LESSON PLAN
(LIP MODEL)

CLASS : 8   NAME OF THE TEACHER :
SUBJECT : SOCIAL   SCHOOL NAME:
NO.OF PERIODS REQUIRED: 06   TEACHING PERIODS :   03   PRACTICE PERIODS : 03

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
RESOURCES	PREREQUISITES	1+1			RESOURCE UTILITY VALUE
	RESOURCES INTRODUCTION TYPES OF RESOURCES NATURAL RESOURCES : Renewable and Non Renewable resources	1+1			• Anything that can be used to satisfy a need is resource. • Utility or usability is what makes an object or substance a resource. • Value means worth. • Natural resources can be broadly categorised in Renewable and Non-renewable resources.
	HUMAN MADE RESOURCES HUMAN RESOURCES CONSERVING RESOURCES	1+1			• Human Resources – knowledge, skill and technology etc., • Human made resources – buildings, roads, bridges etc., • Sustainable Development.

PRIOR CONCEPTS/SKILLS :
- RESOURCES – UTILITY – VALUE
- TYPES OF RESOURCES – NATURAL RESOURCES – HUMAN MADE RESOURCES – HUMAN RESOURCES
- CONSERVING RESOURCES SUSTAINABLE DEVELOPMENT

LEARNING OUTCOMES	NO. OF PERIODS REQUIRED
The student is able to • Understand the meaning of the terms like resources, utility, value, conservation of resources and sustainable development. • Classify various resources. • Explain the importance of resources. • Identify what are resources. • Assess the importance of conservation of resources in view of sustainable development. • Appreciate the invention of fire and wheel.	06

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDNG QUESTIONS
PREREQUISITES: Teacher writes keywords and key concepts on the board and read for the students. RESOURCE UTILITY VALUE *Ask questions on Prerequisites and explain in brief. 1.What is a resource? 2.Which one make a resource? 3.What is value?	Students read prerequisites and discuss in group.	Students copy prerequisites in their note books.	
MIND MAP/TITLE OF THE LESSON : - Teacher writes title of the lesson on the board and ask triggering questions to share their experience on the topic. - What do you see in the above picture? - What are they? RESOURCES	Students read mind map in the group.	Students read words individually with spellings.	

RELEVENCE OF THE LESSON:
    • Teacher conduct discussion through questions about the importance of the lesson.
      1. What is the relation between development of a country and resources?
	Students ask questions and participate in the discussion.	Students write questions/concepts what they want to know in the chapter.	What is a resource?

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form. 	Read concept map in group.	Read concept map individually and copy the concept map in their note books.	
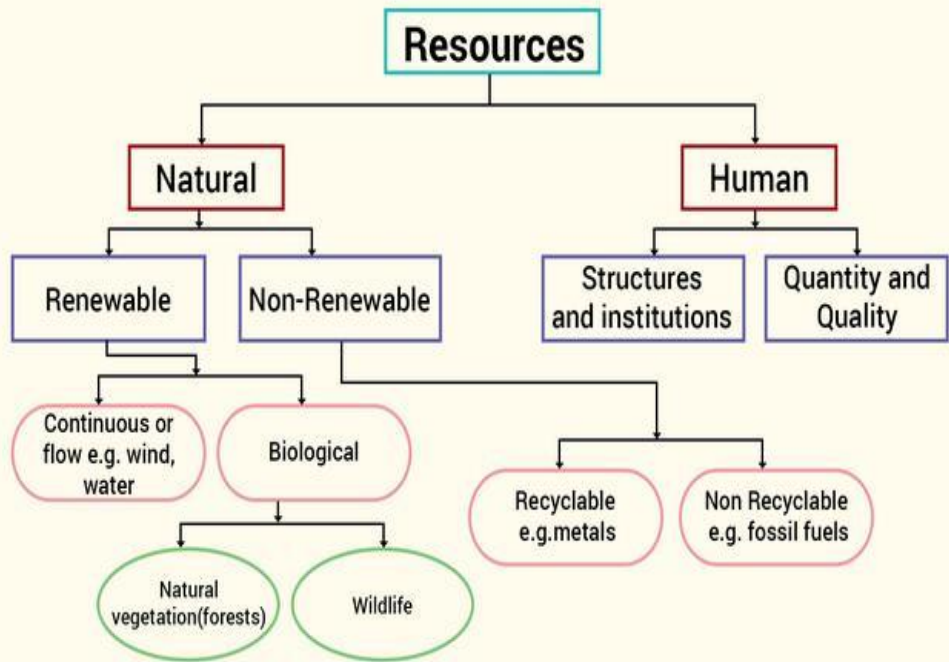
PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS RREADING – KEY WORDS READING : RESOURCE UTILITY VALUE	

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

AMMA"S LIST

Cotton cloth	Agricultural land
Iron ore	Clean environment
Intelligence	Old folk songs
Medicinal plants	Good weather
Medical knowledge	Resourcefulness
Coal deposits	A good singing voice
Beautiful scenery	Grand mother's home remedies
Affection from friends and family	

- Circle those resources from Amma's list that are regarded as having no commercial value.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
    1.What is a resource?
    2.How many types of resources are there? What are they?
    3.List out any five resources you use in your home and your classroom?
    4.Make a list of five human made resources that you can observe around you?
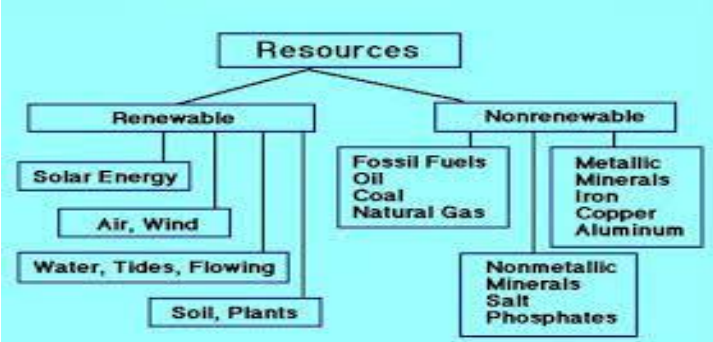
SYNOPSIS

- Anything that can be used to satisfy a need is resource.
- Utility or usability is what makes an object or substance a resource.
- Value means worth.
- Time and technology are two important factors that can change substances into resources.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	RESOURCES UTILITY VALUE PATENT TECHNOLOGY DISCOVERY INVENTION KNOWLEDGE RENEWABLE NON-RENEWABLE STOCK OF RESOURCE	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1.Why are resources distributed unequally over the earth? 2.What is patent? 3.What is called stock of resource? 4.Make a list of few renewable and non-renewable resources that you can observe around you? 5.What will happen if we over use the natural resources?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	Why are resources distributed unequally over the earth?
SYNOPSIS READING	• Anything that can be used to satisfy a need is resource. • Utility or usability is what makes an object or substance a resource. • Value means worth. • Time and technology are two important factors that can change substances into resources. • Natural resources can be broadly categorised in Renewable and Non-renewable resources. • The distribution of natural resources depends upon number of physical factors like terrain, climate and altitude.	Writes synopsis on their own. Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

RESOURCES   UTILITY   VALUE PATENT   TECHNOLOGY   DISCOVERY   INVENTION   KNOWLEDGE   RENEWABLE   NON-RENEWABLE   STOCK OF RESOURCE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :
- Make a list of five Renewable and Non-renewable resources?

RENEWABLE RESOURCES	NON-RENEWABLE RESOURCES

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.

- Teacher asks the following questions based on the synopsis.

1. Why are resources distributed unequally over the earth?
2. What is patent?
3. Make a list of few renewable and non-renewable resources that you can observe around you?
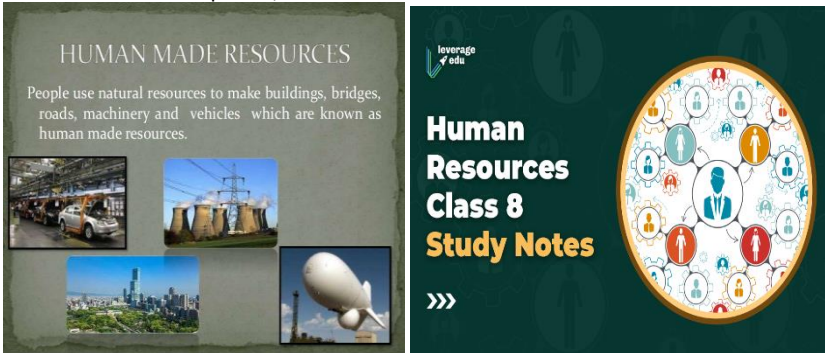
SYNOPSIS
- Anything that can be used to satisfy a need is resource.
- Utility or usability is what makes an object or substance a resource.
- Value means worth.
- Time and technology are two important factors that can change substances into resources.
- Natural resources can be broadly categorised in Renewable and Non-renewable resources.
- The distribution of natural resources depends upon number of physical factors like terrain, climate and altitude.

STEP 4 : WRITING AND EDITING :
- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	HUMAN MADE RESOURCE HUMAN RESOURCE SUSTAINABLE DEVELOPMENT RESOURCE CONSERVATION	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1.Why are human resources important? 2.What is resource conservation? 3.what is sustainable development? 4.How can we conserve resources?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	 RESOURCE CONSERVATION
SYNOPSIS READING	• Human Resources – knowledge, skill and technology etc., • Human made resources – buildings, roads, bridges etc., • Using resources carefully and giving them time to get renewable is called resource conservation. • Balancing the need to use resources and also conserve them for the future is called sustainable development?	Writes synopsis on their own. Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

RESOURCES   UTILITY   VALUE   PATENT   TECHNOLOGY   DISCOVERY   INVENTION   KNOWLEDGE   RENEWABLE   NON-RENEWABLE   STOCK OF RESOURCE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- Make a list of five Human and Human-made resources?

HUMAN RESOURCES	HUMAN-MADE RESOURCES

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.

- Teacher asks the following questions based on the synopsis.
  1. How can you say that human beings also a resource?
  2. As a student what should you do to conserve resources?

