Metric 2.4.12- Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self
- 2. Peers (fellow interns)
- 3. Teachers / School* Teachers
- 4. Principal / School* Principal
- 5. B.Ed Students / School* Students

Clarification Asked-

Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) Two filled in sample observation formats for each of the claimed assessors

Response-

1. Two filled in sample observation formats for each of the claimed assessors are attached. (Appendix-I)

Appendix-I

Peer feedback 2018-1

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher: Shweta Tiwan and Prachi Pawar Subject: Secretarial practice ropic: Qualities of Secretarie: 12/2/19 (Use Tick Mark) I. Set induction Topic Demonstration Use of Previous Knowledge Posing intriguing Analogy Problem Teaching aids Questioning Narration Story Telling II Stimulus Variation (Tick Mark) Questioning Narration B.B. Work **Pictures** Diagrams Models Maps Charts Experiment Demonstration . Dramatization Recitation Model Reading Model Recitation Any other (Re. Extent of use: Teachnique of using. Selection etc.) III. Questioning Faulty Qs: (Tally mark frequency, note down examples) Repetition of Q Suggestive O Changing form of Q Easy Mannerisms in Q e.g. Yes? Grammatical error in O Vague Q Double Barreled Q Difficult Echo Q Elliptical O O not relevant to-content Yes/No Q Adequancy: Few/sufficient too many IV. Response to pupil's Answer and Reinforcement (Tally Mark) Correct Answers: Verbal Reinforcement: Yes Right \checkmark Good V. Good Exactly That's right Correct Excellent Non - verbal Reinforcement: Incorrect Answers: Mocking Gentle indication Harsh remark not indication Pratially Correct Answer: No indication Further questioning of pupils Further questioning of other pupils Further questioning of other pupils and then questioning of first pupil

Mannerism in Reinforcement : e.g. repeating answer Handling of answer of pupils: v.good/good/average/poor/v. poor Suggestions: Give more examples in explaination



	excessive ·	adequa	pard rav	יכופטי	#4 : 109K		
	Student-Student Student-Teacher Suggestions :	~			noopeti je		
VI.	Closure: (Tick Mark) Summary: adequate/too brief/too lengt Developed by response of pupils Developed by teacher Developed at the end of the lesson Developed at specific points in the lesson		M storr) o	ottama V			
VII.	Evaluation:						
	Followed same sequence as in lesson Variety		Good/Ave				
	Different techniques were used Core elements were evaluated		Good/Av	erage/I	Poor		
	Major objectives of lesson evaluated C. B. Work well organised		Good/Av Good/Av Good/Av	erage/I	Poor		
	C. B. Work neat C. B. Work handwriting good Suggestions:		Good/Av	-			
	I. Class-room Management : Good/Average/Poor Teachers efforts of maintaining discipling Suggestions :	ne Good/1	Average/I	Poor	Beylight G oVI\se anagen	H Y	
IX.	Plan implementation (Tick Mark) Extent to which		V.good	Good	Average	Poor	V.Po
	1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved	1d 22222 16			<u></u>		
	5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter			ji is	1		
	8. Usage of language 9. Usage of teaching aids 10. Creation of rapport with the class			~	eniber o priedra		
	10. Oreation of tapport						

Supervision Check List

Name of School Teacher: Topic: Date: 29/08/202/

(Use Tick Mark)

I. Set induction

Topic

Demonstration

Use of Previous Knowledge

Posing intriguing

Analogy

Ouestioning Narration

Problem

Teaching aids Story Telling

II Stimulus Variation (Tick Mark)

Ouestioning.

Narration

B.B. Work

Pictures

Diagrams

Models

Maps

Charts

Experiment

Demonstration

Dramatization

Recitation

Model Reading

Model Recitation

Any other

(Re. Extent of use : Teachnique of using. Selection etc.)

III. Questioning

Faulty Qs: (Tally mark frequency, note down examples)

Repetition of Q

Suggestive Q

Changing form of Q

Easy

Mannerisms in Q e.g. Yes?

Grammatical error in Q

Vague Q

Double Barreled Q

Difficult

Echo Q

Elliptical Q

Q not relevant to-content

Yes/No Q

Adequancy: Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers:

Verbal Reinforcement:

Yes

Right

Good

V. Good

Exactly

That's right

Correct

Excellent

Non - verbal Reinforcement:

Incorrect Answers:

Mocking

Gentle indication



	Harsh remark	not indication	
	Pratially Correct Answer :		
	No indication		
	Further questioning of pupils		
	Further questioning of other pupils.		
	Further questioning of other pupils	and	
	then questioning of first pupil		
	Mannerism in Reinforcement: e.g. r		
	Handling of answer of pupils : v.goo	d/good/average/po	or/v. poor
	Suggestions:		
V.	Class-room interaction (Tick Mark)		
	excessive	adequate	insufficient
	Teacher-Student		1
	Student-Student		
	Student-Teacher		
	Suggestions:		
VI.	Closure: (Tick Mark)		
	Summary: adequate/too brief/too	lengthy	
	Developed by response of pupils		
	Developed by teacher		20
	Developed at the end of the lesson	L	

VII. Evaluation:

Followed same sequence as in lesson Variety
Different techniques were used
Core elements were evaluated
Major objectives of lesson evaluated
C. B. Work well organised
C. B. Work neat
C. B. Work handwriting good
Suggestions:

Developed at specific points in the lesson

Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor



VIII. Class-room Management:

Good/Average/Poor

Teachers efforts of maintaining discipline Good/Average/Poor

Suggestions:

IX. Plan implementation (Tick Mark) Extent to which

1. Objectives were kept in view		
2. Objectives were realised		
3. Interest created in pupils		
4. Pupils were involved		
5. Teacher's preparation		
6. Teacher's mastery on method		
7. Teacher's mastery on subject matter		
8. Usage of language		
9. Usage of teaching aids		
10. Creation of rapport with the class		
7. Teacher's mastery on subject matter8. Usage of language9. Usage of teaching aids	 	

Good	Average	Poor	V.Poor
	Good	Good Average	Good Average Poor

Suggestions:



Supervision Check List

Name of School Teacher: Smit	a Pal	·
	4 1 1 1 1 1 2 2 2	1-10100

Subject: Science Topic: Nutrition Date: 1519122 and Diet

(Use Tick Mark)

I. Set induction Topic

Demonstration Use of Previous Knowledge Posing intriguing

Analogy Problem
Teaching aids Questioning Narration

Story Telling

II Stimulus Variation (Tick Mark)

QuestioningNarrationB.B. WorkPicturesDiagramsModelsMapsChartsExperiment

Demonstration Dramatization Recitation

Model Reading Model Recitation Any other

(Re. Extent of use: Technique of using. Selection etc.)

III. Questioning

Faulty Qs: (Tally mark frequency, note down examples)

Repetition of Q Suggestive Q

Mannerisms in Q e.g. Yes?

Vague Q

Grammatical error in Q

Double Barreled Q

Difficult Echo Q

Elliptical Q Q not relevant to-content

Yes/No Q Adequancy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers:

Verbal Reinforcement:

Right Good V. Good
Exactly That's right Correct Excellent

Non - verbal Reinforcement :

Incorrect Answers:

Mocking Gentle indication
Harsh remark not indication

Pratially Correct Answer:

No indication

Further questioning of pupils

Further questioning of other pupils

Further questioning of other pupils and

then questioning of first pupil

Mannerism in Reinforcement: e.g. repeating answer

Handling of answer of pupils: v.good/good/average/poor/v. poor

Suggestions:



V. Class-room interaction (Tick Mark) excessive add Teacher-Student Student-Student Student-Teacher Suggestions:	dequate insufficient	
VI. Closure: (Tick Mark) Summary: adequate/too brief/too lengthy Developed by response of pupils Developed by teacher Developed at the end of the lesson Developed at specific points in the lesson		0
VII. Evaluation: Followed same sequence as in lesson Variety Different techniques were used Core elements were evaluated Major objectives of lesson evaluated C. B. Work well organised C. B. Work neat C. B. Work handwriting good Suggestions:	Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor	
VIII. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discipline (Suggestions:	Good/Average/Poor	
IX. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved	V.Good Good Average Poor	V.Poor
5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language 9. Usage of teaching aids 10. Creation of rapport with the class		
Suggestions: - Overall good.	WE OF EDU	

	Supervision	n Check List	<u> </u>	25
Student Name of School Teacher:	मध्रा	नी पाडेय	Ţ	
Subject: - TE-S (3)4) Topic :	रया करेंग	II dal Date:	17/12023
	(Use Ti	ick Mark)		
I. Set induction			Topic	
Demonstration	Use of Previo	us Knowledge	Posing int	riguing
Analogy		1	Problem	
Teaching aids		Questioning	Narration	
Story Telling		3		
II Stimulus Variation (Tick	Mark)			
	Narration		B.B. Work	
Pictures	Diagrams		Models Experiment	
Maps	Charts Dramatization		Recitation	
Demonstration	Model Recitat		Any other	
Model Reading (Re. E.	xtent of use :	Teachnique of	using. Selectio	n etc.)
III. Questioning				
Faulty Qs : (Tally mark	frequency, no	ote down exam	nples)	
Repetition of Q		Suggestive Q		
Changing form of Q	~	Lasy	i- O	
Mannerisms in Q e.g.	les?	Grammatical Double Barre		
Vague Q		Echo Q	ica Q	
Difficult		O not relevan	it to-content	
Elliptical Q Yes/No Q		Adequancy:	Few/sufficient	too many
IV. Response to pupil's Ar	swer and Rei	nforcement (T	ally Mark)	
Correct Answers:				
Verbal Reinforcement	:		7.1	. Good
Yes	Right	Good		Excellent
Exactly	That's right	Correc		
Non - verbal Reinforce	ement:			E
Incorrect Answers : Mocking	_	Centle indica	ation	14
Harsh remark		not indicatio	n	
Pratially Correct Answ	ver:			
No indication				
Further questioning o	f pupils			
Further questioning of Further questioning of	other pupils	and		
then questioning of fi	rst pupil	13.1		
To im Doinfor	cement eg.	repeating ans	wer	
Mannerism in Reimor Handling of answer of	f pupils : v.goo	od/good/avera	age/poor/v. poo	EGE OF
. /		अंगिर वर		KALYANIE

스타트 : 그리지 : [17] [18] [18] [18] [18] [18] [18] [18] [18	adequ	ate	ir	sufficien	.t	
Teacher-Student		12141		in the state of the		
Student-StudentStudent-Teacher						
Suggestions:						
			.anti			
VI. Closure: (Tick Mark)						
Summary: adequate/too brief/too le	engthy			· gelmi		
Developed by response of pupils						
Developed by teacher						
Developed at the end of the lesson						
Developed at specific points in the le	sson	11				
/II. Evaluation:						
Followed same sequence as in lesson	5000	Good/A	veroce /	Poor		
Variety	Evicite Harry	Good/A	Control of the Contro			
Different techniques were used		Good/A				
Core elements were evaluated		Good/A	-			
Major objectives of lesson evaluated				Poor		
C. B. Work well organised		Good/Av				
C. B. Work neat		Good/Av	man has been the common to the			
C. B. Work handwriting good			verage/			
o. B. worn namawithing good		doud/11	01450/	To the second second second second		
Suggestions: पात्रक लेखन	HIN	2	<u>orag</u> o,			
Suggestions: पात्रक लीखन	त्पब्ट	E	orago,			
Suggestions: Word Aleron Management:	स्पब्ट	اع ا	e actor			
Suggestions: word of self- III. Class-room Management: Good/Average/Poor	HOZ Poline Good/	٢ ا ع	of economic			
Suggestions: Word Aleron III. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip	FU OC	٢ ا ع	of economic			
Suggestions: Word Alexander Suggestions: World Alexander Suggestions: Suggestions:	Ploc oline Good/	٢ ا ع	of economic			
Suggestions: Uncled Carlot III. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: K. Plan implementation (Tick Mark)	स्पब्द pline Good/	Average/	Poor	entre, 7 Ferge V Reddyr 2 Okopili 3 OVI (as Y	Poor	V.Poo
Suggestions: World Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: C. Plan implementation (Tick Mark) Extent to which	FURZ	٢ ا ع	of economic		Poor	V.Poo
Suggestions: World Carlot III. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: K. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view	FURZ	Average/	Poor	Average	Poor	V.Poo
Suggestions: Unclosed Carlot III. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: X. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised	cline Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot III. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: X. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils	Place Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot III. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: X. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised	Place Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot VIII. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: X. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved	cline Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot III. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: X. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter	Ploc Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot III. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: X. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language	Pure Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: X. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language 9. Usage of teaching aids	cline Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot III. Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: X. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language	cline Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Class-room Management: Good/Average/Poor Teachers efforts of maintaining discip Suggestions: X. Plan implementation (Tick Mark) Extent to which 1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language 9. Usage of teaching aids	cline Good/	Average/	Poor	Average	Poor	V.Poo

	Supervis	ion Check List	
Name of School Teacher			
Subject: Mathemal	Topic	Straight line	Date : 25/03/
	(Use	Tick Mark)	
I. Set induction Demonstration Analogy Teaching aids Story Telling	Use of Prev	Top vious Knowledge Pr Questioning Na	Posing intriguing oblem
II Stimulus Variation (Ti	ck Mark)		
Questioning Pictures Maps Demonstration Model Reading	Narration Diagrams Charts Dramatizati Model Recita Extent of use:	Mode Expe on Recit	riment ation other
III. Questioning		1	
Faulty Qs : (Tally ma	rk frequency, r	ote down examples)
Repetition of Q Changing form of Q Mannerisms in Q e.g. Vague Q Difficult Elliptical Q Yes/No Q		Suggestive Q Easy Grammatical error Double Barreled Q Echo Q Q not relevant to-c	in Q
IV. Response to pupil's A Correct Answers: Verbal Reinforcement Yes Exactly Non – verbal Reinforc Incorrect Answers:	: Right That's right	Good Correct	V. Good Excellent
Mocking Harsh remark Pratially Correct Answ	ver:	Gentle indication not indication	

No indication

Further questioning of pupils

Further questioning of other pupils

Further questioning of other pupils and

then questioning of first pupil

Mannerism in Reinforcement : e.g. repeating answer

Handling of answer of pupils: v.good/good/average/poor/v. poor

Suggestions:



V.	Class-room interaction (Tick Mark)		950					
to a	excessive		adequ	ıate	in	sufficien	t	
	Teacher-Student			sarry pag y				
	Student-Student Student-Teacher		-/		300 P 100 - 100 - 100 -			
	Suggestions:	-						

VI.	Closure: (Tick Mark)							
	Summary: adequate/too brief/too Developed by response of pupils Developed by teacher Developed at the end of the lesson Developed at specific points in the		э Э					
VII.	Evaluation:							11 =
VIII	Followed same sequence as in less Variety Different techniques were used Core elements were evaluated Major objectives of lesson evaluate C. B. Work well organised C. B. Work neat C. B. Work handwriting good Suggestions: Class-room Management: Good/Average/Poor Teachers efforts of maintaining dis Suggestions:	d	Good/	Good/Av Good/Av Good/Av Good/Av Good/Av Good/Av	verage/ verage/ verage/ verage/ verage/ verage/	Poor Poor Poor Poor Poor Poor		
IX.	Plan implementation (Tick Mark) Extent to which		1	V.good	Good	Average	Poor	V.Poor
:	1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved	, ,			1 1 1 1 1 1			e P
	5. Teacher's preparation							
4	5. Teacher's mastery on method						25	
	7. Teacher's mastery on subject matter B. Usage of language				~			
	9. Usage of teaching aids							
	0. Creation of rapport with the class							

Suggestions:



Supervision Check List

----- Topic: ----- Date: -28/08/202)

(Use Tick Mark)

I. Set induction

Topic

Demonstration

Use of Previous Knowledge

Posing intriguing

Analogy

Questioning Narration

Problem

Teaching aids Story Telling

II Stimulus Variation (Tick Mark)

Questioning

Narration

B.B. Work

Pictures/

Diagrams

Models

Maps Demonstration Charts ___ Dramatization Experiment Recitation

Model Reading

Model Recitation

Any other

(Re. Extent of use: Teachnique of using. Selection etc.)

