

# B.Ed lesson plan template (blank)

Fill the parts in this order: objectives first, then evaluation, then the presentation. Keep the total of the time column equal to the period.

|                        |  |                            |  |
|------------------------|--|----------------------------|--|
| <b>Student-teacher</b> |  | <b>Roll no.</b>            |  |
| <b>School</b>          |  | <b>Class and section</b>   |  |
| <b>Subject</b>         |  | <b>Topic / sub-topic</b>   |  |
| <b>Date</b>            |  | <b>Period and duration</b> |  |

## General objectives

Broad aims of the lesson (understanding, skills, attitudes).

## Specific objectives

Students will be able to... (observable verbs you can check by the end of the period).

## Teaching aids

Charts, models, specimens, worksheets, textbook pages, digital resources.

## Previous knowledge

What students already know that this lesson builds on.

## Introduction (motivation) and announcement of the topic

| Teacher's questions or activity | Expected student responses |
|---------------------------------|----------------------------|
|                                 |                            |
|                                 |                            |
|                                 |                            |

## Announcement of the topic

"Today we will learn..."

## Presentation (development)

| Teaching point | Teacher activity | Student activity | Blackboard work | Min |
|----------------|------------------|------------------|-----------------|-----|
|                |                  |                  |                 |     |
|                |                  |                  |                 |     |

| Teaching point | Teacher activity | Student activity | Blackboard work | Min |
|----------------|------------------|------------------|-----------------|-----|
|                |                  |                  |                 |     |
|                |                  |                  |                 |     |

### Recapitulation

Two or three questions that bring back the main points.

### Evaluation

Questions or a short task that check each specific objective.

### Home assignment

Short, linked to the objectives.

### Blackboard summary

What stays on the board at the end of the period.

### Reflection after teaching

What worked, what you would change, which students need support.

### Supervisor's remarks and signature

# B.Ed lesson plan example: Class VII science, litmus as an indicator

Illustrative 40-minute lesson written for this template, based on NCERT Curiosity, Grade 7, Chapter 2 "Exploring Substances: Acidic, Basic, and Neutral", section 2.1.1 and Activity 2.1. No classroom results are claimed.

|                        |                   |                            |                                                               |
|------------------------|-------------------|----------------------------|---------------------------------------------------------------|
| <b>Student-teacher</b> | (your name)       | <b>Roll no.</b>            | (your roll no.)                                               |
| <b>School</b>          | (practice school) | <b>Class and section</b>   | VII A (about 40 students)                                     |
| <b>Subject</b>         | Science           | <b>Topic / sub-topic</b>   | Acidic, basic and neutral substances / Litmus as an indicator |
| <b>Date</b>            | (date)            | <b>Period and duration</b> | 3rd period, 40 minutes                                        |

## General objectives

1. To develop the understanding that substances around us can be acidic, basic or neutral. 2. To develop the habit of observing and recording results carefully. 3. To develop a safe, scientific attitude: test, do not taste.

## Specific objectives

Students will be able to: (a) state what an acid-base indicator is; (b) test a sample with blue and red litmus paper and record the colour change; (c) classify given samples as acidic, basic or neutral; (d) give one everyday example of each; (e) explain why unknown substances are tested, not tasted.

## Teaching aids

Blue and red litmus paper strips, white tiles, droppers, nine labelled samples (lemon juice, vinegar, tamarind water, soap solution, baking soda solution, lime water, tap water, sugar solution, salt solution), chart of the observation table, NCERT textbook Curiosity, Grade 7, Chapter 2. Lime water and soap solution can irritate the eyes: students wash their hands after the activity.

## Previous knowledge

Students know that lemon, tamarind and amla taste sour and that soap feels slippery. They can record observations in a table.

## Introduction (5 min)

| Teacher's questions or activity                                                 | Expected student responses             |
|---------------------------------------------------------------------------------|----------------------------------------|
| "Name something sour that you eat at home."                                     | Lemon, tamarind, amla, curd.           |
| "How does soap feel when you rub it between your fingers?"                      | Slippery.                              |
| "Can we find out whether a liquid is sour like lemon juice without tasting it?" | No definite answer (problem question). |

Announcement: "Today we will learn how to test whether a substance is acidic, basic or neutral using litmus paper."

## Presentation (25 min)

| Teaching point            | Teacher activity                                                                                                                                                                              | Student activity                                                                                  | Blackboard work                                   | Min |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------|-----|
| 1. Litmus is an indicator | Shows blue and red litmus strips. Explains that litmus is a natural substance obtained from lichens and changes colour in acidic and basic solutions, so it is called an acid-base indicator. | Observe the strips, answer "Have you seen lichens on trees or rocks?", note the word "indicator". | Litmus: natural indicator, obtained from lichens. | 4   |

| Teaching point            | Teacher activity                                                                                                                                                                                                                                    | Student activity                                                                                              | Blackboard work                                                                                                                                                                                  | Min |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 2. Testing nine samples   | Forms groups of 5 or 6. Gives each group a tile, a dropper, litmus pieces and the nine samples. Demonstrates one drop on blue and one on red litmus. Reminds: "Do not taste any sample." Circulates and asks "What colour did the blue piece turn?" | Put one drop of each sample on a blue and a red litmus piece and record the colours in the observation table. | Table: Sample   Blue litmus   Red litmus.                                                                                                                                                        | 12  |
| 3. Acidic, basic, neutral | Takes results from each group and fills the class table. Guides students to sort the samples into three groups and names them acidic, basic and neutral.                                                                                            | Report results, sort the samples, copy the grouped table.                                                     | Blue to red = acidic: lemon juice, vinegar, tamarind water. Red to blue = basic: soap solution, baking soda solution, lime water. No change = neutral: tap water, sugar solution, salt solution. | 6   |
| 4. Test, do not taste     | Asks: "Lemon juice tastes sour. Should we taste a liquid to find out whether it is acidic?" Explains that unknown substances are never tasted; indicators let us test them safely.                                                                  | Discuss and give reasons.                                                                                     | Never taste unknown substances: test them.                                                                                                                                                       | 3   |

### Recapitulation

(3 min) What is an acid-base indicator? What happens to blue litmus paper in vinegar? Name one acidic, one basic and one neutral substance from your home.

