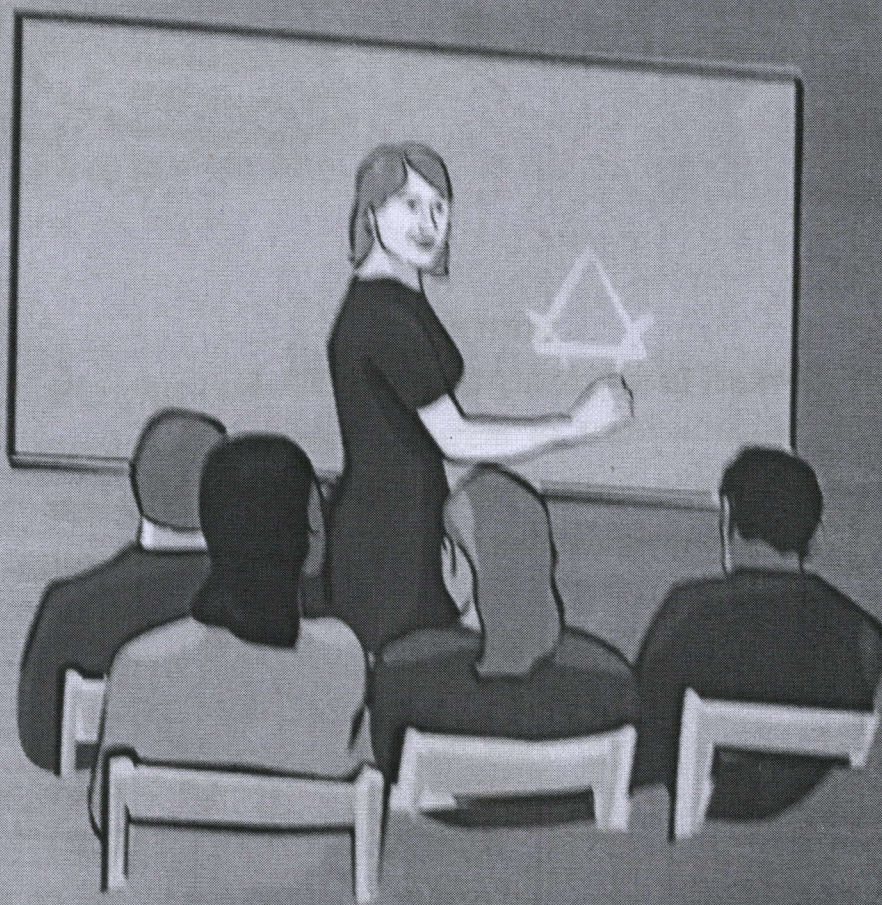


MICROTEACHING

MADE EASY



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Principal

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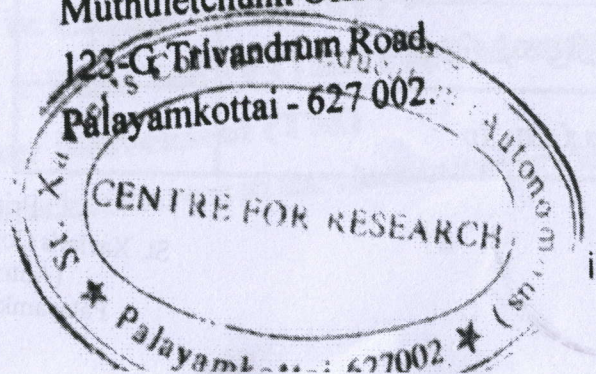
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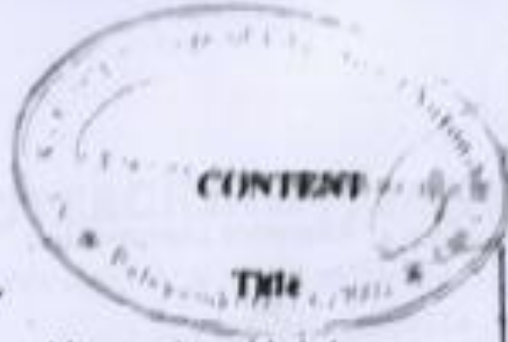
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SKILL OF INTRODUCING THE LESSON

No lesson can take off smoothly in a class without the teacher introducing the topic. An interesting introduction or an anecdote may be one of the ways to start a class. A few questions testing the previous knowledge of the pupils which can be related to the topic on hand is yet another way. Whatever is the device it should arouse the curiosity of the learner to know more. That is exactly when the topic of the lesson could be mentioned to them. Such a good introduction will sustain the interest of the class till the end.

