

## Weekly planner

### Week-6

Name of the faculty: [Ayesha Jamila](#)

Grade: 1

Subject: Science

|   |  |   |
|---|--|---|
| <p>Day: 1,2,3<br/>Date: 12/02/23-16/02/23</p> | <p><b>Learning objective &amp; outcome:</b><br/>Children will understand that air is very essential for the survival of human beings.<br/>Children learn about different constituents of air by knowing that air is a mixture, and understanding that air is necessary for combustion. Understand that air is everywhere and air has weight.<br/>Students will be able to apply their knowledge to answer questions from the text.</p> |   |
| <p><b>Chapter &amp; topic/concept</b></p>     | <p><b>Learning engagements:</b></p>  | <p><b>Tools &amp; Resources</b></p>   |
| <p>Chapter: 10 Air</p>                        | <p>Ice breaking (5 minutes):<br/>Greetings!<br/>Children will be asked to take deep breathe and close their eyes. As they open their eyes, one empty glass will be shown to them. They will be asked, “ Is there anything in this glass?” They will be informed that air is there in the glass. Air is everywhere although it is not visible.</p> <p>Learning Development:<br/>Day1</p>  | <p>Chart paper<br/>A4 size paper<br/>Copy of their own<br/>Worksheet</p> <p><a href="https://youtu.be/2P69KlrTtYg">https://youtu.be/2P69KlrTtYg</a></p> <p>Resource<br/>I explore Science book Pg:81-87</p> |

|  |   |  |
|--|---|--|
|  | <p>Discussion about the chapter.<br/>Individually they will read the chapter and will do some activity such as:<br/>To prove that air is everywhere, one small experiment will be conducted. A crumbled paper will be kept at the bottom of the glass. The glass will be inverted in the bucket of water. After a minute, glass will be taken and the paper will be shown. The paper won't turn wet. The reason for this will be discussed.</p> <p>Day 2<br/>Discussion and experiment that Air takes up space ( for experiment we will use balloon)<br/>Air has weight for experiment we will use a ruler and Balloon<br/>After this they will understand and be able to relate the things that air has space and weight in real life scenarios.</p> <p>Day 3<br/>Solving exercises (on Book)</p> <p>Closing activities (5 minutes):<br/>Feedback from the running chapter<br/>Diary</p> |  |
|--|---|--|

|  |  |   |
|--|--|---|
| <p><b>Differentiation:</b> <u>By content</u>/<br/>process/ product/environment</p> | <p><b>Home work:</b><br/>Day3: Write the Q/A</p> | <p><b>Assessment tools &amp; strategies:</b><br/>Day 2- Formative assessments: in<br/>book: pg 86<br/><br/>Day3- Q/A: in book: pg 87<br/><br/><b>Reflection (if any):</b></p> |
|--|--|---|