III. Questioning

Faulty Qs: (Tally mark frequency, note down examples)

Repetition of Q

Suggestive Q

Changing form of Q

Easy

Mannerisms in Q e.g. Yes?

Grammatical error in Q

Vague Q

Double Barreled Q

Difficult

Echo Q

Elliptical Q

O not relevant to-content

Yes/No Q

Adequancy: Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Right

Correct Answers:

Verbal Reinforcement:

Yes

Good

V. Good

Exactly

That's right

Correct

Excellent

Non - verbal Reinforcement:

Incorrect Answers:

Mocking

Gentle indication



Harsh remark	not indication
Pratially Correct Answer:	
No indication	
Further questioning of pupils	
Further questioning of other pupils	
Further questioning of other pupils	and
then questioning of first pupil	
Mannerism in Reinforcement : e.g. r	
Handling of answer of pupils: v.goo	d/good/average/poor/v. poor
Suggestions:	

V. (Class-room	interaction	(Tick	Marl	(ک
------	------------	-------------	-------	------	----

	excessive	adequate	insufficient
Teacher-Student			
Student-Student			
Student-Teacher			
Suggestions:			

VI. Closure: (Tick Mark)

Summary: adequate/too brief/too lengthy
Developed by response of pupils
Developed by teacher
Developed at the end of the lesson
Developed at specific points in the lesson

VII. Evaluation:

Followed same sequence as in lesson Variety
Different techniques were used
Core elements were evaluated
Major objectives of lesson evaluated
C. B. Work well organised
C. B. Work neat
C. B. Work handwriting good
Suggestions:

Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor



VIII. Class-room Management:

Good/Average/Poor

Teachers efforts of maintaining discipline Good/Average/Poor

Suggestions:

IX. Plan implementation (Tick Mark) Extent to which

1. Objectives were kept in view	
2. Objectives were realised	
3. Interest created in pupils	
4. Pupils were involved	
5. Teacher's preparation	
6. Teacher's mastery on method	
7. Teacher's mastery on subject matter	
8. Usage of language	
9. Usage of teaching aids	
10. Creation of rapport with the class	

V.good	Good	Average	Poor	V.Poor
/				
/				
		_		

Suggestions:



SAKET (OLLEGE OF EDUCATION B.Ed 2019-20 SYBFO SEMIII JADHAV KIRTI DAYANAND SUB-LESSON PLAN

ASSINGMENT :- INTERNSHIP PROGRAM

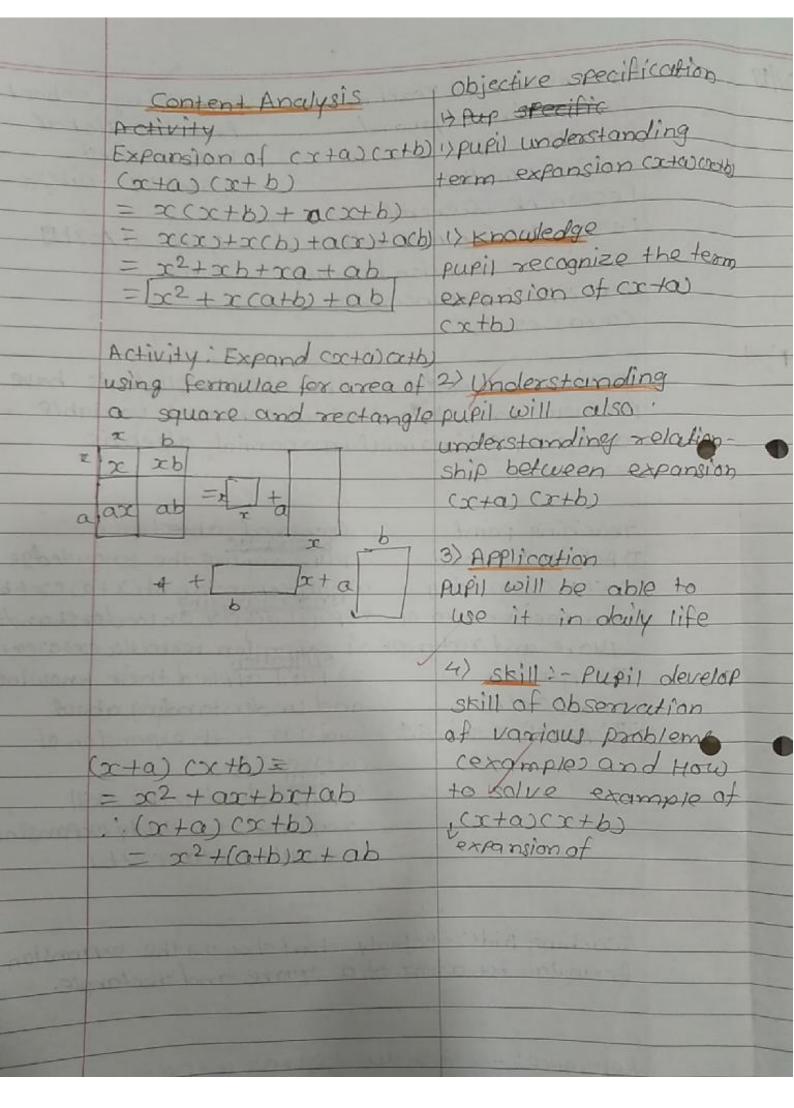
10C	15	Page No.	
Date	1	1	

CNO	lesson Name.	Observer	sign	Remark
15		profassor		1
1)	practice teaching			1
	lesson plan		and	
	Leason 1	Jitendra sir	-34	
	lesson-2	Renumam.		
	lesson-3	Smita mam.	M	
	lesson-4	Jitendra sir	-31	
	lesson-5	Jitendrasir.	90	-
	lesson-6	smita mam	pr	
>	(esson -7			
	lesson-8			
	lesson-9			
2>	Co - teaching Lesson.		A.	
	Lesson -1	Renu mam	0	
	lesson - 2	Jitendrasir	-92	
		01101010011		1 Deco
	Theme based Lesson	Sen		
	Lesson -1	Smita mam	dia.	
	Lesson - 2	Renu mam	9	
	Nai talim			
		smita mam	Fin	
	Lesson-2	Jitendra sir	ON	
	203011-2	JI TENGTA STY	-	
1				
+			f.	OF EQ.
+			100	me S
+			15/4	Selling 5
1			6	JANE !

Practice teaching lesson

Name of the pupil Tea	cher	practising schoot
Jadhar Kirti Dayana	and	Anond Global
Roll No: - 26	racolva	Kalyan East
Subject: Maths	(0)	Std TH DIV:-
Lesson No: - Genera	202)	Advine -
Lesson No:-CIn met	had) 02	Date: 31/07/19
Topic :- Expansion	formulae	time:-
Sub Topic - Expansi		THE HEAT THE
(x+a) (x+b)	/ '	
The IAss	some by	Activity of the
Previous knowledge	of the cla	iss: - students have
previous knowledge	of about co	onstant variable
and simple binom		
expansion.		
Chan Carlo		4= 1
Teaching paint.	Genera	ge abjective: The knowledge Consign of (x+a) (x+b)
I) Activity: Expand	1) pupil acq	jure the knowledge
(x+a) (x+b) using	about expo	ensing of (x+a) (x+b)
formulae for area of	2) PUPIT des	relot in understanding
square and rectangle		on formula catacath
II Expansion of	3) PUPI O	Pried their knowledge
ca+ao catho		astanding about
III) practice set 5.1		with expansion of
Arthur Colonia de Colo	cortanonth	Associated and the second
ma sulph of	4) PUPIL de	evelop the skill
MARCOCOLDA	required	to study expansion
do uniquendo	for mule o	extax extb)
State of the San Park State of		2010000
Teaching Aids - Activi	tu closed cha	windle
Teaching Aids: - Activi	fa sayone	and the extransion
LOSIGIAIS LOS CLASSICO	a square	and rectangle.

Reference: - www gooda-com



		and the second
-	procedure: - yesterday we have	Evaluation
_		1) tell me the
-	binomical.	expansion formula
		of (a+6)2
	Statement of Aim - so today	2> tell me the
	we will learn about expansion	expansion fermula
	Formula Cx tax (xtb) = ax2+	of (0-6)2.
	(a+b)x+ab	
Ī	Operational - Days	Recapitulation'
-	presentation: - Teacher explain	1)(x+3)(x+3)
	the activity expand (x+a) cxtb	Solve 16
i	using chart	12 /2
	Teacher say to student	Application
	write down this activity in	1>(4+4)(4-3)
Ī	your book.	2) (m+3) (m+1) 0.51
	teacher solve examples of	2 301
	Student ask Question to	salve the given
Ī	teacher	example
Ī	teacher give answer and	2 +
Ī	explain the topic.	iei ar
	teacher ask Question	Assigment ie
ı	and say students to	Sto
1	expand given example.	1)(x+1/2)(x-1/2) -
1	studend expand example	e f
Ì	teacher and give to	
i	answer to stud teacher.	2>(9x-5t)(9x+3t)
4	· 1 - War and	
ı	studenst write down home	and 3) (3x+44) (3x+54)=
i	Studenst wat tapic.	
	teacher excitat topic.	(p+8)(p-3) 5) $(x-3)(x-7) =$
9	elanciusian-30 rocky were fermila of	5)(x-3)(x-7) =
ı	about expansion fermula of	,
	extan (x+b)	¥
	core element: Inculcation	
1	volue'- scientific outlitude.	
		A STATE OF THE PARTY OF THE PAR

1/10/16

Black Board work subject mouths pate 31/07/19 Unit: Expansion formulae. std. VIII Subunit: Expansion of cortax contbo Formula (x+cocx+b)=x2+(a+b)octab Ex 1)(x+2)(x+3) $Ex2/(m+\frac{3}{2})(m+\frac{7}{2})$ = x(x+3)t(x+3)= x(x) + x(3) + 2(x) + 2(3)= x2+3+2x+36 =m2+4m+3 $= x^2 + 5x + 36$. $-m^2+2m+\frac{3}{4}$ Set Induction done Black board done Cerson explained nicel Adequate content Overall Cerson is good

SAKET GYANPEETH'S



SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbal)

Saket Vidyanagari, Chinchpada Road, Katemanivli, Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher	Practising School Anglad Global School Std. 8th Div. Date 21/07/19. Time - From 8:45 To 9:95
Topic Expansion fermulae	
subtopic: - Expansion of (x+q) (x+b)	

Previous knowledge of the class

students have previous knowledged about constand variable and simple binomial monomial algebries expression.

Teaching Points	General Objectives
I) Activity: - Expand (xta) (xtb) Using formula for area of square for area of and rectangle II) Expansion of (xta)(xtb)	understanding: Pupil develop an understanding of expansion formula (x+a) (x+b) Application: Pupil applied their
III) Practice set 5.1	skill: - Pupil develop the skill required to study expansion formula (x+a)

Teaching Aids: Activity chart showing the expansion formula for area of a square and rectangle.

Reference Alds: w.w.w maths ifun-com

Content Analysis	Objective : Specifications
	specific.
Expansion of (x+a) (x+b)	pupil understanding term
	expansion (xta) (xtb)
(x+a)(x+b)	
= x(x+b) + ba(x+b)	1) Knowledge: O pupil recognize
=x(x)+x(b)+a(x)+a(b)	the term expansion of cortexcounts
$=x^2+xb+xa+ab$	@pupil memorize term expanso
$=x^2+x(a+b)+ab$	of cota cotb
Activity: - Expand (x+a)	understanding: opupil will
(x+b) using formule ofor	
area of a square and	relationship between
rectangle.	expansion of (x ta) (x th)
	Opupil express their which
ax ab = x + x + b	on expansion of (x+a)(x+b)
+	Application
6	O pupil will be able to use
	it in daily life.
(x+a)(x+b)	@ pupil judge their knowledge
$= x^2 + ax + bx + ab$	about expansion of
(x+a)x+b)	(x+a) cx+b)
$= x^2 + (a+b)^2 + ab$	
	skill
	Opupis develop skill of
	observation of various
	example an and How
	to solve example of
	expansion of catal catal
	Opupil handale solution
	of expansion of
	(x+a)(x+b) ca
	crtascrtb) (earfully.

	Evaluation
Procedure	Generalization :-
Introduction: Yesterday we have learn	1) tell me the
about expansion of binamial.	expansion fermula
	of catb)2
	2) tell me the
Statement of Aim : co la lau a capital	exansion formula
Statement of Aim: So today we will	of (a-b)2.
learn about expansion fermula	Of CS
$(a+b) = x^2 + (a+b)x + ab$.	
Presentation: 1) Teacher explain the	
activity expand (x+a)(x+b) using	Recapitulation :-
chart:	1/x+2 x(x+3)
2) Teacher say students to write	1
down this activity in your book.	Spex pand it
3 teacher solve example of	
Cx+a)cx+b)	
4) Student ask Question to teacher	
5) teacher give answer and	Application: G
explain the topic.	Application: Expand
6) teacher ask ouest ion and say	b) the given example.
students to expand given example	
1) Students solve example and	$2>(m+\frac{3}{2})(m+\frac{1}{2})$
give answer to teachers	
(8) teacher give home work.	salve the given
3 Student write down	example.
homework.	
Conclusion: So, today we learn about	
expansion formula (x+a)(x+b)	
core Elements: Includation of scientific	
	Assignment
Values:	Assignment: Expandit
values: Scientific attitude.	り(エ+子)(エー子)
	$ 2\rangle(9x-5t)(9x+3t)$
	3> (P+8) (P-3)

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BLACK BOARD WORK

Jottins Diagram :-

Summary :-

Date.

= m2+(3x1)m+2x1

 $=m^2+\frac{4m}{2}+\frac{3}{2}$

subject :- modhs

Unit: Expansion e formulae

Subunit: - Expansion of (x+a)(x+b)

Formula. (x+a)(x+b)=x2+(a+b)x+ab Ex-2)(m+3/2)(m+1/2)

$$= x(x+3)+2(x+3)$$

$$= x(x) + x(3) + 2(x) + 2(3)$$

$$= x^2 + 3x + 2x + 6$$
$$= x^2 + 5x + 6$$

$$=m^2+2m+\frac{3}{2}$$

Suggestions :-

Set Induction done

- Blackboarduplone work

Lasson explained

Remarks Items

Set induction

Model Reading

Model Recitation

Objective Ons.

