



**Academic Plan: English , Science , Mathematics & Sindhi (OUP)
Grade: 03**

Scheme of Studies

This document is based on Academic Planning for the year 2020-2021, specially designed for post pandemic conditions in a condensed manner. We hope this document will provide maximum support to teachers in effective teaching and learning.

Prepared by: Training Unit – Sindh Education Foundation

Period Time: 40 minutes

***Keys: -
Learning Level: L. L
Understanding: U
Remembering: R
Application: A***

Schedule Details & Time Table

- The Condensed Scheme of Studies/Academic plan as designed for alternate days keeping in view the students' groups (A & B).
- The Condensed Scheme of Studies/Academic plan is being provided **from 11th January till Mid of April, 2021** as the final section of the Academic plan in the 2nd phase.
- Referring to the alternative schedule decided for the academic year, Group A will attend school on Monday, Wednesday and Friday, whereas Group B will be continuing on Tuesday, Thursday and Saturday respectively.
- Homework to both of the groups will be assigned by the teacher in such a way that one group will be doing their homework on the alternate off day and vice versa for the second group with respect to the school attending days as mentioned above.

(Grade III)

Time	Monday Group A	Tuesday Group B	Wednesday Group A	Thursday Group B	Friday Group A	Saturday Group B
08:30 – 09:10	English	English	Mathematics	Mathematics	Science	Science
09:10 – 09:50	English	English	Mathematics	Mathematics	Science	Science
09:50 – 10:30	Science	Science	Social Studies	Social Studies	English	English
10:30 – 11:00	Break					
11:00 -11:40	Mathematics	Mathematics	Science	Science	Social Studies	Social Studies
11:40 – 12:20	Islamiat	Islamiat	English	English	Mathematics	Mathematics
12:20 – 01: 00	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu

First Day of School Re-Opening
Foundation Assisted Schools (OUP)

Sindh Education Foundation

As the schools are being opened after a gap of few months and with alternate days for children therefore, proper planning and implementation with respect to the **Standard Operating Procedures (SOPs) as prescribed by the Government of Sindh** needs to be executed in letter and spirit.

Our Children are returning back to schools after almost half a year, thus being far away from schools for a longer period of time, it is expected that the pupils might have missed school a lot and so their routine habits have transformed in one way or the other. In this scenario, there is an exceptional need for the school management to welcome them back in a colorful manner to make them feel that even the school missed them a lot during these days and all of the staff is very glad to have them back. This initiative is imperative to restore the school resuming the execution of teaching-learning process concurrent to the precautionary measures respective to the pandemic.

Mentioned below are the activities to be performed in all of the classrooms separately on the first day of the school to be executed by the class teachers, ensuring the remembrance of each of the protocols in children;

- Orientation to Sindh Govt. SOPs for the re-opening of schools: **Health and Safety**

How to;

- *maintain social distancing within the school and classrooms while seating*
- *properly wear and remove face masks*
- *properly hand wash with soap (includes process) after every 03 hours*
- *properly sneeze into your elbow, or using a handkerchief (while not wearing a mask)*
- *keep oneself protected and away from others while coming to school and going back home*

Strictly;

- *no close contacts including Handshakes, Hugging and group play*
- *no touching of face, eyes, ears etc.*
- *no recess; only lunch break will be held inside the classroom*
- *no sharing of stationary or food items*
- *not to use each other glass of water or water bottles*
- Any of the student(s) has to inform the teacher/parents immediately if she/he is not feeling well whether may it be school or home
- Orientation to Sindh Govt. SOPs for the re-opening of schools: **Academics**
 - Children will be informed that each grade/class has been divided into groups and which group will be attending the school on alternate days.
 - School Time table will be shared properly with the students to make them aware of the subjects to be taught in the current academic year

- Group wise students will be assigned homework for their off days which is mandatory to be completed and submitted regularly as it links up with their everyday academic progress
- SOPs must be assured by the teacher during classroom activities like;
 - Poster making to be executed and displayed in the vicinity of school premises with different important messages for protection and cure from the disease
 - Role plays in native languages reflecting the ways to practice precautionary measures
 - Children from primary grades will demonstrate the message of health and safety through their drawings and creative work
 - Face mask making activity to be carried out in each grade using cloth and threads
 - Individual demonstration by the students in order to showcase the practical application of health safety activities including; hand washing, proper way of coughing and sneezing, wearing and removing of mask properly, maintaining social distance between each other – This will ultimately enable the teacher to know what messages have been learnt by the children so far.

