

Course code 8608 Bed

1.5 year

LESSON PLAN (ENGLISH)

LESSON PLAN 1

Topic. Collaborative Questioning

Teacher Name: salahud din

Grade: 5

Subject; English

No of students. 25

Duration. 35 minutes

General Objectives:

Students will be able to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Students will come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Specific Objectives:

Students will follow agreed-upon rules for discussions and carry out assigned roles. Students will pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to

the discussion and link to the remarks of others. Students will review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

AV Aids:

- An article or text on a standards-based science or social studies topic
- Questioning worksheet (attached)
- Costa’s level of questioning poster/overhead (attached)
- Pencil

Previous Knowledge:

- Teacher will ask the students what they have been discussing at recess together.
 - For example, baseball, a popular singer, a scandal at school, etc...
- Ask students to briefly describe what it is like when they discuss something with their friends.
- Post a copy of the “Critical Thinking: Levels of Questioning” worksheet for students to see.

Topic Declaration:

- The teacher will select a text. The text should be standards based in Science or History. It could be from the text book.
- Students can read the text in pairs or aloud as a class.
- Have the “Critical Thinking: Levels of Questioning” worksheet posted for reference.
- Explain to the students that when we discuss something, there are various levels of discussion, and that the discussion begins with questions.
- Explain that In Level 1 questions, you simply need to identify an answer.

Presentation:

- After 10-15 minutes, if students are struggling to come up with questions, let them work with partners to create more questions.
- Now, use a pairing method to partner students.
- Give each pair 5 minutes to answer 2 of each other’s questions and discuss the answers.
- After 5 minutes, have students partner with a new student and answer another 2 questions.
- Repeat until all questions are answered.

Summary:

When students have returned to their seats ask the class who they think had the most interesting question. Use equity cards to choose a student and have them explain their favorite question (for

example, would you rather live on a planet that rotated at a different speed). Lead a class discussion based on this student's question. Repeat as time allows.

Evaluation:

Students will complete the worksheet attached and teacher will monitor discussions as they are taking place around the classroom.

Homework:

The teacher can work in with students in small groups for those who need extra assistance and check homework daily.

LESSON PLAN 2

Topic. Explain Those Idioms

No of students. 25

Teacher Name: salahud din

Grade: 5

Subject; English

General Objectives:

Students will be able to successfully illustrate idioms in two ways (real and perceived meaning)

I.e. 'Kick the bucket' real meaning – kicking a bucket, Perceived meaning – to die **Specific**

Objectives:

Begin the lesson by asking students if they have ever heard of an idiom. Explain that an idiom is a common word or phrase that has a cultural as well as actual meaning. Share the phrase 'kick the bucket' and explain as above. Explain that sometimes it is easiest to show the different meanings in drawing form, which is what they will do today.

AV Aids:

- Long drawing paper
- List of idioms (samples included as attachment)
- Art supplies markers/crayons/colored pencils **Previous Knowledge:**

Hand out long sheets of paper to each student. Have students fold the paper lengthwise in half and then in half twice width wise (sample below). Have students choose four idioms they would like

to illustrate from the list (samples given). If needed, explain some of the idioms to students. In each box have students draw a real meaning illustration and a perceived meaning illustration for each idiom. **Topic Declaration:**

Have students choose four idioms they would like to illustrate from the list (samples given). If needed, explain some of the idioms to students.

Presentation:

Review each idiom with students in relation to their drawing. Display drawings.

Summary:

Lessen the number of idioms required.

Evaluation:

Student will create neat illustrations that properly illustrate the real and perceived meaning of common idioms.

Homework:

Student do homework from home and learn properly.

LESSON PLAN 3

Hiding Homophones

Teacher Name: salahud din

Grade: 6

Subject; English

No of students.22

Duration.35 minutes

General Objectives:

This lesson offers a simple introduction or refresher course in homophones, words that are pronounced the same, but spell and mean differently. Students will create a visual reminder of some of the more common homophones.

Specific Objectives:

Students will identify, pronounce, and illustrate common homophones to strengthen skills and understanding.

AV Aids:

- Scissors
- Paper (cardstock is best, but printer paper will work)
- Crayons/markers/pencils
- List of common homophones (see attached samples) **Previous Knowledge:**

Offer students the following bit of information: English is one of the hardest languages in the world to learn. Ask students if they can guess why it is so hard. Encourage answers by displaying the following sentences:

They're going to their car that is over there.; He blew the blue horn two too many times.; **Topic**

Declaration:

The flower made out of flour and water won number one in the contest. Explain that the words that sound the same are homophones and such words make English very difficult to learn, but that today you are going to create a 'cheat sheet' for some common homophones. **Presentation:**

Review words and meanings with students before passing out paper. Fold the paper into fourths as shown below. Cut tabs on either side (shown below) to create flaps for each homophone pair. Have students list the pairs on the outside of the flap, across from each other. Under each flap draw a simple picture to illustrate the word. This is now a 'cheat sheet' for homophones. You can allow students to choose a set number of pairs or give them the words you feel are best. If time permits allow students to decorate the back.

Summary:

Have students share their illustrations with a partner and then allow a few students to share which pair of homophones is the hardest for them to remember. Use the foldable in other assignments as a 'cheat sheet' when possible. **Evaluation:**

Students will create a neat and legible foldable that can be used as a reference guide for future assignments, that illustrates homophones.

Homework:

Student do homework from home and learn properly.

LESSON PLAN 4

Moody Reading: Reading with Expression

Teacher Name: salahud din

Grade: 7

Subject; English

No of students.30

Duration.35 minutes

General Objectives:

This lesson will be used to help students understand how to read with expression by choosing an expression to read with regardless of what is written.

Specific Objectives:

The learners will be able to read a sentence or paragraph with a given emotion (happy, sad, angry, etc.)

AV Aids:

- Strips of colored paper (at least five colors)
- A text or book appropriate for the class
- Whiteboard or overhead projector

Previous Knowledge:

- Begin by telling students you are going to read them the same page of a book twice.
- Ask them to quietly listen as you read the same thing and then tell them you would like to discuss the readings.
- The first time you read the page (text of your choice), read in a monotone voice with no feeling at all.

Topic Declaration:

- Reread the passage with emotion and feeling. Ask students what was different about the two readings.
- If students do not respond or hear the difference, guide the discussion to how reading with emotion and feeling can make a passage more interesting and hold the listeners attention.

Presentation:

- Tell students that they are going to practice reading with emotion. Remind them that the words are not what is important, it is the emotion they are reading with at the time. Hand out one colored strip or paper to each student; make sure a variety is handed out.
- On the board or overhead white each color that was handed out and assign it an emotion. (Samples shown) Demonstrate how to read the following line in each emotion (or your chosen emotions) “The dog jumped over the fence”.
- Allow students to take turns reading in their given ‘emotion’. The goal is not to read the words as you would if you were simply trying to understand the story, but to express an emotion while reading to understand how much more interesting this can make reading.
- *If students enjoy this activity and you want a challenge, use the colors to represent a group of people so students would read as a teacher/motivational speaker/wrestler/coach/etc. This is fun and a bit more challenging.

Summary:

After everyone has had a chance to read, allow students to break into small groups of three or four. Have students choose two colors each and read through an entire text, taking turns reading in their ‘emotion’. Encourage students to read with appropriate emotions during other activities.

Evaluation:

The students will be assessed based only on participation. If the student tries to read with the emotion they have been given then they will be considered a participant.

Homework:

If modifications are needed, try a small group to attempt this plan or a simpler text for struggling readers or students. Struggling or younger students may also benefit from hearing the book “Today I Feel Silly” by Jamie Lee Curtis.

LESSON PLAN 5

Parts of Speech

Teacher Name: salahud din

Grade: 6

Subject; English

No of students 26

Duration.35 minutes

General Objectives:

Students will recognize and identify basic parts of speech: preposition, noun, verb, adjective through a simple game.

Specific Objectives:

Students will be able to successfully recognize and identify four basic parts of speech as identified by a game.

AV Aids:

- dry erase markers
- dry erase BINGO cards (sample and instructions on how to make your own included)
- list of nouns, verbs, adjectives, and prepositions

Previous Knowledge:

Begin the lesson by asking students to define Nouns: person, place, thing, or idea; Verbs : action words; Prepositions: a word that shows relation to another word; Adjective: descriptive word. Ask students for examples of each to clarify understanding.

Topic Declaration:

Give each student a BINGO card. Have students fill in each square with either (noun, verb, preposition, or adjective) The center can be a free square if desired. All cards will be different as students decide what term is written in each square. However, each should be used at least 5 times. (Sample shown) Each student should also have a dry erase marker.

Presentation:

As you read a word from your list, the student should write that word on the card next to a spot that shows a term. If you say teacher, the child should find a square that says noun and write teacher.

The position cannot be changed once it is written. Continue until someone gets a BINGO.

Summary:

If desired review once again what each term means. In addition, it is always nice to offer extra credit or extra free time to each winner. This is a great activity to practice vocabulary or other skills while taking only a short amount of time between other planned activities.

Evaluation:

Students will be able to correctly label nouns, verbs, adjectives, and prepositions with full accuracy. BINGO cards will serve as a way of checking for understanding.

Homework:

If used in small groups, the parts of speech can be limited to two at a time. Learn from home about this.

LESSON PLAN 6

Short Stories

Teacher Name: salahud din

Grade: 5

Subject; English

No of students.25

Duration. 35 minutes

General Objectives:

This lesson is designed to help students ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Specific Objectives:

Students will be able to identify with the hard work and living conditions, but also with the relationship that exist among the laborers and their families.

AV Aids:

Students give ideas and participate accordingly, as I fill out the blank K-W-L organizer as a whole class, using large chart paper.

- period pictures by Dorothea Lange

Previous Knowledge:

Slide show of period pictures by Dorothea Lange. Introduce the background of the assignment given to Lange to photograph this period of American History. (CFU: Ask questions of students and have discussion of how the pictures make them feel.

Topic Declaration:

Instruction: Students will be asked to write a short story based upon one of the photographs taken by Dorothea Lange. Students will be asked to imagine themselves as the subject in the photo or ask to give life to the subject of the photo that they have picked. Students will also be able to combine the images to create a scenario based upon the hardships of the people of this period.

Presentation:

Students will be completing assignment of a short story based upon the feelings derived of one of Dorothea Lange's photograph of migrant workers in California. **Summary:**

Hold a discussion on what was learned during the lesson. Any lingering questions? Clear up misconceptions. Students will be instructed to finish this assignment at home if not finished already.

Evaluation:

Through guided questions, close monitoring and informal observation; the teacher will be able to assess student's ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able to evaluate students.

Homework:

Hold a small group brain storming session for students who have trouble getting started and do homework.

LESSON PLAN 7

Tearing Into Vocabulary

Teacher Name: salahud din

Grade: 7

Subject; English

No of students.30

Duratation. 35 minutes

General Objectives:

This is a quick activity to allow students to work cooperatively while increasing awareness of vocabulary for a given lesson.

Specific Objectives:

Students should be able to work cooperatively to put together vocabulary words, definitions, and other related information.

AV Aids:

- Light colored construction paper strips (a different color for each group)
- Scissors
- Pencils (everyone should use pencils)

Previous Knowledge:

Explain to students that you are going to do a quick vocabulary review that can earn them a reward/prize/etc. Explain which vocabulary you will be using for the game. Tell students that they should know or can look up the vocabulary word, but must also know a definition, a word that means the opposite of, and be able to illustrate the word.

Topic Declaration:

- Begin by grouping students. Give each student in a given group a colored strip of paper (each group member should have the same color, but each group should be a different color). Tell students to fold the strip into four equal squares and then lay the paper down.
- Show students on your own paper what will be expected. Have a list of possible vocabulary words on the board. Make sure there is at least one word per student in each group or more

words than students. Tell students that everyone in the group must choose a word, but no two group members can choose the same word. The chosen word will be written on the first square.

- The second square should contain a short definition of the word. Make sure all students are using a pencil to write to make the competition fair.
- The third square should contain a word that means the opposite of the vocabulary word (if this is not possible with your vocabulary then have students choose a synonym, as long as all students are doing the same thing).

Presentation:

- The final square should have a small, legible picture that represents the term. After all squares have been filled out, have students cut the squares apart on the fold and mix all squares from the group together.
- Have the groups exchange squares with one another. On go, the groups must work together to reassemble the strips in the right order for all the vocabulary words. Check each strip before declaring a winner.

Summary:

Have the winning group read the vocabulary words and definitions that they have put together after every group finishes. If time permits, have the groups exchange again and try to put another set together.

*This activity can be used with vocabulary from any subject area.

Evaluation:

Students should be able to work cooperatively to reassemble their ‘vocab strips’ as a group. This can be made into a competition with the group that is the fastest and has all correct getting a reward. Reward all groups but the fastest with the correct should get the largest reward (such as more extra credit on a quiz.)