Silent Reading

Narrations

Explanations

Illustrations

Questions

Use of teaching aids

Class Response

Class Participation

A Black Board work

Experiments

Demonstrations

Specimen observation

___ Dramantization

Student's reading / recitation / drill

Closure

Teacher's knowledge of content

Teacher's preparation of lesson

.. Method of teaching

Interest created

Class control

Seen the remarks of the supervisor

Guiding Professor

General Remarks



Name of the pupil teacher Practising school Anond alsbal Jadhar Kirti Dayanand kalyan East Rall No: 26 subject - maths Std: VIII DIV: Lesson No: - Coeneral (02) Date -2/8/19 Lesson No: - (In method)(03) Time: - 8:45 to 9:15 Jofk-Expansion formulae Subtapic Expansion of (a+b)3 previous knowledge of the class: - Students have previous knowledge about constant variable monomial binomial expansionalgebric expansion. Depil acquire the knowledge Teaching Point 1) (II) Expansion of $(a+b)^3$ about expansion of ca+b)3
2) pupil develop an understanding of expansion formula courts 2) Practice set 5.2 3) pupil applied their knowledge and understanding about familiar with expansion of Catb 3 4) pupil develop the skill required to study expansion formula cath)3 Teaching Aids: - Acti chart showing formula Reference - www. www. mathsisfun.com.

objective specification Content Analysis specific 1) Pupil understanding Expansion of (a+b)3 (a+b)3 = (a+b) (a+b) =(a+b) term expansion $=(a+b)(a+b)^2$ (a+6)30 = aca2+2ab4B)2 +b(a2+2ab+b2) 1) Knowledge = a3+2a2b+ab2 75 +2ab2+b pupil recognize the = 03++ torm expansion of mamorize term expansion

2) Undowstanding $= a^3 + 3a^2b + 3bb^2 + b^3$: (a+b)3 = 23+302b+3ab2+b3/ Let us study some examples pupil will also underon Base on the above expansion relationship between formula: Orupil in express, their view EX (x H3)3. we know that att 3/Application (a+b)3 = a3+3p2b+3ab2+b3 Opupil will be able to De pupil judge their knowledge about expansion of cates In given example a=x and b=3 : (x+3)3 -0 *Rupil develop skill $= x^3 + 3(x^2) \times (3) + 3(x) + (3)^2 + (3)^3$ $=x^3+gx^2+27x+27$ Various problems dexample and How to solve example of catbi3. * The Pupil handle a solution of expansion of catbo Coorfully.

	to the second second	Evaluation.
on	procedure: - yesterday we have	Evaluation Evaluation
	learn about expansion of	1) tell & me the
hg	by crta (rtb)	expansion formula
4	BI CL 132	of catho3 catacath
	statement of Aim: so today	
	we will learn about expansion	
	(a+b)3	
0		Recapitulation.
	presentation: - Teacher	1) CK+4)3
Pil	explain fermula (a+b)3	301 expand it
	using chart	using formula of
	Teacher say write down	A 0
6.0	formula in your notebook	
Mar	teacher solve examples	
25	of Geta) Cata+b)3	E 1
S.	student ask Question.	
	STUDENT COR CLUSTION	Application
	teacher ex give to	TYPY (COSTO)
to	answer teacher ask	(101)3 Expand
e. Lukdyo	Question and say	
Bredo	students to expand given	24 70 + 1 3
	example using formula	T
60	(a+b)3. students solve	Expand examples
		based on the
	teacher give home work	above expansion
ω2	student write down the	formula.
	home work.	
		3) Assigment:
	conclusion: - so today we	3) Assignment: $1) (7x + 84)^3$
	leave about expansion	
	of $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$	2)(52)3
	+ 63	A AUGUST COMMENT
	6,5003	3) (Tr+84)3
	core element Includation	
	of scientific temper	4) (2m+ 1)3
	value: scientific attitude	5)
	Paris Contract	
		A TOTAL STREET
CONTRACTOR OF THE PARTY.		

	Black Board work
	Date 2/08/19
	std: 8th.
	subject:- maths
	Unit: - Expansion formulae
-	subunit: expansion of cotb3
	13
	Formula: $2)(x+\frac{1}{x})^3$
	$(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$ = $a=xb=x$
	$(x+\frac{1}{2})^3 - (x)^3 + 3x^2x + \frac{1}{2}$
	Ex1 $(K + 4)^3$ = Let In given example. $+3(\frac{1}{2})^2$ xxx $+(\frac{1}{2})^3$
-	
	$a = k b = 4 $ $(k+4)^3 = (k)^3 + 3(k)^2(4) + 3(k)x = x^3 + 3x + 3 + 3x + 3 + 13$
	+3×(K)×(4) ² +(4) ³
	$= k^3 + 12k^2 + 48k + 64 = x^3$
	$(x+\frac{1}{x})^3 = x^3 + 3x + 3 + \frac{1}{x^3}$
	A CANADA A C
	the state of the same of the s
	* Introduction with questions
	* B.B.W. Topic - Pansion - E
	101
	step by step with colourchalks
	The explain Expansion of Cath) with
	example explain example sdep by
	* explain Expansion of (a+6)3 with examples explain examples sdep by sdep with the help of solutions
	* contains knowledge - good
-	* Overall lesson and
	* Overall lesson-good keep is up
	Anita O Esta
	218 19
	19:

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LESSON NOTES

Name of the Pupil Teacher Jackbar Kirti Dayanand Roll No. 26 Subject Maths	Practising School Anand Global School Std. 8th Div. 5 Date 2/08/19
Lesson No. (General) (03)	Time - From .8.245 To .9.115
Lesson No. (In the method)	er or year to take
Topic Expansion Formulae	
subtopic: - Expansion of	

Previous knowledge of the class

students have previous knowledge about constant.
Variable, monomial, binomial algebric expansion.

Teaching Points	General Objectives
Te 1) II Expansion of (a+b)3	knowledge: - Pupil acquire the knowledge about expansion of 2) Understanding: - Pupil develop an understanding of expansion Formula (a+b)
2) practice set 5.2	3) Application: - Pupil applied their knowledge and understand about familiar with expansion of (atb)
	4) Skill: - Pupil develop the skill required to study expansion formula (a+b)3

Teaching Aids: Chart showing & formula of (a+b)3

Reference Alds: W.W.W. quara com

Content Analysis	Objective : Specifications
Expansion of Co+6)3	specific pupi undostano
	to term expansion (a+b)3
$=(a+b)(a+b)^2$	The Market State of the State o
(a+b)a(a2+2ab+63) +6	Knawledge: Opupil recogni
= a(a+62ab+62)+b(a2+2ab+	by the term expansion of
a3+2a2b+ab2+a2b+2ab2+b3	(a+b)3 @ pupil memorize
=a3+3a2b+3ab2+b3	term expansion of cath
: (a+b)3=a3+3a2b+3ab	2
+ b ³	2) Understanding:
	Deupil will also understand
et us study some	relationship between expans
example Base on the	expansion (a+6)3
	@ pupil express their view
	on expansion of (a+b)3
$(x+3)^2$	The second secon
We know that	3) Application:
$(a+b)^3 = a^3 + 3a^2b + 3ab^2$	1) pupil will be able to
+ b ³	use it in daily life.
In given example	@ Pupil Judge their
a=x and b=3	knowledge about expansion
$(x+3)^2$	of (a+b)3
$x^3 + 3(x^2) \times (3) + 3(x)(3)^2$	
+(3)3	skill
$x^3 + 9x^2 + 27x + 27$	Opupis develop skill of
	observation of various
	example and How to solve
	example of catbis
	@ pt The Pupil handle.
	solution of expansion of
	catb)3 confully.
	sucremy.

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Procedure	Evaluation
Introduction: yesterday we have	Generalization :-
learn about expansion of	1) tell me the
(x+a)(x+b)	expansion formula
	of cx+a)cx+b
Statement of Alm: 50 today we will	
learn about expansion of	
$(a+b)^3$	
Presentation: Tecicher explain formula	
ca+b)3 using chart.	
Teacher say write down formula	Recapitulation :-
in your note book teacher	1) (K+4)3
solve examples of ca+b)3	expand it using
student ask Question to	formula (a+b)3.
teacher teacher give to	
answer teacher ask Question	
and say students to expand	
given example using formulae.	Application :-
(a+b)3 students solve example	1/(101)3
teacher give home work	$ 2\rangle(x+\frac{1}{x})$
student write down the	Expand example
home work. students note	base on the
docen home work.	above expansion
	formula.
expansion of (a+b)3=a3+3a2b+3ab2+b3	A
core Elements: Includation of scientific	
temper	Assignment:- 1)(7x+84
Values: - scientific affitude.	2×(52)3 3>-
	(3) (2m+1)3
	Expand it.

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BLACK BOARD WORK

Jottins Diagram :-

subj. madhs
unit: Expansion formulae
subunit: expansion of (a+b)3

a=4 b=4 : (K+4)3=(K)3+3(K)2x4 +3x(K)x(4)2+(4)3 \$K+4)2- K3++12K2+48K+64

Formula: $(a+b)^3 = a^3 + 3a^2 + 3ab^2 + b^3$ Ex. 2) $(x+\frac{1}{2})^3$ $6x \cdot 1 \cdot (k+4)^3$ $(x+\frac{1}{2})^3 = x^3 + 3x(x)^2 \times (\frac{1}{2})^3$ 1 et In given example. $+3(\frac{1}{2})^2 \times (x) + (\frac{1}{2})^3$ $= x^3 + 3x + \frac{3}{2} + \frac{1}{x^3}$ $(x+\frac{1}{2})^3 = x^3 + 3x + \frac{3}{2} + \frac{1}{2}$

Date 2/8/19

std: 8th

Remarks Items

..... Set induction

Model Reading

Model Recitation

Objective Qns.

Silent Reading

Narrations

Explanations

Illustrations

Questions

Use of teaching aids

Class Response

Class Participation

Black Board work

Experiments

Demonstrations

Specimen observation

Dramantization

Student's reading / recitation / drill

Closure

Teacher's knowledge of content

Teacher's preparation of lesson

Method of teaching

Interest created

Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

* Introduction with questons * B.B. W- step by step * explain problem sty by step * overall leson good

General Remarks



and havid	Name of the Pupil Teacher Jadhar Kirti Dayanand		practising school Anand Global Kalyan East	
- William	Subject: - maths Lesson No: - General (04)		SId! DIV!-	
Administra	Lesson No:-(In method)04	44	Dale!	
Subtopic: - Expansion of (0-b)3 Topic: - Expansion formulae.			Time . 7/8/19	
- Inco	previous knowledge of the class:			
	students have previous knowledge about, Constant uniable simple binomial, monomial algebric expansion.			
0-11-0 1-4-13	DAGEXPansion of 1. E(a-b)33 2) Practice set 5.3 3	Pur bout pr can (at pri	erede objective Pleage Pil acquire the knowledge of expansion at (a-b) ³ replication formula (a-b) ³ priscation their knowledge I understanding about iliar with expansion of april develop the skill equired to study	
	Eld of a rio		ansion formula' $+a$) $(a-b)^3$	
	Teaching Aids: Charles of (a-b)3	cking Aids: chart showing Expansion of (a-b)3 exence:- w.w.v. quara.com		

objective specification Content Analysis specific Expansion of ca-bu3 Pupil understanding : (a-b)3 = (a-b) (a-b) (a-b) Verm expansion of (a-b) 3 @ pupil memorize term expansion of (a-b)3 $=(a-b)(a^2-2ab+b^2)$ = a(a2-2ab+b2)-b(a2-2ab+b9 = a3-2a2b+ab27a2b+2ab2-b3 1>Knowledge pupil recognize the $= a^3 = 3a^2b + 3ab^2 - b^3$ term expansion of $(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$ wiewon factors of quadratic 1) Expand (x-2)3 3) Application we know that Pupil will be able to $(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$ use it in daily Here taking a=x b=2 life. Opupil jude their $(x-2)^{3} =$ = $(x)^3$ - $3xx^2x$ 2+ $3xxx(2)^2$ (2)³ knowledge about expansion of $(a-b)^3$ = x3-6x2+12x-88 4 skill Opupil develop skill of Simplify 1) (P+9)3+(P-9)3 observation of various = P3+3P29+3P92+893 problems example + p3-3p2q+3pq2-q3 and How to solve =2p3+6pq2 example of (a-b)3 Opupil handale solution of expansion of a ca-b)3 cearfully.

ian	procedure: Evaluation	
1	Introduction: - la yesterday Generalization:	
	, we have learn't about tell me the expansion	
/	expansion of bino (a+b)3 formula of (a-b)3	
+		
950	statement of Aim: so today Recapitulation	No.
)3		
	expansion formula of $(2P-1)^3$	
9	V(a-b)3. 2P)	
	Expand given Example	2
is their	presentation:- Teacher	1000
podic	explain formula (a3b)3	
	using chart. Application	
to	Teacher say write down 1) simply by following	
	fermula in your notebook (2a+b)3-(2a+b)3	
pir	teacher solve examples 2) expand the given	100
sion	of cath)3. example.	1
	Student ask auestion (198)3	
	to teacher.	
of	teacher give answer.	
WS.	teacher solve examples Assignment!	150
100	of (a-b)2. students write 1)(4-P)3 Expand	
.00	down in notebook teacher 2)(58)3 Expand.	
	ask Questions (3) (3 - 23)3 Expandi	7
	student give answer	
on	teacher give home work 4) simplify?	
114.	4 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	Conclusion: - so today we ii) (5x-74)3 (5x+74	3
	lear about expansion	
	formula of (a-b)3 minus	
	$= a^3 - 3a^2b + 3ab^2 - b^3$	
	waves twent and	
13.1		
	of Scientific temper	
	value: scientific affituale.	

Black Board work Date 9td !-Subject: - moths subunit: - Expansion formula subunit Expansion of (a-b)3. Formula Ite Know that (a-b)3- a3-3a2b 2) simplify. $(2a+3)^3 - (2a-b)^3$ = $(2a)^3 + b^3 + 3x(2a)^2 \times b + 3$ + 3ab - 63 × 2axb -5(2a)3-(b)3-3x(2a)2xb+3 \$ Expand $\times 2ax(b)^3$ = $8a^3 + b^3 + 12a^2b + 6ab^2$ 1)(2m-5)3 =) $(2m-5)^3 = (2m)^3 - 50$ $\frac{3\times(2m)^2\times5}{+53\times2m\times(5)^2+(5)^3} = \frac{-863+b^3+12a^2b-6ab^2}{2b^3+24a^2b}$ 3X(2m)2x5 = 8 m3 - 60m2+150m 1/08/2019 Set mode is smad done as per the plan Lapp Zaw noth privoland was sharted with of splighing solow. Teaching Rids USEA interested Generaled in publis Example were more selevant · West in may been notherland Everyour remains traised theory B. B went was Graph. door company were crood Assignment went Given over all Lepon was Good

SAKET GYANPEETH'S



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LESSON NOTES

Jadhak Kirti Dayanar	
Roll No. 26 Subject Maths	
esson No. (General) (O 4)	Time - From 70 9:15
esson No. (In the method)	
opic Expansion of Ca-	- A 3
Sub Tapic: Expansion	fcamua
revious knowledge of the class	#4:
	General Objectives 17 Knowledge: - Pupil Cuguire + he knowledge about expans
Teaching Points	General Objectives 17 Knowledge: - Pupil Cuguire 18 The Knowledge about expans
Teaching Points 1) Expansion of (a-b)	General Objectives 1) knowledge - pupil arguire the knowledge about expans 2) understanding - pupil develo an understanding of expansion formula (a-b)3 3) Application: pupil applied their knowledge and under- standing about familian
Teaching Points 1) Expansion of (a-b)	2) understanding - pupil development of ca-by standing of expansion formula (a-b) 3) Application: pupil applied their knowledge and understanding about familiar
Teaching Points 1) Expansion of (a-b) 3 2) Practice set 5.3	General Objectives 1) knowledge: - pupil arguire + ne knowledge about expanse 2) understanding - pupil develop an understanding or expanse formula (a-b) 3) Application: - pupil applied + new knowledge and under standing about tamilian with expansion of (a-b) 4) Skill: - pupil develop the skill required to study expansion formula
Teaching Points 1) Expansion of (a-b) ³ 2) Practice set 5.3	General Objectives 1) knowledge - pupil orguire the knowledge about expans 2) understanding - pupil develo an understanding or expansion formula (a-b) 3) Application: pupil applied their knowledge and under- standing about familian

Content Analysis	Objective : Specifications
	1) Knowledge
Expansion of ca-b)3	Opupil recognize the term
· (a-b)3-(a-b)(a-b)(a-b)	expansion of ca-b)3
=(a-b)(a-b)2	exprasion of ca-b)3
$=(a-b)(a^2-2ab+b^2)$	
= a(a2-2ab+b2)=	understanding
-b(a2-2ab+b2)	Opupir will be also
a3-2a2b16b2-a2b	understanding relationship
$+2ab^{2}+b^{3}$	between expansion of Cat
$= a^3 - 3a^2b + 3ab^2 - b^3$	(2) pupil express their view
$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$	on expansion of Ca-b)3
1> Expand (x-2)3	Application.
We know that	Opupil will be able to
$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$	
tere taking a=x b=2	1 pupil judge their
x-2)2 =	knowledge about expansion
(2)-3(2)/2+3(2)(2)2-(2)3	of (a-b)3
x^3 –	
	5kî II
	Opupil develop still of
	observation of various
	example and How to
	solve example of
	(a-b)3
	@ pupil handale solution
	of expansion of
	(a-b)3 Cearfally.
	Leastally.

