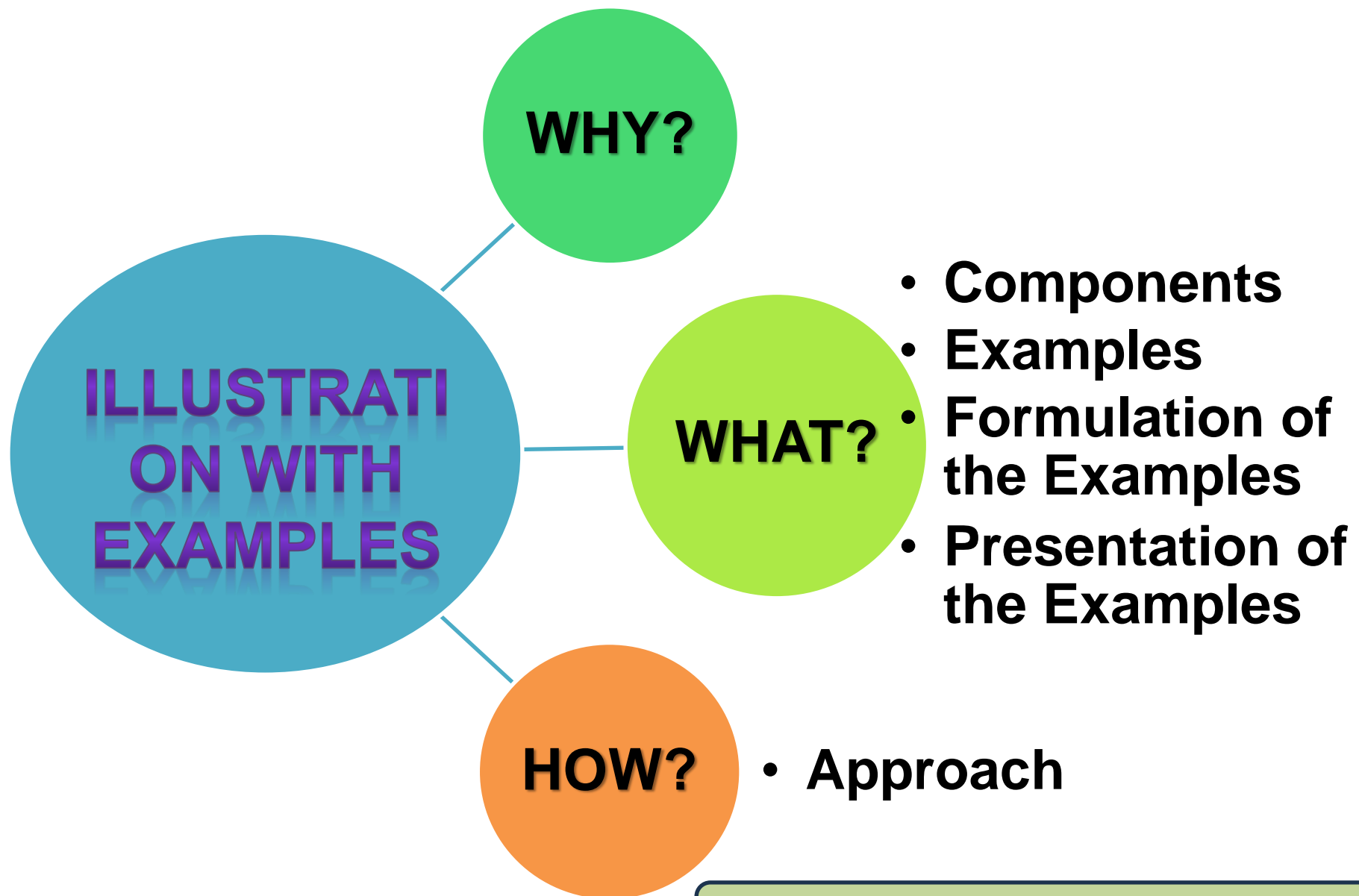




SKILL OF ILLUSTRATING WITH EXAMPLES

Prepared by, Asst. Prof. Ms. Rachana Das





WHY ???

Prepared by, Asst. Prof. Ms. Rachana Das

Why illustrating with Examples?

