instructional objectives and Specifications:-

(41)

Knowledge : :- The pupil acquire the knowledge of the cell

Recall :- The pupil know the importance of the cell.

Teaching learning material :- Charts, Teaching Aids.

Reference books :- VIII Class Biology Text book.

Objectives:-

Knowledge :- The pupil recall the knowledge of the cell.

Understanding :- The pupil understand the importance of the cell.

Application :- The pupil develop the application of Instrumental cell.

Skill :- The pupil develop the skill of the cell.

Specifications:-

Recall :- The previous knowledge of cell.

Recognises :- The questions and challanges related to cell.

The pupil

i) Illustrates :- The functions of the cell.

ii) Identifies :- The function and relationship.

Steps	Content Analysis	Objectives/Specification	Teacher Activity	Pupil Activity	TLM	Black Board
MOTIVATION	Introduction	Knowledge :- The pupil will recall the previous knowledge	Good Morning students How are you	Good Morning Teacher Fine Teacher	PICTURES	(42)
			Name the parts of the body?	Head, Neck, Hand, leges.		
			Name the organs of the body	Kidney, lungs, Heart		
			What is the building blocks of the cell? and Amonia	Cell Proteins		
			like wise what is the building block of the body	cell		

38

			All the living and the non-living organisms	cells		(43)

			building block of the body	cell		38
	Announcement of the Topic		All the living and the non-living organisms are made up of?	Cells		43
			What are the finest structures in our body?	Cells		
			Today we are going to learn about "Cell - basic Unit of the life.			Cell basic Unit of the life.

	Announcement					
P R E S E N T A T I O N	In year 1665, Robert Hooke British scientists observed them slices of cork under a simple magnifying device. He absorved cork resembles the structure of a honey comb consisting of the many empty spaces or empty box like structes. He thought that work was made up of very small cavities. Robert Hooke called these cavities as "Cell".	Applications:- The pupil know the importance of the cell.	Name the British Scientists What did he observed? Empty cavities named by him as?	Robert Hooke thin skins of cork cells.	C H A R T	Robert Hooke (44) thin skin of the cork. Cells.

40

45

1. What is the laties word to a cell called?

2. Who scientists discovered Nuclear?

Write few sentence about cell?

St. Theresa High School ONGOLE

41

Preliminary Information:-

Name of the student Teacher :- D. Prithvi

Name of the teacher : K. Ravi Sir

Class : VIII

Subject : Biological Science

Unit : Reproduction in Animals

Topic : A sexual Reproduction

Time : 45 minutes

Instructional Objectives and Specifications

Instructional Objectives and Specifications

(17)

Knowledge :- The pupil acquire the knowledge about Reproduction in Animals
Recall : The pupil recall previous knowledge about Reproduction.
Teaching learning material: Charts, Teaching Aids.
Reference Book : VIII class Biology Text Book.

Objectives :-

Knowledge :- The pupil acquire the knowledge about Reproduction in Animals.

Understanding :- The pupil understand the reproduction in Animals.

Application :- The pupil applies the knowledge about the reproduction from lesson.

Skill :- The pupil develop, skill of developand instruction of Reproduction.

Specifications :-

Recall :- The reproduction in Animals

Recognises :- The pupil recognises challenges in reproduction.

The Pupil :-

i, Illustrates :- The reproduction in Animals.

ii, Identifies :- The identifies differences between reproduction in animals.

iii, Explains :- The pupil explains the modes of reproduction.

MOTIVATION	Introduction	Knowledge :- The pupil recall the previous knowledge	Good Morning Students How are you? What are the animals do you see in our surroundings? Do you see Eggs of a pigeon? What are the process called for laying of the Eggs? Mother gave birth by a process called?	Good Morning Teacher Fine Teacher. Cat, Dog, Pig, Rat Yes Teacher. Reproduction. Reproduction.	PICTURES	(48)

		Mother gave birth				44
	Announcement of the Topic.		by a process called?	Reproduction.		49
			The process followed by the human beings and the birds and the animals to give the birth to babies.	Reproduction.		
			Today we are going to learn about the lesson..... The Reproduction in Animals.			The Reproduction in Animals.

PRESENTATION	Announcement :- In year 1665, Robert Hooke British scientists observed them strees of cork under a simple magnification device. He observed cork resembles the structure of a honey comb consisting of the many empty spaces or empty box like structures. He thought that work was made up of very small cavities Robert Hooke called these cavities as "Cell".	The pupil know the importance of the cell.	Name the british scietists?	Rober Hooke	GIVEN	Robert Hooke (50)
			What did he observed?	thin skin of cork		thin skin of cork
			Empty cavities named by him as?	Cells		Cells

Recaptilulation:-

(51)

12	Robert Hooke called these cavities as "Cell".		him as?			

Recaptiluation:-

1. Name the Reproduction seen in the Amoeba?
2. Name the animals which layes Eggs called?
3. Name the animals give birth to offsprings called?

Assigoment:-

Write the two sentence about the following?

1. Budding
2. Binary fission.

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MACRO LEARNING CENTRE DIV. 3

MACRO TEACHING LESSON PLAN - 8

Name of the student Teacher :- D.P.Sthvi

Name of the Teacher :- K. Ravi Sir

Class :- VIII

Subject :- Biological Science

Unit :- Reproduction in Animals

Topic :- Sexual Reproduction

Time :- 45 minutes.

Instructional Objectives and Specifications :-

Time :- 45 minutes.

Instructional Objectives and Specifications :-

Knowledge :- The pupil acquirs the knowledge about Reproduction in animals

Teaching Aids :- Charts, pictures, Structure of Reproduction System.

Teaching methods :- Question and Answer type

Referrence books :- VIII class Biology Text Book.

Objectives

Knowledge :- The pupil acquire the knowledge about reproduction in animals.

Understand :- The pupil understand the process and the functions of the reproductive system.

Application :- The pupil apply the knowledge from Reproduction from lesson.

Skill :- The pupil develop the skill of Drawing and instructions of reproduction system in Animals.

Specifications :-

Recall :- The Reproduction in Animals

Recognises :- The pupil recognise the process and challenges in reproduction system.

The Pupil :-

i. Illustration :- The pupil illustrate the functions that takes place in different reproductions.

