



## MICRO-TEACHING LESSON PLAN

### Skill: **STIMULUS VARIATION**

### Sub: **SCIENCE**

#### Identification of Data:

<b>Subject:</b> General Science <b>Topic:</b> Plant and its various parts <b>Class:</b> VI	<b>Teacher:</b> <b>Time:</b> 7 min <b>Date:</b>
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#### Teaching Aids:

- ❖ **General Aids:** Black board, Chalk, Duster, Pointer
- ❖ **Specific Aids:** A Chart on Various parts of a plant, A small plant

Steps	Teacher's Activities	Pupil's Activities	Components of the skill
<b>I N T R O D U C T I O N</b>	<p>The Teacher will enter to the classroom and welcome the pupils. He will keep properly the teaching aids on the table and rearrange the classroom if necessary.</p> <p>Then the teacher will ask a common question for the class-  <b>Q.</b> Name some common plants found in our locality?</p>	<p>Students will response and wish the teacher.</p> <p>Students are expected to give answer as follows –  Mango, Lemon, Rose</p>	<p>Interaction with the pupils</p> <p>Pausing</p>
<b>D E V E L O P M E N T</b>	<p>The teacher will appreciate their answers and then announce: Today we will discuss about "<u>PLANTS AND IT'S VARIOUS PARTS</u>"</p> <p>Then the teacher will explain the definition of plants and the various types of plants with suitable examples.</p>	<p>The pupils will listen attentively and note down the important points.</p>	<p>Voice modulation</p> <p>Focusing</p>



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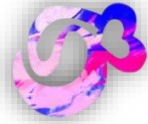


<p style="text-align: center;"><b>D E V E L O P M E N T</b></p>	<p>The teacher will ask to the pupils, “what are the various parts of a plant?” (Pause a little while and direct to a pupil)</p> <p>After getting appropriate answer the teacher will say that plants typically have six basic parts. Those are roots, stem, node, internode, fruit and flower. Then the teacher says how these parts can be divided into two categories. They are –</p> <p>(a) The Root System (b) The Shoot System</p> <p>Then the teacher will display a chart showing the various parts of a plant, also the root system and shoot system.</p> <p>Then the teacher will ask the following questions:</p> <p>(a) Which parts of a plant constitute the vegetative parts? Jintu</p> <p>(b) Potato falls in which system of the plant?</p> <p>(c) Do you agree with Jintu? Mamoni</p> <p>After that, the teacher will ask the pupils to give some more examples of vegetables that fall into the root system of the plant.</p>	<p>The pupil will give answer: “Roots, leaf, flower etc.”</p> <p>The pupils will listen attentively.</p> <p>The pupils will observe attentively.</p> <p>(a) Root, stem and leaves constitute the vegetative parts of a plant.</p> <p>(b) Root system of the plant.</p> <p>(c) Yes</p> <p>The pupils will expect to give some examples.</p>	<p>Interaction, Eye contact, teacher’s movement, pausing</p> <p>Voice modulation</p> <p>Gestures</p> <p>Teacher’s movement</p> <p>Switching sensory channel (oral-visual)</p> <p>Change of interaction style ( teacher – pupil interaction )</p> <p>Change of interaction style ( pupil – pupil interaction )</p> <p>Change of interaction style ( teacher – pupil interaction )</p>
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<b>C O N C L U S I O N</b>	Then the teacher will conclude the class, "So, today we have learnt that plant is a living thing that grows in the earth and has stem, leaves and roots. The parts of a plant can be divided into two categories."	Pupils will listen attentively	Voice modulation Gestures
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