- Takes learners from **known to unknown**
- From **simple to complex**
- Convey **abstract concepts**
- Brings **clarity, simplicity and interest** in teaching
- **Securing and sustaining the attention** of pupils.



WHAT ???

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What is the Skill of illustrating with Examples?

- The skill of illustrating with examples involves describing an idea, concept or principle by using various types of examples.



- The **purpose** of this skill is both **to clarify** an idea or rule and **to verify** whether the pupils have really understood the concept.
- The skill of illustrating with examples can also be called as **example - rule - example approach**.

This skill involves two aspects:

1. Formulation of examples used

2. Presentation of the examples in the most effective manner



Formulating simple examples



Formulating relevant examples



Formulating interesting examples



Use of appropriate media for examples



**Use of inductive deductive approach
for example**

FORMULATION OF EXAMPLES

Characteristics of a Good Example

The examples selected should be:

- a. Simple
- b. Relevant to the concept
- c. Interesting



Characteristics of a Good Example

Formulating a simple example:

- A simple example is one which is related to the previous knowledge of pupils.
- It should be according to the age level, grade level and the background of pupils.



Characteristics of a Good Example

Formulating relevant examples:

- An example is relevant to the concept, when the concept or the rule can be applied to it.
- This means to say that the example states the rule/concept by itself.

SEEMS
LEGIT

Characteristics of a Good Example

Formulating Interesting Examples:

- An example is interesting if it can arouse curiosity and interest in the pupils. This can be judged by the attending behaviour of students. If the pupils keenly attend to the example, it is really **interesting**.





Formulating simple examples



Formulating relevant examples



Formulating interesting examples



Use of appropriate media for examples



**Use of inductive deductive approach
for example**

CLASSIFICATION OF EXAMPLES

```
graph TD; A[CLASSIFICATION OF EXAMPLES] --> B[Based on the type of sensory channel]; A --> C[Based on the media in which they are conveyed];
```

Based on the type
of sensory channel

Based on the
media in which
they are conveyed

CLASSIFICATION OF EXAMPLES

Based on the type of sensory channels through which learners receive them.

- **Visual** examples

Pictures

- English, Standard V – Caterpillar



Science – The Food Chain



- All **oral examples** are **auditory** in nature.





Tactual examples

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CLASSIFICATION OF EXAMPLES

Based on the type of media through which examples are conveyed



- Appropriateness of media refers to its suitability to **age** level, **grade** level, **maturity** and to the **unit** taught.
- The decision about the **nature of media**, whether verbal or non verbal depends on the nature of concept.

Presentation of the Examples

Media for presenting
Examples

Non- Verbal

Verbal

Non - Verbal

```
graph TD; A[Non - Verbal] --- B[Objects]; A --- C[Models]; A --- D[Pictures]; A --- E[Diagrams, maps and sketches]; A --- F[Demonstrations];
```