Step	Teaching Points	Objectives of the Teaching Activity	Teacher's Activity	Pupil's Activity	Aids	Evaluation
MOTIVATION	Introduction	knowledge :- The pupil recall the previous knowledge	Good Morning Students How are you?	Good morning Teacher Fine Teacher	PICTURES	54
			What are the animals we see in your Surroundings?	Cat, Dog, rat, pig		
			Do you see egg laying animals?	Yes, Teacher.		
			Name the Egg laying animals?	Frog.		
			Do you see animals give birth to babies?	Yes, Teacher		
			Name the animals give birth to babie?	Kangaroo, Cow		
			Name the process in which animal used to	Reproduction		55

50

			Name the animals give birth to babie?	Kangaroo, Cow		50
			Name the process in which animal used to give birth to the babie?	Reproduction		55
			What is the Reproduction seen in man	Sexual Reproduction.		
	Announcement of The Topic.		Today we are going to learn the lesson "The Reproduction in animals".			57

Announcement :- In the plant pollen grains produced in the pollen sac reach the stigma of a flower where they germinate. A long tube is formed from pollen grain that reaches the ovary. The male reproduction cell of the pollen grains travel down this tube to ovary. it fuses with female reproduction cell. So Sexual Reproduction is basically the fusion of the male reproductive cell with female reproductive cell.	Name the grains in plant used for the sexual reproduction? What is sexual reproduction in cells called?	Pollen grains The fusion of the male reproductive cell with female reproductive cell.	CHART	Pollen grains (56) The fusion of the male reproductive cell with female reproductive cell.

52

cell with female reproductive cell.

52

57

Recaptulation:-

1. Where did the male reproductive cells situated?
2. Where did the female reproductive cells situated?
3. What are parts of ovem?

Assignment:-

Write few sentence about following:

1. Sexual Reproduction.

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MACRO TEACHING LESSON PLAN- 9

(58)

Name of the Student Teacher :- [illegible]

Name of the Teacher :- K. Ravi Sir

Class :- VIII

Subject :- Biological Science

Unit :- Biodiversity and its conservation

Topic :- Biodiversity - conservation

Time :- 45 minutes.

(59)

75 minutes.

Knowledge: The pupil acquire the knowledge about the biodiversity-conservation.

Teaching Aids: Charts, pictures.

Teaching Methods: Question and Answer type

Reference Book: VIII Biology Text Book.

Objectives:-

Knowledge: The pupil aquire knowledge about the biodiversity- Conservation.

Understanding: The pupil understands the functions of the biodiversity- Conservation.

Application: The pupil apple the knowledge about the biodivarsity-conservation.

Skill: The pupil develop skill of the drawing and instructions of biodiversity.

Specifications:-

Recall: Biodiversity and Conservation

Recognise: The pupil recognise challenges about diversity and conservation

The pupil:-

i, Illustrates:- The pupil illustrates the functions.

ii, Identifies: The pupil identifies the difference between diversity.

iii, Explains: The pupil explain the constination biediversity.

Steps	Content Analysis	Teacher Activity	Pupil Activity	TLM	Black Board	Evaluation
	Introduction	Good Morning students	Good Morning Teacher			
		How are you?	Fine Teacher.			(60)
M O T I V A T I O N		What are the animals observe is surroundings?	Dog, Pig, cat, rat	P I C T U R E S		
		Have you went to zoo?	Yes teacher		Tiger, lion, Elephant.	
		Name some animals seen in zoo?	Tiger, lion, Elephant.			
		What are the animals called, that seen in the zoo?	wild animals.			
		Name the animals, that are live along with human being	pet animals.			
		Name the rare animals and birds?	Indian bustard			(61)

		with human being	pet animals.			56
		Name the rare animals and birds?	Indian bustard Tiger wild cat			61
		The exbition of these rare animals and the birds called?	Endangered species			
		The process used to the protect this Endergred species called?	Conservations.			
	Announcement of The Topic:	Today we going to learn about lesson.. wild life "Biodiversity and its conservation.			Biodiversity and its Conservation.	57

MACRO TEACHING LESSON PLAN - 10

Preliminary Information:-

Knowle

Name of the student Teacher :- D Prithvi

Name of the teacher :- K. Ravi Sir

Class :- IX

Subject :- Biological Science

Unit :- Sense organs

Topic :- Nose

Time :- 45 minutes.

INSTRUCTIONAL OBJECTIVES AND SPECIFICATIONS

INSTRUCTIONAL OBJECTIVES AND SPECIFICATIONS

Knowledge :- The pupil acquire knowledge about sense organs

Teaching Aids :- Charts, Pictures.

Teaching Methods :- Question and Answer type

Reference Books :- IX class Biology Text Book.

(65)

Objectives :-

Knowledge :- The pupil acquire knowledge about sense organs

Understanding :- The pupil understand the functions of the sense organs.

Application :- The pupil applies the knowledge about the sense organs.

Skill :- The pupil develop the skill of the drawing and instructions of the sense organs.

Specifications :-

Recall : The sense organs - Nose

Recognise : The pupil recognise the challenges that sense organs.

The pupil :

i, Illustrates : The pupil illustrates the function that taken place in different sense organs

ii, Identifies : The papil identifies the difference betwen sense organs

Steps	Content Analysis	Objectives/ Specifications	Teacher Activity	Pupil Activity	TLM	Black Board.
	Introduction	Knowledge:-	Good morning students.	Good Morning Teacher		
		The pupil	How are you?	Fine Teacher	P	
M		will recall	What do you see on			
O		previous	our sourroundings?	plants, Animals, Man.	I	(66)
T		knowledge			C	
I			How they are divided?	Living and non-living organisms.	T	
V						
A			Give examples for the living organisms?	Man, Plants, Animals.	U	
T					R	
I			Name the parts of the body?	Hands, legs, Eye, Skin head	E	
O						
N			Name the multi-sensory organs of the body?	Ear, Nose, Eyes, Skin tongue	S	

What is the organ

62

			Name the multi-sensory organs of the body?	Ear, Nose, Eyes, Skin tongue		62

			What is the organ that used to smell	Nose		67
			What is the organ used for breathing?	Nose	C H A R T	
	Announcement of The Topic		Today we are going to learn about lesson. Sense Organ – Nose			Sense Organs – Nose.

