

# **SCHOOL INTERNSHIP**

## **LESSON PLAN DIARY**

### **CUM**

### **JOURNAL**

**Bachelor of Education (B.Ed.)  
Session 2020-2022**

Name	Swati
Admission No.	20GSOE1010012
Subject	Mathematics

## **SCHOOL OF EDUCATION (SOE)**



(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

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

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## **General Objectives of Teaching Mathematics**

The general objectives of teaching and learning mathematics are to encourage and enable students to:

1. develop a positive attitude towards learning Mathematics
2. perform mathematical operations and manipulations with confidence, speed and accuracy
3. think and reason precisely, logically and critically in any given situation
4. develop investigative skills in Mathematics
5. identify, concretise, symbolise and use mathematical relationships in everyday life
6. comprehend, analyse, synthesise, evaluate, and make generalizations so as to solve mathematical problems
7. Collect, organize, represent, analyse, interpret data and make conclusions and predictions from its results
8. apply mathematical knowledge and skills to familiar and unfamiliar situations
9. appreciate the role, value and use of Mathematics in society
10. develop willingness to work collaboratively
11. acquire knowledge and skills for further education and training
12. communicate mathematical ideas

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

**Lesson Plan No. 1**

**Date: 03/02/2022**

**Name of the Practicing School: Victory World School**

**Class & Section: 1<sup>st</sup>**

**Period: II**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Months in a Year**

**Specific Objectives:** After the class, students will be able to

1. Name months in a year.
2. Identify the sequence of the months in a year.
3. Recognize which month comes before and after.

**Previous Knowledge:** Students have general knowledge about months in a year.

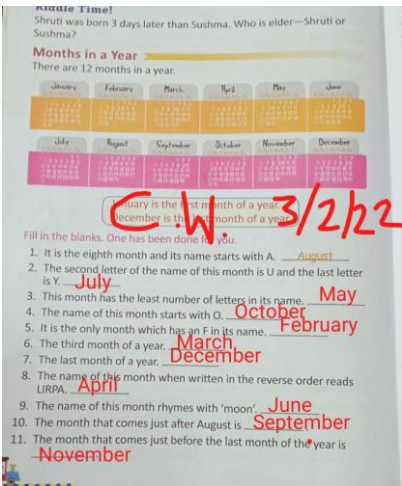
**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
How many months are there in a year?	12 months
Which month is going on?	February
Which is the first month of a year?	January
Which is the seventh month of a year?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to study about “Months in a Year”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Months in a year	Student identifies the	Student teacher tells	Students listen	Skill of explanation	

	months in a year.	the students that there are 12 months in a year and the name of the months are: January February March April May June July August September October November December	carefully.		
Book Exercise	Student completes the book exercise.	Student teacher tells the students to take out their Maths book. Teacher shares the screen and ask the student to read the sentences given in the Fill in the blanks. Teacher guides the students to reach on the correct answer and writes on the screen.	Students listen carefully and note down in their books.	Skill of explanation Blackboard work Induction-deduction	

**Closure:** So students, today we learned about “Months in a Year”.

- The last month of a year is \_\_\_\_\_.

- Which month comes after August?
- The name of this month rhymes with “soon”. \_\_\_\_\_

**Home Assignment:**

- Learn the spellings of the months in a year.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 03/02/2022

Topic: Months in a Year

Lesson Plan No. 1

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great. Students were interacting with me during the class and asking their doubts.

Signature of the Student

Signature of the Supervisor



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

**Lesson Plan No. 2**

**Date: 11/02/2022**

**Name of the Practicing School: Victory World School**

**Class & Section: 1<sup>st</sup>**

**Period: II**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Patterns (Book Exercise)**

**Specific Objectives:** After the class, students will be able to

1. Identify the pattern of the given pictures.
2. Complete the pattern according to the sequence.
3. Recognize the patterns in the real life examples.

**Previous Knowledge:** Students have general knowledge about the recognition of the pictures.

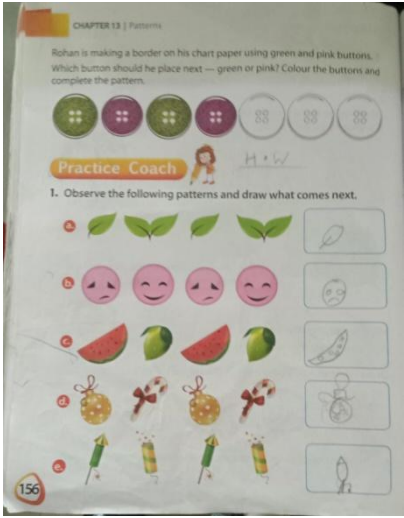
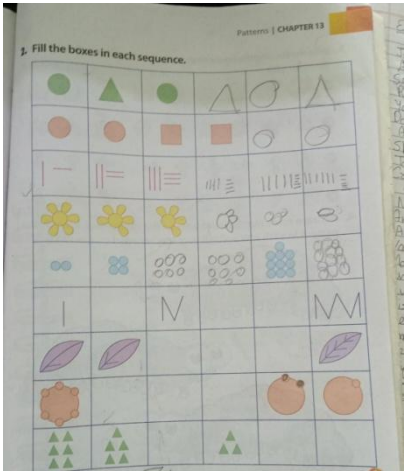
**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What comes after day?	night
What comes after night?	day
What comes again after day?	night
This repetition of day and night is called as _____.	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to solve the book exercise of “Patterns”.