Homework:

Create groups that are varied in ability and knowledge levels and require everyone to put at least one strip back together for a team to win.

LESSON PLAN 8

What is a Fable?

Teacher Name: salahud din

Grade: 8

Subject; English No
of students 22

Duration. 35 minutes.

General Objectives:

In this lesson, students will use Internet sources, graphic organizers and group activities to analyze and discuss the characteristics and story lines of two different fables, "The Owl and The Grasshopper" and "The Town Mouse and The Country Mouse." After students read and brainstorm story elements of the folktales, they will then write a fable of their own.

Specific Objectives:

Students will be able to analyze fables, find the moral of the story, and identify the message or theme of the fable.

AV Aids:

- The Town Mouse and The Country Mouse and The Owl and The Grasshopper (or you can use any two other fables)
- white board
- dry erase markers

Previous Knowledge:

To begin this lesson, explain to the students that they are going to be learning about fables. Fables originated long ago and were a form of oral storytelling.

To help students understand what oral storytelling is all about, play the Telephone Game. (Students sit in a circle. The teacher whispers one line into the ear of the student to her right. Each student will turn and repeat the line to the next person by whispering it in their ear. Once the last student hears the line, they say it out loud.) (CFU: Discuss: How did the story change? Why did the story change?)

Topic Declaration:

Explain why it was so important for oral storytellers to write their tales down. "There was a man by the name of Aesop, and he wrote many of the fables that we know today. We are going to be reading two of his fables, but before we do that, let us look at what characteristics are common to most fables." Create an anchor chart on the board to review the characteristics of fables with the class. The students will then get their own copy for future guidance.

Presentation:

Give each student a copy of the fable "The Town Mouse and The Country Mouse." I will read this fable aloud to the class. (CFU: Once the teacher has finished reading the story, the teacher will call on individual students and have them identify the elements of a fable found in this story, referring to the anchor chart and handout.)

Summary:

Once students have finished reading, the students will share with their shoulder partner, the elements of a fable found in this story. (CFU: can monitor the student discussions at this time by walking around the room.)

Evaluation:

Through guided questions, close monitoring and informal observation; the teacher will be able to assess student's ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able to evaluate students.

Homework:

Through guided questions, close monitoring and informal observation; the teacher will be able to assess student's ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able to evaluate students.

LESSON PLAN 9**Writing Narratives**

Teacher Name: salahud din

Grade:6

Subject; English

No of students. 30

Duration. 35 minutes

General Objectives:

In this lesson, students will use a graphic organizer for narrative writing.

Specific Objectives:

Students will be able to play, revise, and edit a narrative piece of writing.

AV Aids:

- narrative examples
- white board
- dry erase markers

Previous Knowledge:

Students will write a fable of their own for the summative assessment. (The teacher should use a narrative graphic organizer that has already been introduced.) The teacher will review the elements of the fable and have those elements projected for all students to see.

Topic Declaration:

Review your ‘Writing a Fable Rubric’ and begin the graphic organizer with the students, so they know how their writing will be assessed.

Presentation:

Students will revise and edit their fable by sharing with a partner. With fable in hand, students will randomly walk around the classroom until they are cued by the teacher. Once cued, students will find a partner by slapping hands, and then students will read their fables to each other. This process can be repeated as many times or over as many days as the teacher would like.

Summary:

Once students have written their first draft, as well as revises based on suggestions and comments from their peers, students will meet with the teacher. Comments and or questions to state or pose

during a revision conference include any of the following: What other words can we use to describe ___? What else can the author write to make that point in the story?

Where in the story can the reader see some character traits of ___? What descriptions of your setting create a mood in the story? After listening to your fable being read aloud (teacher reads, student listens) what did you notice? How can the moral of the story be more evident? What does the dialogue reveal about the characters in the story? Where in the fable is there a lapse in sequence?

Evaluation:

Through guided questions, close monitoring and informal observation; the teacher will be able to assess student's ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able to evaluate students.

Homework:

Students can tape their final fables before actually publishing them to help them organize their story ideas. Students can also have a scribe for their final fable. Students can work in groups of three instead of two during the Guided Practice when they are sharing answers and discussion.

LESSON PLAN 10

Writing to a Photograph

Teacher Name: salahud din

Grade: 5

Subject; English

No of students. 25

Duration. 35 minutes

General Objectives:

Students will develop a plan for a fictional story based on a picture.

Specific Objectives:

Students will write a narrative to develop an imagined experience or event using effective technique, descriptive details, and clear event sequences. Note: This lesson can be modified in a variety of ways and used across the grade levels. Students could use the same lesson plan to write a non-fiction story based on a personal picture, or a picture of which they know the background.

AV Aids:

- A copy of the picture (provided)
- Pencil
- Overhead projector or elmo • Graphic organizer (provided) **Previous Knowledge:**
- The following opening could be very different depending on your class. Write these bolded words on the board, or use a copy of the graphic organizer on the overhead and fill them in as your class develops the story.
- The teacher can put a picture of a known person on the board, such as the principal, the president of the school, ect...
- Now ask the students what they think this person's name is. Students an shout out the answer.
- Write on the board: **Main character:** Principal Jones (for example)
- Now ask the students where Principal Jones is.
- Write on the board: **Setting:** East Avenue Elementary School **Topic Declaration:**
- Now tell the students that he is dealing with a problem and have students guess what it is. Let them think-pair-share for ideas.
- Write on the board: **Problem:** A goat has snuck onto campus and is hiding in the boys bathroom, principal jones has to figure out how to get it out.
- Have the students think-pair-share what principal Jones does to take care of the situation and write the brainstorm on the board with the students help.
- **Event:** Principal Jones calls the goat's owner, but he is at work and can't come until after school.
- **Event:** One of the 1st graders was already in the bathroom and now he cannot get out.
- **Solution:** Student body president rescues the 1st grader by distracting the goat with carrots and luring the scared student out of the bathroom. Principal Jones locks the bathroom until the owner can come.

Presentation:

- Now teacher gives copies of photos to students, or displays the photo on the overhead. The picture provided below can be used, students can bring in pictures, or the teacher can choose another one.
- Give students a copy of the graphic organizer attached, you may wish to make it larger so they have enough room for more thoughts.
- Write the following questions on the board:
 - What are the kid's names?
 - Where are they?
 - ✦ What do you see in the background?
 - ✦ What creative words can you think of to describe the background?
 - ✦ What geography related words can you use to describe their setting?
 - Where are they coming from? ○ Where are they going?
 - Why are they alone?
 - ✦ Are their parents or teacher around?
 - ✦ Are they lost?
 - Is the little boy crying? Why? ○ What is a problem that these kids could have?
 - How could they solve it?
 - What problems might come up as they are trying to solve the problem? ○ How do they resolve them?
 - How is the original problem solved in the end?
- Lead a class discussion for the first few questions, and encourage the students to give unique answers.
- Have students work independently or in pairs to answer the rest of the questions.
- Have students complete the graphic organizer.

Summary:

Once students have completed the graphic organizer with as much detail as possible, students will be ready to write a creative fictional essay based on their graphic organizer.

Evaluation:

Students will complete an essay that will be assessed by the teacher.

Homework:

The teacher can work with students in small groups for those who need extra assistance.

LESSON PLAN 11

What is a Verb?

Teacher Name: salahud din

Grade: 8

Subject; English

No of students. 22

Duration. 35 minutes

General Objectives:

Students will be able to define and give examples of verbs by telling about how they celebrate their birthdays.

Specific Objectives:

After a lesson on verbs, the learners will be able to give appropriate verbs to any person or animal the teacher tells to them to describe.

AV Aids:

- small boxes
- wrapping paper
- ribbons
- tape

Previous Knowledge:

- Ask the class to sing the birthday song.
- Encourage them to talk about how they celebrate their birthday.

- This should be an introduction to tell about action words or Verbs. The purpose is not just to introduce Verbs but to help the children understand that birthdays are special days so we celebrate the days that someone is born.

Topic Declaration:

- Remind students that verbs are action words.
- Show the students the procedure of how to wrap a gift using different verbs. Students should be wrapping a box at their desk as teacher models.
- Next, have each student switch wrapped boxes with a partner. All must be able to have a box.
- Now ask them to imagine what they wish is inside their wrapped box. What can it do for them?
- Request them to make sentences that use verbs to tell how the gift they imagine can be useful for them.
- Do the optional activity if desired. (Modification and Differentiation) **Presentation:**
- As a class, discuss many of the verbs that were used in the activity today. Write verbs on the board or on to chart paper.
- Ask them what they will do on their next birthday.

Summary:

- As a class, discuss many of the verbs that were used in the activity today. Write verbs on the board or on to chart paper.
- Ask them what they will do on their next birthday.

Evaluation:

Students will be asked to write down five verbs (or draw - depending on grade). The verbs do not have to be the ones that were discussed in the lesson.

Homework:

- Students can be partnered up. This will allow high and low achieving students to collaborate and work on their strengths and weaknesses.
- Encourage children to participate in academic vocabulary. Ask students to talk to one another and describe their favorite birthday party using verbs to describe what they did.

LESSON PLAN 12

Main Idea

Teacher Name: salahud din

Grade: 7

Subject; English

No of students. 30

Duration.35 minutes

General Objectives:

This lesson is designed to help students' comprehension and Analysis of Grade-Level Appropriate Text.

Specific Objectives:

Students will be able to distinguish the main idea and supporting details in expository text.

AV Aids:

- main idea and supporting detail worksheet (can be made or found online)
- computer and projector with internet access

Previous Knowledge:

The teacher will activate prior knowledge and connect the content to the students by asking, “what are things you do at recess?” As students brainstorm ideas aloud, the teacher will write their answers into a large bubble map outlined on the board.

The teacher will connect this content to the new information they will learn today by explaining, “Students, you’ve just listed many details that support our topic “Things we do at recess.” A topic is used to create a sentence that tells what a paragraph is about. We call this sentence the main idea. Today, we will identify main ideas and supporting details.” **Topic**

Declaration:

The teacher will promote the concept development by explicitly stating “the main idea is the one idea that the passage is mostly about. A supporting detail explains, or tells more about, the main idea.”

The teacher will then show a short 1 minute video on a computer, tablet or television that uses singing and rhyming to explain examples of the main idea and supporting details in a creative way.

The teacher will ask the students questions about the story in the video. “What was the main idea, what was a detail that supported the main idea?” The teacher will then provide the students with a printed copy of the lyrics. The teacher will ask the class to read the short rhyming lyrics together as a class. The teacher will play the video one more time, asking the students to sing along.

Presentation:

The teacher will give each student one worksheet of 6 different variations. The teacher will promote skill development by asking the students to silently read the passage, to circle the main idea and underline the supporting details of the passage.

Summary:

The teacher will ask select students to state their answers following the prompt: “The main idea is ...” and “One supporting detail is...”

Evaluation:

Through guided questions, close monitoring and informal observation; the teacher will be able to assess student’s ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able to evaluate students.

Homework:

Students can work in groups or with a partner. Teacher can provided one-on-one instruction as needed.

LESSON PLAN 13

Good Deeds

Teacher Name: salahud din

Grade: 6

Subject; English

No of students. 30

Duration. 35 minutes

General Objectives:

This lesson is designed to help students explore the importance of being kind and doing good deeds for others, by understanding that “A Person’s a Person No Matter How Small.” **Specific**

Objectives:

Students will be able to describe their good deeds through drawing a picture and writing about what they have done.

AV Aids:

- paper
- worksheet
- bulletin board
- butcher paper
- scissors
- Horton Hears a Who by Dr. Seuss **Previous Knowledge:**

The teacher will preface the lesson with a discussion on the importance of Dr. Seuss. The teacher will ask the students for the names of their favorite Dr. Seuss books. The teacher will ask the students if they notice anything about what the books have in common.

Topic Declaration:

The teacher will have students gather on the rug to listen to a “read aloud” of Horton Hears a Who by Dr. Seuss. The teacher will prompt the students to put their listening ears on. Throughout the story the teacher will prompt the students to participate in the reading by having them complete each line with the correct rhyming word.

Presentation:

After the story is read the teacher will lead a discussion on the lesson of the story with the students that, “a person’s a person no matter how small.” Some questions that will be asked are: What did Horton do that was so important? How do you think it made the Who’s feel that Horton cared so much? What would have happened to the Who’s if Horton didn’t protect them? What was the lesson of this story? What does, “ a person’s a person no matter how small” mean? Have you ever done a good deed for someone else? How did it make them feel? How did it make you feel? The teacher will get various responses from students.

Summary:

Have students present their clovers to the class or in pairs.

Evaluation:

Through guided questions, close monitoring and informal observation; the teacher will be able to assess student’s ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able to evaluate students.