PRESENTATION	Announcement :- Our external nose has two nostrils. They lead to the nasal cavity. Nasal Septum divides the nasal cavity into two halves. The nasal cavity is lined with mucus membrane and smell hairs. olfactory receptors are present in the mucus membrane. The nose is sensory organ especially nose is for the smell. The ordours interant with receptor proteins associated with specialized nerve cells. Receptors present at base of the skin lining the inner walls	Understanding The pupil will understand the nature of the nose.	How many number of nostrils does we have?	Two nostrils	Two nostrils.
			Name the cavity that divided nasal septum?	Nasal Cavity	Nasal Cavity.
	of the nose, highly senstive to odour chemicals.		The nasal		Mucous

	living the inner walls				
	of the nose, highly sensitive to odour chemicals. The nose receptor cells tranform information about cells transform into nelve signals and convey to bawir smell centres located on the upper or understanding of the brais. The hairs and the mocus present in the nasal cavity keep dust, germs and other unwanted material away from gaining entry into our body.	<u>Application:-</u> The pupil will know the application of the nose.	The nasal cavity is lined with?	Mucous Membrane and Smai hairs.	mucous membran and small hairs
			Name the organ that keeps away dust germs?	Nose	Nose

Recapitulation :-

1. Name the cavity present in the Nose?

2. Write the number of cavities of Nose?

3. Write the importance of the Nose?

Assignment :-

Write few sentence about the following.-

1. Nose.

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MACRO TEACHING LESSON PLAN - 11

MACRO TEACHING LESSON PLAN - 11

Preliminary Information :-

(71)

Name of the student Teacher : D. Dev.
Name of the Teacher : K. Ravi Sir
Class : IX
Subject : Biological Science
Unit : Sense organs
Topic : Ear
Time : 45 mnts.

Knowledge : The pupil acquire knowledge about the sense organs.
Teaching Aids : pictures, charts
Teaching Methods : Questions and Answer type
Reference Books : IX class Biology Text Book.

(79)

Objectives :-

Knowledge :- The pupil acquire the knowledge about the sense organs.

Understanding :- The pupil understands the functions about the sense organs.

Application :- The pupil applies the knowledge about the sense organs.

Skill :- The pupil develop the skill of the drawings and instructions of the sense organs.

Specifications :-

Recall :- The sense organs - Ear.

Recognise :- The pupil recognise challang that takes place in sense organs.

The pupil :-

i, Illustrates :- The pupil illustrates the functions that takes place in sense organs

ii, Identifies :- The people identifies difference between the sense organs.

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Steps	Content Analysis	Objectives Specifications	Teacher Activity	Pupil Activity	TLM	Black Board

the drawing and instructions of the sense organs

difference between the sense organse.

68

Steps	Content Analysis	Objectives Specification	Teacher Activity	Pupil Activity	TLM	Black Board
						73
M O T I V A T I O N	Introduction	Knowledge :— The pupil recall the previous knowledge.	Good Morning Students. How are you? What are the parts of the body? What is the organs used to watch T.V? What is the organ used to smell? What is the organ used to taste? What is the organ used to hear noises?	Good Morning Teacher Fine teacher Hands, legs, head. Eyes Nose tongue Ear.	P I C T U R E S	Eyes Tongue

69

		Whath is the sense organ covers all the body parts?	Skin		
		All this body parts together called?	Sense organs		
	Announcement of The Topic.	What is the organ to used to hear?	Ear.		
		Today we are going to learn lesson Sense Organs- Ear		Sense organs Ear.	

70

	Announcements:-				
D	Ear project — [illegible]				

		Ear					70

PRESENTATION	Announcement:- Ear present on either side of head. It is flap like structure called pinna. It leads to ear canal. The pinna is crumpled and made up of cartilage. Pinna has ceruminous and the sebacious glands. This help to keep ear canal lubricated present dust and other particles from entering into ear canal. The ear canal is also called Auditory meatus. A thin layer tympanum is present end of auditory meatus.	Understanding The pupil understands the importance of the ear.	Pinna is made up of?	Cartilage	CHART	75 Cartilage	71
			What is the other name of the ear canal?	Auditory Meatus		Auditory Meatus	

Recaptulation :-

1. How many parts did Ear is divided ?

2. Name the bones present in the middle ear?

3. Name the three parallel tubes of cochlea ?

Assignment :-

Write two sentences about the following...

1. Ear.

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MACRO TEACHING LESSON PLAN - 12

MACRO TEACHING LESSON PLAN - 12

Name of the Student Teacher :- D. Pitti

Name of Teacher :- K. Ravi Sir

class :- IX

Subject :- Biological Science

Unit :- Cell its Structures and functions

Topic :- cell - Structures.

Time :- 45 minutes.

Instructional objectives and Methodology:

Knowledge : The pupil acquire the knowledge about the cell and its functions.

Teaching Aids : Charts, Pictures.

Teaching Method: Question and Answer type.

Reference book : IX class Biology Text Book.

(78)

Objectives :-

Knowledge : The pupil acquire knowledge about cell and its functions.

Understanding: The pupil understands the function about the cell and its structure.

Application : The pupil applies the knowledge about cell

Skill : The pupil develop the skill of the drawings of the cell.

Specifications :-

Recall :- The cell and its functions

Recognise :- The pupil recognise challenges that take place in cell.

The pupil :-

i, Illustration : The pupil illustrates the function take place in the cell

ii, Identifies : The pupil identifies the difference between cell and functions.

Steps	Content Analysis	Objectives/ Specification	Teacher Activity	Pupil's Activity	TLM	Black Board

Skill : The pupil develop the skill of the drawings of the cell. The pupil identifies the difference between cell and functions.

Steps	Content Analysis	Objectives/ Specification	Teacher Activity	Pupils Activity	TLM	Black Board
	Introduction	Knowledge:	Good morning Students	Good morning students		79
M O T I V A T I O N		The pupil recall the previous knowledge	How are you?	Fine Teacher?	P I C T U R E S	
			Name the parts of the body?	Hands, legs, Head.		
			Name organs of the body?	kidneys, lungs, Heart		
			What are the building block of the amino acids?	proteins.		
			What are the building blocks of our body?	Cells		
			Living and the non.			

