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ACTIVITY

MICRO- TEACHING

Introduction of Micro Teaching: It was first introduced in 1961 by wright Alhen Robert Bumand Kith Achenson in standford University.

In 1963 it was introduced in the teaching Programme of a research. this micro-teaching is a training procedure aiming at simplifying competitives of in service and pre-service teacher in various education coverage college.

Definition:

D.W. Alhen (1966): Micro-teaching is the curve down teaching in counter class and time

Alhen and Ecll (1968): It is the system of confronted Practice that possible to concentrate on specific teaching behaviour and to practice teaching.

Qualities of Micro-Teaching: * "One skill is covered in one-time".

* 5-10 students are taught
* the time for teaching is 5-10 minutes.
* It is a proper teaching.

Characteristics: * It concentrates on special skill
* It is a new innovation in training programme
* It minimizes the complenties classroom, size, time, skills, topic etc.
* It changes in the strategy. observation technique skills, topic etc.

Objectives of Micro-teaching:

→ To help students teachers to acquire new teaching skill under controlled conditions.

→ To teach different teaching skill among small students group in order to conditions.

→ To provide more benefits in less time cost and with less resources.

The three phases in Micro-teaching: orientation Preparation pre-active post-active presentation of Micro teaching of lesson.

Pre-active stage: It is also called as knowledge acquistion phases and modelling phase.

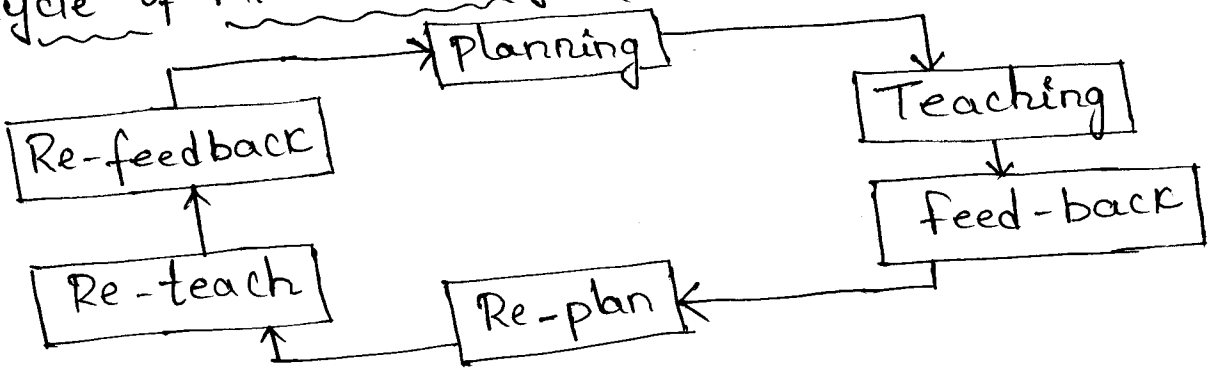
Inter-active stage: It is also called as skill acquistion phase.

Lesson → Rating → Teaching → feedback.

Re-feedback, Replan, Re-teach — Acquistion of change skill.

Post-active stage: also called as "feedback session" or "transmission phase". It tries to combine the skills and change his/her way of teaching.

cycle of Microteaching steps in Micro-Teaching:



Advantage of Micro-Teaching:

* It brings clarity in teaching process.
* Immediate feedback helps in better teaching.
* It helps to form own stage of teaching
* It helps to observe one skill and accept false.

Limitation of Micro-Teaching:

* Micro-Importance is given to the skill than subject
* Not all skills can be acquired during the Micro-teaching process.

Describe the behaviour:

Positive behaviour: using appropriate beginning
Concluding works: work like that, so are to be used

Skills of Questioning

→ 60% of Questions asked by the teacher are to test the student previous knowledge
→ 20% of Questions are to make the students thanks.

Type of Questions

LOQ MOQ HOQ.

LOQ: Lower order questions, to test the knowledge students
MOQ: Middle order questions, comprehension understanding.
HOQ: Higher order questions, for analogs and synthesis.

Need for Questioning: * To test previous knowledge * To motivate * To alert the pupils * To evaluation.

How should be a Question: * Question should have definite aim → Question should have an idea
→ Question should be simple, brief and direct.

Self-frame Questions: Never address the students on incomplete questions.

→ Questions raising many answer should not be asked.

Skill of reinforcement:

In reinforcement skill use of words like good, Very good, fine, you are correct, welcome, right, you have done well, are to be used.

Statements like a don't like your work, do something else. this is not nice, you never do correct cannot be used.