Objects

Models

Pictures

**Diagrams,
maps and
sketches**

Demonstrations

Objects

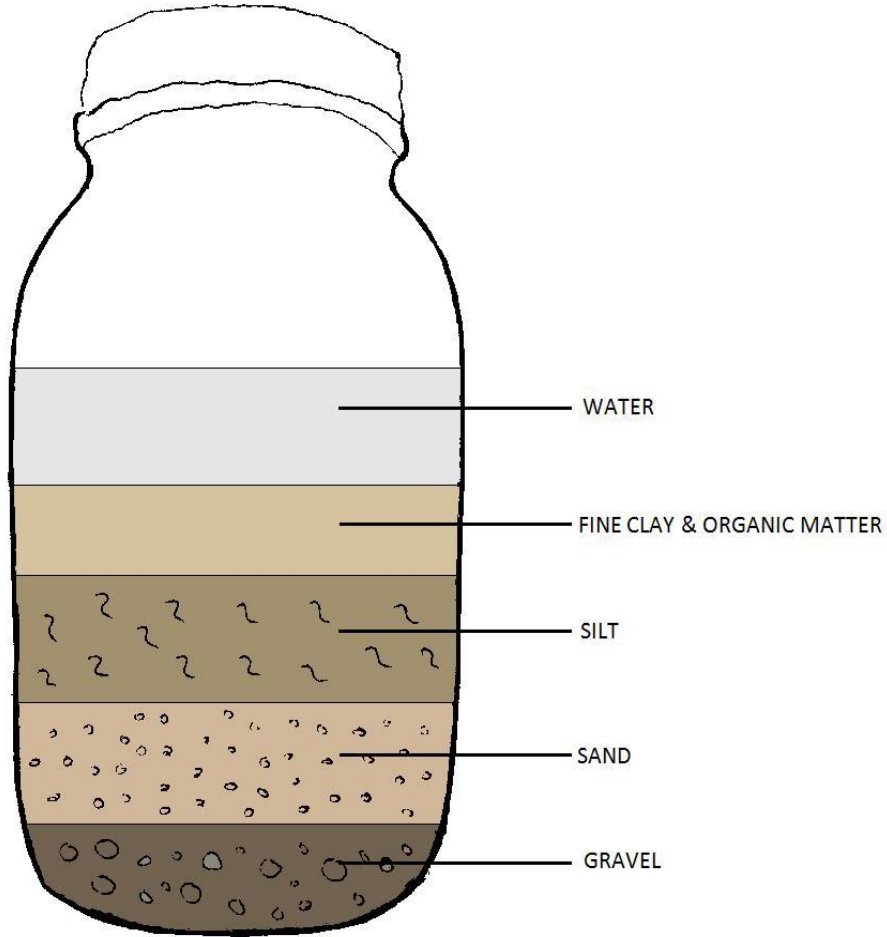
- Real objects can be used as examples **to clarify same concepts or principles.**
- E.g.
 1. Parts of flowers and branches in Botany
 2. Beads, match sticks, 3D objects in Mathematics
 3. Letters, envelopes, stamps in English
- **Pro:** The use of the actual object is often necessary when demonstrating how to do something so that the audience can fully understand procedure.
- **Con:** Some objects are too large or unavailable for a teacher to bring with them.

Models

- Models are **specially prepared** to describe, illustrate an idea, concept or principle.
- The models are **replica of reality**.

Geography

Layers of Soil



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Geography – Solar system



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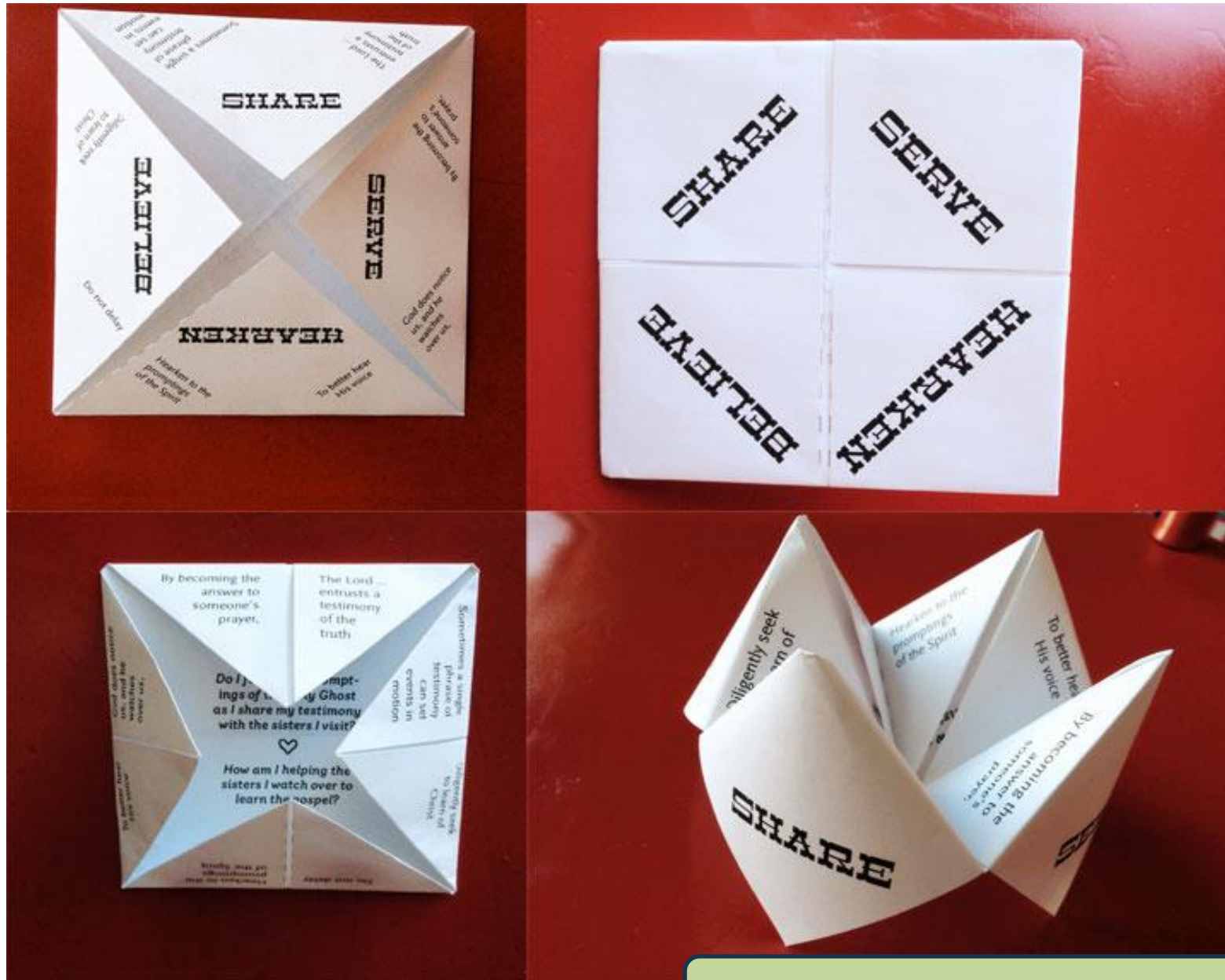


