

2.4.2. The documentary evidence in support of Activity

1. FORMULATING LEARNING OBJECTIVES

Handwritten notes on a page from a notebook, detailing learning objectives and resources for a lesson on electric bulbs.

CLASS: VI - 'D'
PERIOD/TIME: IV ; 11:00 - 11:30 am.

UNIT/CHAPTER: ELECTRICITY AND CIRCUITS
LESSON: AN ELECTRIC BULB.

Learning Objectives: During/At the end of the teaching-learning process, students will be able to:

1. Identify an electric bulb/ torch bulb.
2. Define a filament.
3. Describe an electric bulb structure.
4. Define fused bulb.

Major concepts/ learning points:

1. An Electric cell is a source of electricity and an electric bulb glows when electric current passes through it.
2. Filament: The thin wire that gives off light.
3. A torch bulb has an outer case of glass that is fixed on a metallic base.
4. Parts of an electric bulb: Filament, outer case of glass, two thick wires, metal cap, metal base.
5. Fused bulb: Filament is burnt then it is called as fused bulb.

Focus question:

Why do we call a bulb as a fused bulb?

Process skills:

1. Observation.
2. Analysis.
3. Communication.

Pre-requisite knowledge: Students are/were aware of/ students possess the knowledge of:

1. Electricity is a form of energy.
2. An electric cell is a device which produces electricity from the chemical stored in it.
3. The electric cell have two terminals.
4. Uses of electric cell.

Learning Resources:

1. Electric bulb and its parts.
2. Paper clips - contain questions and answers on it.

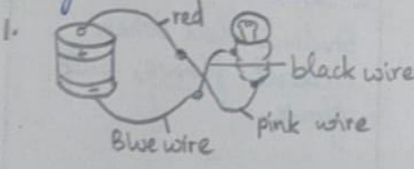

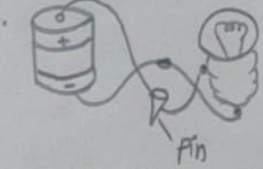
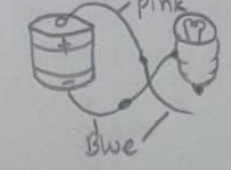
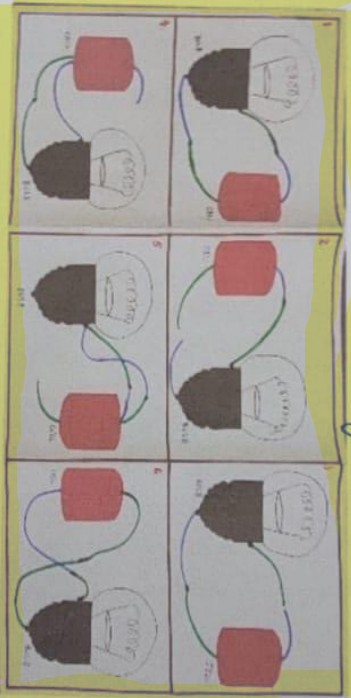
Parents:

Father	
Mother	

Case Study (Individual)

Student: Shree
Date of birth: 13/11/2000
School: Vijaya Vihar
Class: VIII
Section: C

2. CONTENT MAPING

<p>EXTEND/ EXPAND</p>	<p>Teacher draws some circuit diagrams on the board.</p> <ol style="list-style-type: none">     	<p>Students observe and respond</p> <ol style="list-style-type: none"> Yes. Yes Yes. No. 	<p>Teacher draws</p>  <p>A chart showing different arrangements of bulb connected to battery.</p>
<p>EVALUATE:</p>	<p>Teacher asks the following questions:</p> <ol style="list-style-type: none"> What is electric current? 	<p>The complete path from one terminal of a cell</p>	<p>Questioning.</p>

