

Week-1

Name of the faculty: Omar Faruk Bhuiyan

Subject: Global Perspective

Grade: IV

<p>Day: Sunday - Thursday Date: 24/07/24 - 25/07/24</p>	<p>Learning objective & outcome: Students will talk about simple, personal, experience on the issue, also consequences of their own actions. (1A.03) Work positively with others, sharing resources while working independently or with others. (1CI.01)</p>	
Chapter & topic/concept	Learning engagements:	Tools & Resources
<p>Chapter 1: Pg- 2-3 Research</p>	<p>Day 1 Ice breaking (5 minutes): Students will be asked about the word 'global,' What is 'global' and what is 'perspective.'</p> <p>Hints for teachers: Global Perspective- choosing topics on global issues for example, issues related to sustainability. Learners exploring different perspectives, which helps to develop a global outlook. Helps learners express their own opinions and develop an understanding that there is always more than one point of view.</p> <p>Development activities (30 minutes): Students will be brainstormed on a technical term</p>	<p>Cambridge Primary Global Perspectives Learner's Skills Book 5</p>

<p>Chapter 1: Pg- 4- 6 Research</p>	<p>‘research’ and synonyms of perspectives. Teacher will write three options on the board: water, earth, fire, air. Teacher will let the students choose one and provide sticky notes for them to write the answers and paste on the board. After the session is complete, the teacher will ask one student or will read a few questions from the board notes and discuss those, in such a way students will get the concept of what research is a research.</p> <p>Closing activities (5 minutes): feedback from students, diary checking</p> <p>Day 2 Ice breaking (5 minutes): PRIOR KNOWLEDGE (discussion on previous class) Research Skills Development activities (30 minutes): A teacher will let the students create their own charts on how to research well on specific topics. The chart will be named as ‘lesson learning goals’ a learner will categorize the ways an issue can be beneficial in terms of its perimeter, that includes its matter whether it is solid, liquid or a gas, further on breaking it into harmful and non harmful. And then further breaking those into</p>	<p>Cambridge Primary Global Perspectives Learner’s Skills Book 5</p>
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	<p>other simpler facts of its positive and negative uses.</p> <p>Closing activities (5 minutes): feedback from students, students will be asked several words that they wrote down and will explain why they chose those.</p>	
<p>Differentiation: By content/ process/product/environm ent</p>	<p>Home work: Day- 1 Reading Pg- 2 revise the word 'research' and the word 'perspective' Day- 2 Research about Water</p>	