The skill of introducing the lesson is defined as proficiency in the use of verbal and non-verbal behaviour, teaching aids and appropriate devices for making the pupils realise the need of studying the lesson by establishing cognition and affective rapport with them. The teacher should create interest and curiosity in the pupils to listen to (or) receive the new knowledge that is going to be presented by the teacher.

The skill of introducing a lesson or unit involves establishing both cognitive and affective rapport with the pupils. It also involves maximizing the use of previous knowledge of pupils, using appropriate devices, avoiding discontinuity and avoiding irrelevant statements.

Components

The components of skill of introducing the lesson are as follows.

i) Using Previous Knowledge (UPK)

Normally at the beginning of the lesson, students are found not to be attentive and mentally prepared for learning. The primary duty of the teacher is to gain attention and create desire for learning among the students. The previous knowledge refers to the knowledge already possessed by the pupils. The new learning is to be based on completed learning, knowledge or experiences acquired. The teacher should be aware of the previous knowledge of the pupils of a particular age group and grade level. Therefore a teacher has to acquire the art of utilizing such knowledge and experiences. For this purpose he has to take care of the following things.

- * The knowledge of the subject acquired by the pupils in the previous classes,
- * The general awareness of the pupils with their physical and social environment,
- * Devices and techniques of exploring the previous knowledge,
- * Techniques of establishing link between the previous and new knowledge,
- * Ability of creating situations in the class for the utilization of previous experiences.

ii. Using Appropriate Devices (UAD)

Here 'device' refers to the technique that the teacher uses while introducing the lesson. Such devices can be

- Use of Example / Analogies / Similarities
- Questioning
- Lecturing / Describing / Narrating / Illustrating
- Story Telling
- Role Playing / Dramatization
- Use of Audio Visual Aids
- Experimentation / Demonstration

The appropriateness of the use of each such device depends on its suitability to the maturity level, age level, interest, grade level and also on the unit to be taught.

a) Use of Examples / Analogies / Similarities

The teacher can introduce a lesson by eliciting (or) giving a number of examples leading to the concept which would be taught during the lesson. He may also give analogies (or) similar situations related to the topic to be taught.

b) Questioning

This is the most commonly used device and it is an effective technique to elicit the previous knowledge of the pupils.

c) Lecturing / Describing / Narrating / Illustrating

This device is mostly used in the higher classes. Although pupils may not be involved more.

d) Story Telling

It is mostly helpful for the lower classes. This device easily captures the pupils' attention. In order to introduce a lesson, a story is related to the earlier events of the proposed lesson should be told.

e) Role Playing / Dramatization

It is generally found suitable to the lower classes. However in higher classes too, this may be used to draw attention of the pupils or to create interest in them.

f) Use of Audio Visual Aids

Here the teacher uses audio-visual aids for introducing the lesson. Generally the use of audio visual aids secures the pupils' attention more quickly than any other device.

g) Experimentation / Demonstration

It is not suitable for all topics. We can use this device for experimentation / demonstration according to the topic of the subject.

iii. Continuity (C)

Continuity refers to the sequence of ideas being presented. When the statements made (or) questions asked by the teacher are not logically sequenced, then continuity breaks. Lack of continuity is there when the teacher's statement (or) question is not related to the immediately proceeding question (or) statement.

When a teacher is lacking in continuity in a classroom he can make out by observing confused looks on the pupil's faces. Proper introduction required the continuity in the information presented to the pupil.

iv. Use of Relevant Statements (URS)

A statement or a question is said to be irrelevant when it is not related to the aim of the lesson while introducing a lesson. Such statements do not contribute to the effectiveness of the skill in terms of establishing cognitive and affective rapport with the pupils. Teacher should avoid the use of irrelevant statements and questions. He should try to observe relevancy in his verbal (or) non-verbal behaviour. The devices that the teacher uses while introducing a lesson could be relevant only if they are related (or) linked to the aims of the lesson / content.