SYNOPSIS

- Human Resources – knowledge, skill and technology etc.,
- Human made resources – buildings, roads, bridges etc.,
- Using resources carefully and giving them time to get renewable is called resource conservation.
- Balancing the need to use resources and also conserve them for the future is called sustainable development?

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the Teacher   Visiting officer with remarks   Signature of the Headmaster

LESSON PLAN
(LIP MODEL)

CLASS : 8   NAME OF THE TEACHER :
SUBJECT : SOCIAL   SCHOOL NAME:
NO.OF PERIODS REQUIRED: 10   TEACHING PERIODS : 05   PRACTICE PERIODS : 05

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
2. LAND, SOIL, WATER, NATURAL VEGETATION AND WILDLIFE RESOURCES	PREREQUISITES	1+1			LAND SOIL WATER NATURAL VEGETATION WILDLIFE
	LAND LAND USE CONSERVATION OF LAND RESOURCES	1+1			• Ninety per cent of the world population occupies only 30% of the land area. • Factors affecting land use are of two kinds- (i) Physical factors and (ii) Human factors
	SOIL FACTORS OF SOIL FARMATION DEGRADATION OF SOIL AND CONSERVATION MEASURES	1+1			• Soil is a thin layer of grainy substance covering the surface of the earth. • The major factors of soil formation are the nature of the parent rock and climatic factors.
	WATER PROBLEMS OF WATER AVAILABILITY CONSERVATION OF WATER RESOURCES	1+1			• Water is a vital renewable natural resource. Three-fourths of the earth's surface is covered with water. Therefore, it is called a 'water planet'.
	NATURAL VEGETATION AND WILDLIFE DISTRIBUTION OF NATURAL VEGETATION CONSERVATION OF NATURAL VEGETATION AND WILD LIFE				• Natural vegetation and wildlife exist only in the biosphere.

PRIOR CONCEPTS/SKILLS:

- Land – Land Use – Conservation of Land Resourses.
- Soil – Factors of Soil Formation – Degradation of Soil and Conservation Measures.
- Water – Problems of Water Availability – Conservation of Water Resources.
- Natural Vegetation and Wildlife – Distribution of Natural Vegetation – Conservation of Natural Vegetation and Wildlife.

LEARNING OUTCOMES	NO. OF PERIODS REQUIRED
The students will be able to: ➢ Know about Land - Land Use ➢ understand the Degradation of soil and Conservation Measures ➢ Collect and discuss about Factors of soil formation ➢ understand Problems of Water availability and water conservation methods. ➢ explain Natural vegetation and Wildlife ➢ Visit forests and collect information and discuss in the classroom. ➢ Collect information about Conservation of natural vegetation and Wildlife	10

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDNG QUESTIONS
PREREQUISITES: * Teacher writes keywords and key concepts on the board and read for the students. LAND SOIL WATER NATURAL VEGETATION WILDLIFE *Ask questions on Prerequisites and explain in brief. 1. Define 'Soil'.	Students read prerequisites and discuss in group.	Students copy prerequisites in their note books.	Define 'soil'.
MIND MAP/TITLE OF THE LESSON : • Teacher writes title of the lesson on the board and ask triggering questions to share their experience on the topic. 1. What do you observe in the above picture? LAND, SOIL, WATER, NATURAL VEGETATION AND WILDLIFE RESOURCES	Students read mind map in the group.	Students read words individually with spellings.	

RELEVENCE OF THE LESSON: • Teacher conduct discussion through questions about the importance of the lesson. 1. Observe the land, type of soil and water availability in the region you live. How it has influenced the lifestyle of people there.	Students ask questions and participate in the discussion.	Students write questions/concepts what they want to know in the chapter.	
CONCEPT MAP: • Teacher writes the concept map of the lesson step by step in flow chart form. **Parent Rock** Determines colour, texture, chemical properties mineral, content, permeability **Climate** Temperature, Rainfall influence rate of weathering and humus formation **Soil** **Relief** Altitude and slope, determine accumulation of soil **Flora, Fauna and Micro-organism** Affect the rate of humus formation **Time** Determines thickness of soil profile *Fig. 2.4: Factors affecting soil formation* **WATER** **Causes of water scarcity** Over Exploitation Increasing Population Excessive use of water Urbanization Commercialization of agriculture Unequal access of water Water pollution **Need to conserve water** To safeguard our selves from health hazards To prevent degradation of our natural ecosystem To ensure food security To continue our livelihoods and productive activities **Steps to conserve water** Reduce, Reuse, and Recycle water Rainwater Harvesting Turn off taps when not in use Discharge of industrial waste into water bodies should be stopped	Read concept map in group.	Read concept map individually and copy the concept map in their note books.	

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS RREADING – KEY WORDS READING :

LAND   SOIL   WATER   NATURAL VEGETATION   WILDLIFE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

MATCH THE FOLLOWING

1. Land use   (   )   a) Prevent soil erosion
2. Humus   (   )   b) Narrow zone of contact between the lithosphere, hydrosphere and atmosphere
3. Rock dams   (   )   c) Productive use of land
4. Biosphere   (   )   d) Organic matter deposited on top soil
                              e) Contour ploughing

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.

1. Talk to some elderly person in your family or neighbourhood and collect information about changes in the land use over the years, in the place where you live?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

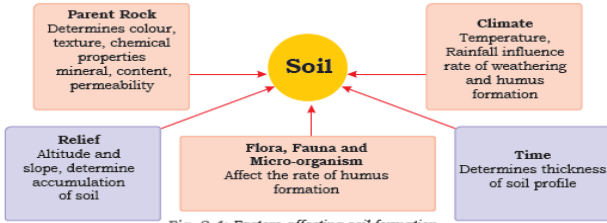| CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	HABITABLE TOPOGRAPHY SUSCEPTIBLE ENCROACHING LAND DEGRADATION LANDSLIDES SOIL EROSION DESERTIFICATION CONSERVATION AFFORESTATION WEATHERING	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	LAND SLIDES
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Why is land considered an important resource? 2. What are the reasons of uneven distribution of population in the world? 3. Which areas are densely populated? 4. Name the major threats to the environment?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	CHANGE IN LAND USE OVER TIME
SYNOPSIS READING	• Land is the most important resource as it sustains different forms of life. It covers about 30% surface of earth. • Land may be used for agriculture, forestry, construction, roads, industries etc. • Land may be private or community land. • Deforestation, landslides, desertification are threats to the environment.	Read synopsis in group.	Read synopsis individually.	

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

HABITABLE   TOPOGRAPHY   SUSCEPTIBLE   ENCROACHING   LAND DEGRADATION   LANDSLIDES   SOIL EROSION   DESERTIFICATION
CONSERVATION   AFFORESTATION   WEATHERING

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- FIND OUT FROM YOUR PARENTS AND ELDERLY PEOPLE. YOU CON CONDUCT AN INTERVIEW BY ASKING THE FOLLOWING QUESTIONS.

Place	When your grandparent's were in their 30's	When your parents were in their 30's	Why do you think this is happening?	Are common areas and open spaces disappearing?
Rural				
Number of cattle and poultry owned				
Number of trees and ponds in the village				
Main occupation of the head of the family				
Urban				
Number of cars owned				
Number of rooms in the house				
Number of metalled roads				
Number of flyovers in the city				
Number of parks and playgrounds				

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. For which purposes is land used?
  2. Which factors determine the use of land?
  3. Describe the classification of land on the basis of ownership?
  4. Write the steps that can help in conserving degraded land?
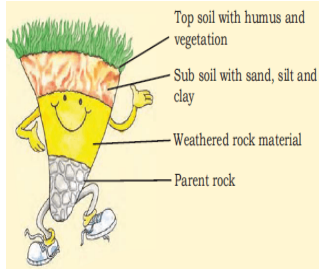
SYNOPSIS

- Land is the most important resource as it sustains different forms of life. It covers about 30% surface of earth.
- Land may be used for agriculture, forestry, construction, roads, industries etc.
- Land may be private or community land.
- Deforestation, landslides, desertification are threats to the environment.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO):	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	SOIL RELIEF FLORA CLIMATE MULCHING CONTOUR BARRIERS ROCK DAM TERRACE FARMING SHELTER BELTS	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	**SOIL CONSERVATION METHODS**
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. Fig. 2.4: Factors affecting soil formation 1. What is soil? 2. What is weathering? 3. Explain factors of soil formation?	Students participated group reading in their respective group. **MULCHING**	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	**SOIL PROFILE** Top soil with humus and vegetation Sub soil with sand, silt and clay Weathered rock material Parent rock
SYNOPSIS READING	• Soil is the uppermost layer of earth's crust. • The process of weathering is responsible for formation of soil. • Parent rock and climatic factors along with topography, organic material is responsible for soil formation. • Afforestation, mulching, contour ploughing, terrace farming, shelter belts etc. are methods of controlling soil erosion.	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

SOIL   SOIL FORMATION   RELIEF   FLORA   CLIMATEMULCHING   CONTOUR BARRIERS   ROCK DAM   TERRACE FARMING   SHELTER BELTS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :
- MATCH THE FOLLOWING PICTURES

1.   (   ) A) Shelter Belts

2.   (   ) B) Contour Ploughing
3.

    (   ) C) Terrace Farming

4.   (   ) D) Mulching

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Name the factors responsible for land degradation?
  2. What are different methods of soil conservation?

