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***The Knowledge City***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Day and no.of periods*** | ***Topic and book name*** | ***Content*** | ***Objectives*** | ***Methodologies*** | ***Resources*** | ***AFL strategies*** | ***Class work*** | ***Home Work*** |
| ***Monday*** | ***Numbers to 100*** | ***Write missing numbers*** | ***Students will be able to get the concept of numbers to 100*** | ***Brain storming***  ***Practice base method*** | ***Duster,board***  ***Marker,book*** | ***solve the questions related to missing numbers Weak students will solve it on the board*** | ***Addition***  ***Related questions given to the students on the n.b.1B pg 7-9*** | ***1B pg 10-12*** |
| ***Tuesday*** | ***Numbers to 100*** | ***Comparing numbers*** | ***Students will be able to solve questions related to comparing numberss*** | ***Brain storming***    ***Practice base method*** | ***Duster,board,marker,book***  ***+laptop for video*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board.*** | ***1B pg 13*** | ***1B pg 14*** |
| ***Wednesday*** | ***Numbers to 100*** | ***Number patterns*** | ***Counting in words*** | ***Brain storming***    ***Practice base method*** | ***Duster,board,marker,book*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board*** | ***1B pg 15-16*** | ***Revise classwork from the notebook*** |
| ***Thursday*** | ***Numbers to 100*** | ***Comparing numbers*** | ***Able to comparing numbers*** | ***Brain storming***  ***Practice base method*** | ***Duster,board,marker,book*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board*** | ***Related questions to the comparing numbers on the nb.*** | ***Revise classwork from the notebook*** |
| ***Friday*** | ***Numbers to 100*** | ***Number patterns*** | ***Able to number patterns*** | ***Brain storming***  ***Practice base method*** | ***Duster,noard marker,book*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board*** | ***Related questions to the number patterns on the nb.*** | ***Revise classwork from the notebook 40-14225-126*** |

***Class:1 Teacher: Sadia Date: 16 Dec-20 Dec,2019 Subj: Mathematics***

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**The Knowledge City Schoo**

**Science planner**

***Teacher name: Nazish Suhail***

***Class: 1***

***Subject: Science***

***Topic: Weather***

***Date: 16 Dec 2019***

**Learning objectives:**

1. To show that changes in the environment occur in a regular pattern known as the weather
2. To explore the changes in the weather and relate them to the eﬀects they have on our lives.

**Keywords:**

Summer, autumn, winter spring

**Starter Activity:**

Begin the lesson by asking the students questions such as: Was it cloudy last week or sunny or both? Did it get colder or warmer this week or has it been the same as last week? Is it windy? Which season do you think it is? List their responses. Use trigger words such as: warm day, sunny, windy, summer, etc.

**Methodology:**

I will Read the text. Discuss each picture showing the different kinds of weather. Talk about the activities in each picture being directly related to the weather, e.g. everyone is dressed so that they can feel cool in the hot weather. The children are enjoying playing in the water. In summer we like to have cold things to eat and drink, like an ice cream. The ice cream man needs an umbrella to stay in the shade as he moves around. The Sun is very bright and hot, etc.

Learners will repeat the four seasons several times to help them comprehend the idea of the cycle of seasons and that one follows the other.

**Assessment for learning:**

Concepts regarding to weather relevant to the weather conditions will be clear by showing them different pictures.

**Wrap up:**

Now learners will explain what they know about weather.

**Assignments :**

***Home task***. They will read the whole topic at home to get familiar with different new words.

***Class: 1***

***Subject: Science***

***Topic: Weather***

***Date: `18 Dec 2019***

**Learning objectives:**

1. To show that changes in the environment occur in a regular pattern known as the weather
2. To explore the changes in the weather and relate them to the eﬀects they have on our lives.

**Keywords: (words to remember /dictation words)**

*Sunny, sunshine, wet, rainy, cloudy, monsoon, thunder, lightning, winds, windy, storm, cool, hot.*

**Starter Activity:**

I will ask from learners how the weather is today.

Do they like this weather?

Who likes which type of weather condition?

**Methodology:**

From starter activity I will move ahead with learners’ brain storming where they will share their different experiences regarding to weather condition.

***Class work*** will be writing the dictation words on their note books.

**Assessment for learning:**

Learn the spellings of dictation words.