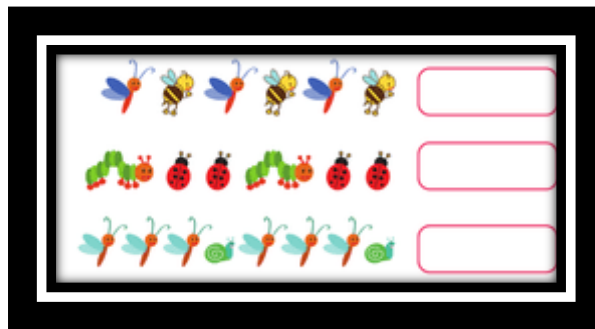
**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Observe	Student	Student	Students	Textbook	

<p>the following patterns and draw what comes next</p>	<p>identifies the pattern and draws what comes next.</p>	<p>teacher asks the students one by one to identify the pattern. Student teacher takes the name of a student and asks what comes next. Teacher gives positive reinforcement if the answer is correct. Teacher corrects the students if the answer is wrong. Teacher draws what comes next on the shared screen.</p>	<p>listen to the teacher carefully and draw what comes next in their books.</p>	<p>Shared screen Question-answer method</p> 	
<p>Observe the patterns and fill the boxes in each sequence</p>	<p>Student completes the book exercise.</p>	<p>Student teacher asks the students one by one to identify the pattern. Student teacher takes the name of a student and asks what comes next. Teacher gives positive reinforcement if the answer is</p>	<p>Students listen carefully and note down in their books.</p>	<p>Shared Screen Question-answer method Textbook Induction-deduction</p> 	

		<p>correct. Teacher corrects the students if the answer is wrong. Teacher guides the students to fill the boxes with the correct sequence and writes on the screen.</p>		
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**Closure:** So students, today we learned about “Patterns”.



**Home Assignment:**

- Fill the patterns with the colours according to the sequence.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 11/02/2022

Topic: Patterns

Lesson Plan No. 2

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

**Over all comments and suggestions:-**

Signature of the Student

Signature of the Supervisor

**Journal**

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great. Students were interacting with me during the class and asking their doubts.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 3**

**Date: 17/02/2022**

**Name of the Practicing School: Victory World School**

**Class & Section: 2<sup>nd</sup>**

**Period: III**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Table multiplication from 1 to 10 & Measurement (Revision)**

**Specific Objectives:** After the class, students will be able to

1. Recall the tables from 1 to 10.
2. Find the product of two numbers.
3. Recall the measurement units.
4. Convert the measurement units.


**Previous Knowledge:** Students have general knowledge about the tables from 1 to 10 and measurement units of length, weight and liquid.


**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
8*5=	40
What is the standard unit of measuring length?	Metre
1m= _____ cm	100
Which unit of measurement is used to measure liquids like oil, water and milk?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to revise “Tables” and “Measurement”.

## Presentation

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Fill in the blanks	Student recalls the tables from 1 to 10 and fills the blanks.	<p>Student teacher asks the students to take out their maths notebooks and write down today's date and C.W.</p> <p>Teacher gives the students 10 questions on the whiteboard related to the tables from 1 to 10.</p> <p>After 10 minutes, teacher fills the blanks on the whiteboard and asks the students to check &amp; correct their answers.</p>	<p>Students note down the questions and start filling the blanks in their notebooks.</p> <p>Students check their answers and correct if the answer is incorrect.</p>	<p>Notebook Whiteboard Inductive</p> 	
Measurement (Revision)	Student recalls the concepts of measurement.	<p>Student teacher writes the important concepts of the chapter "Measurement" on the whiteboard.</p> <p>Teacher tells the students to write</p>	<p>Students listen carefully and note down the concepts in their notebooks.</p>	<p>Notebook Whiteboard</p>	

		down the concepts in their notebooks.			
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**Closure:** So students, today we did the revision of “Tables” and “Measurement”.

- $9 \times 2 = \underline{\hspace{2cm}}$
- $5 \text{ L} = \underline{\hspace{2cm}} \text{ ml}$

**Home Assignment:**

- Learn the concepts of measurement for the revision test.

**Signature of Supervisor**



## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 17/02/2022

Topic: Table & Measurement (Revision)

Lesson Plan No. 3

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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F.	Evaluation	15. Skill of Closure	0	1	2	3	4
		16. Based on the behavioural objectives	0	1	2	3	4
		17. Quality of home assignment	0	1	2	3	4

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great. Students were interacting with me during the class and asking their doubts.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 4**

**Date: 18/02/2022**

**Name of the Practicing School: Victory World School**

**Class & Section: 2<sup>nd</sup>**

**Period: III**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Measurement (Revision Test)**

**Specific Objectives:** After the class, students will be able to

1. Identify the short forms of measurement units.
2. Recall the measurement units.
3. Convert the measurement units.

**Previous Knowledge:** Students have general knowledge about the measurement units of length, weight and liquid.


**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the standard unit of measuring weight?	Kilogram
1km= _____ m	1000
5 kg=_____ grams	No Response (Problematic Question)

**Announcement of the Topic:** So students, today is the revision test of the chapter “Measurement”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher’s Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Solve the revision test	Student recalls the concept of measurement	Student teacher asks the students	Students note down the	Notebook Whiteboard	

	<p>and completes the test.</p>	<p>to take out their notebooks and note down the questions in their notebooks from the whiteboard. Teacher writes the questions on the board.</p>	<p>questions and start solving the questions in their notebooks.</p>	
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**Closure:** So students, today we did the revision of “Measurement”.

- 10L = \_\_\_\_\_ ml
- 5 Km= \_\_\_\_\_ m

**Home Assignment:**

No home assignment given

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 18/02/2022

Topic: Measurement (Revision Test)

Lesson Plan No. 4

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

**Over all comments and suggestions:-**

Signature of the Student

Signature of the Supervisor

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great. Students were interacting with me during the class and asking their doubts.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 5**

**Date: 19/02/2022**

**Name of the Practicing School: Victory World School**

**Class & Section: 1<sup>st</sup>**

**Period: I**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Number Names (Revision)**

**Specific Objectives:** After the class, students will be able to

1. Recall the number names from 1 to 100.
2. Fill in the blanks.

**Previous Knowledge:** Students have general knowledge about the number names from 1 to 100.

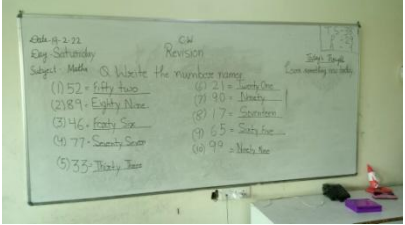
**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
Number name of 45 is	Forty Five
What is the spelling of the number name of 90?	Ninety
Number name of 13 is_____.	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to do the revision of number names.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Write the number names	Student recalls the number names from 1 to 100 and fills	Student teacher asks the students to take out	Students note down the questions	Notebook Whiteboard	

	<p>the blanks.</p>	<p>their maths notebooks and write down today's date and C.W. Teacher gives the students 10 questions on the whiteboard related to the number names from 1 to 100. After 10 minutes, teacher fills the blanks on the whiteboard and asks the students to check &amp; correct their answers.</p>	<p>and start filling the blanks in their notebooks.</p> <p>Students check their answers and correct if the answer is incorrect.</p>		
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**Closure:** So students, today we did the revision of Number Names.

