Lesson Plan No.

Name: Danial Aslam Class 7th

Topic: Disorders of digestive system

Subject: Science Duration.35 mint

Students Learning Outcomes:

After this lesson student will be able to:

i. Describe Disorders of digestive system
ii. Describe its disadvantages

Previous Knowledge Test:

i. What is digestive system?
ii. Why we ill?

Methodology:

Lecture Method, Demonstration method by using book, chart.

Introduction:

Dear students! A human body is make up of several kind of systems from which a system is, we are going to read that is “Digestive System”.

Some common disorders are diarrhea heartburn, constipation ,ulcer etc

Presentation:

Diarrhea. It cause by infection eating contaminated food we prevent it by always wash your hands with soap .Do not eat uncooked meat and eggs

Constipation.it is painfull passing faces During the periods of constipation some persons may pass faces less week.

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Activity 1.

Teacher show a chart with labeled with disorders of digestive system and describe the it disadvantages with example.

Activity 2.

Teacher call students and ask them to recognize the different disorders of digestive system.

Assessment:

i. What is role Diarrhea ?
ii. Define constipation ?
iii. What is ulcer ?

Conclusion:

Diarrhea. It cause by infection eating contaminated food we prevent it by always wash your hands with soap .Do not eat uncooked meat and eggs

Constipation.it is painfull passing faeces During the periods of constipation some persons may pass faces less week.

Home Work:

i. Describe Disorders of digestive system?

Lesson Plan

Name: Danial Aslam **Class 7th**

Topic: Disorders of Respiratory system

. **Subject: Science** **Duration.35 mint**

Students Learning Outcomes:

After this lesson student will be able to:

iii. Describe Disorders of Respiratory system
iv. Describe its disadvantages

Previous Knowledge Test:

iii. What is Respiratory system?
iv. Why we take breath?

Methodology:

Lecture Method, Demonstration method by using book, chart.

Introduction:

A human body is make up of several kind of systems from which a system is, we are going to read that is “Respiratory system”.

Some common disorders are common cold pneumonia

Presentation:

Common cold can spread from person to person by coughing sneezing touching things of common cold patients

Pneumonia is a infection that affects the lungs The lungs are made of small sacs called alveoli which are filled with air some common are fever, nasal, rapid breathing chest pain ate

Activity 1.

Teacher show a chart with labeled with disorders Respiratory system of and describe the it disadvantages with example.

Activity 2.

Teacher call students and ask them to recognize the different disorders of Respiratory system

Assessment:

iv. What is role of common cold?
v. Define pneumonia ?

Conclusion:

Some common disorders are common cold pneumonia

- Common cold can spread from person to person by coughing sneezing touching things of common cold patients
- Pneumonia is a infection that affects the lungs The lungs are made of small sacs called alveoli which are filled with air some common are fever, nasal, rapid breathing chest pain ate

Home Work:

ii. Describe Disorders of Respiratory system".

LESSON PLAN

Teacher name: Danial Aslam Class: 7

Subject: Math Topic: Union of two set

Time: 35 mint

Learning Out Comes:

After this students will be able to

- ✧ Find the Union of two sets

Resources &Av aids

Black board Duster

Methodology

Demonstration Method

Previous Knowledge.

- What is complement of a set?
- What is Universal of set?

Anncement of topic & introduction

Union of set is contain all elements in set A or in set B (or in both A& B)

Presentation:

If A = {a,b} & B {b,c,d } then Union of sets Is

AUB {a,b,c,d }

U={3,6,9} & V= {1,3,4,5} Union of sets

U u V {1,3,4,5,6,9}

Activity of Teacher

First of all teacher will solve the question on board about the topic and he will involve the students.

Activity of students

Teacher will make seven groups of class and each group contain 4-5 students and they will solve question in groups

Assessment:

Teacher will call one student from each group and they solve question on board .

Conclusion:

Union of set is contain all elements in set A or in set B (or in both A& B) Written AUB

Home Work:

Write Union of sets of Following

- A={2,4,5}- B {1,2,3}
- X={4,6,8,10}- Y {1,3,5,6,8}

LESSON PLAN

Teacher name: Danial Aslam Class: 7

Subject: Math Topic: Intersection of two set

Time: 35 mint

Learning Out Comes:

After this students will be able to

- ✧ Find the intersection of two sets

Resources &Av aids

Black board Duster

Methodology

Demonstration Method

Previous Knowledge.