**Wrap up:**

Loudly read all the dictation words at least once or twice to memorize the words with spellings as well.

***Class: 1***

***Subject: Science***

***Topic: Weather***

***Date: 20 Dec 2019***

**Learning objectives:**

Learners will be able to solve the worksheet by themselves regarding to weather relevant to all weather conditions.

**Starter Activity:**

Revision of all the dictation words. I will ask from learns the spelling of dictation words to check how much they learn the spellings, are they able to solve the worksheet by themselves as they have to solve it by their own.

**Methodology:**

Ask the children about different weather patterns, using standard questions like:

* What is it like on a sunny day?
* What do people wear to keep cool?
* What kind of food do you eat when it is hot and sunny?
* What games do you like to play on a sunny day?
* Is the sky clear and blue or is it grey and cloudy?

**Assessment for learning:**

Learners will solve the worksheet.

**Wrap up:**

I will check have they done their work. I will guide them if they need my help.

**English Planner**

***Class: 1***

***Subject: English***

***Topic Wild Beasts***

***Date: 16 Dec 2019***

**Teaching/ Learning objectives:**

* Learners will be able to read the poem.
* Will learn the new words.
* Will write the dictation words.

**Starter Activity:**

Will give intro to the life of wild animals.

**Methodology:**

First I will read the poem students will read with me loudly and they will underline the keywords. I will explain the poem and the lesson learnt from the poem. I will explain the poem in Urdu as well if they don’t understand the concept.

**Assessment for learning:**

* Learn the spellings of dictation words from home.

**Wrap up:**

* Pronunciation of difficult words and learning of dictation words.

***Class: 1***

***Subject: English***

***Topic Wild Beasts***

***Date: 17 Dec 2019***

**Teaching/ Learning objectives:**

* Learners will learn and write the meanings of difficult words and they will make the sentences.

**Starter Activity:**

First the brain stroming, how much they already know about the meaning.

**Methodology:**

I will write the words meanings on the board. Learners will write on their notebooks

**Assessment for learning:**

Learners will make the sentences. I will facilitate them regarding to the sentence making.

**Wrap up:**

Anyone will read the poem for more reading practice.

***Class: 1***

***Subject: English***

***Topic Wild Beasts***

***Date: 18 Dec 2019***

**Teaching/ Learning objectives:**

* Learners will do the comprehension.

**Starter Activity:**

Brain storming

**Methodology:**

I will explain the topic again so that learners will able to solve the comprehension. I will write the questions on the board they will write questions along with answers by themselves. I will be a facilitator for them.

**Assessment for learning:**

Answer the questions. Read the topic at home.

***Class: 1***

***Subject: English***

***Topic Wild Beasts***

***Date: 19 Dec 2019***

**Teaching/ Learning objectives:**

* Learners will do creative writing

**Starter Activity:**

I will give them the topic .first brain storming how much they know about the topic.

**Methodology:**

I will give them important information about the topic. They will write about topic by themselves. I will be facilitator.

**Wrap up:**

I will check their work and will share their different ideas with whole class.

***Class: 2***

***Subject: English***

***Topic The boy who never told the lie***

***Date: 16 Dec 2019***

**Teaching/ Learning objectives:**

* Learners will be able to read the story.
* Will learn the new words.
* Will write the dictation words.

**Starter Activity:**

Why we should not tell a lie?

**Methodology:**

First I will read the story students will read with me loudly and they will underline the keywords. I will explain the story and the lesson learnt from the story. I will explain the story in Urdu as well if they don’t understand the concept.

**Assessment for learning:**

* Learn the spellings of dictation words from home.

**Wrap up:**

* Pronunciation of difficult words and learning of dictation words.

***Class: 2***

***Subject: English***

***Topic The boy who never told the lie***

***Date: 17 Dec 2019***

**Teaching/ Learning objectives:**

* Learners will learn and write the meanings of difficult words and they will make the sentences.

**Starter Activity:**

First the brain stroming, how much they already know about the meaning.

**Methodology:**

I will write the words meanings on the board. Learners will write on their notebooks

**Assessment for learning:**

Learners will make the sentences. I will facilitate them regarding to the sentence making.

