

40 Lesson Plans



21

Registration no.

Roll no.



Teaching Practice Completion Certificate 8608

Office of the Govt. Model Primary School

Ref: _____

Date: 10-10-2022**To whom it may concern**

This is certified that Mr./Mrs. _____ S/D/O
_____ with roll number _____ and
registration number _____ a student of B.Ed at
Allama Iqbal open University Islamabad, has completed 40 days Teaching
Practice at this school. He/She is much active and responsible towards his/her
duties either teaching or non-Teaching.

Sign & Stamp of Head Teacher

Headmistress
Govt. Model Primary School10.10.2022

Enrollment No.		Roll No.		Name of Student		Student Attendance Detail for the month of <u>September</u> 2022							Class <u>1</u> Section <u>A</u>											
M	T	W	TH	F	S	M	T	W	TH	F	S	M	T	W	TH	F	S	M	T	W	TH	F	S	
135	1	Mehar Sheela D/o Shekhar	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
109	2	Ashrafiyaz D/o Yaz	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4014	3	Zaena Siddiq D/o Saib	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4010	4	Sohail Ahmad D/o Anam	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3076	5	Anam Riz D/o Riz	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
190	6	Amanah Rizwan D/o Rizwan	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3030	7	Noman Shahid D/o Shahid	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
2001	8	Munirah Idrisi D/o Idrisi	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
5032	9	Uroosh Kauras D/o Kauras	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
1066	10	Mafia Yaz D/o Yaz	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
106	11	Rahmeha Kousaym D/o Kousaym	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
5067	12	Husnaiza Hussain D/o Hussain	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3048	13	Layla Nazim D/o Nazim	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
204	14	Saba Khushi D/o Khushi	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
161	15	Urooq Alayem D/o Alayem	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4020	16	Ayeshah Haidi D/o Haidi	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3089	17	Mans Fatima Iqbal D/o Iqbal	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
157	18	Maham Haidi D/o Haidi	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
139	19	Mohammed D/o Saif	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3091	20	Nour Saif D/o Saif	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
110	21	Mubashir Alshar D/o Alshar	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
193	22	Kira Nadeem D/o Nadeem	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
216	23	Zaara Larar D/o Larar	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4019	24	Maham Abbas D/o Abbas	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3010	25	Rahma Fatima D/o Fatima	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
5031	26	Munira Nazim D/o Nazim	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
180	27	Umar-Roman D/o Yaz	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4013	28	Meha Yaz D/o Yaz	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
1980	29	Zainab Yaz D/o Yaz	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3017	30	Hifa Zulfqar D/o Zulfqar	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

Signature of Class Incharge

Headmistress
Govt Model Primary School
10-10-2022

Sign & Stamp of Head Teacher of School

Headmistress
Govt Model Primary School
10-10-2022

Govt. Model Primary School, Tehsil _____ & District _____
 Teacher Attendance Detail for the Month of September 2022.

Date	Teacher Name: <u>JEHAR AHMAD</u>			Teacher Name:			Teacher Name:		
	Arrival	Sign	Departure	Arrival	Sign	Departure	Arrival	Sign	Departure
1	07:00 AM	<i>[Signature]</i>	02:05 PM						
2	06:58 AM	<i>[Signature]</i>	11:50 AM						
3	07:05 AM	<i>[Signature]</i>	02:02 PM						
4		SUNDAY							
5									
6	07:00 AM	<i>[Signature]</i>	12:05 PM						
7	07:00 AM	<i>[Signature]</i>	12:05 PM						
8	07:05 AM	<i>[Signature]</i>	12:05 PM						
9	07:10 AM	<i>[Signature]</i>	12:10 PM						
10	07:00 AM	<i>[Signature]</i>	12:00 PM						
11		SUNDAY							
12	06:59 AM	<i>[Signature]</i>	12:05 PM						
13	07:05 AM	<i>[Signature]</i>	12:05 PM						
14	07:00 AM	<i>[Signature]</i>	12:10 PM						
15	06:57 AM	<i>[Signature]</i>	12:05 PM						
16	07:00 AM	<i>[Signature]</i>	12:05 PM						
17	07:05 AM	<i>[Signature]</i>	12:05 PM						
18		SUNDAY							
19	07:05 AM	<i>[Signature]</i>	12:05 PM						
20	07:05 AM	<i>[Signature]</i>	12:05 PM						
21	07:00 AM	<i>[Signature]</i>	12:05 PM						
22	06:55 AM	<i>[Signature]</i>	12:00 PM						
23	07:05 AM	<i>[Signature]</i>	12:05 PM						
24	07:10 AM	<i>[Signature]</i>	12:05 PM						
25		SUNDAY							
26	07:05 AM	<i>[Signature]</i>	12:05 PM						
27	07:10 AM	<i>[Signature]</i>	12:05 PM						
28	07:00 AM	<i>[Signature]</i>	12:05 PM						
29	07:10 AM	<i>[Signature]</i>	12:05 PM						
30	07:05 AM	<i>[Signature]</i>	11:05 PM						
31									

Sign & Stamp of Head Teacher of School

 Govt. Model Primary School

10/10/2022



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General
Science

LESSON PLAN NO. 01

Name of trainee teacher: _____

Roll no.: _____

Reg. no.: _____

Class: 6th

Subject: General Science

Lesson duration: 35 minutes

No. of students: 40

Date: _____

School name: Govt. Girls' Model Primary School, _____

Topic: *The Eye*

TOPIC	CONTENT	W.B WORK
<p>General objectives</p>	<p>At the end of this topic students will be able:-</p> <ol style="list-style-type: none"> 1. To know the role and use of eye in our daily life. 2. To know the importance of eye. 3. To know the steps of functioning of eye. 4. To know the various steps and their importance in functioning of eye. 	

Specific objectives

1. To explain the functions of eye.
2. To explain the structure of eye.
3. To draw and label the diagram of eye.
4. To tell the names of different parts of eye.
5. To define different parts of eye.

Teaching aids /

A.V aids

- White board
- Marker
- Text book
- Chart showing internal structure of eye with labeling
- Pictures of internal and external structure of eye
- Model of eye

Teaching Method

Lecture method along with guided instruction with the help of model and chart.

Previous knowledge

1. What are sense organs?
2. How many sense organs do we have?
3. What are the names of our sense organs?

Write the number and names of sense organs told by

Test

4. Which sense organ helps us to see around?

students on white board.

Announcing the Topic

Today we are going to learn about our organ of sight that is "The Eye".

The Eye

Presenta-
-tion

Introduction: Tell the role and function of eye in our life.

Parts of eye: First of all, tell them about the part of human eye that are visible. Then tell them the role and importance of eyelid and eyelashes e.g., eyelid covers the eye and eyelashes keeps dust away.

Now tell them about the role/ importance and location of tear gland.

Internal structure of eye:-

Now tell the names of parts of eyeball and explain by showing chart and model. Explain their appearance, location, and function.

Explain the whole functioning by drawing flowchart on whiteboard.

Intro:-

Organ of sight.

Parts:-

1. Eyeball
2. Eyelids
3. Eyelashes

Tears are produced by "Tear gland" under upper eyelid.

Internal

structure:-

- Cornea
- Iris
- Pupil
- Lens
- Retina
- Optic nerve

Light rays → Cornea
→ Pupil → Lens → Retina
→ Optic nerve

Activity

Students, in small groups, will observe the model and chart of internal structure of eye and will identify different parts of eye.

Evaluation

1. What is the function of eye?
2. Tell the names of different parts of eye.
3. What is the name of hole in the middle of iris?
4. Draw and identify the diagram of internal structure of eye.

Homework

1. Tell the name of the most sensitive part of our eye.
2. What does happen to pupil of our eyes when we switch the lamp on?

1. Tell ^{H.W} the name of the most sensitive part of eye.
2. What happens to our pupil when we turn lamp on?



Page: 05

LESSON PLAN NO. 02

Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 7th Subject: General Science
 Duration: 45 minutes No. of students: 40
 Date: 3rd, Sep. 2022
 School name: Govt. Girls Model Primary School, Ruyala

Topic: Respiratory System

TOPIC	CONTENT	W.B WORK
<p style="font-size: 1.2em; color: blue;">General objectives</p>	<p>At the end of this topic, students will be able:-</p> <ol style="list-style-type: none"> 1. To know the process of breathing. 2. To understand the concept of breathing / respiration. 3. To know the importance and role of breathing / respiration process for living things. 	
<p style="font-size: 1.2em; color: blue;">Specific</p>	<ol style="list-style-type: none"> 1. To describe the mechanism of respiration in humans. 2. To define breathing and 	



objectives

respiration.

3. To tell the names of parts of respiratory system.

Teaching/ aids

A.V. aids

- Whiteboard
- Marker
- Textbook
- Chart of respiratory system
- Pictures of parts of respiratory system
- Model / (Working model of respiratory system)

Teaching Method

Lecture and guided instructions to explain the topic and the model.

Previous Knowledge Test

1. All living organisms need energy. From where do they get energy?
2. Can our bodies use food as it is being ingested?
3. Every organ of our body performs some specific function. What is the role of lungs?

Announcing the

We already know that our lungs perform the function of breathing. Breathing is also termed as respiration. And today we

Write down the name of topic on Whiteboard.

<p>Topic</p>	<p>will learn about our "Respiratory System".</p>	<p><u>Respiratory System</u></p>
<p>Presentation</p>	<p>Introduction:- All living things need energy from the breakdown of food substances. This breakdown needs oxygen. Our lungs take oxygen for this process during breathing (respiration). Then define breathing and respiration. Then tell them that respiration process releases carbon dioxide (CO₂). Then describe the parts of breathing system one by one. First explain nose and throat. Tell them the role of hairs and mucous of nose. Tell them the role and presence of larynx. Then tell them about trachea. Tell them about its C-shaped cartilage rings and presence of mucous and hairs. Lastly explain bronchi and lungs. Tell them about bronchi, bronchioles and alveoli. Alveoli are surrounded by capillaries and oxygen passes through</p>	<p><u>Definitions:-</u> Breathing is the process that moves air in and out of the lungs. Respiration is the process by which living organisms use oxygen of air and food to produce energy. <u>Parts of respiratory system:-</u> 1- Nose and throat 2- Trachea (Windpipe) 3- Bronchi and lungs</p>



their walls and enters into blood. Red blood cells are responsible for carrying that oxygen to the body. Blood brings ~~to~~ back to the lungs and it leaves our body when we breath out.

Activity

Divide the students into small groups and ask them to explain the parts with the help of model of respiratory system.

Evaluation

1. Which blood cells carry (1. W) oxygen from lungs to body cells?
2. What do we release when we breath out?
3. Which process releases carbon dioxide from our body?
4. Briefly describe the mechanism of breathing. Write down your answer on your notebook.

1. Draw the pathway

1- Draw ^{H.W} the

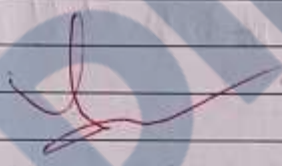
Homework

of oxygen from air to body cells.

pathway of oxygen from air to body cells.

2. Why are we advised to breathe deeply after running a race?

2. Why are we advised to breathe deeply after running a race?



LESSON PLAN NO. 1.3

Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 7th Duration: 45 minutes
 Subject: General Science Unit: _____
 Page no: _____ No. of students: 40
 Date: 4th Sep, 2022
 School name: Govt. Girls' Model Primary School, _____

Topic: **Translocation**

TOPIC	CONTENT	W.B Work
<p>General objectives</p>	<p>At the end of this topic students will be able:-</p> <ol style="list-style-type: none"> To know the general concept of transportation in plants. To know the concept of translocation. To know the process of translocation. 	

Specific Objectives

1. To define the term "translocation".
2. Elaborate the process of translocation.
3. Explain the transport of food in plants.

Teaching/ aids AV aids

- Whiteboard
- Marker
- Textbook
- Chart showing a simple diagram of translocation
- Pictures of internal structure of root, stem and leaf

Teaching methodology

Lecture, discussion and activity method.

Previous Knowledge Test

- You have studied transportation in plants. Can you answer my questions?
1. Which tissue do plants use for the transport of water and minerals?
 2. Which tissue transports food in plants?
 3. Xylem transports water

and minerals from which part of leaves?

4. The transport of food is carried out from which part of plant to whole body?

Announcing the topic

We already know that food is prepared in the leaves of plants. Today we are going to learn about the transport of that food from leaves parts of plant that is "translocation".

