

# MICRO TEACHING

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# B.S.S. B.Ed. TRAINING COLLEGE

Recognised by NCTE & Affiliated to University of Calicut

NAAC ACCREDITED B++ GRADE WITH 2.85 CGPA

ALATHUR, PALAKKAD



Name : APARNA ANILKUMAR

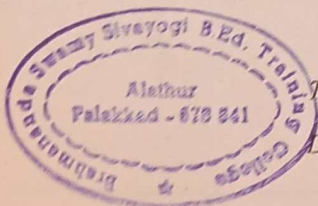
Reg. No. : B.AAXTEG003

Optional Subject : ENGLISH

Certified that this is the bonafide record of

APARNA ANILKUMAR

Reg. No..... for the year 2023-2025



Aluma  
Teacher In charge

Date 2-11-2023

KSP  
PRINCIPAL

PRINCIPAL,  
B. S. S. B.Ed. Training College,  
Alathur (PO), Palakkad-D4  
Kerala - 678 841.

# INDEX

Sl. no:	Content	Date	Page no:
1.	Micro teaching		1
2.	Micro lesson on the skill of Introducing a lesson [Plan]	25/10/23	5
3.	Skill of Introducing a lesson [Replan]	26/10/23	10
4.	Skill of Probing Questioning [Plan]	26/10/23	15
5.	Skill of Probing Questioning [Replan]	26/10/23	20
6.	Skill of Reinforcement (Plan)	27/10/23	25
7.	Skill of Reinforcement (Replan)	2/11/23	31
8.	Skill of Stimulus Variation (Plan)	27/10/23	36
9.	Skill of stimulus Variation (Replan)	3/11/23	43
10.	Skill of Explaining [Plan]	1/11/23	49

# MICRO LESSON ON THE SKILL OF INTRODUCING A LESSON [PLAN]

Name of the teacher trainee: Aparna Anilkumar

Name of the school: BSSGHSS Alathur

Subject : English

Class: VI

Topic : Making a Mango  
Pickle

Duration: 5 minutes

Plan/Replan : Plan

Strength: 11

Date: 25-10-2023

Objective: To practice the skill of Introducing a lesson

Components: 1) Using previous knowledge

2) Using appropriate devices

3) Continuity

4) Creating interest and motivation

Teacher's activity	Pupil's activity	Component
Good morning class.	Good morning teacher.	
How are you all doing?	Very good.	
How are you all feeling right now?	Hungry..	



Hungry? Because it is lunch break next hour?	yes.	
So what did you all have for breakfast today?	Dosa and chutney Puttu and banana Idli, vada, Sambhar	
Sounds delicious. I too had puttu and banana for breakfast.	Pupils listen carefully	
We all love fruits right? what are your favorite fruits? One by one.	yes teacher  Apple Orange Mango	Using previous knowledge.
Yes, good. Let me ask you a question then. what is the national fruit of India.	Mango (pupils answer altogether)	
Very good. Mango is the national fruit of India. what do you all know about mango?	Pupils listen carefully It is yellow colour It is also green There are different	Motivation.

	Types of mangoes. Mangoes can be both sweet & sour.	
What are some ways we can have mango?	Mango curry Mango lac cream Mango shake Mango pickle Mango salad	
Yes. You all love mango pickle right?	yes.	
How many of you know how mango pickles are made?	Few students raise their hands.	
Ok. Good. I will show a short video of making a mango pickle.	Pupils focus on the video.	Using appropriate device.
So what did you understand? Can anyone explain?	One student stands up and explains.	
Now you all know how to prepare mango pickle right? You all should prepare mango pickle		

Page No. ....  
Page No. ....

during your summer vacation. Ok? But don't cut your hands. Ok?

Yes teacher

So, shall we learn a short story about mango pickle today?

Yes teacher

Before moving onto the story, let me ask you something.

What is the scientific name of mango? Does anyone know?

Mangifera Indica  
(one pupil answers)

Very good! Give her a big round of applause.

Pupils clap

continuity

Motivation.

OBSERVATION SCHEDULE

Name of the Skill	SKILL OF INTRODUCING A LESSON		
Name of the Student Teacher	APARNA ANILKUMAR	Date	25/10/23
Name of the Student Observer	AKHILA .A	Class	V1
Subject	ENGLISH	Time	-
Topic	Making a Mango Pickle	Teach/Reteach	Teach

NO.	Components	Grading					Remarks
		A	B	C	D	E	
1	Maximum utilization of previous knowledge of pupils	✓					Very good
2	Using appropriate devices	✓					No change required
3	Maintenance of continuity	✓					Good
4	Relevant statements and questions		✓				Need more
5	Relevancy of verbal and non-verbal behavior		✓				Need more
6	Questions followed by correct responses	✓					Very good
7	Arouse interest		✓				Need more

Overall remarks if any:  
Grading criteria- A- Very Good (90-100) B- Good(70-90) C- Average(50-70) D-Below Average(35-50) E- Poor(Below 35)

Signature of the Supervisor \_\_\_\_\_ Signature of the Student observer *Akhila*

OBSERVATION SCHEDULE

Name of the Skill	SKILL OF INTRODUCING A LESSON		
Name of the Student Teacher	APARNA ANILKUMAR	Date	25/10/23
Name of the Student Observer	VEENA .P	Class	V1
Subject	ENGLISH	Time	-
Topic	Making a Mango Pickle	Teach/Reteach	Teach

NO.	Components	Grading					Remarks
		A	B	C	D	E	
1	Maximum utilization of previous knowledge of pupils	✓					Need more
2	Using appropriate devices	✓					Very good
3	Maintenance of Continuity	✓					good
4	Relevant statements and questions	✓					No change required
5	Relevancy of verbal and non-verbal behavior		✓				Need more
6	Questions followed by correct responses	✓					Good
7	Arouse interest		✓				Need more.