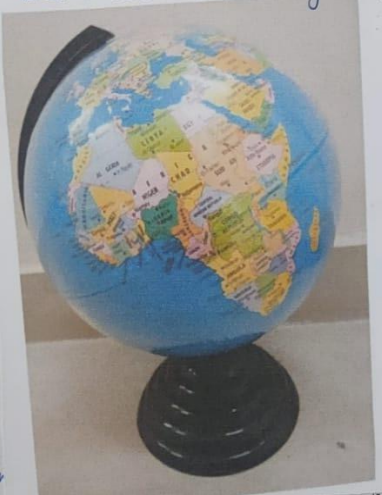
4. IDENTIFYING VARIED STUDENT LEARNING

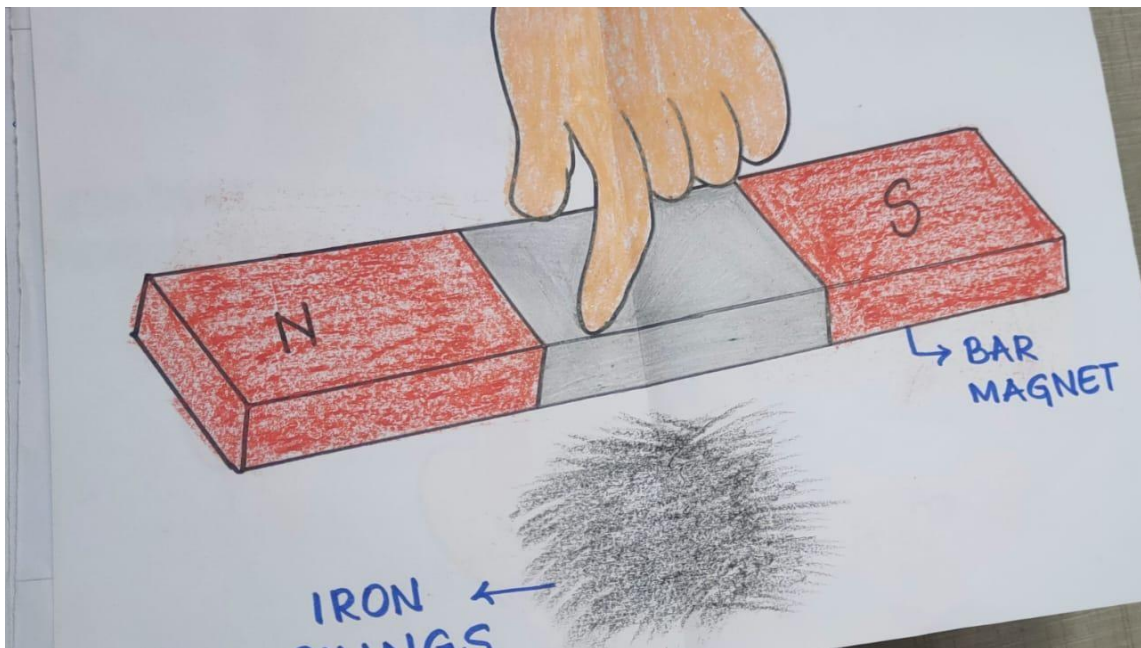


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6. VISUALIZING DIFFERENTIAL LEARNING ACTIVITIES ACCORDING TO STUDENT NEEDS

Lesson Plan

<ul style="list-style-type: none"> • Then teacher explains this by showing model of Earth (Globe). • Teacher tells that our earth acts like a magnet. • Teacher explains that the earth has north and south direction i.e., geographical north and geographical south. • Teacher shows the globe that it has both the directions and north is called as geographical north while south is called as the geographical south. • The geographical north attracts the opposite pole of the magnet. Teacher asks which is that pole? 	<p>Students' Globe</p> <p>A globe to show poles in it and it acts as a bar magnet.</p>  <p>Students on ge and south</p> <p>Students poles of the south pole of the bar magnet.</p>	<p>Students</p>
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7. Addressing inclusiveness

to watch one of the best advertisement.

• Teacher starts the video and asks everyone to wait
- Video is an advertisement taken from youtube.

Title: Save Electricity, which shows group of students singing a hind song related to conservation of electricity (1:03 mins)

• Teacher asks the students what they observed?

• Teacher informs the students that in today's class, they will be learn about 'Electricity'.

• Teacher also tells that they should conserve electricity, switch off the lights and fans whenever not required.

Teacher asks what is electricity?

Title: 'Save Electricity'.



A video showing spreading awareness to conserve/save electricity by school students.

• Students relate as 'form of energy'.

8. ASSESSING STUDENT LEARNING

	<ul style="list-style-type: none"> Teacher asks the students to find out the material which they are made up of. Teacher revisits the focus question: why don't all materials behave as magnets? 	<ul style="list-style-type: none"> Students infer: paper, plastic, metal etc. Students infer they are not made up 	
EVALUATE	<ul style="list-style-type: none"> Teacher asks the following questions: <ol style="list-style-type: none"> What are magnetic materials? What are non-magnetic materials? Teacher gives a closure 	<p>Students recall: the materials which get attracted towards a magnet.</p> <p>The materials which do not attract towards a magnet.</p>	<p>Questions</p> <ol style="list-style-type: none"> What are magnetic materials? What are non-magnetic materials?

ASSIGNMENT:
 1. What are poles of magnets?
 2. Why magnets have poles?



Today's class about materials.

The following evidence enclosed for the student teacher provided varied learning resources during Internship

9.MOBILIZING RELEVANT AND VARIED LEARNING RESOURCES



10. EVOLVING ICT BASED LEARNING SITUATION

 <p>It's video of the advertisement.</p>	
<p>Teacher initiates the class by showing the students to their science rough books.</p> <p>Teacher asks the students whether they are interested in watching advertisements which have spread and message. We also watch ads.</p> <p>Teacher asks them that whether they are interested</p>	<p>Teacher asks the students whether they have ever watched any advertisements in between any youtube videos or movies in home?</p> <p>Teacher asks the students they will do when an advertisement starts?</p> <p>Teacher informs them that there are some good advertisements which have spread and message. We also watch ads.</p>
<p>Students show interest in watching the video.</p>	<p>Students recall they have watched advertisements and know about them.</p> <p>Teacher discusses and tells they will skip the ads, watch the ads etc.</p> <p>Teacher asks the students to recall the ads they have watched.</p>