Homework:

Students may work in groups or individually in order to complete their assignments. In order to accommodate for all students, allow extra time to review for lower students and extra worksheets to occupy the time of advanced students.

LESSON PLAN 14

Rainbow Fish

Teacher Name: salahud din

Grade: 8

Subject; English

No of students. 22

Duration. 35 minutes

General Objectives:

This lesson is designed to teach students understand the importance of being a good friend through literature and art activities.

Specific Objectives:

Students will be able to participate in shared viewing experiences, as well as listen to a variety of stories by following simple directions.

AV Aids:

- "Rainbow Fish" by Marcus Pfister
- Rainbow Fish video
- Paper with fish shape on it
- Pre-cut scales of colored paper and aluminum foil
- Glue
- Coloring materials

Previous Knowledge:

Show the students the Rainbow Fish Book and walk through the book with them asking for predictions as you show the images and share the title etc.

Topic Declaration:

Watch the Rainbow Fish video and discuss with the students whether or not Rainbow Fish was a good friend and what parts of the video showed it.

Presentation:

After the video I will then tell the students that they are going to make their own Rainbow Fish. I will give them the following instructions: First, put your name on the back in the middle. Next, glue your scales onto your fish. Then color you fish's head, fin, and tail. Finally, cut out your fish.

Summary:

Hang the fish around the classroom and discuss the importance of being a good friend and maybe discuss examples of when students have been a good friend to others or others to them.

Evaluation:

Through guided questions, close monitoring and informal observation; the teacher will be able to assess student's ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able

to evaluate students. Also, be sure to keep an eye out for anyone who is misusing the magnifying glasses.

Homework:

Students may work in groups or individually in order to complete their assignments. In order to accommodate for all students, allow extra time to review for lower students and extra worksheets to occupy the time of advanced students.

LESSON PLAN (SCIENCE)

LESSON PLAN 15

Sorting and Classifying

Teacher Name: salahud din

Grade: 5

Subject; Science

No of students. 25

Duration. 35 minutes

General Objectives:

TLW sort and classify

Specific Objectives:

TLW sort items based on similarities and differences. TLW construct rules for sorting based on similarities of objects **AV Aids:**

bags with various items such as a feather, wood, bottle cap, string, etc...; magnifying glass smart board for examples paper to record **Previous Knowledge:**

Hold up a toy car, toy train, and toy airplane. Have students compare how these items are the same and different. Have them record responses on sticky notes.

Topic Declaration:

Some students will receive a closed sort where they are given the rules and have to try to sort them correctly. Advanced students will have to try to sort them in more than one way.

Presentation:

Draw a Triple Venn Diagram on the board. Explain how the Venn works. Have students put the sticky notes in the appropriate place on the diagram as you explain why it belongs there. Think aloud to determine similarities and then create rules for why they were sorted the way they were sorted.

Summary:

This is an effective lesson. The students loved manipulating the items and using the magnifying glass. High motivators that kept all engaged. Some students couldn't think of more than one way to sort so I know that they need more opportunities in lessons to look for the answers that are less obvious. **Evaluation:**

Evaluation is based on how many students could effectively sort the items and create rules for sorting. An additional way to assess is to see how many can think of more than one way to sort.

Homework:

Informal Homework will be given by the teacher as s/he walks around and gives feedback about the sorting rules.

LESSON PLAN 16

Telescope

Teacher Name: salahud din

Grade: 6

Subject; Science

No of students. 30

Duration. 35 minutes

General Objectives:

The Hubble telescope has provided us with many amazing images of our universe. There is always debate among scientists, politicians, and others over the money spent on continuing to search the universe with such an expensive telescope. This activity draws your students into that debate and asks them to choose a side and defend it. Debates done well can be a lot of fun, so encourage your students to relax and enjoy each other's points of view.

Specific Objectives:

The student will be able to present a PowerPoint presentation defending their opinion that either money should be spent on a telescope like Hubble or it should be used for immediate needs here on earth.

AV Aids:

PowerPoint presentation of pictures from the Hubble telescope

Internet access for the students **Previous**

Knowledge:

Show the students the pictures from the Hubble telescope. Explain that some of them came from thousands of light years away and are our first glimpses of far away galaxies. Then present how much has been spent on the telescope and compare it to needs that could be met here on Earth (i.e. Gulf oil spill, finding alternative forms of energy).

Topic Declaration:

Have them research at least five discoveries scientists have made using the Hubble telescope and then have them prepare a PowerPoint presentation defending their position.

Presentation:

Ask students to choose whether they would be for using the Hubble telescope (or another like it) to search the universe for unknown species, planets, etc. or if they think the money should be spent here on more immediate needs.

Summary:

There is always debate among scientists, politicians, and others over the money spent on continuing to search the universe with such an expensive telescope. This activity draws your students into that debate and asks them to choose a side and defend it. Debates done well can be a lot of fun, so encourage your students to relax and enjoy each other's points of view.

Evaluation:

Encourage students to choose using the Hubble if they are uncertain about how they will appear if they do not choose to address immediate concerns.

Homework:

Remind them all that the exercise is more about research and persuasive writing than about judging their opinions. (If they all choose world hunger, where is the debate?)

LESSON PLAN 17**Earth Matters**

Teacher Name: salahud din

Grade: 7

Subject; Science

No of students. 35

Duration 35 minutes

General Objectives:

This activity draws your students into that debate and asks them to choose a side and defend it. Debates done well can be a lot of fun, so encourage your students to relax and enjoy each other's points of view. **Specific Objectives:**

The students uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

AV Aids:

Round blue balloons-1 per student

Black permanent markers-1 per student

Student Learning Logs (Social Studies notebooks)

United States and Its Neighbors

Any text such The United States and Its Neighbors (5th Grade Social Studies text) with information on equator, prime meridian, lines of latitude, lines of longitude, parallels, and meridians would be sufficient .

Previous Knowledge:

- 1) Distribute to each student a 12- round blue balloon and a permanent black marker. Tell students to blow up their balloons and tie them.
- 2) Read together and discuss pages 30-31 in Social Studies text (indicated in AV Aids section)
- 3) Discuss and have students enter each of the key vocabulary words, see description, in the students' Learning Logs, as they appear in the text.
- 4) As each word is entered and discussed, students will draw and label on the balloon a line that will represent the vocabulary word (i.e. equator, prime meridian, lines of latitude, lines of longitude, parallels, and meridians).
- 5) Students will go to a second grade classroom and, one-on-one, explain to those students what the equator is. Their teacher has provided each of them with a blue balloon. They will then draw and label the equator.

Topic Declaration:

Teacher will also observe students in a second grade classroom, as they instruct and explain to the second graders what the equator is. Their teacher will need to provide balloons for each second grade student. **Presentation:**

Teachers will need to locate information on equator, prime meridian, lines of latitude, lines of longitude, parallels, and meridians that students can read and discuss with the teacher and peers.

Summary:

Teacher will observe students' balloons to confirm that they correctly drew and labeled the equator, prime meridian, lines of latitude, lines of longitude, parallels, and meridians. Students will write a paragraph explaining the patterns in weather and time created by the equator. Teacher will also observe students in a second grade classroom, as they instruct and explain to the second graders what the equator is. Their teacher will need to provide balloons for each second grade student.

Evaluation:

This lesson is continued in another Beacon teacher lesson plan called Pinpointing Particular Places.

Homework:

Their teacher will need to provide balloons for each second grade student.

LESSON PLAN 18

Floating Plates on the Earth

Teacher Name: salahud din

Grade: 8

Subject; Science

No of students. 22

Duration 35 minutes

General Objectives:

This activity draws your students into that debate and asks them to choose a side and defend it. Debates done well can be a lot of fun, so encourage your students to relax and enjoy each other's points of view.

Specific Objectives:

The student knows that the solid crust of Earth consists of slow-moving, separate plates that float on a denser, molten layer of Earth and that these plates interact with each other, changing the Earth's surface in many ways.

AV Aids:

- An Earth Science textbook, or a source including information on Plate Tectonics
- Concept map diagram or pattern (associated file)
- Teacher Notes (associated file)
- Sample quiz/worksheet (see associated file)
- Notebook paper
- Pencils

-Overhead or chalkboard

-Markers or chalk

Previous Knowledge:

Have “Isn’t it Ironic” from Beth’s Rock collection Volume 1, playing as the students enter the classroom.

1. Announce to the class “The ground is moving.- Ask if anyone can tell? (How?)
2. Review any prior information students have learned about this topic.
3. Discuss possible evidence that the earth’s plates are moving.
4. Read the selection on Plate Tectonics as a group. (Or have it assigned prior to class)
5. Review the information contained in the selection. (Or notes in the attached file)
6. Explain the benefit of using a concept map.
7. Draw the beginning of a concept map (using the board or overhead)
8. Title the map Earth’s Plates. **Topic Declaration:**

Using class discussion, construct a concept map. Include types of movement, names of the boundaries, the effects of the boundaries.

Review outline format and requirements.

Have students individually prepare an outline detailing the information gained.

Circulate as students prepare outlines to answer questions and provide feedback.

Circulate and check student outlines for required information:

Definition of Plate Tectonics.

Presentation:

Name the 3 types of plate boundaries.

Identify the effect on the earth’s surface of the three types of plate interaction. Give an example of the effect of each type of plate interaction.

14. If required information is not included offer feedback for revision. Allow students to make revisions.

Day 2

1. Assess understanding of concepts presented with an active responding activity, worksheet or quiz format.

Summary:

This activity draws your students into that debate and asks them to choose a side and defend it. Debates done well can be a lot of fun, so encourage your students to relax and enjoy each other's points of view.

Evaluation:

Formative Homework is ongoing during the concept map activity and the Presentation of the individual outlines.

Homework:

Assess student understanding of the concepts presented in an active responding activity, worksheet or quiz format, where students can demonstrate an understanding of the movement of plates, the types of boundaries, the effects of the boundaries on the earth's surface. A sample quiz/worksheet is included in the associated file.

LESSON PLAN 19

Our Physical Environment

Teacher Name: salahud din

Grade: 5

Subject; Science

No of students. 25

Duration 35

General Objectives:

At the the completion of the lesson pupils must be able to identify the mountain ranges of mauritius.

Specific Objectives:

At the end of the lesson the pupils should be able to: 1. identify mountain ranges as a relief of Mauritius 2. list the mountain ranges of Mauritius 3. name isolated peaks 4. join all mountain with a dotted line. 5. label the mountain ranges and isolated peaks **AV Aids:**

ICT- film viewing, Maps, Atlas **Previous**

Knowledge:

Teacher ask pupils to join all the mountain ranges and peaks together to make a circle. Then teacher explains that it form part of a big volcano which formed Mauritius.

Topic Declaration:

Presentation:

Then teacher explains that long time ago, in fact all these mountains form part of a big volcano. Teacher projects a slide of the map of mauritius with mountain ranges. With time rivers like Grand River North West, Grand River South East, Riviere do Poste and other rivers carved out their way through the volcano to form valleys and isolated peaks. Teacher used the outline map being projected on the board to name the Mountain Ranges. Teacher starts from the north 1.Port Louis Moka Range 2. Black River range 3. Savanne Range Then names the Isolated Peaks. Teacher tells pupils that the isolated peaks are being named after people or according to their shapes or their colour.

Summary:

1.Port Louis Moka Range 2. Black River range 3. Savanne Range Then names the Isolated Peaks. Teacher tells pupils that the isolated peaks are being named after people or according to their shapes or their colour. 1. Pieter Both - A Dutch governor 2. Le Pouce - It ressenbles the thumb 3. Corps de Garde - part of it ressenble a guard lying down 4. Piton de la petite riviere noire - according to its colour Mountain Ranges were named according to the region they are situated. Port Louis Moka Range is found on the boundary of the two districts.

Evaluation:

1. Trace an outline map of Mauritius along with the Mountain Ranges and isolated peaks. 2. Mark and name 3 mountai ranges, two mountain peaks and three isolated peaks. 3. Join all the mountain and find out which shape it does have.

Homework:

Finally teacher summaries by saying that Mountain Ranges form part of the relief of mauritius. Secondly states that all the mountain ranges and isolated peaks were part of a big volcano, rivers

carved out through the valleys to form mountain ranges and isolated peaks. Teacher names the mountain ranges and isolated peaks. Teacher remind that Mountain were names from places situated, people, shapes and from colour.

LESSON PLAN 20

Stress and Strain

Teacher Name: salahud din

Grade: 6

Subject; Science

No of students. 30

Duration 35 minutes

General Objectives:

This activity draws your students into that debate and asks them to choose a side and defend it. Debates done well can be a lot of fun, so encourage your students to relax and enjoy each other's points of view **Specific Objectives:**

1. To show the stress and strain involved in the movements of the earth's crust with the use of working models.
2. To show how the forces of compression, tension, and shearing effect the movement of the earth's crust.
3. To show how AV Aids effect the movement of the earth's crust.