Overall remarks if any:  
Grading criteria- A- Very Good (90-100) B- Good(70-90) C- Average(50-70) D-Below Average(35-50) E- Poor(Below 35)

Signature of the Supervisor \_\_\_\_\_ Signature of the Student observer *Veena*

EDU 09.2 - PEDAGOGIC PRACTICES IN ENGLISH

ASSIGNMENT ON:

# Content Analysis

Submitted To:  
Neema Ma'am



Submitted By:  
K. Roshini  
Roll no: 14  
English



## CONTENT ANALYSIS

UNIT	TOPIC	THEME	SUB-THEME	LEARNING OUTCOMES	PRE-REQUISITE
• Flowers and Showers	• The Nightingale and the Rose	Nature	<ul style="list-style-type: none"> <li>• Communion with nature</li> <li>• Healing power of nature</li> <li>• Harmony in nature</li> <li>• Significance of little things in nature</li> </ul>	<p>The learner will be able to</p> <ul style="list-style-type: none"> <li>→ read and comprehend stories</li> <li>→ enrich vocabulary</li> <li>→ analyse the features of a short story by constructing a story house.</li> <li>→ design posters</li> <li>→ identify and learn synonyms.</li> <li>→ learn phrasal verbs</li> <li>→ develop the ability to appreciate nature.</li> </ul>	<p>The learner may be familiar with</p> <ul style="list-style-type: none"> <li>→ nature</li> <li>→ have seen many different varieties of birds and other organisms.</li> </ul>



SKILL	LANGUAGE ELEMENTS	DISCOURSE	LEARNING AIDS	CONCEPT / IDEAS
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Phrasal verbs</li> <li>• Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Story house</li> <li>• poster making</li> <li>• letter writing</li> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Models</li> <li>• Pictures</li> <li>• Videos</li> </ul>	<p>"The Nightingale and the Rose" is a short story written by Oscar Wilde based on a folk tale which shows man's true intentions towards nature. The story portrays how man in this materialistic world give no importance to nature and its creation. The writer shows nightingale as a hero who sacrifices his life for the true feeling of love.</p>

## EXPECTED PRODUCTS

The learners are expected to :

- Read and understand short story.
- Understand and use phrasal verbs.
- Develop the skill of letter writing and character sketch.
- Understand and use synonyms.
- Understand how to make a poster.



# DISCUSSION

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**B.S.S. B.Ed. TRAINING COLLEGE**  
ALATHUR, PALAKKAD-DT, KERALA



**RECORD OF DISCUSSION, DEMONSTRATION,  
AND CRITICISM LESSON PLANS**

Name : K. ROSHINI

Reg. No. BAAWTEG1004

Optional Subject : ENGLISH

Certified that this is the bonafide record of

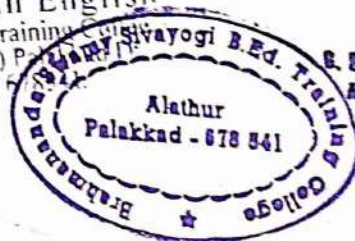
K. ROSHINI

Reg. No. BAAWTEG1004 for the year 2021-2024

*Suma*  
Lecturer in charge

Date 10/07/2023

Lecturer in English  
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### INDEX DISCUSSION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No	Initials
1.	7/3/2023	K. Roshini	A Prayer in Spring	IX	3	<i>WR</i>
2.	7/3/2023	K. Roshini	Song of the Rain	IX	15	<i>WR</i>
3.	8/3/2023	K. Roshini	The Last Leaf	IX	25	<i>WR</i>
4.	8/3/2023	K. Roshini	The Merchant of Venice	IX	34	<i>WR</i>
5.	9/3/2023	K. Roshini	Tolstoy Farm	IX	44	<i>WR</i>
6.	9/3/2023	K. Roshini	Listen to the Mountain	IX	52	<i>WR</i>
7.	10/3/2023	K. Roshini	My Grandmother's House	VIII	60	<i>WR</i>
8.	10/3/2023	K. Roshini	Cinderella	VI	70	<i>WR</i>

### DEMONSTRATION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No	Initials
1.	15/3/2023	J. Hanikrishnan	Taj Mahal	VIII	80	<i>WR</i>
2.	15/3/2023	Aravind. G	Song of the Rain	IX	82	<i>WR</i>
3.	15/3/2023	Sugami. G	The Last Leaf	IX	84	<i>WR</i>
4.	15/3/2023	Atishayn. A-P	Song of the Flower	VIII	86	<i>WR</i>
5.	15/3/2023	Anusree. V	Rosa Park Sat Still	VIII	85	<i>WR</i>

## TEACHER PLANNER - I

Name of the teacher : K. Roshini

Class : IX

Name of the school : BSS GHSS

Duration : 40 min

Name of the subject : English

Date : 7/3/2022

Unit : Enlightening Souls

Topic : A Prayer in Spring

Theme : Invocation of love and gratitude

Sub theme : Live in the present, connecting oneself with others.

