

## Weekly planner

### Week-10

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

Grade: 3

Subject: Science

<p>Day: 1,2,3 Date: 12/03/23-16/03/23</p>	<p><b>Learning objective &amp; outcome:</b> The students will:</p> <p>Students should already be familiar with</p> <ul style="list-style-type: none"> <li>● the definition of <i>energy</i>,</li> <li>● different forms of energy,</li> <li>● the idea that a force is a push or a pull,</li> <li>● the definition of <i>motion</i>,</li> <li>● the definition of <i>speed</i>.</li> </ul>	
<p><b>Chapter &amp; topic/concept</b></p>	<p><b>Learning engagements:</b></p>	<p><b>Tools &amp; Resources</b></p>

Chapter: 10 ( Force, Source and Energy)

Ice breaking (5 minutes):

- What do you think energy is? (Allow the students to answer.)

Learning Development:

Day1

- Today, we are going to be talking about energy.
- Energy is power that comes from a source and is used to provide light, heat or to work machines.
- There are different kinds of energy and energy comes from different sources.
- One type of energy is

white board or large paper

small notebooks or paper for students to record observations

Resource

I explore Science book Pg:88-94

**kinetic (ki-ne-tic)**

energy and one type of energy is potential energy.

- Kinetic energy is energy that is in motion. A ball bouncing is using kinetic energy.
- Potential energy is stored energy. A ball that is sitting at the top of a hill has potential energy.
- When you are sitting at your desk with your hands on your desk, your hands have potential energy. When you raise your hand or move your hand to write,

your hand has kinetic energy.

### Day 2

- We are going to talk about the sources of energy. That means where energy comes from.
- Energy comes from many different places.
- Coal, natural gas and oil are all burned and then turned into energy.
- Energy can also come from the sun, wind, heat in the Earth, water and natural things like wood and corn.
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	<p>Day 3</p> <p>Book Exercises Book Q/A- BQA</p> <p>Closing activities (5 minutes): Feedback from the running chapter Diary writing</p>	
<p><b>Differentiation:</b> <u>By content</u>/ process/ product/environment</p>	<p><b>Home work:</b> Draw, color and label the digestive system and write their function.</p>	<p><b>Assessment tools &amp; strategies:</b> Day3- Q/A: in book: pg 63</p> <p><b>Reflection (if any):</b></p>