



MICRO-TEACHING LESSON PLAN

Skill: Demonstration

Sub: Mathematics

Identification of Data:

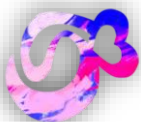
Subject: General Science	Teacher:
Topic: Sedimentation and Decantation	Time: 7 min
Class: VI	Date:

Teaching Point: "Solids which are heavier and insoluble in water, then the other components can be separated by sedimentation followed by decantation."

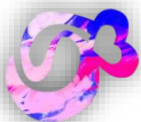
Teaching Aids:

- ❖ **General Aids:** Chalk, Blackboard, Duster, Pointer
- ❖ **Special Aids:** Sand, salt, water, stick, three glass.

Step	Teacher's Activities	Pupils' Activities	Components of the skill
I N T R O D U C T I O N	<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 the glass filled with water and sand, the teacher will ask the pupils, "If I mixed this sand with water, will I be able to separate these?"</p>	<p>The pupils will respond and be attentive.</p> <p>The pupils may give mixed answers: "Yes, these are separable." "No, these are not separable."</p>	<p>Creation of an approach situation.</p> <p>Pupils involvement.</p>
Step	Teacher's Activities	Pupils' Activities	Components of the skill
D E V E L O P M	<p>He / She will say – "lets us see then what happens." And mix the sand with water with the help of a spoon and ask the pupil after pausing for a while:</p> <p>a) What do you observe?</p>	<p>They will answer as follows: "These sands have settled down."</p>	<p>Heuristic approach</p>



<p>E N T</p>	<p>b) Why did these settled down in the glass?</p> <p>c) What this process is called?</p> <p>Then he / she will invite a student to come and help him / her. She will ask the pupils to mix salt in water with the help of spoon. She will ask other pupils to observe minutely.</p>	<p>“Because sands are heavier and insoluble in water.”</p> <p>“Sedimentation”</p> <p>The pupil will help the teacher in mixing salt in water and the other pupils observe minutely.</p>	<p>Adequacy of manipulative skill</p> <p>Pupils involvement</p>
<p>D E V E L O P M E N T</p>	<p>He / She will then ask the pupils:</p> <p>a) What do you observe?</p> <p>b) Will these salts settle down?</p> <p>Then he / she will gently pour out the clear water from the first beaker by tickling over a stick without disturbing those sands which settled down in the glass. He/she will do same for the second beaker and then ask them:</p> <p>a) What do you observe now?</p> <p>b) What this process of separation is called?</p> <p>c) Why can't we separate salt from the mixer of water and salt by decantation?</p>	<p>They will answer as follows: “salt gets dissolve completely in water.” “No.”</p> <p>They are expected to answer as follows: a) mixture of salt and water can be separated by earlier method but salt and water cannot.</p> <p>b) Decantation</p> <p>c) Because of decantation we can only separate those components which are heavier and insoluble in water.</p>	<p>Heuristic approach</p> <p>Pupils involvement</p> <p>Adequacy of manipulative skill</p>



B.Ed. Study Materials

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	d) Can you find a relationship between the two components of the mixture?	d) The pupils will try to relate between these two components. ⇒ Mixture of two substance can be separated by decantation if one of them is insoluble.	Generalization
Step	Teacher's Activities	Pupils' Activities	Components of the skill
C O N C L U S I O N	After the relationship being generalized by the pupils, the teacher will reorganized it and write I on the black board as follows: "Solids which are heavier and insoluble in water, then the other components can be separated by sedimentation followed by decantation."	The pupils will note down the generalized point from the black board.	

Prepared By-

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