

**Weekly planner**  
**Week-5**

**Name of the faculty: Afroza Akter Labonno**

**Subject: English as a Second Language**

<p>Day: Tuesday Date: 13 February 2024</p>	<p><b>Learning objective &amp; outcome:</b> By the end of the lesson, students will be able-</p> <ul style="list-style-type: none"> <li>● To practice reading comprehension skills.</li> <li>● To develop vocabulary and language understanding.</li> <li>● To enhance critical thinking abilities.</li> </ul>	
<p><b>Chapter &amp; topic/concept</b></p>	<p><b>Learning engagements:</b></p>	<p><b>Tools &amp; Resources</b></p>
<p>Skimming and scanning Exercise 2</p>	<p><b>Day 1 Holiday for Iztema</b></p> <p><b>Day 2</b> Ice breaking: Two truths and a lie Each student will think of two true statements about themselves and one false statement. They will then take turns sharing these statements with the class.</p> <p>Development activities:</p> <p><b>Instructions (2 minutes):</b></p> <ul style="list-style-type: none"> <li>● Provide clear instructions for the exercise. Explain what students need to do and any specific guidelines or expectations.</li> </ul> <p><b>Exercise (15 minutes):</b></p> <ul style="list-style-type: none"> <li>● Distribute the exercise sheets.</li> <li>● Allow students to work individually</li> </ul>	<ul style="list-style-type: none"> <li>● Copies of the exercise or access to digital materials.</li> <li>● Whiteboard and markers (optional).</li> <li>● Timer or clock to keep track of time.</li> </ul>

	<p>to read the passage and answer the questions.</p> <ul style="list-style-type: none"> <li>• Monitor the students' progress and offer assistance if needed.</li> </ul> <p><b>Review and Discussion (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• Once the time is up, review the answers as a class.</li> <li>• Encourage students to explain their answers and discuss any challenging questions.</li> <li>• Address any misconceptions and provide additional explanations as necessary.</li> </ul> <p>Adjust the difficulty level of the exercise according to the students' proficiency level.</p>	
<p><b>Differentiation:</b> By <u>content/ process/ product/environment</u></p>	<p><b>Home work:</b> Encourage students to continue practicing reading comprehension skills outside of class.</p>	<p><b>Assessment tools &amp; strategies:</b> Anecdotal record</p> <p><b>Reflection (if any):</b></p>
<p>Day: Wednesday Date: 14 February 2024</p>	<p><b>Learning objective &amp; outcome:</b> By the end of the lesson, Students will be able-</p> <ul style="list-style-type: none"> <li>• To explore the themes, characters, and cultural elements of the fiction text "Rickshaw Girl."</li> <li>• To develop students' reading comprehension, critical thinking, and analytical skills.</li> <li>• To integrate language skills such as reading, speaking, and writing.</li> </ul>	
<p><b>Chapter &amp; topic/concept</b></p>	<p><b>Learning engagements:</b></p>	<p><b>Tools &amp; Resources</b></p>
<p>Unit 12 People and their jobs</p>	<p><b>Day 1</b> Ice breaking: Eliciting questions</p>	<p>Copies of the book "Rickshaw Girl" or access to digital versions.</p>

<p>Fiction- Rickshaw Girl</p>	<p>Begin by asking students if they are familiar with a Rickshaw puller who is a girl.</p> <ul style="list-style-type: none"><li>• Introduce the fiction unit "Rickshaw Girl" to the students, providing background information about the author and setting.</li><li>• Discuss the theme of "People and their Jobs" and how it relates to the story.</li></ul> <p>Development activities:</p> <p><b>Reading (10 minutes):</b></p> <ul style="list-style-type: none"><li>• Read the first few pages or chapters of "Rickshaw Girl" together as a class, either aloud or silently.</li><li>• Encourage students to follow along and pay attention to key details about the protagonist's job and her experiences.</li></ul> <p><b>4. Comprehension Activity (5 minutes):</b></p> <ul style="list-style-type: none"><li>• Distribute a short comprehension worksheet or ask a few questions orally to check understanding of the reading material.</li><li>• Allow students a few minutes to complete the activity independently or in pairs.</li></ul> <p><b>5. Discussion (5 minutes):</b></p> <ul style="list-style-type: none"><li>• Facilitate a brief discussion about</li></ul>	<p>Whiteboard and markers. Worksheets or graphic organizers related to the text. Writing materials for students. Audiovisual equipment for multimedia support (optional).</p>
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	<p>the protagonist's job as a rickshaw driver and how it impacts her life and the lives of those around her.</p> <ul style="list-style-type: none"> <li>Encourage students to share their thoughts and reactions to the story so far.</li> </ul> <p>Closing activities: Diary writing</p>	
<p><b>Differentiation:</b> By <u>content/ process/ product/environment</u></p>	<p><b>Home work:</b> Coursebook 8 page: 100-101</p>	<p><b>Assessment tools &amp; strategies:</b>  Anecdotal record</p> <p><b>Reflection (if any):</b></p>
<p>Day: Thursday Date: 15 February 2024</p>	<p><b>Learning objective &amp; outcome:</b></p>	
<p><b>Chapter &amp; topic/concept</b></p>	<p><b>Learning engagements:</b></p>	<p><b>Tools &amp; Resources</b></p>
	<p><b>Day 3</b>  Exam</p>	
<p><b>Differentiation:</b> By <u>content/ process/ product/environment</u></p>	<p><b>Home work:</b></p>	<p><b>Assessment tools &amp; strategies:</b></p> <p><b>Reflection (if any):</b></p>