SYNOPSIS

- Soil is the uppermost layer of earth's crust.
- The process of weathering is responsible for formation of soil.
- Parent rock and climatic factors along with topography, organic material is responsible for soil formation.
- Afforestation, mulching, contour ploughing, terrace farming, shelter belts etc. are methods of controlling soil erosion.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

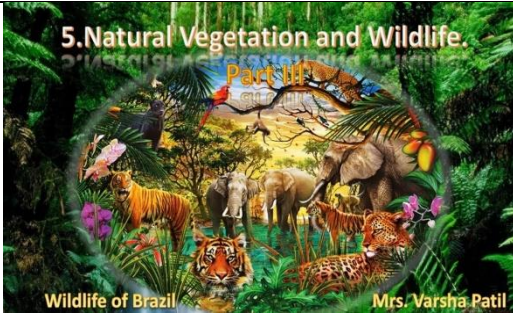| CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	WATER PLANET GLACIERS WATER CYCLE URBANISATIO SCARCITY DROUGHTS EXPLOITATION CONTAMINATIO	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'Water cycle'.
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., Distribution of Earth's Water Fresh-water 3% Other 0.9% Surface water 0.3% Rivers 2% Ground water 30.1% Swamps 11% Saline (oceans) 97% Icecaps and Glaciers 68.7% Lakes 87% Earth's water Freshwater Fresh surface water (liquid) 1. Why is earth called a water planet? 2. What is water cycle? 3. Why is all water available on earth not usable?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	WATER CYCLE — Precipitation, Condensation, Collection, Evaporation
SYNOPSIS READING	• Our earth is called water planet, 3/4th of earth's surface covered with water. • Evaporation, Precipitation and run off process is called water cycle. • Water scarcity is caused by over-exploitation and contamination of water sources. • Water conservation is an important remedy. It can be done by afforestation adopting effective, technique for irrigation and promoting rain water harvesting.	Read synopsis in group.	Read synopsis individually/.	

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
WATER PLANET   GLACIERS   WATER CYCLE   URBANISATIO SCARCITY   DROUGHTS   EXPLOITATION   CONTAMINATION

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READINNG:
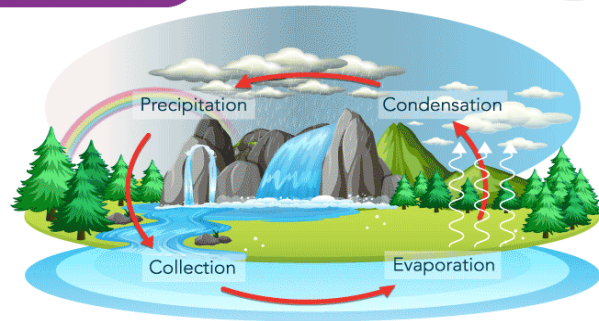
- **EXPLAIN THE WATER CYCLE IN YOUR OWN WORDS.**

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
    1. Suggest three ways to conserve water?
    2. Why large part of the world is facing water shortage?

SYNOPSIS

- Our earth is called water planet, 3/4th of earth's surface covered with water.
- Evaporation, Precipitation and run off process is called water cycle.
- Water scarcity is caused by over-exploitation and contamination of water sources.
- Water conservation is an important remedy. It can be done by afforestation adopting effective, technique for irrigation and promoting rain water harvesting.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	NATURAL VEGETATION ECOSYSTEM DEFORESTATIO TSUNAMI POACHING SOCIAL FORESTRY NATIONAL PARK BIOSPHERE RESERVES	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'Ecosystem'.
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Define the term biosphere. 2. What is an ecosystem? 3. What is poaching? 4. How is ecological balance disturbed? 5. Expend "CITES'.	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	• Forests are natural vegetation. These are of different variety like evergreen or deciduous which depends upon temperature and moisture. • Natural vegetation and wildlife exists in biosphere. • We need to preserve the biodiversity and the bio-reserves, national parks etc., are a means to it. • CITES means the Convention on International Trade in Endangered Species.	Read synopsis in group.	Read synopsis individually/.	

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING : ECOSYSTEM DEFORESTATION TSUNAMI POACHING NATIONAL PARK BIOSPHERE RESERVES	

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READINNG:

- MATCH THE FOLLOWING

1. Life supporting system   (   ) a) Diversity
2. Pollination   (   ) b) Deforestation
3. Scavengers   (   ) c) Vultures
4. Vulnerable   (   ) d) Bees
                                                          e) Ecosystem

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) : - Teacher has to write summary of the lesson on the board. - Initially teacher read sentences and ask students to repeat after him. - Ask students to read one by one. - Ask students to explain meaning of those sentences. - Teacher asks the following questions based on the synopsis. 1. Name any two steps that government has taken to conserve plants and animals?	**SYNOPSIS** - Forests are natural vegetation. These are of different variety like evergreen or deciduous which depends upon temperature and moisture. - Natural vegetation and wildlife exists in biosphere. - We need to preserve the biodiversity and the bio-reserves, national parks etc., are a means to it. - CITES means the Convention on International Trade in Endangered Species.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.

- Conduct model editing.

LESSON PLAN
(LIP MODEL)

CLASS : 8

NAME OF THE TEACHER :

SUBJECT : SOCIAL

SCHOOL NAME:

NO.OF PERIODS REQUIRED: 08

TEACHING PERIODS : 04   PRACTICE PERIODS : 04

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
AGRICULTURE	PREREQUISITES	1+1			FARMER CULTIVATION CROPS AGRICULTURE
	AGRICULTURE INTRODUCTION ECONOMIC ACTIVITIES FARM SYSTEM	1+1			• Economic activities are of three types: (i) Primary Activities, (ii) Secondary Activities, (iii) Tertiary Activities. • Agriculture or farming is a system in which seeds, fertilizers, machinery and labour are important inputs.
	TYPES OF FARMING • Subsistence Farming • Commercial Farming	1+1			• Subsistence Farming: Subsistence farming is practices to meet the needs of the farmer's family. • Commercial Grain Farming: In commercial grain farming crops like wheat and maize are grown for commercial purpose.
	MAJOR CROPS AGRICULTURE DEVELOPMENT A FARM IN INDIA A FARM IN THE USA	1+1			• Major food crops are wheat, rice, maize and millets. Jute and cotton are fibre crops. Important beverage crops are tea and coffee. • Agricultural Development refers to efforts made to increase farm production in order to meet the growing demand of increasing population.

PRIOR CONCEPTS/SKILLS: - ECONOMIC ACTIVITIES - FARM SYSTEM - TYPES OF FARMING - MAJOR CROPS - AGRICULTURE DEVELOPMENT - A FARM IN INDIA – A FARM IN THE USA	
LEARNING OUTCOMES	NO. OF PERIODS REQUIRED
The student is able to: - understand what is agriculture and cultivation. - Explain different types of farming. - Understand that topography and climate play a vital role in agriculture. - Identify various types of farming. - Grasp that commercial farming is useful for industrial development also. - Notice that paddy, wheat millets, maize, sugarcane etc., are the major crops in India. - Understand that agriculture development is a need today for the growing population.	08

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDNG QUESTIONS
PREREQUISITES: * Teacher writes keywords and key concepts on the board and read for the students. FARMER CULTIVATION CROPS AGRICULTURE *Ask questions on Prerequisites and explain in brief. 1. What is agriculture?	Students read prerequisites and discuss in group.	Students copy prerequisites in their note books.	Define 'agriculture'.
MIND MAP/TITLE OF THE LESSON : Teacher writes title of the lesson on the board and ask triggering questions to share their experience on the topic. 1. What do you observe in the above picture? AGRICULTURE	Students read mind map in the group.	Students read words individually with spellings.	
RELEVENCE OF THE LESSON: Teacher conduct discussion through questions about the importance of the lesson. 1. Why is agriculture important?	Students ask questions and participate in the discussion.	Students write questions/concepts what they want to know in the chapter.	

CONCEPT MAP:			
• Teacher writes the concept map of the lesson step by step in flow chart form.	Read concept map in group.	Read concept map individually and copy the concept map in their note books.	

CONCEPT MAP:

• Teacher writes the concept map of the lesson step by step in flow chart form.

FARMING

Subsistence Farming

Commercial Farming

Intensive Subsistence

Primitive Subsistence

Commercial Grain Farming

Shifting Cultivation

Mixed Farming

Nomadic Herding

Mixed Farming
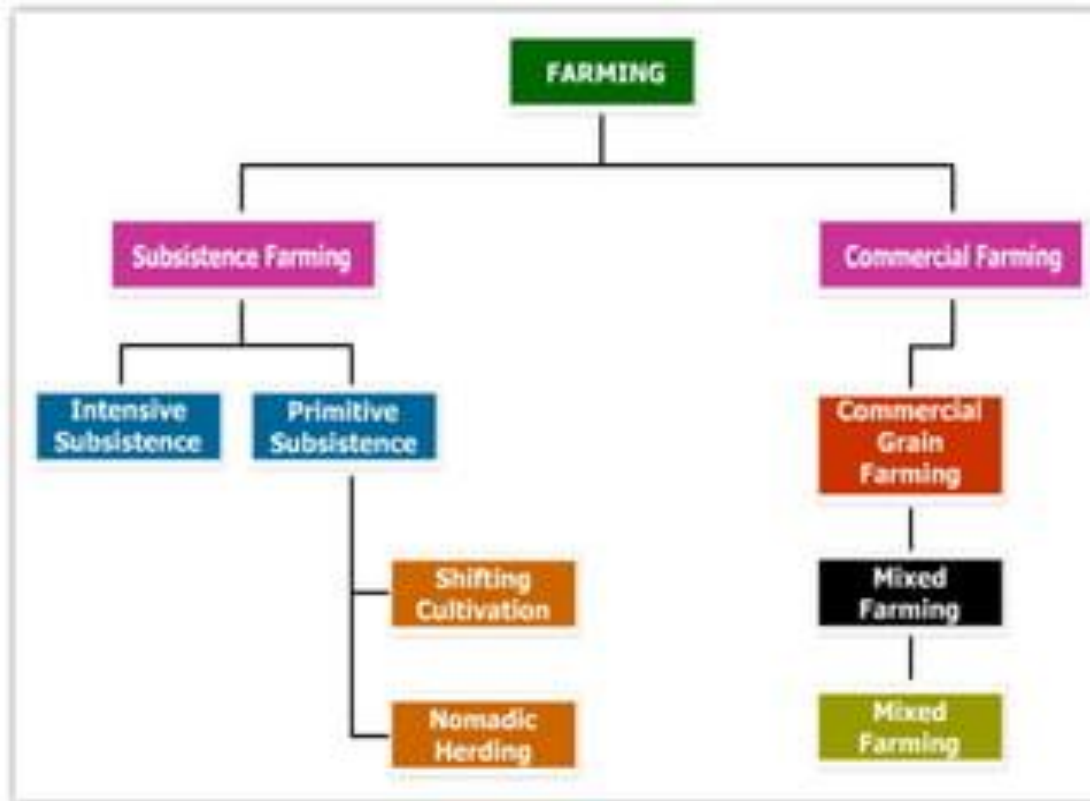
PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS RREADING – KEY WORDS READING : 　　　　 FARMER　　CULTIVATION　　CROPS　　AGRICULTURE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