"Translocation"

Introduction:-

First define "translocation". Then tell them that phloem transports food in plants.

Explanation:-

Then tell them about pressure flow hypothesis. Then describe the process of transport and structure of the parts involved.

First describe the structure of roots and

Definition:-

The movement of prepared food from leaves to those

parts of plant body, where it is needed is called

translocation.

Pressure

Presenta-tion

transport through them.

Then explain structure of leaf and movement of materials through it.

Flow Hypothesis:-

Draw a simplest diagram to improve understanding. structure of plant parts and transport:-

- Roots
- Stem
- Leaf

Activity

Divide the students into small groups and ask them to write down the points they have learnt during the lecture and promote group discussion.

Evaluation

1. How solid food is transported from one part of the plant to another?
2. Which tissue transports solid food in plants?

Home-
-work

Describe that structure of plant's root permits the movement of materials.

^{H.W} Describe that structure of a plant's root permits the movement of materials.



Name of trainee teacher:
 Roll no.: _____ Reg. NO.: _____
 Class: 7th Duration: 45 minutes
 Subject: General Science Topic: Human Organ System
 Page NO.: 03-05 NO. of students: 40
 Date:
 School name: Govt. Girls' Model primary school

Topic: **Digestive System** (First half)

Topic	Content	W.B Work
<p>General Objectives</p>	<p>At the end of this topic students will be able:-</p> <ol style="list-style-type: none"> To know components of human digestive system. To understand the process of digestion. To know the process of digestion. 	
	<p>1. To describe various</p>	



Specific Objectives

Components of human digestive system.

2. To describe digestion and its importance.
3. To describe how digestive system helps in the digestion of various kinds of foods.

Teaching aids

A.V. aids

Whiteboard

Marker

Textbook

Chart showing the diagram of digestive system

Pictures of digestive system

Model of digestive system

Teaching method

Lecture-cum-Activity method of teaching will be adopted to teach the topic to students.

Previous

1. What do you mean by an organ?
2. What is an organ system?
3. Give an example of-

Knowledge Test

any one organ system.

Announcing the topic

Today we are going to learn about one of our organ system that is "Digestive system".

Digestive system

Introduction:-

The energy that our body uses, comes from food. But our cells cannot use that food as it is. So, our body changes it into a simpler form.

Definitions:-

"The process of changing the food into simpler form is called digestion"

Presentation

Definitions:-

The process of changing the food into simpler form is called digestion.

"The parts of our body that take part in the process of digestion form the digestive system."

The parts of our body that take part in the process of digestion form the digestive system.

Parts of digestive system-

- Mouth
- Oesophagus
- Stomach

Explanation:-

First of all, give them an overview of

Peristalsis:-



alimentary canal then explain each part of digestive system one by one.

First discuss mouth and role of saliva. Then oesophagus and peristalsis movement. Then explain stomach, its acids, its shape and time food spend in it.

Note: Leave the remaining parts of the topic (small and large intestine) for next lecture (next day) and discuss them along with "Supporters of digestive system".

"The wave-like movement of oesophagus (to push the food) is called peristaltic movement and the process is called peristalsis."

- Small & large intestine

Activity

Group discussion:-
Give students some time and tell them to discuss the movement of food in digestive system with the help of a chart showing

the diagram of human digestive system.

Evaluation

1. Define digestive system the process of digestion.
2. Tell the names of the parts of digestive system.
3. What is the role of saliva?
4. What are the peristaltic movements for?
5. What do stomach secrete to digest the food?
6. How food passes through oesophagus?
7. Which organs are involved to form digestive system?

1. Which are the main tools we use to break down food in the mouth?

1. Which ^{are} the main tools we use to break down

Homework

2. What is the reverse process of peristalsis called?

3. Our stomach digests proteins (meat, etc.). Why does its juice not digest the stomach itself?

food in the mouth?

2. What is the reverse process of peristalsis called?

3. Our stomach digests proteins (meat, etc.). Why does its juices not digest the stomach itself?



LESSON PLAN NO. 1

Name of trainee teacher: _____
 Roll no: _____ Reg. No: _____ 3
 Class: 7th Duration: 30 minutes
 Subject: General Science Unit: Human Organ System
 Page no: 06 No. of students: 40
 Date: 08. Sep. 2022
 School name: Govt. Girls' Model Primary School

Topic: Digestive System (second half)

TOPIC	CONTENT	W.B Work
General Objectives	At the end of this topic students will be able:- 1. To know components of human digestive system. 2. To understand the process of digestion. 3. To know the process	



importance of digestion.

Specific Objectives

1. To describe various components of human digestive system.
2. To describe digestion and its importance.
3. To describe how digestive system helps in the digestion of various kinds of foods.

Teaching Aids

A.V Aids

Whiteboard
 Marker
 Textbook
 Chart showing the diagram of digestive system
 Model of digestive system

Methodology

Lecture-cum-activity method of teaching will be used to teach students.

Previous

1. What do you know about digestive system?
2. What is meant by

Write down the answer of Q.no:02 on white

Knowledge Test

- digestion?
3. Tell the names of the parts of the digestive system.
 4. Do you remember peristalsis? What is it?

board, as told by students. Then add if something left.

Announcing the Topic

We have learnt about some parts of our digestive system. Today we are going to learn about the remaining parts of "Digestive System".

"Digestive System"

Presentation

Recall:-

First recall the main points of the yesterday lecture. Tell them the names of the parts of the digestive system.

Explain:-

First explain the small intestine. Tell them that after leaving stomach food enters into small intestine. Tell them that here three

Parts of digestive systems:-

- Mouth
- Oesophagus
- Stomach
- Small intestine
- Large intestine

Small intestine:-

- Liver
- Pancreas
- Wall of intestine

Villi:-

organs are involving in digestion. Then tell them that absorption occurs in villi. Define villi and tell their role. Then explain large intestine.

Finger-like structures at the inner surface of small intestine.

Large Intestine:
Feces:

The undigested food becomes solid and is called faeces.

Now move to supporters of the digestive system. Tell their names and their roles in digestion process.

Supporters of digestive system:

- Liver
- Pancreas
- Gallbladder

Activity

Group discussion: Give students some time and tell them to discuss the movement of food in digestive system with the help of chart paper and model of digestive system.

1. Define villi?
2. What is the role of small intestine?



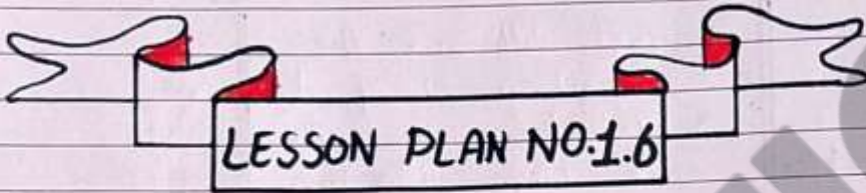
Evaluation

- and villi in the digestion of food?
3. What is the role of large intestine in the digestion of food?
 4. Tell the names of the supporters of digestive system.

Homework

Is it possible for food, that we eat, to go into stomach and intestine even when we are upside down? Explain it.

Is it ^{how} possible for food that we eat to go up-into stomach and intestine even when we are upside down? Explain it.



LESSON PLAN NO.1.6

Name of trainee teacher: _____
 Roll no: _____ Reg no: _____
 Class: 8th Duration: 40 minutes
 Subject: General Science Unit: Human Organ System
 Page no: 11 Date: 09. Sep. 2022
 No. of students: 40
 School name: Govt. Girls' Model Primary School

Topic: Function of Kidneys

TOPIC	CONTENT	W.B WORK
<p style="font-size: 1.2em; color: blue;">General Objectives</p>	<p>At the end of this topic students will be able:-</p> <ol style="list-style-type: none"> 1. To know the role of kidney in excretion. 2. To know the process of excretion of nitrogenous waste through kidneys. 3. To know the importance of kidneys and excretion. 	



Specific Objectives

1. To describe the role of kidneys in excretion of nitrogenous wastes.
2. To explain the function of kidneys.
3. To elaborate the role of glomerulus capsule in blood filtration.

Teaching Aids

A.V Aids

- ♦ White board
- ♦ Marker
- ♦ Textbook
- ♦ Chart of structure of a Bowman's capsule
- ♦ Picture of Bowman's capsule

Teaching Method/ Methodology

Lecture method along with discussion method. The topic will be taught by activity method.

Previous Knowledge Test

Ask the following questions to assess the previous knowledge of students:-

1. What do you know by nephrons?
2. Do you know about

3. send corpuscle?
3. what role do kidneys play in our body?

3. what role do kidneys play in our body?

Announcing the Topic

You know about kidneys and their role. Today we are going to learn about the process happening for the filtration of nitrogenous waste from blood in the topic "Function of kidneys".

"Function of kidneys"

Presentation

Relating to previous knowledge:-
Start by relating to the previous knowledge of students about kidney's role and internal structure.
Introduction:-
We know that food provides energy by getting absorbed in our blood. So, all the nitrogenous blood is also in the blood. To excrete that waste

Absorption of Nitrogenous Waste:-
Blood enters kidney and move to Glomerulus Capsule.
Nitrogenous waste diffuses into Bowman's capsule.
Reabsorption:-
Reabsorption occurs when wastes are in

body needs to filter it from blood first. Which is done by kidney.

Explanation:-

Explain the whole process of blood filtration starting from the entry of the blood in the kidney. Write down the main points on the white-board. Take the help of the Chart showing diagram of the whole process.

Then define Urine. At the last tell them that urine moves to the renal pelvis.

renal tubule.

Urine-

"The filtrate in the renal tubule is called urine."

Urine moves to renal pelvis.

Activity

Ask the students to observe the chart of structure of a Bowman's capsule and explain the process.

Evaluation

1. What is Bowman's Capsule's role?
2. From which Capsule do the the process of filtration of

nitrogenous wastes from blood starts?

3. What is urine?

4. After leaving kidneys where urine goes?

Home Work

Draw and label the diagram of the structure of a Bowman's capsule.

Draw ^{H.W} and label the diagram of the structure of a Bowman's capsule.




LESSON PLAN NO. 1.7

Name of trainee teacher: _____

Roll no: _____

Reg. No: _____

Class: 7th

duration: 35 minutes

Subject: General Science

Topic/Unit: 3. Reproduction in Plants

Page no: 04

No. of students: 40

Date: 14th Sep, 2022

School name: Govt. Girls Model Primary School, _____

Topic: *Kinds of Pollination*

TOPIC	CONTENT	W.B WORK
<p>General Objectives</p>	<p>At the end of this topic students will be able:-</p> <ol style="list-style-type: none"> 1- To know kinds of pollination. 2. To understand self-pollination- 3. To know the concept of 	

Cross pollination

Specific Objectives

1. To explain kinds of pollination.
2. To compare self and cross pollination in plant.
3. To investigate plants which are cross-pollinated.

Teaching Aids

A.V. Aids

- White board
- Marker
- Textbook
- Chart showing the diagram of different kinds of pollination.
- Pictures of internal structure of flower
- Model of flower

Methodology

Guided instruction method of teaching will be used for this topic.

Previous Knowledge Test

1. What is reproduction?
2. Define pollination.
3. Can non-flowering plants reproduce by pollination?

Announcing the Topic

We have learnt about pollination. Today we will see "Kinds of Pollination".

Kinds of Pollination

Presentation

Recall:-

We know that all living things reproduce. Plants are living hence they also reproduce. We also know that almost all the flowering plants reproduce by pollination.

Explain:-

Pollination is of two kinds: Self and cross pollination. Now explain both types one by one. First tell their definitions and then provide their examples.

Then tell them that cross pollination produces more stronger plants. And for cross pollination the flowers are more special such as, they have fragrance, nectar, most sticky stigmas etc.

1 - Self pollination
2 - Cross-pollination
Self-pollination:-

Definition:-
"The transfer of pollen grains from the anther of the stigma of the same flower or another on the same plant".

Examples:-

- Pea
- Tomato
- Rice plants

Cross-pollination:-

Definition:-
"The transfer of pollen grains from the anther of a flower to the stigma of another flower of another plant".

Examples:-

- Poplar
- Willow
- Apple
- Papaya trees

Activity

Provide them with model of a flower and let them observe it and discuss the process of self and cross pollination.

Evaluation

1. What is meant by self-fertilization?
2. What do you think about cross-fertilization?
3. Which plant do self-fertilization?
4. Provide examples of some plants that do cross fertilization!