Scheme of Studies - English Grade-3

Months/Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
14th Week	Period 1 Revision	Revision	Recall prior concepts <i>L. L: A</i>	<ul style="list-style-type: none"> Recap all previous taught concepts and vocabulary to students using flash cards/through activities Involve them to solve concepts' related worksheets and exercises 	
	Period 2 Revision	Revision Writing	Recall prior concepts <i>L. L: A</i>	<ul style="list-style-type: none"> Do a short diagnostic test that covers prior concepts taught; this is not intended for students but for you so that you can assess which topics they have a good grasp of and which ones you need to spend more time revising Referring to the chart, perform a nursery rhyme/song with the children and have them sing and act after you <p><i>After the class</i></p> <ul style="list-style-type: none"> Go over the children's test results to see which topics they still need to revise. 	Prepare a nursery rhyme/song on a chart
	Period 3 Revision	Speaking Reading	Use of helping verbs in simple sentences <i>L. L: U</i>	<ul style="list-style-type: none"> Recap the concept of nouns i.e. naming words, making a list of at least 10 nouns with the help of the students. Ask the children which of those words are the names of people and animals. Add some more names of people and animals to the nouns' list Recap the concepts of helping verbs is, am, are and make few simple sentences using nouns and helping verbs encourage students to make more simple sentences using nouns and helping verbs 	--
	Period 4	Listening	Classify and change the gender	<ul style="list-style-type: none"> Recap the concept of masculine and feminine 	Different objects

	Revision	Writing	of nouns <i>L. L: A</i> Identification of countable and un-countable nouns <i>L. L: A</i>	nouns; make two columns on the board labelled “masculine” and “feminine”; ask the students for examples and write those in the appropriate columns <ul style="list-style-type: none"> Recap the concept of countable and un-countable nouns using different objects. Introduce the new vocabulary as important 	
15 th Week	Period 1 Unit 4 GIFTS <i>“Presents from Uncle Amjad”</i>	Reading	Comprehend and respond to the given texts <i>L. L: U</i>	<ul style="list-style-type: none"> Ask pre-reading questions, p. 23 Read the text out loud, do different voices for the different characters. Ask many questions as you read Students read in pairs and underline new words Discuss new words 	--
	Period 2 Unit 4 <i>“Presents from Uncle Amjad”</i>	Reading Writing	Comprehend and respond to the given texts <i>L. L: A</i>	<ul style="list-style-type: none"> Recap the main idea of the text Recall the new words learned Students complete Ex. 1 and 2 on p. 25 Students make sentences with the new vocabulary 	--
	Period 3 Unit 4 <i>“Presents from Uncle Amjad”</i>	Reading	Recognize that actions take place in time <i>L. L: U</i>	<ul style="list-style-type: none"> Ask students if they have ever seen an “action film”. If yes, probe for the meaning of the word “action” Using Worksheet # 1, introduce the concept of verbs Play a game where you have a list of words that include simple nouns, adjectives, and verbs. All the students stand away from their desks. You say the word out loud; if it is an adjective or noun the students stay quiet. If it is a verb, the students act it out 	--
	Period 4 Unit 4 <i>“Presents from Uncle Amjad”</i>	Listening Reading	Recognize that actions take place in time <i>L. L: U</i>	<ul style="list-style-type: none"> Recap the concept of verbs; students give you at least 10 examples Introduce the idea that actions are done at a 	Chart with about 5 sentences with your routine

				<p>certain time; eg yesterday, or today, or last year, or next year; let students know that the “tense” of a verb refers to the time it happens</p> <ul style="list-style-type: none"> • Read your routine from the chart you have prepared. With the help of students underline all the verbs • Introduce the concept of simple present tense 	
16 th Week	<p>Period 1 Unit 4 “Presents from Uncle Amjad”</p>	<p>Listening Writing</p>	<p>Recognize that actions take place in time <i>L. L: U</i></p> <p>Use present simple for habitual actions and for timeless and universal statements <i>L. L: U</i></p>	<ul style="list-style-type: none"> • Recap the idea that verbs happen at a certain time • Recap the concept of simple present tense • Introduce the idea that simple present tense takes the following forms: I/you/they/we <u>verb</u>; he/she/it <u>verbs</u> • Repeat the above consistently through a song-like way until students independently can remember • Students complete Worksheet # 2 in pairs 	--
	<p>Period 2 Unit 4 “Presents from Uncle Amjad”</p>	<p>Writing</p>	<p>Use present simple for habitual actions and for timeless and universal statements <i>L. L: A</i></p>	<ul style="list-style-type: none"> • On the board, write a word bank of 10-20 verbs that relate to students’ routine • Students write sentences using the verbs to describe their routine. Encourage them to use as much new vocabulary as possible • 1-2 students read out their sentences in front of the class 	--
	<p>Period 3 Unit 4 “Presents from Uncle Amjad”</p>	<p>Reading</p>	<p>Identify syllables and tell how many syllables a word has <i>L. L: U</i></p>	<ul style="list-style-type: none"> • Write about 20 words on the board which have a varying number of syllables; you can include some children’s names • Along with the students, read those words aloud. Ask them which words feel longer to say • Introduce the concept of syllables. Re-read all of the words on the board; this time, clap with each syllable you read out. For example, with the word “rectangle” you would say “rect” 	--