MATCH THE FOLLOWING PICTURES WITH SUITABLE ECONOMIC ACTIVITIES:

1. Primary activity 　　(　) a)

2. Secondary activity 　(　) b)

3. Tertiary activity 　　(　) c)

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :
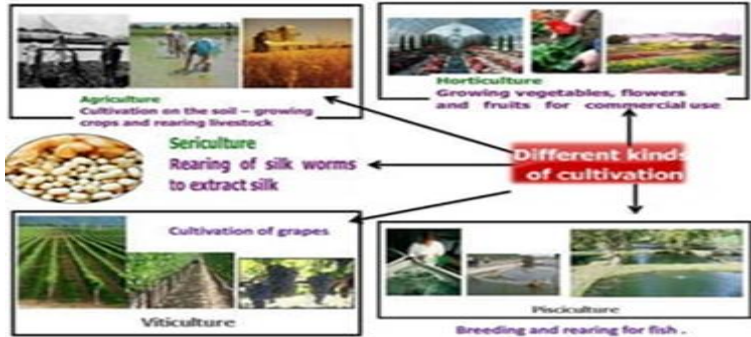
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Which crops are grown in your region?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ECONOMIC ACTIVITIES SERICULTURE PISCICULTURE VITICULTURE HORTICULTURE	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What is sericulture?
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Explain farm system. 2. What are the different variants of word culture?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	• Economic activities are of three types: (i) Primary Activities,(ii) Secondary Activities,(iii) Tertiary Activities. • Agriculture is a primary activity which includes growing crops, fruits, vegetables, flowers and rearing of livestock. • 50% of persons in the world are engaged in agricultural activity. • 2/3 of India's population is still dependent on agriculture. • Favourable topography of soil and climate are vital for agricultural activity. The land on which the crops are grown is known as arable land. **Farm System** (i) Agriculture or farming is a system in which seeds, fertilizers, machinery and labour are important inputs. (ii) Ploughing, sowing, irrigation, weeding, and harvesting are some of the operations. (iii) The outputs from the system include crops, dairy, wool and poultry products.	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
ECONOMIC ACTIVITIES   SERICULTURE   PISCICULTURE   VITICULTURE   HORTICULTURE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :   MATCH THE FOLLOWING PICTURES.

1.   (   ) a) Horticulture

2.   (   ) b) Viticulture

3.   (   ) c) Pisciculture

4.   (   ) d) Sericulture

5.   (   ) e) Agriculture

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :	SYNOPSIS

• Teacher has to write summary of the lesson on the board.
• Initially teacher read sentences and ask students to repeat after him.
• Ask students to read one by one.
• Ask students to explain meaning of those sentences.
• Teacher asks the following questions based on the synopsis.
  1. Name the factors influence agriculture?
  2. Why is agriculture called the main occupation of the people of the world including India?
	• (i) Primary Activities,(ii) Secondary Activities,(iii) Tertiary Activities.
	• Agriculture is a primary activity which includes growing crops, fruits, vegetables, flowers and rearing of livestock.
	• 50% of persons in the world are engaged in agricultural activity.
	• 2/3 of India's population is still dependent on agriculture.
	• Favourable topography of soil and climate are vital for agricultural activity. The land on which the crops are grown is known as arable land.
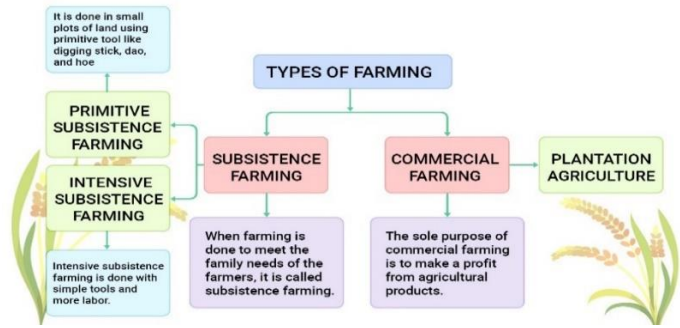
STEP 4 : WRITING AND EDITING :
• Conduct seen/unseen dictation on key words/synopsis. • Conduct model editing.

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO):	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDINGQUESTIONS
KEY WORDS/ CONCEPTS	ORGANIC FARMING SUBSISTENCE FARMING COMMERCIAL FARMING SHIFTING CULTIVATION PLANTATION	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What is shifting cultivation?
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. 1. Name the different types of farming? 2. Define organic farming? 3. What is plantation agriculture?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	• Subsistence farming and commercial farming are the two types of farming. • **Subsistence Farming:** Subsistence farming is practices to meet the needs of the farmer's family. • **Intensive Subsistence Agriculture:** In this farming, the farmer cultivates a small pot of land using simple tools and more labour. Rice is the main crop. Other crops include wheat, maize, pulses and oilseeds. • **Shifting Cultivation:** In shifting cultivation, after cultivation the soil is abandoned and the cultivator moves to a new plot. Shifting cultivation is also known as 'slash and burn' agriculture. • **Nomadic Herding:** In nomadic herding, herdsmen move from place to place with their animals for fodder and water along defined routes. Sheep, yak and goats are the herding animals. • Commercial Farming: In commercial farming crops are grown and animals are reared for sale in market • **Mixed Farming:** In mixed farming, the land is used for growing food and fodder crops and rearing livestock. • **Plantation:** Plantations are a type of commercial farming where single crops of tea, coffee, sugarcane, cashew, rubber, banana or cotton are grown.	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
ORGANIC FARMING   SUBSISTENCE FARMING   COMMERCIAL FARMING   SHIFTING CULTIVATION   PLANTATION

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- SHIFTING CULTIVATION IS KNOWN BY DIFFERENT NAMES IN DIFFERENT PARTS OF THE WORLD

  MATCH THE FOLLOWING
  1. Jhumming   (   ) a) Malaysia
  2. Milpa   (   ) b) Brazil
  3. Roca   (   ) c) Mexico
  4. Ladang   (   ) d) North-East India S

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
1. What is shifting cultivation? What are the disadvantages?
2. Distinguish between the Intensive subsistence farming and commercial farming?

SYNOPSIS

- Subsistence farming and commercial farming are the two types of farming.
- **Subsistence Farming:** Subsistence farming is practices to meet the needs of the farmer's family.
- **Intensive Subsistence Agriculture:** In this farming, the farmer cultivates a small pot of land using simple tools and more labour. Rice is the main crop. Other crops include wheat, maize, pulses and oilseeds.
- **Shifting Cultivation:** In shifting cultivation, after cultivation the soil is abandoned and the cultivator moves to a new plot. Shifting cultivation is also known as 'slash and burn' agriculture.
- **Nomadic Herding:** In nomadic herding, herdsmen move from place to place with their animals for fodder and water along defined routes. Sheep, yak and goats are the herding animals.
- Commercial Farming: In commercial farming crops are grown and animals are reared for sale in market
- **Mixed Farming:** In mixed farming, the land is used for growing food and fodder crops and rearing livestock.
- **Plantation:** Plantations are a type of commercial farming where single crops of tea, coffee, sugarcane, cashew, rubber, banana or cotton are grown.

STEP 4 : WRITING AND EDITING :
- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	FOOD CROPS BEVERAGE CROPS FOOD SECURITY H.Y.V	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'HYV'.
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Name the major agriculture crops in India? 2. Write the meaning of "food security". 3. What are the comparisons of Agriculture in India and USA? 4. Who discovered the coffee plant?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	

SYNOPSIS READING	• **Major Crops:** A variety of crops or many crops are grown to meet the requirement of the growing population. Major crops of India are Rice, Wheat, Millets, Maize, cotton, jute, coffee, tea. • **Agriculture Development:** Agriculture Development refers to efforts made to increase farm production in order to meet the growing demand for the increasing population. • **A Farm in India:** A typical Indian, Munna Lal has farmland of about 1.5 hectares. He purchases high yielding varieties of seeds from the market every alternate year. • **A Farm in the USA:** The average size of a farm in the USA is about 250 hectares. The farmers grow corn, soybean, wheat, cotton and sugar beet.	Read synopsis in group.	Read synopsis individually/.	

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :   FOOD CROPS   BEVERAGE CROPS   FOOD SECURITY   H.Y.V

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READINNG:
MATCH THE LEADING PRODUCER
    1. Rice   (   ) a) Kenya
    2. Wheat   (   ) b) Brazil
    3. Jute   (   ) c) India
    4. Coffee   (   ) d) USA
    5. Tea   (   ) e) China

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) : • Teacher has to write summary of the lesson on the board. • Initially teacher read sentences and ask students to repeat after him. • Ask students to read one by one. • Ask students to explain meaning of those sentences. • Teacher asks the following questions based on the synopsis. 1. Different crops are grown in different regions. Why?	SYNOPSIS • **Major Crops:** A variety of crops or many crops are grown to meet the requirement of the growing population. Major crops of India are Rice, Wheat, Millets, Maize, cotton, jute, coffee, tea. • **Agriculture Development:** Agriculture Development refers to efforts made to increase farm production in order to meet the growing demand for the increasing population. • **A Farm in India:** A typical Indian, Munna Lal has farmland of about 1.5 hectares. He purchases high yielding varieties of seeds from the market every alternate year. • **A Farm in the USA:** The average size of a farm in the USA is about 250 hectares. The farmers grow corn, soybean, wheat, cotton and sugar beet.

STEP 4 : WRITING AND EDITING : • Conduct seen/unseen dictation on key words/synopsis. • Conduct model editing.