Homework

Compare the self and cross pollination.

^{H.W} Compare the self and cross pollination.



LESSON PLAN NO. 1.8

Name of trainee teacher: _____
 Roll no: _____ Reg. No: _____
 Class: 7th Subject: General Science
 Duration: 35 minutes Unit: 3: Reproduction in plants
 Page no: 07 No. of students: 40
 Date: 15th Sep, 2022
 School name: Govt. Civil's Male Primary School

Topic: *Fertilization in Plants*

TOPIC	CONTENT	W.B. Work
<p><i>General Objectives</i></p>	<p>At the end of this topic students will be able to:-</p> <ol style="list-style-type: none"> 1. know the process of fertilization in plants. 2. know the concept of fertilization. 3. know the changes that happen after fertilization. 	
<p><i>Specific</i></p>	<p>1. To explain the process of fertilization in plants.</p>	

Objectives

2. To define fertilization.
3. To explain changes happening after fertilization.

Audio Visual Aids

- Whiteboard
- Textbook
- Chart showing the diagram of the process of fertilization in plants
- Pictures of stigma and its internal structure.
- Marker
- Model of stigma

Methodology

Lecture and direct instruction method will be used to teach this topic.

Previous Knowledge Test

1. Define pollination.
2. How flowering plants reproduce?
3. How many kinds of pollination are there?

Announcing the TOPIC

Today we are going to learn about "Fertilization in Plants."

Fertilization in Plants

Process of Fertilization:-
The surface of stigma of flower is always sticky. It is so to stick pollen

Process:-
Pollen on the top of stigma grow → pollen tube



Presentation

grains on it. Each pollen grain grows a pollen tube and contains two (2) sperms. The tube grows downward through the style and enters the ovary. It releases sperms into the ovule. One sperm combines with egg and forms zygote. While other sperm fuses with another cell and stores food.

Now define fertilization. Then explain changes happening after fertilization process.

release 2 sperms
Pass style enters
Ovary to ovule -
fuse with egg form
zygote

Fertilization:-

"The process of fusion of sperm with the egg is called fertilization".

Changes after fertilization:-

- Petals, sepals & stamens dry
- Embryo develop
- Seed forms
- Fruit develops

Activity

Observe the chart and model and write a summary of fertilization process in the form of a flow chart.

Evaluation

1. Define fertilization.
2. Which part of a flower forms fruit?
3. What is the role of fruit.



4. How many sperms do a pollen releases?
5. Do both of the sperms fertilizes egg? If not, then what is the second sperm for?

Home Work

Draw a diagram of process of fertilization in plants and label it.

Draw ^{H.W.} a diagram of process of fertilization in plants and also label it.



Name of trainee teacher:

Roll no: _____

Reg. no: _____

Class: 7th

Duration: 35 minutes

Subject: General Science

Unit: 3. Reproduction in plants

Page no: 04

No. of students: 40

Date: 16th Sep, 2022

School name: Govt. Girls' Model Primary School -

Topic: Agents of Pollination

TOPIC	CONTENT	W.B Work
<p>General Objectives</p>	<p>At the end of this topic students will be able:-</p> <ol style="list-style-type: none"> 1. To know about pollinators. 2. To know the role of pollinators. 3. To know the importance of pollinators. 	
	<ol style="list-style-type: none"> 1. To define pollinators. 	



Specific Objectives

2. To give examples of different pollinators.
3. To explain the role and importance of pollinators.

A. V aids

- ◆ Whiteboard
- ◆ Maskes
- ◆ Textbook
- ◆ Pictures of different pollinators.

Methodology

Lecture method will be used to teach this topic.

Previous Knowledge Test

1. Define pollination.
2. What is cross pollination?
3. Why pollination occurs?

Announcing the TOPIC

Today we are going to learn about "Agents of pollination (Pollinators)".

Agents of pollination (pollinators)

Presentat-ion

Introduction:-
First define pollinators. Then provide some examples of pollinators.
Explanations-
Pollination by Wind:-
Explain the process

Definitions-
"The agents that carry pollen grains from the anthers of flowers to the



of pollination by wind. Tell them about the specialty of flowers that depend on wind pollination and then give examples of plants pollinated by wind.

Pollination by Animals:-
Explain the process of pollination by animals. Then tell them about the specialty of flowers that depend on animals for pollination.

Pollination by water:-
Explain the process of pollination by water. Then tell them about the specialty of flowers that depend on water for pollination and examples of plants pollinated by water.

stigmas are called "Pollinators".

Examples:-
Wind, water, Insect, Birds, Bats.

Pollination by Wind:-

Grasses
Pollination by Animals:-

- Squirrels pollinate flowers of cotton
- Bats pollinate cactus flowers.

Pollination by Water:-

- Hydrilla plant
- Vallisneria

Activity

Discuss the topic with students and then give them 5 minutes to write the names of different pollinators on a page.

1. Define pollinators.
2. Provide examples of



Evaluation
 (Activity)

- Some pollinators.
3. Which plant depends on water for pollination?
 4. Tell the name of any one plant that depends on wind for pollination?
 5. Tell the specialty of flowers that are pollinated by animals.

Homework

Cresses do not have bright colored flowers. How might this be related to the way these plants are pollinated?

^{How} Cresses do not have bright colored flowers. How might this be related to the way these plants are pollinated?



LESSON PLAN NO. 1.10

Name of trainee teacher: _____

Roll no.: _____

Reg. no. _____

Class: 7th

Duration: 45 minutes

Subject: General Science

Unit: 3. Reproduction in Plants

Page no: 06

No. of students: 40

Date: 17th Sep. 2022

School name: Govt. Girls' Model Primary School.

Topic: Kinds of Reproduction

TOPIC	CONTENT	W.B WORK
General Objectives	At the end of this topic students will be able:- <ol style="list-style-type: none"> 1. To know the kinds of reproduction. 2. To understand asexual reproduction. 3. To know about sexual reproduction. 	
Specific	<ol style="list-style-type: none"> 1. To explain the kinds of reproduction. 2. To define sexual and 	

Objectives

- asexual reproduction.
- To explain and compare both types of reproduction.
 - To differentiate between sexual & asexual reproduction.

Teaching Aids

- Whiteboard
- Textbook
- Chart showing hierarchy of kinds of reproduction
- Markers
- Classroom

Teaching Method

Lecture and activity method will be used.

Previous Knowledge Test

- How do flowering plants reproduce?
- What are the kinds of pollination?
- Which is the male part of a flower?

Announcing the TOPIC

Today we are going to learn about "kinds of Reproduction".

kinds of Reproduction

Introduction:-

Plants reproduce in different ways. Non-flowering plants reproduce by

Asexual reproduction:-

Definition:-
"They type



Presentation

producing spores. Flowering plants produce seeds.

Explanation:

First, define asexual reproduction. Then provide methods of asexual reproduction.

Now define sexual reproduction and tell about the parts of plant involved in it.

Then the formation of zygote. Define zygote.

Now tell them that zygote forms seed which develops into a new plant.

of reproduction in which a cell from only one parent develops into offspring."

Methods:-

Cutting, grafting & layering
Sexual reproduction:-

"When two gametes, one from each parent fuses to form a zygote, the process is called sexual reproduction."

Zygote:-

"A male & a female gamete fuses and forms zygote."

Activity

Whatever you have remembered from today's lecture write it down on your notebook.

1. Define sexual

Evaluation

- reproduction.
2. Define asexual reproduction.
 3. What will a zygote form?
 4. Tell some methods of asexual reproduction.

Homework

The papaya plants has male and female parts on separate plants. Why is a lonely papaya tree hard to see with fruit?

^{H.W}
 The Papaya plant has male and female parts on separate plants. Why is a lonely papaya tree hard to see with fruit?

Computer Education






LESSON PLAN NO. 2.1

Name of trainee teacher: _____
 Roll no: _____ Reg. No: _____
 Class: 6th Duration: 40 minutes
 Subject: Computer education Unit: 1 Introduction to Computer
 Page no: 6-11 No. of students: 40
 Date: 17th Sep. 2022
 School name: Govt. Girls Model Primary School.

Topic: Input devices

TOPIC	CONTENT	W.B. Work
<p>General Objectives</p>	<p>At the end of this topic students will be able :-</p> <ol style="list-style-type: none"> 1- To get knowledge content in the lesson. 2- To connect with new technology. 3- To become interested in learning about computer. 	



Specific Objectives

1. To describe the input devices.
2. To explain about different devices used to input information into computers.
3. To provide the example of input devices.

Audio Visual Aids

- ◆ Whiteboard
- ◆ Textbook
- ◆ Pictures of different input devices
- ◆ Markers
- ◆ Chart

Methodology

Lecture and activity method will be used for this topic.

Previous Knowledge Test

Ask the following questions to assess the previous knowledge of students:-

1. What is computers
2. Name some main parts of the computer.
3. What is key board for?

Announcing the topic

Today we are going to learn about "Input devices".

Input Devices

Presentation.

Introduction:-

Provide definition and introduction about topic.

Explanation:-

Provide explained overview along with some examples. Tell names of different input devices. Then explain each input device one by one.

First, tell them about keyboard and its functions. Then tell them about the sections of keyboard.

Now tell them about mouse. Tell about its buttons and their functions. Tell your students about dragging, dropping and double click.

Now tell them about scanner and its functions.

Now explain digital camera, its functions, and specialty of deleting and editing.

Now explain microphone.

Definition:-

"Input devices are used to input data in to a computer".

Examples:-

- Keyboard
- Mouse
- Microphone
- Scanner
- Digital Camera

1. Keyboard:-

Has keys for typing alphabets, symbols & numbers.

2. Mouse:-

A pointing device and has two buttons.

3. Scanner:-

Scan text and images.

4. Digital camera:-

takes pictures and videos.

5. Microphone:-

Input audio.



Activity

Provide students with pictures of different devices and ask them to identify and explain

Evaluation

1. What is input devices?
2. Tell some examples of input devices?
3. What is keyboards?

Homework

1. In which sections do keyboard is divided?
2. Identify the following peripherals as INPUT device or OUTPUT device. Fill it.
 Monitor -----
 keyboard -----
 Scanner -----
 Laser Printer -----
 Mouse -----
 Speakers -----
 Digital scanner -----

1. In which ^{HW} sections do keyboard is divided?
2. Identify the following peripherals as INPUT device or OUTPUT device. Fill it.
 Monitor -----
 keyboard -----
 Scanner -----
 Laser Printer -----
 Mouse -----
 Speaker -----
 Digital scanner -----



Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 6th Duration: 40 minutes
 Subject: Computer educa. Unit: 1- Intro. to Computer
 Page no: 16-17 Date: _____
 No. of students: 40
 School name: Govt. Girls' Model Primary School.

Topic: Output Devices

TOPIC	CONTENT	W.B. Work
General Objectives	At the end of this topic students will be able to:- 1. Know about output devices. 2. Know about monitor. 3. Know the importance of output devices.	
Specific	1. To define output device 2. To describe monitor	



objectives

and its types:

3. To explain the function of speakers and pointers.

Teaching Aids

- Whiteboard
- Textbook
- Pictures of output devices
- Masker
- Chart/s

Teaching Methodology

Lecture along with directed instruction mixed with activity method.

Previous Knowledge Test

To assess previous knowledge of students' ask the following questions:-

1. What are input devices?
2. Provide some examples of input devices.
3. What is the role of an input device?

Announcing the topic

Today we are going to learn about "Output Devices".

Output Devices

First, define output device. Then provide some examples of output device.

Definition:-
 "Devices that show and/or



Presentation

Such as, Monitor, Printer and speaker.

Then explain each example one by one.

At first explain each example one by one. At first explain monitor, its role and its types. Then define soft copy. Tell about three types of monitors and explain each type one by one.

Now move on to printer. Tell about hard copy, types of printers. Then explain each type one by one.

At the end explain speakers, their role and tell them there are internal speakers in many computers.

generate output

Examples:-

1. Monitor:-

Displays info on screen.

Also called VDU.

Soft copy:- Output displayed on monitor

Types: CRT, LCD and Plasma

2. Printer:-

Gives output on monitor paper called hard copy.

Types: Dot matrix, Inkjet, Laser.

3. Speakers:-

Allow us to hear sounds.

Activity

Provide students with the pictures of some input and output devices and ask them to separate the output devices and identify them.



