

Weekly planner

Week-2

Name of the faculty: Chumki Sinha

Subject: Science (Grade 5)

<p>Day: Monday, Wednesday and Thursday Date: 16/01/2023, 18/01/2023 and 19/01/2023</p>	<p>Learning objective & outcome: By the end of the lesson the students will be able to-</p> <p>Define what is mass and weight.</p> <p>Express how forces act in other directions.</p> <p>Describe different directions of forces act.</p>	
Chapter & topic/concept	Learning engagements:	Tools & Resources
<p>Topic: How forces act Chapter: 4</p>	<p>Day 1: Ice breaking (5 minutes): Teacher will ask students to recall what they got to know about forces and motion and tell them to summarize the force activities that they learnt in the previous class.</p> <p>State orally (REMEMBER, IDENTIFY and UNDERSTAND)</p> <p>Development Activities: (30 minutes):</p>	<p>Text Book, Marker, Board, Ball Work sheet</p>

	<p>Reading from page 42-43</p> <p>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. How forces act 2. Is one force bigger than the other? Say why or why not. <p>Closing activities (5 minutes): Students will be given opportunity to ask any question.</p>	
<p>Topic: Balanced and unbalanced forces</p> <p>Chapter: 4</p>	<p>Day 2:</p> <p>Ice breaking (5 minutes): Teacher will state the definition of Balanced and unbalanced forces. Students will be able to identify the concept by working on the following example:</p> <ol style="list-style-type: none"> 1. Which force is bigger? <p>Development Activities: (30 minutes): Teacher will describe with an example.</p> <ol style="list-style-type: none"> 1. What forces is acting on the book? 2. What forces is acting on your arm? 	<p>Text Book, Marker, Board, Image Work sheet</p>

	<p>Closing activities (5 minutes): Students will share if they have any query.</p>	
<p>Differentiation: By content/ process/ product/environment</p>	<p>Home work:</p> <ol style="list-style-type: none"> 1. What forces is acting on the book? 2. What forces is acting on your arm? 	<p>Assessment tools & strategies:</p> <p>Summative Assessment</p> <p>Reflection (if any):</p>
<p>Topic: The effects of forces Chapter: 4</p>	<p>Day 3:</p> <p>Ice breaking (5 minutes): Teacher will state the definition of forces. Students will be able to identify the concept by working on the following example:</p> <ol style="list-style-type: none"> 1. Which can force do? <p>Development Activities: (30 minutes): Teacher will describe with an example.</p> <ol style="list-style-type: none"> 1. How do forces act to break a glass when it falls on the ground? 2. How do forces act to make a rubber ball bounce when you drop it? <p>Closing activities (5 minutes): Feedback session and diary writing</p>	<p>Text Book, Marker, Board, Image</p> <p>Assessment tools & strategies:</p> <p>Formative</p> <p>Reflection (if any):</p>

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Differentiation: By content/ process/ product/environment	Home work: <ol style="list-style-type: none">1. How do forces act to break a glass when it falls on the ground?2. How do forces act to make a rubber ball bounce when you drop it?	Assessment tools & strategies: Formative Assessment Reflection (if any):
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