Edu 301 Mid term mega file

Mid Term Paper
Total Time 60 Mints Total Questions 17
Total MCQS 10 Long and Short Questions 7
Question No.1

Art of developing logical plan for instructional activities is called?
"Sequencing"

Question No.2
Methods are also identified in... ?
"Instructional planning"

Question No.3:
Good Textbooks provide sequence?
"Structured"

Question No.4:
Knowledge has forms?
"Two"

Question No. 5:
Knowledge is something that is learnt by reflecting, acting on something is called?
"Subjective"

Question No.6:
A child knows about own cognitation is called?
"Metacognitative knowledge"

Question No.7:
Memorized things in?
"Facts"

Question No.8:
Give a theory of multiple intelligence?
"Howard Gardner"

Question No 11: **What is inductive reasoning?**

Modes Of presentation
Deductive Reasoning: General to Specific
Inductive Reason: Specific to General

Deductive Reason:
In deductive reasoning, we start with a general statement and then go to the specific statement.
For example, All humans are mortal. This is deductive reason. All men are mortal, then we say Umar is also mortal because he is a Man, this is deductive reasoning that we started from a generic statement first and then went to specific.

In Inductive reasoning , it starts from specific first and then goes to general. For example, Ahmed is a Man and he is mortal, this is inductive. Now we say that there is another Man Ali and so we can say that All Men are mortal. Then we talk about women that Ayesha is mortal and she is a Woman, there is another Woman IQra and she is also mortal, so we can say that All men and women are mortal and All human beings are mortal. This is inductive reasoning where we first told our students from specifiv statement; Ahmed is mortal , and we go to general statement; All Humans are mortal.

Here are two columns to identify the difference between two modes of presentation:

Definition of Noun	Brainstorming on names
Characteristics of Noun	Examples of names
Examples of noun	Characteristics of names
Place in hierarchy	Definition of noun

Children can learn noun by both the methods step by step in the abouve column. But the difference between the above two columns is in the right column, deductive reasoning is mentioned i.e. teacher has told the definition of noun and they are providing the characteristics and examples and placing in hierarchy. This type is sequence is called deductive mode.

While in the second column, it is inductive method i.e. teacher have used brainstorming on names first, then they will write all the names students tell. Students may tell the names of birds, animals or places. After that, teacher will ask the student commonalities i.e. what name of birds, animal, place he characterizes it. Then he will say we have learnt by telling the names iscalled Noun. So Noun is the name of person, place or thing.

Question No. 12: What is important model for curriculum planning?

Answer: Curriculum Alignment

Purpose Of curriculum

Tyler's model for Curriculum

Important model for Curriculum Planning

First, we are going to have a look on Foundations of Curriculum.

There are four steps in Tyler's model for curriculum

1. What is the purpose of education?
2. What educational experiences should attain the purpose?
3. How the experiences be affectively organized?
4. How we determine that the purposes are met?

Whenever we are going to write performance objectives, they need to be aligned with the curriculum. If your purpose of education is that the student should be an empowered citizens, then in the entire objective, affective domain will be important. You will include something from affective domain to your lesson. So we need to align performance objectives with the curriculum i.e. curriculum of the year, short term goals and then to the boarder goals i.e. school goals

It is important for the boarder curriculum to identify the educational experiences. Similarly it is also important that what educational objectives should be attained at the end of the lesson. Relative educational experiences need to be provided.

When we are planning a lesson and we have performance objectives already mentioned, then we have to provide those educational experiences that can fulfil the ultimate goal. We need to provide the student with experience. For example, if you want your student to have the experience of recording in a lawn. Firstly you ask them to go to the lawn and observe first, you cannot give them the experience directly. You will organize the experience in such a way that you will first ask them to observe and then record.

There is assessment in the fourth question, that is, have you attained the goal or not? Whenever you want to assess, that must be against performance objective. In performance objective, all three elements must be present and you should assess your students according to those three elements.