Evaluation

1. What is an out-put device?
2. Give some examples of output devices.
3. Give some names of types of monitors.

Homework

List the types of printers and provide short discription about them.

List the ^{new} types of printers and provide short discription about them.



LESSON PLAN NO. 2.3

Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 6th Duration: 40 minutes
 Subject: Computer edu. Unit: 1- Intro. to Computer
 Page no: 19 and 20 Date: _____
 No. of students: 40
 School name: Govt. Girls' Model primary school

Topic: How a computer work

TOPIC	CONTENT	W.B. Work
General Objectives	At the end of this topic students will be able :- 1. To know the way in which computer works. 2. To know different operations that computer performs. 3. To know the four basic operations.	
	1. To explain the process	

Specific Objectives

- of working of computer.
2. To describe how many basic function do computer performs.
 3. To explain the basic operations of computer.

Audio Visual Aids

- Whiteboard
- Marker
- Textbook
- Classroom
- Chart showing the process of working of computer.

Teaching Method

Lecture, directed instruction and activity methods in a mixed form, will be used to teach this topic.

Previous Knowledge Test

1. What is input device?
2. What is output device?
3. Give some examples of input devices.
4. Name some output devices.

Announcing the topic

Today we are going to study the topic "How a Computer works?"

How a Computer Works

Introduction:-

The way of working

Basic Operations

Presenta- -tion

of computer is very similar to the way we work by using pencil and paper.

Explanations:-

Tell them about the basic operations that a computer performs. Explain each operation one by one with detail.

First explain input operation and tell about input devices. While explaining processing operation also talk about CPU.

Then explain output operation and provide some examples of output devices.

Now explain storage operation and some storage devices.

- Input operation
- Processing
- Output Operation
- Storage

1. Input Opera-
Accepting info from input devices

2. Processing-
Processing data according to instruction

3. Output Opera-
-tions:-

4. Storage Ope-
-rations:-

Activity

Ask the students to observe the chart of computer operations and to write down the names of basic operations performed by computer.



Evaluation

1. How many basic functions of computers are there?
2. What are the basic operations? Tell their names.
3. What is the operation after processing operation?

Homework

Draw a flow chart of the processing or operations that computer performs.

Draw ^{H.W} a flow chart of the processing or operations computer performs.



LESSON PLAN NO. 2.4

Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 6th Duration: 40 minutes
 Subject: Computer edu. Unit: 2. Introduction to windows
 Page no: 34-36 Date: _____
 No. of students: 40
 School name: Christ. Child's Model primary school.

Topic: Desktop icons

TOPIC	CONTENT	W.B. Work
General objectives	At the end of this topic students will be able:- 1. To know about desktop icons. 2. To know the function of different icons. 3. To know the importance of these icons.	
Specific	1. To identify different icons.	

objectives

2. To define icons.
3. To explain icons, present on desktop.

Teaching Aids / A.V. Aids

- Whiteboard
- Textbook
- Chart showing icons
- Pictures of desktop screen
- Marker
- Classroom

Teaching Method

Direct instruction method of teaching will be used mixed with activity method.

Previous Knowledge Test

1. What is desktop?
2. Where is the start button present on the desktop?
3. Where is the notification area located?

Announcing the topic

Today we are going to learn about "desktop icon".

Desktop Icons

Presenta-tion

Introduction:-

First, define icons. Then show some pictures of icons to students with which they are familiar.

Definition:-

"Icons are small pictures that represent different types

Explanations:-

Now tell them about desktop icons, their number and names etc.

First show them the picture of My Documents. Then tell its function or purpose it is used for. Then tell about folders it has.

Then show them the picture of My Computer. Tell its function and icons it show.

After that show them the picture of Recycle bin. Describe its function.

Then show them the icon of Internet Explorer. Describe its use.

of programs and files.

Icons of the Desktop:-

- My Documents
- My Computer
- Recycle bin
- Internet Explorer

Activity

Ask the students to observe the chart showing desktop icons. Then provide them with pictures of different icons and ask them to identify the desktop icons.

1. How many icons are



Evaluation

present on desktop screen?

2. What are the names of the icons that show up on the desktop?

3. What is the function of internet explorer?

4. Which folders do My Documents contain?

Homework

1. Where do the accidentally deleted files or folders go?

2. Which of the desktop icons is used to search world-wide information?

1. Where do the ^{How} accidentally deleted files or folders go?

2. Which one of the desktop icons is used to search world-wide information?



Name of trainee teacher:

Roll no: [redacted]

Reg. no: [redacted]

Class: 6th

Duration: 40 minutes

Subject: Computer edu. Unit: 4. The internet & worldwide web

Page no: 117-118

Date:

No. of students: 40

School name: Govt. Girls' Model Primary School.

Topic: *Internet Services*

TOPIC	CONTENT	W.B. Work
<p><i>General Objectives</i></p>	<p>At the end of the topic students will be able:-</p> <ol style="list-style-type: none"> To know about the services that internet provides? To know the role of internet for computer. To know the importance of internet services. 	



Specific objectives

1. To describe internet.
2. To enlist the services that internet provides.
3. To explain the role of internet for education.

Teaching Aids

- ◆ Whiteboard
- ◆ Textbook
- ◆ Chart showing a diagram of internet services.
- ◆ Marker
- ◆ Classroom

Methodology

Lecture and activity method of teaching.

Previous knowledge Test

1. Define internet.
2. What is internet used for?
3. Tell importance of internet in two lines.

Announcing the topic

Today we are going to learn about "Internet Services".

Internet Services

Presentation

Introduction:-

Internet is so important and is considered essential for computers.

Explanation:-

- World wide web
- Email
- Shopping
- Chatting



Tell about the services that internet provides. Worldwide web is a collection of web pages and provides information. Then tell them about email. Internet is also being used for shopping. Then explain chatting service of internet.

Now tell them about instant messaging. A user can read newspapers online. Now tell them the use of internet for entertainment and education purposes.

- Instant Messaging
- News
- Entertainment
- Education

Activity

Divide the students in small groups and ask them to discuss the services of internet under the supervision of teachers.

1. What services do internet provides?
2. In which ways is

Ask the students to write their answers



Evaluation

internet being used
for entertainment?

on the whiteb-
-board.

3- Can you talk to
your friends with
the help of inter-
-net?

Homework

Draw a chart of
services of internet.

Draw ^{How} a chart
of services of
internet.



Name of trainee teacher: _____

Roll no: _____

Reg. no: _____

Class: 6th

Duration: 40 minutes

Subject: Computer Edu.

Unit: 4. The internet & worldwide web

Page no: 118-120

Date: _____

No. of students: 40

School name: Govt. Girls' Model Primary School.

Topic: Means of connecting to internet

TOPIC	CONTENT	W.B. Work
<p>General Objectives</p>	<p>At the end of this topic students will be able:-</p> <ol style="list-style-type: none"> 1- To know about the means to connect to internet. 2- know about different types of internet connections. 3- To know the importance of different internet 	



connections.

Specific Objectives

1. To enlist the types of internet connections.
2. To explain the means of connecting to internet.
3. To tell the importance of different internet providers.

Audio Visual Aids

- ◆ Whiteboard
- ◆ Textbook
- ◆ Charts showing different types of connections
- ◆ Pictures of means of connecting to internet
- ◆ Marker
- ◆ Classroom

Methodology

Lecture method and activity based learning method.

Previous Knowledge Test

1. What is internet?
2. What services do internet providers?
3. Tell the importance of internet in two lines.

Announcing the topic

Today we are going to learn about "Means of connecting to internet".

Means of connecting to Internet



Presentation

Introduction:-

To use internet, we always have to make a connection between computer and internet. This connection is provided by a company called ISP.

Explanation:-

ISP provides different types of connections. Tell them about these connections.

First explain telephone modem. You need to plugin the telephone line into the modem. Tell about it and write important points. Then show a chart showing the dial up connection.

Now move on to DSL. Tell its full form to students.

The last one is cable modem connection.

ISP:-

Internet service provider company.

Types of Connections:-

- Telephone (Dial up) modem
- Cable modem
- DSL

1- Telephone (Dial up) modem:-

- Plugin telephone line
- Inexpensive
- Slow speed

2- DSL:-

- Digital subscriber line
- Fastest
- Lines remain free

3- Cable modems:-

- Uses cable
- High speed
- "CMN" connection

Activity

Show the chart of means of connecting to internet and discuss

	with students.	
Evaluation	<ol style="list-style-type: none">1. What are means of connecting to internet?2. Which company provides the internet connection?3. What is the full form of DSL?	
Home work	Compare different types of internet connection provided by ISP.	Compare ^{How} different types of internet connections provided by ISP.

Handwritten scribbles in red ink, including a large 'X' and some illegible marks.



Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 6th Duration: 40 minutes
 Subject: Computer Edu. Unit: 4. Internet & Worldwide Web
 Page no: 120 & 121 Date: _____
 No. of students: 40
 School name: Govt. Girls' Model Primary School.

Topic: Connecting to Internet

TOPIC	CONTENT	W.B. Work
<p>General Objectives</p>	<p>At the end of this topic students will be able-</p> <ol style="list-style-type: none"> To know the way to connect to internet. To know the essential parts needed to connect to internet. To know about ISP. 	
	<ol style="list-style-type: none"> To describe the way 	

Specific Objectives

1. to connect to internet.
2. To tell the names of the parts needed to connect to internet.
3. To tell about ISP in detail.

Audio Visual Aids

- ◆ Whiteboard
- ◆ Textbook
- ◆ Pictures of essential parts needed to connect to internet
- ◆ Maskes
- ◆ Classroom

Teaching Method

Lecture method. Disected instruction and activity method.

Previous Knowledge Test

1. What do you know about the types of connections?
2. What is meant by DSL?
3. Which company provides us the DSL internet connections?

Announcing the topic

Today we are going to learn about the process of "Connecting to Internet".

Connecting to Internet

Presentation

Tell them about the requirement to access to internet.

Computer is the most essential part. Then define modem. Tell about the use of telephone and TV cable.

Provide a detailed overview of ISP. First provide its full form. Then talk about some leading ISPs of Pakistan.

Then tell them about web browsers. Tell the names of some web browsers.

Requirements:-

1- Computers:-

2- Modems:-

"A device used to connect and communicate with other devices".

3- Telephone Cables

4- ISP:-

• PTCL

• Wateen telecom

• World call telecom

• W. Tribe

5. Web Browsers

Activity

Show some pictures of the parts needed to connect to internet. Call the students one by one and ask them to identify and give a brief overview of it.

1. Tell the name of

Evaluation

the most essential part for connecting to internet;

2. What is the full form of ISP?
3. What is a modem?

Homework

1. Enlist the most leading ISPs of Pakistan?
2. Enlist the web browsers.

1. Enlist ^{the} most leading ISPs of Pakistan.
2. Enlist the web browsers.



LESSON PLAN NO.2.8

Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 8th Duration: 40 minutes
 Subject: Computer education Unit: 1 Networks & Communications
 Page no: 3-4 Date: 19th Sep, 2022
 No. of students: 40
 School name: Govt. Girls' Model Primary School.

Topic: **Components of computer Network**

TOPIC	CONTENT	W.B. Work
<p>General objectives</p>	<p>At the end of this topic students will be able:-</p> <ol style="list-style-type: none"> To know components of computer network. To become interested in computer education. To know the importance of different devices for making network bet- 	



between Computers.

Specific Objectives

1. To tell the names of four basic components of Computer network.
2. To explain each component of computer network.
3. To enlist the role of different devices in making connections between Computers.

Audio Visual aids

- ◆ White board
- ◆ Textbook
- ◆ Chart showing components of Computer connections
- ◆ Pictures of devices used to make connections between computers.
- ◆ Marker
- ◆ Classroom

Teaching Method

Lecture and activity based method of teaching.

Previous Knowledge Test

1. What do you know about network?
2. What is internet?
3. Define Computer network.

Announcing

Today we are going to

Components

the
topic

learn about "Components
of Computer Network".

of Computer
Network

Introduction:-

Computer network consists of four basic components. Now tell the names of these components.

Explanations:-

First of all, explain sending device. Provide its definition. And tell them that mostly a sending device is a computer.

Now talk about communication device. Define communication device and tell them that a modem acts as a communication device for internet connections.

At last, explain transmission media. First define transmission media, then tell them that it may be a wire or wireless connection.

1. Sending device:-

"A device used to send information, data or message to another device."