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History – Model of Jerusalem



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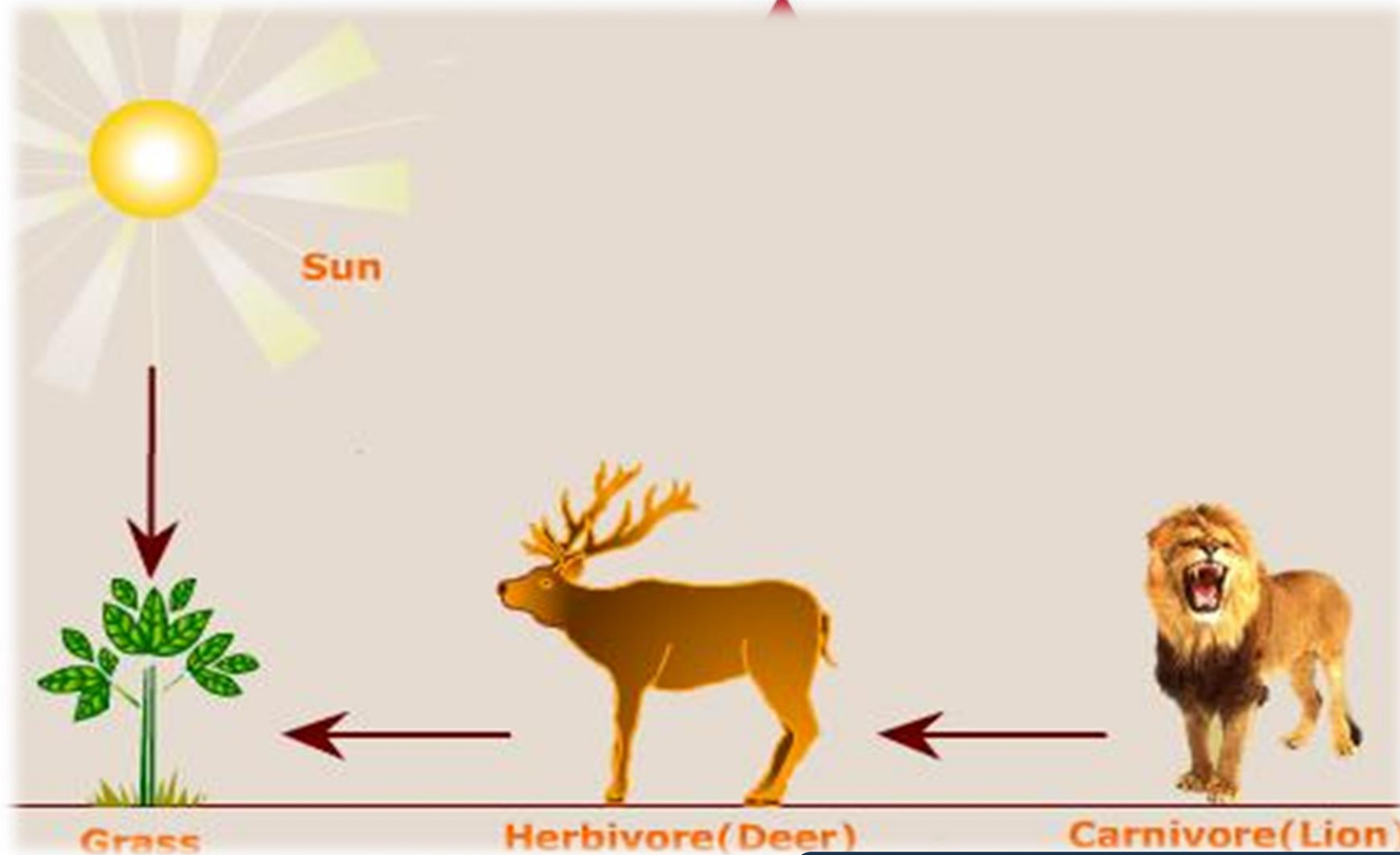