Question No. 13:
What is the important thing that we use in Tyrol's model and in Bloom's Taxonomy?

Lesson planning may be based on different models. Tyler's model is a very famous for curriculum development. As we know that lesson plan, is a short term planning. Tt is a part of curriculum planning, so it can be based on tyler's model.

Tyler's rationale;

1. What is the purpose of education.(defining objectives)
2. What educational experiences should attain the purpose
3. How educational experiences be affectively organized
4. How we determine that the purposes are met

If we plan a lesson according to Tyler's rationale then the important thing in it would be;

Lesson Plan:
A lesson plan defines objectives, plan materials, resources and activities are mobilized for the efficient attainment of the selected objectives; And then finally, evaluation criteria is also identified.
You actually identify objectives first then you plan activities for attaining them. Plan materials and resources and go further to the criteria on which objectives need to be evaluated. Interestingly criteria remain the same. If we are going to evaluate objectives then naturally objectives are evaluated against objectives. Objectives actually provide you the criteria to evaluate the lesson

Bloom's Taxonomy: in Bloom's taxonomy, there are 6 levels. If you are planning your lesson with these six levels, then definitely they will be helpful in identifying your objectives. The important part in Tyler's model and bloom's taxonomy is that you get to know the ultimate behavior of students. At the end of the lesson you observe the students are able to show particular behavior or not? In both the models, you identify objectives first and then plan activities, and eventually you asses them on objectives.

Question No.14:
What is the application level in cognitive domain? Explain with examples:
Answer:

Application level:

Again here are certain questions; you are going to identify common things in these questions:

- Classify the following materials in transparent, translucent and opaque objects.
- Classify the given foods into vegetables, fruits and meat group.
- Use the formula.
  Breadth x Length = Area (to find out area of your geometry box).

Children have learnt about transparent, translucent and opaque objects, teacher told them that the objects through which light could not pass are opaque objects. The objects through which the light can pass are transparent objects and the object which allows some light to pass through is translucent object. A child has learnt these things, if he tells the teacher as it is then it is knowledge level. If he tells by using his own words then it is comprehension level. But to use the knowledge in a new situation is application level. Now you give five things to the students to identify these three kinds of objects. These are: Cellophane sheet, paper, table, book, and wall. Now, if the students are able to identify that what are opaque, transparent and translucent objects then they are acquiring application level.

In second question, children are told about the food groups and then they are given different examples of fruits, vegetables and meat and they are ask to classify them. If the children know the exact difference between fruits and vegetables, then they will apply their knowledge and can classify them. If he does not know then the child is not able to classify food items.

In third question, there is a formula to find area. If the students are asked to tell the formula to find out the area, then it is knowledge level. The child knows the formula. But the teacher is saying, children know the formula but it is not enough they must know how to calculate the area, so he ask them to calculate the area of their geometry box. It is application level of learning. Only knowing is not important but to apply it in a new situation. -

<u>Application level:</u>

Words often found in application level questions:

- Apply
- Show
- Demonstrate
- Choose
- Illustrate
- Classify
- Use
- Write an example
- Draw diagram
- Observe and record

Question No.15:
Define instructional planning vs. curriculum Planning?

Instructional Planning	Curriculum Planning
Identifying pupils needs	Identifying societal needs
Writing and sequencing objectives	Writing standards and benchmarks in sequence
Writing methods/strategies	Benchmark in sequence
Assessment procedures	assessment
resources	resources

In curriculum Planning, it is the needs of the society. There are three foundations of curriculum sociological, philosophical and psychological. So your societal needs are identified and on the basis of that, curriculum is developed. While in instructional planning, needs are identified but these needs are of the students. Firstly, the teacher identifies the needs of the students and plans a lesson.

Benchmarks and standards are written in a sequence in curriculum planning. For example there are benchmarks for grade level 8^{th}, 9^{th} and 10^{th}etc. Benchmarks and standards are planned according to the grade level. While in instructional planning we write objectives. The instructional objectives should be derived from the standards and benchmarks of the curriculum.There should be a link between standards benchmarks and objectives.