**Wrap up:**

Anyone will read the poem for more reading practice.

***Class: 2***

***Subject: English***

***Topic The boy who never told the lie***

***Date: 18 Dec 2019***

**Teaching/ Learning objectives:**

* Learners will do the comprehension.

**Starter Activity:**

Brain storming

**Methodology:**

I will explain the topic again so that learners will able to solve the comprehension. I will write the questions on the board. they will write questions along with answers by themselves. I will be a facilitator for them.

**Assessment for learning:**

* Answer the questions.
* Read the topic at home.

***Class: 2***

***Subject: English***

***Topic The boy who never told the lie***

***Date: 16 Dec 2019***

**Teaching/ Learning objectives:**

* Learners will do creative writing

**Starter Activity:**

I will give them the topic .first brain storming how much they know about the topic.

**Methodology:**

I will give them important information about the topic. They will write about topic by themselves. I will be facilitator.

**Wrap up:**

I will check their work and will share their different ideas with whole class.

***Class: 2***

***Subject: Science***

***Topic: Seasons***

***Date: 16 Dec 2019***

**Learning objectives:**

* Learners will be able to distinct features of each season.
* Learners will be able to identify the salient climatic features of each season and emphasize their effects on lifestyle and activities

**Key vocabulary:**

Seasons, spring, summer, autumn, winter, monsoon

**Starter Activity:**

I will show the pupils some scenes of summer, winter, spring and autumn and let them guess which scene belongs to which season

**Methodology:**

What is the season now? Choose your favorite season and write a few sentences about it in your notebook. Draw the picture of your favorite season. Why do you like this season?

I will explain to the pupils that in most countries of the world, there are four seasons: spring, summer, autumn and winter. The weather changes during different seasons, affecting our lives and that of plants and animals.

Now together with the class, I will conduct a brainstorming session. Write the key points on the board. I will give your input where necessary.

**Wrap up:**

Display their crafts in the class.

***Class: 2***

***Subject: Science***

***Topic: Seasons***

***Date: 19 Dec 2019***

**Learning objectives:**

Learners will be able to learn and write all the dictations words

**Keywords:**

Seasons, spring, summer, autumn, winter, collect

monsoon,flowers,bloom,during,warmer,cool,mountain,wind,rain,wet,dry,nector,

**Starter Activity:**

Make the pupils recall the previous lesson by asking them short and simple questions:

a) Can you tell me the names of the four seasons?

b) What is the weather like in winter/ summer/ autumn/ spring?

c) What sort of clothes do people wear during winter and summer?

d) Why do birds fly away in autumn? Where do you think they go? When do they come back?

e) What do some animals do during winter?

f) What are the monsoons? What is it like in your town/city during the monsoon season.

**Methodology:**

First I will read the lesson in the class. Then learners will do reading of the whole topic.I will guide the pupils to complete a few exercises in the class.

**Assessment for learning:**

Exercises of the book will be done in the class.

***Class: 2***

***Subject: Science***

***Topic: Seasons***

***Date: 20 Dec 2019***

**Learning objectives:**

Students will be able to solve the worksheet by themselves.

**Starter Activity:**

Recall of the entire unit, brainstorming of learners.

**Methodology:**

I will distribute the worksheets they will solve the worksheets I will guide then where they need my help.

**Assessment for learning:**

Read the whole unit in home.

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***Subject Co-ordination Meeting***