CODING FORM - SKILL OF INTRODUCING THE LESSON

Components	1	2	3	4	5	6	7	8	9	10	11	12
Using Previous Knowledge (UPK)												
Using Appropriate Devices (UAD)												
Continuity (C)												
Use of Relevant Statements (URS)												

EPISODE : 1

Name of the Student Teacher	:
Name of the Skill	:	Introducing the Lesson
Subject	:	English – Poem
Concept of Teaching	:	Sonnet to My Incomparable Mother
Standard	:	IX

Teacher : Good morning students.
Student : Good morning sir.
Teacher : We are all coming from different families. Am I right?
Student : Yes.
Teacher : How many of you are coming from joined family? (UPK)
Student : Myself (students raise their hands).
Teacher : Yes. Good. It's nice to see so many. Who are the members present in your family? (C)
Student : My grandmother, grandfather, mother, father, elder sister and myself.
Teacher : Are anyone else coming from joined family? (UPK)
Student : Yes.
Teacher : Well. Whom do you like the most in your family? (C)
Student : I like my grandmother.
Teacher : Why so? (UAD)
Student : She says number of stories.

Teacher : Oh! Nice. (Pointing to the next student) Will you answer?
Student : I like my dad so much.
Teacher : O.K. What about others? Whom do you love the most in your family? (UPK)
Student : (Majority of students) I love my mother the most.
Teacher : So most of you love your mother. (URS)
Student : Yes.
Teacher : Why? What is the reason? (UAD)
Student : My mother is caring, friendly, understands me.
Teacher : Anybody else wants to answer.
Student : Because her love is unconditional without any expectations.
Teacher : It's true.
Student : She sacrifices her life for the sake of me.
Teacher : Why not other members of the family?
Student : We cannot compare her love with anybody in this world.
Teacher : Good. You are right. Now, we are going to enjoy the poem "A Sonnet to my Incomparable Mother" written by F. Joanna
Student : Yes.
Teacher : Thank you students.
Student : Thank you sir.

EPISODE : 2

Name of the Student Teacher	:
Name of the Skill	:	Introducing the Lesson
Subject	:	English – Grammar
Concept of Teaching	:	Types of Sentences
Standard	:	VI

Teacher : Good morning students.
Student : Good morning sir.
Teacher : Students, tell me something you did yesterday? (UPK)

Student : I watched T.V. sir.
Teacher : Good. What else did you do? (C)
Student : I played cricket and talked with my friends.
Teacher : Good. Next boy...you...tell me an incident you saw yesterday. (UPK)
Student : In a movie... two buses hit each other and the hero dies. (UPK)
Teacher : Hero died. So sad. Next one... have you ever won a prize for anything in the school? (C)
Student : Yes, sir.
Teacher : Students, have you ever stolen anything for your home to give to your friends? (C)
Student : Yes, sir.
Teacher : What was your mom's response, when you did that? (C)
Student : Mom said nothing. But, dad questioned me like a police until he got the answer from me.
Teacher : Now, what am I doing students? (UPK)
Student : You are asking different questions.
Teacher : What are you doing students? (C)
Student : We are answering sir.
Teacher : Are all questions same or different? (C)
Student : They are different, sir.
Teacher : What difference do you see here students? (UAD)
Student : Some are questions and some are sentences.
Teacher : Good. What about you?
Student : Some are surprises.
Teacher : What about you Santosh? (UAD)
Student : Some are positive sentences.
Teacher : Well done. What am I trying to explain you all through this exercise? Can anyone guess? (RS) (UAD)
Student : Different expressions in conversations.
Teacher : Good. So to make a conversation we need... (RS)
Student : Vocabularies.

Teacher : Can vocabulary alone make a conversation?
Student : No, sir. We need place them in sentences.
Teacher : Good. Now go back to our conversation and see. (RS)
Student : Yes, sir. We use different types of sentences
Teacher : Very good. So the types of sentences are

1. Statements/ Assertive
2. Request and Commands/ Interrogative
3. Imperative
4. Exclamatory

Today we will study about the types of sentences. Thank you students.

Student : Thank you sir.

EPISODE: 3

Name of the Student Teacher	:
Name of the Skill	:	Introducing the Lesson
Subject	:	Physics
Concept of Teaching	:	Properties of Metals
Standard	:	IX

Teacher : Good morning students.

Student : Good morning sir.

Teacher : To calculate problems related to multiplication, what concept is necessary? (UPK)

Student : Tables is necessary.

Teacher : What is the basic concept in Chemistry? (C)

Student : Structure of elements and Reaction between elements.

Teacher : How do you know about its atomic structure? (UPK)

Teacher : What is this? (Teacher shows the periodic table) (UAD)

Teacher : Periodic table.

Teacher : According to Mendeleev's periodic table, elements are arranged in the increasing order of their atomic masses. (Teacher shows the chart of periodic tables) (UAD)

Teacher : In periodic tables, how do we call the vertical columns?