Different types of Skills: There are 14 teaching skills have been accepted as follows:

→ Stimulate Variation skills
→ Set-Induction skills
→ fluency in questioning
→ Higher order questions
→ Probing questions
→ Silence and non-Verbal questions
→ Increasing pupils participation
→ Recognize attending behaviour
→ Assigning activities
→ Pacing the lesson
→ lecturing
→ Explaining & demonstrate
→ planned repetation
→ Evaluation
→ classroom management
→ use of black-board
→ use audio-video aids.
→ completeness of communication

Skill of an Explanation:

→ Description and explanation is necessary to give the meaning.

→ It acts as bridge between the teacher and the student.

use of gesture working on the blackboard nodding heads moving towards the students, standing

slapping, putting use of award and reward to be used. use of discouraging works use no, wrong, not correct, think again, should not be used.

Black board Skills.

B - Be Kind and use me
L - Layout the plan in Advance
A - Arrangement of blackboard check
C - check (CEC) C-chalk, E - Eraser, C - Cave (pointer)
K - Keep it clm, neat and black.
B - Be judicious
O - order of standing
A - Attraction
R - Writing with Brush (Bright, Readable, Uniform, Straight, Horizontal)
D - Drawing with pen (Purposeful, Easy, Net)

Desirable components:-

Standing place of the teacher: the teacher should stand at the right corner because if and very easy to write on the blackboard.

Position of the teacher: the teacher should stand of 45° angle at the blackboard.

Stretching handwriting: the teacher should not more while writing on the blackboard → the teacher should wipe the board from top to bottom.

Visible handwriting: the teacher should not write in a continuous manner on the black-board, taught gap between work has to be maintained. The better should bold round straight correct, in order.

MOTIVATION SKILL:

Name of the Student teacher :

Roll NO : xxxx

Class : 6th class

Subject : Mathematics

Strength : 10-15

Date : 20.11.2023

Time : 10 Min

Topic : Ratio and proportion

Skill : Motivation

Content Analysis	Teaching Activity	Pupil Activity	Blackboard
Meaning of ratio and its example	The teacher will explain the meaning of ratio with the help of exam If we compare two quantities using division then it is called 'ratio'.	Student will attend carefully Students will write down the blackboard work.	"If we compare the quantities using division then it is called Ratio".

RATING SCALE :

TOPIC : Ratio and proportion , Subject : Mathematics.

S.NO.	components	Tallies	Rating Scale.
1.	Teacher uses the previous knowledge.		0 1 2 [3] 4
2.	Sequential questioning		0 1 2 3 [4]
3.	Topic declaration with the help of pupil.		0 1 2 3 [4]
4.	There was instance of leaking continuity		[0] 1 2 3 4
5.	Self declaration of the topic.		[0] 1 2 3 4

EXPLANATION SKILL

Name of the student teacher :

ROLL NO : XXXX

Class : VIII.

Subject : Mathematics

Strength : 10-15

Date : 20.11.2023

Time : 10 min

Topic : Cube & cube roots

SKILL : EXPLANATION.

Content	Teaching Activity	Pupil Activity	Blackboard
Cube (Introduction)	Q: what is the shape of dice in the Ludo? Qn. How many faces are there in cube? Explanation → A natural numbers 'n' is a perfect Cube : $n = a \times a \times a \Rightarrow a^3$ let us consider the following examples $2^3 = 2 \times 2 \times 2 \Rightarrow 8$ $3^3 = 3 \times 3 \times 3 \Rightarrow 27$ the number 8, 27 are perfect cube n 1 2 3 4 5 n^3 1 8 27 64 125	A. It is a Cubical in shape. Ans : there is Cube have 6 faces Students listening carefully	Write the Question on the board. • n is perfect cube if $n = 9 \times 9 \times 9$ $= 9^3$ $2^3 = 2 \times 2 \times 2$ $= 8.$

Content	Teaching Activity	Pupil Activity	Black board.
Cube roots (Introduction)	Q: 27 is a perfect cube of? Q: How many pair of 3 you get? We know that 27, 64, 216, and 729 are all Project perfect cubes and can be written as $27 \Rightarrow 3^3$, $64 = 4^3$, $216 \Rightarrow 6^3$, $729 = 7^3$	Yes, $27 \Rightarrow 3\times3\times3$ Hence perfect cube. Ans: we get just one pair of 3.	The Symbol used to represent cube roots.

RATING SCALE:

Name of the student teacher : . . . .

Roll NO: xxxx

Class : VIII

Subject : Mathematics

Date : 20.11.2023

Time : 10 minutes

Topic : Cube and cube roots.