2. Receiving device

"A device used to receive information, data or messages from sending device."

3. Communication device:-

"Used to communicate between computers."

4. Transmission media:-

"A channel or path through which the data or information is transferred in computer network."

Presenta-
-tion

Let the students to observe the chart and



Activity

then call them one by one and ask them to write the basic components of computer connection orderly.

Evaluation

1. How many basic components of computer network are there?
2. Tell the names of the basic component of computer.
3. What is the role of communication device.

Homework

Is communication between two computers possible in the absence of communication device? If not then why?

Is ^{How} communication between two computers in the absence of a communication device possible? If not then why?



Page: 79



LESSON PLAN No. 2.9

Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 8th Duration: 40 minutes
 Subject: Computer Edu. Unit: 1. Networks & Connections
 Page no: 495 Date: 20th Sep. 2022
 No. of students: 40
 School name: Govt. Girls Model Primary School.

Topic: Server and clients

TOPIC	CONTENT	W.B. Work
General objectives	At the end of this topic students will be able:- <ol style="list-style-type: none"> 1. To know about server. 2. To know about client. 3. To know about the power difference between client and server. 	
Specific	<ol style="list-style-type: none"> 1. To describe the server computer. 2. To describe the client 	

objectives

Computes.

3. To differentiate the server from client.

Audio
visual
Aids

- ◆ Whiteboard
- ◆ Marker
- ◆ Text book
- ◆ Classroom
- ◆ Chart showing a network of server and client.
- ◆ Model of server and client.

Previous
knowledge
Test

Lecture cum discussion meth-
-od will be used. Activity
based learning will be
promoted during this lecture.

Announcing
the
topic

Today we are going to
learn about "Server and
client".

Server
and
Client

Presenta-
-tion

Introduction:-

In a computer network different components perform different roles. According to which computers are categorized as, Servers and Clients.

Explanation:-

First talk about server. Then tell them Ser-
-ver is a powerfull comp.

1. Server:-

"A powerfull computer that facilita-
-tes the whole netwo-
-rk by pro-
-viding servi-
-ces".

Services:-

"Data



-ites and define it.
 Then tell them about the services that a server provides.
 Ex: Now talk about client. Define it and tell them that it is less powerful than server. And it relies on server for resources such as files, devices and even processing power.

Processing

- Storage
- User authentication
- Software sharing

2- Client -
 "A less powerful computer which relies on server."

Activity

Let the students to observe the model of server and client and discuss.

Evaluation

1. How many types of computers we studied?
2. Define server.
3. What is client?

Homework

Write down at least two differences between server and client computer.

Write ^{H.W} down at least two differences between server and client computer.

LESSON PLAN NO. 2.10

Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 8th Duration: 40 minutes
 Subject: Computer Education Unit: 1- Networks & Communication
 Page no: 5-7 Date: _____
 No. of students: 40
 School name: Govt. Girls' Model Primary School.

Topic: **Types of computer networks**

TOPIC	CONTENT	W.B. Work
<p>General objectives</p>	<p>At the end of this topic students will be able;</p> <ol style="list-style-type: none"> 1- To know about types of computer network. 2- To know the importance of computer network. 3- To know the adv- 	



antages and disadvantages of the network.

Specific objectives

1. To tell the number of types of computer networks.
2. To increase interest for computer education.
3. To enlist types of computer network.

Audio Visual Aids

- Whiteboard
- Markers
- Textbooks
- Classroom
- Chart showing a comparison of networks.

Teaching Method

Lecture and activity method. Discussion will also be mixed with lecture.

Previous Knowledge Test

1. Define network-
2. How many basic components of computer network are there?
3. What is a server and client?

Announcing the topic

Today we are going to learn about "Types of computer networks".

Types of Computer networks



Presentation

Introduction:-

Show the chart. Tell three types based on geographic distance.

Explanation:-

Explain LAN. Tell its advantages and disadvantages. Talk about MAN, WAN and advantages & disadvantages. Trouble shooting difficulty.

• LAN • MAN • WAN

1- LANs-

Local area net-work

2- MANs-

"A computer which extends to a metropolitan region?"

3- WAN:-

Internet

Activity

Give 5 minutes for discussion. Show chart with label labelling and ask to identify.

Evaluation

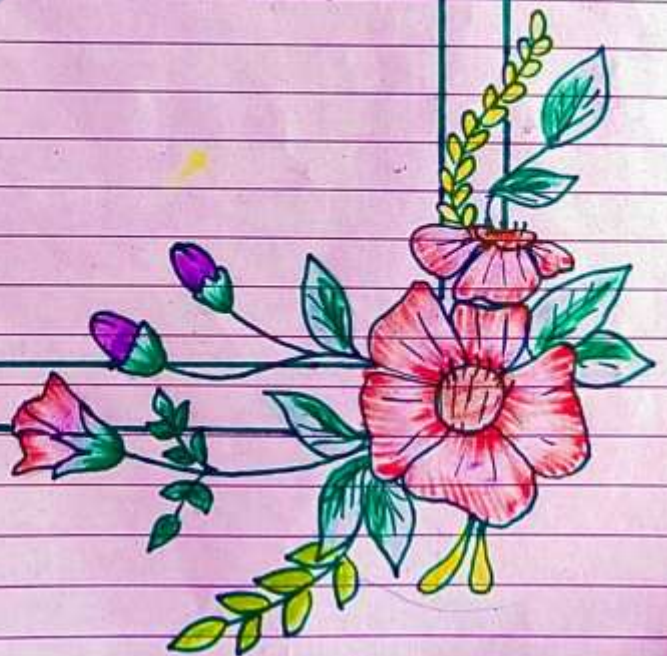
- 1- How many types of networks are there based on geographia?
- 2- Tell full form of LAN.
- 3- Give example of WAN.

Home work

Compare three types of networks based on geographic differences.

H.W
 Compare three types of networks based on geographic differences.

Mathematics





Name of trainee teacher: _____
 Roll no.: _____ Reg. no.: _____
 Class: 6th Duration: 40 minutes
 Subject: Mathematics Unit: 1. Operation on Sets
 Page no: 2-4 Date: 20th sep. 2022
 No. of students: 40
 School name: Govt. Child's Model Primary School

Topic: Pets

TOPIC	CONTENT	W.B. Work
General objectives	1. To know proper & Improper sets. 2. To know sub-sets. 3. To know power set.	
Specific objectives	1. To define sets & elements. 2. To explain "Finding subset". 3. To define types of subset.	
A.V. Aids	White board Marker Textbook Chart	



Methodology

Lecture and activity method.

Previous Knowledge Test

1. Define set.
2. What is element of set?
3. How do you write set?

Announcing the topic

Today we are going to learn about "set"

Set

Presentation

Introduction -
"Collection of well defined objects is Set"

Explanation -
Tell important sets and how to recognize them. Such as, set of natural numbers.

$N = \{1, 2, 3, \dots\}$. Tell way to find subset.

Define and explain proper subset and improper subset.

Tell them to remember that -

- (i) Every set is subset of itself.
- (ii) Empty set is a proper subset of every non-empty set.

1. Recognition
Notation -

N = Natural number

Z = Integers

Q = Rational number

2. Finding Subset

Set = $\{2, 4\}$

Subset = $\{2\}, \{4\}$

3. Definitions -

Proper set -

$A = \{1, 2, 3\}$

$B = \{1, 2, 3, 4\}$

then $A \subset B$

Improper set -

Power set -

$P(A)$

Activity

Ask the students to discuss the topic and to tell how

to denote some important sets written on chart.

Evaluation

1. What is subset?
2. What is a proper subset?
3. What is power set?

Homework

1. Write subsets of set $\{a, b\}$.
2. Write proper subsets of set $\{1, 2, 3\}$.
3. Write power set of set $\{a, b, c\}$.

1. Write ^{How} subset of set $\{a, b\}$.
2. Write proper subset of $\{1, 2, 3\}$.
3. Write power set of $\{a, b, c\}$.

LESSON PLAN NO. 3.2

Name of trainee teacher: _____

Roll. no: _____

Reg. no: _____

Class: 8th

Duration: 40 minutes

Subject: Mathematics

Unit: 2. Real numbers

Page no: 3-5

Date: _____

No. of students: 40

Name of school: Govt Girls' Model primary school

Topic: Terminating decimals

TOPIC	CONTENT	W.B. WORK
General objectives	<ol style="list-style-type: none"> 1. To know about the non-terminating or non-repeating decimals. 2. To know the terminating decimal fractions. 3. To know the basic difference between terminating and non-terminating decimals. 	
Specific objectives	<ol style="list-style-type: none"> 1. To explain terminating and non-terminating decimals. 2. To demonstrate terminating decimals. 3. To identify terminating decimals. 	
Teaching aids	<ul style="list-style-type: none"> ◆ White board ◆ Textbook ◆ Marker ◆ classroom 	
Methodology	Lecture method.	
Previous knowledge	<ol style="list-style-type: none"> 1. What is rational number? 2. Define irrational number. 3. What are real numbers? 4. How will you recognize rational and 	



Test

irrational number.

 Announcing
the topic

Today we are going to learn about "Terminating and non-terminating decimals".

 Terminating
and non-terminating
decimals

Presentation

Define terminating / repeating decimal fractions first. "The decimal fraction in which the number of digits after the decimal point is finite or division process ends."

The student will be told that these forms can easily be converted into $\frac{p}{q}$ of rational number $p, q \in \mathbb{Z}$ and $q \neq 0$. Then convert $\frac{9}{4}$ into decimal

Now talk about non-terminating / non-repeating decimals. "The decimal fraction in which the number of digits after the decimal point is infinite or division process does not end." Then explain it through example.

Convert $\frac{9}{7}$ to decimal

Terminating decimal
0.25, 3.125 and 0.0625 etc.

$$\begin{array}{r} 2.25 \\ 4 \overline{) 9.00} \\ \underline{- 8} \end{array}$$

$$10$$

$$- 8$$

$$20$$

$$- 20$$

$$0$$

$$9 = 2.25$$

Non-terminating :-

$$1.2857$$

$$7 \overline{) 9}$$

$$- 7$$

$$20$$

$$- 14$$

$$60$$

$$- 56$$

$$40$$

$$- 35$$

$$50$$

$$- 49$$

$$1$$



Activity

Call the students one by one and ask them to recognize terminating and non-terminating decimals from given examples of their textbook.

Evaluation

1. What is a terminating decimal?
2. What do you mean by non-terminating decimals?
3. What are repeating decimals and what is another name of it?

Homework

Convert the following rational numbers into decimal fractions and separate terminating and non-terminating decimals:

$$(a) \frac{2}{7}$$

$$(b) \frac{22}{7}$$

Convert the following rational numbers into decimal fractions and separate terminating and non-terminating decimals.

$$(a) \frac{2}{7}$$

$$(b) \frac{22}{7}$$



Name of trainee teacher: _____

Roll no.: _____

Reg. no.: _____

Class: 6th

Duration: 40 minutes

Subject: Mathematics

Unit: 2- Whole numbers

Page no: 7-10

Date: 21st Sep 2022

No. of Students: 40

School name: Govt. Gishi Model Primary School.

Topic: Addition & Subtraction

TOPIC	CONTENT	W.B. Work
General Objectives	1. To know whole numbers. 2. To know the method of adding whole numbers. 3. To know the subtraction.	
	1. To perform the addition.	



Specific objectives

- To subtract whole numbers
- To write the digits in the box by adding & subtracting whole numbers

Audio Visual Aids

- Whiteboard
- Textbook
- Chart showing addition & subtraction of whole numbers
- Markers
- Classroom

Methodology

Lecture & Activity method.

Previous knowledge Test

- What do you know about whole numbers?
- What is meant by addition?
- What we do in subtraction?

Announcing the topic

Today we are going to learn about "Addition & Subtraction of whole numbers"

Addition and Subtraction of Whole Numbers

Presentation

Whole number include natural number and 0. To add or subtract, we must write them in vertical columns while placing each digit according to its place value.

Show the chart to the students. Now explain addition of 95 and 63 as example.

Addition:-

$$\begin{array}{r} 95 + 63 \\ \text{T U} \\ 9 \ 5 \\ + 6 \ 3 \\ \hline 158 \end{array}$$

Subtraction:-

$$\begin{array}{r} 824 + 391 \\ \text{H U T} \\ 8 \ 2 \ 4 \end{array}$$

Now explain subtraction
 Subtract 391 from 824.

$$\begin{array}{r} 824 \\ - 391 \\ \hline \end{array}$$

Activity

Ask the students to observe the chart and choose a question then explain it.