- 46=\_\_\_\_\_
- 32=\_\_\_\_\_

**Home Assignment:**

- Learn the number names which are incorrect in your notebooks.

**Signature of Supervisor**



## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 19/02/2022

Topic: Number Names (Revision)

Lesson Plan No. 5

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

**Over all comments and suggestions:-**

Signature of the Student

Signature of the Supervisor

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great. Students were interacting with me during the class and asking their doubts.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 6**

**Date: 21/02/2022**

**Name of the Practicing School: Victory World School**

**Class & Section: 1<sup>st</sup>**

**Period: V**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Shapes (Oral Revision)**

**Specific Objectives:** After the class, students will be able to

1. Identify the various shapes.
2. Recall the properties of the various shapes.
3. Differentiate between square and rectangle.

**Previous Knowledge:** Students have general knowledge about 2D shapes.

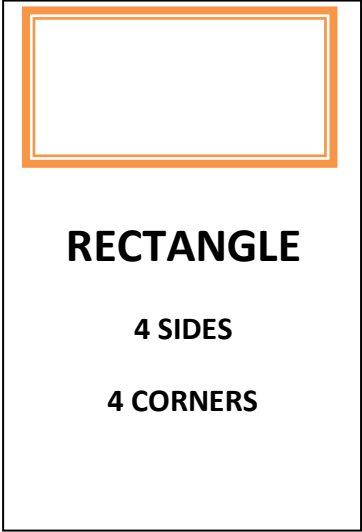
**Introduction:** Student teacher will ask some questions to the students to introduce the topic.


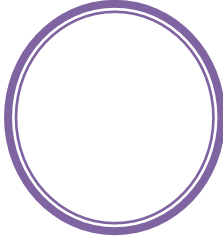
Questions	Expected Answers
What is the shape of the whiteboard?	Rectangle
What is the shape of the wall clock?	Circle
What is the shape of this paper? (Teacher shows them a paper in the shape of square)	Square
What is the difference between square and rectangle?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to do the revision of “Shapes”.

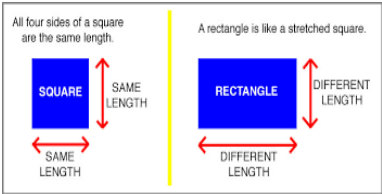
**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Rectangle	Student	Student		Recalling of concepts	

	identifies the rectangle shape and tells its properties.	<p>teacher asks the students the shape of their desks.</p> <p>What is the shape of your desks?</p> <p>V.Good</p> <p>Teacher draws the rectangle shape on the whiteboard and takes a name of a student &amp; asks.</p> <p>How many sides are there in a rectangle?</p> <p>Teacher takes a name of another student &amp; asks. How many corners are there in a rectangle?</p>	<p>Rectangle</p> <p>4 sides</p> <p>4 corners</p>	<p>Question answer method Inductive-deductive approach Whiteboard</p>  <p><b>RECTANGLE</b></p> <p><b>4 SIDES</b></p> <p><b>4 CORNERS</b></p>	
Square	Student identifies the square shape and tells its properties.	<p>Student teacher asks the students the shape of the paper cut prepared by the teacher.</p> <p>What is the shape of this paper cut?</p>	<p>Square</p>	<p>Recalling of concepts Question answer method Inductive-deductive approach Whiteboard</p>	

		<p>V.Good</p> <p>Teacher draws the square shape on the whiteboard and takes a name of a student &amp; asks.</p> <p>How many sides are there in a square?</p> <p>Teacher takes a name of another student &amp; asks. How many corners are there in a square?</p>	<p>4 sides</p> <p>4 corners</p>	<div data-bbox="1002 159 1393 685" style="border: 1px solid black; padding: 10px; text-align: center;">  <p><b>Square</b></p> <p><b>4 SIDES</b></p> <p><b>4 CORNERS</b></p> </div>	
<p>Circle</p>	<p>Student identifies the circle shape and tells its properties.</p>	<p>Student teacher asks the students the shape of the wall clock.</p> <p>What is the shape of the wall clock?</p> <p>V.Good</p> <p>Teacher draws the circle shape on the whiteboard and takes a name of a</p>	<p>Circle</p>	<p>Recalling of concepts Question answer method Inductive-deductive approach Whiteboard</p> <div data-bbox="1043 1532 1375 2047" style="border: 1px solid black; padding: 10px; text-align: center;">  <p><b>Circle</b></p> <p><b>0 SIDES</b></p> <p><b>0 CORNERS</b></p> </div>	

		<p>student &amp; asks.</p> <p>How many sides are there in a circle?</p> <p>Teacher takes a name of another student &amp; asks.</p> <p>How many corners are there in a circle?</p>	<p>0 sides</p> <p>0 corners</p>		
Triangle	<p>Student identifies the circle shape and tells its properties.</p>	<p>Student teacher asks the students the shape of the Christmas tree pasted on the board.</p> <p>What is the shape of the Christmas tree?</p> <p>V.Good</p> <p>Teacher draws the triangle shape on the whiteboard and takes a name of a student &amp; asks.</p> <p>How many sides are there in a triangle?</p>	<p>Triangle</p> <p>3 sides</p>	<p>Recalling of concepts Question answer method Inductive-deductive approach Whiteboard</p> <div data-bbox="1034 1111 1385 1688" data-label="Image"> <p>The diagram shows a triangle with a double-line border. Below the triangle, the word "Triangle" is written in bold. Underneath that, "3 SIDES" and "3 CORNERS" are written in bold, stacked vertically.</p> </div>	

		<p>Teacher takes a name of another student &amp; asks. How many corners are there in a triangle?</p>	3 corners		
Difference between square and rectangle	Student differentiates between square and rectangle.	<p>Teacher explains the students that if we draw four sides with the same measurement (for ex: 5 cm), we will get a square shape. Teacher draws the sides on the whiteboard in the shape of square. It means all the sides of a square are equal.</p> <p>Teacher asks the students to see their desks carefully and observe which sides are equal?</p> <p>Good</p> <p>In rectangle, opposite sides are</p>	Opposite sides	<p>Skill of explanation Question answer method Whiteboard</p> 	

		equal.			
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**Closure:** So students, today we did the revision of “Shapes”.