Methods are also identified in instructional planning. We make sequence of those methods or strategies to be used in class.While in Curriculum planning, we made sequence in benchmarks.

In curriculum planning, assessment is taken into consideration. It is thought, which how to assess that which standard is achieved and which is not?Or students reached the level of benchmark or not? Similarly in the class the teacher identifies the assessment procedures. Firstly teacher identifies the assessment criteria, he decides how to access. So in both cases assessment is taken in consideration.

Decisions about resources are taken in both cases. Starting from curriculum to instructional planning there are number of things which are interlinked whenever we are going to plan a single lesson we need to look at a bigger picture.

Question No.16:
What are the instructional aims for lesson planning?

Student oriented, instructional aims are broad.

Lesson Plan:
A lesson plan defines objectives, plan materials, resources and activities are mobilized for the efficient attainment of the selected objectives; And then finally, evaluation criteria is also identified.
You actually identify the objectives first, then select activities for attaining them. Plan material and resources

Components of a lesson Plan

Subject: Lesson plan starts with a subject. Lesson plan is part of a unit plan.so we need to know what the unit title or topic is. For example if we are teaching the unit of light, there can be a lesson name Colors, or transparent or translucent objects.so when we plan a lesson, the name of the unit must be mentioned in the subject.

Instructional objectives: you need to mention instructional objectives that what student will achieve by the end of the lesson.

Rationale: is the reason. You need to define what the reason behind those instructional objectives are.

Content and Process: It is very important when you identify the content to teach the students, you need to understand what skills they are going to learn.

Instructional procedures :are further divided into 5 different units:

i. focusing event
ii. teaching procedures
iii. students activities and participation
iv. formative check
v. Closure

Parallel resources

Question No.17:

Which methods are used for effective teaching regarding with sequencing?

Sequencing: The art of developing logical plan for instructional activities is called 'sequencing'. Such a plan consists of interlink steps.

The steps are in progression. They start from simple and go to complex. So, if we start our instruction with complex things and then we move to something simple. We will see that sequencing is not a logical sequencing. It lacks logical plan.

Principles of sequencing:

- **Teacher needs to start lesson with simple steps.** It means that teacher must come up with at least one example so that the students can understand the concept easily. Ideally there should be numerous examples, but to start with, there must be one example.
- **Use concrete examples.** The examples which the students can see and can relate to them their learning.
- **Add complexity to the lesson.** If we are developing the whole lesson on very simple things and we are teaching the basic things, it means that we are not teaching a sequenced lesson. It is important in lesson plan but it should be taken into consideration while planning units that there should be complexity in it. You may start it with simple things but you need to add complexity to the unit.
- **Introduce abstractions. (heart beat and B.P)** Teacher needs to introduce abstractions. Abstractions are something which is not tangible. Abstract thinking is very important. Children should be able to recognize and relate those things which are abstract.

For example, when a teacher is going to teach human circulatory system, Teacher may relate that with river system. The purpose of river system in a country is to supply water to the country. You can relate the river system with human circulatory system because human circulatory system is not visible. While rivers are concrete, children have seen rivers and canals. So if the teacher teaches the students by relating this example then students can understand the human circulatory system at basic level. You can take many other

concreteexamples like, electricity system or telecommunication system etc. only one example is enough for giving students the basic concept. But to develop the concept more firmly, you need to come up with some more examples. Invite the students that they should also come up with some more examples. In this way you are adding complexity in your lesson. You can add abstractions in this example of circulatory system by telling the student about heart beat or blood pressure. A person who has low or less heart beat can have dangers. So there are basically four principles of sequencing and you have to address them whenever you are sequencing your lesson.

Question no:18 How apprentice ship model is effective for the teacher

Apprentice ship model: is also a way of learning. A person who wants to learn a skill spends a certain period of time with a skillful person. In this way, the person who doesn't have the skill, learn those skills.