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| ***Day and no.of periods*** | ***Topic and book name*** | ***Content*** | ***Objectives*** | ***Methodologies*** | ***Resources*** | ***AFL strategies*** | ***Class work*** | ***Home Work*** |
| ***Monday*** | ***muLTIPLY by 4 & 5***  ***Ch#1***  ***Book:2b*** | ***MuLTIPLY by 4*** | ***Students will be able to get concept of multiplication by 4..by adding 4 (constant)*** | ***Brain storming***  ***Practice base method*** | ***Duster,board***  ***Marker,book***  ***2b*** | ***Questions related to fraction ,weak students will solve it on the board.*** | ***Page: 1 & 2*** | ***Pag3*** |
| ***Tuesday*** | ***muLTIPLY by 4 & 5***  ***ch#1***  ***Book:2b*** | ***muLTIPLY by 4*** | ***Students will be able to solve questionsrelated to multiplication*** | ***Brain storming***  ***Practice base method*** | ***Duster,board,marker,book 2b*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board.*** | ***Page : 3***  ***NOTEBOOK work*** | ***pg:4*** |
| ***Wednesday*** | ***muLTIPLY by 4&5***  ***Ch#1***  ***Book:2b*** | ***muLTIPLY by 5*** | ***solve related questions to multiplication by 5*** | ***Brain storming***  ***Practice base method*** | ***Duster,board,marker,book*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board..*** | ***pg;5 & 6*** | ***Pg:7*** |
| ***Thursday*** | ***MuLTUPLY by 4& 5***  ***Ch#1***  ***Book:2b*** | ***MuLTIPy by 5*** | ***Solve related questions to multiplication with the help of tables*** | ***Brain storming***  ***Practice base method*** | ***Duster,board,marker,book*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board.*** | ***Pg8&9*** | ***TaBLE۔of.5*** |
| ***Friday*** | ***muLTIPLY by 4 & 5***  ***ch#1***  ***Book:2b*** | ***MIX problems*** | ***Able to solve the questions related to multplication...either by 4 & 5*** | ***Brain storming***  ***Practice base method*** | ***Duster,board,marker,book*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board.it will help them in fraction and multiplication*** | ***pg 10&11*** | ***tEST of multiplication by 4 & 5*** |

***Class: 2 Subject: Mathematics Week dates:16-12-19 . . . to 20-12-19 teacher name: s. Maryam Batool***

***Class: 3***

***Subject: Science***

***Topic: Wind and air***

***Date: 16 Dec 2019***

**Teaching objectives:**

* To explain the components of air
* To demonstrate that air occupies space
* To compare space and atmosphere
* To investigate the causes of wind
* To discuss the uses of compressed air

**Keywords:**

Atmosphere, nitrogen, space, breeze, gale, compress, water vapours, carbon dioxide

**Starter Activity:**

I will do quick recap of the pupils’ existing knowledge. How do we know that there is air around us when we cannot see it? By the smoke coming out from a chimney, by the movement of clouds, flags, trees, kite. How can we tell that air circulates all the time? What does air contain? What is moving air called? What do we call a wind that blows very strongly?

**Methodology:**

I will share some important information which is given in their book “do you know” with the colored portion. Reading of whole unit with explanation by showing them the pictures in the book.

**Assessment for learning:**

Will have an activity with the balloon to show what is compressed air and how it occupies the space and what can happen if the space is less.

**Wrap up:**

What they learnt from the activity? They will discuss their ideas with me.

**Assignments:**

Read the whole unit at home.

***Class: 3***

***Subject: Science***

***Topic: Wind and air***

***Date: 17 Dec 2019***

**Learning objectives:**

Learners will learn the keywords so that they would be able to answers the questions by themselves.

**Starter Activity:**

Recall the prior knowledge what they learnt in last lesson.

**Methodology:**

Learners will write all the dictation words on their note book after doing that they will read all the words in loud voice at least twice to memorize the words. Now we will move towards the exercise on the book. They will solve the exercise on their textbooks.

**Assessment for learning:**

Text of dictation words in next class.

***Class: 3***

***Subject: Science***

***Topic: Wind and air***

***Date: 20 Dec 2019***

**Learning objectives:**

Learns will solve the exercise questions.

**Starter Activity:**

Recall the whole unit .brain storming

**Methodology:**

After explanation once again by teacher now I will write the questions on the board and learners will write the answers by themselves. I will be there just as a facilitator.

**Assessment for learning:**

True false from the home.