AV Aids:

The following AV Aids are needed to construct each model:

1. compression model - one piece of wood (30 cm x 15 cm), two pieces of wood (1 in. x 2 in. x 30 cm), two pieces of wood (1 in. x 2 in. x 15 cm), two bolts 30 cm long, and two wing nuts;
2. tension model - one piece of wood (30 cm x 15 cm), two pieces of wood (1 in. x 2 in. x 30 cm), two pieces of wood (1 in. x 2 in. x 15 cm) 2 pieces of screen (15 cm x 10 cm), two screw hooks, and string;
3. shearing model - one piece of wood (30 cm x 15 cm), two pieces of wood (1 in. x 2 in. x 30 cm), two pieces of wood (1 in. x 2 in. x 15 cm), 2 grooved pieces of wood (7 cm x 20 cm x 1 in.), two screw hooks, and string;
4. each model also requires nails, screws, clay, styrofoam, rubber foam, toothpicks, and masses. **Previous Knowledge:**

1. The models were made by attaching the two 30 cm pieces and one of the 15 cm pieces to the baseboard.
2. On the compression model drill two holes the size of the bolts in each of the 15 cm pieces. Pass the bolts through the holes and attach with the wing nuts.
3. On the tension model attach the screen to the 15 cm pieces of wood. Attach the screw hooks into the movable 15 cm piece of wood and place the string through the hooks.
4. On the shearing model place the grooved pieces of wood on the baseboard and attach screw hooks to the opposite ends of each grooved piece. (It may be necessary to place a thin strip of wood or plastic along the 30 cm sides to keep the grooved pieces on the baseboard as they move.) Place the string through the holes of the screw hooks.
5. The styrofoam, rubber foam, and clay are placed in or attached to each model. The toothpicks are placed in each of the AV Aids.

Topic Declaration:

1. On the tension and shearing models the students are to place masses on the strings in equal increments and note the movement of AV Aids being tested.
2. On the compression models the students are to turn the wing nuts on each side at an equal rate and note the movement of the AV Aids being tested.
3. The force can be calculated mathematically with advanced classes or spring scales that read in newtons can be used in place of the masses.

Presentation:

1. On all the models the students should note that the clay requires more force to move or break than the styrofoam or the rubber foam.

2. On all the models the toothpicks in the clay not only move apart or together but also move at angles to one another showing the forces at work below the surface. (It was suggested that other models could be made with plastic sides to show the movement of the layers below the surface. Also by using different colors of clay or foam the sub-surface movement might be more visible.) **Summary:**

This activity draws your students into that debate and asks them to choose a side and defend it. Debates done well can be a lot of fun, so encourage your students to relax and enjoy each other's points of view.

1. To show the stress and strain involved in the movements of the earth's crust with the use of working models.

2. To show how the forces of compression, tension, and shearing effect the movement of the earth's crust.

3. To show how AV Aids effect the movement of the earth's crust.

Evaluation:

This movement causes some plates to come together as in the case of India and Asia forming the Himalayas, while other plates move apart as in the case of the Mid-Atlantic Ridge, while still others move along each other as in the case of the San Andreas Fault.

Homework:

The movement of the earth's crust is caused by convection currents below the surface. This movement causes some plates to come together as in the case of India and Asia forming the Himalayas, while other plates move apart as in the case of the Mid-Atlantic Ridge, while still others move along each other as in the case of the San Andreas Fault.

LESSON PLAN 21

The Lunar and Terrestrial Tug of War

Teacher Name: salahud din

Grade: 8

Subject; Science

No of students 22

Duration 35 minutes

General Objectives:

This activity draws your students into that debate and asks them to choose a side and defend it. Debates done well can be a lot of fun, so encourage your students to relax and enjoy each other's points of view. **Specific Objectives:**

The student understands the relationships between events on Earth and the movements of the Earth, its Moon, the other planets, and the Sun.

AV Aids:

- Science textbooks
- Internet access <http://www.google.com> and www.HowStuffWorks.com
- White or cream-colored construction paper approximately 18" X 24" (two per group)
- Colored pencils/1 box per student
- Protractor or compass/1 per student
- Ruler/1 per student

Previous Knowledge:

1. Divide the class into groups of two students each.
2. Ask students if any of them have ever participated in a tug-of-war? Give a few minutes for students to respond and briefly discuss their replies. Additional questions may include the following: How does a team win a tug-of-war? Are there any factors that would give a team an advantage?
3. Ask students what factors usually determine who wins? What part does strength or size play in a tug-of-war?

4. Tell the students there is a tug of war going on between the Earth and the moon. 5. Tell students that it would seem that the Earth would easily win in a tug-of-war game with the moon since the Earth is much larger than the moon. Examples of contests between large and small people or things include a weight lifting contest between a light-weight person and one who is classified as a heavy-weight or a collision between a car and a large truck. In both of these examples, we usually think of size as being the most important factor. Does the gravitational pull of the moon have any observable effect on the earth? Note: Be prepared to add possible responsible responses to the questions and enhance what the students might say.

6. Distribute a copy of the Tug-of-War checklist to each student. The checklist is located in the associated file.

Topic Declaration:

Explain to the students to use their textbooks and the Internet to research, graphically represent, and describe the factors that are involved in the tidal effects seen primarily at high and low tides. Tell the students to use captions along the side or bottom of charts to define terms and explain the relationships. Direct the students to write two paragraphs: the first, explaining the effects of the Sun's gravitational pull on the Earth's oceans, and the second, explaining the effects of the moon's gravity on the Earth. Tell students to use the checklist to ensure all related information is included. As each group completes the lesson, take up the charts and assess the work based on the checklist and accuracy of the charts.

Presentation:

1. Prepare one copy per student of the checklist in the associated file.

2. Purchase and assemble these AV Aids for the poster:

-construction paper (two sheets per student)

-colored pencils (one pack per student) -protractors

or compasses (one per student, and -rulers (one per student).

3. Access the Internet at www.google.com and www.HowStuffWorks.com. At the latter site, use their search tool and input How do tides work? Select the option that reads Tides and the Moon (nice animation).

Summary:

Direct the students to write two paragraphs: the first, explaining the effects of the Sun's gravitational pull on the Earth's oceans, and the second, explaining the effects of the moon's gravity on the Earth. Tell students to use the checklist to ensure all related information is included. As each group completes the lesson, take up the charts and assess the work based on the checklist and accuracy of the charts.

Evaluation:

The diagrams will be checked to determine if information was located and comprehended during the students' research using their textbooks and the Internet web-sites listed as resources for this lesson

Homework:

Students will be required to draw diagrams that will be assessed as to the requirements set forth on the checklist located in the associated file.

LESSON PLAN 22

Understanding Rotation

Teacher Name: salahud din

Grade: 5

Subject; Science

No of students 25

Duration 35 minutes

General Objectives:

This lesson helps students develop a better understanding of the rotation of the earth through a hands-on experiment.

Specific Objectives:

The student knows that night and day are caused by the rotation of the Earth.

AV Aids:

- Book, [Where Does the Sun Go At Night?] by Mirra Ginsberg, Greenwillow (October 1980)
- Sidewalk chalk
- Flashlight
- Globe or model of the earth
- Paper (one for each students to write on)
- Pencil
- Figure or small object that can be attached to the globe
- White construction paper (long sheet) - 1 per child
- crayons

Previous Knowledge:

Ask questions throughout the demonstration to monitor comprehension. Examples: If this side of the earth is receiving light then what is happening to the people on the opposite side? How long does it take the earth to complete one rotation? What do you think would happen if earth would stop rotating? Are we rotating right now?

Explain that the rest of the lesson will be done outside and in pairs.

When outside begin by asking the students to point to the sun, without looking directly at it. Have them describe what they see in the morning. Point out where the shadows of the trees and any structures around them are by. Choose one student to do demonstration. Have the child stand very still while you trace the complete outline of the child's shadow. Be sure to trace around the child's shoes. Have students stand next to each other to make sure their shadows don't overlap.

Topic Declaration:

1. Make sure to have all material ready before class. (sidewalk chalk, flashlight, model of earth, paper, pencil, figure or small object that will be attached to the globe, white construction paper, crayons)
2. The area you will be using outside whether it is a sidewalk or part of the playground should be available to you throughout the day.
3. Be familiar with the lesson.

Presentation:

1. Begin by asking the following questions: Where does the sun go while we are sleeping? Why can't we see the sun at night? Discuss and then read aloud [Where Does the Sun Go At Night?]

By Mirra Ginsberg

2. Discuss story and ask questions to monitor student comprehension.

3. Turn off lights and turn on flashlight.

4. Have one student hold the flashlight and let students know that the flashlight represents the sun. 5. While the student holds the flashlight the teacher will hold the model of the earth (place a small figure to represent the students' position on earth).

6. Rotate the model of the earth and explain how night and day, sunrise and sunset, occur. Have them estimate the time of the day as you turn the globe.

Summary:

When outside begin by asking the students to point to the sun, without looking directly at it. Have them describe what they see in the morning. Point out where the shadows of the trees and any structures around them are by. Choose one student to do demonstration. Have the child stand very still while you trace the complete outline of the child's shadow. Be sure to trace around the child's shoes. Have students stand next to each other to make sure their shadows don't overlap.

Evaluation:

Specifically look for: 1. Drawings must include shades that illustrate the differences between the different times of the day. 2. Students must show that as the day progresses the earth rotates and day turns into night.

Homework:

Assess students orally throughout the lesson as they give answers to guided questions. In addition, require students to complete a drawing that is divided into three columns. Formatively assess the students drawings that show the rotation of the earth.

LESSON PLAN 23

What on Earth

Teacher Name: salahud din

Grade: 6

Subject; Science

No of students. 30

Duration 35 minutes

General Objectives:

What on Earth Is Earth science? That is what students discover in this lesson through concept mapping, discussion, and self-discovery.

Specific Objectives:

The student knows that the disciplines of science provide in depth study and information that becomes available for all to share and use.

AV Aids:

- One K-W-L Chart for each group of 4 (See Associated File)
- Class K-W-L on chart paper
- Concept Map of Science (See Associated File)
- Four Xerox boxes
- Books, magazines, and learning material about Oceanography, Astronomy, Geology, and Meteorology
- Colored construction paper
- Crayons and/or colored pencils
- Goal 3 Standards Checklist (See Associated File) **Previous**

Knowledge:

This is a good lesson for the start of the year.

1. Group students into heterogeneous groups of four.
2. Activate student interest by asking the students if they have ever used or heard the phrase “What on Earth?” Ask students to think of different examples of how one might use the phrase,

“What on Earth?” Call on students to share their ideas with the class.

3. Next, excite the students by informing them that they are going to be finding out the answer to the phrase...“What on Earth is EARTH SCIENCE?”

4. Pass out one K-W-L Chart to each group of four students. (See Associated File) Begin by asking students to work with their group to write down all the things they think they know about Earth Science in the K section of the K-W-L Chart. Remind them that all answers are to be recorded, not debated or discussed at this stage. (You may need to assign a recorder if students are having difficulty selecting a person to write for the group.)

5. After students have recorded their ideas, ask groups to share their ideas with the class. Record student ideas on a class K-W-L Chart. (In this process, the teacher does not adjust student ideas, or provide input at this time. The teacher is simply recording what the students think they know about Earth Science, misconceptions and all!)

6. The next part of the activity involves the students thinking of things they wonder about Earth

Science. Allow students time to brainstorm and record things they want to know about Earth Science in the W section of the K-W-L Chart.

7. Invite the groups to share their questions and record student questions on the class K-W-L Chart.

8. Now that the K and the W sections are complete, you can begin to teach the various areas of science using a concept map to graphically organize the information. (See Associated File)

9. To begin the discussion using the concept map, start at the top with Science. This is where you inform students that science is the process of observing, explaining, and understanding the world in which we live. Also, it is key to mention that all of the disciplines of science are alike in that they provide in depth study and information that becomes available for all to share.

10. Continue to discuss the concept map with the students. Provide some background information on each topic and give the students examples of each. Save the Earth Science section until the end so that you can elaborate on each of the four disciplines.

11. After you have talked about each component on the concept map, ask the students to think about all the different subcategories of science. Ask them to consider why it is important to break science down into the different categories. (This allows for people to specialize in one area and to

discover all that can be learned about that area to improve our understanding of the larger picture.)

12. Ask students to think about reasons why it is important to share information and new discoveries. Ask them to think about what might happen if science information was not shared. After a brief discussion, have the students write down and respond to the following journal question: “Why is it important to be able to share information made available to us by science? Give one example to support your answer.”

13. For the next activity, divide the students into four groups by having them count off 1,2,3,4,1,2,3,4, etc. Then instruct the students to move to the area of the classroom that is designated by number. (Note: This will not be the same grouping as the K-W-L.)