Signature of the teacher   Signature of the H.M.   Signature of the visiting officer

LESSON PLAN
(LIP MODEL)

CLASS : 8
NAME OF THE TEACHER :

SUBJECT : SOCIAL
SCHOOL NAME:

NO.OF PERIODS REQUIRED: 10
TEACHING PERIODS : 05   PRACTICE PERIODS :   05

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
5. INDUSTRIES	PREREQUISITES	1+1			MANUFACTURING INDUSTRY RAW MATERIAL INPUTS OUTPUTS PROCESS
	INTRODUCTION CLASSIFICATION OF INDUSTRIES	1+1			• CLASSIFICATION OF INDUSTRIES 1) On the basis of Raw Material 2) On the basis of Ownership 3) On the basis of Scala of Production or Size
	FACTORS AFFECTING LOCATION OF INDUSTRIES INDUSTRIAL SYSTEM INDUSTRIAL REGIONS	1+1			• Factors Affecting Location of Industries • Industrial system • Industrial region
	DISTRIUTION OF MAJOR INDUSTRIES IRON AND STEEL INDUSTRY: JAMSHEDPUR - PITTSBURGH	1+1			• DISTRIBUTION OF MAJOR INDUSTRIES 1) Iron and Steel Industry a) Jamshedpur b) Pittsburgh
	COTTON TEXTILE INDUSTRY: AHMEDABAD - OSAKA	1+1			• COTTON TEXTILE INDUSTRY a) Ahmedabad b) Osaka
					.

PRIOR CONCEPTS/SKILLS :

- CLASSIFICATION OF INDUSTRIES
- FACTORS AFFECTING LOCATION OF INDUSTRIES
- INDUSTRIAL SYSTEM
- INDUSTRIAL REGIONS
- DISTRIUTION OF MAJOR INDUSTRIES
- IRON AND STEEL INDUSTRY: JAMSHEDPUR – PITTSBURGH
- COTTON TEXTILE INDUSTRY: AHMEDABAD - OSAKA

LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
The students will be able to: • Classify the economic activities. • Understand the classification of industries. • Learn about public sector and private sector. • Explaining the factors affecting location of industries. • Give example to industrial disasters. • Understand the distribution of major industries. • Explain the location, raw materials and expansion of iron and steel and cotton industry.	Flow charts Atlas World map political Byju's content PPTs	10

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDNG QUESTIONS
PREREQUISITES: Teacher writes keywords and key concepts on the board and read for the students. MANUFACTURING INDUSTRY RAW MATERIAL INPUTS OUTPUTS PROCESS *Ask questions on Prerequisites and explain in brief. 1. Define raw material?	Students read prerequisites and discuss in group.	Students copy prerequisites in their note books.	Define raw material?
MIND MAP/TITLE OF THE LESSON : Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic. **INDUSTRIES** 1. What is manufacturing? 2. What do you understand by the term industry?	Students read mind map in the group.	Students read words individually with spellings.	
RELEVENCE OF THE LESSON: Teacher conduct discussion through questions about the importance of the lesson. 1. What is the role of industries in economic development?	Students ask questions and participate in the discussion.	Students write questions/concepts what they want to know in the chapter.	

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.
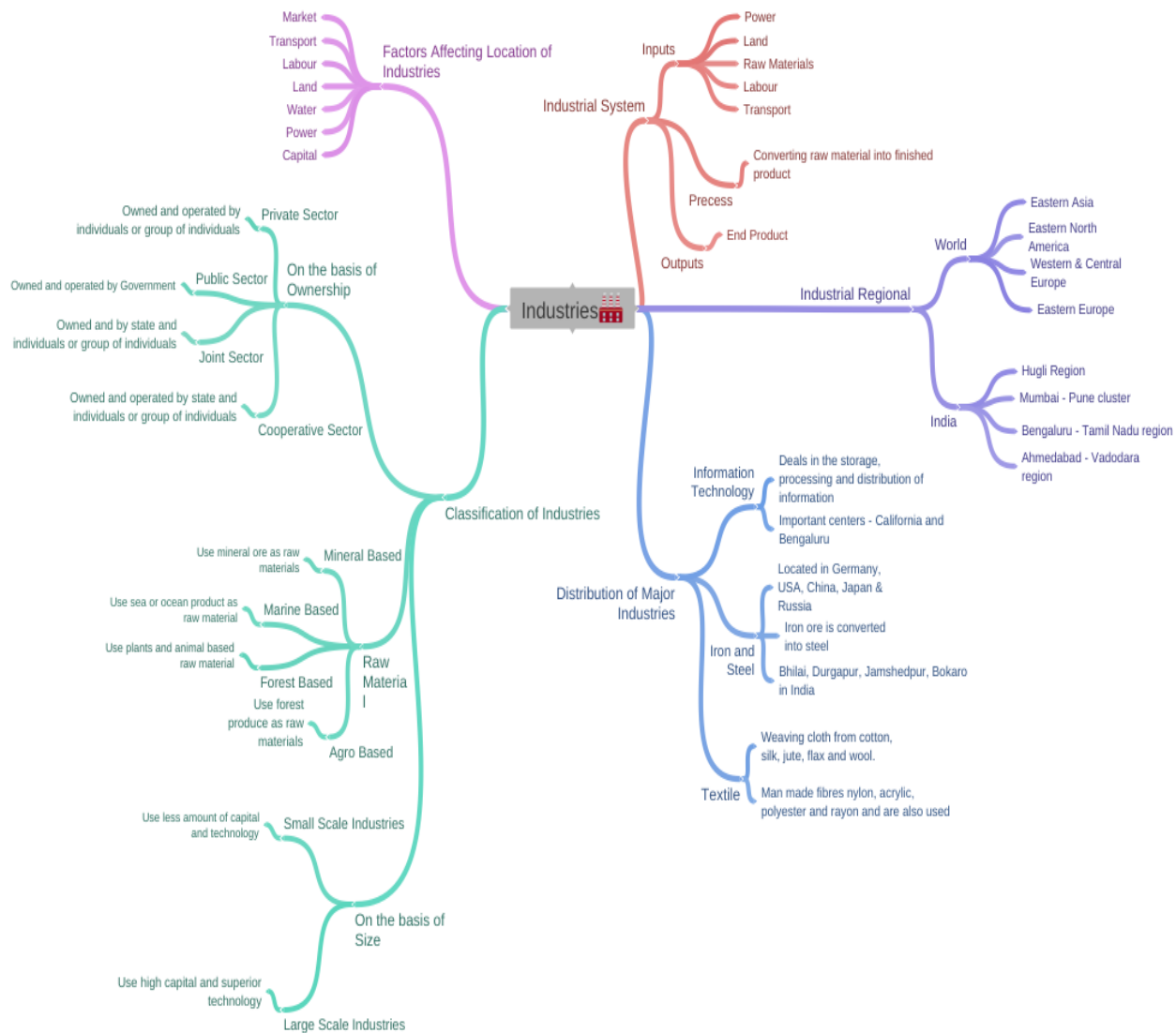
Read concept map in group.	Read concept map individually and copy the concept map in their note books.	

STEP 1 : WHOLE CLASS RREADING – KEY WORDS READING :

MANUFACTURING   INDUSTRY   RAW MATERIAL   INPUTS   OUTPUTS   PROCESS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- **Give two examples of the following in the space provided :**

(i)   Raw Materials: _____ and _____
(ii)   End products: _____ and _____
(iii)   Tertiary Activities: _____ and _____
(iv)   Agro-based Industries: _____ and _____
(v)   Cottage Industries: _____ and _____
(vi)   Co-operatives: _____ and _____
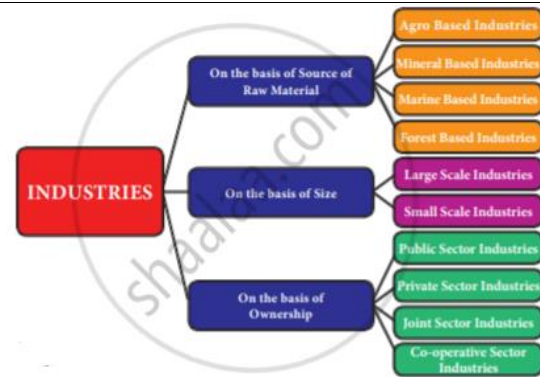
STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :
*   Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
   1. Briefly describe the life journey of a notebook.

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :
- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	MANUFACTURING SECONDARY ACTIVITIES RAW MATERIALS AGRO BASED INDUSTRIES MINERAL BASED INDUSTRIES MARINE BASED INDUSTRIES PUBLIC SECTOR PRIVATE SECTOR CAPITAL TECHNOLOGY	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What is manufacturing?
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Distinguish between agro-based and mineral based industry. 2. Distinguish between public sector and joint sector industry. 3. In what different ways are industries classified?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	• Secondary activities or manufacturing change raw materials into products of more value to people. • Industry refers to an economic activity that is concerned with production of goods, extraction of minerals or the provision of services. • Industries can be classified on the basis of raw materials, size and ownership. • Raw Materials: Agro-based industries, Mineral based industries, Marine based industries and Forest based industries. • Size: Small scale and large scale industries. • Ownership: Public sector, Private sector, Joint sector and Co-operative sector.	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
MANUFACTURING   SECONDARY ACTIVITIES   RAW MATERIALS   AGRO BASED INDUSTRIES   MINERAL BASED INDUSTRIES   MARINE BASED INDUSTRIES
PUBLIC SECTOR   PRIVATE SECTOR   CAPITAL   TECHNOLOGY

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:
- MATCH THE FOLLOWING€;
  1. Agro based industries   (   ) a) Sugar
  2. Mineral based industries   (   ) b) Iron and Steel, Cement
  3. Marine based industries   (   ) c) Fish and other sea foods
  4. Forest based industries   (   ) d) Paper, furniture