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| ***Day and no.of periods*** | ***Topic and book name*** | ***Content*** | ***Objectives*** | ***Methodologies*** | ***Resources*** | ***AFL strategies*** | ***Class work*** | ***Home Work*** |
| ***Monday*** | ***Fraction Ch#***  ***3B-book*** | ***Equivalent fraction*** | ***Students will be able to get the concept of fraction*** | ***Brain storming***  ***Practice base method*** | ***Duster,board***  ***Marker,bookv 3*** | ***Questions related to number patterns weak students will solve it on the board.*** | ***3B pg 33-35*** | ***3B pg 36-37*** |
| ***Tuesday*** | ***Fraction Ch#***  ***3B-book*** |  | ***Trip*** |  |  |  |  |  |
| ***Wednesday*** | ***Fraction***  ***Ch#***  ***3B-book*** | ***Simplest from the fraction*** | ***solve related questions to fraction in simplest form*** | ***Brain storming***  ***Practice base method*** | ***Duster,board,marker,book***  ***+ laptop for video*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board..*** | ***3B pg 38-40*** | ***3B pg 41-42*** |
| ***Thursday*** | ***Fraction Ch#***  **3B-book** | ***Greater and smaller in fraction*** | ***solve related questions to > or < in fraction*** | ***Brain storming***  ***Practice base method*** | ***Duster,board,marker,book*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board.*** | ***3B pg 43-44*** | ***3B pg 45-46*** |
| ***Friday*** | ***Fraction***  ***ch#***  ***3B-book*** | ***Addition in fraction*** | ***Able to solve the questions related to addition in fracrtion*** | ***Brain storming***  ***Practice base method*** | ***Duster,board,marker,book*** | ***Practice questions will be given to the students and weak students will come to board and solve the questions on the board.s*** | ***3B pg 47-48*** | ***Revise***  ***Fraction’s chapter*** |

***Class: 3 Subject: Mathematics Week dates:16 Dec – 20 Dec,2019 Teacher’s name: Sadia Batool***

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**Subject Co-ordination Meeting**

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| **Day and no.of periods** | **Topic and book name** | **Content** | **Objectives** | **Methodologies** | **Resources** | **AFL strategies** | **Class work** | **Home Work** |
| **Monday** | **Snowflake**  **Folens** | **Reading**  **(pg 40)** | **Students will improve their comprehension skills** | **Inquiry Based** | **Book** | **Students rational approach will be developed through classical conditioning** | **Reading**  **Oral Questioning** | **Revise the chapter for coming class** |
| **Tuesday** | **Snowflake**  **Folens** | **Activities**  **Part B**  **Part C** | **Students will implement their understandings** | **Inquiry Based** | **Book** | **Students areas of weaknesses will be established and sorted out** | **Part B**  **Part C**  **(Page 41)** | **Activities**  **Part A**  **Pg 41**  **Q1,2,3,4 & 7** |
| **Wednesday** | **Lesson 7**  **Two Legs or Four?**  **ORC** | **Reading** | **Students will learn the contextual arena of reading** | **Inductive Based** | **Book** | **Students areas of weaknesses will be established and sorted out** | **Reading**  **Oral Questions** | **Revise the reading done in class** |
| **Thursday** | **Unit 6**  **Food and drink** | **Lesson 1**  **Pg 26** | **Students will understand the concept of dialogue writing** | **Inquiry Based** | **OPE** | **Students will practice the dialogues in daily lives** | **Oral performance** | **Revise the dialogues** |
| **Friday** | **Dialogue writing** | **Dialogue Writing Rules** | **Students will learn the rules of writing dialogues** | **Inquiry Based** | **Oxford Samples** | **Students’ conversational techniques will be improved** | **Written Work**  **Dialogue writing rules** | **Practice and learn the rules** |

Class: **3**  Subject: **Enlgish**  Week dates: **16Dec to 20 Dec,2019** Teacher’s name: **Arslan Akhtar Ali**

**Coordinator’s sign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head’s comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Head’s sign; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The Knowledge City School**

**Subject Co-ordination Meeting**

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| **Day and no.of periods** | **Topic and book name** | **Content** | **Objectives** | **Methodologies** | **Resources** | **AFL strategies** | **Class work** | **Home Work** |
| **Monday** | **Unit 4**  **Culture**  **Lesson 13**  **Calendars** | **Reading** | **Students will learn the relationship of culture and calendars** | **Inquiry Based** | **Book** | **Students will answer the questions as per their understandings** | **Reading**  **Oral Questions** | **Revise the reading** |
| **Tuesday** |  |  |  |  |  |  |  |  |
| **Wednesday** | **Unit 4**  **Culture**  **Lesson 13**  **Calendars** | **Work Page**  **Part B**  **Pg 49** | **Students will be able to imply their text understanding** | **Inductive Based** | **Book** | **Students will write the answers as per their understandings** | **On Book**  **Pg 49** | **Part A**  **Pg 49** |
| **Thursday** |  |  |  |  |  |  |  |  |
| **Friday** | **Unit 4**  **Culture**  **Lesson 13**  **Calendars** | **Questions/Answers**  **Pg 48** | **Students will express their answers as per their understanding** | **Inductive Based** | **Book** | **Students will analyze their mental approach** | **Written**  **Questions/Answers**  **Q1,2,3** | **Q4 & Q5**  **Pg 48** |