14. Once students have circulated to the correct area of the room, pass out a box to each group.

Explain to the students that each box contains learning information about one area of Earth Science. They should look through the material to gather information and ideas for a follow-up poster project and the L section of the K-W-L Chart. (The poster project is an individual activity, but the remaining K-W-L Chart is done with their original group and shared as a class.)

15. Allow groups 5-8 minutes to check out the material in the box, then rotate the groups until each group has viewed all four boxes.

16. After the activity, have students return to their K-W-L group to complete the L portion of the K-W-L Chart by naming at least five things that they learned about Earth Science. The students can discuss things they have learned with one another as they record the information on the chart.

Topic Declaration:

1. Gather books, magazines, and learning material for each discipline of Earth Science and place the material into boxes by content. Box #1 Oceanography, Box #2 Geology, Box #3 Meteorology, Box #4 Astronomy

2. You may want to check the local library for additional reading material at various reading levels.

(The children’s science section can often be a good resource area.) 3.

Create a class K-W-L Chart on large poster paper or chart paper.

Presentation:

1. This would be a great opportunity to incorporate Gardner's Theory of Multiple Intelligence. In addition to the poster project, you could allow students to create another model or display of the four disciplines of Earth Science. For example the Logical/Mathematical student could create a PowerPoint slide show, the musical/rhythmic student could create a musical interpretation, the bodily/kinesthetic student could act out the four disciplines, the naturalist student could gather real samples to display, etc.

2. To modify this lesson if you do not teach Earth Science as a yearly curriculum, but rather teach an integrated curriculum, you could use the concept map as a kick-off and have the students choose which branch of science they would like to investigate. This might help them distinguish between the sciences and recognize them during the integrated studies.

Evaluation:

The students construct a response to a journal question that is used as a summative Homework for this lesson. (See Associated File for further details)

A checklist is used to assess the Goal 3 Standards. (See Associated File)

Homework:

The K-W-L Chart is used as a diagnostic tool as well as a formative Homework tool during the lesson. As a summative Homework, the students create a poster containing all four disciplines of Earth Science (Astronomy, Oceanography, Geology, and Meteorology). There is a Poster Project Rubric to assess if students have met the criteria. (See Associated File)

LESSON PLAN 24

Differentiate between Weather

Teacher Name: salahud din

Grade: 7

Subject; Science

No of students 35

Duration 35 minutes

General Objectives:

The learner will differentiate between different types of weather.

Specific Objectives:

1. The learner will be able to identify eight weather words.
2. The learner will be able to draw four types of weather and label them.
3. The learners will be able to describe the structures of a hurricane
4. The learners will define vocabulary related to hurricanes and weather.

AV Aids:

Weather and hurricane worksheets, bowl, food coloring, paper, pencils, crayons, markers or colored pencils

Previous Knowledge:

The students will create a hurricane using a bowl of water and food coloring to understand the structures of a hurricane.

Topic Declaration:

The teacher use a visual graph on the board to introduce the weather unit. The students will use what they know about weather and identify words that relate to weather.

Presentation:

The teacher will give an example a type of weather and draw and label it on the board. Using the words on the board as a guide the students will draw four different types of weather on their sheet of paper and label what type of weather they are drawing. Then the students will read about a hurricane.

Summary:

The lower group will listen and write words relating to weather and hurricanes. The upper group will read about weather and hurricanes. Both groups will create a hurricane in a bowl.

Evaluation:

The teacher will verbally ask basic questions about weather and hurricanes.

Homework:

The teacher will ask what they learned and list it on the board.

LESSON PLAN 25

Ecosystem

Teacher Name: salahud do.

Grade: 8

Subject; Science

No of students 22

Duration 35 minutes

General Objectives:

To review for the final exam the section covering ecology and the ecosystem including review of important vocabulary terms and check for understanding on how these terms are used in describing an ecosystem

Specific Objectives:

Students will review through teacher guided discussion the important concepts of the ecosystem. After review the students will create flashcards to be used for study for the final exam.

AV Aids:

Glencoe textbook Science, student textbook and study guide.

Previous Knowledge:

Teacher will create an ecosystem on the board and display the path of energy from the sun through the ecosystem and out. The role of the food chain discussed at this point.

Topic Declaration:

Warm-up: students will write in there notebook the definition of ecosystem listed on the board.

Presentation:

Teacher will ask students for terms and meaning of terms of the major components of the ecosystem: Terms will be put on the whiteboard for further class Presentation.

Summary:

Second language learners are given the class textbook with visuals and highlighted terms to aid in understanding vocabulary and concepts of the ecosystem.

Evaluation:

Review in class and respond on question of vocabulary and understanding of how food webs are composed.

Homework:

Review kinds of ecosystems: land and water. Remind the students to use cards for final exam review.

LESSON PLAN 26 Enzymes

Teacher Name: salahud din

Grade: 8

Subject; Science

No of students 22

Duration. 35 minutes

General Objectives:

Investigate and describe the structure and function of enzymes and explain their importance in biological systems. Design and conduct scientific investigations to answer biological questions.

Specific Objectives:

Students will use pineapple juice as an enzyme and Jell-O as a substrate to illustrate an enzyme/substrate complex. Students will discover that the processing of food will denature enzymes. **AV Aids:**

See lab

Previous Knowledge:

Pineapple enzymes & jello molds lab

Topic Declaration:

Review yesterday's activity toothpickase with students-build on previous knowledge.

Presentation:

Go over the lab-give examples **Summary:**

Approve lab set up **Evaluation:**

Quiz

Homework:

Concept map of enzymes? If have time and or Quiz Remind students of homework

LESSON PLAN 27

Photosynthesis

Teacher Name: salahud din

Grade: 5

Subject; Science

No of students 25

Duration 35 minutes

General Objectives:

1. To know how the five factors, light intensity, CO₂ Concentration, water intake, temperature, and humidity affect the rate of photosynthesis. 2. To use a computer-based simulation of photosynthesis to explore how these five factors affect photosynthesis rate. 3. To prepare graphs of data showing the effect of the five factors. 4. To answer key content questions relating to the data collected.

Specific Objectives:

1. Working in groups, students will use a computer-based simulation of photosynthesis to explore how the five factors affect the rate of photosynthesis in order to determine the optimum conditions for photosynthesis. 2. Each student will graph data the group has collected for each of the factors. 3. Each student will questions showing how each of the factors affects photosynthesis rate and define saturation point, optimum level, and limiting factor.

AV Aids:

1.A classroom set of computers, one per table group of 4-5 students. 2.Computer program: Logal Explorer Science: Photosynthesis. 3.Printed directions/questions/worksheet to go with the activity.

Previous Knowledge:

1. Before starting the activity, students will briefly Previous Knowledge how to run the simulation program, with teacher guidance using the overhead projection on the screen. 2. After the students collect their first set of data, the teacher will review the basics of proper graphing using the overhead projector, and guide students in correctly graphing their data.

Topic Declaration:

Using the comuter simulation program projected onto a large screen, the teacher will introduce the question of what happens to the rate of photosynthesis if various environmental factors are varied. Ideas from the class may be solicited and quickly "tested" with the simulation program in order to set the stage for the lesson.

Presentation:

1. Using direct instruction, the teacher can briefly introduce and discuss the five key factors that affect the rate of photosynthesis. 2. Using the photosynthesis simulation projected onto the screen, the teacher can demonstrate how to use the program to investigate the five factors, collect data and graph the results.

Summary:

1. Extended learning opportunities using the photosynthesis computer simulation program could easily be provided. Possible extensions might include investigating the effects of additional environmental factors such as the color of light to which the plants are exposed. 2. Students who need additional time to complete either the initial or the extension activity could come into class at lunch or after school to work on the computers, or conduct independent research at home.

Evaluation:

Students will be evaluated using the worksheet they prepare and turn in. The worksheet will contain data tables of the data they collected, properly labeled graphs of the data for each of the five factors, and answers to specific questions relating to the content of the activity.

Homework:

At the close of the lesson, the teacher will briefly query the class as the results they found on the effects of the five factors, using the on-screen projection of the simulation if necessary to reinforce the concepts.

LESSON PLAN (URDU)

سبق پلان

28 عنوان:

کسان

استاد کا نام salahud din.

کلاس: 5 مضمون: اردو و عام

مقاصد:

کھیتوں ہیں اور وہ ہماری روزمرہ کی زندگی کو کس طرح متاثر کرتے ہیں؟ کس ی سرگرمی سے طلبا کو مقام ی کاشتکاروں کا باضابطہ شکریہ ادا کرنے کا موقع ملنے سے قبل اس سبق کا منصوبہ کھیتوں سے متعلق اہم حقائق کو اجاگر کرنے کے لئے متن کا سبق استعمال

کرتا ہے - خاص مقاصد: اس

سبق کی تکمیل پر ، طلباء:

فارم پر کیا ہوتا ہے اس کی وضاحت کریں
مختلف قسم کے کھیتوں میں تمیز کرنے

۱

جدید معاشرے میں کھیتوں کی اہم بات کا خلاصہ
بنائیں لمبائی

نصاب کے معیارات:

کسی متن کی تفہیم کا مظاہرہ کرنے کے لئے سوالات پوچھیں اور جوابات دیں ،
واضح طور پر جوابات کی بنیاد کے طور پر متن کا حوالہ دیتے ہیں ۔
کسی متن کے مرکزی خیال کا تعین کریں۔ اہم تفصیلات دوبارہ بیان کریں اور بتائیں کہ وہ
کس طرح مرکزی خیال کی حمایت کرتے ہیں ۔

تاریخی واقعات ، سائنسی نظریات یا تصورات ، یا کسی متن میں تکنیکی طریقہ کار کے
اقدامات کے درمیان تعلقات کی وضاحت کریں ، جس کی زبان ، وقت ، ترتیب ، اور
اسباب / اثر سے متعلق ہو ۔

گریڈ 3 کے عنوان یا مضمون کے علاقے سے متعلق کسی متن میں عام تعلیمی اور ڈومین
ن سے متعلق مخصوص الفاظ اور جملے کے معنی بتائیں ۔

عکاسی (جیسے نقشے ، تصاویر) سے حاصل کردہ معلومات اور متن کے الفاظ کو متن
کی تفہیم کو ظاہر کرنے کے لئے استعمال کریں (جیسے ، کہاں ، کب ، کیوں ، اور اہم
واقعات کیسے واقع ہوتے ہیں) ۔ مواد:

فارموں کی مختلف تصاویر

متن کے اسباق کی کاپیاں فارم کے حقائق: بچوں کے لئے سبق

متعلقہ متن سبق سے کونز کا استعمال کرتے ہوئے ایک ورک شیٹ بنائی گئی

مقامی طور پر اگائی جانے والی پیداوار ، جس میں سے ہر ایک کا نام فارم کے نام کے ساتھ ہ ے

مقامی طور پر تیار شدہ پیداوار (مثال کے طور پر نام ، مالکان ، مقام ، پتہ ، فارم کا سائز ، بڑھتی ہوئی مصنوعات اور اسی طرح) کے ذریعہ ہر ایک کھیت کے لئے ایک مختصر حقائق ش یٹ۔ لکھے ہوئے کاغذ لفافے ڈاک ٹک ٹ حوالہ جات :

□ کتاب صفحہ نمبر

128 پچھلے سبق کی

تلاوت :

طلباء کو صفحہ نمبر پر Q2 کو فوری حل کرنے کو کہہ کر ان تصورات ک و

سمجھنے کی جان چ کریں۔ 2 طلباء کی کتاب۔ **اساتذہ کا اظہار :**

طلباء سے فارمنگ کے بارے میں تبادلہ خیال کریں۔

شہری اور دیہی علاقوں میں فرق کے ساتھ ان پر تبادلہ خیال کریں

- ایک میز بنائیں اور اس میں فرق شہری اور دیہی علاقوں میں

لکھیں - کلاس کا کام :

کاپیاں پر درج ذیل سوالات کریں:

ایک کسان کیا ہے ؟

شہری علاقہ کیا ہے ؟

دیہی علاقہ کی ا ہے

؟

پاکستان کے بڑے شہروں کا نام بتائیں

لیپیٹ :

طلباء سے پوچھ کر سبق کا اختتام کریں:

سبق آموز منصوب .