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Pictures

- When **objects are not available** for use in classroom, **pictures** may be used for **illustrating an idea or concept** or principle.
- They are handy as well as economical.

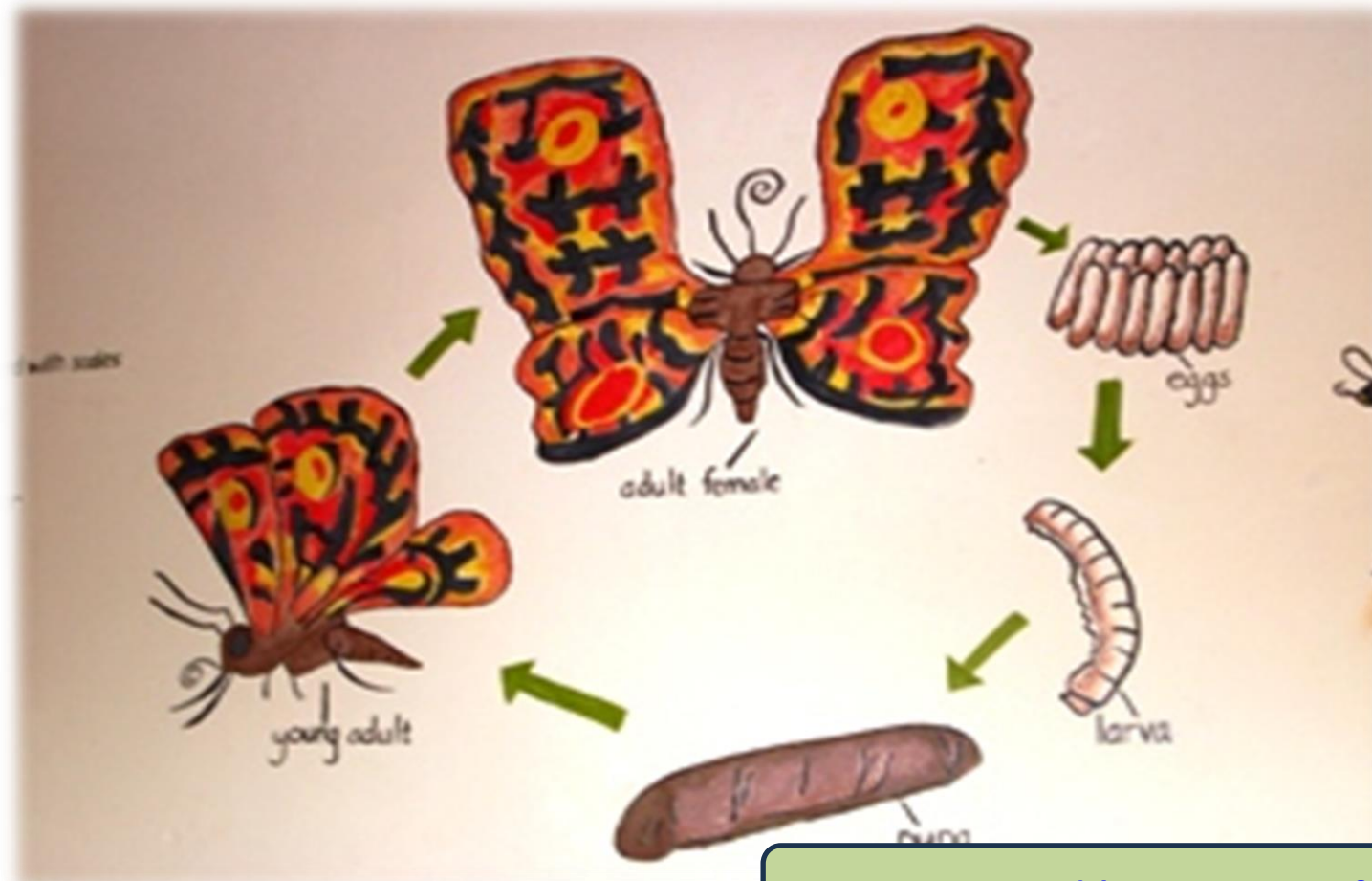
Science - The Food Chain



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Pictures

- English, Standard V – Caterpillar

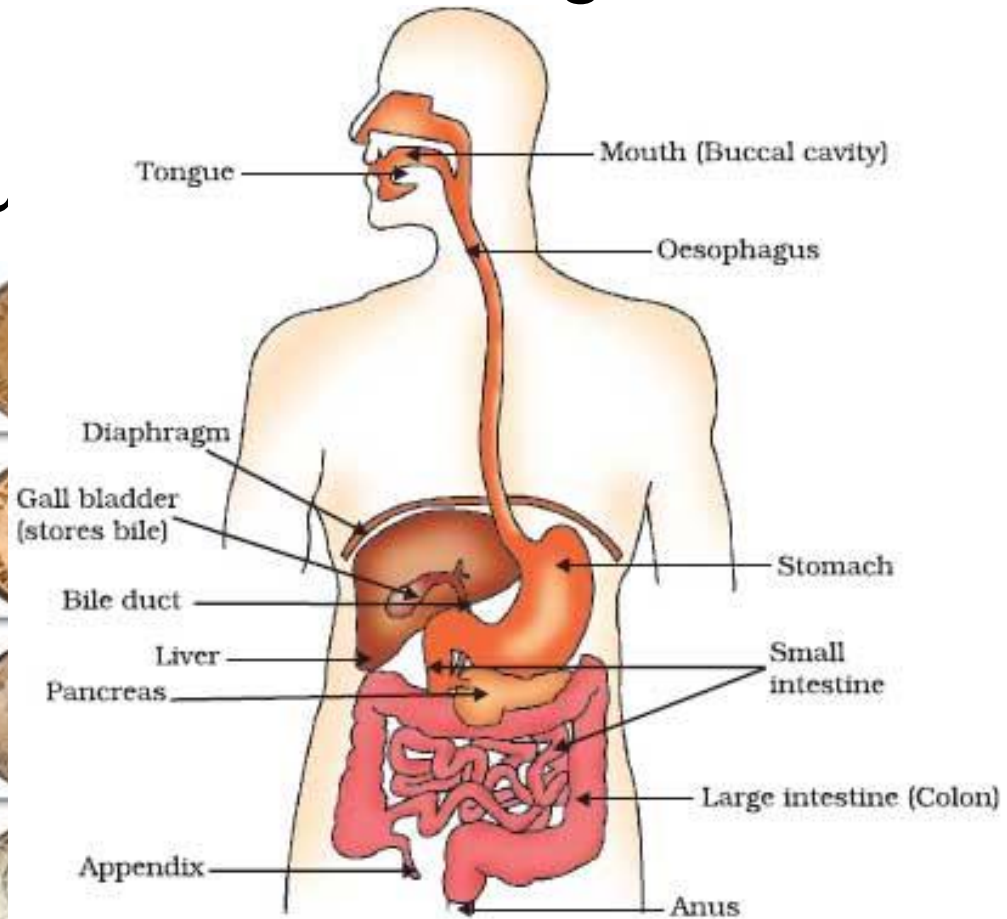


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Diagrams, Maps and Sketches

- For example, in a Science class learning about Digestive system
- Geography – extensive use of maps
- History -



4to40



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Demonstrations

- This is an important **illustrative device** in the teaching science, nature study and geography.
- E.g. In Science – sunlight is essential for plant food preparation.

