Daffodil International School
Value, Culture and Innovation

Weekly planner

Week-13

Name of the faculty: Ayesha Jamila

Grade: 4

Subject: Science

Day: 1,2,3 Date: 2/04/23- 4/03/23	**Learning objective & outcome:** Students will be able to:1. Explain the locations of the Earth, moon and sun and describe their relationship 2. Explain the movements of the Earth, moon and sun by developing models 3. Explain the different phases of the moon by manipulating models	
Chapter & topic/concept	**Learning engagements:**	**Tools & Resources**
Chapter: 14 (Our Earth and its neighbors)	Ice breaking (5 minutes): They will see a video on that topic Day 1 I will demonstrate the orbital and rotational relationship of the Earth, moon and sun by having students in	white board or large paper small notebooks or paper for students to record observations

	groups of three demonstrate this concept using their bodies to represent each celestial body. Each group will get a sheet with the following diagram, which demonstrates direction of rotation. (see Appendix A in the lesson plan) Day 2 As students demonstrate the rotational movements, the teacher assists students as needed as well as pausing the activity to ask questions to assess knowledge. a. In which direction does the Earth rotate on its axis? Does the Earth rotate in the same direction as the Moon? as the Sun? i. The Earth rotates counter-clockwise on its axis. Yes, yes. b. Does the moon orbit around the Sun or the Earth? Why does the moon orbit where it does? i. The Moon orbits around the Earth. This is because of its proximity to the Earth. Although the Sun has a greater gravitational effect due to its size, the moon is close enough to the Earth so that it is caught in its gravitational pull.	Resource I explore Science book Pg:88-94 ,

	c. What is a solar eclipse and how does one form? i. A solar eclipse is when the sun is blocked, either partially or fully, by the moon. This occurs when the Moon's orbit causes it to pass between the Earth and the Sun. Day 3 Book Exercises Book Q/A- BQA Closing activities (5 minutes): Feedback from the running chapter Diary writing	
Differentiation: By content/ process/ product/environment	**Home work:** Draw, color and label the digestive system and write their function.	**Assessment tools & strategies:** Day3- Q/A: in book: pg 63 **Reflection (if any):**