- What is Union of a set?
- What is Empty set?

Ann cement of topic & introduction

Intersection of two sets A and B contain all elements of common to A and B.

Presentation:

If A = {a,b} & B {b,c,d } then Intersection of sets Is

A∩B {a,b }

U={3,6,9} & V= {1,3,4,5} Union of sets

U∩ V {3}

Activity of Teacher

First of all teacher will solve the question on board about the topic and he will involve the students.

Activity of students

Teacher will make seven groups of class and each group contain 4-5 students and they will solve question in groups

Assessment:

Teacher will call one student from each group and they solve question on board .

Conclusion:

Intersection of two sets A and B contain all elements of common to A and B. Written A ∩ B

Home Work:

Write Intersection of sets of Following

- A={2,4,5}- B {1,2,3}
- X={4,6,8,10}- Y {1,3,5,6,8}

LESSON PLAN

Teacher name: Danial Aslam **Class: 7**

Subject: G.Science **Topic: Physical Change**

Time: 35 mint

Learning Out Comes:

After this students will be able to

- ✧ Identify the physical change taking place in Environment

Resources &Av aids

Black board Duster

Methodology

Demonstration Method

Previous Knowledge.

- What is Change?
- What is Chemical Change?

Anncement of topic & introduction

Today we read topic physical change change in material are going on around us all time. Leaves change their color tress shed their leaves milk change to curd and iron nails rust in moisture

Presentation:

- ✧ Chemical composition remains same.
- ✧ Size shape & color are physical substance.

Activity of Teacher

First of all teacher will take some water in beaker and dissolve some amount of table salt in the water and give heat water is solve in salt is a physical change.

Activity of students

Teacher will make seven groups of class and each group contain 4-5 students and they will solve Discuss the topic in groups

Assessment:

Teacher will call one student from each group and ask question.

- ✧ Give an example of physical change ?
- ✧ What is physical change ?

Conclusion:

physical change change in material are going on around us all time. Leaves change their color tress shed their leaves milk change to curd and iron nails rust in moisture

Home Work:

Write a note on physical change ?

LESSON PLAN

Teacher name: **Danial Aslam** **Class:** **7**

Subject: **G. Science** **Topic:** **Chemical Change**

Time: **35 mint**

Learning Out Comes:

After this students will be able to

- ✧ Identify the Chemical change taking place in Environment

Resources &Av aids

Black board Duster

Methodology

Demonstration Method

Previous Knowledge.

- What is Change?
- What is physical Change?

Anncement of topic & introduction

Today we read topic Chemical change. Chemical change is one in which a new substance is formed

Presentation:

- ✧ Chemical composition is permanent.
- ✧ Cooking of food and rusting of iron are example of physical change.

Activity of Teacher

First of all teacher will take iron and water.he put a few iron nails in half filled glass of water .iron is reacted with oxygen in water is a chemical change.

Activity of students

Teacher will make seven groups of class and each group contain 4-5 students and they will solve Discuss the topic in groups

Assessment:

Teacher will call one student from each group and ask question.

- ✧ Give an example of Chemical change?
- ✧ What is chemical change?

Conclusion:

Chemical change is one in which a new substance is formed Chemical change are permanent and are not easy to reverse

Home Work:

Write a note on Chemical change ?

LESSON PLAN

Teacher name: **Danial Aslam** **Class:** **7**

Subject: **Science** **Topic:** **Reversible Change**

Time: **35 mint**

Learning Out Comes:

After this students will be able to

- ✧ Identify the Reversible change taking place in Environment

Resources &Av aids

Black board Duster

Methodology

Demonstration Method

Previous Knowledge.

- What is Change?
- What is physical Change?

Anncement of topic & introduction

Today we read topic Reversible change. A change that can go forwards or backwards is called Reversible change

Presentation:

- Temporary change
- Melting of ice into water example of reversible change

Activity of Teacher

First of all teacher will take iron and water. he put a few iron nails in half filled glass of water .iron is reacted with oxygen in water is a chemical change.