Introduction

about $= \alpha^3$

Statement

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Presentati

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Values :-

Procedure	Evaluation
Introduction: yesterday we have learn	Generalization :-
about expansion of catbi	tell me the
$= a^3 + 3a^2b + 3ab^2 + b^3$	expansion
M. Daniel Annual Activities	formula of (a-b)
Statement of Aim: - 50 +0 day we will	
learn about explansion of	
(a-b)3	
Presentation: Teacher explain formula	
Carb)3 using chart.	
Teacher say write down in	Recapitulation :-
your notebook teacher some	1)(2m-5)3
examples of (a-b)3.	$\frac{1}{(2m-5)^3}$ $\frac{2}{(2p-\frac{1}{2p})^3}$
Student ask Question to teacher	
teacher give answer.	Example.
teacher solve examples of ca-bit	A CONTRACTOR OF THE PARTY OF TH
students write in note book.	
eacher ask allestions.	Application :-
student give answer	1) simplyfy following
The state of the s	(2a+b)3-(2a-b)3
students notedown home work.	10
The state of the s	2) Expand the
	given example
	(198)3
	(130)
onclusion: 50 today we learn about	
explanda a of co. 1 3 and 2001 10013 13	
Exercise of $(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$ ore Elements:	
ore Elements: Includation of scientific	Assignment
temper.	Assignment :- Expandit
scientific attitude.	U(G-P)3 2)(5B)3
	3>13-33)3

ab

BLACK BOARD WORK

			Date: 7/8/19
Jottins Diagram :- SUbject	c11- ~	Summary :-	stdi- 8th
Thort,	- Fx Pri	nsion from	lae.
subunit	: - EXF	ansion of co	e-6)3
Tale know that			
(a-b)3=a3-3a2b+	342-13	2) simplifi	4:
		(20+3)3-12	a-b 3
Expand! -			+ 3x(2a)2xb+0
		-1(20) - 0	
$1)(2m-5)^3=(2m)^3-3x$	(2m) x5	+3 × 20xb	(b)3-3x(2a)2xb
$+3x2mx(5)^2-(5)$		+ 3×2	CVL 137
3,217,(3) -(3)		7 37 2	2000)]
$= 8m^3 - 60m^2 + 150$		= 8a3+h	3+12026+6062
6017 + 120	m-125		3+12a2b-6ab
		=263+26	4926
Remarks Items	Suggest	tions (T) Set 1	nowlenge
Set induction	was	tions @ Set 1	ica plan
Model Reading	(A)	Expeloination	baan bases
Model Recitation	1	140-1401001	· n - e doloclos
Objective Qns.	100 MG	orce Audible-	to the wholecla
	(1)	eaching Aid	
Explanations	(8)	nterested (verme rated 120
Illustrations	0	AN	D71
Questions	TO M	vanil = 11	Consessed Polonos L
Use of teaching aids	7,		c mass felevant
Class Response Class Participation	田田	no more when	one gave in med
Black Board work	(8),01	toppe the	charus Answerd
Experiments	-		
Demonstrations	(3) B	B work	max Cross
Specimen observation	1000	dan amand	not was Cruck
Dramantization	An C	Carlin	Done of me Cond
Student's reading / recitation / drill	00	laignment 1	nos hiven
Closure	1) manifical	mag ndreh
Teacher's knowledge of content			
Teacher's preparation of lesson			
Method of teaching			all below
Interest created			all henon
Class control	w	ser Gos	4.
			The Real Property lies
Seen the remarks of the supervisor	4 EDU	27	
	EN FE	12	
Sulding Professor	Superin	ing Professor	alla
Julaing Floreses	Pan	-	-7/8/2014

-action	Name of the pupil Teacher	proceedising school
	Jadhar Kirti Dayanand	Anand Global kalyan
andran	ROU NO: - 26	East
In or	subject :- maths	Disposition of fa
	Lesson No: - General 05	Std. VIII Div:
	Lesson No:- In method 05	pate.
	Topic: - Expansion fermula	Time: -8:45 +0 9:15
2/4 2	subtopic: - expansion of	Satadt pate
10.00	(ab)3 (a+b+c)3	0 + 3 7+6+6 = 1
- Count	+-(31010)	-302+
S. Statio	previous knowledge of	the class:-
0		knowledge about constant
		rial, monomial algebraic
	expansion.	EXXX ENOUGH CE-
leaves es	delinitation o more say	Letter 2013d :
101440	Teaching Point	General Objectives.
Francisco I	1) Expansion of (atb +3	thowledge: I) Pupil acquire the
	2-	knowledge about expansion
of olde	2) practice set 5.4	of (a+b+c)?
and the		2) pupil develop an
Particular Control	and Paris Devices	understanding of expansion
•	1 1112 12	Application 3) pupil applied their
11392	Carlos Injune	
10.00	(ADDADED DE LA COLOR DE LA COL	knowledge and understanding
Stam	A NO.	about familiar with
93100	THE PART OF THE PA	explansion of cath+c)2
Calbac	The state of the s	Pupil develop the skill
3339	PERCONAL PROPERTY OF THE	require to study expansion
P. L. C.	I and the second	formula catb+c)2
() belless.	and the state of t	
	Touching Aile A	
	chi	art ishawing for expansion of (atb+c)3.
	formula	0+ (a+b+c)3.
-	Reference: - www.w.	A . D
	The word	math lun com

math Jun com

800K

objective specification Content Analysis . Expansion of (a+b+c)2 term expansion of (a+b+c)2=(a+b+c)2(a+b+c) (a+b+c)2 (=a(a+b+c)+b(a+b+c)+c(a+b+c) 1) knowledge $=a^2+ab+ac+ba+b^2+bc$ pupil recognize the $+ ca + bc + c^2$ = $a^2 + b^2 + c^2 + 2ab + 2bc$ term expansion of ca +6+c) Opupis expansion of cathorize +2ac. 27 Understanding :. (cxb+c)2 = a2+b2+c2+zab+2bc+2ac Jupil will also understanding Ex1) Expand (p+9+3)2 = p2+92+(3)2+2xpx9+2x9x3 relationship between o pupil express their wew on expansion of Cather wew + 2XPX3 =/P2+92+9+2P9+69+6P 3) Application: = P2+92+2P9+69+6P+9 Epupil will be able to Opupil judge their knowster about expansion of Catoto 47 Skill Opupil develop skill of observation of Various example and beowto solve. examples of cather 1 pupil handale solution of facts expansion of cathecit cearfully.

lon	procedure:-	Evaluation.
	Introduction: last yesterday	
Line	we have learn about	expansion formula of
ding	expansion of (a-b)3	(a+b+c) (a-b)3
*		
	statement of Aim: - so today	Recapitulation
	we will learn about	Expand the given
the	expansion formula ca+b+02	example.
Ac	You trade !	1)(2p+q+5)2
upi)	Presentation: Teacher explain	
12,2	formula by help of chart.	- property
0	student ask aestions	Application
	teacher given answer.	simplify
	teacher solve example of	
en	(a+b+c)2 on Black Boomel.	-(3K-49-2m)2
+02	student copy the example	
+0)2 10)2	in note book.	
	reachor give examples	Assignent
2 40	of students	1)(3x+44-5P)2
life.	student solve examples.	
nowleds b+C)	teacher give home work.	2) (7m = 3n -4K)2
	the state of the s	Expand it.
2111	condusion: - so today we	- delay -
f	learn about expansion	mariti de -
0	formula of catb+co2 =	
e	a2+b2+c2+2ab+2bc+2ac:	1 Harrison
6. b+c)2	1 1 2 1 3	
	core element: - Includation	
A	of scientific temper	
n+C)2	(a) 35 (b)	
	value: - scientific attitude.	

Date std. 8th. subjectimalhs Unit: - Expansion formulae subunit: - expansion of ca+b+c)2 $(2p+q+5)^3$ Expand: = $(2p)^2+(q)^2+(5)^2$ Formula. $(a+b+c)^2$ = a2+b2+c2+2pq+20 +2(2PX9)+2(9X5) +2ab+2bc+2a0 +2(2PX5) =/412+92+25 +4P9+109+20P =4P2+92+4P9+20P+109+25 5/19 - Bladeboard work done - coloured challe used - lesson explained with exom - Teaching aid effectively used.

- Class responded and participated

- Blackboard work should be enhanced - # Generalization lone. Overall lesson is N. govel.

SAKET GYANPEETH'S



SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli, Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Jackal Kirti Dayanand Roll No. 26 Subject Maths Lesson No. (General) (05)	Practising School Anamal Calabat kalyan East Std. VIII Div. — Date 918119 Time-From 8:45 To 945	
Lesson No. (In the method) 0 5		
Topic Expansansion formulae		
Subtopic: expansion of (a+b+c)3		

Previous knowledge of the class

students have previous knowledge about constant variable simple binomial, manamial algebraic expansion

Teaching Points	General Objectives
1) Expansion of (a+b+c)2	knowledge about expansion
	2) understanding - puril develor an understanding of expansion formula (a+b+()2) 3) puril applied their knowled and understanding about familiar with expansion of (a+b+c)2
	Vskill - pupil develop the skill required to study expansion formula

Teaching Aids: Chart showing expansion formulae of

Reference Alds: www. maths fun.com.

Content Analysis	Objective : Specifications
Expansion of catboo	2 Opupil understanding
(a+b+c)2=(a+b+c)(a+b+c	11 tabe
= a(a+b+c)+b(a+b+c)	Knowledge
+ E(a+b+c)	O pupil recognize the term
$=a^2+ab+ac+ba+b^2+bc$	expansion of cath+c)2
+ca+bc+c2	Opupil memorise term
$=a^2+b^2+c^2+2ab$	expansion of ca+b+c12.
+ 2bc+ac.	Understanding.
	Opupil will also underst-
(a+b+c)2=a2+b+c2+20c	noting relationship between
t2bct2ac.	expansion of ca+b+c)2
	@ pupil express their view
x 1) Expand (P+9+3)2	
$= \rho^2 + q^2 + (3)^2 + 2 \times \rho \times q$	Application.
+2x9x3+2xpx3	Opupil will be able to
= p2+q2+9+2pq+69	use it in daily life
+6P	@ pupil judge their
= P2+q2+0+2P9+69	knowledge about expansion
76P+9	of cath+co2
	skiu
	Opupil develop skill of
	observation of various
	example and How to
	solve examples of
	$(a+b+c)^2$
	@ pupil handale salution
	of expansion of
	ca+b+c)2 cearfully.
	curtuly.

Intro

Stat

Pre

Procedure	Evaluation
Introduction: yesterday we have learn	Generalization :-
about expansion of (a-b)3	tell me the
	expansion
	formula of
	$(a-b)^3$
Statement of Aim: 50 to day we will lear	
about expansion formula	
$(a+b+c)^2$	
Presentation: 1 Teacher explain formu	
by help of chart.	
Student ask aestion to teacher	Recapitulation :-
3 teacher give answer to student	Expand the
9 teacher solve example of	given example
(a+b+c)2 on Black Board.	1) (2P+9+5)2
5) student copy the example	
in note book.	
1) Teacher give examples of	
students.	Application :-
9 student solve examples	simplify.
3) Student solve Teacher give	
home work.	
3 students write down	
home work.	
Conclusions: - so , today we	
earn about expansion formula	
ionclusion: 50 of (a+b+c)2=	
$a^2+b^2+c^2+2ab+2ac+2ac$	
Fore Elements: Includation of scientific	
temper.	Assignment:-
alues: Scientific auditude	-
3) Is unit is control	1)(3x+44-5P)2
	2) (7m-3n-4K)

b+03

Cn)

st-

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D

BLACK BOARD WORK

Jottins Diagram :-

Summary :-5+d:- 8th subject: maths Unit: Expansion formulae subunit: - expansion of (a+b+c)2

Ex-1) (2p+9+5)3 Expand Formula. + 2(9×5)+2(2P×5) = 4P2+92+25+4P9 +102+20P

=(2P)2+(9)2+(5)2+2X(P2PX9) (a+b+c)2-a2+b2+c2+2ab +2bc+2ac.

Date-7/08/19

= 4P2+q2+4Pq+20P+209+25

Remarks Items

- Set induction
 - Model Reading
 - Model Recitation
- Objective Qns.
- Silent Reading
 - Narrations
- Explanations
- Illustrations
 - Questions
- Use of teaching aids
- Class Response
- Class Participation
- Black Board work
 - Experiments
 - Demonstrations
- Specimen observation
- ... Dramantization
 - ... Student's reading / recitation / drill
- Teacher's knowledge of content
- Teacher's preparation of lesson
 - Method of teaching
- Interest created
- Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Black board work done - Coloured challe cired. - lesson explained with examples.

- Teaching aid effectively

- Class responded + Participalis

- Black board worth Should be enforced.

- acualization dos o

General Remarks

Derall lesson

Supervising Professor

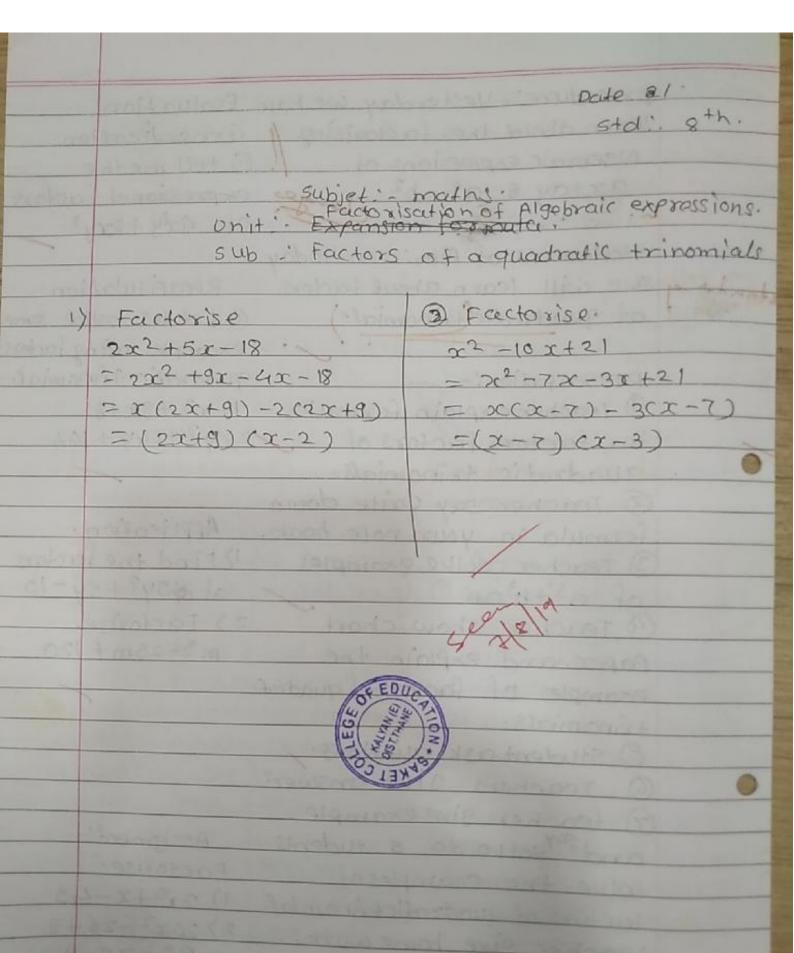


And and a second	Name of the pupil teacher practising School Jadhar kirti Dayanand Anand Global Roll No: 26 kalyan East. subject: maths	
Lay are	Lesson No: General (07) std:-DITT Div! Topic: - Factorisation of Date: -21	xt
The state of the s	quadratic trinomial previous knowledge of class:	
Calad	students have previous knowledge of monomial and binomial expressions	
STE AT	Teaching Point Greneral Objectives: Factors of O knowledge: - Pupil arquire the quadratic knowledge about factors of trinomials.	The state of the s
Animal Anima	2) practice set 6.1 @ Understanding: - pupil develor an understanding of factors of ea quadratic trinomial	0
Sania Suniara	(3) Application: - pupil applied their knowledge and understanding about familiar with factors of quadratic trimming	d
#	Skill: - Pupildevelop the skill required to study factors of quadratic trinomials.	110-11-11
- Aller	Terrating Aids; -chart showing. ??	THE PERSON NAMED IN
	Reference: - 27 Book	The same of the last
	happener. w.w.w. moths funcom	