It is based on Vygotsky's work, which involves peers working closely together with a teacher in joint problem solving. e.g. workshops and skill-learning centers.

Assumptions:

- To understand how things actually developed, and who the prominent people are, who worked in this area?
- It was 16th century, actually in which perceptions about education, teaching and learning developed. In past, except Socrates, Plato and Aristotle, rest of the people thought education as a means of status quo.
- Extra-curricular activities are always considered as extra.

Q:19 what is lesson planning?

Lesson Plan:

Lesson plan is peace of unit, not a block of time. If you are going to teach the unit of light to the students, the whole unit of light cannot be explained in one lesson. You have to divide the whole unit of light into certain pieces. May be you need to divide the unit of light into 10 pieces and each piece requires a plan. That plan is called lesson plan.

Lesson plan is defined as "a systematic design for the development, implementation and evaluation of instructions"- Chatel 2002

It is basically a rehearsal of delivering actual instruction
A lesson plan is very important because it tells you what you are actually going to do in real classroom situation.

Question: 20 Bloom's taxonomy three strategies to revising the students ?

Answer: Revised Bloom Taxonomy of Cognitive Domain:
There are six levels in Bloom's taxonomy. Knowledge Is the first level, then there is comprehension level, and then application level. These three levels are categorized as lower level or learning. The next three levels i.e. analysis level, synthesis level and evaluation level are categorized as higher level of thinking. Bloom's taxonomy is still taught to the students but there are many adaptations to it. One of these is the three levels i.e.

knowledge, comprehension and application are in hierarchy; but the other three levels i.e. analysis, syntheses and evaluation are not hierarchical. It is difficult to say which level is higher than the other.So,in a new adaptations these three levels are not placed at hierarchy but these are the higher order thinking skills.

So what we do in schools, we do not focus on higher level of learnings. some teachers take their studetns to higher thinking levels. Mostly what happens in schools, we ask students to memorize things.in mathematics we are asked to apply learnt formulas and solve problems.anaylsis, synthesis and evaluation are never taken into considerations. We teacher maximum want our tasks easier, so if all students wright the same answer, copying and checking will be easier. This is the major reason that students are not given higher thinking learning. But as teachers we need to focus on teaching higher thinking skills to students. We must take the students to their intellectual growth. Intellectual growth cannot be achieved unless we provide the higher thinking skills to the students

Question: 21 What is CAP? explain them

C.A.P: Three domains of learning:
Cognitive: (intellectual development)
Affective; (feelings/attitudes or holistic development. Metacognition also comes in this domain)
Psychomotor(procedural Knowledge)

Being teachers we need to know these thee domains. For simplicity we can say we should give CAP to each of our student.

Have a look at following learnings and we will try to put these learning under these three domains.

Riding a bicycle, stitching, easy writing, memorizing facts, use of dictionary, accommodating different ideas, solving mathematical problems., resecting each other.

Cognitive Domain: easy writing, memorizing facts, solving problems. These are intellectual learning. All of these are important for students and teachers and this goes in this domain.
Affective Domain: Cooperating, accommodating different ideas, respecting each other. These
are very important for every human being and even in spending life. we are not living in isolation, we live other people. If we do not have the skill to work with other people, if we do not have life skills, learning will be deficient.

Psychomotor Domain:
Stitching, riding a bicycle. These are very skill oriented skill and fall in psychomotor domain of learning. All the learning that involves our motor muscles is called psychomotor.whatever we do in all physical activities, our mind is always working. This type of domain involves physical and mental work.

Question no 22: Why to plan a lesson?(requirements of a lesson plan/purpose)

Lesson Plan:

Lesson plan is peace of unit, not a block of time. If you are going to teach the unit of light to the students, the whole unit of light cannot be explained in one lesson. You have to divide the whole unit of light into certain pieces. May be you need to divide the unit of light into 10 pieces and each piece requires a plan. That plan is called lesson plan.

