

**Weekly planner** **Week-12**

**Subject: Physics (0625) Name of the faculty: S.M Tanvir  
Grade-6**

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| **Day: Wednesday**  **Date: 17/04/24** | **Learning objectives and Outcomes**:   * Define average speed and acceleration. * Calculate average speed and acceleration using appropriate formulas. | **Tools and resources** | ***Special remarks*** |
| **17/04/24**  **Day-01** | **Ice breaking- (5 minutes)**  **Question 1:** "Think of a situation where you had to travel from one place to another. What factors influenced how fast you could get there?"  **Question 2:** "Imagine you're in a race. Would you rather have a high average speed or high acceleration? Why?"  **Development activities-** (30 minutes)  **Introduction to Average Speed (10 minutes):** Define average speed as the total distance traveled divided by the total time taken. Discuss the formula for calculating **average speed:**  **Average Speed = Total Distance/Total Time**  Provide examples and solve problems involving the calculation of average speed.  **Introduction to Acceleration (10 minutes):** Define acceleration as the rate of change of velocity over time. Discuss the formula for calculating acceleration: **Acceleration = Change in Velocity/Time Taken** ​ .Explain the difference between positive acceleration (speeding up) and negative acceleration (slowing down). Provide examples and solve problems involving the calculation of acceleration.  **Practice Session (10 minutes):** Divide students into pairs or small groups. Distribute worksheets with problems related to average speed and acceleration. Encourage students to work together to solve the problems, using calculators and formula sheets as needed. Circulate around the classroom to provide assistance and clarification as necessary.  **Closing activities- (5 minutes)**  Review key concepts of average speed and acceleration. Ask students to share any insights or challenges they encountered during the practice session. Emphasize the importance of understanding these concepts in various real-life situations, such as driving, sports, and physics. | Text Book  Marker  Board  Video clips Worksheets |  |

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| **Differentiation:** By content / Process/ Product/Environment/Class performance. | **Home work: Exam style question from chapter 14.** | **Assessment tools & strategies:** Formative assessment  **Reflection (if any):** |