- How many sides are there in a circle?
- How many corners are there in a triangle?

**Home Assignment:**

- Learn the properties of the shapes discussed in the classroom.

**Signature of Supervisor**



## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 21/02/2022

Topic: Shapes (Oral Revision)

Lesson Plan No. 6

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great. Students were interacting with me during the class and asking their doubts.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 7**

**Date: 23/02/2022**

**Name of the Practicing School: Victory World School**

**Class & Section: 6<sup>th</sup>**

**Period: III**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Ratio (Revision)**

**Specific Objectives:** After the class, students will be able to

1. Form ratio for the group of objects or number.
2. Recall the concepts of ratio.
3. Solve the word problems.

**Previous Knowledge:** Students have general knowledge about ratio.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is Ratio?	Ratio is a comparison of two quantities.
Ratio can be written as _____.	Fractions or Colon
In a class, there are 35 boys and 25 girls. What is the ratio of number of girls to the total number of students?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to do the revision of “Ratio”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
In a class, there are 35 boys	Student solves the word problem of	Student teacher will write the	Student whose name is	Recalling of concepts Question answer method Inductive-deductive	

<p>and 25 girls. What is the ratio of number of girls to the total number of students?</p>	<p>ratio.</p>	<p>major details of the questions on the board and take the name of a student.</p> <p>Teacher will give the positive reinforcement to the students if the answer is correct and corrects him/her if the answer is wrong.</p>	<p>taken will solve the problem on the whiteboard . Other students will watch the solution carefully.</p>	<p>approach Whiteboard</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>No. of Boys = 35</p> <p>No. of Girls = 25</p> <p>Ratio of no. of girls to the total number of students = ?</p> </div>	
<p>The length of a rectangle is 5 m and breadth is 300 cm. What is the ratio of the length of a rectangle to the breadth of a rectangle ?</p>	<p>Student solves the word problem of ratio.</p>	<p>Student teacher will write the major details of the questions on the board and take the name of a student.</p> <p>Teacher will give the positive reinforcement to the students if</p>	<p>Student whose name is taken will solve the problem on the whiteboard . Other students will watch the solution carefully.</p>	<p>Recalling of concepts Question answer method Inductive-deductive approach Whiteboard</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Length of a rectangle = 5m</p> <p>Breadth of a rectangle = 300cm</p> <p>Ratio of length to the breadth of a rectangle = ?</p> </div>	

		the answer is correct and corrects him/her if the answer is wrong.			
Rahul takes 15 minutes to reach school from his house and Sachin takes one hour to reach school from his house. Find the ratio of the time taken by Rahul to the time taken by Sachin.	Student solves the word problem of ratio.	Student teacher will write the major details of the questions on the board and take the name of a student.  Teacher will give the positive reinforcement to the students if the answer is correct and corrects him/her if the answer is wrong.	Student whose name is taken will solve the problem on the whiteboard . Other students will watch the solution carefully.	Recalling of concepts Question answer method Inductive-deductive approach Whiteboard  <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Time taken by Rahul to reach the school = 15 minutes</p> <p>Time taken by Sachin to reach the school = 1 hour</p> <p>Ratio of the time taken by Rahul to the time taken by Sachin= ?</p> </div>	
Cost of a candy is 70 paise and cost of a chocolate is Rs. 10. Find the ratio of the cost of a candy to the cost	Student solves the word problem of ratio.	Student teacher will write the major details of the questions on the board and take the name of a student.	Student whose name is taken will solve the problem on the whiteboard . Other students will watch the solution	Recalling of concepts Question answer method Inductive-deductive approach Whiteboard	

of a chocolate .		Teacher will give the positive reinforcement to the students if the answer is correct and corrects him/her if the answer is wrong.	carefully.	<div style="border: 1px solid black; padding: 5px;"> <p>Cost of a candy= 70 Paise</p> <p>Cost of a chocolate= Rs. 10</p> <p>Ratio of the cost of a candy to the cost of a chocolate= ?</p> </div>	
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**Closure:** So students, today we did the revision of “Ratio”.

- In a school, there were 73 holidays in one year. What is the ratio of the number of holidays to the number of days in one year?

**Home Assignment:**

1. Find the ratio of number of notebooks to the number of books in your bag.
2. Find the ratio of number of desks and chairs in your classroom.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 23/02/2022

Topic: Ratio (Revision)

Lesson Plan No. 7

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

**Over all comments and suggestions:-**

Signature of the Student

Signature of the Supervisor

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great. Students were actively participating in the revision of the concepts.

Signature of the Student

Signature of the Supervisor



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

**Lesson Plan No. 8**

**Date: 05/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> SW**

**Period: I**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Shapes and Space (Jump Start)**

**Specific Objectives:** After the class, students will be able to

- Identify the shapes.
- Colour the shapes according to the instructions.
- Tick and cross the various shapes.