	Announcement of the Topic	Living organisms are made up of ? Name of the tinest structure in our body? Today we are going to learn lesson "Cell and its structure"	Cells Cells			(80) Cell and its structure.

P	Annoucement:-		What is the			(81)

PRESENTATION	Annoucement:- Cel wall:- The cell wall is a tough but flexible porous layer that leads to definite shape to cell and it provides protection. Cytoplasm:- They cytoplasm is the fluid content inside the plasma membrane. It contain many specialised cell organelles. These organellas perform the specific function of the cell. Endoplasmic reticalum When cell observed under microscope, nature of the	Understanding The pupil understands structres of the cell.	What is the structure that gives strape to cell? Where did cytoplasam present?	Cell well It is present inside the plasma membrane.	CHART	(81) Cell wall Inside plesma membrane.

These network with in cytoplasm helps in transport of substance from one part of cell to another. This network of membrance is known as endoplesmic reticulem. The ER may have some granule like structures on there surface called as ribosomes, such parts called rough ER. This rough ER is sites of protien manufa-cture. The areas do not have ribo-somes on their surface called smooth ER. This SER is helps in manufacture of fet molecules or lipids, important for cell functions.	Application:- The pupil will know application of the cell. Structures.	The areas in which ribosomes present called?	Rough Endoplesmic reticulum.	Rough endo plesmic reticulum
		The ER in which ribosomes are absent called?	Smooth endoplesmic reticulum.	Smoth endoplesmic reticulum.

molecules or lipids, important for cell functions.

Recaptulation:-

1. Name the smooth and rough endoplasmic reticulum?
2. Name the functions of the cell wall?
3. What is the function of cytoplasm?

Assignment:-

Write few sentence about the following...

1. Endoplasmic reticulum
2. Cytoplasm.

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MACRO TEACHING LESSON PLAN - 18

Name of the student Teacher : [illegible]

Name of the Teacher : K. Ravi Sir

Class : IX

Subject : Biological Science

Unit : Animal tissues

Topic : Blood

Time : 45 minutes.

Instructional Objectives and Specifications

Knowledge : The pupil acquire knowledge about Animal tissues - blood

Teaching Aids : Charts, Pictures.

Instructional Objectives and Specifications

Knowledge : The pupil acquire knowledge about Animal tissues - blood.
Teaching Aids : Charts, Pictures.
Teaching Methods : Question and Answers type
Reference Book : IX class Biology Text Book.

(85)

Objectives :-

Knowledge : The pupil acquire knowledge about the animal tissues.

Understanding : The pupil understanding the functions about the animal tissue.

Application : The pupil applies the knowledge about the animal tissues.

Skill : The pupil develop the skill of drawing and instructions of animal tissues.

Specifications :-

Recall :- The animal tissues - blood

Recognis :- The pupil recognise

The pupil :-

i, Illustrates :- The pupil illustrate the functions takes place in the animal tissue.

ii, Identifies :- The pupil identifies differ-ence between the animal tissue.

iii, Explain :- The pupil explain the construction of the animal tissues

MOTIVATION	Introduction	Knowledge The pupil recall the previous knowledge	Good morning students How are you? What are the animals or the organisms seen in our sourroundings? What we feel when we ate ice-cream? What do we feel whe a mosquito bite us? What is the function of the skin?	Good morning Teacher Fine Teacher. Dog, Pig, Cat, Rat responce / taste of the icream. Pain in body Responce	PICTURES	
			What is present major	Winter		

			of the skin?	Responce		

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	Announcement of The Topic		What is present major quantity in our body	Water		87
			What is the major quantity other then water in our body?	Blood		
			Today we are going to learn lesson... Animal Tissues - Blood.	Blood		blood.

83

	Announcement:- Blood in a connective tissue our heart pumps the blood 36 thousand litres of blood in distance of 20 thousand kilometeres in time period of 24 hours. Blood in red in colour. Normal adult human beings have 5 litres of blood. A chief component of plasma in blood. Plasma Contains factor that responsible clotting Heperie helps to prevent blood clotting in blood vessels. cells present in	What is the colour of blood?	Red in colour	CHART	red in Colour
		Name the factor that prevent blood clotting?	Hepeclis		Heperium
	Blood are Corpuscles. They tree types RBC, WBC	Name the three	WBC, RBC,		WBC

blood clotting in blood vessels. cells present in					84

blood are corpuscles. They tree types RBC, WBC Blood Platelets. Red blood cells also called the eythro cytes. It have red colour proteins called hemoglobies It helps in exchange and the transport of oxygen and carbon dioxide 1ml of human blood has 5 millions of red blood cells which lives for 120 days in blood	Name the three types of cells in blood?	WBC, RBC, Blood pletelets		WBC RBC Blood pletlates	
	life span of RBC?	120 days		120 days	
Annoucement - II WBC :- They dont have hemoglobins. They are two types granulocytes and argonulocytes. They are thr-ee types of cells in gran-locytes - Neutrophils, Basop-hils and Esinophils. The life span of WBC is 12 days	life span of WBC?	12 days		12 days	
	WBC divided ilto?	granulolytes and Agtanulocyte		granulocyte & Agranulocyte	

CUCUTE

Recaptualation :-

1. Write/Name the nature of blood?

2. Name the types of cells in blood?

3. Name the function of RBC, WBC ?

Assignment :-

Write few sentences about the following -

1. Blood.

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MACRO TEACHING LESSON PLAN-14

	blood clotting in blood vessels. cells present in					84
	blood are corpuscles. They tree types RBC, WBC Blood Platelets. Red blood cells also called the eythro-cytes. It have red colour proteins called hemoglobies It helps in exchange and the transport of oxygen and carbon dioxide 1ml of human blood has 5 millions of red blood cells which lives for 120 days in blood. **Announcement - II** WBC :- They dont have hemoglobins. They are two types granulocytes and argonulocytes. They are thr-ee types of cells in granu-locytes. Neutrophils, Basop-hils and Esinophils. The life span of WBC is 12 days.		Name the three types of cells in blood?	WBC, RBC, Blood pletelates		WBC RBC Blood pletelates
			life span of RBC?	120 days		120 days
			life span of WBC?	12 days		12 days
			WBC divided into?	granulolytes and Agranulocyte		granulocytes & Agranulocytes

Recaptualation :-

1. Write/Name the nature of blood?

2. Name the types of cells in blood?

3. Name the function of RBC, WBC?

Assignment :-

Write few sentences about the following -

1. Blood.

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MACRO TEACHING LESSON PLAN-14

MACRO TEACHING LESSON PLAN-14

(91)

Name of the student Teacher : D. Prithvi

Name of the Teacher : K. Ravi Sir

Class : IX

Subject : Biological Science

Unit : Cell its structures and functions

Topic : Cell- Structures

Time : 45 minutes.