Are called

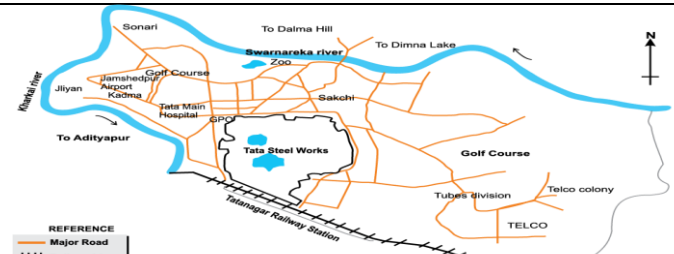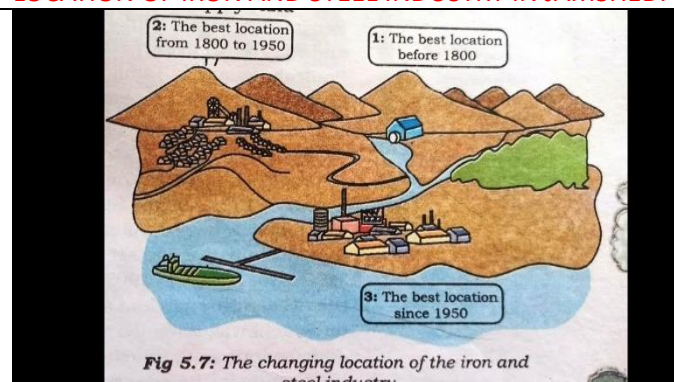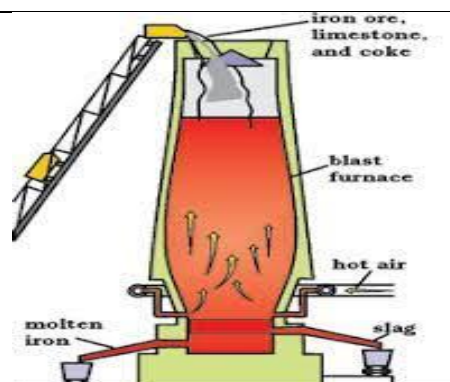STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. How are industries classified on the basis of size?
  2. What are joint sector industries?
  3. Distinguish between small scale industry and large scale industry?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :
- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	INCENTIVES INFRASTRUCTURE INPUTS OUTPUTS PROCESSES INDUSTRIAL DISASTER MIC	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Expand MIC.
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. Which are the main factors which influence the location of an industry? 2. What does industrial system consist of?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	FACTORS AFFECTING LOCATION OF INDUSTRIES
SYNOPSIS READING	• The factors affecting the location of industries are the availability of raw material, land, water, labour, power, capital, transport and market. • An industrial system consists of inputs, processes and outputs. • Industrial regions emerge when a number of industries locate close to each other and share the benefits of their closeness. • Industrial Disaster: In industries, accidents/disasters mainly occur due to technical failure or irresponsible handling of hazardous material. • One of the worst industrial disasters of all time occurred in Bhopal on 3 December 1984 around 00:30 a.m. • The official death toll was 3,598 in 1989. Thousands, who survived still suffer from one or many ailments like blindness, impaired immune system, gastrointestinal disorders etc.	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	Bhopal Gas Tragedy

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

INCENTIVES   INFRASTRUCTURE   INPUTS   OUTPUTS   PROCESSES   INDUSTRIAL DISASTER   MIC

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- MATCH THE FOLLOWING:

1. Private sector industries		individuals or a group of individuals.
2. Public sector industries	are owned and operated by	the government.
3. Joint sector industries		the state and individuals.
4. Co-operative sector industries		the producers or suppliers of raw materials, workers or both.

Ex: Private sector industries are owned and operated by individuals or a group of individuals.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK)
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. What are the inputs of an industrial system?
  2. Name the major industrial regions of the world?
  3. What is meant by industrial disaster?
  4. Which is the major IT hub of India?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :
- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	SMELTING REFINING EMERGING INDUSTRY TISCO I.T	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	 LOCATION OF IRON AND STEEL INDUSTRY IN JAMSHEDPUR
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc. 1. How is steel made? 2. How are special alloys of steel made? 3. Give the distribution of major industries all over world. 4. Which industry is often referred to as the backbone of modern industry and why?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	 Fig 5.7: The changing location of the iron and steel industry
SYNOPSIS READING	• The world's major industries are the iron and steel industry, the textile industry and the information technology industry. • Iron and Steel Industry: Steel is often called the backbone of modern industry. • Jamshedpur: Before 1947, there was only one iron and steel plant in the country – Tata Iron and Steel Company Limited (TISCO). It was privately owned. • Pittsburgh : It is an important steel city of the United States of America.	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :
SMELTING   REFINING   EMERGING INDUSTRY   TISCO

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- MATCH THE FOLLOWING

  1.BHEL   (   ) A) Methyl Isocynate
  2. HAL   (   ) B) Steel Authority of India Limited
  3. DRDO   (   ) C) Tata Iron and Steel Company
  4. TISCO   (   ) D) Defence Research and Development Organisation
  5. SAIL   (   ) E) Hindustan Aeronautics Limited
  6. MIC   (   ) F) Bharat Heavy Electrical Limited

- Ask students to prepare sentences on their own connect with '**stands for**'
Ex: BHEL stands for Bharat Heavy Electrical Limited.

World: Major Iron Ore Producing Areas
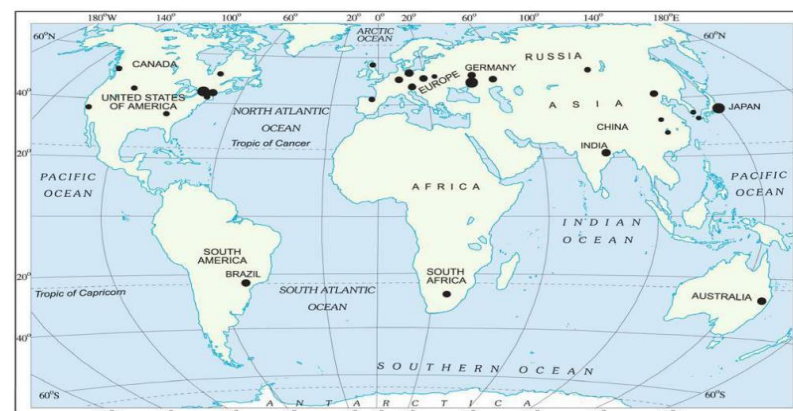
STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
    1. Define 'Sunrise Industries'.
    2. Define smelting.
    3. Where and when was TISCO established?
    4. What was the older name of Jamshedpur?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :
- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	FIBRES TEXTILE NATURAL FIBRES MAN MADE FIBRES	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What are natural fibres?
CONCEPTUAL UNDERSTANDING/ LEARNING	• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc., 1. What is the raw material of textile industry? 2. Why cotton textile industry rapidly expanded in Mumbai? 3. What are the favourable factors to develop the cotton textiles in Ahmedabad?	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	• Cotton Textile Industry: The cotton textile industry is one of the oldest industries in the world. • Today India, China, Japan and the USA are important producers of cotton textiles. • The first successful mechanized textile mill was established in Mumbai in 1854. • Ahmedabad : It is located in Gujarat on the banks of the Sabarmati river. The first mill was established in 1861. • It soon became the second largest textile city of India, after Mumbai. • Ahmedabad was therefore often referred to as the 'Manchester of India'. • Osaka : It is an important textile centre of Japan, also known as the 'Manchester of Japan'.	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

FIBRES   TEXTILE   NATURAL FIBRES   MAN MADE FIBRES

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

Activity: Collect different types of pieces of cloth from a tailor's shop and classify them under cotton, silk, synthetic and woollen. Find out the raw materials used in their manufacturing.

Piece of cloth	Raw materials
1. Cotton	
2. Silk	
3. synthetic	
4. woolen	

WORLD MAJOR COTTON TEXTILE MANUFACTURING REGIONS

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
    1. Where did the word textile come from?
    2. What are the process of cotton textile industries?
    3. What are man-made fibres?
    4. Which city is known as Manchester of India?
    5. Which city is known as the Manchester of Japan?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING:
- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the teacher   Signature of the H.M.   Signature of the Visiting Officer

LESSON PLAN
(LIP MODEL)

CLASS :   8   NAME OF THE TEACHER :

SUBJECT : SOCIAL   SCHOOL NAME:

NO.OF PERIODS REQUIRED: 08   TEACHING PERIODS : 04   PRACTICE PERIODS : 04

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
HUMAN RASOURCES	PREREQUISITES	1+1			RESOURCES NATURAL RESOURCES RENEWABLE RESOURCES NON-RENEWABLE RESOURCES HUMAN MADE RESOURCES
	• DISTRIBUTION OF POPULATION • DENSITY OF POPULATION • FACTORS AFFECTING DISTRIBUTION OF PUPULATION	1+1			• Population density. • Geographical factors. • Social, cultural and Economic factors.
	• POPULATION CHANGE • PATTERN OF POPULATION CHANGE	1+1			• Birth Rate - Death Rate - Natural Growth Rate • Migrations - Immigration - Emigration
	• POPULATION COMPOSITION	1 + 1			• Population Pyramid
					.