Evaluation

1. What are whole numbers?
2. How are numbers written to add or to subtract?
3. Can we perform addition without writing digits according to place value?

Home work

Write the correct digit with in each box.

$$\begin{array}{r} (a) \quad \square \quad 4 \quad 3 \\ + 2 \quad 5 \quad \square \\ \hline 9 \quad \square \quad 7 \end{array}$$

$$\begin{array}{r} (b) \quad 2 \quad \square \quad 6 \\ + \square \quad 6 \quad \square \\ \hline \square \quad 7 \quad 6 \end{array}$$

Write the correct digit in each box.

$$\begin{array}{r} (a) \quad \square \quad 4 \quad 3 \\ + 2 \quad 5 \quad \square \\ \hline 9 \quad \square \quad 7 \end{array}$$

$$\begin{array}{r} (b) \quad 2 \quad \square \quad 6 \\ + \square \quad 6 \quad \square \\ \hline \square \quad 7 \quad 6 \end{array}$$



LESSON PLAN NO. 3.4

Name of trainee teachers: _____
 Roll no: _____ Reg. no: _____
 Class: 6th Duration: 40 minutes
 Subject: Mathematics Unit: 2. Whole Numbers
 Page no: 10-12 Date: _____
 No. of students: 40
 School name: Govt. Girls' Model Primary School

Topic: Laws of Addition

TOPIC	CONTENT	W.B. WORK
General objectives	<ol style="list-style-type: none"> To know about the law of addition. To know commutative law of addition. To have knowledge about associative law. 	
Specific Objectives	<ol style="list-style-type: none"> To tell the names of the laws of addition. To explain, perform and identify commutative law. To identify and perform associative law. 	



Audio
Visual
Aids

- ◆ Whiteboard
- ◆ Marker
- ◆ Textbook
- ◆ Classroom
- ◆ Chart showing the laws

Methodology

Lecture-cum-Activity method.

Previous
Knowledge
Test

- 1- What is addition?
- 2- How do we write digits while perform addition?
- 3- Can we add whole numbers?

Announcing
the topic

Today we are going to learn about "LAW of Addition".

Laws of Addition.

Presentation

~~Introduction:-~~

~~Tell them the names of the laws of addition.~~

~~Explanation:-~~

Show the Chart. Start explaining each law one by one. Explain Commutative law. In addition of two whole numbers, the result remains unchanged by changing their order. Give an example.

Then explain associative law. In addition of three whole numbers

1- Commutative law

$$4 + 6 = 10$$

$$6 + 4 = 10$$

2- Associative law

$$(2+3)+4 = 2+(3+4)$$

$$5+4 = 2+7$$

$$9 = 9$$

Notes:-

These laws do not hold on to subtraction.

$$6-4 \neq 4-6$$

$$(4-3)-2 \neq 4-(3-2)$$

any two numbers can be added first. Give example.

Activity

Let the students to observe the chart and identify the laws & Explain

Evaluation

1. How many laws of addition are there? tell names.
2. What do you know about commutative law?
3. What associative law states?

Homework

Prove and identify the law used in each of the following.

(i) $5+3 = 3+5$

(ii) $4+(2+3) = (4+2)+3$

Prove ^{H.W} and identify the law used in each of the following.

(i) $5+3 = 3+5$

(ii) $1+(2+3) = (1+2)+3$



Name of trainee teacher: 5
 Roll no: _____ Reg. no: 5
 Class: 6th Duration: 40 minutes
 Subject: Mathematics Unit: 2. Whole numbers
 Page no: 12 & 13 Date: _____
 No. of students: 40
 School name: Govt. Girls' Model Primary School.

Topic: **Multiplication**

TOPIC	CONTENT	W.B. Work
General objectives	1- To know about multiplication. 2- To know the method of multiplication. 3- To become interested.	
Specific objectives	1- To explain multiplication. 2- To perform multiplication. 3- To solve the questions.	

Teaching Aids

- ◆ White board
- ◆ Textbook
- ◆ Markers
- ◆ Classroom

Teaching Method

Lecture-cum discussion and Activity method.

Previous Knowledge test

1. What is meant by multiplication?
2. Write down sign of multiplication on white board.
3. Multiply 2 by 2.

(Students will write answers on white board.)

Announcing the topic

Today we are going to learn about "Multiplication of whole numbers".

Multiplication of Whole Numbers.

Presentation

Introduction:

Multiplication is repeated addition.

Explanation:

Give example of 12 pencils in 4 boxes.

Now find product of 74, 23. Tell to solve from right side. First, multiply 3

by 4 and then 3 by 7. After that we will multiply 2 by 4 and 2 by 7.

$$12+12+12+12=48$$

$$= 4 \times 12$$

$$74, 23$$

$$74$$

$$\times 23$$

$$222$$

$$148 \times$$

$$1702$$

Activity

Write some simple questions on whiteboard and ask the

$$11 \times 2, 10 \times 5$$

$$50 \times 1, 33 \times 5$$



	Student to solve them.	
Evaluation	<ol style="list-style-type: none"> 1. How is multiplication related to addition? 2. What is multiplication? 3. How to perform multiplication? 	
Homework	Find the product of following: (a) 872, 84 (b) 101, 77	Find the ^{same} products: (a) 372, 84 (b) 101, 77

LESSON PLAN NO. 3.6

Name of trainee teacher: S

Roll no: _____

Reg. no: _____

Class: 6th

Duration: 40 minutes

Subject: Mathematics

Unit: 2. Whole numbers

Page no: 15-17

Date: _____

No. of students: 40

School name: Govt. Anis's Model Primary School.

Topic: Laws of Multiplication

TOPIC	CONTENT	W.B. Work
	1. To have an overview of laws of multiplication.	

General objectives

2. To know commutative law of multiplication.
3. To know associative law

Specific objectives

1. To describe commutative law of multiplication.
2. To explain associative law.
3. To perform and identify the laws of multiplication.

Teaching Aids

- ◆ Whiteboard
- ◆ Textbook
- ◆ Markers
- ◆ Chart

Methodology

Lecture & Activity method.

Previous knowledge Test

1. What is multiplication?
2. How to perform multiplication?
3. Multiply 11 by 5 on your notebook.

$$11 \times 5$$

Announcing the topic

Today we are going to learn about "Laws of Multiplication".

Laws of Multiplication

Presentation

There are two laws of multiplication. Commutative & Associative laws. Show the chart to students.

First explain commutative law then explain Associative law of

1. Commutative law

$$2 \times 3 = 6$$

$$3 \times 2 = 6$$

$$a \times b = b \times a$$

2. Associative law

$$2, 3, 5$$

$$(2 \times 3) \times 5 = 2 \times (3 \times 5)$$



multiplication. This law do not hold with respect to division.

$$6 \times 5 = 2 \times 15$$

$$30 = 30$$

Activity

Let the students to observe the chart and discuss with their fellows also answer students' questions.

Evaluation

1. How many law of multiplication are there?
2. What do commutative law states?
3. What is the associative law of multiplication?

Home work

Prove and identify the law used in each of the following:-

(a) $8 \times 7 = 7 \times 8$

(b) $8 \times (9 \times 5) = (8 \times 9) \times 5$

Prove ^{H.W} and identify the law used in each of following:-

(a) $8 \times 7 = 7 \times 8$

(b) $8 \times (9 \times 5) = (8 \times 9) \times 5$

LESSON PLAN NO. 3.7

Name of trainee teacher: _____
 Roll. no.: _____ Reg. no.: _____
 Class: 6th Duration: 40 minutes
 Subject: Mathematics Unit: 3. Factors & multiples
 Page no: 4-6 Date: _____
 No. of students: 40
 School name: Govt. Girls Model Primary School

Topic: Types of Natural numbers

TOPIC	CONTENT	W.B. Work
General Objectives	1. To know the types of natural numbers. 2. To know about prime numbers. 3. To know composite numbers.	
Specific Objective	1. To define & identify prime numbers. 2. To explain & identify composites. 3. To tell odd and even numbers.	
Teaching Aids	<ul style="list-style-type: none"> <li style="width: 50%;">◆ White board <li style="width: 50%;">◆ Marker <li style="width: 50%;">◆ Textbook <li style="width: 50%;">◆ Chart 	
Methodology	Lecture-cum-Discussion method.	

Previous
Knowledge
of
Test

1. What do you mean by natural numbers?
2. Is 0 a natural number?
3. What are factors and multiples?

Announcing
the topic

Today we are going to learn about "Types of Natural Numbers"

Types of Natural Numbers

Presentation

Natural numbers are classified into: Even & Odd and prime and Composite.

Even: divisible by 2. Multiples of 2. Denoted by 'E.'

Odd: not divisible by 2. Denoted by 'O.'

Prime: having two factors denoted by capital 'P.'

Composite: having factors more than two. Denoted by Capital 'C.'

Even:-

$$E = \{2, 4, 6, 8, \dots\}$$

Odd:-

$$O = \{1, 3, 5, 7, \dots\}$$

Prime:-

$$P = \{2, 3, 5, 7, 11, \dots\}$$

Composite:-

$$C = \{4, 6, 8, 9, 10, \dots\}$$

1 is neither prime nor composite number.

Activity

Write a number on white board and ask students to identify it as odd or even and as prime or composite.

5

1. Tell the names of types of natural numbers.

Evaluation

2. What are prime numbers?
3. Tell difference of odd & even

Homework

- Separate odd and even-
- (a) 342
 - (b) 135
 - (c) 78965
 - (c) 5008

- ^{HW} Separate odd and even-
- (a) 342 (b) 35
 - (c) 78965
 - (c) 5008



Name of trainee teacher:

Roll. no:

Class: 6th

Subject: Mathematics

Page no: 12 & 13

No. of students: 40

School name: Govt. Girls' Model Primary School

Reg. no: 2

Duration: 40 minutes

Unit: 3- Factors & Multiples

Date:

 Topic: **Index Notation**
TOPIC
CONTENT
W.B. Work
General
Objective

1. To know about notation.
2. To have a general overview of index notation.
3. To know the method of making mathematics easy and less time consuming.



Specific objectives

1. To explain index notation.
2. To write factors in the form of index notation.
3. To convert given factors in the form of index notation.

A&P Video Aids

- ◆ Whiteboard
- ◆ Textbook
- ◆ Chart showing index notation
- ◆ Manulisa
- ◆ Classroom

Methodology

Lecture-cum-Activity method.

Previous Knowledge

1. What do you mean by factors?
2. What are multiples of a number?
3. What is factorization?

Announcing the topic

Today we are going to learn about "Index notation".

Index Notation

Presentat- -ion

Write some numbers on white and let students perform factorization of these numbers along with you.

Show the chart to students. Now tell the students that instead of writing

$$49 = 7 \times 7$$

$$81 = 3 \times 3 \times 3 \times 3$$

$$125 = 5 \times 5 \times 5$$

$$32 = 2 \times 2 \times 2 \times 2 \times 2$$

$$7 \times 7 = 7^2 \text{ (square of } 7)$$

$$5 \times 5 \times 5 = 5^3 \text{ (cube of } 5)$$

-ting same number again & again, write it one with a power showing how many times that number is repeated.

5)
 $3 \times 3 \times 3 \times 3 = 3^4$ (3 to the power of 4)
 $2 \times 2 \times 2 \times 2 \times 2 = 2^5$ (2 to the power of 5)

Activity

Observe chart. Assign one question to one group and task to solve it, give points.

Evaluation

- 1- What is meant by factorization?
- 2- In which form can we write repetitive factors?
- 3- What is meant by Index notation?

Homework

Express the following factors by using the index notation:-

- (a) $5 \times 5 \times 5 \times 5 \times 5$
- (b) $7 \times 7 \times 11 \times 23 \times 23$
- (c) $2 \times 2 \times 2 \times 3 \times 3 \times 5 \times 5$

Express the following factors by using index notation:-

- (a) $5 \times 5 \times 5 \times 5 \times 5$
- (b) $7 \times 7 \times 11 \times 23 \times 23$
- (c) $2 \times 2 \times 2 \times 3 \times 3 \times 5 \times 5$



Name of trainee teacher: S
 Roll no: C Reg. no: S
 Class: 6th Duration: 40 minutes
 Subject: Mathematics Unit: 3- Factors & Multiples
 Page no: 14 & 18 Date:
 No. of Students: 40
 School name: Govt. Girls' Model Primary School

Topic: *Highest common factor*

TOPIC	CONTENT	W.B. Work
General objectives	1. To know the full form of HCF. 2. To know about common factors. 3. To know the method to find highest common factor.	
Specific objectives	1. To tell full form of HCF. 2. To explain the method to find HCF. 3. To find HCF of given numbers.	