Instructional objectives And Specifications

Knowledge : The pupil acquire the knowledge about the cell.

Teaching Aids : Charts, Pictures.

Teaching Methods : Question and Answer type

Reference Books : IX class Biology Text Book.

Knowledge :- The pupil acquire knowledge about the cell.

Understanding :- The pupil understand the function about the cell.

Application :- The pupil applies the knowledge about the cell.

Skill :- The pupil develop the skill of drawing and instruction of the cell.

Recall :- The cell and its functions

Recognise :- The pupil recognise the challenge that take place in cell.

The pupil :-

i) Illustrates :- The pupil illustrates functions take place in different cells.

ii) Identifies :- The pupil identifies difference between this cell

iii) Explains :- The pupil explain construction of the cell.

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steps	Content Analysis	Objectives/ Specification	Teacher's Activity	Pupil's Activity	TLM	Black Board.

difference between the cell

the cell.

(iii) Explains :- The pupil explain construction of the cell.

88

steps	Content Analysis	Objectives/ Specification	Teacher's Activity	Pupils Activity	TLM	Black Board.
M O T I V A T I O N	Introduction	Knowledge The pupil recall the previous knowledge	Good morning Students How are you?	Good Morning Teacher Fine Teacher.		93
			What is the organ used to see tv.?	Eyes	P I C T U R E	
			What is the organ to taste?	tongue		
			What is the organ used to hear?	Ear		
			What is the organ used to smell?	Nose		
			All these parts are covered by the organ?	Skin		Skin

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		What are the building blocks of a house	Bricks		
		What are the building blocks of amino acids?	Proteins		
		What are the building blocks of the body?	cells		
	Announcement of The Topic	What is tinest structures seen in the body?	cells		
		Today we are going to learn lesson... Cells its structures.			Cell and its structures.

	Mitochondria :-		Name the shape	Small spherical	

PRESENTATION	**Mitochondria :-** Mitochondria are small spherical or cylindrical organelles. A mitochondria is 2-8 micron long and 0.5 micron wide. It is 150 times smaller then nucleus. There are 100-150 mitochondria is each cell. Under micrope it appear as oval or cylindrical dot is cell. It is made of wall protedes into interior in folds called cristae. The outer space between cristae mitochondria is responsible for cellular respiration.	Understanding The pupil understands the functions of the mitochondria.	Name the shape of the mitochondria?	Small spherical or cylindrical in shape.	CHART	(95)
			What is the function of Mitochondria?	Cellular Respiration		Cellular Respiration
			What is the name of the mitochondria?	Power house of the cell.		

Recaptulation:-

1. Name the suicidel bags of the cell ?

2. Name the power house of the cell ?

3. Name the function of mitochondria and lysosomes ?

Assignment:-

Write few sentence about following ---

1. Mitochondria.

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MACRO TEACHING LESSON PLAN - 15

(97)

Preliminary Information:-

Name of the teacher Student : D. Prithvi

Name of the Teacher : K. Ravi Sir

Class : IX

Subject : Biological Science

Unit : Sense Organs

Topic : Tongue

Time : 45 minutes.

Instructional Objectives And Specifications :-

Knowledge : The pupil acquire the knowledge about the sense organs

Teaching Aids :- Charts, Pictures.

Teaching methods :- Question and Answer type

Reference books : IX class Biology Text Book.

Knowledge : The pupil acquire the knowledge about sense organs

Understanding :- The pupil understanding functions about the sense organs.

Application : The pupil applies the knowledge about the sense organs.

Skill : The pupil develop the skill of the drawing and instruction of the sense organs

Recall :- The sense organs.

Recognise :- The pupil recognis challenges that takes place in sense organ

The pupil :-

i, Illustrates :- The pupil illustrates the functions takes place in sense organs

(ii) Identifies : The pupil identifies the difference between sense organs.

(iii) Explains :- The pupil explains the construction of the sense organs

Steps	Content Analysis	Objectives/ Specification	Teacher's Activity	Pupil Activity	TLM	Black Board.

of the [illegible] the pupil explains the construction of the sense organs

Steps	Content Analysis	Objectives/ Specification	Teacher's Activity	Pupil Activity	TLM	Black Board
MOTIVATION	Introduction	Knowledge:- The people recall the previous knowledge	Good morning Student How are you?	Good morning Teacher Fine Teacher		
			What is the organ used to watch T.V?	Eyes	P I C T U R E S	
			What is organ used to taste?	tongue		
			What is organ to smell?	Nose		
			What is the organ that cover all there organs?	Skin		

Announcement of The Topic.		What is the organs called? What is the organ used to taste? Today we are going to learn about lesson .... Sense Organs "Tongue"	Sense organce Tongue Tongue		(100) Tongue

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D	These taste respectors clustree in small mucous	What is the papillae?	Small		(101)

1	These taste respectors clustrce in small mucous membrance projections called papillae. Each is specially sensitive to molecullesof a particular shape. Morning beyond the receptors in the tongue, a special and nave hostilne carries nothing but taste nevages to specilized regionof brain. Each taste bud has a cavity with a pore. The pore is called taste pore.	Application The pupil know the application of the tongue.	What is the papillae?	Small mucous membrane projection		101
			What is the pore present in the taste bud?	Pore		Pore

PRESENTATION

CHART

Recaptulation:-

1. What is the nature of the tongue?

2. What are the muscles that tongue made up of?

3. What is the location of taste buds?

Assignment:-

Write few sentence about the following -----

1- Tongue.

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MACRO TEACHING LESSON PLAN-16

MACRO TEACHING LESSON PLAN-16

Preliminary Information:-

Name of the Student Teacher : D. Prithvi

Name of the Teacher : K. Ravi Sir

Class : IX

Subject : Biological Science

Unit : Production of food from Animals

Topic : Agriculture.