Student : We call it as groups.
 Teacher : How do we call horizontal rows?
 Student : We call it as periods.
 Teacher : The first three periods contain 2, 8, 8 elements respectively (URS)
 Teacher : Do you know the name of the periods?
 Student : They are called short periods.
 Teacher : The fourth, fifth and sixth periods have 18, 18, 32 elements respectively. The seventh period is an incomplete period. (URS)
 Teacher : Can you imagine the reason for blank space?
 Student : Blank spaces are left for elements to be discovered (Teacher shows silver, Yellow-sulphur, and picture of silicon) (UAD)
 Teacher : What is this? (Shows metals and stone) (UPK) (UAD)
 Student : One is metal. Other is non metal.
 Teacher : Do you know the division of elements?
 Student : Metals, non metals and semi-metals.
 Teacher : How is the surface of mirror? (UPK)
 Student : It is shiny.
 Teacher : Metals are shiny if their surfaces are clean.
 Teacher : This is a metal. What is this? (UPK) (UAD)
 Student : Mercury.
 Teacher : Which states they are in?
 Student : All metals, except mercury are solids under ordinary conditions of temperature and pressure.
 Teacher : (Heats the metal with candle) Whether metals conduct heat and electricity? (UAD)
 Student : They usually conduct heat and electricity well
 Teacher : What are the uses of this property?
 Student : They can be rolled or hammered into sheets and pulled into wires.

Teacher : Good. What about their chemical property?
 Student : Their chemical properties vary tremendously. (Teacher shows gold) (UAD)
 Teacher : Whether Gold is metal or non metal?
 Student : Metal.
 Teacher : Tell me another metal costlier than gold.
 Student : Platinum.
 Teacher : What is their main purpose?
 Student : They are used in jewels.
 Teacher : Why they are used for this purpose?
 Student : Because they don't react with water or oxygen in the air.
 Teacher : Whether Rubidium is a metal or non metal?
 Student : It is a metal.
 Teacher : Good. Do you know its nature?
 Student : It not only reacts violently with water but begins to burn if it is exposed to air.
 Teacher : What is non-metal? (C)
 Student : Elements which don't have the properties of metals are called non-metals.
 Teacher : In which states Non-metals exist?
 Student : Non metals exist in solid, liquid or gaseous state.
 Teacher : Good. Is there any metal which has the properties of both metal and non-metal? (C)
 Student : Yes.
 Teacher : Can you give example for metalloid element?
 Student : Silicon, Germanium.
 Teacher : Good. Metalloids are elements that have some metallic properties and some non-metallic properties are called metalloids. They are all solids and look rather like metals. Today we are going to learn about Physical properties of metals and non-metals. (C)
 Student : Yes.

Teacher : Thank you students.

Student : Thank you sir.

EPISODE : 4

Name of the Student Teacher	:
Name of the Skill	:	Introducing the Lesson
Subject	:	Social Science
Concept of Teaching	:	King Asoka
Standard	:	IX

Teacher : Good morning students

Student : Good morning sir.

Teacher : What is your name?

Student : My name is Rajan.

Teacher : Which is our national bird? (UPK)

Student : Peacock.

Teacher : What is this? (The teacher shows the picture of Tiger)
(UAD) (UPK)

Student : Our national animal Tiger.

Teacher : Which is our national tree? (UPK)

Student : Banyan Tree.

Teacher : Which is our national flower? (UPK)

Student : Lotus.

Teacher : What is this? (The teacher shows the picture of national emblem) (UAD) (UPK)

Student : It is our national emblem.

Teacher : That's right. (URS) Where else have you seen this picture?
(UPK) (C)

Student : Good. I have seen it on all currency notes and coins.

Teacher : (To the next student) Where else have you seen?
(UPK) (C)

Student : I have seen this national emblem on a pillar in Delhi.

Teacher : It is also called as the pillar of Asoka. (URS)
What do you see on it? (UPK) (C)

Student : There are faces of three lions on it. (C) (UPK)

Teacher : What do you see below that? (The teacher points to chakra in the picture). (C) (UAD) (UPK)

Student : There is a chakra on it.

Teacher : Where else have you seen this chakra? (UPK) (C)

Student : We see chakra in our national flag.

Teacher : What do you see in this picture? (UAD) (UPK) (C)

Student : There is a horse to the left and bull to the right of the chakra.

Teacher : That's good. There is something written on it. What is it?
(URS) (UPK) (C)

Student : "Satyame Jayate" is written on it.

Teacher : What does it mean? (URS) (UPK)

Student : It means, "Truth alone conquers".

Teacher : Do you know the source of these symbols?
(URS) (UPK) (C)

Student : Silence.