**Previous Knowledge:** Students have general knowledge about plane figures.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the blackboard?	Rectangle
What is the shape of the wall clock?	Circle
Tell the names of plane figures.	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to a quick exercise of shapes for the jump start.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Plane Figures	Student lists out the names of different plane figures.	Teacher shows the various plane shapes on the	Students listen carefully and answer.	Recalling of concepts Question answer method Inductive-deductive approach Interactive White Board	

		interactive white board and asks the students to tell her the name of the shapes.			
Colour the shapes	Student identifies and colours the shapes according to the given instructions.	Teacher asks the students to colour the rectangle green, the triangle red, the square blue and the circle orange in their books.	Students identify the shapes and colour accordingly.	Recalling of concepts Question answer method Inductive-deductive approach	
Tick the ball and cross the box	Student identifies and tick or cross accordingly.	Teacher asks the students to identify the box in the given pictures and tick on it.  Teacher asks the students to cross the ball.	Students tick and cross accordingly.	Recalling of concepts Question answer method Inductive-deductive approach Whiteboard	

**Closure:** So students, today we did the jump revision of shapes.

- What is the shape of the classroom door?

**Home Assignment:**

1. Revise the plane shapes.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 05/04/2022

Topic: Shapes and Space (Jump Start)

Lesson Plan No. 8

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 9**

**Date: 05/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> BB**

**Period: II**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Shapes and Space (Jump Start)**

**Specific Objectives:** After the class, students will be able to

- Identify the shapes.
- Colour the shapes according to the instructions.
- Tick and cross the various shapes.

**Previous Knowledge:** Students have general knowledge about plane figures.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the blackboard?	Rectangle
What is the shape of the wall clock?	Circle
Tell the names of plane figures.	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to a quick exercise of shapes for the jump start.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Plane Figures	Student lists out the names of different plane figures.	Teacher shows the various plane shapes on the	Students listen carefully and answer.	Recalling of concepts Question answer method Inductive-deductive approach Interactive White Board	

		interactive white board and asks the students to tell her the name of the shapes.			
Colour the shapes	Student identifies and colours the shapes according to the given instructions.	Teacher asks the students to colour the rectangle green, the triangle red, the square blue and the circle orange in their books.	Students identify the shapes and colour accordingly.	Recalling of concepts Question answer method Inductive-deductive approach	
Tick the ball and cross the box	Student identifies and tick or cross accordingly.	Teacher asks the students to identify the box in the given pictures and tick on it.  Teacher asks the students to cross the ball.	Students tick and cross accordingly.	Recalling of concepts Question answer method Inductive-deductive approach Whiteboard	

**Closure:** So students, today we did the jump revision of shapes.

- What is the shape of the classroom door?

**Home Assignment:**

1. Revise the plane shapes.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 05/04/2022

Topic: Shapes and Space (Jump Start)

Lesson Plan No. 9

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor



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

**Lesson Plan No. 10**

**Date: 06/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> SW**

**Period: I**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Solid Shapes (Ex 1.1)**

**Specific Objectives:** After the class, students will be able to

- Identify the solid shapes.
- Tick the objects with the same shapes.
- Match the objects with the name of their shapes.

**Previous Knowledge:** Students have general knowledge about plane figures.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the blackboard?	Rectangle
What is the shape of the wall clock?	Circle
What is the shape of your water bottles?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to study “Solid Shapes”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Introduction of Solid Shapes	Student lists out the names of different solid shapes.	Teacher explains the students that solid shapes are the shapes	Students listen carefully.	Inductive-deductive approach Interactive White Board	

		<p>which we can touch or hold in our hands. Ex: Water bottle, pencil box etc.</p> <p>Teacher explains the various types of solid shapes by showing them the pictures of solid objects on TN.</p> <p>There are various types of solid shapes. The major ones are:</p> <p>Cube (Dice)  Cuboid (Pencil Box)  Cylinder (Water Bottle)  Cone (Birthday hat)  Sphere (Ball)</p>			
<p>Tick the object that has the same shape as each of the given solid shapes.</p>	<p>Student identifies and ticks the object that has the same shape as given.</p>	<p>Teacher asks the students to identify the object that has the same shape as given and tick it.</p> <p>Teacher guides the students to complete</p>	<p>Students identify the shapes and tick it.</p>	<p>Question answer method  Inductive-deductive approach</p>	

		their book exercise.			
Match the objects with the name of their shapes.	Student identifies and matches the shapes with their names.	Teacher asks the students to identify the shapes and match it with their correct names.  Teacher tells the spellings of the name of the shapes so that students can find the correct names of the shapes.	Students identify and match the objects.	Question answer method Inductive-deductive approach Interactive Whiteboard	

**Closure:** So students, today we studied about “Solid Shapes”.

- What is the shape of your pencil boxes?

**Home Assignment:**

1. Revise the solid shapes.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 06/04/2022

Topic: Solid Shapes (Ex 1.1)

Lesson Plan No. 10

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 11**

**Date: 06/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> BB**

**Period: II**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Solid Shapes (Ex 1.1)**

**Specific Objectives:** After the class, students will be able to

- Identify the solid shapes.
- Tick the objects with the same shapes.
- Match the objects with the name of their shapes.

**Previous Knowledge:** Students have general knowledge about plane figures.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the blackboard?	Rectangle
What is the shape of the wall clock?	Circle
What is the shape of your water bottles?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to study “Solid Shapes”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Introduction of Solid Shapes	Student lists out the names of different solid shapes.	Teacher explains the students that solid shapes are the shapes	Students listen carefully.	Inductive-deductive approach Interactive White Board	

		<p>which we can touch or hold in our hands. Ex: Water bottle, pencil box etc.</p> <p>Teacher explains the various types of solid shapes by showing them the pictures of solid objects on TN.</p> <p>There are various types of solid shapes. The major ones are:</p> <p>Cube (Dice) Cuboid (Pencil Box) Cylinder (Water Bottle) Cone (Birthday hat) Sphere (Ball)</p>			
<p>Tick the object that has the same shape as each of the given solid shapes.</p>	<p>Student identifies and ticks the object that has the same shape as given.</p>	<p>Teacher asks the students to identify the object that has the same shape as given and tick it.</p> <p>Teacher guides the students to complete</p>	<p>Students identify the shapes and tick it.</p>	<p>Question answer method Inductive-deductive approach</p>	

		their book exercise.			
Match the objects with the name of their shapes.	Student identifies and matches the shapes with their names.	Teacher asks the students to identify the shapes and match it with their correct names.  Teacher tells the spellings of the name of the shapes so that students can find the correct names of the shapes.	Students identify and match the objects.	Question answer method Inductive-deductive approach Interactive Whiteboard	

**Closure:** So students, today we studied about “Solid Shapes”.

- What is the shape of your pencil boxes?

