

Lesson Plan Format on Concept Attainment Model

Dr. Sukhwinder Singh Cheema
Assistant Professor in Pedagogy of Economics
Malwa Central College of Education for Women, Ludhiana

Lesson on Concept Attainment Model

PT Roll No:- ABC

Subject: Economics

Topic: Land Factor of Production

CONCEPT ANALYSIS:

Class: 9th

Date:

Period:

1. Definition of the Concept:

- * In Economics Land does not mean upper surface of earth. Land comprises all natural resources which are free gift of nature to human being and available below the surface of earth, on the surface of earth and above the surface of earth i.e. sunlight, air, rain, soil, hills herbs, canals, mineral, metals, ores etc.

2 a) Essential Attributes:

- i) These are freely available on, above and below the surface.
- ii) It is part of factors of production.
- iii) These are source of power.

b) Non- Essential Attributes:

- i) Not a destructive energy.
- ii) should be available to all.
- iii) should not be man made resource.

*** INTRODUCTION:**

- * Teacher will explain to the students that they are going to explore an important economics concept by comparing some 'yes' exemplars of the concept with some contrasting instances. Their task is to figure out what the examples have in common, and how the examples differ from the contrasting instances, or "non-examples."

Concept Attainment Model Lesson Plan In Mathematics

Nanci N. Smith



Concept Attainment Model Lesson Plan In Mathematics:

Concept Attainment Model in Mathematics Teaching K. S. Prabhakaram, 1998 Mathematics is one of the core subjects in school education. The need to make mathematics teaching interesting and effective is therefore felt all around. Concept Attainment Model is considered to be effective in teaching mathematical concepts. So a research study to evaluate the effectiveness of CAM in maths teaching has been undertaken. As the utilisation of innovative teaching approaches help the students a lot, it is always better to apply the techniques like CAM wherever and whenever there is a possibility. The teachers and researchers will get a great advantage with this book.

SURVEY OF RESEARCHES IN EDUCATION Volume II

Prof. Sunil Kumar Singh, 2020-05-26 PREFACE It gives me immense pleasure to share a few sentences as preface of the Survey of Research Abstract of Faculty of Education K Banaras Hindu University Varanasi. As we are aware that educational research aimed at developing curriculum, syllabus, textbooks, instructional materials, assessment modules, pedagogical innovations and qualitative practices and reforms. Information and communication technology, e resources, e contents on line mode of curricular transactions are becoming more prominent and effective in certain domains worldwide. Researches at doctoral and post doctoral level are to be addressed the issues related to community, its needs and aspirations, curriculum advances to be incorporate and teaching learning processes in order to make education updated, fulfilling the developmental needs. Updated education refines the sensitivities of the learners to be constructive and productive in their approaches to bring desired development for themselves and for the society at large. Fast changing scenario on expected to lines and also on unexpected lines both demand multifaceted preparedness to meet the challenges of life likely to emerge. The present covid 19 situation has forced people globally to be locked down to fight against fatal corona virus. Under the situation, researches and education processes, one unique features such as online mode of teaching learning, development of e content, e resources, digital pedagogy, curricular flexibility, alternate system of evaluation and examinations, teachers knowledge base and preparedness and students achievement etc all these have put forwards new areas of study. The comprehensive volume II of the Research Abstract includes eighty Ph D thesis and two hundred P G dissertations covered various areas including educational psychology, philosophy, sociology, technology, curricular studies, examination, evaluation, discipline based pedagogies etc. Volume provides a rich knowledge base to readers to find knowledge gap in a particular areas for further research design in a way researcher finds a direction to proceed with a new problem with a sound research plan. I on behalf of the Faculty of Education and on my own behalf convey my sincere congratulations to the entire team of the publication and to Prof S K Singh the chief editor of the volume. I am sure readers will be immensely benefited from this great volume. Date 26th May 2020 R P Shukla

INSTRUCTIONAL DESIGNS AND APPROACHES OF TEACHING MATHEMATICS

Dr. Sangeetha Basawantappa, 2025-04-24 CONCEPT OF MATHEMATICS Mathematics is a discipline that deals with abstract concept, logical reasoning and quantitative relationship. It involves the study of pattern, structures and relationships using

precise language and rigorous methods Mathematics seeks to understand and explain the fundamental properties and principles governing the world around us Mathematics is a subject that is used in almost every aspect of our lives People use mathematical principles in their daily lives It is one of the most important fundamental and mandatory subject in the educational field *Teaching Mathematics in the Block* Carla Hunt,2013-10-30 Provides detailed instructional strategies sample lesson plans and sample assessments so that mathematics teachers can make the best use of the additional time

(Free Sample) 20 MEGA Practice Sets for CTET Paper 2 Mathematics & Science Based on New NEP Pattern