Lesson plan is defined as “a systematic design for the development, implementation and evaluation of instructions”- Chatel 2002

It is basically a rehearsal of delivering actual instruction
A lesson plan is very important because it tells you what you are actually going to do in real classroom situation.

Lesson Plan has provisional Purpose:

It helps to develop thinking skills that will be useful in practical teaching practices: Lesson Planning is actually a Reflective process. Reflective Process because you keep in what your students have learnt and what they are going to learn. You keep in mindthe strength and weaknesses of your student and then plan a lesson. Identification of objectives is a very difficult task and it needs a lot of work and thinking skills. Lesson planning is a thinking job and it develops student teacher or pre-service thinking skills.

It allows teacher trainer to understand the thought process of student teacher:from the lesson plan, it can be identified which students are investing more in thinking and which are not participating.

It can be greatly simplified and abbreviated once these teachers are fully engaged in their teaching practices:you can easily identify how well the student will perform as teacher in future

Question: 23. What is Unit Plan? Benefits of unit plan.

Unit Planning:

Unit plan is part of our planning frame work. Most of the times, teachers divide their overall content into some manageable instructional units. For example, if a teacher is teaching mathematics tog grade level 6, there will be a yearly plan for grade 6 in which there is Algebra, fractions, percentage etc. concepts are given. Teacher will divide whole content into blocks of the same content i.e. fraction in one block and percentage in other. The planning of fraction would be different from that of percentage. These blocks are called unit pan. Whenever we are dividing the instruction in small units, we need to know how tointegrate them altogether.

Importance of unit Plan:

Unit planning is most important as well as the most time consuming level of planning for each student (Walsh 1992)

Unit Planning is important because we need to know the reasons of dividing whole thing into components.Most of the times, teachers complaint about shortage of time. This can be solved by making a detailed yearly plan. You can observe all the topics given in the yearly plan, then identify the most important topics and the overlapping topic. You can omit the overlapping topic whose level of difficulty is same as the others. Actually, unit planning helps you to go through yearly plans.

Components:

1. Subject/ topic

   Unit subject is the title of the whole unit. E.g. in science, Human system is the unit; its chapters would be digestive system, circulatory system, nervous system etc.

2. Rationale

   Teacher has to decide which content have to be taught and which must be omitted. Whenever you select a topic to teach, there are reasons of it. So, you need to give reasons under the heading of rationale. E.g. a rationale is given in the book named ‘Teaching strategies’ and that is:

"Understanding a scientific processes and principal is important for every student. Helping students become interested in science at an early age will increase their motivation to want more science as they get older. Additionally, doing science at an early age is an excellent introduction to higher thinking processes as observing, classifying, making inferences and withholding judgement until sufficient data has been gathered. Thus these units on water besides having many informative interesting activities will help prepare students mental for enjoying the observation of the world around them."

3. Instructional objectives

   Whenever you are planning a unit, you need to identify the major instructional objectives. Though you are not supposed to give rationale over here.

4. Content (Facts, concepts and generalizations)

   When you give the title of the topic, you have to identify the content also. Make sure while writing the content that you isolate facts, concepts and generalizations clearly. You have to tell exactly that the unit consists of these facts, concepts and generalizations.

5. Processes

   You have to identify the processes which the students are going to learn from this unit.

6. Resources

   You have to identify the resources which are to be used while teaching a lesson to the students. You have to make a list of the resources and submit that to school administration so that they can manage them properly.

7. Learning activities

   Learning activities are different from teaching activities. Teaching activities are there to teach content to the students. While learning activities are there so that pupils experience processes. If you do not identify the learning activities, then students may not be able to learn the identified processes. E.g. experimentation, when students perform experiments then actually they goes through the process. That is a learning activity for them. If teacher would demonstrate the experiment then it would be a teaching activity. Learning activities are those where students are actively involved. And these activities are important because

we do not teach processes to our students unless we do not include learning activities in our lessons.

