



## MICRO-TEACHING LESSON PLAN

### Skill: Demonstration

### Sub: Mathematics

#### Identification of Data:

<b>Subject:</b> General Mathematics	<b>Teacher:</b>
<b>Topic:</b> SAS Congruence rule	<b>Time:</b> 7 min
<b>Class:</b> VII	<b>Date:</b>

**Teaching Point:** "If two sides and the included angle of one triangle is respectively equal to the corresponding two sides and the included of the other, then triangle are congruent. (SAS congruence rule.)"

#### Teaching Aids:

- ❖ **General Aids:** Chalk, Blackboard, Duster, Pointer
- ❖ **Special Aids:** Scissors, colour paper, pre made triangle.

Step	Teacher's Activities	Pupils' Activities	Components of the skill
INDUCTION	<p>The teacher will welcome the pupils and place the teaching aids respectively. She will then tell pupils, "Today I will show you a very interesting demonstration to make understanding better."</p> <p>Showing two different triangles which are of different coloured, the teacher will ask the pupils, "Are these two triangles are congruent?"</p>	<p>The pupils will respond and be attentive.</p> <p>The pupils may give mixed answers: "Yes, these two triangles are congruent." "No, not congruent."</p>	<p>Creation of an approach situation.</p> <p>Pupils involvement.</p>
Step	Teacher's Activities	Pupils' Activities	Components of the skill
DEVELOPMENT	<p>He / She will say – "lets check the congruency of these two triangles," and the teacher will overlap those triangles on each other and ask the pupils:</p> <p>a) What do you observe?</p>	<p>They will answer as follows: "These two triangles are congruent"</p>	<p>Heuristic approach</p>



E N T	<p>b) Why do these triangles are congruent?</p>	<p>“Because these two triangles have the same shape and dimensions.”</p>	
	<p>Then he / she will invite a student to come and help him / her. She will ask the pupils to cut two triangles that she already drawn on the paper in which two pair of sides and one pair of angles are equal. She will ask other pupils to observe minutely.</p>	<p>The pupil will help the teacher in cutting out the triangles and the other pupils observe.</p>	<p>Pupils involvement</p>
D E V E L O P M E N T	<p>She will then ask the pupils: “Are these two new triangles are congruent?”</p>	<p>They are expected to give mixed answers: “Yes”, “No”</p>	<p>Heuristic approach</p>
	<p>She will the ask the pupils to observe the triangles attentively and ask:</p> <p>a) What are common things between these triangles.</p>	<p>They are expected to answer as follows: a) Two pair of sides are equals and one pair of angles are common.</p>	
	<p>Then she will overlap these two new triangles and ask them:</p> <p>a) What do you observe now?</p>	<p>They are expected to answer as follows: a) They cover each other.</p>	<p>Heuristic approach</p>
	<p>b) Are they are said to be congruent?</p> <p>c) can you find a relationship between sides and angles of two triangles to check their congruency?</p>	<p>b) Yes, they are said to be congruent.</p> <p>c) The pupils will try to relate between the sides and angles of the triangles –</p>	<p>Adequacy of manipulative skill</p>



## B.Ed. Study Materials

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		Two triangles having equal two pair of sides and one pair of angles are congruent.	
<b>Step</b>	<b>Teacher's Activities</b>	<b>Pupils' Activities</b>	<b>Components of the skill</b>
<b>C O N C L U S I O N</b>	<p>After the rule being generalized by the pupils, the teacher will reorganized it and write I on the black board as follows:</p> <p>“If two sides and the included angle of one triangle is respectively equal to the corresponding two sides and the included of the other, then the triangles are congruent. (SAS congruence rule).”</p>	<p>The pupils will note down the generalized point from the black board.</p>	<p>Generalization</p>

Prepared By-

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