

## Weekly planner

### Week-2

Name of the faculty: Sabiha Saleh

Subject: English Literature

Grade: 1

| Day: 1, 2, 3<br>Date:16/01/23-19/01/23 | <b>Learning objective &amp; outcome:</b><br>Students will be able to identify new meaning of words, Making sentences, identifying True or False, Multiple choice Questions.   |                          |
|--|---|--------------------------|
| Chapter & topic/concept                | Learning engagements:   | Tools & Resources        |
| Chapter 16: Sheila's Shoes             | <b>Day-1</b><br><b>Ice breaking</b> (5 minutes):<br>Interaction with students, asking how they have spend their weekends, also asking about the story<br><br><b>Development activities</b> (30 minutes):<br>Learning new words and meaning, students will write sentences using the words.<br><br><b>Closing activities</b> (5 minutes):<br>Feedback from students,<br>Copy checking<br><br>Diary Checking<br><br><b>Day 2:</b><br><br><b>Ice breaking</b> (5 minutes):<br>Greetings, talking about something | Oxford Reading Circle, 1 |

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|-----------------------------------|--|--------------------------------------|
| <p>Ch: 15 Tidying Up</p>          | <p>new interest</p> <p><b>Development activities</b> (30-minutes):</p> <p>Identifying True/False, Multiplying questions answers</p> <p><b>Closing activities</b> (5 minutes):</p> <p>Checking answers and students feedback<br/> Copy Checking<br/> Diary Checking</p> <p><b>Day 3: Ice breaking</b> (5 minutes):</p> <p>PRIOR KNOWLEDGE (discussion on previous class)</p> <p><b>Development activities</b> (30-minutes):</p> <p>First teacher will recite and describe the poem, Students will recite the poem individually</p> <p><b>Closing activities</b> (5 minutes):</p> <p>students feedback<br/> Diary Checking</p> |                                      |
| <p><b>Differentiation:</b> By</p> | <p><b>Home work:</b> Reading stories, make</p>   | <p><b>Assessment tools &amp;</b></p> |

|  |                                   |  |
|--|-----------------------------------|--|
| <b>content/ process/<br/>product/environment</b> | sentences, learning word meanings | <b>strategies:</b><br>formative assessment<br>(oral feedback)<br><br><b>Reflection (if any):</b> |
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