Class: **3**  Subject: **Social Studies**  Week dates: **16Dec to 20 Dec ,2019** Teacher’s name: **Arslan Akhtar Ali**

**Coordinator’s sign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head’s comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Head’s sign; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**The Knowledge City School**

**Subject Co-ordination Meeting**

Class: **4** Subject: mathematics Week dates:16 Dec-20 Dec,2019Teacher’s name: Sadia Batool

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| **Day and no.of periods** | **Topic and book name** | **Content** | **Objectives** | **methodologies** | **Resources** | **AFL strategies** | **Class work** | **Home Work** |
| **Monday** | **Decimals l**  **4B-book** | **Greater and smaller in decimals** | **Students will be able to > or < in decimals** | **brain storming, practice base method** | **Book, duster , marker , notebook** | **Topic related Questions will be given to the students on board** | **4B pg 22-24** | **4B pg 25-26** |
| **Tuesday** | **Decimals l 4B-book** |  | **Trip** |  |  |  |  |  |
| **Wednesday** | **Decimals l**  **4B-book** | **Comparing in decimals** | **Students will be able to comparing in decimals** | **brain storming , practice base method** | **book , duster, marker, notebook, board** | **Whole number is new concept for students so they will watch the video.** | **4B pg 27-28** | **4B pg 29-30** |
| **Thursday** | **Decimals l**  **4B-book** | **Decimals to fraction** | **Students will be able to decimals to fraction** | **brain storming , practice base method** | **book, duster, marker, board** | **Questions will be given to the students on board** | **4B pg 31-32** | **4B pg 33-34** |
| **Friday** | **Decimals l**  **4B-book** | **Fraction to decimals** | **Students will be able to convert fraction to decimalsss** | **brain storming , practice base method** | **book, duster, marker, board** | **Questions related to topic will be given to the students.** | **4B pg 35-36** | **Revise decimal-(l) chapter** |

***Class: 4***

***Subject: Science***

***Topic: The earth in space***

***Date: 16 Dec 2019***

**Teaching objectives:**

* To explain, with the help of a globe, that the Earth’s rotation on its axis causes day and night
* To demonstrate that the combined effect of the Earth’s tilt and its orbital motion results in the seasons
* To clarify misconceptions regarding the causes of the changing seasons on the Earth

**Key Words:**

Rotation, spin, revolution, season, hemisphere, revolution, axis, tilted, towards, autumn

**Starter Activity:**

**Materials:** globe, torch

I will begin teaching this topic by providing the pupils with some background information on the topic. I will ask them to think about and discuss the following question: How did the Universe come into being? I will listen to their feedback and then ask them if they have ever seen fireworks exploding in the air. What happens in a firework explosion? There is a big bang, flashes of light, smoke, and the smell of gases. The Universe too began with a Big Bang. This probably happened some four billion years ago. When the Big Bang happened, it created huge amounts of energy. This gigantic explosion caused all matter to compress into a hot, dense mass just a few millimeters across. Immediately after the Big Bang, the Universe expanded, producing huge star groups. These gradually formed the stars, moons and planets.

**Methodology:**

* I will show them how earth rotates and revolves around its axis and sun respectively will have globe and torch as the teaching tools in class. Will switch off the lights and then turn on the torch towards the globe to make them clear how this is happening means how day changes to night.
* After performing the experiment learners will read the unit one by one I will explain them the whole unit.

**Assessment for learning:**

Reading the whole unit from home as well.

**Wrap up:**

Any queries if they have .other I will ask questions from them to evaluate how much they understand the unit.

***Class: 4***

***Subject: Science***

***Topic The earth in space***

***Date: 18 Dec 2019***

**Learning objectives:**

* Learners will write and learn the dictation words.
* Solve the exercise by themselves.