Content Analysis	Chiesline comitt	
factors of guadralic	Objective specification.	Series .
trinomials.		Po
	Opupil recognize the term	le
An expression of the C	tactors of quadratic trimming	A
ar2+be+c is called	semis remembrize to	
a quadratic trinomic	tactors of quadratic trinonic	40.
tellomic	el. lovelor a	5
(1)0 km2 (1) db - 1 2	Understanding a fonderstand	a a
we know that catalogat	Tapi will also relational	1 0
$=x^2+(a+b)x+ab$	between factors of quadratic	
the factors of a		P
x2+catb)x+ab are	(2)	- 0
(Cta) (x+b)	A	+
tate sayora I mani	i trinomials	
to find the factors a		3
I + 52 +6 by company	ina Anni u	te
17 WITH 22+COST 201	at a a a	
we get atb=5 ab=		C
so let us find facts		G
at 6 colhago co	ns Opupil judge their	P
latus D. I.	5 knowledge about factors	e
THE TOTAL STATE OF THE PARTY OF	es of quadratic trinomials.	+
of 6 whose Them		6
corriting the trinomial	in Skill.	6
The form r2+(a+h)r	tab Dougil dayala	9
to to tactore.	000000	
2+5x+6=x2x+(3+2)2	2+242 2	0
	9 quadratic trinomials.	9
mutiply 3+2 by a	ake pupil handale solution	1-
+wo groups of law	pupil handale solution	- 0
obtained.	erm of tactors of quadratic	le
= x(x+3)+2(x+3)		- q
= (x+2) (x12)		
=(x+2)(x+3)	- lane of to	C
	0	0
		V

angle -

011-			
ation.	procedure: - Yesterday we have	e Evaluation	-
	learn about the factorising /	Generalization	-
2mg_	Algebraic expressions of	1 tell methe	-
comials	artay & a2-b2 changes	expression of factors	-
m		of 423y + 8xxy2.	
mial	Statement of Aim: - so today		_
ndeistand	we will learn about factors	Recapitulation.	Y
	of quadratic (trinomial)	1 Let us solve some	e-
ship		examples using factor	5-
Pardic	presentation:-	quadratic trinomial	-
	1 Teacher explain formula	1) x2 + 9x+8	9
ew	for factors factors of	2>42+244+144	Σ
	quadratic trinomials.		-
	@ Teacher say write down		1
	formula in your note book.	Application.	
	3 teacher solve examples	17 Find the factors	-
9	of a3+b3on	of 0542+54-10	
	@ Teacher show chart		
		2) Factorise.	
20	paper and explain the	m3-23m+120	
S	examples of factors of quadratic		-
	trinomials.		
	5 Student ask quetions.		
	@ Teachers 91061 answer.		
	@ teacher give example		
	and suy solve to a students	Assigment'	
		Factorise.	
	solve the examples of		
- 6	factors of quadradictrinomial.	1) 282+x-45	
	teacher give home work.	2)2022-26+8	
n	Conclusion: - so today we	3) P2-7P-44	
	learn about factors of		
	quadratic trinomials.		
	core element: - Includation		
	of scientific temper.		
	value: - sicentific allitude.		



_			
lan	Name of the pupil t	eacher	practising school
_	Jadhar Kirbi Dayar		Anand alobal school
	Roll No: - 26		
	Subject:-maths		std'- DIV! -
	Lesson No: 08	ALL BEALTS	Dote
0	Topic - Factorisati	on	Time:-
19.6	of Algebraic expres	ssion	- Shortheast all
	subtopic - Factors o	of	
	quadratic trinomic	al.	Test Sent Vicini
-13/	mla dar dam (b)	day	Lidacou Salva Land
	Previous knowled	ge of clas	s:- students have
-	previous knowledg	e of mo	nomial and binomial
	expressions.		Aax3 Loky3
	and and the last	-	
100	Teaching Point	Genen	al objectives
_	1) Factors of	1 Knowle	dge - Pupil acquire the
	quadratic	knowledge	about factors of
SIGIL	trinomial.	q uadratio	trinomial.
-	2) practice set 6.1	2 under	standing:-pupildevelop
		an und	exstanding of factors
			dratic trinomial
1nc			tion: - Pupil applied
10			nowledge and
30	A CONTROL AND THE		anding about familiar
11/10	Charles of Carrions of		factors of quadratic
	1 New York	trinom	
			- Pupil develop the
172		skill :	required to study.
-			ors of quadratic
Mah		trino	mial.
			Variation of
			howing examples of
	alladratic tris	nomial.	
	0 05		1. 0
	Refference. Wil	v.wm	aths tunicom

	Content Analysis	Objective specification	
	Factors of quadratic	Knowledge	
	trinomials.	opupil recognize the torm	
		factors of quadratic	1
	An expression of the form		1
	arz+br+c is called	Opupil memorize term	
	a quadratic trinomial.	factors of quadratic	
		trinomial.	
	we know that (x+a)(x+b)	understanding.	
	$=x^{2}6+(a+b)x+ab$	Opupil will also develops	14
	: the factors of	unders tanding relationship	1
	x2+(a+b)x+ab are	between factors of quadratic	C
	(x+a) (x+b)	trinomials.	
		Application	-
	To find the factors of	Opupil will be able to use	0
-	x2+5x+6 by comparing	in daily life	
	it with x2+catb)x+ab	@ puril judge their	(
	it with it we get	kmwledge about factors	3
	a+b=5, $ab=8$	of quadratic trinomials	0
	so Let us find factors		
-	of 6 whose sume is	skill	3
4	5	Opupil develop skill	C
	The second second	of observation of	(
	writing the trinomial		6
	in the form x2+(a+h)x+ah	factors of quadratic	C
4	find its factors	trinomials.	- Control
			000
4	$x^2 + 5x + 6 = x^2 + (2 + 3)x + 3x^2$	@ Pupil handale solution	(2
	x2+ (a+b)x+axb	of factors of quadratic	
	$= x^2 + 3x + 2x + 2x + 3$	trinomials cearfully	1
1	multiply 3+2 byx	Total Contract	
1	make two group of		
1	Four term obtained		(
1	= x(x+3)+2(x+3)		10
1	=(x+2)(x+3)		

ion. Procedure: - Factorin Evaluation. Introduction: A quadradic O Lell me the factors trinomial is an expression of emo Generalization the form x2+ bx+c. wher x is Otellme the factors variable 6 abic are nonzero of 4xy \$ 80024 statement of Aim: so today Recapitulation we will learn about factors Olel us solve some of quadratic factorisation of Algebraic expression. examples using factor of quadratic trinomial OPB 1) x2+9x+18 presentation: 2) y2+24y+144 1) Teacher explain faxmula. fo feectors of quadratic Application. trinomials. @ Teacher say write down OF ind the factors use tormula in your note book of 500y2 +5y-10 3) teacher solve examples 2) Factorise m3-23m+120 of quadratic trinomial. @ Teacher show & charl paper and explain the examples of factors of Assigment. quadratic trinomials. 5) student ask quetions Factorise 6) Teacher give answer. 1/2x2+x-45 @ and say to Students 2720x2-26748 solve the example of factors 3) p2 -7p -44 of quadratic trinomial. 3 Teacher give homework. ion conclusion! - so today we learn about factors of quadratic trinomials core element: Includation of scientific temper. value - scientific allitude

Black Board work.		
	Std: 8th	
Subject	sation of Algebraic expression.	
Unit - Factoris	of quadratic trinomials	
Submite: Adctors	or garage	
1) Factorise	@ Factorise	
2x2 +5x -18	22 - 10x + 21	
$=2x^{2}+9x-4x-18$	$=x^2-7x-3x+21$	
= $=$ $=$ $=$ $=$ $=$ $=$ $=$ $=$ $=$	= x(x-7) - 3(x-7)	
= (2x+9)(x-2)	=(x-7)(x-3)	
AND - UNITED BY CO. AND TOTAL		
The second secon	Andrews of the second	
	al you was one of	
	1 11704 11 11 11 11 11 11 11	
* Introduction will	91101 (1)	
* B.B.W - divide	R. B. White in	
# B.B.W - divide B.B. weide in		
# Explain 1 sore sor anadratio desires iste		
# Explain Jargons of quadratin Aninomials		
*		
	Charge and Land William	
Eusig 18.	attind the late of the	
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SAKET GYANPEETH'S



SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli, Kalyan (East) - 421 306. Dist Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher	Anand Global School
Roll No. 26 Subject Maths Lesson No. (General) (6)	Std. 8 th Div. Date 1918/19 Time - From 8145 To 9115
Lesson No. (In the method)	
Topic Factorisation of Algebraic expression subtofic: - Factors of quadratic	

Previous knowledge of the class

students have previous thousedge of monomial binomial expression.

Teaching Points	General Objectives
1) Factors of quadratic trinomial 2) practice set 6.1	exnowledge: - Pupil acquire the knowledge about factors of quadratic trinomial. 2) Understanding! - The publicevelop an understanding of factors of quadratic trinomial. 3) Application: - pupil applied their knowledge and understanding about familiar with factors of quadratic trinomial.
	4) skill: - puril develop the skill required to study factors of quadratic trinomial.

Teaching Aids: chart showing examples of quadratic trinomials.

Reference Aids :-

w.w. maths. com

Content Analysis	Objective : Specifications
Factors of quadratic	* nowledge
trinomials	OTHE PRIPIL RECOGNIZE the
An expression of the	term factors of guaratu
Com anthortals	trinomials
called quadratic trinon	Deupil memorize term
we know + now (x+0) at	
= x2+(a+b)x+ab	trinomial:
: the factors of	Understanding -
x2+(a+b)x+ab are	O The Pupil will also devel
(x+a)(x+b).	6 understanding adationship
	between factors of quadra
To find the factors of	trinomials.
x2+5x+6 by comparing.	14
with x2+ Cathortob	*Application
we get ab -6 (a+b) =	5 The Pupil will be able
so let us find factor	The state of the s
of 6 whose sum is 5	
	Knowledge about factors
coxiting the tripomial	of quadratic + rinomials.
in the form of	
x2 + (a+b)x+ab	* Skill
fird its factors	Opupil develop still of
x2+50+6=x2+(2+F	observation of invious
$=x^2+(2+3)x+2\times3$	
$-x^2+(\alpha+b)x+\alpha xb$	example of factors of
- x2+122 10 = 1 80 × 12	quadratic trinomials. 20 The pupil handale
multiply 3+2 by or	
naice two group of	quadratic trinomials
four term obtained	cearfully.
= r(r+3)+2(r+3)	
=(x+2)(x+3)	

Introduc

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Preser

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+x

9

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Procedure	Evaluation
Introduction: A quadratic trinomial is an	Generalization :-
expression of the form x2+bx+c	Otell me the
wherexis variable 6 app,c	Factors of
are non-zero, oxa is leading	4x2y 6 8x2y
coefficient bis linear coefficient & Cis	,
Statement of Aim :- So, Today we will	
learn about factorisation of	
Algebraic expression.	
Presentation: 1 Teacher explain formu	16
for factors of quadratic	
trinomials.	Recapitulation :-
@ Teacher say write down	OLE US Salve som
formula in your note book.	examples using
3) Teacher solve examples of	factors of quadra
quadratic trinomial-	trinomial
19 Teacher Show chart pape	x 1) x2+9x+18
and explain the example of	2) 42 + 244 + 144
factors of quadratic trinomia	Application:-
5) student ask Questions	Ofand the
f teacher give answer	factorsof
Dand say to students	5y2+5y- p
solve the examples of factors	2) Factorise
of quadratic trinomial.	$m^3 - 23m + 12$
D Teacher give homework	A A A A A A A A A A A A A A A A A A A
& students write downhameur	24
D teacher evaluate topic.	15
onclusion: 50 today we learn about	
cectors of quadratic trinomials.	
re Elements: Includation of scientif	ic
emfer	Assignment:- For chord
ues: scientific affitude.	1222+2-45
	2) 20x2-26x+8
	3) P2-7P-44
	13/ 1/1 4)

BLACK BOARD WORK

Jottins Diagram :-

Summary:-

subjecti- meeths

unit! - Factorisation of Algebraic expression

subunit: - Factors of quadratic trinomials.

1) Factorise -36

$$2x^2+5x-18$$
 /\
= $2x^2+9x-4x-18$ +9 -9

2) Factorise
$$x^2 - 16x + 21$$

$$= x(2x+g)-2(2x+g)$$

$$= x^2 - 7x - 3x + 21$$

$$-x(2x+g)-2(2x+g)$$

$$= x(x-7) - 3(x-7)$$

0

0

$$=(2x+9)(x-2)$$

$$=(x-7)(x-3).$$

Remarks Items

Set induction

Model Reading

Model Recitation

Objective Qns.

Silent Reading

Narrations

Explanations

Illustrations

Questions

Use of teaching aids

Class Response

Class Participation

Black Board work

Experiments

Demonstrations

Specimen observation

Dramantization

Student's reading / recitation / drill

Closure

Teacher's knowledge of content

Teacher's preparation of lesson

Method of teaching

Interest created

Class control

Suggestions:-

* Introduction with quest'an * B.B. Inl - divided

into two equal posts step by 59 ep

General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professo



based e 550N A CROS

1		
Cn-4	eaching -	1
		practising School
		Anand Global school
ROII NO : 48 25		kalyan East
Subject! - mathema		Activate Cost
		std! III Div
		98:45 to 8:9:15
Rational Numbers		construction and an area
sub Topic: - Addition		sonitavo) sat-
and substraction &	/	MARINA
Rational Note		douga locates
A STATE OF THE STA	70	
politicist of board broth	describer la	all world the
previous knowledg	e of clas	\$:-
student have pre	evious know	wledge of natural
numbers, integer	J. release Le	stenut leadles
a los la millorago no	100	uner ball merch
to de mailible de la decessar	pala in	2. Just respirited - 1
Teaching point	Gener	al objectives.
1 Additi O know ledgo: - pupil acquire the		
Rational no knowledge about Rational number		
@ Understanding: - The pupil		
Toperation on develop an understanding of		
Rational Numbers Rational number		
1 Addition	3 Applica	ation: - pupir applied
@ subtraction	their k	nowledge understanding
	and beco	me familiar with
11/4-7	OH ROPE	ation of rational number
Lister Adamster Strong (1)	@ Skill:	pupil develop the skill
19 Dadle Tooks	required	to study Random
man Intollers in	experim	ent and equall:
which such laying to	operati	on of rational numbers
al and done		
Teaching Aids - c	hart sk	raing identification
	of hum	sens fail numbers.
Reference: ht	LPS 1/10	ant memorise. com o
		mornor (on o

	The second second		
	Content Analysis .	objective specification.	N'G WE
		*knowledge: -	
	In	O pupil recognize the term	
	Rational-Numbers.	oxational numbers and	
	- 43 3333438 0105	Addition 6 substraction	
	In previous standards,	of rational number.	
	we have learn that	@ pupil memorize the term	
	the counting numbers	rectional numbers.	
	1,2,3,4 are called		
	natural numbers.	Understanding:	
		Opupil will also develop	
	We know that notinal	and understanding of	0
	numbers, zero, and the	relationship between	
34	opposite number of	rational numbers.	
	natural numbers together	@ The pupil express their view	student
	form the group of	on operation of Rational	subject
	integers. we are also	number Caddition 6 subtraction	
	familiar with Fractions	March animant for 1	student
	like 7, 2, 1	*Application: -	(R)
manage.	11 5 7	1) pupil will be able to use.	Subject
1200	and the second of the second of the	in daily life.	
100	Is there then	,	(A) Ocubios
	group that includes	Opupil judge their knowled	Student
LEIL	both integrers and	about operation rational	-
13 well	fraction.	no numbers.	0
3 125			Subject
	all integers can be	*skil! -	
117-1	written in the form	Opupil develop skill of	studen
	othe m. If mis	O'bservation of example	
	any integer and n	of rational numbers	liand.
		2) pupil does written	Pupila
A COLUMN			Les
	non-zeronu integer	calculation correctly.	
A LINE	then the number m		
	11.1.2.2.1.1		
	is called arational		
	number.		
2			

.

	condent	
	Introduction DTeacher corrite	Evaluation
	write on black Board many	Generalization
excho	numbers & like and ask	
acl	students which type of number	() which numbers
		called natural number
	statement of Aim: - Today	@ which number is
em	we will be learning about	called whole number
1	operation of rational	100000000000000000000000000000000000000
	numbers.	Recapitulation.
		Owny operation
9	presentation - Otteacher-	on rational
	explain students to rectional	number are
	numbers 6 give examples of	carried out as
	rational number.	fraction.
ew	@ student ask ouestion.	
SALIMONT	3 teacher explain the	Application-
on subjects	topic give answer.	1) carry out the
[64]	@ Teacher write down	
Student		following addition
(B)	example of rational number	
- Subject	Teacher explain examp	number.
	operation of rational	i) 2 3/1 + 1 3/77.
. 6 Osubiect	number addition. Teacher solve example of	11 , 2 , 2 4
	addition of rational	
2	humber.	
Subject C	Teacher ask Question.	skill assigment
(2)	Student give answer	carry out the
Student	tecicher give homer worke	Calla is a la
	teacher give homeworke 9) student write down homeway	following substract
h	Conclusioni La a 111	involving rational
Pupiler-	conclusion: - Hence de today we have learnt operation	number
Leav	we have learnt operation	U 7 - 3
	of rational numbers.	11 7
		2) 12 35
	ore element: - Includation	2) 12 35
	of scientific temper.	
	kalue: - scientific attitude.	