Time : 45 minutes

Instructional Objectives And Specifications:-

Knowledge :- The people acquire knowledge about Apiculture.

Teaching Aids :- charts, pictures.

Teaching methods :- Question and Answer type.

Reference books :- IX Class Biology Text Book.

(104)

Objectives:-

Knowledge :- The pupil acquire the knowledge about Apiculture.

Application : The pupil applies the knowledge about the Apiculture

Understanding :- The pupil understands the function about Apiculture.

Skill : The pupil develop the skill of drawing and instruction of Apiculture

Specifications :-

Recall :- The Apiculture

Recognis :- The pupil recognise Challeges that taken place in Apiculture.

The pupil :-

i, Illustrats :- The pupil illustrates functions take place in Apiculture

ii, Identifies :- The pupil identifies the difference between the Apiculture.

Explain :- The pupil Explain.

steps	Content Analysis	Objective Specification	Teacher Activity	Student Activity	TLM	Black Board
			Good morning Students	Good morning Teacher		

Drawing and Instruction of Agriculture. Explain :- The pupil Explain.

steps	Content Analysis	Objective Specifications	Teacher Activity	Student Activity	TLM	Black Board
	Introduction	Knowledge :-	Good morning Students.	Good morning Teacher		105
M		The pupil	How are you?	Fine Teacher		
O		recall the	Had your breakfast	Yes Teacher	P	
T		previous			I	
I		knowledge	What do you call the items that we eat called?	Food items	C	
V					T	
A					O	
T			Name the animals that give food?	Sheep, Goat.	R	
I					E	
O			Name the animals that give meat as a food.	Sheep, Goat.	S	
N						

Announcement of The Topic.		Name the insects that are helpful in pollution?	Honey Bees.		
		Where did we get honey from?	Bees		106
		What do you called the process that used for production of the bees?	Apiculture?		
		Today we are going to learn about lesson "Apiculture".	Apiculture		Apiculture

Announcement Apiculture		The culture of	Apiculture	Apiculture

P R E S E N T A T I O N	Announcement Apiculture:- Culture of honey bees is called Apiculture. Development of apiculture is not only for honey production but also for crop pollinations. Honey beer are best pollinetors of many agricultured crops. Five well organised honey bees species of honey bees is under Apis, dorsata, Apis Indica, Aips floera, Apis melopia and the Apis pri-gona. The Apis cerena are Indian honey bee,	Understanding The pupil understands the usage of the Apiculture	The culture of honey bees called?	Apiculture		Apiculture (107)
			Name of honey bees which given 3-10 kgs of honey per annum?	Apis Cerena.		Apis cerena
			Name of the European honey bee that given 25-30 kgs of honey per annum?	Apis mellifere.		Apis mellifere

There is only one queen bee in colony. The primary fuct ion of queen is to play Eggs. The life span of queen is two or three years, a worker has 5-6 weeks and a done has 57 days, There are sterile female which are called the worker in hive. The bees attend Indoor duties. After three weeks they attend out door duties like collucting nator, pollen and water. Drones are male members of the colony. They are lazy and unable to gather food, The main duty of the done is mating.	Application The pupil know that application of apiculture	How many Queen bees seen in a colony?	only one Queen		One Queen bee. (108)
		How long did Queen life?	2-3years		2-3yrs.
		What is the life span of the worker?	5-6 weeks		5-6 weeks.
		What is the main function of the Drone.	Mating		mating.

There is only one queen bee in colony. The primary fuct ion of queen is to play Eggs. The life span of queen is two or three years, a worker has 5-6 weeks and a done has 57 days, There are sterile female which are called the worker in hive. The bees attend indoor duties After three. weeks they attend outdoor duties like collucting nator, pollen and water. Drones are male members of the colony. They are lazy and unable to gather food. The main duty of the done is mating.	Application The pupil know that application of apiculture	How many Queen bees seen in a colony?	only one Queen		one Queen bee. (108)
		How long did Queen life?	2-3 years		2-3 yrs.
		What is the life span of the worker?	5-6 Weeks		5-6 weeks.
		What is the main function of the Drone.	Mating		mating.

the main duty of the
done is mating.

Recaptulation:—

1. Name the different species of honey bees in lesson?
2. Name the honey bee that gives 25-30 kgs of per anum?
3. What is the nature of the Queen, worker and Drone?

Assignment:—

Write few sentence of the following.

1. Bees - Apiculture.

St. Theresa's High School CHOLE

MACRO TEACHING LESSON PLAN - 17

Preliminary Information :-

Name of the student Teacher : [illegible]thi

Name of the Teacher : K. Ravi Sir

Class : IX

Subject : Biological Science

Unit : production of food from Animals.

Topic : Poultry

Time : 45 minutes.

Instructional Objectives And Specifications :-

Knowledge :- The pupil acquire the knowledge about the poultry.

Instructional Objectives And Specifications :-

Knowledg :- The pupil acquire the knowledge about the poultry.

Teaching Aids :- Charts, Pictures.

Teaching Methods :- Question and Answer type.

Reference Book :- IX Class Biology text Book.

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Objectives :-

Knowledge : The pupil acquir knowledg about the poultry.

Understanding :- The pupil understands the functions about the poultry.

Application :- The people applies the knowledge about the poultry.

Skill :- The pupil develop the skill of the drawing and instructions in poultry.

Specifications :-

Recall :- The poultry

Recognise :- The pupil recognise challeges taken place in the poultry.

The pupil :-

i, Illustretes :- The pupil illastrates the functions taken place in poultry.

ii, Identifies :- The pupil illustrates the functions of the poultry

iii, Explain :- The pupil explains the construction of the poultry.