Activity of students

Teacher will make seven groups of class and each group contain 4-5 students and they will solve Discuss the topic in groups

Assessment:

Teacher will call one student from each group and ask question.

- ✧ Give an example of Chemical change?
- ✧ What is chemical change?

Conclusion:

Chemical change is one in which a new substance is formed Chemical change are permanent and are not easy to reverse

Home Work:

Write a note on Chemical change ?

Lesson Plan

Name: Danial Aslam **Class 7th**

Topic: Blood circulatory system

Subject: Science **Duration.35 mint**

Students Learning Outcomes:

After this lesson student will be able to:

v. Describe Blood circulatory system
vi. Digestion & its importance.

Previous Knowledge Test:

v. What is blood?
vi. Can we live wit out blood ?
vii. Why we need energy ?

Methodology:

Lecture Method, Demonstration method by using book, chart.

Introduction:

A human body is make up of several kind of systems from which a system is, we are going to read that is “Blood circulatory system”. It is a system comprise the heart blood vessels and blood our heart is a pumping organ it pumpas in blood vessels

Presentation:

Our heart is a muscular organ about the size of our fist the heart is found in our chest it pumps oxgen poor blood to the lungs and oxgen rich blood to the body There are four chambers of our heart two chambers called atria and two lower chmbers called ventricles The blood circulatory system (cardiovascular system) delivers nutrients and oxygen to all cells in the body. It consists of the heart and the blood vessels running through the entire body. The arteries carry blood away from the heart; the veins carry it back to the hear

Part of Blood circulatory system

- Heart

Activity 1.

Teacher show a chart with labeled human heart and describe the way where we get blood in body.

Activity 2.

Teacher show another un-labeled chart and call students and ask them to recognize the different parts of Respiratory system.

Assessment:

- What isHeart?
- Define ventricles.
- What is Atria ?

Conclusion:

Blood circulatory system". It is a system comprise the heart blood vessels and blood our heart is a pumping organ it pumpas in blood vessels Our heart is a muscular organ about the size of our fist the heart is found in our chest it pumps oxgen poor blood to the lungs and oxgen rich blood to the body There are four chambers of our heart two chambers called atria and two lower chambers called ventricles

Home Work:

Describe Heart and its function

Lesson Plan

Name: Danial Aslam **Class 7th**

Topic: Diet Affects our circulatory

Subject: Science **Duration.35 mint**

Students Learning Outcomes:

After this lesson student will be able to:

vii. Describe Diet Affects our circulatory
viii. Digestion & its importance.

Previous Knowledge Test:

viii. What is blood?
ix. What is Capillaries ?
x. What is Veins ?

Methodology:

Lecture Method, Demonstration method by using book, chart.

Introduction:

Our diet and life style affect our circulatory system and cause many diseases such as heart attack blood pressure diabetes asthma etc

Presentation:

1.Heart Attack. A hard substance in the heart is plague can build up in the lives in walls of coronary arteries sometime a blood may become narrow due to plaque and blood clot forms on plaque and blocks coronary arteries and blood can not reach the heart it case heart attack.

High Blood Pressure

High blood pressure can damage blood vessels and result may be failure of kidneys and heart Food in fat salt intake smoking rise blood pressure

Activity 1.

Teacher will describe and write Diet Affects our circulatory of human system each point

Activity 2.

.Teacher will ask to the students to raed topic and share its importance points with each others.

Assessment:

- What is Heart attack t?
- Define Blood pressure.

Conclusion:

1.Heart Attack. A hard substance in the heart is plague can build up in the lives in walls of coronary arteries sometime a blood may become narrow due to plaque and blood clot forms on plaque and blocks coronary arteries and blood can not reach the heart it case heart attack.

High Blood Pressure High blood pressure can damage blood vessels and result may be failure of kidneys and heart Food in fat salt intake smoking rise blood pressure

Home Work:

i. Describe Diet Affects our circulatory

Lesson Plan

Name: Waseem Akhtar Class 7th

Topic: Pollination and its kinds

Subject: Science Duration.35 mint

Students Learning Outcomes:

After this lesson student will be able to:

ix. Describe pollination
x. Explore kinds of pollination.