Teach/Reteach : Teach

S.NO	Components	Tallies	Rating Scale
1.	Use of appropriate use of explanation skills fluency is explaining		0 1 2 3 [4]
2.	Ask relevant Question		0 1 2 3 [4]
3.	Lack of scientific Vocabulary		0 1 2 3 [4]
4.	Lack of continuity		[0] 1 2 3 4
5.	Using irrelevant Questions		[0] 1 2 3 4
6.			0 [1] 2 3 4

BLACKBOARD SKILL.

Name of the student teacher

Roll NO : x x x x

Class : VIII

Subject : Mathematics

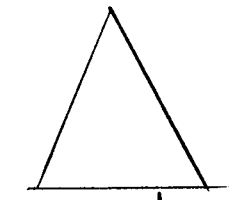
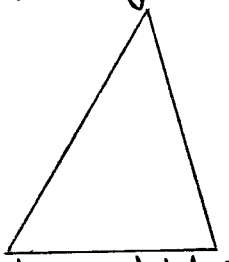
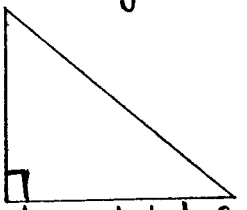
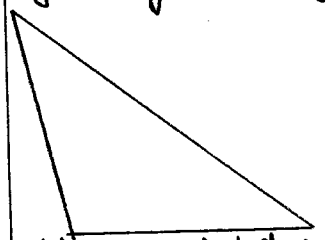
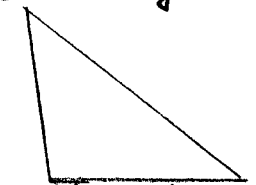
Strength : 10-15 members

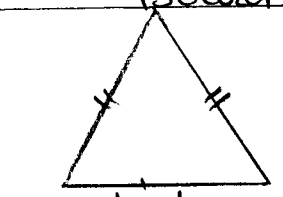
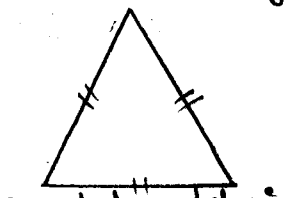
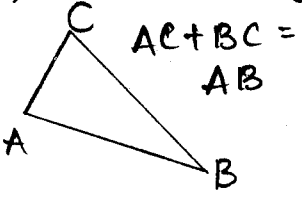
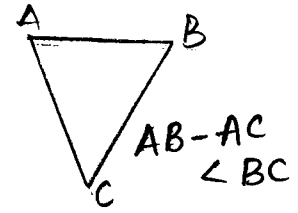
Date : 20.11.2023

Time : 10 minutes

TOPIC : Area of triangle

Skill : Black board Skill.

Content	Teaching Activity	Pupil Activity	Black Board
1. what and definition of a Triangle	A plane figure with three straight lines, sides and angles is called a triangle		 Triangle
2. Types of triangles based on angles	1. Acute angled triangle one of whose angles measures less than 90°		 Acute angled triangle
	2. Right angled triangle A triangle one of whose angles measures 90°		 Right angled triangle
	3. Obtuse angled triangle = A triangle one of whose angles measures more than 90°		 obtuse angled triangle
3. Types of triangle based on sides	1. Scalene triangle = A triangle having all three unequal sides		 Scalene triangle.

Contents	Teacher's Activity	Pupil's activity	Black Board
Properties of a triangle	2. Isosceles triangle = A triangle having two equal sides and one unequal side. 3. equilateral triangle A triangle having all three equal sides. 1. Properties of length of sides of a triangle a) the sum of the lengths of any two sides of a triangle Greater than length of 3rd b) The difference between the length of two sides is smaller than third side.		 Isosceles triangle  Equilateral triangle  

RATING SCALE

Name of the student teacher : .....

ROLL NO : XXXX

CLASS : VIII

SUBJECT : Mathematics

Strength : 10-15 members

TOPIC : Area of triangle

SKILL : ~~Ques~~Blackboard skill

Teach/Reteach : Teach.

S.NO.	component	Tally	Rating Scale
1.	legibility in hand writing		0 1 2 3 (4)
2.	Appropriate written work		0 1 2 (3) 4
3.	Neatness in Blackboard		0 1 2 3 (4)
4.	Wipping from top to bottom		0 1 2 (3) 4
5.	Zigzag wipping and writing		(0) 1 2 3 4
6.	Facing towards black board		(0) 1 2 3 4

Questioning skill

Preliminary Information:

Name of the student teacher:

Name of the Supervisor : Bhanu

ROLL NO : XXXX

Class : VIII

Subject : Mathematics

Teach/Re-teach: Teach

TOPIC : Methods of factorization

Date : 20.11.2023

Time: 10 minutes.