8. Evaluation

   You have to identify the criteria for evaluation. What to evaluate and how to evaluate should be identified in unit planning.

Question no: 24 *Presentation.*

Answer: Presentation is a teaching method where a teacher presents concepts and procedures.

Question: 25: What is multi methadology.

Answer: Multi means many and methodology means different collection of methods. It provides instructionally rich classroom by making use of a variety of teaching methods of techniques like:

1. Project learning
2. Inquiry
3. Lectures
4. Demonstrations
5. Videos

Question no26:Define Reflection in action
Question: What is Reflective Practice?

Question: Define reflection on action?

Reflective Practice:

To explain reflective practice, I will first explain the light of reflection. The light of reflection is “bouncing back of the light to create an image. Teaching reflection is related to the light reflection for better understanding, the definition of teaching reflection or reflective practice is:

“Answering some key questions to create an image of classroom and learning”. The definition means that there are certain questions that a teacher must answer by himself. He must notice his classroom that if there are 30 students in a class, how many are answering to the questions that’ve been asked by the end of the lesson? He should ask himself how many students are participating in classroom activities? How many are participating in discussion? These questions should be answer by the teacher himself so understand the environment of the

classroom. So Reflective practice is really important in a class. Being a teacher, I need to raise the standard of my classroom and reflective practice is one of the standards of reflective practice

Reflection is of two types

Reflection on action

Reflection in action

Reflection on Action: means that you have to answer few questions to understand what the environment of your class was

Reflection in action: comes from experience. Once the teacher is in class, he needs to reflect on his actions. The reflection on any actions at the same moment when the action is being taken is reflection in action.

Basically, Reflection means creating a dialogue. The teacher is creating a dialogue to himself and as a result he knows his strength and weakness

Question: 27Elaboratonmethod

It is the form of rehearsal but different from maintenance rehearsal. The formal allows us to hold information in a working conscious memory just long enough to know what to do with it.it is not suited for the long term memory.

Elaboration means adding on. It requires conscious and deliberate thought during which we relate the new information with the information already known and understood.

Elaboration is different from maintenance rehearsal. what is maintenance rehearsal? When we learn something, we do some kind of drill to maintain it. When we do some cram to remember it, its called maintenance rehearsal. When we put something to working memorary through maintenance rehearsal its called elaboration.

There are different methods of Elaboration:

Drawing: students read some text, one situation is that teachers may ask some questions at the end and then we can assess the understanding level of students. The other situation is that teachers ask the students to give pictorial demonstration of the text. It is adding on. Adding on must not be confusing.

Metaphors and Analogies:

There is an example of elaboration through metaphor. Teacher taught the concept of cell to the students and asked the students to find some metaphors. below is the table on the right side there are parts of the cell and metaphors of football on the ride side.

Cell	Football
Nucleus	Referee
Ribosome	Red and yellow lights given by the referee for infractions
Cell wall	Goal keeper
Cell membrane	Defensive player
Cytoplasm mitochondria	Game field Sports drinks

Different group gave different thoughts. One group said cell is like a football game. In the cell the central part is nucleus which holds the whole activity. In football it is referee who controls the game. Goal keeper's function is also like cell wall. Mitochondria gives energy to the cell, soft drinks do the same. May be the teachers used task analysis model but they asked the students to elaborate it. All the knowledge in working memory will become the part of long term memory through elaboration.

Summarize in own words.

Questioning.

Question: 28 What are the effects if not followed the sequence in lesson plan. 5/Why to Sequence?

Sequencing:The art of developing logical plan for instructional activities is called 'sequencing'. Such a plan consists of interlink steps.

The steps are in progression. They start from simple and go to complex. So, if we start our instruction with complex things and then we move to something simple. We will see that sequencing is not a logical sequencing. It lacks logical plan.

- Helps to make learning more manageable.
  When you are going to teach a child a complex concept or process, you need to isolate it into pieces. You cannot teach a complex concept straight away to the children. You need to divide it into bit and parts because after understanding bits and parts they can understand big picture.