**Home Assignment:**

1. Revise the solid shapes.

**Signature of Supervisor**



## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 06/04/2022

Topic: Solid Shapes (Ex 1.1)

Lesson Plan No. 11

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 12**

**Date: 07/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> SW**

**Period: I**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Roll and Slide**

**Specific Objectives:** After the class, students will be able to

- Identify objects that roll and slide.
- Explain the reason why rolling and sliding objects rolls and slides respectively.

**Previous Knowledge:** Students have general knowledge about solid shapes.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the water bottle?	Cylinder
What is the shape of the book?	Cuboid
Does a book rolls or slides?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to study “Roll and Slide”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Introduction of Roll and Slide	Student identifies the rolling and sliding objects.	Teacher demonstrates the students that water bottle rolls and books slide with	Students listen carefully.	Inductive-deductive approach Interactive White Board TN Video Realia	

		the help of TN video.			
Roll	Student explains the reason behind the rolling objects.	Teacher explains with the help of TN video that rolling objects have a round face that's why they roll.	Students listen and watch the video carefully.	TN Video Realia Demonstration	
Slide	Student explains the reason behind the sliding objects.	Teacher explains with the help of TN video that sliding objects have a flat face that's why they slide.	Students listen and watch the video carefully.	TN Video Realia Demonstration	

**Closure:** So students, today we studied about “Roll and Slide”.

- A water bottle has a curved face. So, it rolls or slides.

**Home Assignment:**

1. Revise the roll and slide.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 07/04/2022

Topic: Roll and Slide

Lesson Plan No. 12

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 13**

**Date: 07/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> BB**

**Period: II**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Roll and Slide**

**Specific Objectives:** After the class, students will be able to

- Identify objects that roll and slide.
- Explain the reason why rolling and sliding objects rolls and slides respectively.

**Previous Knowledge:** Students have general knowledge about solid shapes.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the water bottle?	Cylinder
What is the shape of the book?	Cuboid
Does a book rolls or slides?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to study “Roll and Slide”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Introduction of Roll and Slide	Student identifies the rolling and sliding objects.	Teacher demonstrates the students that water bottle rolls and books slide with	Students listen carefully.	Inductive-deductive approach Interactive White Board TN Video Realia	

		the help of TN video.			
Roll	Student explains the reason behind the rolling objects.	Teacher explains with the help of TN video that rolling objects have a round face that's why they roll.	Students listen and watch the video carefully.	TN Video Realia Demonstration	
Slide	Student explains the reason behind the sliding objects.	Teacher explains with the help of TN video that sliding objects have a flat face that's why they slide.	Students listen and watch the video carefully.	TN Video Realia Demonstration	

**Closure:** So students, today we studied about “Roll and Slide”.

- A water bottle has a curved face. So, it rolls or slides.

**Home Assignment:**

1. Revise the roll and slide.

**Signature of Supervisor**



## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 07/04/2022

Topic: Roll and Slide

Lesson Plan No. 13

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 14**

**Date: 08/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> SW**

**Period: I**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Roll and Slide (Ex 1.2)**

**Specific Objectives:** After the class, students will be able to

- Identify objects that roll and slide.
- Solve the given problems.
- Explain the reason why rolling and sliding objects rolls and slides respectively.

**Previous Knowledge:** Students have general knowledge about solid shapes.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the water bottle?	Cylinder
What is the shape of the book?	Cuboid
Does a book rolls or slides?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to solve the exercise of the topic “Roll and Slide”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Write R for the objects that roll	Student identifies and writes R or S in the box given	Teacher asks the students to identify the object	Students identify the objects and mark them.	Question answer method Inductive-deductive approach	

and S for the objects that slide.	with the picture.	and mark them rolling or sliding by writing R or S.  Teacher guides the students to complete their book exercise.			
Fill in the blanks.	Student fills the blanks.	Teacher opens the same exercise on TN board and asks the students one by one.	Students fill the blanks.	Question answer method Inductive-deductive approach Interactive Whiteboard	
Circle the correct options.	Student circles the correct option between rolls or slides.	Teacher asks the questions to the students and guides them to circle the correct answer.	Students circle the correct options.	Question answer method Inductive-deductive approach Interactive Whiteboard	

**Closure:** So students, today we solved the book exercise of the topic “Roll and Slide”.

- A book has a flat face. So, it rolls or slides.

**Home Assignment:**

1. Revise the roll and slide.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 08/04/2022

Topic: Roll and Slide (Ex 1.2)

Lesson Plan No. 14

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 15**

**Date: 08/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> BB**

**Period: V**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Roll and Slide (Ex 1.2)**

**Specific Objectives:** After the class, students will be able to

- Identify objects that roll and slide.
- Solve the given problems.
- Explain the reason why rolling and sliding objects rolls and slides respectively.

**Previous Knowledge:** Students have general knowledge about solid shapes.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the water bottle?	Cylinder
What is the shape of the book?	Cuboid
Does a book rolls or slides?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to solve the exercise of the topic “Roll and Slide”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Write R for the objects that roll	Student identifies and writes R or S in the box given	Teacher asks the students to identify the object	Students identify the objects and mark them.	Question answer method Inductive-deductive approach	

and S for the objects that slide.	with the picture.	and mark them rolling or sliding by writing R or S.  Teacher guides the students to complete their book exercise.			
Fill in the blanks.	Student fills the blanks.	Teacher opens the same exercise on TN board and asks the students one by one.	Students fill the blanks.	Question answer method Inductive-deductive approach Interactive Whiteboard	
Circle the correct options.	Student circles the correct option between rolls or slides.	Teacher asks the questions to the students and guides them to circle the correct answer.	Students circle the correct options.	Question answer method Inductive-deductive approach Interactive Whiteboard	

**Closure:** So students, today we solved the book exercise of the topic “Roll and Slide”.

- A book has a flat face. So, it rolls or slides.