### Evaluation

(5 min) 1. A substance that turns red litmus paper blue is \_\_\_\_\_. 2. Classify: baking soda solution, tamarind water, salt solution. 3. Riya puts a drop of a liquid on blue and red litmus paper; neither changes colour. What can she conclude? 4. Why should you not taste an unknown liquid to find out whether it is acidic?

Answer key: 1. basic. 2. basic, acidic, neutral. 3. The liquid is neutral. 4. It may be harmful; an indicator tests it safely.

### Home assignment

(2 min) List five substances from your kitchen and predict whether each is acidic, basic or neutral, with one reason. Read section 2.1.1 of your textbook again. We will test some of your predictions in the next lesson.

### Blackboard summary

Litmus: a natural acid-base indicator (from lichens). Blue to red: acidic (lemon juice, vinegar, tamarind water). Red to blue: basic (soap solution, baking soda solution, lime water). No change: neutral (tap water, sugar solution, salt solution). Never taste unknown substances: test them.

# Micro-teaching lesson plan (one skill)

One skill, a short lesson to a small group of peers, then feedback, re-plan and re-teach. Use the skill list, components and timings your college gives you.

|                        |             |                    |  |
|------------------------|-------------|--------------------|--|
| <b>Student-teacher</b> |             | <b>Skill</b>       |  |
| <b>Topic</b>           |             | <b>Class level</b> |  |
| <b>Teaching time</b>   | ___ minutes | <b>Date</b>        |  |

## Components of the skill I will practise

From your college's observation schedule.

| Time | What I will say or do | Component of the skill shown |
|------|-----------------------|------------------------------|
|      |                       |                              |
|      |                       |                              |
|      |                       |                              |
|      |                       |                              |
|      |                       |                              |
|      |                       |                              |

## Feedback received (teach session)

Observers' tallies and comments, component by component.

## What I will change for the re-teach

## Feedback received (re-teach session)

# Mega lesson plan template (one full period)

Our template for a complete lesson of one full period taught to a real class, with several teaching skills used together. "Mega lesson plan" is not defined in the NCTE and NCERT documents we checked: if your college uses the term, its definition and headings come first.

|                                 |  |                            |                     |
|---------------------------------|--|----------------------------|---------------------|
| <b>Student-teacher</b>          |  | <b>Roll no.</b>            |                     |
| <b>School</b>                   |  | <b>Class and section</b>   |                     |
| <b>Subject</b>                  |  | <b>Topic / sub-topic</b>   |                     |
| <b>Textbook, chapter, pages</b> |  | <b>Lesson in the unit</b>  | Lesson ____ of ____ |
| <b>Date</b>                     |  | <b>Period and duration</b> |                     |

## Link to the unit

What the previous lesson covered, and what the next lesson will build on.

## General objectives

Broad aims of the lesson (understanding, skills, attitudes).

## Specific objectives

Students will be able to... (one observable verb each; every objective is taught and checked below).

## Teaching skills I will use together

For example: introducing, questioning, explaining, reading aloud, use of the blackboard, closure.

## Teaching aids and textbook pages

Each aid serves an objective; plan a fallback if equipment fails.

## Previous knowledge

What students already know that this lesson builds on.

## Introduction (motivation) and announcement of the topic

| Teacher's questions or activity | Expected student responses |
|---------------------------------|----------------------------|
|                                 |                            |
|                                 |                            |
|                                 |                            |

## Presentation (development)

| Teaching point | Teacher activity | Student activity | Blackboard work | Check question | Min |
|----------------|------------------|------------------|-----------------|----------------|-----|
|                |                  |                  |                 |                |     |

| Teaching point | Teacher activity | Student activity | Blackboard work | Check question | Min |
|----------------|------------------|------------------|-----------------|----------------|-----|
|                |                  |                  |                 |                |     |
|                |                  |                  |                 |                |     |
|                |                  |                  |                 |                |     |
|                |                  |                  |                 |                |     |

### Support for students who need it

A simpler task, an extra example, pairing, or a challenge for those who finish early.

### Recapitulation

Two or three questions that bring back the main points.

### Evaluation (with answer key)

One question per specific objective, including at least one that applies the idea to a new case.

### Home assignment

Short, linked to the objectives.

### Blackboard summary

What stays on the board at the end of the period.

## Time check (minutes)

| Introduction | Presentation | Recapitulation | Evaluation | Home assignment | Total (= period) |
|--------------|--------------|----------------|------------|-----------------|------------------|
|              |              |                |            |                 |                  |

### Reflection after teaching

What worked, what you would change, which students need support.

### Supervisor's remarks and signature

Original Draft My Lesson layouts, free to use and adapt. The lesson plan format follows one that many B.Ed colleges in India use, and the mega lesson plan template is our own proposal for a full period. Neither is an NCTE or NCERT form: none of the NCTE or NCERT documents we checked prescribes one national lesson plan format. Rename, add or remove headings to match the format your college or university prescribes, and follow your supervisor's instructions.