

# **ANDHRAKESARI COLLEGE OF EDUCATION**

*(Recognized by the GOVT. of A.P. & NCTE Affiliated to Acharya Nagarjuna University)*

Cheruvukommupalem Road , Pelluru (Post) , ONGOLE,  
Prakasam (District), Andhrapradesh– 523272

## **SEMESTER – 2**



**S2P – PEDAGOGY**

**MICRO TEACHING RECORD**

**MATHAMETICS**

Name of the student Teacher : -----

Roll No : -----Reg.No :-----

**ACHARYA NAGARJUNA UNIVERSITY**



# INDEX

| S.NO | TOPIC                        | PG.NO |
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Micro Teaching Lesson Plan - I.

(1)

Preliminary Information :-

Name of the student Teacher : D. Padma

Subject : Mathematics

Class : IX

Topic : Angles

No. of student : 5-10.

Time : 5-10 min

Skill : Motivation.

Comments

| Content         | Teacher's Activity                                                                                                                                                                                                                   | Pupil's Activity                                                                                                                                                                                                           | Black Board work.                                                                             |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <u>Analysis</u> | <p>1. Good Morning students?</p> <p>2. What is your name?</p> <p>3. Do you know the line segment?</p> <p>4. How many points need to draw a line segment?</p> <p>5. Do you know the ray?</p> <p>6. Do you know the straight line?</p> | <p>Good Morning Madam.</p> <p>My name is Priya.</p> <p>Yes.</p> <p>two</p> <p>To draw line from one point to infinite</p> <p>When the line segment can be extended in both sides to infinity is known as straight line</p> | <p style="text-align: right;">2</p> <p>— line segment</p> <p>→ ray</p> <p>↔ straight line</p> |

3

1, Can you see the watch?

Yes.

2, How many hands are there?

3 hands. There are hours hand, minutes hands and second hands.

3, What's time now?

12:40 min

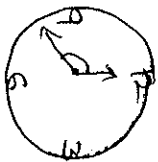


4, In what hand to in the figure?

minute and hours.

5, What is the gap between these?

Angle.



Announcement

6, the topic is today about angles

we are going to discuss about angles

## Micro teaching lesson Plan-2.

Preliminary Information :

(4)

Name of the student teacher : D. padma

Subject : Mathematics

Class : IX

Topic : Types of angles

No. of student : 5-10

Time : 5-10 min

Skill : Introduction

Concept Analysis

def.

The change of a ray from initial position to terminal position around the fixed point 'O' is called angle.

one complete rotation gives  $360^\circ$ .

Teacher's Activity

Q. What is the ray?

Q. What is meant by angle?

How many degrees will complete one rotation

How can we draw an angle?

What is angle of arm?

Pupil's Activity

To draw a line from one point to infinite

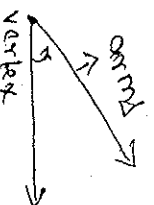
The angle is formed by rotating ray from initial position to a terminal position.

$360^\circ$

with compass.

The rays making an angle are called arms of the angle.

B.B. Work.



## Concept analysis

Types of angles :-

- 1) acute angle
- 2) right angle
- 3) obtuse angle
- 4) straight angle
- 5) reflex angle

## Teacher's Activity

6, What is an angle of vertex?

How many types of angles?

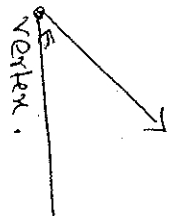
What are there?

- 1) acute angle
- 2) right angle

- 3) obtuse angle

- 4) straight angle

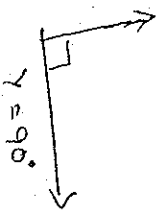
The common point is called vertex of the angle.



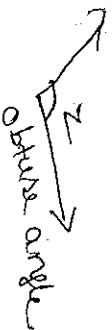
0° to 90°  
0° < x < 90° acute angle.



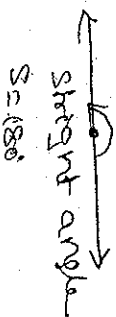
90°  
y = 90° then the angle is called right angle.



90° < z < 180° then the angle is obtuse angle.



s = 180° then straight angle



6) reflex angle

How many pair of  
angles?

- 1) complementary angle
- 2) supplementary angle
- 3) conjugate angle
- 4) adjacent angle.

$$180^\circ < t < 360^\circ$$

then reflex angle

reflex angle  
 $180^\circ < t < 360^\circ$



## Micro teaching Lesson Plan-3

(3)

Preliminary Information :-

Name of the student teacher

: D. Padma.

Subject

: Mathematics

Class

: IX

Topic

: Types of Pairs of angles.