- Relate information to the bigger picture.
- If we do not sequence the lesson, then student will not be able to understand that what he is going to learn. What are the terminal objectives?

Which methods are used for effective teaching regarding with sequencing?

Principles of sequencing:

- **Teacher needs to start lesson with simple steps**. It means that teacher must come up with at least one example so that the students can understand the concept easily. Ideally there should be numerous examples, but to start with, there must be one example.

- **Use concrete examples**. The examples which the students can see and can relate to them their learning.

- Add complexity to the lesson. If we are developing the whole lesson on very simple things and we are teaching the basic things, it means that we are not teaching a sequenced lesson. It is important in lesson plan but it should be taken into consideration while planning units that there should be complexity in it. You may start it with simple things but you need to add complexity to the unit.

- **Introduce abstractions**. (heart beat and B.P) Teacher needs to introduce abstractions. Abstractions are something which is not tangible. Abstract thinking is very important. Children should be able to recognize and relate those things which are abstract.

Question: 29 Curriculum alignments measures:

Answer:Taylor's model of curriculum

Curriculum Alignment:

Firstly, we are going to have a look on the foundations of curriculum:

There are four steps in Taylor's model of curriculum:

1. What is the purpose of the education?
2. Which educational experiences will attain the purposes?
3. How can these experiences be effectively organized?
4. How can we determine when the purposes are met?

Whenever we are going to write performance objectives, they must be aligned with the curriculum. If your purpose of education is that the students should be empowered citizens. So, the entire objective that you will construct, affective domain will be very important. You will include something from affective domain in your lessons. So, we need to align our performance objectives with the curriculum. Curriculum at different levels; curriculum of the year i.e.short term goals, and to the broader goals that are school goals. Whenever we talk about curriculum alignment, we need to align our performance objectives on these two levels.

It is important for the broader curriculum to identify educational experiences; similarly, it is also important that what educational objectives will be attained at the end of a lesson. Relevant educational experiences are important.

When we are planning a lesson, and we have performance objectives mentioned already, then we have to organize those educational experiences that can fulfill the ultimate goal. You have to provide the students with experiences. E.g. if you want the students to have experience of recording something in the lawn. Then firstly, you will ask them to go in the lawn and observe. You cannot give them the experience of recording directly, unless they do not observe the things. You will organize the experience in such a way that you will ask them to first observe and then record.

There is assessment in the fourth question, that is, have you attained those goals or not? Whatever you want to assess, that must be against your performance objectives. In performance objectives, all the three elements must be present and you should assess your students according to those three elements.

Question: 33 Deductive method

Example of Deductive method:

Teacher tells the students that **'Water is necessary for plants to grow'.** Now the teacher asks them to prove it.He gives them a task to put two plants in the sunlight. Give water daily to one of the plants, and observe them after 15 days and tell which plant grows and which one is withered. Now the students are proving that plants really need water to grow.

Question:

Unit plan vs Lesson plan:Unit plan vs Lesson plan:

Unit plan	Lesson plan
Subject	Subject
Unit topic	
Lesson topic	Unit topic
Rationale of the topic	Instructional objectives
Instructional objectives	Rationale
Content and processes	Content and processes
Learning activities (Parallel resources)	Instructional procedures 1. Focusing event 2. Teaching procedures 3. Student activities and participation 4. Formative check 5. Closure (Parallel resources)
Evaluation	Assessment
	Notes

So, there are many similarities because lesson plan is the part of unit plan. Overall we can say that lesson plan is actually detailed form of unit plan. It originates from a unit but it is much in detail.

- Harvard Gardner’s Multiple Intelligence
    1. visual
    2. verbal
    3. logical
    4. kinaesthetic
    5. musical
    6. interpersonal
    7. intrapersonal
    8. naturalist

    BY

    Awais Ahmad Zaidi

    Duaon mein yaad rkhye ga