Teaching Aids

- ◆ White board
- ◆ Textbook
- ◆ Markers
- ◆ Chalk

Methodology

Lecture-cum-activity method

Previous Knowledge Test

1. What do you mean by factors?
2. What are multiples of a number?
3. What do you mean by Index notation?

Announcing the topic

Today we are going to learn about "Highest Common factor"

Highest Common Factor (HCF)

Presentation

Write two numbers on white board and factorize them. Let the students participate in factorization.

It can be observed that 1, 2, 3, and 6 are the common factors of 24 and 30. 6 is the largest common factor among them. 6 is known as the highest common factor (HCF) of 24 and 30.

Now find highest common factor of more than two numbers.

The common factors of 12, 18 and 42 are 1, 2, 3 and 6 and largest of these

24 and 30
 $24 = 1, 2, 3, 4, 6, 8, 12, 24$
 $30 = 1, 2, 3, 5, 6, 10, 15, 30$

12, 18 and 42
 $12 = 1, 2, 3, 4, 6, 12$
 $18 = 1, 2, 3, 6, 9, 18$

42 = 1, 2, 3, 6, 7, 14, 21, 42

Common factors is 6. Thus, the highest common factor is 6.

Activity

Write some numbers on the white board and call the students one by one and asks them to find the HCF of those numbers.

Evaluation

1. What is the full form of HCF?
2. What are factors?
3. Which is the common factor of 24 and 30?

Homework

1. Find all the common factors of 20 and 30.
2. Find HCF by writing the common factors of 22, 44, 66.

- 1- Find ^{HCF} all the common factors of 20 and 30.
- 2- Find HCF by writing the common factors of 22, 44 and 66.



Name of trainee teacher: _____
 Roll no: _____ Reg. no: 8
 Class: 6th Duration: 40 minutes
 Subject: Mathematics Unit: 3. Factors & Multiples
 Page no: 19 & 24 Date: _____
 No. of students: 40
 School name: Govt. Girls Model Primary School

Topic: Least common multiple

TOPIC	CONTENT	W.B. Work
General objective	At the end of this topic students will be able to:- 1- know the full form of LCM. 2. know the method of finding LCM. 3. Get an overview of writing least common multiple.	
Specific objectives	1. To explain least common multiple. 2. Tell the full form of LCM. 3. Find LCM of given numbers.	
Teaching aids	<ul style="list-style-type: none"> ◆ Whiteboard ◆ Textbook ◆ Chart showing LCM ◆ Marker ◆ Classroom 	



Methodology

Lecture-cum-Activity method

Previous Knowledge Test

1. What is full form of HCF?
2. How many methods of finding HCF are there?
3. How do we find HCF?

Announcing the topic

Today we are going to learn about "Least common multiple (LCM)".

Least Common Multiple (LCM)

Presentat-ion

The least common multiple of two or more numbers is the smallest number which is a multiple of each of the given numbers. Look at the multiples of 2, 3.

If can be noticed that 6, 12, 18 etc. are the common multiples of 2 & 3 but the smallest among them is 6. Hence 6 is known as the least common multiple (LCM) of 2 and 3.

Similarly we can find the LCM of more than two numbers.

Multiples of 2 =
2, 4, 6, 8, 10, 12
Multiples of 3 =
3, 6, 9, 12, 15, 18
LCM = 6

Multiples of 3 =
3, 6, 9, 12, 15, 18
Multiples of 4 =
4, 8, 12, 16, 20, 24, 28, ...

Multiples of 6 =
6, 12, 18, 24, 30
LCM = 12



Activity

Divide students into small groups. Give one question to each group and ask them to find LCM within 7 minutes. Then collect their answers and give points to groups.

Evaluation

- 1- What is the full form of LCM?
2. What is meant by LCM?
3. How can we find LCM of a given number?

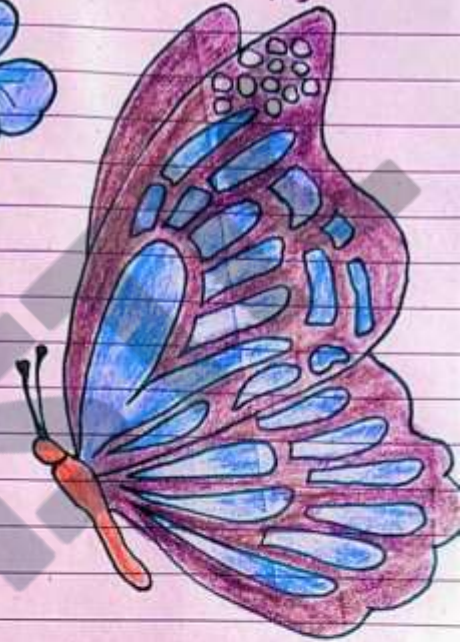
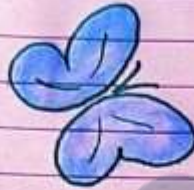
Homework

Find the LCM of given numbers by finding their common multiples.
 (a) 2, 6, 9
 (b) 10, 15

Find ^{H.W} the LCM of given numbers by finding their common multiples:-
 (a) 2, 6, 9
 (b) 10, 15

Good





English





Name of trainee teacher: _____
 Roll no: _____ Reg. no: _____
 Class: 5th Duration: 40 minutes
 Subject: Eng. Lish Unit: 1 Fair dealings of Hazrat Muhammad
 Page no: 09 Date: _____
 No. of students: 40
 School name: Govt. Girdi Model Primary School

Topic: *Regular & Irregular Verbs*

TOPIC	CONTEN	W-B. Work
General objectives	1. To know about verb & its types 2. To know about regular verbs 3. To know about irregular verbs	
Specific objectives	1. To articulate regular verbs. 2. To recognize regular and ir-regular verbs. 3. To use forms of some simple verbs.	

Teaching Aids

Whiteboard
Textbook
Markers
List of verbs

Methodology

Lecture & activity method.

Previous Knowledge Test

1. Tell about simple present tense.
2. Make one simple past tense.
3. What do you know about present continuous tense?

Announcing the topic

Today we are going to learn about "Regular & Irregular Verbs"

Regular and Irregular Verbs

Presentation

A regular verb forms its past tense and past participle by adding -d or -ed to the base form.

- 1- Base form: Simplest form
- 2- S/es form: Present tense
- 3- Ed form: Past tense
- 4- ing form: present continuous

An irregular verb does not follow the usual rules of verbs. They do not have ed/d form and change some-

Regular verbs
Has -ed ending.
e.g., attain-
attained

Irregular Verbs
Do not have -ed ending
e.g., buy-
bought

Activity

Divide class into two teams. Name one team as 'The present form team' and other team as 'The past form'. One



	member from each team will write a sentence on board.	
Evaluation	<ol style="list-style-type: none"> How many types of verbs? Initial are regular verbs? Initial are irregular verbs? 	
Homework	Pick up regular and irregular verbs from lesson and write their first and third form.	Pick up ^{HW} regular & irregular verbs from lesson.

LESSON PLAN NO. 4.2

Name of trainee teacher: S
 Roll no: _____ Reg. no: S
 Class: 6th Duration: 40 minutes
 Subject: English Unit: 2. Surrounded by trash
 Page no: 21 Date:
 No. of students: 40
 Name of School: Christ. Girls' Model Primary School

Topic Paragraph writing

TOPIC	CONTENT	W.B. Work
General objectives	<ol style="list-style-type: none"> To know about paragraph writing. To know mind map. To know the use of mind map. 	



Specific Objectives

1. To describe daily routine.
2. To write using mind map.
3. To write a paragraph.

Teaching Aids

Whiteboard Markers
Textbook classroom

Methodology

Lecture and activity method.

Previous Knowledge

1. What is a regular verb?
2. What is irregular verb?
3. Make a simple present tense.

Announcing the topic

Today we are going to learn about "Paragraph writing and Mind map."

"Paragraph writing and Mind Map"

Presentation

A story is a description of events in someone's life or in the development of something. It is imaginary or real people events told for entertainment. We write stories in the form of small paragraphs.

You can write a paragraph by using a mind map which helps us by telling what things we are going to mention in our story.



Activity

Make small groups of students and give each group a beginning to make a story.

Evaluation

1. What is a story?
2. What is a paragraph?
3. What are the elements of a story?

Homework

Write a paragraph of 50-60 words on "Littering" by using the mind map given on your textbook at page no. 21-

Write a ^{para} paragraph of 50-60 words on "Littering" by using mind map at page no 21 of book.



LESSON PLAN NO. 4.3

Name of trainee teacher: _____

Roll no.: _____

Reg. no.: _____

Class: 6th

Duration: 40 minutes

Subject: English

Unit: 5. Travelling Etiquettes

Page no. 56-56

Date: _____

No. of students: 40

Name of school: Govt. Girls' Model Primary School

Topic: **Preposition of place and direction**

TOPIC	CONTENT	W.B. Work
General Objectives	At the end of this topic students will be able to:- <ol style="list-style-type: none"> 1. know the preposition words 2. know preposition for place & direction. 3. know the use of preposition 	
Specific objective	<ol style="list-style-type: none"> 1. To describe preposition words and their use. kinds. 2. To explain preposition showing place and direction. 3. To use preposition for Place and direction. 	



Teaching
Aids

White board Markers
Textbook Chart
Classroom

Methodology

Lecture and Activity method

Previous
Knowledge
Test

- 1- What is preposition?
- 2- Tell the preposition words for time place.
- 3- Tell the preposition words used for direction.

Announcing
the topic

Today we are going to learn about "Preposition of direction and place"

Preposition of
Place and
Direction

Presenta-
-tion

Preposition tells us about the position of a noun e.g., on, in, under, at, out, behind.

Prepositions have four kinds

- 1- Preposition of time
- 2- Preposition of position
- 3- Preposition of movement
- 4- Preposition of direction

Preposition of direction tells us about the place and direction of a noun.

- Above
- After
- Between
- Among
- Behind
- Under
- In front of
- Opposite
- Above

Activity

Show some pictures to students and ask them what they observe in the pictures and ask them to tell you different prepositions of characters and things.

Evaluation

1. What do you understand by the preposition?
2. What are different kinds of prepositions?
3. Tell the place of your best friend with respect to you by using preposition words.

Homework

1. Fill in the blanks with correct preposition.

- (a) The sun is _____ the cloud.
- (b) The dog ran _____ the cat.
- (c) The cat is _____ the tree.
- (d) I distributed candies _____ the children.

2. Solve question E on page no. 58 of your textbook.

1. Fill in the blanks with correct

preposition on page 58 of your book.

2. Solve question no. (e) of your text book at

page no. 58.

LESSON PLAN NO. 4.4

Name of trainee teacher: _____
 Roll no. _____ Reg. no: _____
 Class: English 0th Duration: 40 minutes
 Subject: English Unit: 1. Fair dealings of Hazrat Mubarak
 Page no: 08 Date: _____
 No. of students: 40
 Name of School: Govt. Girls' Model Primary School.

Topic: Past tense

TOPIC	CONTENT	W.B. Work
<p>General objectives</p>	<p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> 1. know about past tense. 2. know the way of making simple past tense. 3. know the way of using past tense 	
<p>Specific objectives</p>	<ol style="list-style-type: none"> 1. To use simple past tense. 2. To use simple Past tense for completed actions. 3. To use Simple past tense with or without mention of specific time. 	

Teaching Aids

Whiteboard
Textbook
Worksheet
Markers
Chart

Methodology

Lecture and activity method.

Evaluative Knowledge Test

1. What are verbs?
2. Tell the use of verb?
3. Tell one simple present tense.

Announcing the topic

Today we are going to learn about "Past Tense".

Past Tense

Presentation

We describe any past event or incident in simple past tense e.g., attained, went, became, caught.

We use second form of verb for past tenses. Simple past tense is always used for completed actions.

Beginning in the Past
Ending in the Past
← I did →

S + V + ed (II) + O

Activity

Ask the students to write 5 (five) sentences about how they spent their last weekend or any special day.