Black Board work. class 7th sub:- maths div: Topic: operation on date: rational numbers * all integers can be written in the form m. If m - 5×11+7×9 is any integer and n is any non-zero integer = <u>55 + 63</u> 77 then the number of is called a rational number.

SAKET GYANPEETH'S



SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbal)

Sasat Vidyanagari, Chinchpada Rosal, Katemanivili Katuen (Elast) - 421 305, Dist. Thome (MAHL)

LESSON NOTES

Name of the Pupil Teacher Josephous Kixti Dayamanol Roll No. 2.6 Subject MacLife machies Lesson No. (General) (0))	Practising School Amount Global School Std. 7th Div. A. Date 29-8-2019 Time-From # 9:15 to 9345
Lesson No. (In the method) 7	
Rational Number subtable - Addition and subtraction	

Previous knowledge of the class.

Student have previous knowledge of natural numbers

Teaching Points	General Objectives
1) Radional Number	browledge about Rational number
2) operation on Rationa	Ounderstanding! The Pupil develop a understanding of Rational number
Numbers	DAPPlication! Purit applied their become familiar with opration of rational number.
i) Addition of rational	Skill: - pupil develop the skill
. rumber	required to study operation
ii) subtraction of	of rational numbers.
rational number	

Teaching Aids: chart showing identification of numbers.

Reference Alest htt Ps: 1/ Dont memorise. come.

	Objective : Specifications
Content Analysis	
- Rational Numbers	Opupil recognize the term
numbers. We know that natural numbers, zero and the are called what number. Natural number zero and apposite number of natural number	Addition & subtraction of subtractional number of pupil memorize the term rational numbers. Understanding: Opupil will also develop and understanding of relationship between rational numbers. The pupil express their view on operation of
to gether form the group of integers we are also familiar with fractions	rational number CAddition subtraction Application. O pupil will be able to use in daily life.
THE THUMBEY TO	Deput will be judge their knowledge about rational numbers. Skill Deput develop skill of observation of example of rational numbers. Deput does written calculation correctly.
s called a mational	

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St

Intr

ble

07

Pupil teache

	Procedure	Evaluation
Introduction :- Stu	Pupil Teacher: - write on	Generalization :-
	I many numbers and ask	O which numbers
	which type of numbers	is called natural
_Studients_te		num ber
		@ which number
Statement of Aim :-	Today we will be learning	
		number.
	peration of rational	J. ICANIA S. S. S.
numbers.		
	Pil teacher: - Dexplain	
	imbers and give example	Recapitulation :-
of rationa	l numbers. Ostudent ask	0
Question 3	pupil teacher give answ	why operation or
Queil Teac	her write down examp	e rational number
of rations	unumber & Subject Teache	rare corried out
explan A	peration of rational	as fraction.
	subject teacher: - solve	
	f raddition of rational	
	subject teacher ask	Application :- (1) COTTY
	on addition of national numb	a out the following
	give answer.	addition of rational
	eacher: explain the	number.
9 A PUPIL 1	ion of rectioned number	and the second s
Substract	or of the down ever	nid
	icher: - write down exam	
CD	al number and ask quest	
	tericher: - give home work .	
		Assignment: canyy
	ence today we have learn	The second secon
	of rational numbers.	subtraction involvi
Core Elements :-	Includation of scientific	rational numbers
temper.		Assignment :-
Values :- Scie	ntific allitude.	0 7 - 3
		65.0
		21 = - 3 =

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4.

BLACK BOARD WORK

Jottins Diagram :- 5ub Topic	summary:- class: 7th date:- : maths :-operation on rational numbers.
* all integers can be written in the form \\ \frac{m}{n} \cdot If m is any integer \\ \text{cand n is any non-zero} \\ \text{integer then the number} \\ \frac{m}{n} \text{ is called a retional} \\ \text{humber.}	$= \frac{55+63}{77} = \frac{118}{77}$

Remarks Items	Suggestions :-
Set induction	
Model Reading	- Set induction done.
Model Recitation	
Objective Qns.	- BB work done
Silent Reading	
Narrations	- Explanation alone
Explanations	
Illustrations	- Effective use of
Questions	
Use of teaching aids	teaching and.
Class Response	,
Class Participation	- Clan participatal.
Black Board work	- cors participates.
Experiments	
Demonstrations	- Clair control to increase
Specimen observation	
Dramantization	- Interest created
Student's reading / recitation / drill	SMEASO CILLAGE
Closure	THE RESERVE AND ADDRESS OF THE PARTY OF THE
Teacher's knowledge of content	
Teacher's preparation of lesson	The latest building the cold
Method of teaching	
Interest created	General Remarks
Class control	Overall Lenousin Vigoral.
Olass condo	LEGE
Seen the remarks of the supervisor	S'Keyn C
rectification of the rectifica	W (DIST, MASS) E

Supervising Professor

Guiding Professor

		THE PROPERTY OF	The state of the s
	Co-te	aching-2	
	Name of the pupil t	eacher:-	practising school.
	Jadhav Kirti Day	lanand.	Anand Global School
	ROLL NO: - 26		kalyan East
	Subject mathema	alics.	std: DIL Div:-
	Lesson No: Genera	l (0.2)	A 1997 APL LA
	Topic: - operation o	on Rational	aciberitaillen
	Numbers		Coppe Second
	Subtopic: multipl	ication	
	and substract	ion of	and the land
000	Rational number.	a hom - 1	& live if
	Oravious 1		
0	previous knowled	ge of class	i e sio) mm
ext books	neural naive p	revious Kno	reviedge of natural
AT YOUR	number, integer,	whol num	iber, Rutional
	and the saddition	& substruct	ction of mutional number
mason.	Teaching Point	1 1 - 1	20000 1 1 1
		(1) Knowled	ge: - Pupil acquire
	1 multiplication of	the know	edue alres add
21001 2	rational number	multiplical	ion or division of
	2	1-00110000110	
and an art of	adivision of rational	1 understan	naling! - The pupil declap
900 0	number.	an understan	poling of multiplication
	3) 11'0" 0	and division of	rectioned number-
	3) multiplicative	(3) Application:	Pupil applied thoir
36 150	Inverce.	know leadge w	nderstanding and
Man end		become fam	riliar with multiplication
		and division a	f rational number
and the same		selli- pur	il develop the skill
		and division	study multiplication of rational number.
			March 1995
1000	Teaching Aids: - Ch multiplication of	nard showing	1 example of
	multiplication of	and division	of rational number
			19990
	Refference: - https:/	1 Dont memo	rise com

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	The pulsing		1
and the	Content Analysis	objective specification.	
	de la companya della companya della companya de la companya della	* Knowledge -	
-	To divide one number by	1 The pupil recognize the term	student teacher
	whother is to multiply	pational numbers an	
	the first by the	pational numbers on multiplication of division of	
	multiplicative inverse of	@ pupil memorize the term	
	another	multiplication & division of	
-		rational number	Subject tempe
	he have seen that	A Service Control of the Control of	THE PER PERCHA
	8 and 5, 4 and 2	* Understanding: -	4
		(Deceil will also do also	
	are fairs of multiplicative	and understanding of	
	interses.	and understanding of relationship between at in	
- Tari	(-5) (-4)	and sudivision of rational num	P
			54
109	$\begin{pmatrix} -7 \\ 2 \end{pmatrix} \times \begin{pmatrix} 2 \\ 7 \end{pmatrix} = 1$	on one multiplication 6	TE
-		division of rational number.	of
	Thus $\left(\frac{-5}{4}\right)$ and $\left(\frac{-4}{5}\right)$ as	* 0001'- 11	SI
-	(4) (5)	(1) Pupil will a	B
	also (=) and (=) are	1) Pupil will be able to use	21
-		Deurit will be able to use in daily life. Deurit judge their knowledge about multiplie	000
	Pairs of muliplicative of	about multiplication and	SH
		division of rational number.	ed su
	similary - 5 and - 4 or	The state of the s	
	-7 1-2	skill	e)
	-7 and -2 are pairs (D pupil develop skill of	60
	at multiplication :	observation of example	1 ho
	The 1 % -F	Trational numbers.	epi cor
	To a star of	to mutification a divide	eacld we
6	each other's multiplianes	of rational number.	mul
1	inverse and so are. @	Pupil de	of
	1 - 1 - 2	Pupil does written	
		calculation correctly.	COS
	The second secon		2
18			Val

lon'	Procedure:	Evaluation.
student teache	Introduction: - wit	Generalization.
the term	lost yesterday we have	
170		O Tell me the multiplicative
ion of	of rational number.	inverce of 5 6 6
se term	CAddition & substraction)	2 925
sion of	State (ISA)	
	statement of Aim: - Today	Recapitulation.
1-	we will be loom about	0 -11 and 9 is not
	o multiplication and	9 11 5 701
relop	subtraction of rational	multiplicative invace
- of	numbers.	
multiplicat		Salarana D
tional num	presentation:	a Application.
their via	Student teacher - Pupil	F 13 1 1
n 6	Teacher the multiplication	rational number:
number-	of rational numbers	rational number. 1 3 x 2 2 12 x 4 5 X 15
	subject Teacher explaisable	
	Bringle Otherstianal number	
le to use	student teacher:-give	* coary out the.
	Clestion of multiplication.	division of rectional
x knowlecte	studen pupit teacher - explain	numbers.
n aho	edivision of antional number	1 40/· 10 @ -10 ÷ 11
rd number.	subject teacher: - 80 solve	19 9 11 . 10
	example of division of	
2. 4	sational number.	- VV 1911
Kill of	subject terechor give	Signit Application.
example Pupi	hame work	's carry out the
1 1 6 3	we have learnt (given rectional number
	multiplication and division	8 · 6 2 -8 x 3
er.	of rational numbers.	7 7
itten		and the same of th
roctly.	core element: Includation	
	of scientific temper.	
V	valua: scientific	
	aditude.	
	THE RESIDENCE OF THE PARTY OF T	THE RESERVE THE PARTY OF THE PA

Std. 87th Subject:-maths. division-A Topic: operation of rational number sub Topic: Addition 6 multiplication of rational number * To divide one number example operate given by another is o to 1> 9 x 14 multiply the first by the 13 7 multiplicative inverse of = 9x7the other example. 5 x 6 - 1 is mul product is one. きて3=1



SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli, Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Jadhav kirti Dayanand Roll No. 26 Subject Mathematics Lesson No. (General) (8)	Practising School Anand Ce labed School Std. WII Div. A Date 30/8/2019 Time - From 9:15 To 9:45
Lesson No. (In the method) Co-teaching-02 Topic multiplication and substraction	
Topic: - Operation on Rutional	

Previous knowledge of the class

student have previous knowledge of natural number integer, whole number, Ration Inumber, addition (subtraction of valiance number

Teaching Points	General Objectives
2) division of rational	Expended of about multiplication of auxision of rational numbers of auxision of rational numbers of auxision of rational number of auxision of rational number of their knowledge understanding and become tamiliar with their cation and division of auxiliaries of the study of auxiliaries of the study of their cation of their cation and division of their cational number of their ca

Teaching Aids: Inverse

Reference Alds !-

nttps:// Dondmemorise.com

Content Analysis	Objective : Specifications
THE REPORT OF THE	* knowledge:-
divide one number by	1 To pupil recognize the ton
another is to multiply the	multiplication and division
first by the multiplicative	a sotional number
inverse of another	Pupil memorize the rem
	multiflication and division of
We have seen that 5	rational number.
and & , Fr and & are	* understanding.
Pairs of multiplicatives-	1 pupil will also develop and
1 6 1 /2/2 1	understanding of relationship
similary (-5/x(-4/5)=1	between multiplication and
7=1 \ 1-2 1	division of rational number
5 (=1) x(=1)=1	The pupil express their vica
-7 -9	on multiplication & division
Thus 2 and 7 are	of rational number.
pairs of multiplicative	* Application:
inverse.	O Pupil will be able to
similarly = and = or	use in daily life
-7 and -2 are pairs	@ Pupil Judge their knowled
-	about multiplication and
at multiplicative	division of rational
nverses That = 6	number.
-4 are each other	KSKIL!
3	1 pupil decelop skill of
nulliplicative inverse	observed on of elements
and so are 7 and	of pultiplication & division
2	of rational number.
- 2	Depuil does written
1	calculation and All
	calculation correctly.

Introdu

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Procedure	Evaluation
Introduction: Student teacher: - yesterday	Generalization :-
we have learn about operation	Tell me the
Croult Addition and subtraction)	
of rational number.	inverse of given
	numbers
Statement of Aim: Subject teacher: - so today	1).5.
we will be learn about multiplication	200
sublivision and multiplicative inverse of numbers	27 6
resentation: Opupil Teacher: explain the	23
multiplication of rational number	
subjet teacher: solve example of	Recapitulation :-
utiplication of rational number	why -11 and 9
upil Teacher: give to the examples	/ 9 II
or solving student.	is not
subject teacher clear dout for	multiplicative
tudents 3 pupil reacher: - explain	inverse.
he, multiplicative inverse and	
olve example of rational number	Application :- * Corry ou
Pupil teacher ask Question on	3
nultiplicational of radional numbers	
-subject Teacher: explain the	
vision of rational numbers.	1) 3 × 2 2>12 ×
	8-7\/0 + 10
Pupil teacher: - solve example	3 40 - 10
trational numbers.	4)
IPII teacher: - give homework.	4>-10 : 4
student note down home work.	
clusion: Aupil teacher: Henre today we have	
Hiplication and division of rational number	_
Elements: Includation of scientific	
emfer.	Assignment:- Carry ou
es: Scientific attitude.	Suasyan
/	given rational nu
	1-7:-3 2) -8 x
	8 0

learnt

BLACK BOARD WORK Std: 7 ". Jottins Diagram :subject: maths Date: - 30/8/19 TOPIC'. O percution of rectional sub Topic: Addition 6 multiplication of rational number * To divide one number by another is to multiply 1) & x 14 = 9x7-13x14 the first by multiplicative I nuerse of the other. example $\frac{5}{6} \times \frac{6}{5} = 1$ is product is one. Remarks Items Suggestions: Topic was industry Set induction Model Reading E cancept was clear Model Recitation Objective Ons Asan Been rollingara () Silent Reading Narrations D B. B want was Cross. Explanations BOAL Spir England (2) Illustrations Questions (6) inverse venerate in britis Use of teaching aids Class Response Dimprove Time management Class Participation 1 Assignment was Given. Black Board work Experiments (B) Demonstrations Specimen observation Dramantization Student's reading / recitation / drill Closure Tea er's knowledge of content Tea r's preparation of lesson Methou of teaching General Remarks (Veral) Lesson was Interest created ... Class control

Seen the remarks of the supervisor

Guiding Professor

Crash.