Step	Content analysis	Objectives specification	Teacher's Activity	Pupil's Activity	TLM	Blackboard
MOTIVATION	Introduction	Knowledge:- The pupil recall the previous know-ledge.	Good morning Students	Good morning Teacher	PICTURES	
			How are you?	Fine teacher.		
			Where did you get your daily food?	Agriculture		
			Name the other source for food?	plants, Animals.		
			What did we get from plants?	Food, O_2.		
			Where did we get meat from?	Animals.		
			Name the animals			

		meat from?	Animals.	✓	

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	Announcement of The Topic	Name the animals that give the meat Where did we get Eggs from? Today we are going to learn lesson "Poultry"	Sheep, Goat Hen Hens		"Poultry"

113

109

PRESENTATION	Announcement :- Poultry :- The production and rearing of hens on a large scale is generally called poultry. 50 Billion hens are reared world wide for eggs and chicken. The farmers rear cocks and hens in the villages. We get 47% chicken and the 64% of eggs from poultry. India achieved 4th position. in the world by producing 41.06 million eggs per annum. And also 5th position for the production of meat.	Understanding The pupil understands the poultry.	What is poultry? What is the position of the India in production of eggs? What is the position of India is production of Meat?	A place where production and rearing of the hen. 4th position. 5th position.	CHART	114 4th position 5th position.

110.

Recaptulation :-

115

	It [illegible] and also 5th position for the production of meat.		Meat?				110

Recaptulation :-

115

1. Name the two difference between poultry?

2. What is the nature of broiler?

3. What is the nature of the layer?

Assignment :-

Write few sentences about the following....

1. Poultry.

St. Theresa's High School ONGOLE

MACRO TEACHING LESSON PLAN – 18

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Name of the Student Teacher :- [illegible]

Name of the Teacher :- K. Ravi Sir

Class :- IX

Subject :- Biological Science

Unit :- production of food from Animals.

Topic :- Milk production

Time :- 45 minutes.

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Instructional Objectives and Specifications :-

Knowledge :- The pupil acquire the knowledge about the milk production. (117)

Instructional Objectives and Specifications:-

Knowledge :- The pupil acquire the knowledge about the milk production. (117)

Teaching Aids :- Charts, Pictures

Teaching method :- Question And Answer type

Reference Book :- IX class Biology Text Book.

Objectives:-

Knowledge :- The pupil recall acquire the knowledge about the milk production.

Understanding :- The pupil understands the function takes place in milk production.

Applications :- The pupil applies the knowledge about the milk production.

Skill :- The people develop the skill of the drawing and intructions of milk production.

Specifications:-

Recall :- Milk production.

Recognise :- The pupil recognise challenge in milk production.

THE Pupil :-

i, Illustration :- The pupil illustrates the milk production.

ii, Identifies :- The pupil identifies difference in milk production.

iii, Explains :- The pupil explains the construction of the milk production.

Steps	Content Analysis	Objectives/ Specifications	Teacher's Activity	Pupil Activity	TLM	Black Board.
	Introduction	Knowledge:- The pupil recall the previous knowledge	Goodmorning Students How are you?	Good morning Teacher Fine Teacher		(118)
			Where did we go when we get a disease?	Doctor	PICTURES	
			What did he give us to clear disease?	Medicines.		
			What is the suggestion give by doctor to patients	Eat vegetables Fruits milk Egg		
			what did a healthy breakfast contain	Milk, Fruits Bread and Egg		(119)

	Announcement of The Topic.		What did a healthy breakfast contains What did the curd come from? What are the high energy giving valiety of food items? Today we are going to learn about the lesson "Milk production".	Milk, Fruits Bread and Jam Milk Eggs, Milk, oneat.		Milk production.

PRESENTATION	Announcement :- Among cows, traditional species given 2-5 litres of milk per day. Mawa, Species reared in a most districts of our state. They given litres of milk per day. Haryana Jeferedad and Nagaputs cows gives high and good quality of milk. Jersy and Holstein are foreign varieties. They given 8 to 20 litres of milk per day.	Understanding :- The pupil understand the milk production.	Traditional cows give how many litres of milk per day?	2-5 liters of milk	CHART	(120) 2-5 lb of milk
			How many liters of Milk given by the mawa?	8 liters		8 liters
			Name foreign verietis of the cows?	Holstein Jersy		Holstein Jersy.

Recapitulation :

Recaptulation :-

1. Name the tradional verities of cows?

2. Name the foreign varities of cows?

3. What is meant by pesterization?

Assignment :-

Write few sentences about the following - - - -

1. Milk production.

St. Theresa's High School CHOLE

Name of the student Teacher : D. Prithvi

Name of the Teacher : K. Ravi Sir

Class : VIII

Subject : Biological Science

Unit : Different Ecosystem

Topic : land is a Hebitat

Time : 45 minutes.

Instructional Objectives and Specifications:-

Knowledge

Time : 45 minutes.

Instructional Objectives and Specifications:-

Knowledge :- The pupil acquire knowledge about different habitets.

Recall :- The pupil know importance of land as a habitet.

Understanding: The pupil understands the land of a habitet

Teaching Aids: The charts, teaching Aids.

Reference book: VIII class Biology text Book.

Objectives:-

Knowledge: The pupil acquire knowledge of land as a Hebitet

Understanding: The pupil understand the functions of organisms hebitet & ecological bal.

Application: The pupil apply the land as a Hebitat from lesson in times.

Skill : The pupil develop skill in delivering instremental land as a Hebitet.

Specifications:-

Recall :- The land as a Hebitet.

Recognise :- The questions and challenges related to habitet.

The pupil:-

i. Illustrates: The function of differed Hebitets.

ii. Explain : The conclusions and the lessons related to lessons.

Steps	Objectives Specification	Content Analysis	Teacher Activity	Pupil Activity	TLM	Black Board
	Knowledge	Introduction	Good morning Students. How are you?	Good morning Teacher. Fine Teacher		124
M O T I V A T I O N	The pupil recall the previous knowledge.		Where do the aeroplane fly?	In Air	C H A R T	
			Where do the ship travel?	On water		
			Where do the buses travel?	On land		
			Where do the most of the living organisms live?	On land.		Air, water and land.
			Name the hebitets?	Air, water, land.		
			What is the most suited hebitets for			125

N			Name the hebitets?	Air, water, land.		and land.

		What is the most suited hebitets for people to live?	The land.			125
		How most suited Hebitet to live is?	The land.			
Announcement of The Topic.		Today we are going to learn about the lesson.. Land as a Hebitet.	Land as a Hebitets		land as a Hebitets.	