Science - Sound



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Presentation of the Examples

Media for presenting
Examples

Non- Verbal

Verbal

Verbal media

- It involves giving examples without the use of any of the non-verbal media.
- May include **verbal description of the situation** or objects where the concept or principle or concept finds application.
- E.g. story telling, giving analogies etc.





Formulating simple examples



Formulating relevant examples



Formulating interesting examples



Use of appropriate media for examples



**Use of inductive deductive approach
for example**



HOW ???

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**Approaches in
which the
examples will be
presented...**

Demo time...

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29 - 06 - 2021

Subject: SCIENCE

Std: VI

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Prepared by, Asst. Prof. Ms. Rachana Das

29 - 06 - 2021

Subject: SCIENCE

Std: VI

Topic: EVAPORATION

The process of formation of vapour from liquid is called Evaporation.

More examples:

Demo time...

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29 - 06 - 2021

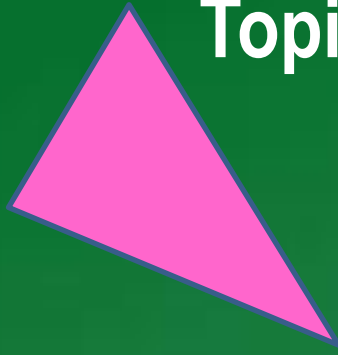
Subject: MATHEMATICS

Std: VI

Topic: TYPES OF TRIANGLE



A



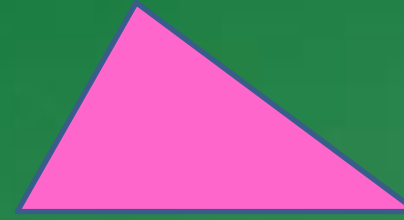
B



e



A



B



e

- *The triangle whose all sides are equal is known as EQUILATERAL TRIANGLE.*
- *The triangle with 2 sides equal is known as ISOSCELES TRIANGLE.*
- *The triangle with all sides with different length is known as SCALENE TRIANGLE.*

Draw one equilateral triangle, one scalene triangle and one isosceles triangle.

Demo time...

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29 - 06 - 2021

Subject: ENGLISH
Topic: GRAMMAR

Std: VI

1. *Ram is a good boy.*

Ram

2. *Delhi is a big city.*

Delhi

3. *Table is made of wood.*

Table

The name of a person, place or a thing is called as a NOUN.

More examples:

- **What did you observe in the demonstration?**

How? - Approach

Inductive Approach

Example to Rule

The teacher gives examples relating to the concept or rule to clarify it. The pupils on the basis of the examples given, formulate the rule. This is called inductive approach.

Deductive Approach

Rule to Example

It states the generalization first, and applies it to a number of examples. After this the teacher asks the pupils to give examples to test whether the pupils have rightly understood the concept or not.

Inductive – Deductive Approach

- The purpose of this skill is both to **clarify** an idea or rule and to **verify** the understanding.
- For the first purpose inductive approach, and for the second deductive approach is employed.
- Thus **the skill involves illustrating with examples through inductive – deductive approach.**
- The skill of illustrating with examples can also be called as **EXAMPLE – RULE – EXAMPLE** approach.



Formulating simple examples



Formulating relevant examples



Formulating interesting examples



Use of appropriate media for examples



**Use of inductive deductive approach
for example**

Observation Schedule:-

Skill – Illustration

No.	Teaching Components	Rating Scale				
		Excellent	Very Good	Good	Average	Need Improvement
1	Formulating simple examples					
2	Formulating relevant examples					
3	Formulating interesting examples					
4	Use of appropriate media for examples					
5	Use of inductive deductive approach for example					

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ILLUSTRATION WITH EXAMPLES


WHY?

WHAT?

- **Examples**
- **Formulation of the Examples**
- **Presentation of the Examples**

HOW?

- **Inductive Approach**
- **Deductive Approach**

A close-up photograph showing a person's hands holding a white, textured card. The card has the words "Thank you" written in a blue, cursive script. To the left of the card is a bouquet of tulips in various colors including red, yellow, and white. The background is softly blurred, showing more flowers and a wooden surface. The overall scene is bright and cheerful.

Thank you

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