Learning Outcome : The learner will be able to

- i) Read and comprehend poems
- ii) Recite poem with stress and intonation.
- iii) Understand poetic devices
- iv) Develop aesthetic sense in students.
- v) Increase the skills to appreciate poems.



vi) Develop values among children.

Pre-requisite :

Learner must be aware of :

- a) seasons
- b) importance of love and happiness.

Skills :

Listening, Speaking, Reading and Writing

Learning Activities :

Paragraph writing, sentence formation using new words, identifying poetic devices.

Learning Aids :

Charts, videos and ICT models.

Language elements :

Figures of speech

Expected products :

The learners are expected to :

- Read and understand the poem.
- Understand different seasons.
- Enrich vocabulary
- Understand poetic devices

4

Concept / Idea :

"A Prayer in Spring" is a poem that celebrates true happiness, love and gratitude. The poem tries to put forward the notion of being happy in the present moment and being one with nature.

PROCESS

ASSESSMENT

Warm Up Activity

Teacher enters the class and creates a rapport with the students.

Entry Activity

After creating a rapport with the students, the teacher asks them to close their eyes and imagine certain things. She asks

5



them to picturize about the showers in June. Then she asks them to name the season. Then she asks them to think about the time flowers bloom. Now the teacher asks them to name the seasons. The teacher shows them a chart and asks them to read out the different seasons. Now she explains each season and introduces the poem and the poet. Teacher uses a profile chart to introduce the author.

	Robert Frost
	Born: March 26, 1874
	Died: January 29, 1963
	Most prolific American poet.
	Work: Mending Wall

6

### Narration by the teacher

Teacher explains the theme of the poem. The first stanza addresses the supreme power and requests the god to help man to seek pleasure in the present time. The poet asks people to be happy by seeing the flowers. He seeks contentment in nature. In the second stanza, the poet admires the qualities of spring. The speaker seeks happiness in the blooming flowers, the ripening fruit and asks everyone to be happy in the present nature.

### Listening to the poem

Teacher recites the poem aloud with proper stress and intonation.

7



### Silent Reading.

Teacher asks the students to read the poem silently without lip movement.

### Collaborative Reading.

Teacher asks students to discuss the poem in the allotted groups and share their ideas, thoughts and reflections on the poem and note it.

### Removing Difficulties

Teacher helps the students in clearing their doubts.

\* Orchard - [/'ɔ:tʃəd/] - a piece of enclosed land planted with fruit trees.

context :- The teacher asks students whether they have seen the movie "

8

"Thanneer Mathan Dinangal" and the song "Jathika Thottam".

eg: The apple orchards in Jammu is beautiful.

\* Swarm - [/'swɔ:(r)m/] - a large or group of flying insects.

context :- The teacher asks students whether they have seen group of honey bees flying together.

eg: A swarm of bees flew around the garden.

### Scaffolding questions

\* Who is addressed in the beginning of the poem?

9

- \* In what does the poet asks the people to find delight?
- \* What does the poet address as the "ghosts in the night"?

### Model reading by the teacher

The teacher recites the poem in the proper rhythm, intonation and stress so that the students can understand how to read the poem.

### Loud reading by the students

The teacher calls students randomly and asks them to recite the poem with proper stress, intonation and rhythm while reading.

### Language element

The teacher introduces different poetic elements in the poem. She gives examples for different devices.

#### Alliteration

The teacher gives examples for alliteration. She defines it and make pupils aware of alliteration. She shows a chart.

Alliteration

Alliteration is a literary device with same consonant sound.  
eg: stands still



### Individual Activity

The teacher writes on blackboard and gives sentences and asks pupil individually to pick out various literary device.

#### Alliteration

- 1) Betty bought some bit of butter
- 2) she runs as fast as cheetah.
- 3) Sally sells seashells by seashore
- 4) Life is like a box of chocolate.

Teacher calls students randomly and asks them to underline the alliteration. Now she shows her version of answers.

#### Alliteration

- 1) Betty bought some bit of butter.
- 2) she runs as fast as cheetah.
- 3) sally sells seashells by the sea shore.
- 4) life is like a box of chocolates.

### Group Activity

The teacher divides the students into different groups and asks them to frame sentences using new vocabulary. She asks them to present the answers in their groups.

### Concluding Activity

The teacher now gives a gist of the total

poem, and shows a model of a garden. The students see the model. Now the teacher shows a video of spring.

### Home Assignment

Teacher asks the students to find out poems regarding spring season and write down one such poem in the notebook.

### My findings and reflections

~~None~~