				<ul style="list-style-type: none"> clap softly while saying it) “an” (clap softly) and “gle” (clap softly). Do this with 2-3 words, then have the students join you Point out that breaking a word in syllables can help us spell it. For fun, choose a long and difficult word for them to spell; eg “possibility”. Check students spellings and clap for the students who got the closest correct answer 	
	Period 4 Unit 4 “Presents from Uncle Amjad”	Listening Writing	Identify syllables and tell how many syllables a word has <i>L. L: A</i>	<ul style="list-style-type: none"> Recap syllables using at least 10 examples Complete Worksheet 3 Do a small dictation test where you read out dictation words slowly and clearly and students attempt to spell them Discuss the correct answers and give stars to the students who got everything correct 	Prepare a list of words that the students should be able to spell
17th Week	Period 1 Unit 4 “Invitations”	Reading	Comprehend and respond to the given texts <i>L. L: U</i>	<ul style="list-style-type: none"> Read p. 28; emphasize the new words, probe to help students figure out the meanings from context Students re-read in pairs Students complete Ex. 5 independently 	--
	Period 2 Unit 4 “Invitations”	Writing	Use simple present tense in verbal communication <i>L. L: A</i>	<ul style="list-style-type: none"> Discuss the pictures on page 29 as a class. Students complete Ex. 6 independently Discuss the answers Students complete Worksheet 1 independently 	--
	Period 3 Unit 4 “Invitations”	Reading Writing	Write missing present verbs in an invitation card <i>L. L: U</i>	<ul style="list-style-type: none"> Students complete Ex. 7 in pairs Discuss answers and read out entire text, explaining new words Students independently make sentences with new words 	--
	Period 4 Unit 4	Writing Speaking	Describe events in a picture or photograph	<ul style="list-style-type: none"> Students complete Ex. 8 and 9 in pairs Randomly ask some pairs what they discussed 	--

	"Invitations"		<i>L. L: U</i>		
18th Week	Period 1 Unit 5 QUESTIONS "What, where, who"	Listening	Reading for enjoyment <i>L. L: U</i>	<ul style="list-style-type: none"> • Story-telling 	--
	Period 2 Unit 5 "What, where, who"	Reading Listening	Identify and use questions words who, which, where, etc. <i>L. L: U</i>	<ul style="list-style-type: none"> • Pre-reading • Ask some questions like "Where is the duster?", "who is the Principal of our school?" etc. make sure you use the current tone for asking questions • Read p. 31-32. Ensure that students <i>enjoy</i> the reading on p.32 and that you read it in a fun way 	
	Period 3 Unit 5 "What, where, who"	Reading Writing	Identify and use questions words who, which, where, etc. <i>L. L: R</i>	<ul style="list-style-type: none"> • Students complete Ex. 1 independently • Explain the concept of question words through examples that the students are familiar with; explain each question word with at least 3 examples. Draw attention to question marks as indicators that a sentence is a question • Students complete Worksheet 1 independently • They discuss the answers in pairs 	--
	Period 4 Unit 5 "What, where, who"	Reading Speaking Writing	Identify and use questions words who, which, where, etc. <i>L. L: A</i>	<ul style="list-style-type: none"> • Recap the question words • Students complete Ex. 2 • Discuss the correct answers for Ex. 2; • Write 5 questions in present simple • Discuss the construction of a question in present simple and how to formulate an answer; point to questions marks as well • Students answer the questions that you have written in pairs in their copies 	--