Previous Knowledge Test:

xi. What Reproduction
xii. What is basic characteristic of living things

Methodology:

Lecture Method, Demonstration method by using book, chart.

Introduction:

The transfer of pollen grains from the another of flower to the stigma of the carpel is called pollination with the help of this process the male sex cell reaches to the female sex cell Pollination is the process by which pollen is transferred to the female reproductive organs of a plant, thereby enabling fertilization to take place. Like all living organisms, seed plants have a single major goal, to pass their genetic information on to the next generation. The reproductive unit is the seed, and pollination is an essential step in the production of seeds in all spermatophytes (seed plants).

For the process of pollination to be successful, a pollen grain produced by the anther, the male part of a flower, must be transferred to a stigma, the female part of the flower, of a plant of the same species. The process is rather different in angiosperms (flowering plants) from what it is in gymnosperms (other seed plants). In angiosperms, after the pollen grain has landed on the stigma, it creates a pollen tube which grows down the style until it reaches the ovary. Sperm cells from the

pollen grain then move along the pollen tube, enter the egg cell through the micropyle and fertilise it, resulting in the production of a seed.

Presentation:

Two kinds of pollination

The transfer of pollen grains from the another of flower to the stigma of the carpel is called pollination with the help of this process the male sex cell reaches to the female sex cell Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma. The goal of every living organism, including plants, is to create offspring for the next generation. One of the ways that plants can produce offspring is by making seeds.

Activity 1.

Teacher will describe and write main points of pollination and its kinds with examples and explore each them

Activity 2.

.Teacher will ask to the students to raed topic and share its importance points with each others.

Assessment:

- What is pollination?
- Define cross pollination .

Conclusion:

The transfer of pollen grains from the another of flower to the stigma of the carpel is called pollination with the help of this process the male sex cell reaches to the female sex cell The transfer of pollen grains from the another of flower to the stigma of the carpel is called pollination with the help of this process the male sex cell reaches to the female sex cell

Home Work:

ii. Describe pollination with examples

LESSON PLAN

Teacher name: Danial Aslam **Class: 7**

Subject: Science **Topic: Transverse Waves**

Time: 35 mint

Learning Out Comes:

After this students will be able to

Design and Explain Transverse Waves

Resources &Av aids

Rope

Methodology

Demonstration Method

Previous Knowledge.

- What is Waves?
- What is types of waves?

Anncement of topic & introduction

A wave in which particulars of the medium move perpendicularly to the the direction of wave .

Presentation:

- ✧ Crest (Normal position)
- ✧ Trough(Below of N.p)

Activity of Teacher

Teacher will call two students of class he give a rope they will move it free it can produce Transverse Waves

Activity of students

Teacher will make seven groups of class and each group contain 4-5 students and they will discuss in groups

Assessment:

Teacher will call one student from each group and ask some question

What is Crest?

What is Trough ?

Conclusion:

A wave in which particulars of the medium move perpendicularly to the the direction of wave .

- ✧ Crest (Normal position)
- ✧ Trough(Below of N.p)

Home Work:

Write a note on Transverse Waves ?

LESSON PLAN

Teacher name: waseemAkhtar **Class: 7**

Subject: G. Science **Topic: Longitudinal Waves**

Time: 35 mint

Learning Out Comes:

After this students will be able to

Design and Explain Longitudinal Waves

Resources &Av aids

Spring

Methodology

Demonstration Method

Previous Knowledge.

- What is Waves?
- What is Transverse Waves?

Anncement of topic & introduction

A wave in which particulars of the medium move back and forth parallel direction of wave .

Presentation:

- Compressions
- Rarfaction

Activity of Teacher

Teacher take a spring and he pull it.Spring produce Longitudinal waves.

Activity of students

Teacher will make seven groups of class and each group contain 4-5 students and they will discuss in groups

Assessment:

Teacher will call one student from each group and ask some question

What is Compression?

What is Rarefaction?