No. of student

: 5-10

Time

: 5-10 min

Skill

: explaining.

Content analysis

Teacher's Activity

Student Activity

B.B.U.

pair of angles :-

What is meant by angle?

The angle is formed by

is complementary angle.

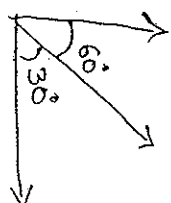
2, what is complementary angle?

3, How many degrees does two angles?

4, the angle is called complementary angle.

a terminal position is called angle

$90^\circ$



(a)

Content Analysis  
Supplementary  
angle.

Teacher's Activity  
In a fig the sum of  
two angle is ?  
The pair of angle is  
called ?  
Supplementary angle.

Pupil's Activity  
180°

B-B-Work  


## Micro teaching lesson plan-4

Preliminary Information :

Name of the student teacher :

D. Padma

Subject : Mathematics

Class : IX

Topic : find angles

No: of students : 5-10

Time : 5-10 min

Skill : illustrating with examples



| <u>Concept Analysis</u>                                                                                                          | <u>Teacher's Activity</u>                                                                                                                                                                                                                                                                                      | <u>Student Activity</u>                                                                                                                          | <u>B.B.D</u>                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Problem:-</u><br/>If the measure of an angle is <math>62^\circ</math>. what is the measure of its complementary angle?</p> | <p>If a gives <math>x^\circ</math> angle is ?<br/>complementary angle of<br/>1st <math>(90^\circ - x)</math><br/>2) what given in the problem?<br/>3) what is the measure in a problem?<br/>4, The complementary angle is <math>x^\circ</math> is<br/>5 The complementary angle is <math>x^\circ</math> is</p> | <p>1, measure of an angle <math>x^\circ = 62^\circ</math><br/>complementary angle.<br/><math>(90^\circ - x)</math><br/><math>98^\circ</math></p> | <p><math>(90^\circ - x)</math><br/>Ex:- measure of angle <math>62^\circ</math> then the value of complementary angle ?<br/>measure angle <math>x^\circ = 62^\circ</math><br/>The complementary angle is <math>62^\circ</math><br/>is <math>90^\circ - 62^\circ = 28^\circ</math><br/>∴ The complementary angle <math>62^\circ</math> is <math>28^\circ</math></p> |

## Concept Analysis

Problem :-

Two complementary angles are in the ratio 4:5 find the angles.

## Teacher's Activity

1. What given in the problem?

2. Find the angle in the problem?

3. Complementary angle is?

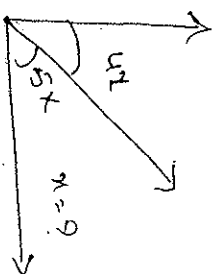
## Pupil's Activity

The ratio of 4:5

90°

Two angle is 40° & 50°

B.B.U



eg:- Two complementary angles are in the ratio 4:5. Find the angle?

Sol:- Two Complementary in the ratio 4x & 5x assume.

Complementary

angle is 90°. then

$$4x + 5x = 90^\circ$$

$$9x = 90^\circ$$

$$x = 10^\circ$$

∴ we have angle is

$$4x = 4(10) = 40^\circ$$

$$5x = 5(10) = 50^\circ$$

# Micro Teaching Lesson Plan-5

Preliminary Information :-

Name of the student teacher :- D. Padma

Subject :- Mathematics

Class :- IX

Topic :- Angles

Time :- 5-10 min

Skill :- objective and specifications

(14)

Cognitive Domain :- students get knowledge about an angle.

Specification :-

a) recall :- student, recalls about angles.

b) recognise :- student recognise the types of angles.

understanding :- student understands about pair of angles

compare :- student compares the types of angles with pair of angles.

substitute :- student can solve measurement and substitutes the values.

explaining :- students explaining the angles, types of angles and pair of angles.

identified :- students identified the 3 angles

illustrates :- students can explaining with the examples.

classified :- students classifies the angles into 3 types.

1) angles 2) types of angles 3) pair of angles.

Analyse :- students analysis what is given and what is to be find out?

Application :- The student applies their knowledge of angles in the new situations of their life.

(15)

estimates :- Results must be accurately

verified :- student can verified the angles.

relationship :- students can be explained their own knowledge.

Judges :- student's judges the sufficiency or superfluity of the given data.

Generalise :- (i) student generalise the angles.

(ii) student eagerly shows much interest to do mathematics.

(iii) Examiner all aspects of a problem.

Affective domain :-

Interest :- student develops interest in the angles.

Appreciation :- student appreciates the mathematics.

Scientific Attitude :- Pupil develops scientific attitude through the study of

"Mathematics".