29 عنوان : علامہ

اقبال

استاد کا نام **salahud din.**

کلاس: 5

مضمون: ارد

و

خاص مقاصد :

عنوان کے اختتام پر ، طلباء کو اہل ہونا چاہئے :

بیروز آف پاکستان کے بارے میں جانی

ں عام مقاصد:

علامہ اقبال کی تاریخ اور علیحدہ ریاست میں ان کے شراکت کے بارے میں جانی

ں حوالہ جات :

□ بک پیج نمبر 9 پاکستان کے مختل ف بیروز کے فلیش کارڈ

ز □ پاکستان کا نقش ہ

رن گ

پچھلے سبق کی تلاوت :

طالب علم کا اچھلا علم اس بارے میں پوچھیں کہ وہ پاکستان کے بارے میں کی اجانت ہے ہی ان سے یہ پوچھیں کہ پاکستان کے پیدا ہونے پر ہمارے قائدی کون تھے؟ پاکستان کا قوم کی شاعر کون تھا؟ طلباء سے ان سوالات کے بارے میں پوچھیں کیوں کہ وہ پہلے کی جماعتوں میں ہی اسے پڑھ چکے ہیں؟

اساتذہ کا اظہار :

طلباء سے ہمارے ہیرو کے بارے میں تبادلہ خیال کریں۔ آزادی حاصل کرنے میں کون اپنا تعاون کرتا ہے؟
علامہ اقبال کے بارے میں ان سے تبادلہ خیال کریں۔

انہیں بتائیں کہ علامہ اقبال پہلے شخص تھے جنہوں نے پاکستان کا خواب دیکھا۔
- علامہ اقبال کے بارے میں طلباء کو بیان کریں اور بتائیں کہ وہ کہاں پیدا ہوا تھا اور وہ کب پیدا ہوا تھا؟

علامہ اقبال کی ابتدائی تعلیم کے بارے میں ان سے تبادلہ خیال کریں اور یہ کہ انہوں نے علیحدہ ریاست کے حصول میں اپنی زندگی میں کی کردار ادا کیا۔

کسی بے ترتیب طالب علم سے طلبہ کے کتاب صفحہ نمبر 9 پر علامہ اقبال کے

بارے میں متن پڑھنے کو کہیں۔ کلاس کا کام :

تحریری کتاب پر مندرجہ ذیل سوالات کریں:

□ پاکستان کا خواب کس نے دیکھا؟

علامہ اقبال کی پیدائش کب ہوئی؟ پاکستان کا قومی شاعر کون تھا

گھر کا کام :

علامہ اقبال کے بارے میں 10 لائنیں

لکھیں۔ ٹیپٹ :

طلباء کو مندرجہ ذیل سوالات کے بارے میں پوچھ کر سبق کا اختتام کریں:

□ پاکستان کا خواب کس نے دیکھا؟

علامہ اقبال کی پیدائش کب ہوئی؟

□ وہ کب مر گیا؟

سبق آموز منصوبہ 30

عنوان: قائد اعظم، حفیظ جالندھری

استاد کا نام: salahud din.

کلاس: 6

مضمون: ارد

و

خاص مقاصد:

عنوان کے اختتام پر، طلباء کو اہل ہونا چاہئے:

بیروز آف پاکستان کے بارے میں جانی

ں عام مقاصد:

تاریخ قائد اعظم اور حفیظ جالندھری کے بارے میں جانی اور الگ ریاست

حاصل کرنے میں ان کے تعاون کے بارے میں جانی حوالہ جات:

□ بک پیج نمبر 9 اور 10 پاکستان کے مختل ف بیروز کے فلیش کارڈ پاکستان کا نقش

رن گ

پچھلا سبق کی تلاوت :

پاکستان کے کچھ ہیروز کا نام طلبہ سے پوچھ کر سبق شروع کریں؟ طلباء سے پوچھیں کہ وہ علامہ اقبال کے بارے میں کیا جانتے ہیں، ان سے قائد اعظم کے بارے میں پوچھیں، وہ کب پیدا ہوا؟ وہ قائد اعظم کے بارے میں کیا جانتے ہیں؟ بانی پاکستان

کون تھا؟ اساتذہ کا اظہار :

قائد اعظم کے بارے میں طلباء سے گفتگو کریں۔

ان کے ساتھ بات چیت کریں وہ بانی پاکستان تھے اور وہ ساری جدوجہد کی رہنمائی کرنے والے رہنما تھے

اس الگ ریاست کو انجام دینے کے لئے۔

قائد اعظم کی کتابیات کے بارے میں طلباء سے گفتگو کریں؟ جب وہ پیدا ہوا؟ جہاں وہ تھا

پیدا ہونا؟

قائد اعظم کی تعلیم کے بارے میں ان سے تبادلہ خیال کریں۔

قائد اعظم نے علیحدہ ریاست کے حصول میں ادا کیا کردار کے بارے میں مختصر گفتگو کریں۔

حفیظ جالندھری کے بارے میں بھی تبادلہ خیال کریں اور طلباء کو بتائیں کہ وہ ہمارے

قومی ہیرو تھے۔

طلباء کو بتائیں کہ حفیظ جالندھری نے پاکستان کا قومی ترانہ لکھا ہے جسے اب

ہم گاتے ہیں

ایک دن

ایک بے ترتیب طالب علم سے طلبہ سے متعلق قائد اعظم اور حفیظ جالندھری کے متعلق متن پڑھنے ک و کہی ں

کتاب کا صفحہ نمبر 9 اور 10 -

کلاس کا کام :

نوٹ بک پر مندرجہ ذیل سوال کریں:

جب قائداعظم؟ پیدا ہوئے؟

پاکستان کے بانی والد کون تھے

؟ قائد کی وضاحت کریں -

قائداعظم؟ کو کہاں دفن کی ا گیا

؟ قائداعظم؟ کا کی ا مطلب ہے؟

لیبیٹ :

طلباء سے قائد کی وضاحت کے لئے سبق ک و ختم کریں؟ وہ کہاں پیدا ہوا؟ اس

ک ا انتقال ک ب ہوا؟ محمد علی جناح کو قائد اعظم کیوں کہ ا گیا؟ حفیظ جالندھری کون

تھا؟

سبق آموز منصوبہ 31

عنوان: شہری علاقہ بمقابلہ دیہی علاقہ

استاد salahud din

کا

کلاس: 7

مضمون: ارد

و

خاص مقاصد:

عنوان کے اختتام پر ، طلباء کو اہل ہونا چاہئے :

مختل ف قسم کی برادریوں ، شہر اور دیہی علاقوں کے بارے میں

جانیں۔ نقشہ پڑھنے کا طریقہ سیکھیں۔ عام مقاصد:

شہری علاقوں اور دیہی علاقوں کے مابین فرق کو سمجھیں۔

حوالہ جات:

□ کتاب صفحہ نمبر 14 ، 15 رن گ

پچھلے سبق کی تلاوت:

طلباء کو صفحہ نمبر پر Q2 کو فوری حل کرنے کو کہہ کر ان تصورات ک و

سمجھنے کی جان چ کریں۔ 2 طلباء کی کتاب۔ اساتذہ کا اظہار:

طلباء سے برادری کے بارے میں تبادلہ خیال کریں۔

شہری اور دیہی علاقوں میں فرق b/w کے ساتھ ان پر تبادلہ خیال کریں۔

ایک میز بنائیں اور اس میں فرق b/w شہری اور دیہی علاقوں میں

لکھیں۔ پی پھوائی کام:

طلبہ کتاب کے پی جی نمبر ، 15 پر کی و 3 کریں ، طلباء جوڑے میں بیٹھی

گے اور ایک دوسرے سے بات چیت کر کے اس سوال ک و حل کریں گے۔

کلاس کا کام:

کاپیاں پر درج ذیل سوالات کریں:

ایک کمیونٹی کیا ہے؟

شہری علاقہ کیا ہے؟

دیہی علاقہ کی اہے؟

پاکستان کے بڑے شہروں کا نام بتائیں

؟ لیٹ :

طلباء سے پوچھ کر سبق کا اختتام کریں:

شہری اور دیہی علاقوں میں کی ا فرق ہے؟

شہری علاقوں میں کون سی سہولیات میسر ہی ں لیکن دیہی علاقوں میں نہیں

؟ دونوں شعبوں میں ماحول کیسے مختلف ہے؟

سبق آموز منصوبہ 32

نقل و حمل

استاد کا نام. salahud din.

کلاس: 8

مضمون: ارد

و

خاص مقاصد :

عنوان کے اختتام پر ، طلبا کو اہل ہونا چاہئے :

مختل ف قسم کی برادریوں ، شہر اور دیہی علاقوں کے بارے میں جانیں

- نقشہ پڑھنے کا طریقہ سیکھیں۔ عام مقاصد:

نقل و حمل کے مختل ف طریقوں کے بارے میں جانی

ن حوالہ جات :

□ کتاب صفحہ نمبر 15 . رن گ □ ورکشی ٹیچہلے سبق کی

تلاوت :

طلباء کو ورک شیٹ نمبر 5 اور ان سے کہیں کہ ہ م ان گاڑیوں سے میچ کریں جو ہم

نقل و حمل میں استعمال کرتے ہیں۔ اساتذہ کا اظہار :

طلباء کو آمدورفت کے بارے میں پوچھیں کیونکہ انہوں نے نقل و حمل کے

بارے میں پہلے ہی سیکھا تھا کہ پچھلی کلاس ہیں۔

ان کی وضاحت کریں کہ ہ نقل و حمل کا طریقہ وہ ہ ج سے لوگ ای ک

جگہ سے دوسری جگہ جاتے ہیں۔

مختل ف گاڑیوں کے فلیش کارڈز استعمال کریں جو ہم سفر کے لئے استعمال

کرتے ہیں۔

تیز چلتی گاڑیوں اور آہستہ چلتی گاڑیوں کے بارے میں تبادلہ خیال کریں

- طلبا کو ان گاڑیوں کے بارے میں بتائیں ج و شہروں میں استعمال ہوتی

ہیں۔

شہروں میں ہم کون سی گاڑیاں استعمال کرتے ہیں یہ ظاہر کرنے کیلئے فلیش

کارڈز کا استعمال کریں۔

طلبا کو ان گاڑیاں کے بارے میں بھی بیان کریں جو ہم دیہی علاقوں میں استعمال کرتے ہیں -

ان کی وضاحت کریں کہ لوگ عام طور پر ایک جگہ سے دوسری جگہ جانے کے لئے چلتے ہیں -

ان کی وضاحت کریں کہ دیہی علاقوں میں سب سے عام گاڑیاں یا نقل و حمل کا ذریعہ ہیں

گدھا گاڑی ، موٹرسائیکلیں اور سائیکل۔
ان کی وضاحت کریں کہ ہوائی جہاز کسی گاؤں میں نقل و حمل کے

طور پر استعمال نہیں کرے گا۔ **کلاس کا کام :**

پی جی نمبر پر کیو 4 کریں۔ 17 طلباء کی کتاب

- **لیٹیٹ :**

طلبا کو مختلف ٹرانسپورٹیشن کے فلیش کارڈ دکھا کر سب کو قلم و ختم کریں اور ان سے نقل و حمل کو بتانے کو کہیں جو شہری علاقوں اور دیہی علاقوں میں استعمال ہوتی ہے -

سبق آموز منصوبہ 33

عنوان: ہمارے علامتوں کا احترام کرنا

اساتاد کا نام salahud din

کلاس: 8

مضمون: اردو

خاص مقاصد :

عنوان کے اختتام پر ، طلبا کو اہل ہونا چاہئے :

ہمارے جھنڈے کے بارے میں جانی

ن عام مقاصد:

طلبا کو ہمارے جھنڈے کی اہمیت ک و سمجھنے ی ا

پہچانن ا حوالہ جات :

□ کتاب صفحہ نمبر 12 گرین اور وائٹ چی ٹ پیپرز پاکستانی پرچم رنگ گل و

شروعات ی سرگرم ی :

طلباء کو گرین اور سفید رنگ کے کاغذات مہی۔ ا کریں اور انہیں پاکستان کا جھنڈا بنان

ے کے لئے کلر پیپر کاٹن ے کو کہیں۔ اساتذہ کا اظہار :

طلبہ سے گفتگ و کریں کہ ہم کس طرح اپنی علامتوں ک ا احترام کرسکتے ہیں۔ ان

کی وضاحت کریں کہ ہمارے جھنڈے کا احترام کرنا بہت ضروری ہے کیونکہ اس سے

ہماری قومیت ی ا شناخت کی شناخت ہوتی ہے۔ طلباء کے ساتھ قومی علامتوں پر تبادلہ

خیال کریں

ان کی وضاحت کریں کہ ہم کس طرح اپنی علامتوں کا احترام کرسکتے

ہیں۔ انہی ں ہدایت دیں کہ وہ جھنڈا نہ پھاڑی ں اور جھنڈا زمین پر ن ہ

پہینکیں۔ گروپ کام :

طلبا کو چارٹ پیپرز مہیا کریں اور ان سے یہ پوائنٹس لکھیں کہ ہم اپنی علامتوں کا

احترام کیسے کرسکتے ہیں۔ ہر گروپ کا ایک ایک فرد اپنے خیالات کو کلاس کے

سامنے پیش کرے گا۔ لیبیٹ :

طلباء سے یہ پوچھ کر سبق کا اختتام کریں کہ علامت کیا ہے؟ ہمیں کیا پہچانتا ہے؟ ہم

اپنی علامتوں کا احترام کیسے کرسکتے ہیں؟

سبق آموز منصوبہ

34 عنوان : تہوار 1-

استاد کا

نام salahud

din.