Micro Teaching: Questioning skill

Content Analysis	Teaching Activity	Pupil Activity.
Methods of factorization. 1. Multiply the x^2 term by constant term 2. Resolve the Products is to 2 factors such that their sum is the co-efficient of x 3. Re-write the x term as the sum of two terms with their co-efficient	1. With what the co-efficient of x^2 is multiplied? 2. what has to be done to this product 3. Into what it should be resolved 4. where should this factor repeat? 5. What should be rewritten? 6. In what form it should be rewritten?	

Content Analysis	Teaching Activity	Pupil Activity
4. Then go through the factor Ex:- $2x^2+7x+5$ then $2\times5=10$ $\Rightarrow 7=5+2$ $5\times2=10$ $\therefore 2x^2+7x+5=$ $2x^2+5x+2x+5$ $x(2x+5)+1(2x+5)$ $(x+1)(2x+5)$	7. what should be done ? 8. what is the equation ? 9. which terms one multiplied ? 10. what is obtained! 11. what are the factors of 2 and 5. 12. from where, when 5 and 2 are added 7 is formed ! 13. what one of the common terms ?	

RATING SCALE.

Name of the student teacher :

ROLL NO : xxxx

Class : VIII

Subject : Mathematics

Strength : 10-15 members

Topic : Factorization

Teach / Re-teach : Teach

Micro-teaching : Questioning skill

S.NO:	Components	Tally	Rating
1	Asking Simple questions		0 1 2 3 4
2	Questions one is sequential order		0 1 2 3 4
3	Relevant to the topic		0 1 2 3 4
4	Complex Questions		0 1 2 3 4
5	Refusing further explanation		0 1 2 3 4
6	Non-Structing Pupil response		0 1 2 3 4

REINFORCEMENT SKILL

Preliminary Information:

Name of the student Teacher: .....

ROLL NO: xxxx
CLASS: VIII
SUBJECT: Mathematics
TEACH/RE-TEACH: Teach

TOPIC: Linear equation
DATE: 20.11.2023
TIME: 10 minutes
Micro Teaching Skill: Reinforcement Skill.

Content Analysis	Teaching Activity	Pupil Activity
Method of factorization 1. Multiply the x^2 term by constant term 2. Resolve the product is to 2 factors such that their sum is the co-efficient of x. 3. Rewrite the x term as the sum of two terms with them co-efficient 4. Then go through the factor Ex: $2x^2+7x+6$ then $2\times6=12$ $7=4+3$ $4\times3=12$	1. With what the Co-efficient of x^2 is multiplied? (Good) 2. what has to be done to this product (Good) 3. Into what it should be resolved? (Good) 4. where should this factor repeat? (Good) 5. what should be rewritten? (Good) 6. In what form it should be rewritten? (Excellent) 7. what should be done. (Good)	Constant term Resolve 2 factors as the sum of the factor A equal to the co-efficient of x x terms Sum of two terms with the co-efficient. So through the factors.

Content Analysis	Teacher Activity	Pupil Activity
$2x^2+7x+6$ $= 2x^2+4x+3x+6$ $= 2x(x+2)+3(x+2)$ $= (x+2)(2x+3)$	8. what is the equation? 9. which terms one multiplied? (Good) (Excellent) 10. what is obtained? (Good) 11. what are the factors of 5 (Good) 12. From it there when 2 are added 7 is formed? what do (Excellent) 13. How is the equation right? what one the common terms? (Good)	$2x^2+7x+6$ coefficient of x^2 to constant term. $2\times6=12$ 1, 2, 3, 4, 6, 12 (3, 4) $2x^2+3x+4x+12$ $2x(x+2)+3(x+2)$ $(2x+3)(x+2)$

RATING SCALE

Name of the student teacher

ROLL NO: XXXX

CLASS: VIII

SUBJECT: Mathematics

STRENGTH: 10-15.

TOPIC: Linear equation 2 Variable

DATE: 20.11.2023

TIME: 10 min

SKILL: Reinforcement Skill

S.NO	component	Tally	Rating
1.	use of praise words		0 1 2 3 (4)
2.	Writing pupils response on blackboard		0 1 2 3 (4)
3.	Summarizing pupil response		0 1 2 (3) 4
4.	use of gestures		0 1 2 (3) 4
5.	changing information style		(0) 1 2 3 4
6.	use of discouraging words		(0) 1 2 3 4
7.	No gesture		(0) 1 2 3 4