COteaching 1esson

Name of the Pupil teacher practising school Jadhav Kirti Dayrinand Anand Global school std: oth 5th Divi-A ROLL NO: - 26 subject :- maths Dute -Lesson No: - 1 Time. Theme: fruit shop concept: The unitary method: prairies knowledge of class - Puril may have knowledge about various fruits which they earl & observe in daily life such as mango, orange bann banana Teaching Points 1) The Unitary method "knowledge! - The Pupil acquire the their knowledgeabout The Ounderstanding: Pupil develop an understanding The unitory method. 3 Application - Jupil applied their knowledge and understanding about familiar with The unitary method -@ skill - pupil develop the skill required to study The unitary method. Teaching Aids: - fruits, drowing, fruit bruskel Reference 2

Content Analysis. Shjective specification.

In knowledge: pupil acquire

Unitary method the know

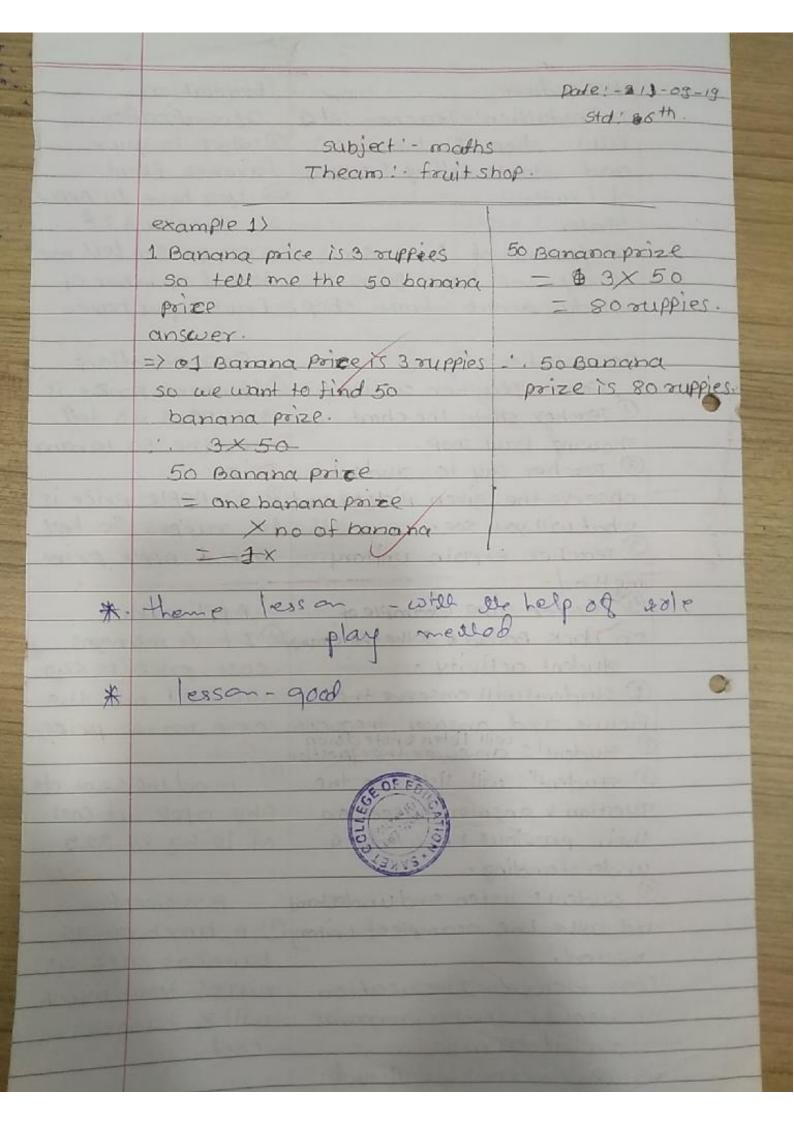
In our daily lives when O pupil recalls medterne buying items like vegetable tical term The Unitory the seller mentions the method wholesale prices For Opupil recognize the 1 dosone (12) bananas for 24Rs. How can understanding we find out the price OThe pupil gives for one banana? Mustrations for The answer to this mednemedical concept 50 is the unitary method unitary metod Further we can calculate @ The pupil ab detects the prize of 12 Bangras errors in mathematical given the knowledge of operations. cost of 1 banana Givens its importante Application in our daily lives, let O The pupil applied us understand about knowledge of mathematics the unitary method to novel situation @ Pupil px-The pupil The word unitary predicts results on referce to a single or basis of unitary method an individual unit Hence this method Skill aims at determining. 1 The pupil does values in relation to written calculation single unit. correctly. @ pupil The pupil develop interest in mathematics

procedure Evaluation Introduction: - Teacher set a Ownich is your fruit shop In the class favorite fruit. fruits. Selling & buying @ you have to Apple fruits. of fruits. 20 banana, 6 28 statement of Aim: - so orange so tell me 10 today we have going to total noumber of study about fruit shop fruits you have. hoor presentation: Preacher Show the chart showing Recapitulation. fruit shop. DI Banana price is @ Teacher calls a students 3 rupees so tell to buy one kg of mangos me the 50 bananas from the shop-keepers prize. 3) Students calculate the @ 12 Apple prize is prize of one lkg of manges 60 suppes so tell me mangoes gose to shopkeepers the I apple prize. @ This way teacher explains unitary method to Application. (1) 8 Parts price 15 students. If 2009 p mangers 3 students conculates 6-0 cost prize is 325 with the help of teacher so tell methe explainations. One mangaprize. @ If Find the Cost of 8kg apple if cost of 10 kg is 325 Assignment. OA bunch of 15 prore element: - Incluration bananas cost 45 of scientific temper temper tow much value . - scientific attitude will 8 barranas cost

Black Board work. Subject: math.

objective specification Content Analysis *Knowledge Deupil recalls methers Unitory method. In our daily lives when tical term the unitory buying items like vegetables method the seller mention the @ The pupil recognize the wholesale prices For term unitary method. example suppose we buy 1 dozone of (12) banans understanding. for 24 Rs. How can be O The pupil gives find out the price for illustrations fer one banana? mathematical concept. The answer to this unitary method. is the Unitary method @ The pupil detects Further we can calculate error in mathematical the prize of 12 Bananas. operations. give the knowledge of cast of 1 Bangna. Application. Given its importance in OThe pupil applied our daily lives , let knowledge of mathematics to novel situation us understand about 1 The pupils predicts the unitary method. results on basis of . The word uniterry referce to single or the unitory method. an individual unit Hence this method aims at skill:-OTHE PUPIL does determining value in relation to single unit. written calculation The Pupil develop interest in mathematics

ation.	procedure	Evaluation
	Introduction: - Teacher seta	
them_	fruit shop In the class	Owhich is your
ory	and starts selling & buying	favorite fruit
	of fruits.	@ you have to Apple
e the	states	20 barana (28
od.	Statement of Aim: so	orange so tell me
	today we have going to	
	study about fruit shop	· fruits you have
	presentation:- (1)	Recapitulation
£.	Thea Teagher activity.	OlBanana prize is
	O teacher show the chart	3 ruppes so tell
	showing Prieit shop.	me the 50 harana
cal	@ Terecher say to student	Price
	observe the given Picture an	d@ 12 Apple price is
	what will you see.	60 nupres so tell
	3) Terocher explain unitory	me 1 Apple prize
	method.	
atics	1 Heacher give example of	Application.
	on black Board 6 Solve the exam	DIF 4 mangers
15	student activity.	cost price is 640
	D students will observe the	so tell me the
	Picture and answer thequestion of student's answer the question	on one mango prize
	3 student's will listen to the	@ Find the Cost of
	question 6 answer based on	8kg apple it cast
	their previous knowledge 6	of 10 kg is 325
	understanding.	
P	@ students listen and understan	d Assignant.
ics.	and solve the example of unitor	
	method.	bananas cost 45
1	core element: Includation	
100	of scientific temper, removal	
		cost.
	value: - scientific attitude.	COST .
The second second	TO THE STATE OF TH	



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LESSON NOTES

Name of the Pupil Teacher Jadhau/ Kirti Dayanand Roll No. 26	
Subject Mathematics Lesson No. (General) (1)	Date 11/09/19 Time - From 9:145 To 9:45
Lesson No. (In the method) 🙌 9	
CThe Unitoxy method)	

Previous knowledge of the class

The pupil have knowledge about vanious fruit stop which they earl b observe in daily life such as mango ovange, banance

Teaching Points	General Objectives
1) Unitary method. * addition * multiplication.	O knowledge: The pupil acquire their knowledge about the unitary method. Dunderstanding: The pupil develop an understanding Unitory method
	Dapplication: The Pual applied their knowledge and Understanding about familiar with the unitary method
	@ skill: - pupil develop the skill required to study the unitory method

Teaching Aids: Chart Showing Fruit Shop

Reference Alds: w.w.w. maths fun-com

Content Analysis	Objective : Specifications
unitary method:	Knowledge.
To aux daily lives when	Opupil recalls maiserisance
1 1 le a like Licophable	term United
the coller mention the	the purit recognition
whoksale prices. For example	term unitary method.
suppose we buy I dozone	
Bananas For 24 Rs. How	understanding.
can we find out the	1 The pupil give illustration
price for one banana?	for mathematical concept
	unitary method
The answer to this	@ The pupil detects errors
is the unitory method	in mathematical operation
Further we can calculate	
the prize of 12. Bananas	70
give the knowledge	1 The Pupil applied
st cost of 1 Bomana.	knowledge at mathematic
	to novel situation.
Given its importance	@ The pupil predicts
	result on basis of the
us Understand about	
the Unitory method.	
The word	SKILL
unitory referce to	
single or an indivi-	culculation correctly.
dual unit Hence	6)
this method aims at	The pupil develop
determing value in	interest in
relation to single	mathematics.
unit-	

Intr

I

on:- Di your fourrite Di your fourrite Di your house to Di Barang Il me toutal rof fruits have. DI Barang Is 3 rupice so he 50 barang
orange l me todal rof fruits have.
orange l me todal rof fruits have.
orange ll me toutof rof fruits have.
orange Il me toutor rof fruits have. on:-OI parang is 3 rupice so
on: OI parang
have. on:-OI Barang s 3 rupice so
on:-OI parang
on:-O1 Barang
is 3 rupice so
is 3 rupice so
is 3 rupice so
N SCI GURANA
·OI) 4 mangers
e is 640 so
the one mango price
the cost
kgapple
st of lokg
25.
And in case of the last of the
FA humana
-A bunchof
nas cost 45
1

ical

20

1.

neutrons

cert

2002

dio 10

natics

R

(T)

	summary: Date 13-09-19 std: 8th a ect: maths am: fruitshop
ex. I) B Dre Banana price 50 fell me enf50 banana answer. 1 Bananaprize is 3 ruppie 50 we want to find 50 to price. 50 Banana Prize = one banana prize x no of Banana.	Price = 3×50 = 80 Ruppies 50 Banana price
Remarks Items Set induction Model Reading Model Recitation Objective Qns. Silent Reading Narrations Explanations	ggestions :-

... Illustrations Questions Use of teaching aids Class Response Class Participation Black Board work Experiments Demonstrations Specimen observation Dramantization good lesson Student's reading / recitation / drill Closure Teacher's knowledge of content Teacher's preparation of lesson Method of teaching General Remarks Interest created

Seen the remarks of the supervisor

Class control

Guiding Professor

.

Supervising Professor

Aanand Global Name of the pupil teacher school Jadhar Kirti Dayanand. ROU NO: 26 std :- 7.th subject :- maths division - A Lesson No: 2 Them: - Rangoli Date: - 13/9/19 concept Areast triangle and square. previous knowledge of class: - pupil may have previous knowledge about Rangoli and different type of geometrical shaps. General Objectives Teaching points 1) Knowledge: - The pupil acquire 1) Arece of triangle their knowledge about the Critary me Area of triangle @ Area of rectangle O understanding: - The pupil develop an understanding 3 Area of square. Area of triangle, rectangle, squa 3 Application: - The Pupil applied their knowledge and understanding about familiar with the Area of triangle rectangle @ skill' - Pupil develop the skill required to study the Area of triangle rectargle square. Teaching Aids: chart showing rangoli. Refference - www. waths fun. com

	. 1	objective specification.	Proc
Con	tent Ancelysis	* Knowledge	Int
		1 The pupil recall meether	cha
Are	*	meetical term Area.	whoe
	is measure of _	mcortero	
	nuch space	The pupil recognize the	sta
+here	is inside œ	- The parties of	we
shape	calculating are	e term Area of	Yar
of shall	pe or surface		VCCI
can be	used tulin	understanding.	Comple
eveyda	y life-for	1 The pupil gives	Pre
example	e you may need	illustration for mathematical	O 7
to kho	whow Paint to	concept Area of triangle.	5h
	1 to cover a	@ The pupil detects error	100
wall	y how much	in mouthematical operation.	obs
	seed you need		wh
	va. lawn.	Application	3-
Calcada and Calcad	is page covers	OThe pupil applied knowledge	+2
T+ 400	climentional Figure	of mathematics to novel	40-
	of rectangle	situation.	ble
	gth x breadth.		
	31117 13.00	1 The pupil Predicts	. De
N-700 0	of square	results on basis of	3
- lov	19th x length	the unitary Area of	ar
	ength)2	the outland section	
(1)	ength)	skill'-	3
A:	-1 1-2 10		gue
	of triangle	O The pupil does written	
The state of the s	if of rectargie		+he
07 59	Lare	(2) The pupil develop	(g)
	,	interest in modhematics.	
	of my traingle	The state of the s	ten
= 1	Area of rectangle		of
2			86
= 1	x length x bready		Co
2	, , , , , , , , ,		0
as			VE
[^ - 1	v lewstr Libra		1000
Aread A = 1	V III AIN VALLE.		Vo

cation.	procedure: -	Evaluation.
	Introduction! - Teacher show	Generalization
I mathe-	chart of rangoli and askitudent	O Tell me the which
rea.	what will be see.	shapes you will see
		in this rangoli?
nize the	statement of Alm! - So today	Thow many trionge
	we have going to study about	rectangle, square
	rangoli	in this Picture.
7-		
	Presentation: - Teacher activity.	. Recapitulation:
athemolical	O THE Tencher show the chart	O Lengthrof traingle
riangle.	shoring som rangali	is 7gm and hat
s errores	@ Teacher Say to students	height of 3cm so
operation.	observe the given picture and	
	what will you see.	
	3 Teacher explain area of	
d Knowledge	triangle areaf reclangle	Application
vel	9 Teacher give example of	1 colour the rectang
	black Board & sel explain studel	
	student activity.	
4s	· O students will observe Picture	
s of	@ students will listen & paint the	
of	areast triangle and measure	
01	area of traingle.	
	3 student's will listen to the	
witten	question 6 answer based on	
ctly-	their previous knowledges	
	understanding	
op l'ac	9 student listen and unders-	
matics-	tornding and solve the example	
	of Area of tringle triangle	20 cm.
	rectangle.	@ length of Paper is
The same of the sa	core element: - Includation	The state of the s
- FR	of scientific temper, removal	
	value of social barrier	area of paper
	value: - scientific attitude.	*
TATE OF		

Black Board work. Date: 13/9/19 subject: maths Stol! 87thA Topic! - Rangoli We know that are area of a = 1 x length Arrect square = =(length)2 x breadth. Area of rectangle 2 = lengthx breadth. Theme introduced. Theme explained Adequate preparation of lesson Class participated and responded. clas control to enhance

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LESSON NOTES

Name of the Pupil Teacher Touchous Kirli Dayananal Roll No. 26 Subject Wickling Raxalics	Date 10.645
Lesson No. (General) (C Q)	Time - From
Lesson No. (In the method)	
Topic Theam: Rappoli	
concept: Axea at triangle	
and square	

Previous knowledge of the class

pupi have privious knowledge about Rangoli and different type of geometrical shaps

Teaching Points	General Objectives
1) Area of triangle 2) Area of rectangle.	Oknowledge: The pupil acquire their knowledge about the area of triangle Opinderstanding: The pupil develop an understanding Area of triangle trectangle
3) area of Augre.	application: The pupil applied their knowledge and understanding about familia with the area of triangle rectangle square.
	Skill: - pupil develop the skill required to study the area of triangle

Teaching Ales: Chart Showing rangoli.