19 th Week	Period 1 Unit 5 "What, where, who"	Writing Speaking	Identify and use questions words who, which, where, etc. <i>L. L: A</i>	<ul style="list-style-type: none"> Recap the construction of present simple questions. Students work in pairs. First, they independently write 10 questions that they wish to ask their partner. Then, each student interviews his partner using the questions they have prepared and write their partner's answers. Then the students switch, and repeat the process 	--
	Period 2 Unit 5 "What, where, who"		Identify and use questions words who, which, where, etc. <i>L. L: A</i>	<ul style="list-style-type: none"> Students complete Worksheet 2 Recap question marks Introduce exclamation marks through several examples 	--
	Period 3 Unit 5 "What, where, who"	Reading	Apply the rules of punctuation <i>L. L: U & A</i>	<ul style="list-style-type: none"> Recap exclamation marks Students complete Ex. 4, p. 34 Students complete Worksheet 4 Discuss all answers. Read aloud the complete sentences, ensuring to use the correct tone depending on the punctuation 	--
	Period 4 Unit 5 "What, where, who"	Writing	Write simple sentences <i>L. L: A</i>	<ul style="list-style-type: none"> Sentence writing quiz in the same way as above 	--
20 th Week	Period 1 Unit 5 "Where is it?"	Listening Speaking	Demonstrate conventions and dynamics of oral interactions <i>L. L: U</i>	<ul style="list-style-type: none"> Tell students to look at the picture on p. 35 as you read. Read aloud the text on p. 35-36. After each question, let the students answer "no", then read the full sentence "No, she is not." Students remain on p. 35 as you turn to p. 36 and continue to read and they respond If you finish early, let students read it in pairs 	
	Period 2 Unit 5 "Where is it?"	Reading	Comprehend and respond to the given texts	<ul style="list-style-type: none"> Students independently complete Ex. 5 and 6, p. 37 	Classroom objects

			Demonstrate use of some words showing position <i>L. L: U</i>	<ul style="list-style-type: none"> Take some common classroom objects and put them where all the students can see. Ask questions that use several prepositions. For example “Is the duster in Ali’s bag?” “Is it on Saima’s table?” etc. Introduce the concept of prepositions. <i>Do not use the explanation in the book, p. 38.</i> Instead, tell them that prepositions are words that connect nouns to other words in the sentence and usually help show the <i>position</i> Discuss the common prepositions “in” “on” “near” etc. Students start Ex. 7 	
	Period 3 Unit 5 “Where is it?”	Writing Reading	Demonstrate use of some words showing position <i>L. L: U & A</i>	<ul style="list-style-type: none"> Recap prepositions by asking students questions Students continue to complete Ex. 7 Students complete Ex. 8 and 9 	--
	Period 4 Unit 5 “Where is it?”	-	-	<ul style="list-style-type: none"> Re-enforcement of topic theme through activity/ discussion as per teacher choice. 	--
21 st Week	Period 1 Unit 5 “So much to learn”	Speaking Listening Writing	Write simple sentences <i>L. L: A</i>	<ul style="list-style-type: none"> Vocabulary day: consolidate new words learned recently into a list. Ask students if there are words they wish to know in English and add some important ones that you think they should know. Write a total of 15 words on the board. Students write sentences using those words 	--
	Period 2 Unit 5 “So much to learn”	Listening	Comprehend and respond to the given texts Recognise and use rhyming words <i>L. L: U</i>	<ul style="list-style-type: none"> Read the poem on p. 40 aloud in a musical tone and with actions After each set of 4 lines, ask the students a few questions to ensure understanding Re-read the entire poem after with students repeating aloud after you Explain any new vocabulary 	Practice the poem Prepare some questions based on the poem on a chart

				<ul style="list-style-type: none"> In their copies, students answer the questions you prepared on the chart 	
	Period 3 Unit 5 "So much to learn"	Listening Speaking	Recognize and use rhyming words <i>L. L: U</i>	<ul style="list-style-type: none"> Re-read the poem together with the class Then read aloud just the first four lines, ask them if they hear any words that sound similar. Probe until students identify "go" and "know". Repeat with each set of 4 lines. Introduce the concept of rhyming words Students complete Ex. 10 	--
	Period 4 Unit 5 "So much to learn"	Reading Writing	Recognize and use rhyming words <i>L. L: U</i>	<ul style="list-style-type: none"> Recap the concept of rhyming words Students complete Worksheet 1 in pairs Discuss their answers to Worksheet 1, providing additional examples where possible and corrections where needed 	--
22 nd Week	Period 1 Unit 5 "So much to learn"	Speaking Listening	Demonstrate use of common conventions and dynamics of oral interaction <i>L. L: A</i>	<ul style="list-style-type: none"> Discussion on current events in the country Share some interesting facts and general knowledge with the children Students also share interesting facts and general knowledge that they know On a chart, they write some of the facts that they share with the class 	Interesting facts and general knowledge to share with the children Chart
	Period 2 Unit 5 "So much to learn"	Reading	Recognize and use rhyming words Write a simple poem <i>L. L: U & A</i>	<ul style="list-style-type: none"> Students complete Ex. 11, p 41 Discuss the prompt of Ex. 14; with the students, make a word bank of rhyming words that could be relevant to the prompt Students independently complete Ex. 14, roam around to offer guidance as needed 	--
	Period 3 Unit 5 "So much to learn"	Writing Reading	Make simple sentences <i>L. L: A</i>	<ul style="list-style-type: none"> Read the words on Worksheet 2 out loud. Students read the words after you; explain meanings of any new words Students write sentences with 5-10 words; demonstrate the making of one or two sentences on the board 	--