**Home Assignment:**

1. Revise the roll and slide.

**Signature of Supervisor**



## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 08/04/2022

Topic: Roll and Slide (Ex 1.2)

Lesson Plan No. 15

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 16**

**Date: 11/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> SW**

**Period: I**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Introduction of Flat Shapes**

**Specific Objectives:** After the class, students will be able to

- Identify the flat shapes.
- Draw and write the name of flat shapes.
- Differentiate between the various types of flat shapes.

**Previous Knowledge:** Students have general knowledge about plane shapes.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

<b>Questions</b>	<b>Expected Answers</b>
What is the shape of the window?	Rectangle
What is the shape of the photo frame?	Rectangle
Give an example of flat shape.	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to study “Flat Shapes”.


**Presentation**

<b>Teaching Point</b>	<b>Behavioural Objectives</b>	<b>Student Teacher's Activities</b>	<b>Students Expected Activities</b>	<b>Methods/Techniques, Teaching Aids &amp; Chalk Board Work</b>	<b>Evaluation</b>
Flat Shapes	Student explains the meaning of flat shapes.	Teacher explains the students that flat shapes are those shapes which have	Students listen carefully.	TN board Inductive approach	

		<p>flat face like book, table etc.</p> <p>Mainly there are four types of flat shapes:</p> <p>Square Rectangle Triangle Circle</p> <p>Teacher shows a video on the TN board.</p>			
Square	Student identifies the sides and corners of a square.	<p>Teacher explains the students that when we join two dots, it makes a side.</p> <p>Now, count the sides of a square.</p> <p>V. Good</p> <p>How many corners are there?</p>	<p>Students listen carefully.</p> <p>4</p> <p>4</p>	<p>Question answer method</p> <p>Inductive-deductive approach</p> <p>Interactive Whiteboard</p>	
Rectangle	Student identifies the sides and corners of a rectangle.	<p>Teacher explains the students that when we join two dots, it makes a side.</p> <p>Now, count the sides of a rectangle.</p> <p>V. Good</p> <p>How many corners are there?</p>	<p>Students listen carefully.</p> <p>4</p> <p>4</p>	<p>Question answer method</p> <p>Inductive-deductive approach</p> <p>Interactive Whiteboard</p>	
Triangle	Student identifies the	Teacher explains the	Students listen	<p>Question answer method</p> <p>Inductive-deductive</p>	

	sides and corners of a triangle.	students that when we join two dots, it makes a side. Now, count the sides of a triangle. V. Good How many corners are there?	carefully.  3  3	approach Interactive Whiteboard	
Circle	Student identifies the sides and corners of a circle.	Teacher explains the students that when we join two dots, it makes a side. Now, count the sides of a circle. V. Good How many corners are there?	Students listen carefully.  There are no sides in a circle.  Zero	Question answer method Inductive-deductive approach Interactive Whiteboard	

**Closure:** So students, today we studied “Flat Shapes”.

- Which shape is this? 

**Home Assignment:**

1. Revise the names of the flat shapes.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 11/04/2022

Topic: Introduction of Flat Shapes

Lesson Plan No. 16

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 17**

**Date: 11/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> BB**

**Period: II**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Introduction of Flat Shapes**

**Specific Objectives:** After the class, students will be able to

- Identify the flat shapes.
- Draw and write the name of flat shapes.
- Differentiate between the various types of flat shapes.

**Previous Knowledge:** Students have general knowledge about plane shapes.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the window?	Rectangle
What is the shape of the photo frame?	Rectangle
Give an example of flat shape.	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to study “Flat Shapes”.

**Presentation**


Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Flat Shapes	Student explains the meaning of flat shapes.	Teacher explains the students that flat shapes are those shapes which have	Students listen carefully.	TN board Inductive approach	



		<p>flat face like book, table etc.</p> <p>Mainly there are four types of flat shapes:</p> <p>Square Rectangle Triangle Circle</p> <p>Teacher shows a video on the TN board.</p>			
Square	Student identifies the sides and corners of a square.	<p>Teacher explains the students that when we join two dots, it makes a side.</p> <p>Now, count the sides of a square.</p> <p>V. Good</p> <p>How many corners are there?</p>	<p>Students listen carefully.</p> <p>4</p> <p>4</p>	<p>Question answer method</p> <p>Inductive-deductive approach</p> <p>Interactive Whiteboard</p>	
Rectangle	Student identifies the sides and corners of a rectangle.	<p>Teacher explains the students that when we join two dots, it makes a side.</p> <p>Now, count the sides of a rectangle.</p> <p>V. Good</p> <p>How many corners are there?</p>	<p>Students listen carefully.</p> <p>4</p> <p>4</p>	<p>Question answer method</p> <p>Inductive-deductive approach</p> <p>Interactive Whiteboard</p>	
Triangle	Student identifies the	Teacher explains the	Students listen	<p>Question answer method</p> <p>Inductive-deductive</p>	

	sides and corners of a triangle.	students that when we join two dots, it makes a side. Now, count the sides of a triangle. V. Good How many corners are there?	carefully.  3  3	approach Interactive Whiteboard	
Circle	Student identifies the sides and corners of a circle.	Teacher explains the students that when we join two dots, it makes a side. Now, count the sides of a circle. V. Good How many corners are there?	Students listen carefully.  There are no sides in a circle.  Zero	Question answer method Inductive-deductive approach Interactive Whiteboard	

**Closure:** So students, today we studied “Flat Shapes”.

- Which shape is this? 

**Home Assignment:**

1. Revise the names of the flat shapes.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 11/04/2022

Topic: Introduction of Flat Shapes

Lesson Plan No. 17

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

**Over all comments and suggestions:-**

Signature of the Student

Signature of the Supervisor

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 18**

**Date: 12/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> SW**

**Period: I**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Flat Shapes (Ex 1.3)**

**Specific Objectives:** After the class, students will be able to

- Identify the flat shapes.
- Solve the given problems.
- Join the dots to make flat shapes.