Deepak Himanshu,2021-11-03 20 MEGA Practice Sets for CTET Paper 2 Science Mathematics Based on New NEP Pattern is a unique book prepared on the New CTET pattern Each of the 20 Sets provide 150 Questions divided into Child Development and Pedagogy 30 MCQs Science 30 MCQs Mathematics 30 MCQs English Language 1 30 MCQs and Hindi Language 2 30 MCQs The book provides solutions to 10 Practice Sets in the book and 10 in the online Video Course The Video Course also provides solutions to around 200 Pedagogical Questions of CDP Science Maths which will help in developing a conceptual base for the exam The solution to each and every question is provided in a well explanatory manner *Effective Strategies for Teaching in K-8 Classrooms* Kenneth D. Moore,Jacqueline Hansen,2011-01-28 Featuring a wealth of reflection activities and connections to standards this concise easy to read teaching methods text equips students with the content knowledge and skills they need to become effective K 8 teachers The book maximizes instructional flexibility reflects current educational issues highlights recent research and models best pedagogical practices Current and realistic examples a section in each chapter on using technology in the classroom and material on differentiating instruction for diverse learners including students with special needs and English language learners make this a must have resource for any K 8 teacher **Teaching Secondary and Middle School Mathematics** Daniel J. Brahier,2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM s just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all

chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author's 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics

Learning and Teaching K-8 Mathematics Janet M. Sharp, Karen Bush Hoiberg, 2005 Real students Real teaching Real learning Try it This hands on text takes an ACTIVE approach to teaching mathematics in grades K 8 Activities are embedded in each chapter for adult learners to complete to ensure that they are grasping the mathematics Completing these activities provides future teachers with invaluable insight into how children think about and learn math thereby equipping them with the skills to make sound instructional decisions See it Throughout the book and on the enclosed Understanding Children's Mathematical Thinking VideoWorkshop CD ROM we see coauthor Karen Bush Hoiberg in action A presidential award winning elementary teacher Karen provides a multitude of practical applications and real world examples to give preservice teachers insight into how children think mathematically Teach it The text is organized around four general themes within each major mathematical content area thinking about the mathematics learning theories the role of the teacher and making algebraic connections By actually DOING mathematics while analyzing learning theory novice or preservice teachers are able to connect chapter concepts to actual classroom teaching practices Many methods books assume that their readers know very little about learning theory and proceed to either overwhelm their readers or trivialize the material through a superficial chapter Sharp and Hoiberg integrate learning theory throughout their text and show how learning theory can be viewed through mathematics in real classrooms without becoming tedious or distracting Chris Ohana Western Washington University Field Editor for the NSTA Journal of Science and Children College students planning to be elementary school teachers need a framework and examples that reflect contemporary notions about the teaching and learning of mathematics Similarly college methods professors need materials that challenge their students with respect to the mathematical content they are expected to teach and how they can encourage children's mathematical thinking The needs of both may be met with *Learning and Teaching K 8 Mathematics* Tom Romberg University of Wisconsin Madison Perhaps one of the most important aspects of the text is the continual reference to the classroom seeing it not only in form of vignettes but hearing it from the voice of a practicing teacher and also the inclusion of excerpts of questioning techniques used by other practicing teachers This constant reference to the classroom will help preservice teachers become much more

reflective mathematics teachers William Fisher California State University Chico Every Math Learner, Grades 6-12 Nanci N. Smith, 2017-02-02 Differentiation that shifts your instruction and boosts ALL student learning Nationally recognized math differentiation expert Nanci Smith debunks the myths surrounding differentiated instruction revealing a practical approach to real learning differences Theory lite and practice heavy this book provides a concrete and manageable framework for helping all students know understand and even enjoy doing mathematics Busy secondary mathematics educators learn to Provide practical structures for assessing how students learn and process mathematical concepts information Design implement manage and formatively assess and respond to learning in a standards aligned differentiated classroom Adjust current materials to better meet students needs Includes classroom videos and a companion website Models-Based Teaching: Dr. Sasmita Mohanty, 2016-02-05 The rapid advancement of science and technology and increasing need for scientists and technologists have made it all the more important to provide for science based education in the schools Now science has been recognised as a compulsory right from the elementary stage and now one of the core subjects at Higher Secondary Stage which helps the pupils to gain a basic quantum of scientific knowledge as a part of his general education As science education develops well defined abilities and values such as the spirit of enquiry creativity objectivity the courage to question and an aesthetic sensibility in the child it occupies an important place in our curriculum But it has been realised that our primary school children are unable to do expected result in science Several factors may be responsible for low achievement of students but one of the most important factor is the application of ineffective teaching strategies by the teacher Hence there is the requirement of adoption of new effective and efficient teaching strategies by the science teachers This book is an attempt to highlight the effectiveness of models of teaching in the development of concept and achievement of primary school students in science

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