Reference ABSIN www.w.maths fun. com

Content Analysis	Objective : Specifications
Area.	* knowledge
Area is measure of	The PUPI recall
how much space	- other ofical term area.
there is inside a	1 The pupil. recognize the
shape conculating area	term Area of triangle.
at shape or surface	
can be used full in	understanding.
everyday life for	The pupil gives illustration
example vou may need	for mathematical concept
to know how muc point	area of triangle 6 5940 m
to buy to cover a	@ The pupil detects error
wall or how much	in malhematical operation
grass seed you need	
to saw a lawn	Application
It two dimentional	1 The pupil applied
figure.	knowledge of mathematics
+134.6	to novel situation
D = [=================================	nover by were
Area of rectangle	The pupil predicts
= length x breadth	
	results on basis of
Area of Square	the Area of triangle,
= length x length	square, rectangle
$-(length)^2$	
	SKIII:
Area of triangle is	1 The pupil does written
half of rectangle or squa	calculation correctly.
,	Ser Cerry
" ama of recta traingle	1 The Pupil develop
- 1 Assa of social	. The Pupil develop
- 2 HYEOLOF YECHONGE	interest in mathematics
= 1 x Length xb readth	

Int

Procedure	Evaluation
Introduction: Teacher show chart of	Generalization :-
rangoli and ask student.	Otell me the which
what will be see.	shapes you will see
	in this rangeli?
	Those many traingle
Statement of Aim: so today we have	rectangle, square.
going to study about rangeli.	in this picture.
Presentation: Teacher activity.	
Dreacher show the chart showing rangeli	
Teadoner say to students observe	Recapitulation :- Length
the given Picture and what will yourse	
Teacher explain area of triangle	and height som
and area of rectangle.	so count the area
Teacher solve example of black	of triangle.
Board 6 explain the example of or	V
stutents	
student activity.	Application:- CO/OUX
students will observe picture.	the rectangle
D students wil listen 6 paint the	
weer of triangle. and measure mea	area of rectangle
I triangle.	whose length sca
Student will listen to the question	and bread is
and answer base on their privious	
snowledge and understandings	Assignent
students listen and understanding	Of find oce the area
and solve example of	of triangle whose
rea of triangle rectangle square	length is some hamily
2 nclucation of	12 20 cm
scientific temper	Assignment:- (2) /a. a
alues: removal of social barior.	000
value: - scientific allitude.	is 26 who his and oreal
	Pager.

8

BLACK BOARD WORK

Date: 13/9/19 Summary :-Jottins Diagram :std! 7A Subject maths Topic: - Area. Area of square knle know that = length x length (area of a = 1 x length x hight = (length)2 * Area of rectangle = length xbroadth Suggestions :-Remarks Items Set induction Theme introduced. Model Reading Model Recitation - Theme explained. Objective Qns Silent Reading - Adequate preparation-Narrations Explanations of lenon. Illustrations Questions Use of teaching aids Class participated Class Response Class Participation and responded Black Board work Experiments - Interest created Demonstrations Specimen observation - Class combol to enfonce. Dramantization Student's reading / recitation / drill Closure Teacher's knowledge of content Teacher's preparation of lesson Method of teaching General Remarks Interest created Class control Seen the remarks of the supervisor

Guiding Professor

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Nai Talim -Experiential Learning Work Education

Name Kisti Tadhar Roll No 26 Subject Maths	LANGE FOR A 1 13
DateStd: 5+/\tau_Unit/Topic:	I nt week
Lesson No Practice Teaching School : An a mol	alome
LESSON OUTCOME	Daller and
1. Cognitive competencies The pupil re calls mathematic Perimeters The pupil recognize term for Brupiltunders tanding in methematic. B The pupile applied knowledge of in novel situation 6 The pupil devel interest in mathematic. 2. Psycho motor competencies B pup B pupil will develop a skill using chart proto make that handing paint stolar. To make that handing paint stolar. To pupil 3 will convert given exam information of the content of the pupil sinto ear craft.	matrematics
3. Affective competencies () To develop value such discipline, efficiency, nearness, accurant () To develop the society values in reliance, team work, co-pperative (3) To appreciate dignity of laboration	ress.
	The latter beauty

Teaching Approaches: to being the lesson, teachersay students to throw 5cm squarlength & 3cm width. rectangle and say dourdar to this rectangle and say student to this bourdar is ralled Perimeter of rectangle.

Intoducation (set): Previous Knowledge	Teaching Approaches
The teacher show chart of various	so today we
O what does this picture show	will learn
@ 14ht which stap shapes can	perimeter
show in this picture.	/ //

Conclusion

LESSON STRUCTURE

Content Analysis Teaching points:

Main content ste perimeter (1) & A perimeter is a path that surround a two dimensional shape and perimeter is the elistance arround a two dimensional shape.	Teaching Approaches A teacher Show example of Perimeter using daily life.
@ perimeter of rectangle. The perimeter of a rectangle is length of all 4 side this can be represent using a formula.	O drowing. otiscussion teachers drow rectaingle on Black Board as say student to bour by this rectaingle and
Perimeter = length + breadth. length + breadth. = 2 × length × + 2 × breadth. : Perimeter of rectangle = 2×length + 2×breadth.	students give answer
2) perimeter of square. In the square All sides of a square are equals	Teacher say students to drow your note book square rectangle have length is
· Perimeter = length + length + length + length = 4x length.	and giveanswer

O Rill in the blanks	getudents ontues
@ pocimeter of square	understanding
Deportmeter is	
Resources/Materials	
chart ice creem cardy stik	gluen
chartinews papa paper scale.	

CLOSURE

conclusion overview of the activity

50 today we have learnt about perimeter.

and how to calculate different shape of Perimeter.

The calculate the formater of reclampe and square.

Assessment and Reflection	Strategies
b drowing book by different point your b drowing book by different prolour and make perimeter. (border bourdar)	roflective to
of the so drowing paper.	reflective -

*h good lesson



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Nai Talim - Experiential Learning Work Education

Name Jadhav kirt i Roll No 26 Subject mouths
Date 20/9119 Std: 5th Unit/Topic: perimeter
Lesson No Practice Teaching School:Anomal Calabol
LESSON OUTCOME
1. Cognitive competencies The pupil recognize term forimeter @ The pupil recognize term forimeter @ Pupil develop understanding in mathematics @ The pupil verify results. ⑤ Pupil applied knowledge of mathematics in now situation ⑥ Pupil develop interest in mathematics.
2. Psychomotor competencies @ pupil will develop a skill using chart and ice creen candy to make frame. 2) Pupil will convert given information into craft.
3. Affective competencies To develop value such as discipline.
efficiency, nealness, accurancy D to develop society value like self reliance, team work, co-oprediveness.
3) to appreciate dignity of labour

Intoducation (set): Previous Knowledge

The teacher show chart of various example of perimeter and ask various question.

Owned does this picture show

@ which shapes can show in this picture.

Teaching Approaches

to being the lesson teacher say students to droco 5cm length 63cm width rectangle and say student line therectarge this line is called perimeter of rectangle.

LESSON STRUCTURE

Content Analysis Teaching points: O perimeter of square

@ perimeter of rectangle

3 perimeter of otriangle.

Main content perimeter

() A perimeter is a path that surround a two dimensional shape and Perimeter is the distance arround atwo dimensional shape.

Perimeter using daily life.

The perimeter of rectangle is length of all 4 side This can be represent using a formula. Perimeter = length + breadth. + length + breadth. perimeter of rectangle

= 2xlength xbread

Main Content

2) perimeter of square.

In the square All sides of a square are equals

: Perimeter = length + length + length + length

= 4x length.

Teaching Approaches

Teacher say
students to drow
You note book
Square have
length is 5cm
students drow
square and give
answer 10cm

Resources/Materials. ice - creem candy stik, glue.

Recapitulation	Questions:
Owerview of activity. (i) fill in the blanks. 1) perimeter of rectangle. 2) perimeter of square. 3) perimeter is	students answer as their understanding

about Perimeter and how to calculate different shape of perimeter.

Assessment and Reflection

Strategies

Paint your drowing book by different colour and make ferimeter

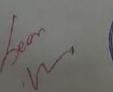
Trough'
Colour and
Paper

Critical reflection:

compaire the two bordar of the drowing paper.

Reflective thinking,

* good lesson





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Nai Talim -Experiential Learning Work Education

Name Jadhav Kixti Roll No Subject
Date Std: Unit/Topic:
Lesson No Practice Teaching School :
LESSON OUTCOME *
1. Cognitive competencies DThe Pupil recalls mathematical term. Three dimensional object and Net Dpupil develop 6 understanding in mathematics B) The pupil develop. 1. Crify results. B) The Pupil verify results. B) The pupil applied knowledge of mathematics in vovel situation. C) The Pupil applied knowledge of mathematics in vovel situation. C) The Pupil will develop a Skill using chart paper interest movel in mathematic. 2. Psychomotor competencies. D) Pupil will develop a Skill using chart paper to make Cube (box. C) Pupil will convert given information into craft.
discipline, efficency, neat ness, accurancy of develop society value like self realing team work, co-operativeness. 3 To appreciate dignity of labour.

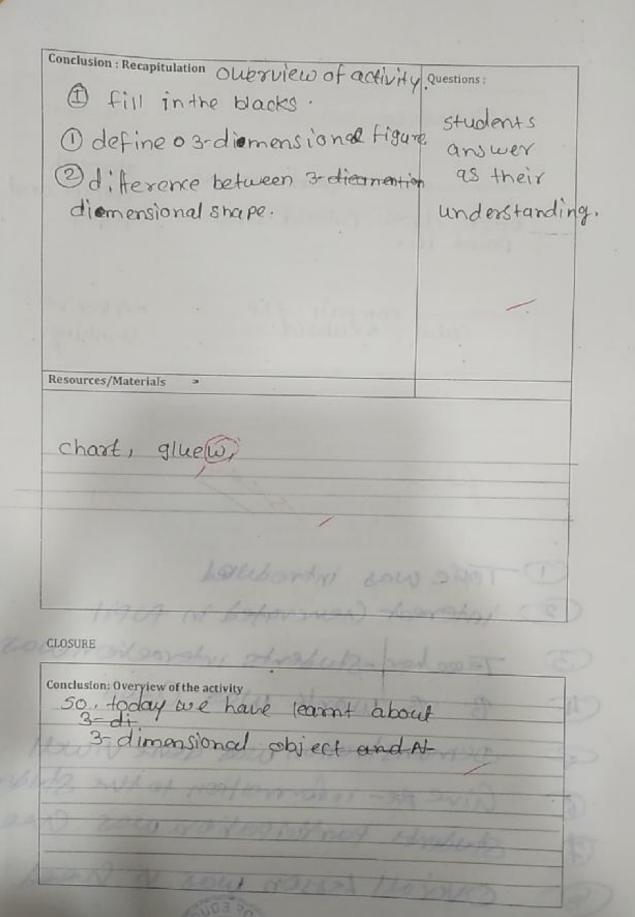
Teaching Approaches: - To being the lesson, Teacher say, students to drow a box show 3-diementional raint Painting and say what is see inthis picture.

Intoducation (set): Previous Knowledge	Teaching Approaches
The tarcher show chart of	
The teacher show chart of of 3-diementional pictur, and	7
ask allestion	(
O what does this picture show	1
@ do you which one can see	

LESSON STRUCTURE

Content Analysis Teaching points:

	Teaching Approaches
In geometry, a three-dimension shape can be defined as a solid figure or an Object or shape that has three dimensions length width and height unlike two-dimensional shapes three dimensional shapes have a thickness or depth. A attributes of a three-dimensional Figure are faces, edges and vertices, The three dimensions compose the edges of a	A teacher show example of perimel 3-diemension object. Teacher drow cube on black poared and say student to bourdar this drow the
3D geometric Shape.	Shape
Company of the Compan	



Assessment and Reflection	Strategies
Evaluation/Assessment In your drowing book drow cuboid and paint it.	through colour and
critical reflection: compair the	Reflective thinking.

D-Topic was introduced 2) Interest Generated in papil

3 Jecohor-Students interoction was noos

(I) B. B work was Creat

Menon smal sow nother temanson &

@ Give AR- information to the Students 7

Audert Panticipation was Creek.

GOON N 200 norsy 1/2000

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Nai Talim - Experiential Learning Work Education

Name Jadhak Kirti	Roll No 26 Subject maths
Date 21/9/2019	Std: 5th Unit/Topic: 3-diemontional Object and Figures
Lesson No. 02	Practice Teaching School: Anand Global School

LESSON OUTCOME

dimensional object and Nel @ Pupil developin mathematics @ The pupil verify re @ The pupil verify re @ The pupil applied knowledge of me situation @ The pupil develop inte mathematic.	and understarding
2. Psycho motor competencies	
O The Pupil will develop a skill we to make (Cube (box). O Pupil will convert given inform	
3. Affective competencies efficiency, net need ness, accuracy society value like self readi oto develop society value like Learn work, co - operativenes To approciate dignity of b	nce, team work nce, self realince

Intoducation (set): Previous Knowledge	Teaching Approaches
	To being the lesson teacher show 3-dimentional Picture and say what is see in this picture
@ what does this pidure show	
D which one can see	

LESSON STRUCTURE

Content Analysis Teaching points:

1) Introduction of 3- diementional object.

Main Content	Teaching Approaches
In ge	
A STATE OF THE PARTY OF THE PAR	LANDE SHOW OF
3- Dimentional object and Net.	The state of the s
In geometry a 3- dimensional	
shape can be defined as a solid	
figure or an object or shape that has three dimensions.	
length, width and height	ower.
Unleike two-dimensional shapes Three dimensional shapes have	Teacher drow cube on black

Main Content	Teaching Approaches
A all ributes of athree dimensional figure are face, edge and vertices. The three dimensions compose the edge of 3D geometric shape.	pard and say drow the cube. Tencher explain 3- dimensiona shape

Resources/Materials

chart paper, glue.

Recapitulation	Questions:
Overview of activity. \$\phi \text{fill in the blanks.} O define 3- dimensional figure O difference between 3 dimensional shape or 2 dimensional shape.	students answer as their understanding

Brester St

Conclusion: Overview of the activity

so today we have learnt about 3- dimensional object and Net.

Assessment and Reflection	Strategies
Evaluation /Assessment	Man Arenda
bro book drow	Through
In drowing book drow	colour and
cuboid and paint it	Paper,
citical reflection.	
compaire the cube	The survivance
31331.731031000	MALON WI
compaire the cube	Reflective thinking.
compaire the cube	MALON WI