Conclusion:

A wave in which particulars of the medium move back and forth parallel direction of wave

- Compressions
- Rarfaction

Home Work:

Write a note on longitudinal waves?

Lesson Plan

Teacher name: Danial Aslam **Class: 7**

Subject: G. Science **Topic: Blood Vessels**

Time: 35 mint

Learning Out Comes:

After this students will be able to

Explain the structure and function of blood vessls

Methodology

Lecture Method

Previous Knowledge.

- What is Heart?
- What is Blood ?

Anncement of topic & introduction

The blood travels throughout the body though blood vessels.

Presentation:

- ✧ Arterises
- ✧ Capillaries
- ✧ Veins

Activity of Teacher

Teacher will explain the difference point and work of blood vessels in human system. He also write main point on chart.

Activity of students

Teacher will make seven groups of class and each group contain 4-5 students and they will discuss in groups

Assessment:

Teacher will call one student from each group and ask some question

What is Arteries?

What is Veins?

Conclusion:

The blood travels throughout the body though blood vessels.

- ✧ Arterises
- ✧ Capillaries
- ✧ Veins

Home Work:

Write a note on Blood Vessels?

LESSON PLAN

Teacher name: **Danial Aslam** **Class:** **7**

Subject: **G. Science** **Topic: Ammeter & voltmeter**

Time: **35 mint**

Learning Out Comes:

After this students will be able to

Identify B/w Ammeter & voltmeter

Methodology

Demonstration Method

Previous Knowledge.

- What is current ?
- Which device is used to measure the current ?

Anncement of topic & introduction

Meter are used to measure current voltage and resistance of an electric circuit

Presentation:

✧ Ammeter (Electirc circuit)
✧ Voltmeter (Potential Difference in a circuit)

Activity of Teacher

Teacher will explain the difference point show voltmeter and ammeter in class

Activity of students

Teacher will make seven groups of class and each group contain 4-5 students and they will discuss in groups

Assessment:

Teacher will call one student from each group and ask some question

What is ammeter?

What is voltmeter?

Conclusion:

Meter are used to measure current voltage and resistance of an electric circuit

- ✧ Ammeter (Electirc circuit)
- ✧ Voltmeter (Potential Difference in a circuit)

Home Work:

Write a note on ammeter & voltmeter?

Lesson Plan

Name: Danial Aslam **Class 7th**

Topic: Habitat and kinds

Subject: Science **Duration.35 mint**

Students Learning Outcomes:

After this lesson student will be able to:

xi. Describe Habitat
xii. Explore the kinds of Habitat

Previous Knowledge Test:

xiii. What is ecosystem?
xiv. What is What is difference between biotic and a biotic part ?

Methodology:

Lecture Method, Demonstration method by using book, chart.

Introduction:

A habitat is an ecological or environmental area that is inhabited by a particular species of animal, plant, or other type of organism.

Presentation:

Ponds[edit]

Ponds are small bodies of freshwater with shallow and still water, marsh, and aquatic plants.[5] They can be further divided into four zones: vegetation zone, open water, bottom mud and surface film.[6] The size and depth of ponds often varies greatly with the time of year; many ponds are produced by spring flooding from rivers. Food webs are based both on free-floating algae and upon aquatic plants.

Lake ecosystems can be divided into zones. One common system divides lakes into three zones (see figure). The first, the littoral zone, is the shallow zone near the shore. This is where rooted wetland plants occur. The offshore is divided into two further zones, an open water zone and a deep water zone. In the open water zone

(or photic zone) sunlight supports photosynthetic algae, and the species that feed upon them. In the deep water zone, sunlight is not available and the food web is based on detritus entering from the littoral and photic zones. Some systems use other names

Activity 1.

Teacher will describe and write main points of Habitat of plants its with examples and explore each them

Activity 2.

.Teacher will ask to the students to raed topic and share its importance points with each others.

Assessment:

- What is Habitat?
- What is pound Habitat ?.

Conclusion:

A habitat is an ecological or environmental area that is inhabited by a particular species of animal, plant, or other type of organism.