1. What are simple present Past tenses?



Evaluation

2. What type of actions past tense talk about?
3. Which form of verb do simple past tense use?

Homework

Solve question number (b) and (c) on page no. 08 of your English textbook.

Solve ^{HL 10} question no. (b) & (c) on page # 08 of your textbook.



LESSON PLAN NO. 4.5

Name of trainee teacher: _____
 Roll no. _____ Reg. no.: _____
 Class: 6th Subject: English
 Duration: 40 minutes Unit: 2. Surrounded by trees
 Date: _____ Page no: 169-17
 No. of students: 40
 Name of school: Govt. Girls Model Primary School

Topic: Countable & Uncountable nouns

TOPIC	CONTENT	W.B. Work
General objectives	At the end of this topic students will be able to: <ol style="list-style-type: none"> 1. know about nouns. 2. know about countable and uncountable nouns. 3. know the use of nouns. 	
Specific objectives	<ol style="list-style-type: none"> 1. To define noun. 2. To differentiate between countable and uncountable nouns. 3. To use countable and 	

	and Countable nouns.	
Teaching Aids	Whiteboard Textbook	Markers Chart
Method	Lecture and activity method	
Previous Knowledge Test	<ol style="list-style-type: none"> 1. What is a noun? 2. What is proper noun? 3. What do you mean by Common noun? 	
Announcing the topic	"Today we are going to learn about "Countable and Uncountable nouns."	<u>Countable and Uncountable Nouns</u>
Presentation	<p>Countable nouns are the names of people, things etc. which we can count. Example: Books, sister, horse etc.</p> <p>Uncountable nouns are the name of things that we cannot count Examples: Milk, sugar, Oil etc.</p>	<p><u>Countable nouns</u> - noun that we can count. e.g., Books, sister horse.</p> <p><u>Uncountable</u> - noun that we cannot count e.g., milk, Oil.</p>
Activity	Show a chart of 10 (ten) sentences to your students with underlined countable and uncount-	

-able nouns. Ask them to identify which one of them is countable and which is uncountable noun.

Evaluation

1. What is a countable noun?
2. What is uncountable noun?
3. Give one example of both countable and uncountable nouns.

Homework

1. Complete the puzzle with the help of clues in question no. (b) on page no. 17 of your textbook.
 2. Then classify them as countable and uncountable nouns in question no. (c) of your textbook at page # 17.
1. Complete the puzzle with help of clues in quest. (b) on page # 17 of your textbook.
 2. Then classify them as countable and uncountable nouns in question (c) at same page.



LESSON PLAN NO.4.6

Name of trainee teacher: _____
 Roll no.: _____ Reg. no.: _____
 Subject: English Class: 10th
 Duration: 40 minutes Date: 28th Sep, 2022
 Unit: King Faisal No. of students: 40
 School name: Govt. Girls' Model Primary School

Topic: King Faisal

TOPIC	CONTENT	W-B Work
General Objectives	At the end of this lesson students will be able to:- 1. know when was Faisal made king. 2. know the feelings of King Faisal about Pakistan. 3. know why was King Faisal against state of Israel.	
Specific Objectives	1. To tell when was King Faisal born. 2. To tell from where did he received his religious edu. 3. To tell when King died.	

Teaching Aids

Whiteboard Markers
Textbook Classroom

Method

Lecture & demonstration.

Previous Knowledge Test

1. Dear students tell me what is a king?
2. What is the role of a king?
3. Can anyone be a king?

Announcing the topic

Today we are going to study about "King Faisal".

King Faisal

Presentation

King Faisal was the king of Saudi Arabia. He was born in 1907. His family was of King Abdul Aziz Ibn Saud. Sheikh Abdullah bin Abdul Aziz was his grandfather. He was selected as king in 1964. It is due to his effort that Saudi Arabia excelled in the fields of irrigation, cultivation and education.

King Faisal got killed by his nephew on 25th March, 1975.

1907-1975

Became Crown Prince in 1956

king in 1964

Armed feelings about Pakistan

Got killed by Nephew on

25th March, 1975

17 years of ruling



Evaluation.

1. Why King Faisal was against the state of Israel?
2. How did the muslims feel over his death?
3. When and how was king Faisal died?

Activity

Divide students into groups. Give each group the task of writing almost 5 sentences about king Faisal then assign marks.

Homework.

Write 10 lines on King Faisal's efforts to unite the muslims.

Write ^{How} 10 lines on King Faisal's efforts to unite the Muslims.

LESSON PLAN NO. 4.7

Name of trainee teacher: _____

Roll no: _____

Reg. no: _____

Class: 10th

Duration: 40 minutes

Subject: English

Unit: The Khyber Pass

Date: _____

No. of students: 40

School name: Govt. Girls' Model Primary School

Topic: The Khyber Pass

TOPIC	CONTENT	W-B Work
<p>General objectives</p>	<p>At the end of this lesson students will be able to:-</p> <ol style="list-style-type: none"> 1. Know about Khyber Pass. 2. Know where does this Pass leads. 3. Know what the camel caravans carry. 	
<p>Specific objectives</p>	<ol style="list-style-type: none"> 1. To tell how many times did Mahmood Ghaznavi crossed the Khyber Pass. 2. To tell about camel caravans. 3. To explain about Khyber Pass. 	



Teaching Aids

Whiteboard
Textbook

Markers
Classroom

Methodology

Lecture and Activity method

Previous Knowledge Test

1. What do you know about a pass?
2. Have you ever studied about any pass?
3. Can you tell me the name of a pass?

Announcing the topic

Today we are going to study about "Khyber Pass".

Khyber Pass

Presentation

It is basically a narrow mountain valley in the province of Khyber Pakhtunkhwa. It is about fifty kilometers long. It leads to Afghanistan. The Aryans entered Pakistan through this pass about four thousand years ago.

Sultan Mahmood Ghaznavi crossed the pass seventeen times to attack South Asia. Landikotal is the highest place along the pass. Camel caravans carried loads of cotton, silk and spices.

In Province of Khyber-Pakhtunkhwa

Fifty kilometers

Mahmood Ghaznavi

crossed the Pass 17 times

India & China to Afghanistan

Activity

Divide students into groups and start discussion by asking easy questions

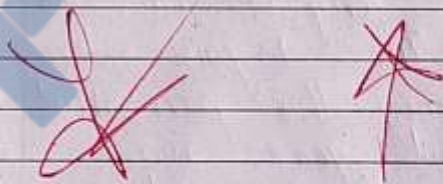
Evaluation

1. Which is the highest place along the pass?
2. Has the Khyber Pass been used as a trade route?
3. How many times did Mahmood Ghaznavi crossed the pass?

Homework

Write a short essay on Khyber Pass.

Write ^{HW} a short essay on Khyber Pass.





LESSON PLAN NO. 4.8

Name of trainee teacher:

Roll no:

Reg. no:

Class: 10th

Subject: English

Duration: 40 minutes

Unit: The wise Caliph

No. of students: 40

Date:

Topic: *The wise Caliph*

TOPIC	CONTENT	W.B. Innote
<p>General objectives</p>	<p>At the end of this topic students will be able to:-</p> <ol style="list-style-type: none"> 1. know about Caliph Haroon-ur-Rasheed. 2. know about his habit of going through streets of Baghdad at night. 3. know about what type of Caliph he was. 	
<p>Specific Objectives</p>	<ol style="list-style-type: none"> 1. To tell about Caliph Haroon-ur-Rasheed. 2. To tell his role in controlling crime. 3. To explain and incident of his life. 	

Teaching Aids

Whiteboard, Markers
 Textbook Classroom

Teaching Methodology

Lecture and activity method will be used along with demonstration.

Previous knowledge Test

1. What do you mean by word Caliph?
 2. Have you ever studied about any Caliph of Islam?
- B. Tell the name of any one Caliph.

Announcing the topic

Today we are going to learn about "The wise Caliph".

The wise Caliph

Presentation

Caliph Haroon-ur-Rashid was famous for his wisdom. He liked the common life style. Once two men were claiming the ownership of same house. Qazi presented the puzzled case in front of him. One man was rich while other was beggar. Rich said he gave the lift to beggar and beggar claimed that was he who gave the

the side to rich man. The Caliph asked both of them to touch the horse. The horse neighed with pleasure.

Activity

Select students and gave them role of beggar, rich man, Aazi and Caliph and perform the act.

Evaluation

1. What was the moral of the lesson?
2. Who was the "Wise Caliph"?
3. What was the case that the Aazi brought to the wise king?

Homework

Describe the dispute between the rich man and the poor beggar and how did the Caliph solved the case?

^{H.W}
 Describe the dispute between poor beggar and the rich man and how did the Caliph solved the case.

LESSON PLAN NO. 4.9

Name of trainee teacher: _____

Roll no: _____

Reg. no: 2

Class: 10th

Subject: English

Date: _____

Unit: Dignity of work

No. of students: 40

Duration: 40 minutes

Topic: Dignity of Work

TOPIC	CONTENT	W-B Work
<p>General Objective</p>	<p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> 1. know about the Companion of Holy Prophet (P.B.U.H). 2. know about Hazrat Abu Bakr 3. To know about Fatima (R.T.A). 	
<p>Specific Objective</p>	<ol style="list-style-type: none"> 1. To tell why Axtar did not answered his mother? 2. To explain what did Mo. Inayat tell the children. 3. To tell what does everyone do in China. 	



Teaching
Aids

White board
Textbook

Marked
classroom

Teaching
Methodology

Lecture and activity method
along with directed
demonstration will be used
for this topic.

Previous
Knowledge
test

1. How is a teacher?
2. What is the role of a teacher?
3. How should a student behave with teachers?

Announcing
the
topic

Today we are going to study
about "Dignity of work".

Dignity of
work

Presentation

It means importance
and value of some form
of work.

Dignity = Value

One day Akter came
late from school and in
angry mood. When his mother
inquired he did not answer.
At lunch his uncle
Mr. Inayat visited him.
He explained to him that
for the social week his
teachers asked him to do
inferior work.

While his class incharge sweep the classroom and Head Master cleaned bathroom. He told the story of Caliph to Aktas. Then he replied the he will never mind work.

Activity

Divide students into groups assign them characters and play the story.

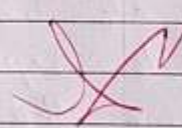
Evaluation (Previous knowledge)


1. Why was Aktas in angry mood?
2. What did Aktas's Principal did on social week?
3. What did uncle Inayat said?

Homework

What did the companions of Hazrat Muhammad to establish the dignity of work?

What ^{did} the companions of Hazrat Muhammad (P.B.U.H) to establish dignity of work?





LESSON PLAN NO. 4.10

Name of trainee teacher:

Roll no:

Reg. no:

Class: 10th

Subject: English

Unit: A Visit

Date:

No. of Students: 40

Duration: 40 minutes

Topic: A Visit

TOPIC	CONTENT	W.B. Work
<p>General Objectives</p>	<p>At the end of this topic students will be able to:-</p> <ol style="list-style-type: none"> 1. know about farm 2. know the names of machines working in the wheat field. 3. know about the average yield of a farm. 	
<p>Specific Objective</p>	<ol style="list-style-type: none"> 1. To tell the reason of excitement of Ahmad's students. 2. To tell the thing we can use to kill the germs and insects. 	



3. To tell the reason behind surprise behaviour of boys at the farm.

A.V. Aids

Whiteboard Markers
Text book Classroom

Methodology

Lecture and demonstration method of teaching.

Previous Knowledge Test

1. What is a farm?
2. Have you ever visited a farm?
3. What have you seen at a farm?

Announcing the topic

Today we are going to study a story 'A Visit'

A Visit

Presenta-tion

Mr. Ahmad was a school teacher. His class was going on a picnic. Boys were very happy. Managers of the farm welcomed the boys. It was wheat harvesting season. They were surprised to see such a big farm. Big machine was working there which was cutting the wheat.



and making bundles of it. Thresher was separating grains from the shaft. By adopting this type of farming the annual yield of the coop was increased. They were informed that farm management was intended to add dairy to it. They would be visited when dairy started working. That visit was very informative for them.

Activity

Divide students into small groups and promote group discussion about the farm and wheat coop farming.

Evaluation

1. What was the season of coop when Ms. Ahmad's students visited the farm?
2. Which was separating the grains from the shaft?
3. Has that method of farming increased the yield?

Homework.

Write a comparison between modern and old methods of farming.

Write ^{HW} a comparison between modern and old methods of farming.

Well Done