



Srini Science Mind
Abdul Kalam Physical Science Group



NEW

8th class

PHYSICAL SCIENCE

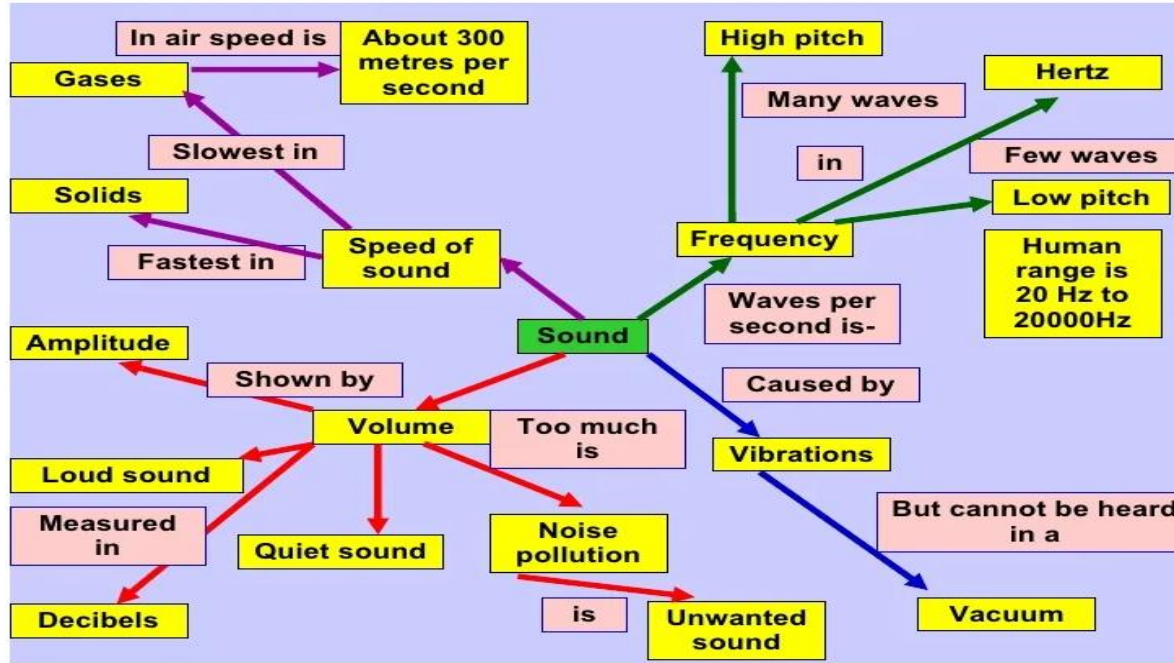
MODEL LESSON PLAN



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TEACHING LEARNING PROCESS

Induction/Introduction:



Experience and Reflection:

1. Students will learn about the damage caused by noise pollution in daily life.
2. Students estimate the power of the sound and protect the eardrum.
3. Students can hear the sounds of vehicles without seeing them and tell which vehicles they are coming from.

Explicit Teaching/Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Notes for:
<ol style="list-style-type: none"> 1. Discussion and make a list of sounds you hear in your surroundings. 2. Conduct an activity on sound is produced by a vibrating body with a metal plate/pan and stick. 3. Conduct an activity on sound is produced by a vibrating body with 	<ol style="list-style-type: none"> 1. Students will make a list of sounds heard in their surroundings. 2. Students conduct an activity. 3. Students describe the activity. 	<ol style="list-style-type: none"> 1. Students hear the vibrations. 2. Students observe the vibrations of rubble band. 	<ol style="list-style-type: none"> 1. What are sources of sound? 2. Can we see vibrations all the time? 3. Why do vibrations create sound?