کلاس: 5

مضمون: ارد

و

خاص مقاصد:

عنوان کے اختتام پر ، طلبا کو اہل ہونا چاہئے :

پاکستان میں خصوصی دن کے بارے می ں جانی

ں عام مقاصد:

پاکستان اور دنیا میں منائے جانے والے خاص دنوں کے بارے میں جانی

ں حوالہ جات:

□ کتاب صفحہ نمبر 55

دماغ ی طوفان:

بور ڈ پر "تہواروں" کا لفظ لکھیں اور طلباء سے ان کے ذہن میں آنے والے چیچپ
انوٹ پر لکھنے کو کہیں۔ ایک بار ہر جانے کے بعد طلبہ سے بور ڈ پر چیچپا نو
ٹ چسپاں کرنے کو کہیں۔ اساتذہ کا اظہار :

طلباء کے علم سے ان کے ساتھ تہواروں کے بارے میں تبادلہ خیال کریں
۔ طلباء کو بتائیں کہ میلہ منایا جاتا ہے جب لوگ خوش ہوتے ہیں۔

ان کی وضاحت کریں کہ میلہ ہمیں لوگوں کے بارے میں بہت کچھ بتاتا ہے
۔ ثقافت کے بارے میں ان کی وضاحت کریں۔

ان کی وضاحت کریں کہ ثقافت ہی لوگوں کے رہنے، بولنے اور لباس پہننے کا
طریقہ ہے۔ طلباء سے پاکستان کی ثقافت کے بارے میں تبادلہ خیال کریں۔

ان کی وضاحت کریں کہ پاکستان میں ہر صوبے کا کلچر مختلف ہے۔

ان سے پنجاب، سندھ، بلوچستان اور کے پی کے کی ثقافت کے بارے میں تبادلہ خیال
کریں۔

صفحہ نمبر سے 55 اور طلباء سے متن پڑھنے کو کہیں

- ایبیٹ :

طلباء کو یہ بتانے کے لئے کہ ثقافت کیا ہے کے ذریعہ اس سبق کو ختم کریں؟ پاکستان
کی ثقافت کیا ہے؟ پنجاب کی ثقافت کیا ہے؟

سبق آموز منصوبہ 35

عنوان: تہوار

استاد کا نام salahud din

کلاس: 8

مضمون: ارد

و

خاص مقاصد:

عنوان کے اختتام پر ، طلبا کو اہل ہونا چاہئے :
پاکستان میں خصوصی دن کے بارے می ں جانی

ں عام مقاصد:

پاکستان اور دنیا میں منائے جانے والے خاص دنوں کے بارے میں جانی ں
□ سمجھیں کہ ہم عید الفطر کیوں مناتے ہی

ں حوالہ جات:

□ کتاب صفحہ نمبر 55

پچھلے سبق کی تلاوت

:

طلبہ سے پوچھ کر سبق شروع کریں: تہوار کیا ہوتا ہے؟ آپ ثقافت کے بارے میں
کی ا جانتے ہیں؟ ثقافت کس ی معاشرے کے بارے میں کیا ظاہر کرتی ہے؟

اساتذہ کا اظہار:

طلبا کو ان تہواروں کے بارے میں بیان کریں ج و ہم پاکستان می ں مناتے
ہیں۔ ان کو د و بڑے تہواروں کے بارے میں بیان کریں جو مسلمان منات
ے ہیں۔ عید الفطر کے بارے میں ان کی وضاحت کریں۔

ان کی وضاحت کریں کہ عید الفطر ماہ شوال میں منائی جاتی ہے۔
ان کی وضاحت کریں کہ یہ الل کا تحفہ ہے۔

ان کی وضاحت کریں کہ یہ مذہبی عید (مسلم مذہب ی تہوار) مہینے کا پہلا اور واحد دن ہے شوال کا جس کے دوران مسلمانوں کو روزہ رکھنے کی اجازت نہیں ہے۔ چھٹی اختتام کا جشن مناتے ہیں

رمضان کے پورے مہینے میں طلوع آفتاب سے غروب آفتاب کے 29 یا 30 دن میں سے۔

□ عید الفطر کے بارے میں طلباء کی وضاحت

کریں۔ □ گفتگو کریں کہ وہ اس عید کو کس طرح

مناتے ہیں۔ کلاس کا کام :

آپ عید الفطر کیسے مناتے ہیں اس کے بارے میں 10 لائنیں

لکھیں۔ لیٹیٹ :

طلباء کو عید الفطر کے بارے میں بتانے کے لئے سبق کا اختتام کریں۔ مسلمانوں

نے یہ عید کب منائی؟ مسلمان اس امداد کو کیوں مناتے ہیں؟

سبق آموز منصوبہ

36 اسلام کی دن

استاد کا نام salahud din

کلاس: 5

مضمون: ارد

و

خاص مقاصد:

عنوان کے اختتام پر ، طلبا کو اہل ہونا چاہئے :
پاکستان میں خصوصی دن کے بارے می ں جانی

ں عام مقاصد:

پاکستان میں منائ ے جان ے والے خاص دنو ں کے بارے میں

جانی ں حوالہ جات :

□ کتاب صفحہ نمبر 55، 57

پچھلے سبق کی تلاوت:

طلباء سے پوچھ کر سبق شروع کریں : ہم کیا تہوار کرتے ہیں؟ ہم پاکستان میں کون سا
تہوار مناتے ہیں؟ اساتذہ کا اظہار:

طلباء سے ان تہواروں کے بارے می ں تبادلہ خیال کریں جو ہم پاکستان میں مناتے ہیں
۔ ان کی وضاحت کریں کہ مسلمان مسلمان میں ام تہواروں اور تاریخوں کی شناخت
کے لئے اسلامی تقویم کا استعمال کرتے ہی ں تاریخ۔

ان کی وضاحت کریں کہ جب اسلامی نبی اکرم صلی الل علیہ وسلم تشری ف لائے ت و
اسلامی تقویم کا آغاز ہوتا ہ ے

مدینہ منورہ سے ۔

ان کی وضاحت کریں کہ مسلمان اسلامی تقویم اور مغربی تقویم کے لئے پیروی کرتے ہیں -

طلباء کو ان اسلامی تہواروں کے بارے میں بتائیں جو ہم پاکستان میں مناتے ہیں - ان کو عید میلاد النبی (ص) کے بارے میں بتائیں۔

ان تہواروں کے بارے میں ان کی تفصیل بتائیں جو ہم پاکستان میں مناتے ہیں - انہی قوموں کے تہواروں کے بارے میں بتائیں جس کو ہم مناتے ہیں۔

انہی بتائیں کہ یوم پاکستان (32): مارچ (، یوم آزادی 41): اگست (، پاکستان کا دفاع دن 50): ستمبر (، علامہ محمد اقبال کی سالگرہ 90): نومبر (، قائداعظم کی یوم پیدائش 52): * دسمبر (کو پاکستان میں تہواروں کی طرح منایا جاتا ہے - طلباء کو ان ثقافتی تہواروں کے بارے میں بتائیں جو لوگ پاکستان میں مناتے ہیں۔ انہی بتائیں کہ لوگ بسنت، میلہ چراغان، لوک میلہ مناتے ہیں۔ کلاس کا کام :

صفحہ نمبر 1 پر کی و 1 کریں۔ 57 طلباء کی کتاب۔

لیپٹ :

ہم پاکستان میں منائے جانے والے تہواروں کو بتانے کے لئے طلبہ سے سبق کا اختتام کریں۔

سبق پلان 37

عنوان: ہمارا پاکستان

استاد کا نام salahud din

کلاس: 5

مضمون: ارد

و

خاص مقاصد :

عنوان کے اختتام پر ، طلبا کو اہل ہونا چاہئے :

پاکستان ، اس کی خصوصیات اور علامتوں کے بارے میں جانیں جو پاکستان ک و
خصوصی بناتی ہیں ۔ **عام مقاصد:**

پاکستان کی علامت علامتوں کے بارے میں

جائے حوالہ جات :

□ کتاب صفحہ نمبر 7 □ پاکستان کا نقشہ . رن گ **دماغ**

ی طوفان :

می ناس باب کو طلبہ کے سامنے پیش کریں اور ذہنی سرگرمی کے ساتھ بورڈ پر
پاکستان کا لفظ لکھیں اور طلباء سے پوچھیں کہ وہ اس کے بارے میں کی ا جانتے ہیں؟
ان کے جواب کا استعمال کرتے ہوئے ایک لفظ بادل بنائیں اور بورڈ پر ایک ایک کر کے
پوائنٹس لکھیں۔

اساتذہ کا اظہار :

طلبہ کو اپنے سابقہ علم کو استعمال کرتے ہوئے اس موضوع کو متعارف کروائیں
۔ انہیں پاکستان کے چاروں صوبوں کا نام بتائیں ۔

ان سے آزاد اکائیوں کے بارے میں تبادلہ خیال کریں جو آزاد کشمیر اور گلگت بلتستان ہیں۔

تحریری بورڈ پر پاکستان کا نقشہ چسپاں کریں اور پڑوسی ممالک کے بارے میں طلباء کی وضاحت کریں کہ

ایران، افغانستان، چین اور ہندوستان ہیں۔ طلباء

کے ساتھ نقشوں کے اجزاء پر تبادلہ خیال کریں۔ طلبہ

کو یہ بتائیں کہ پاکستان میں آبادی بہت زیادہ ہے۔

آبادی کی اصطلاح ان سے یہ بتائیں کہ آبادی کل تعداد میں

ہے کسی علاقے میں رہ رہے ہیں۔

کلاس کا کام :

تحریری نقل پر پاکستان کا نقشہ کھینچیں اور نقشہ کو لیبل کریں

گھر کا کام :

ایطالاب علمی کی کتاب کے صفحہ نمبر 8 پر پاکستان کا نقشہ ایبل کریں۔

ٹیپٹ :

طلباء سے یہ پوچھ کر سبق کا اختتام کریں کہ پاکستان کے چاروں صوبوں

کے نام بتائیں؟ پاکستان کی دو آزاد اکائیوں کے نام بتائیں؟ آبادی کے لحاظ سے ان کا کیا

مطلب ہے؟

سبق آموز منصوبہ 38

عنوان: دیہی علاقہ کیا ہے؟

استاد کا نام salahud din

کلاس: 5

مضمون: ارد

و

خاص مقاصد :

عنوان ک ے اختتام پر ، طلب ا کو اہل ہون ا چاہی ے :

مختلف قسم ک ی برادریوں ، شہر اور دیہی علاقوں ک ے بار ے میں جانیں - نقش ہ
پڑھن ے کا طریقہ سیکھیں -

عمومی مقاصد:

دیہی علاقوں ک ے بار ے میں سمجھن ا

حوالہ جات :

□ کتاب صفحہ نمبر 15 □ ورکشپ □ رن گ

پچھل ے سبق کی تلاوت :

طلب ہ س ے پوچھ کر سبق شروع کریں:

ایک کمیونٹی کیا ہے ؟

شہری علاق ے س ے آپ کا کیا مطلب ہے؟ ہ م کس شہر میں رہت ے ہیں؟

پاکستان ک ے بڑ ے شہروں کا نام بتائیں -

ان کی سمجھ کو جانچن ے ک ے لئ ے ب ے ترتیب طلباء س ے ذکر کردہ سوالات پوچھیں -

اساتذہ کا اظہار :

دیہی علاقوں کے بارے میں طلباء کی وضاحت کریں۔

انہیں بتائیں کہ دیہی علاقہ یا گاؤں ایک شہر سے چھوٹی جماعت ہے۔

ان کی وضاحت کریں کہ دیہی علاقوں کی آبادیاتی آبادی شہری علاقوں سے مختلف ہے۔

طلباء کو واضح کریں کہ دیہی علاقوں کی زندگی شہری علاقوں سے مختلف ہے۔

ان کی وضاحت کریں کہ دیہی علاقے صاف ہیں اور ہوا پاک ہے۔

ان کی وضاحت کریں کہ دیہی علاقوں میں، کھیتیں اور لوگ جانوروں کو اپن

کھیتوں میں یا اپن گھروں میں رکھتے ہیں۔

طلباء سے کہجے کہ فارم جانوروں کے نام بتانے کے لئے کہیں۔

طلباء کو واضح کریں کہ دیہی علاقوں میں قدرت کی خصوصیات زیادہ ہیں۔

ورلڈ گائیڈ سوشل اسٹڈیز 2

طلباء کو "قدرت کی خصوصیات" کی اصطلاح بتائیں اور ان کی وضاحت کریں کہ قدرتی

خصوصیات وہ چیزیں ہیں جو ہم فطرت سے حاصل کرتے ہیں۔

طلباء کی وضاحت کریں کہ ایک گاؤں میں ہوا، ماحول صاف اور پاک ہے۔

طلباء کی وضاحت کریں کہ لوگ حفظانِ صحت سے متعلق مصنوعات کھاتے ہیں۔

ان کی وضاحت کریں کہ دیہی علاقے شہری علاقوں سے کم آلودہ ہیں۔

طلباء کو واضح کریں کہ دیہی علاقوں میں زندگی بہت آسان ہے۔

یہ بھی واضح کریں کہ دیہی علاقوں میں صحت، تعلیم کی سہولیات اچھی نہیں ہیں

کہ لوگ کیوں آتے ہیں

بہتر تعلیم اور بہتر طبی سہولیات کے لئے cities شہروں میں منتقل ہو جائیں۔

کلاس کا کام:

طلبا ء کو ور ک شیٹ نمبر 5 اور ان س ے اس کو حل کرن ے کو کہیں۔

لیٹ :

طلبا ء س ے پوچ ھ کر سبق ک ا اختتام کریں:

a دیہی علاقہ کی ا ہے ؟

قدرتی خصوصیات س ے آپ ک ا کیا مطل ب ہے ؟

دیہی علاقوں میں صحت اور تعلیم ک ی کس قس م کی سہولیات میسر ہیں ؟

سبق آموز منصوبہ 39

عنوان : پانی کی لاشیں

استاد کا نام salahud din

کلاس: 6

مضمون: ارد

و

عمومی مقاصد:	میں نے ٹیم کے ذریعہ نمبر کے سربراہان کا ڈھانچہ منتخب کیا۔ میں نے اسڈھانچے کا انتخاب کیا ، کیونکہ طلباء پانی کے ایک جسم کو سیکھنے کے ذمہ دار تھے ، اور انہیں کلاس کو بھی تعلیم دلوانا پڑتی تھی۔ -تقریب :دریائے ، جھیل ، خلیج
اہداف:	ٹیکس (6) :جغرافیہ ۔

<p>خاص مقاصد:</p>	<p>-طالب علم اس کی وضاحت کر سکے گا کہ ایک ندی ، جھیل اور خلیج کیا ہے۔ -طالب علم ایک اہم ندی ، جھیل اور خلیج کی شناخت کر سکے گا۔ -طالب علم ہمارے جسمانی پانی کو محفوظ کرنے کے طریقوں کی نشاندہی کرنے کے قابل ہو گا۔</p>
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<p>مواد:</p>	<p>تعمیراتی کاغذ -مارکرز -رنگین پنسلیں -کریونس -ٹیکسٹ بک -کلاس روملائبریری میں واقع پانی کی لاشوں پر روایتی وسائل کی کتابیں</p>
<p>تعارف:</p>	<p>پانی کا جسم کیا ہے؟ یہ زمینی مواقع کی طرح کیسا ہے جیسے ہم مطالعہ کر رہے ہیں؟</p>
<p>ترقی:</p>	<p>-جو طلبا نصابی کتب بانٹ رہے ہیں ، اس گروپ کے بطور متن کو دیکھیں۔تصاویر کے ذریعے دیکھو اور متن کو پڑھیں۔ پانی کی لاشوں کی قسم ترقی: پر تبادلہ خیال کریں اور سوالات پوچھیں: ندی کی کیا مثال ہے؟ کیا ہمارے پاس فورٹورتھ میں ندیاں ہیں؟ ہم اپنے دریاؤں کو کیسے بچا سکتے ہیں؟</p>
<p>مشق:</p>	<p>پانی کے پوسٹر کے جسم کے لئے معیار بنائیں۔ کریمیریا 1) :عنوان 2)پانی کے جسم کی تعریف 3)مثال 4)تحفظ 5)درسی کتاب کے علاوہ کسی اور وسیلہ سے متعلق حقائق کسی تعریف ، مثال کی مثال کے طور پر تبادلہ خیال کریں ، اور وضاحت کریں کہ تحفظ کیا ہے۔ طلباء کو تحفظ کی ایک گروپ مثال کے طور پر پہچانیں۔</p>

<p>رہائش:</p>	<p>-میری کلاس میں اترم کا طالب علم ہے۔ وہ بہت اعلیٰ کام کرنے والا ہے اور ہر دوسرے طالب علم کی طرح زیادہ سے زیادہ حصہ لیتا ہے۔ میں نے مستقل طور پر اس کے گروپ پر مزید جانچ پڑتال کی تاکہ یہ یقینی بنایا جاسکے کہ وہ ایک گروپ کی حیثیت سے کام کر رہے ہیں اور ہر ممبر اس میں شریک تھا۔ خصوصاً ضروریات کا طالب علم آسانی سے مشغول ہوجاتا ہے اور طلباء اسے گھومنے دیتے ہیں ، لہذا میں نے ان سے مستقل طور پر پوچھا کہ وہ گروپ کے طور پر کیسے کام کر رہے ہیں اور اگر ہر ایک حصہ لے رہا ہے تو اس کی نگرانی کی جاسکتی ہے ۔</p>
<p>تفہیم کے لئے جانچ پڑتال:</p>	<p>طلباء نے پوسٹر میٹنگ کی نشاندہی کی معیارات کا اندازہ کیا ۔</p>
<p>بندش:</p>	<p>طلباء پوسٹرز کلاس میں پیش کرتے ہیں اور کلاس کو اپنے لینڈ فارم کے بارے میں پڑھاتے ہیں ۔</p>
<p>تشخیص:</p>	<p>طلباء کا اندازہ اس بات پر کیا جاتا ہے کہ آیا ان کے پوسٹرز کی شناخت شدہ معیار پر پورا اترتا ہے یا نہیں ۔</p>
<p>اساتذہ کی عکاسی:</p>	<p>سبق اچھا چلا گیا۔ انہوں نے اپنے گروپوں میں بہتر کام کیا اور میں ان کے گروپ میں "شراکت کار" ہونے کے ذمہ دار کی مدد کرتا ہوں۔ طلباء نے اسے ایک ذمہ داری کے طور پر سنجیدگی سے لیا۔ انہوں نے سبق سے لطف اٹھایا اور ایک دوسرے سے بہت کچھ سیکھا۔ مجھے واقعی نہ صرف طلباء کو سیکھنے میں ہیلطف آتا ہے ، بلکہ ان کے ساتھ مل کر کام کرتے ہوئے دیکھنے اور تنازعات کو حل کرنے کے انتظام کرنے میں ۔</p>

عنوان: دنیا بھر میں: عالمی براعظم اور بحر
ہند

استاد کا نام salahud din

کلاس: 8

مضمون: ارد

و

جائزہ اور عمومی مقاصد:

طلباء زمین اور جغرافیائی علاقوں کے اہم علاقوں کو سمجھنے کے لئے کام کریں گے۔

خاص مقاصد:

St. محرک سمجھ جائے گا دنیا ان خطوں سے بنی ہے جو آب و ہوا ، جغرافیہ ، جانوروں کی زندگی اور ثقافت کے لحاظ سے ایک دوسرے سے بہت مختلف ہے۔ Students. طلباء ریاستہائے مت itself حدہ کی مختلف اقسام اور جغرافیائی خصوصیات ، جانوروں کی وافر زندگی اور بہت ساری ثقافتوں پر مشتمل سمجھیں گے۔ Students. طلباء سات برصغیروں اور چار بڑے سمندروں کو تلفظ ، بجے اور ان کی نشاندہی کرنے کے اہل ہوں۔ کلیدی الفاظ میں شامل ہوں گے: شمالی امریکہ ، جنوبی امریکہ ، انٹارکٹک ، آسٹریلیا ، افریقہ ، یورپ ، ایشیا ، بحر الکاہل ، بحر اوقیانوس ، بحر ہند اور جنوبی بح ر حوالہ جات:

عالمی نقشہ ، انٹارکٹیکا ، آسٹریلیا ، نیپال اور چین کی تصاویر ، اور عمان ، پاورپوائنٹ جس میں ان تمام ممالک کے موسم ، زمینی اور جانوروں کی زندگی کے بارے میں معلومات کا ایک ٹکڑا ہے ۔ طریقے

تعارف:

1. ثقافت کی تعریف کا جائزہ لیں۔

2. طلبہ سے پوچھیں "آپ کے خیال میں موسم، زمینی اور جانوروں کی ثقافت پر کیا اثر پڑتا ہے؟" Ant. انٹارکٹیکا کی تصاویر دکھائیں اور طلبا کو اندازہ لگائیں کہ ان کے خیال میں اس براعظم میں ثقافت کیسی ہے۔ طلبہ کو یہ سمجھاؤ کہ انٹارکٹیکا میں لوگوں کی ثقافت کے بارے میں کیا کہنا ہے اس کا اندازہ لگانا مشکل ہے کیوں کہ وہاں بہت کم لوگ آباد ہیں۔ بہر حال، طلبہ سے ان لوگوں کے بارے میں سوچنے کے لئے کہیں جن کو انٹارکٹیکا میں کچھ دوسرے لوگوں کے ساتھ کئی مہینوں تک مسلسل کام کرنے کے لئے بھیجا گیا ہے۔ پوچھیں، "دوسرے افراد کی طویل عرصے تک بہت کم تعداد میں رہنے کے کیا فوائد اور نقصانات ہیں؟"

طلبہ سے پوچھیں کہ وہاں کتنے براعظم ہیں۔ جوابات سفید تختہ پر گراف کریں۔

طلبہ سے پوچھیں کہ امریکہ میں کتنے پیدا ہوئے ہیں (باتھ دکھائیں) (وہ کس براعظم میں پیدا ہوئے تھے؟ پوچھیں کہ امریکہ سے باہر کتنے پیدا ہوئے) (انفرادی جوابات، کہاں؟) (وہ کس براعظم میں پیدا ہوئے تھے؟)

مشغولیت:

1. چارٹ پاس کریں جس میں ایک طرف ممالک ہوں اور اس میں موسم، زندگی کی شکل، جانور اور ثقافت ہو۔ مظاہرہ کریں کہ طلبا کو چارٹ کس طرح پُر کرنا چاہئے۔ وہ حقائق کو پاورپوائنٹ اور اپنی تحقیق سے چارٹ میں رکھیں گے۔

2. ممالک پر پاورپوائنٹ سلائڈز دکھائیں۔ De. مظاہرہ کریں کہ طلباء کس طرح متن سے ممالک کے بارے میں مزید معلومات تلاش کرسکتے ہیں اور ان کے ساتھ ان کے ساتھ بات چیت کرسکتے ہیں کہ ان کے خیال میں ان ممالک میں ثقافت کیسی ہوگی۔ انہیں بتائیں کہ وہ متن کو دیکھ کر حقیقت کی تصدیق کرسکتے ہیں۔

4. طلباء کو لیبل لگا براعظموں کے ساتھ عالمی نقشہ دکھائیں۔

5. دنیا سے نقشے کا رشتہ دکھائیں۔

- کلاس پریکٹس:

1. کوآپریٹو سیکھنے کی سرگرمی: طالب علموں کو اکٹھا کرنے کے ل life زندگی کا سائز کا جیگاس

پہیلی کا نقشہ۔

2. طلباء کو شراکت داروں کے ساتھ مل کر کام کریں اور چارٹ کو مکمل طور پر پُر کریں۔
- آزاد مشق:

1. طلبا کو دنیا کا ایک خالی خاکہ نقشہ دیں ، رنگ بنائیں اور 7 براعظموں اور 4 بحروں کی شناخت کریں۔

طلبہ سے یہ تصور کرنے کی درخواست کرتا ہے کہ وہ ان ممالک کا دورہ کر رہے ہیں۔ ان کو ایک ملک کے رواج اور ان کے اپنے درمیان تین مماثلتیں اور تین اختلافات لکھیں۔ رہائش (مختلف ہدایت):
1. طلباء کو کمپیوٹر سافٹ ویئر / گیم کو استعمال کرنے کی اجازت دیں ، براعظموں کی صحیح تلفظ سن کر ، براعظموں کی شناخت کرنے کا اشارہ دیں۔ براعظموں کا گانا سنیں۔ سیکھنا چیک اپ:
1. طلبا کو جوڑے جوڑیں اور طلباء کو مشق کریں۔

طلبہ سے پوچھیں کہ "آپ کو ثقافتوں کے بارے میں کیا دلچسپ معلوم ہوا؟"

یہ ثقافت ہمارے اپنے جیسے کیسے ہیں؟ ان میں کیسے فرق ہے؟

لیپٹ:

1. طلبا سے پوچھیں "امریکہ میں کس قسم کی ثقافتیں ہیں؟"

2. کلاس کے ساتھ ثقافتوں کا جائزہ لیں۔