Home Work:

i. Describe habits
ii. Explore the kinds of Habitat

Lesson Plan

Name: Danial Aslam **Class 7th**

Topic: Food web

Subject: Science **Duration.35 mint**

Students Learning Outcomes:

After this lesson student will be able to:

xiii. Describe Food web
xiv. Explore the Food web with example

Previous Knowledge Test:

xv. What is food ?
xvi. What is food chain ?

Methodology:

Lecture Method, Demonstration method by using book, chart.

Introduction:

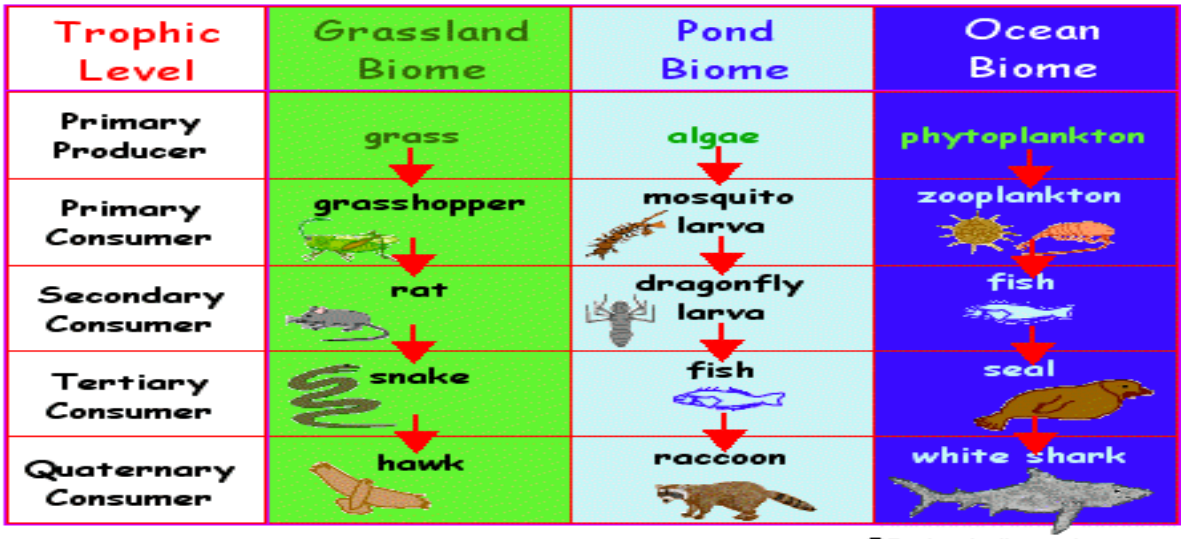
A food web (or food cycle) is the natural interconnection of food chains and generally a graphical representation (usually an image) of what-eats-what in an ecological community. Another name for food web is a consumer-resource system. Ecologists can broadly lump all life forms into one of two categories called trophic levels: 1) the autotrophs, and 2) the heterotrophs. To maintain their bodies, grow, develop, and to reproduce, autotrophs produce organic matter from inorganic substances, including both minerals and gases such as carbon dioxide

Presentation:

Food chain refers to the sequence of events in an ecosystem, where one organism eats another and then is eaten by another organism. It starts with the primary source like the sun or hydrothermal vents where producers make food, continues with consumers or animals who eat the food, and ends with the top predator.

Sample Food Chains

Trophic Level	Grassland Biome	Pond Biome	Ocean Biome
Primary Producer	grass	algae	phytoplankton
Primary Consumer	grasshopper	mosquito larva	zooplankton
Secondary Consumer	rat	dragonfly larva	fish
Tertiary Consumer	snake	fish	seal
Quaternary Consumer	hawk	raccoon	white shark



Activity 1.

Teacher will describe and write main points of Food web its with examples and explore each them

Activity 2.

.Teacher will ask to the students to raed topic and share its importance points with each others.

Assessment:

- What is Food web?
- What is ecosystem ?.

Conclusion:

Every organism needs to obtain energy in order to live. For example, plants get energy from the sun, some animals eat plants, and some animals eat other animals. A food chain is the sequence of who eats whom in a biological community (an ecosystem) to obtain nutrition.

Home Work:

iii. Describe Food web
iv. Explore the kind Food web