**Previous Knowledge:** Students have general knowledge about plane shapes.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the clock?	Circle
What is the shape of the door?	Rectangle
What is the shape of a sandwich?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to solve the exercise of the topic “Flat Shapes”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher's Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Colour the butterfly according to the colour	Student identifies the shapes and colours them accordingly.	Teacher asks the students to identify the shapes and colour the circles	Students identify the colour them.	Question answer method Inductive-deductive approach	

given for each shape.		<p>blue, triangles green, rectangles pink and squares pink.</p> <p>Teacher guides the students to complete their book exercise.</p>			
Join the dots to make flat shapes.	Student joins the dots to make the flat shapes.	<p>Teacher opens the same exercise on TN board and asks the students one by one to join the dots on the TN board.</p> <p>Teacher asks the students to join the dots in their books too.</p>	Students join the dots and make the shapes.	<p>Question answer method Inductive-deductive approach Interactive Whiteboard</p>	
Match the objects with the names of their shapes.	Student matches the objects with the names of their shapes.	<p>Teacher opens the same exercise on TN board and asks the students one by one to match the objects on the TN board.</p> <p>Teacher asks the students to match in their books too.</p>	Students match the correct shapes.	<p>Question answer method Inductive-deductive approach Interactive Whiteboard</p>	

**Closure:** So students, today we solved the book exercise of the topic “Flat Shapes”.

- What is the shape of a sandwich?
- What is the shape of our national flag?

**Home Assignment:**

1. Revise the flat shapes.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 12/04/2022

Topic: Flat Shapes (Ex 1.3)

Lesson Plan No. 18

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**



## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 19**

**Date: 13/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> BB**

**Period: II**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Flat Shapes (Ex 1.3)**

**Specific Objectives:** After the class, students will be able to

- Identify the flat shapes.
- Solve the given problems.
- Join the dots to make flat shapes.

**Previous Knowledge:** Students have general knowledge about plane shapes.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

<b>Questions</b>	<b>Expected Answers</b>
What is the shape of the clock?	Circle
What is the shape of the door?	Rectangle
What is the shape of a sandwich?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to solve the exercise of the topic “Flat Shapes”.

**Presentation**

<b>Teaching Point</b>	<b>Behavioural Objectives</b>	<b>Student Teacher's Activities</b>	<b>Students Expected Activities</b>	<b>Methods/Techniques, Teaching Aids &amp; Chalk Board Work</b>	<b>Evaluation</b>
Colour the butterfly according to the colour	Student identifies the shapes and colours them accordingly.	Teacher asks the students to identify the shapes and colour the circles	Students identify the colour them.	Question answer method Inductive-deductive approach	

given for each shape.		<p>blue, triangles green, rectangles pink and squares pink.</p> <p>Teacher guides the students to complete their book exercise.</p>			
Join the dots to make flat shapes.	Student joins the dots to make the flat shapes.	<p>Teacher opens the same exercise on TN board and asks the students one by one to join the dots on the TN board.</p> <p>Teacher asks the students to join the dots in their books too.</p>	Students join the dots and make the shapes.	<p>Question answer method Inductive-deductive approach Interactive Whiteboard</p>	
Match the objects with the names of their shapes.	Student matches the objects with the names of their shapes.	<p>Teacher opens the same exercise on TN board and asks the students one by one to match the objects on the TN board.</p> <p>Teacher asks the students to match in their books too.</p>	Students match the correct shapes.	<p>Question answer method Inductive-deductive approach Interactive Whiteboard</p>	

**Closure:** So students, today we solved the book exercise of the topic “Flat Shapes”.

- What is the shape of a sandwich?
- What is the shape of our national flag?

**Home Assignment:**

1. Revise the flat shapes.

**Signature of Supervisor**

## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 12/04/2022

Topic: Flat Shapes (Ex 1.3)

Lesson Plan No. 19

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

Signature of the Student

Signature of the Supervisor

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

**Lesson Plan No. 20**

**Date: 13/04/2022**

**Name of the Practicing School: Sheoran International School**

**Class & Section: 1<sup>st</sup> SW**

**Period: I**

**Duration: 40 minutes**

**Subject: Mathematics**

**Topic: Flat Shapes – Activity (My Picture)**

**Specific Objectives:** After the class, students will be able to

- Identify the flat shapes.
- Solve the given problems.
- Join the dots to make flat shapes.

**Previous Knowledge:** Students have general knowledge about plane shapes.

**Introduction:** Student teacher will ask some questions to the students to introduce the topic.

Questions	Expected Answers
What is the shape of the clock?	Circle
What is the shape of the door?	Rectangle
What is the shape of a sandwich?	No Response (Problematic Question)

**Announcement of the Topic:** So students, today we are going to do an activity “My Picture”.

**Presentation**

Teaching Point	Behavioural Objectives	Student Teacher’s Activities	Students Expected Activities	Methods/Techniques, Teaching Aids & Chalk Board Work	Evaluation
Activity (My Picture)	Student identifies the shapes and uses the cut	Teacher introduces an activity to the students	Students make the pictures by pasting the	Activity Art Integration & Creativity	

	outs of the shapes to make a picture.	in which they have to make a picture using the cut outs of the flat shapes. Teacher distributes an A4 sheet and cut outs. Teacher asks the students to make a picture of their wish with the cut outs.	cut outs on the A4 sheet.		
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**Closure:** So students, today we did an activity “My Picture”.

- What is the shape of a sandwich?
- What is the shape of our national flag?

**Home Assignment:**

1. Revise flat shapes.

**Signature of Supervisor**



## Evaluation of Lesson

Name of Pupil Teacher: Swati

Date: 13/04/2022

Topic: Flat Shapes Activity (My Picture)

Lesson Plan No. 20

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

**Over all comments and suggestions:-**

**Signature of the Student**

**Signature of the Supervisor**

## Journal

(Description of self-experience by the Student-Teacher after teaching)

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

**Over all experience and suggestion for any future teaching from myself:-**

Overall, experience was great.

**Signature of the Student**

**Signature of the Supervisor**