PRIOR CONCEPTS/SKILLS :
- DISTRIBUTION OF POPULATION
- DENSITY OF POPULATION
- FACTORS AFFECTING DISTRIBUTION OF PUPULATION
- POPULATION CHANGE
- PATTERN OF POPULATION CHANGE
- POPULATION COMPOSITION

LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
The students will be able to: • Know about the Distribution of Population. • Understand what are the Factors that Affecting Distribution of Population. • Compare Geographical Factors and Social, Cultural and Economic Factor. • Understand Population Change. • Explain Density of Population. • Collect information about Indian Population. • Discuss about Patterns of Population Change.	PICTURES WORLD MAP/INDIA MAP CHARTS, GRAPHS DIKSHA CONTENT BYJU'S CONTENT & VIDEOS PPTs	08

TEACHING PERIOD – 1 (PRE REQUISITES)
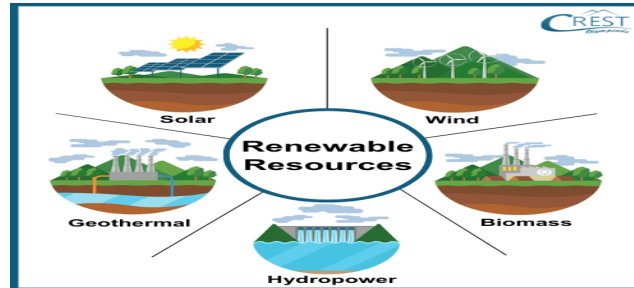
EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDNG QUESTIONS
MIND MAP/TITLE OF THE LESSON : **Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.** PICTURE 1 PICTURE 2 PICTURE 3 PICTURE 4 1. What do you see in these pictures? 2. What do you observe in the picture 1? 3. What do you observe in the picture 2? 4. What do you observe in the picture 3? 5. What do you observe in the picture 4? 6. What do you observe in the picture 5? **HUMAN RESOURCES**	Students read mind map in the group.	Students read words individually with spellings.	 PICTURE 5
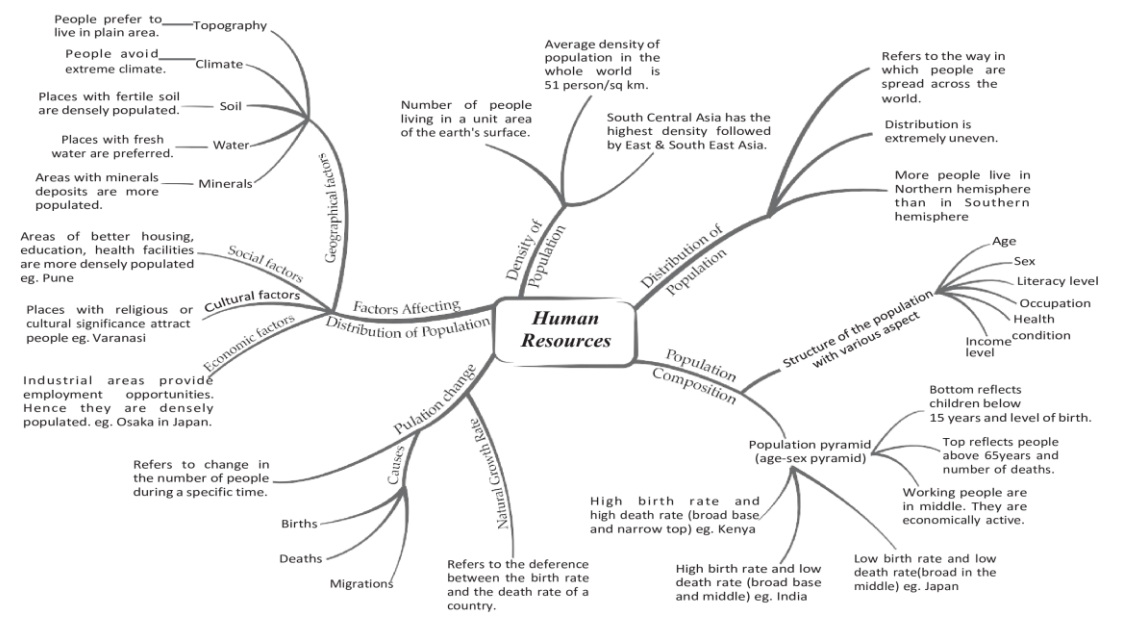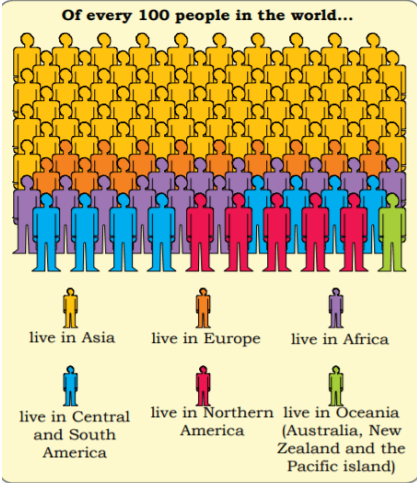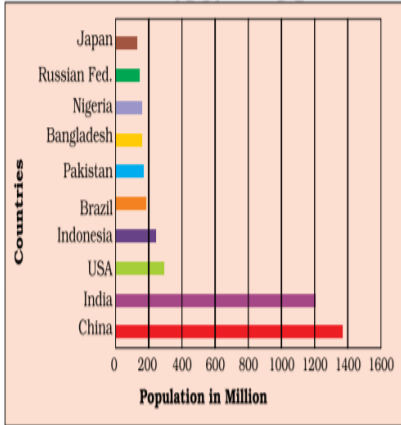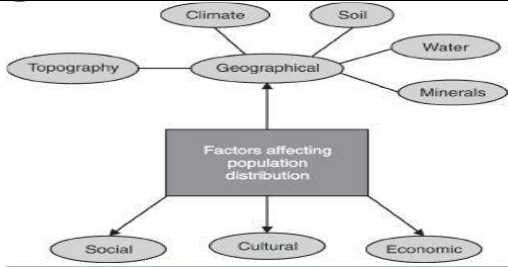
PREREQUISITES: Teacher writes keywords and key concepts on the board and read for the students. RESOURCES NATURAL RESOURCES RENEWABLE RESOURCES NON-RENEWABLE RESOURCES HUMAN MADE RESOURCES • **Ask questions on Prerequisites and explain in brief.** 1. What is a resource? 2. What is the difference between natural resources and human made resources? 3. What is the difference between renewable resources and non-renewable resources?	Students read prerequisites and discuss in group.	Students copy prerequisites in their note books.	
RELEVENCE OF THE LESSON: **Teacher conduct discussion through questions about the importance of the lesson.** 1. Why human resources are important for the development of a country?	Students ask questions and participate in the discussion.	Students write questions/ concepts what they want to know in the chapter.	
CONCEPT MAP**: Teacher writes the concept map of the lesson step by step in flow chart form.** 	Read concept map in group.	Read concept map individually and copy the concept map in their note books.	

PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO
KEY WORDS READING	• **Write key words from the text what they learnt in the previous chapter.** RESOURCES NATURAL RESOURCES RENEWABLE RESOURCES NON-RENEWABLE RESOURCES HUMAN MADE RESOURCES	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.
SIMILAR LINES READING	• **Write similar lines like a substitution table on the board and give one model reading.** Air, water, soils, minerals / Solar energy, wind energy / Coal, petroleum, natural gas / Buildings, roads, vehicles / Knowledge, skill, technology | which are known as | Natural resources. / Renewable resources. / Non-renewable resources. / Human made resources. / Human resources. **Ex: Air, water, soils, minerals which are known as natural resources.**	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
SYNOPSIS READING	• **Write synopsis based on key words and similar lines on the board and give one model reading.** • Resources that are drawn from nature are called natural resources. • Renewable resources are those which get renewed or replenished quickly. • Non-renewable resources are those which have a limited stock. • Buildings, bridges, roads, which are known as human made resources.	Conducting editing in group.	Write explanation or meaning of key words on their own.
WRITING/EDITING	• **Conduct seen/unseen dictation on key words/similar lines.** • **Conduct model editing.**	Conducting editing in group.	Write explanation or meaning of key words on their own.

TEACHING PERIOD - 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	• **Teacher read the content loudly for the student.** **H.R.D PKVY DENSITY OF POPULATION** **TOPOGRAPHY CLIMATE LIFE EXPECTANCY**	**Students read the lesson in the groups and identify the key words.**	**Students read the content individually and focus on key words.**	**Expand PKVY.**
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	• **Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,** Fig. 6.1: World population by continents Fig. 6.2: World's most populous countries	**Students participated group reading in their respective group.**	**Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.**	

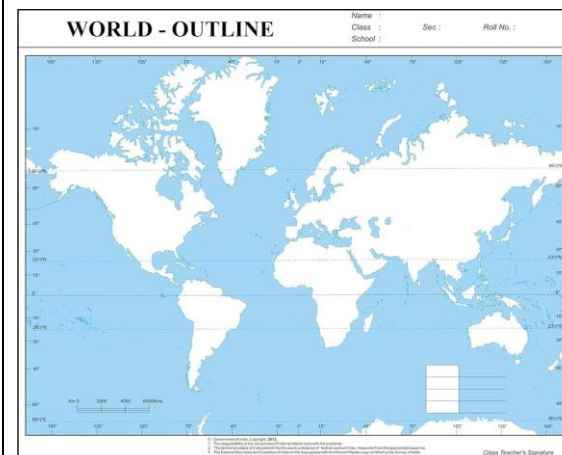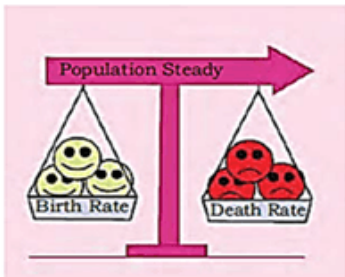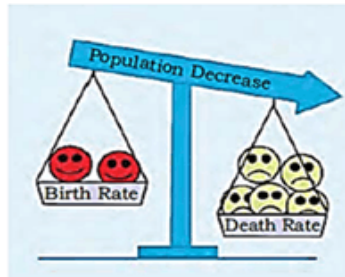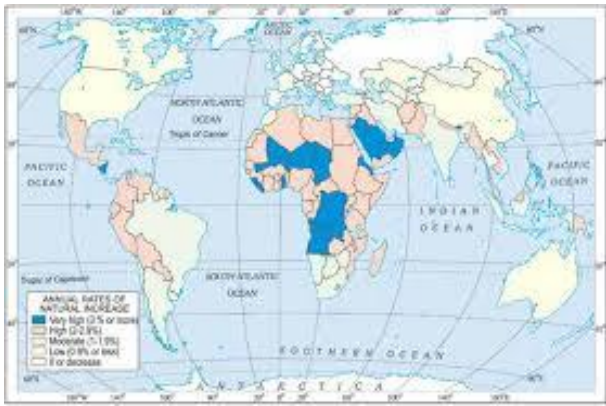| RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING | • **Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.**
1. Why are people considered as a resource?
2. Expand: HRD - PKVY.
3. What are the causes for the uneven distribution of population in the world?
4. Is human resources equally distributed?
5. When and why HRD Ministry created?
6. What do you mean by the "pattern of population distribution"?
7. Define "density of population".
8. What is the average density of population of India?
9. Locate the given countries in the world out line map.
USA   RUSSIA NIGERIA BANGLADESH   JAPAN CHINA   INDIA
• People are consider a resource due to their demands, capacities and capabilities to create new resources.
• HRD means Human Resource Development.
• PKVY means Pradhan Mantri Kaushal Vikas.
• Causes of uneven distribution of population in the world:
• Geographical causes: Topography, climate, water, minerals, soil.
• Cultural causes: Religion, culture, caste etc.,
• Economic causes: Employment opportunities, industries, transport and communication.
• Number of people living in a unit area like per sq.km. is the density of population.
• Average density of population in India is 382 persons per sq.km. | Students write synopsis on their own. Read synopsis in group. | Read synopsis individually. |
HIGHEST POPULATION COUNTRIES
 |
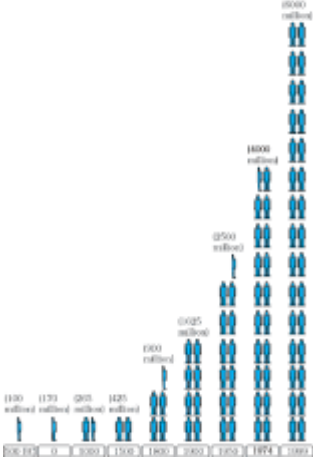
PRACTICE PERIOD – 2