**Starter Activity:**

Brain storming.

**Methodology:**

I will write the dictation words (keywords) on the board they will write on their notebooks. Loudly they will read the words one by one to memorize the words. Now they will solve the exercise given in their book by themselves. I will be a facilitator.

**Assessment for learning:**

Learn the dictation words for the test.

***Class: 4***

***Subject: Science***

***Topic The earth in space***

***Date: 19 Dec 2019***

**Teaching/ Learning objectives:**

* Students will solve all the important questions regarding to the unit.

**Starter Activity:**

I will ask or will take the written test of keywords. Then recall the whole unit so that they can solve the questions by themselves.

**Methodology:**

I will write the questions on the board learners will write their answers by themselves .I will be the facilitator for them.

**Assessment for learning:**

Any queries?

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**Subject Co-ordination Meeting**

|  |  |  |  |  |  |  |  |  |
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| **Day and no.of periods** | **Topic and book name** | **Content** | **Objectives** | **Methodologies** | **Resources** | **AFL strategies** | **Class work** | **Home Work** |
| **Monday** | **The Match Girl**  **Folens** | **Reading**  **Pg 34** | **Students will learn to improve comprehension skills** | **Inquiry Based** | **Book** | **Students rational approach will be developed through classical conditioning** | **Reading**  **Oral Questions** | **Words/Meanings of italic words** |
| **Tuesday** | **The Match Girl**  **Folens** | **Activities**  **Questions/Answers**  **Pg 35** | **Students will express their answers as per their understanding** | **Inquiry Based** | **Book** | **Students areas of weaknesses will be established and sorted out** | **Written**  **Questions/Answers** | **Part D**  **Folens**  **Pg 35** |
| **Wednesday** | **Lesson 7**  **Baba Yaga**  **ORC** | **Reading** | **Students will understand the contextual text** | **Inductive Based** | **Book** | **Students areas of weaknesses will be established and sorted out** | **Reading**  **Oral Questions** | **Revise the reading** |
| **Thursday** | **Unit 6**  **Let’s visit Earth!**  **OPE** | **Lesson 1**  **Listen & Speak** | **Students will be able to understand the dialogue writing structure** | **Inquiry Based** | **Book** | **Comprehensive Approach** | **Q2**  **Pg 28** | **Revise lesson 1** |
| **Friday** | **Dialogue Writing rules** | **Conversational Skills** | **Students will be able to understand the rules of dialogue writing** | **Inquiry Based** | **Oxford Samples** | **Students’ conversational skills will be improved** | **Oral Performance** | **Revise and practice dialogue writing rules** |

**Class: 4 Subject: English Week dates: 16 Dec and 20 Dec,2019 Teacher’s name: Arslan Akhtar Ali**

**Coordinator’s sign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head’s comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Head’s sign; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The Knowledge City School**

**Subject Co-ordination Meeting**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Day and no.of periods** | **Topic and book name** | **Content** | **Objectives** | **Methodologies** | **Resources** | **AFL strategies** | **Class work** | **Home Work** |
| **Monday** |  |  |  |  |  |  |  |  |
| **Tuesday** | **Lesson 9**  **Power, Minerals, and Industries** | **Reading**  **Pg 32** | **Students will be able to understand the concept of resources** | **Inquiry Based** | **Book** | **Students will be encouraged to express their views on resources** | **Reading**  **Pg32** | **Revise Reading** |
| **Wednesday** |  |  |  |  |  |  |  |  |
| **Thursday** | **Lesson 9**  **Power, Minerals, and Industries** | **Remaining Reading** | **Students will answer the questions as per their understandings** | **Inductive Based** | **Book** | **Students will comprehend their rational skills** | **Reading** | **Revise Reading** |
| **Friday** | **Lesson 9**  **Power, Minerals, and Industries** | **Work Page**  **Part A and B**  **Pg 37** | **Students will be able to relate their understandings** | **Inductive Based** | **Book** | **Students will be able to utilize their learned skills** | **Written Work**  **Pg 37** | **Revise C.W** |

Class: **4**  Subject: **Social Studies**  Week dates: **16Dec to 20 Dec,2019** Teacher’s name: **Arslan Akhtar Ali**

**Coordinator’s sign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head’s comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Head’s sign; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**