Announcement - I Land covers 1/5th of planet and is major habitet water, temperature and soil conditions are the major factors that life in the terrestical Habitet. The living conditions geographical conditions of place the addition to this day and night and sea-sonal changes are also factors which affect the life of organism is terretical Habitet.	Interprets The pupil interprets the condition of water, tempera-ture and soil which effects lif on terrentical Habitet.	How much of land is covered on the surface of the planet?	1/5th Surface	1/5th Surface (126)
		What are major factors that effects life in terrental habitet?	Temperature, water	Temperature water
		On which living conditions on land developed?	Geografical loca-tions.	Geografical locations
Announcement - II Unlike sea, land is mast continuous It divided into the specific geogr-atical areas. The living conditions different in the different geogra-phical areas such as polar ice caps. and we specifics to give the locations.	Recognises The pupil recognises land is not continouces	What is not conti-nuocs like sea?	land	land.

-tical areas. The living condition is not different in the different geogra -phical areas such as polar ice caps. continouces

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and we specifice to give the locations. ~~Announcement~~ - III As a result, organisms living in a particular geographical areas we developed sperical characters which help them to service to that particular geographical area. There areas are well seperated and organisms usually do not more. It is said that there are more micro organisms in sea then there are stars in the universe. The world hast 32 of the 34 known phyle on the earth and ocean betwen 5,00,000 and 10 million marine species. Ocean and new oceanic specieses.	Clerifies :- The pupils clerifies there difference in living condition different geog -raphical areas like ice-caps or deserts.	Why do living orga -nisms move from one place to another? Which type of areas they can servive?	Due to the changes on the geographical areas. The particular areas which are favarable to them.	Geographical areas favorable places for them.

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123

Recaptulation :-

1. How much of land is covered on surface of Earth?
2. What is not continous like sea?
3. Name the major factors effect life is terrentrical Hebitat?

Assignment :-

Write few sentence about the following - - - -

1. Land.

St. Theresa's High School ONGOLE

Lesson plan -19

Lesson plan 19

Preliminary Information:-

Name of the student Teacher : D. Rothi

Name of the Teacher : Ravi Sir

Class : VIII

Subject : Biological Science

Unit : Story of micro organisms

Topic : Scientists - discoveries.

Time : 45 minuets.

Knowledge :- The pupil acquire knowledge about History of Scientists.

Recall :- The pupil know importance of scientists method.

Understanding :- The pupil understands discoveries and Inventions of scientists.

Application :- The pupil implead methods and discoveries of the scientists.

Teaching learning material :- charts Teaching Aids.

Reference Books :- VIII class Biology text Book.

Objectives :-

Knowledge :- The pupil acquire knowledge of scientific methods and their discoveries.

Application :- The pupil apply knowledge of scientific methods from lesson.

Skill :- The pupil develop skill is delivering the instrumental scientific method.

Scientific Aptitude :- Pupil develop scientifi apptitudes towards their knowledge.

Specifications :-

Recall :- The scientific methods.

Recognise :- The Questions challengs done scientists.

The pupil :-

i, Illustrates :- The function different scientific method.

ii, Identifies :- The functions and relation ship between scientific method.

iii, Explain :- The conclusion and reasons of experiment done by scientist.

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Steps	Objectives Specifications	Teacher Activity	Pupil Activity	Black Board Work	Black Board
			Good morning students		

Aptitude :- pupil develop towards their knowledge. of experiment done by scientists

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steps	Objectives Specifications	Teacher's Activity	Pupil's Activity	Pupil Activity	TLM	Evaluation
MOTIVATION	Knowledge :- The pupil recall the previous knowledge.	Introduction	Good morning students How are you? What is your name? What do we observe in our surroundings? What do we call some organisms can't see with our naked Eye? Name the organisms that can only be seen under the microscope?	Good morning Teacher Fine Teacher My name is Bunny plants, Animals, Man Micro Organisms? Micro Organisms?	CHART	Micro organisms.

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Announcement of The Topic.		Name the person we got for treatment of the disease?	Doctor.		132
		What we take vaccine?	To Control diseases	C	
		The vaccine invented by person?	Scientist	H	
		What do you observe in the picture?	Scientist	A	
		The person who conduct experiment?	Scientist	R	
		Today we are going to learn about the lesson "The scientist and their discoveries".		T	Scientists and their discoveries.

Announcement - T		Antony van Leeuwenhoek			133
Auditory nerve leeuwhoek; →		from which	Dutch		

the scientist and their discoveries"

Announcement - I Auntony var leewenhock :- Auntony var Leewenhock is a dutch scientists. He is a febric merchant. He built a single lense powerful microscope, it magnifies about 300 times an object. In 1678, He observed small moving micro organisms he then called them "Animal cules". leter then named as bacteria.		Antony leewenhock from which country?	Dutch	133 Dutch	
		What he discovered?	microscope?	microscope	
		What he named the small moving organism?	Animal cles	Animal cles	
Announcement - II Edward Jenner He is 1796, gave first vaccine to the mankind. He conduct medical prectices.		Who discoverd vaccine for the small pox?	Edward Jenner.	Edward Jenner.	

He saw milk maid developed the cow pox diseases which resint small pox diseases. He collected cow pox natural from milk maid and inoulated to syrup boy. After then he exposed to small pox disease. Then he discovered small pox vaccine

Announcement-II

Alexander Fleming :-

He is an army doctor in 2 worldwar. He saw many soldiers die of the bactial infections. He was working on antibiotic lab. One day he observed some fungi preventing growth of bacteria in peter dish, in which he grow bacterial colonn.

He seperated that other moved and teted it on some other bacteria cowing bacteria. This also killed bacteria. They he discovered vaccine Pencellin.

He collected cow pox purtule from which hand?	Milk maidis hand.	Milk maidi hand
Edward Jenner discovered vaccine for which diseases?	Small pox	Small pox
What is job of Alexander Fleming?	Army doctor	Army doctor
who discovered vaccine for penellin.	Alexdoctor Fleming.	Alexander Fleming.

Recantulation

bacteria. They he discovered vaccine
Penicillin.

Receptulation :—

1. Name the scientist who discovered microscope?
2. What is the profession of leewenhock?
3. Name the scientist who discovered penicillin?
4. Name the scientist who discovered vaccine for small pox?

Assignment :—

Write few sentences about the following --- Verified

1. Antony Van leewenhock.
2. Edward Jenner
3. Alexander Flemming.

K. Balaswamy Reddy
HEADMASTER
St. Theresa High School
ONGOLE.