

**Weekly planner**  
**Week-5**

**Name of the faculty: Chumki Sinha**

**Subject: Biology (Grade 6)**

<p>Day: Tuesday and Wednesday Date: 7/02/2023 and 8/02/2023</p>	<p><b>Learning objective &amp; outcome: By the end of the lesson the students will be able to-</b></p> <ul style="list-style-type: none"> <li>• describe what happens in asthma.</li> <li>• describe the causes of asthma.</li> </ul>	
<p><b>Chapter &amp; topic/concept</b></p>	<p><b>Learning engagements:</b></p>	<p><b>Tools &amp; Resources</b></p>
<p>Topic: <b>Asthma</b> Chapter: 3</p>	<p><b>Day 1:</b> <b>Ice breaking (5 minutes):</b> Teacher will ask students to recall what they got to know about asthma and tell them to summarize the force activities that they learnt in the previous class.  State orally ( REMEMBER, IDENTIFY and UNDERSTAND)  <b>Development Activities: (30 minutes):</b> Reading from page 52  teacher will Ask questions with one word answer.</p>	<p>Text Book, Marker, Board, videoclips</p>

	<p>Students will form group to work on the following questions:</p> <ol style="list-style-type: none"> <li>1. How can asthma be treated?</li> <li>2. Give four things that can start an asthma attack.</li> </ol> <p><b>Closing activities (5 minutes):</b> Students will be given opportunity to ask any question.</p>	
<p><b>Differentiation:</b> By content/ process/ product/environment</p>	<p><b>Home work:</b></p> <ol style="list-style-type: none"> <li>1. Explain how an inhaler gives relief asthmatics.</li> <li>2. Describe what happens to the walls of their air passages if an asthmatic isn't treated quickly?</li> </ol>	<p><b>Assessment tools &amp; strategies:</b></p> <p>Summative Assessment</p> <p><b>Reflection (if any):</b></p>
<p>Topic: <b>Breathing &amp; respiration</b></p> <p>Chapter: 3</p>	<p><b>Day 2:</b></p> <p><b>Ice breaking (5 minutes):</b> Teacher will state the definition of fermentation. Students will be able to identify the concept by working on the following example:</p> <ol style="list-style-type: none"> <li>1. List three things that yeast needs to ferment.</li> </ol> <p><b>Development Activities: (30 minutes):</b></p>	<p>Text Book, Marker, Board, Image</p>

	<p>Reading from page 51</p> <p>teacher will Ask questions with one word answer.</p> <p>Students will form group to work on the following questions:</p> <ol style="list-style-type: none"> <li>1. How do you know that the gas produced during fermentation is carbon dioxide?</li> <li>2. Explain why fermentation stops?</li> </ol> <p><b>Closing activities (5 minutes):</b> Students will be given opportunity to ask any question.</p>	
<p><b>Differentiation:</b> By content/ process/ product/environment</p>	<p><b>Home work:</b> Practice Questions: 6 &amp; 7 from page 55</p>	<p><b>Assessment tools &amp; strategies:</b>  Formative Assessment</p> <p><b>Reflection (if any):</b></p>