<p>the rubber band and pencil box.</p> <p>4. Conduct an activity on sound is produced by a vibrating body with the metal dish, water and spoon.</p> <p>5. Explain and making of Ektara</p> <p>6. Explain and conduct Jaltarag activity.</p> <p>7. Explain the sound produced by humans.</p> <p>8. Conduct activity on working of vocal cords.</p> <p>9. Discussion and conduct an activity on sound needs a medium for propagation.</p> <p>10. Explain and conduct an activity on sound travelling through a liquid.</p> <p>11. Explain and conduct an activity on sound travelling through a solid.</p> <p>12. Discussion and Making, Working of a toy telephone.</p> <p>13. Explain and conduct an activity on the function of an eardrum.</p> <p>14. Explain the concepts of Amplitude, Time period and Frequency of a vibration.</p> <p>15. Discussion on Audible and Inaudible sounds.</p>	<p>4. Students observe the vibrations of Water.</p> <p>5. Students collect the hollow coconut shell and make an Ektara</p> <p>6. Students conduct an activity with available materials.</p> <p>7. Collect the information on the voice box.</p> <p>8. Students observe the working of vocal cords by doing an activity using rubber strips.</p> <p>9. Sound and Light are energies. But without medium, sound can't travel? – Discuss</p> <p>10. Group discussion on sound travelling through a liquid.</p> <p>11. Students describe the activity in own way.</p> <p>12. Students draw the structure of human ear.</p> <p>13. Students collect information about the loudness of sound and its effect on human beings.</p> <p>14. Reading the scientific stories of sound related.</p>	<p>3. Students give the reason about Why do vibrations produce sound?</p> <p>4. Students complete the homework.</p> <p>5. Students prepare a list of famous Indian musicians and the instruments they play.</p> <p>6. Students express the working of vocal cords.</p> <p>7. Students conduct an activity.</p> <p>8. Students complete the homework.</p> <p>9. In which medium sound propagates the maximum?</p> <p>10. Why is sound a wave?</p> <p>11. Students express the functioning of a human ear.</p> <p>12. Define Amplitude, Time period and Frequency?</p> <p>13. Students give a range of inaudible and audible sounds</p>	<p>4. Do all bodies produce sound.</p> <p>5. Name two musical instruments which produce sound by vibrating strings.</p> <p>6. Where do humans produce sound?</p> <p>7. Why do humans have different voices?</p> <p>8. What is necessary for propagation of sound?</p> <p>9. Can sound travel through liquids?</p> <p>10. In which the speed of sound is maximum?</p> <p>11. What are 3 main parts of the ear?</p> <p>12. Write the relation between time period and frequency?</p> <p>13. What is the range of ultrasonic sounds?</p>
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<p>16. Explain Noise and music</p> <p>17. Discussion and explain noise pollution, its effects.</p>	<p>15. Students give examples of noise and music</p> <p>16. Group discussion on noise pollution and its effects on human beings.</p>	<p>14. Can noise pollution be stopped?</p>	<p>14. How can we distinguish between music and noise?</p> <p>15. Give two examples of noise pollution.</p>
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<p style="text-align: center;">Check For Understanding Questions</p> <p>1. Factual:</p> <ol style="list-style-type: none"> 1. Is there sound in space? 2. Does temperature affect sound? 3. Why the sound of the baby is feeble? <p>2. Open Ended/Critical Thinking:</p> <ol style="list-style-type: none"> 1. Why does sound carry more at night? 2. What will happen if sound does not exist? 3. What is the quietest sound in the world? <p>3. Student Practice Questions & Activities:</p> <ol style="list-style-type: none"> 1. What is the difference between noise and music? Can music become noise sometimes? 2. Explain in what way noise pollution is harmful to human. 3. A pendulum oscillates 40 times in 4 seconds. Find its time period and frequency. 4. Sketch larynx and explain its function in your own words. 	<p>TLM's (Digital + Print)</p> <ol style="list-style-type: none"> 1. Used prepared Quiz paper. 2. Utilized digital classroom. 3. Provide video links QR codes, DIKSHA App 4. You Tube video's link
<p>Assessment:</p> <ol style="list-style-type: none"> 1. How can you show that sound cannot travel through a vacuum? 2. Explain with an activity that sound travels in liquids. 3. How can we control Noise pollution? 4. Briefly describe the loudness of sound. 	

SIGNATURE OF THE TEACHER

SIGNATURE OF THE HEADMASTER

VISITING OFFICER WITH REMARKS