

Weekly planner

Week-4

Name of the faculty: Chumki Sinha

Subject: Mathematics (Grade 6)

<p>Day: Sunday, Monday, Tuesday and Thursday Date: 29/01/2023 - 02/02/2023</p>	<ul style="list-style-type: none"> ● Learning objective & outcome: By the end of the lesson the students will be able to ● identify equivalent percentages, fractions and decimals ● check a result by considering whether it is the right size. 	
<p>Chapter & topic/concept</p>	<p>Learning engagements:</p>	<p>Tools & Resources</p>
<p>Topic: Percentage change and reverse percentage Chapter: 8</p>	<p>Day 1: Ice breaking (5 minutes): Greetings Feedback orally from previous class. (Remember, Identify, Understand) Development Activities: (30 minutes): Page: 211; Exercise: 8B Number: 1-2(a-d) First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board. If the students cannot do the homework, the teacher will explain the homework and do it on the board. Closing activities (5 minutes): Feedback session and diary writing</p>	<p>Text Book, Marker, Board, Geometry Box, Calculator</p>
<p>Day: Monday Date: 30/01/2023</p>	<ul style="list-style-type: none"> ● Learning objective & outcome: By the end of the lesson the students will be able to 	

	<ul style="list-style-type: none"> ● say and write the definition of points, lines, planes and angles. ● identify and draw the different types of angles by using protector. 	
<p>Topic: Points, Lines and planes & Angles Chapter: 10.1 - 10.2</p>	<p>Day 2: Ice breaking (5 minutes): Quiz & Greetings Feedback orally from previous class. (Remember, Identify, Understand) Teacher will ask students to recall what they got to know about lines and angles.</p> <p>Development Activities: (30 minutes): teacher will Ask questions with one word answer.</p> <p>Students will form pairs to work on the following questions:</p> <ol style="list-style-type: none"> 1. What is line, point, planes? 2. What is angle? 3. How many types of angles are there? Name of them. <p>Discuss about Page: 256-259 Exercise: 10A; Number: 1-2(a-f) First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board. If the students cannot do the homework, the teacher will explain the homework and do it on the board.</p> <p>Closing activities (5 minutes): Feedback session and diary writing</p> <p>Day 3: Ice breaking (5 minutes): Quiz & Greetings Feedback orally from previous class. (Remember, Identify, Understand)</p>	<p>Text Book, Marker, Board, Geometry Box, ppt.</p>

	<p>Development Activities: (30 minutes): Students will form pairs to work on the following questions:</p> <p>Page: 265; Exercise: 10A ; Number: 3-5</p> <p>First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board. If the students cannot do the homework, the teacher will explain the homework and do it on the board.</p> <p>Closing activities (5 minutes): Feedback session and diary writing</p>	
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<p>Differentiation: By content/ process/ product/environment</p>	<p>Home work: Page: 265; Exercise: 10A; Number: 3-5</p>	<p>Assessment tools & strategies: Formative Assessment Reflection (if any):</p>
<p>Topic: Percentage change and reverse percentage Chapter: 8</p>	<p>Day 4: Ice breaking (5 minutes): Greetings Feedback orally from previous class. (Remember, Identify, Understand)</p> <p>Development Activities: (30 minutes): Page: 211; Exercise: 8B; Number: 3-5 First, the students will try to do 2 sums, if they can't do it, then the teacher will explain it on the board. If the students cannot do the homework, the teacher will explain the homework and do it on the board.</p> <p>Closing activities (5 minutes): Feedback session and diary writing</p>	<p>Text Book, Marker, Board, Geometry Box, Calculator</p>