Teacher : These symbols have been taken from the pillars of King Asoka.

He is considered to be the greatest king of his time. He occupies a place of importance in the Indian History not as a fighter but as a peace loving king. Today let us learn about the greatness of King Asoka.
(Announcement of the topic)

Student : Yes.

Teacher : Thank you students.

Student : Thank you sir.

EPISODE : 5

Name of the Student Teacher	:
Name of the Skill	:	Introducing the Lesson
Subject	:	Zoology
Concept of Teaching	:	Body Movements
Standard	:	VIII

Teacher : Good morning students.
Student : Good morning sir.
Teacher : You seem to be very tired. Are you tired?
Student : No sir.
Teacher : Okay, what do you see in the picture? (Teacher shows a picture). (UAD)
Student : A lady is walking. (UPK)
Teacher : Good. (Teacher shows another picture). What is this? (UAD)
Student : A bird is flying. (UPK)
Teacher : (Teacher shows yet another picture). What about this? (UAD)
Student : A man is doing yoga. (UPK)
Teacher : Very Good. Now let me show a video. (School sports day video is played). (UAD) What did you see?
Student : It is our school sports day events. (UPK)
Teacher : Very Good. Let us see one more video. (UAD) what is this?
Student : Fish is running in the water. (UPK)
Teacher : Good. Shall we see another video? (C)
Student : Yes sir.
Teacher : Teacher plays another video (UAD) what is this?
Student : An airoplane is running.

Teacher : Now let me tell a story. Are you interested to listen to a story? (C, URS)
Student : Yes sir.
Teacher : Teacher tells a story about a bear chasing a boy and how he escapes from the bear. (UAD) Did you understand the story?
Student : Yes sir.
Teacher : Okay. Now tell me what all pictures and videos you have seen? (C) Ramesh.
Student : A lady is walking.
Teacher : Rajesh.
Student : A bird is flying.
Teacher : Dhinesh.
Student : A man is doing yoga.
Teacher : Naresh.
Student : School sports day events.
Teacher : Anand.
Student : Fish is running in the water.
Teacher : Rubesh.
Student : An airoplane is running.
Teacher : Very Good. Shall we clap for all?
Student : Yes sir. (Clapping)
Teacher : In all the pictures and videos what did you see? (C)
Student : We saw different activities.
Teacher : Very Good. What do we need for different activities? (URS)
Student : No answer.
Teacher : Anyone likes to answer this question?
Student : I think we need different parts of the body for doing activities. (UPK)
Teacher : Very Good. We need to use our different parts of the body for different activities. (URS) Today we shall study about Body movements.
Student : Yes sir.

Teacher : Thank you students.

Student : Thank you sir.

EPISODE : 6

Name of the Student Teacher	:
Name of the Skill	:	Introducing the Lesson
Subject	:	Mathematics
Concept of Teaching	:	Surface Area of a Cylinder
Standard	:	IX

Teacher : Good morning students.

Student : Good morning sir.

Teacher : Teacher shows a powder tin and asks what shape it is
(UAD)

Student : It is a cylindrical shape.

Teacher : Good. Can you give some examples of articles which are
cylindrical in shape. (UPK) (C)

Student : Pipes, drums.

Teacher : (shows a tin) How many parts are there in this cylinder
(UAD) (C)

Student : There are three parts.

Teacher : What is the shape of the upper and lower parts? (C)

Student : They are circular shape.

Teacher : What is the area of the circle? (C) (UPK)

Student : πr^2 sq units.

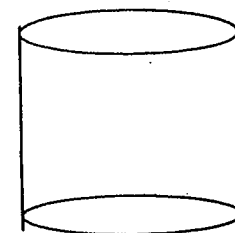
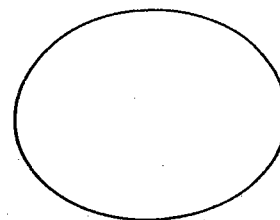
Teacher : Good. What figure will you get if you remove the upper and
lower part and spreading the middle parts joining upper
and lower part. (URS)

Student : A rectangular figure.

Teacher : What is the area of the rectangular figure? (C) (UPK)

Student : $l \times b$.

Teacher : Showing the circle and cylindrical shape the teacher asks
what is the difference between these two figures. (URS)
(UAD)



Student : $l \times b$.

Student : Circle is two dimensional and cylinder is three dimensional
figures.

Teacher : Good. So today we are going to find the total surface area
of a cylinder.

Student : Yes.

Teacher : Thank you students.

Student : Thank you sir.