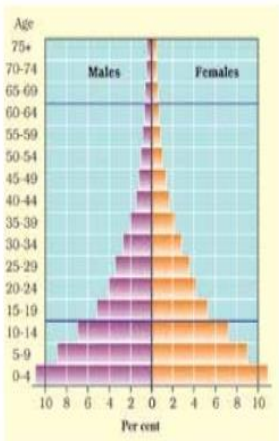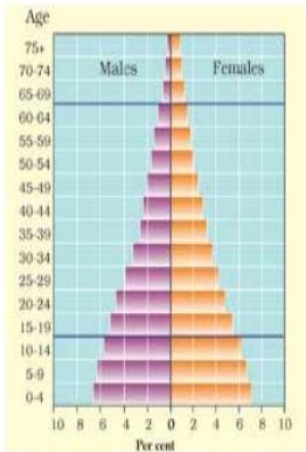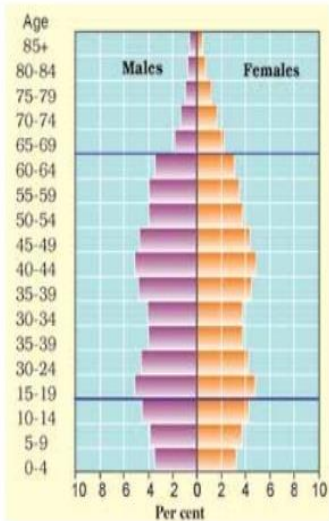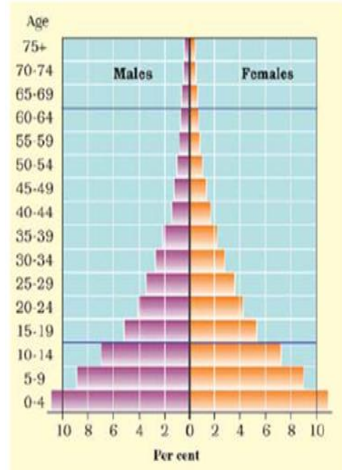| CONCEPTS/STEPS	I DO	WE DO	YOU DO

KEY WORDS READING	• **Write key words from the text what they learnt in the previous period.**
	   H.R.D PKVY DENSITY OF POPULATION
	   TOPOGRAPHY CLIMATE LIFE EXPECTANCY
		Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.

SIMILAR LINES READING	• **Write similar lines like a substitution table on the board and give one model reading.** <table><tr><td>People who leave the country People who enter the country The movement of people in and out of an area</td><td>are called</td><td>Emigrants. Immigrants. Migrants.</td></tr></table> **Ex: People who leave the country are called emigrants.**	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
SYNOPSIS READING	• **Write synopsis based on key words and similar lines on the board and give one model reading.** • People are consider a resource due to their demands, capacities and capabilities to create new resources. • HRD means Human Resource Development. • PKVY means Pradhan Mantri Kaushal Vikas. • Causes of uneven distribution of population in the world: • Geographical causes: Topography, climate, water, minerals, soil. • Cultural causes: Religion, culture, caste etc., • Economic causes: Employment opportunities, industries, transport and communication. • Number of people living in a unit area like per sq.km. is the density of population. • Average density of population in India is 382 persons per sq.km.	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.
WRITING/EDITING	• **Conduct seen/unseen dictation on key words/similar lines.** • **Conduct model editing.**	Conducting editing in group.	Write explanation or meaning of key words on their own.

TEACHING PERIOD - 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	• **Teacher read the content loudly for the student.** BIRTH RATE DEATH RATE MIGRATION IMMIGRATION EMIGRATION NATURAL GROWTH RATE	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	**Define migration?**
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	• **Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,** WORLD: DIFFERING RATES OF POPULATION GROWTH	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	

| RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING | • **Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.**

1. **What is population change?**
2. **What is population explosion?**
3. **What is life expectancy?**
4. **Define the terms: Death rate, Birth rate and Natural Growth rate.**
5. **What is migration?**
6. **Define Immigration, Emigration?**
7. **Name the countries which has slow growth rate of population?**
8. **Why does Kenya has high population growth rate.**
9. **Name any two countries with high in-migration?**
• **The phenomenon of the population increased, decreased or remained stable is called population change.**
• **The rapid and dramatic rise in population of an areas is termed as population explosion.**
• **Life expectancy is the number of years for which an average man can expect to live.**
• **Number of live births per 1000 people is called birth rate.**
• **Number of deaths per 1000 people is called death rate.**
• **The difference between birth rate and death rate is called natural growth rate.**
• **Migration is the movement of people in and out of an area.**
• **Emigrants are people who leave a country.**
• **Immigrants are those who arrive in a country.** | Students write synopsis on their own.

Read synopsis in group. | Read synopsis individually. |

WORLD POPULATION GROWTH |

PRACTICE PERIOD – 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO
KEY WORDS **READING**	• **Write key words from the text what they learnt in the previous period.** BIRTH RATE DEATH RATE MIGRATION IMMIGRATION EMIGRATION NATURAL GROWTH RATE	**Read key words and discuss meaning in groups.**	**Read key words individually with spelling.** **Explain key words orally.**
SIMILAR LINES **READING**	• **Write similar lines like a substitution table on the board and give one model reading.** | Number of live births per 1000 people Number of deaths per 1000 people The difference between birth rate and death rate The number of years for which an average man can expect to live	is called	birth rate. death rate. natural growth rate. life expectancy rate. | Ex: Number of live births per 1000 people is called birth rate.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	**Read similar lines individually.**
SYNOPSIS READING	• **Write synopsis based on key words and similar lines on the board and give one model reading.** • The phenomenon of the population increased, decreased or remained stable is called population change. • The rapid and dramatic rise in population of an areas is termed as population explosion. • Life expectancy is the number of years for which an average man can expect to live. • Number of live births per 1000 people is called birth rate. • Number of deaths per 1000 people is called death rate. • The difference between birth rate and death rate is called natural growth rate. • Migration is the movement of people in and out of an area. • Emigrants are people who leave a country. • Immigrants are those who arrive in a country.	**Write synopsis on their own.** **Read synopsis in groups.**	**Read synopsis individually, then write in their note books.**
WRITING/EDITING	• **Conduct seen/unseen dictation on key words/similar lines.** • **Conduct model editing**	**Conducting editing in group.**	**Write explanation or meaning of key words on their own.**

TEACHING PERIOD - 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	• **Teacher read the content loudly for the student.** **POPULATION PYRAMID AGE-SEX PYRAMID**	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	**What is population pyramid?**
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	• **Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,** **POPULATION PYRAMIDS OF** **KENYS** **INDIA** **JAPAN** Kenya India Japan	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	**POPULATION PYRAMID**

RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING	• **Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.**	Students write synopsis on their own.	Read synopsis individually.	
	1. What is meant by population composition? 2. What are the indicators of population composition? 3. What is meant by human resources? 4. What is population pyramid? 5. Are populated countries mor advanced? 6. Which country has broad base of population pyramid? 7. Write slogans on control of population growth. • The structure of the population of a particular region is called population composition. • Population Indicators: Males and females. Different age groups. Literacy level of the population. Health conditions. Occupancy and income level. • All humans, who are engaged in some useful activities, mean human resources. • The graphical illustration that is used for studying the population composition of a country is called population pyramid. • A population pyramid is a way to visualize two variables: age and sex. • Population pyramid also called an age-sex pyramid.	Read synopsis in group.		

PRACTICE PERIOD – 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO
KEY WORDS **READING**	• **Write key words from the text what they learnt in the previous period.** POPULATION PYRAMID AGE-SEX PYRAMID	**Read key words and discuss meaning in groups.**	Read key words individually with spelling. Explain key words orally.
SIMILAR LINES **READING**	• **Write similar lines like a substitution table on the board and give one model reading.** • **Comple the sentences below using some of the following words.** sparsely, favourable, fallow, artificial, fertile, natural, extreme, densely When people are attracted to an area it becomes _____ populated Factors that influence this include _____ climate: good supplies of _____ resources and _____ land.	**Read similar lines in groups.** **Add some more lines to the substitution table.** **Prepare their own similar lines based on the text.**	**Read similar lines individually.**
SYNOPSIS **READING**	• **Write synopsis based on key words and similar lines on the board and give one model reading.** • The structure of the population of a particular region is called population composition. • Population Indicators: Males and females. Different age groups. Literacy level of the population. Health conditions. Occupancy and income level. • All humans, who are engaged in some useful activities, mean human resources. • The graphical illustration that is used for studying the population composition of a country is called population pyramid. • A population pyramid is a way to visualize two variables: age and sex. • Population pyramid also called an age-sex pyramid.	**Write synopsis on their own.** **Read synopsis in groups.**	**Read synopsis individually, then write in their note books.**
WRITING/EDITING	• **Conduct seen/unseen dictation on key words/similar lines.** • **Conduct model editing.**	**Conducting editing in group.**	**Write explanation or meaning of key words on their own.**

Signature of the teacher   Signature of the Head Master   Signature of the visiting officer