	Period 4 Unit 5 "So much to learn"	Reading	Reading for enjoyment <i>L. L: U</i>	<ul style="list-style-type: none"> Some students read out their sentences Library period; students choose materials from the library to read independently and silently <p><i>Note: keep adding to library resources and encourage students to do the same if they can. For any resources that students bring, you will ensure that you read/skim them first to see that they are appropriate for students' age levels</i></p>	--
23 rd Week	Period 1 Unit 5 "So much to learn"	Reading Listening	Write a few lines using prepositions <i>L. L: A</i>	<ul style="list-style-type: none"> Briefly recap prepositions Explain Ex. 13, p. 42; students complete it independently 	--
	Period 2 Unit 5 "So much to learn"	Speaking	Write a few lines using prepositions <i>L. L: A</i>	<ul style="list-style-type: none"> Organize a "hunt" for the students Hide at least 20 small items. They could be chits of paper with different pictures or actual objects. Hide them in several creative places; for example, on the window sill, under some copies, etc. and make a note of where you hid each item Tell the students the number of items you have hidden and the types of items you have hidden. Students have to search for the items and then write down where they found them Ask students where they found each object and compare it to your list. Make sure they use the correct prepositions while explaining where they found each object Give a prize to the students who found the highest number of objects and to the students who wrote the best sentences 	Several small objects/chits. (you will need to go to the classroom when there are no students) Small prizes (chocolate/sweets)
	Period 3 Unit 6	Reading Speaking	Comprehend and respond to the given text	<ul style="list-style-type: none"> Pre-reading questions Gauge how many students already know how 	

	<i>“What time is it?”</i>		Demonstrate ability to tell time L. L: U & A	to tell the time <ul style="list-style-type: none"> Picture by picture, ask the students the time and ask them to underline the time written in the book. Read all these given sentences together Draw attention to the “o’clock” construction and explain its usage Ask students questions “What time do you sleep/eat/etc” expecting them to reply in full sentences, using “o’clock” 	
	Period 4 Unit 6 <i>“What time is it?”</i>	Reading	Comprehend and respond to the given text Demonstrate ability to tell time L. L: U & A	<ul style="list-style-type: none"> Recap the concept of written time Display a large clock in front of the class. Keep changing the time and asking students to tell you the time Students independently do Ex. 1, p. 44 Write some time-related questions on the board. Students independently complete those. Discuss answers 	Large clock
24 th Week	Period 1 Unit 6 <i>“Heer and Boota”</i>	Listening Writing	Comprehend and respond to the given text Comprehend the meaning of new words based on context L. L: U & A	<ul style="list-style-type: none"> Read p 45 aloud, making sure to pronounce questions and statements differently. Ask students the questions from the text, asking them to answer by looking at the pictures instead of the text. Underline new words and discuss meanings from context. Students make sentences with new words. 	--
	Period 2 Unit 6 <i>“Heer and Boota”</i>	Reading Writing	Comprehend and respond to the given text L. L: A	<ul style="list-style-type: none"> Recap the reading from the day before Students independently complete Ex. 2 and 3. Discuss answers in class. 	--
	Period 3 Unit 6	Speaking Listening	<ul style="list-style-type: none"> Recognizing ‘-ing’ verbs and their use in routine 	<ul style="list-style-type: none"> Recap the concept of verbs and tenses Call some volunteers to the front. Each 	Chits with “-ing” verbs that are

	"Heer and Boota"		language (L. L: U)	volunteer picks one chit and continuously acts out the verb. Ask the other students "What is 'x' doing?" and write their answers on the board. Then ask the acting student to stop and ask the question again "What is 'x' doing?" If they give the same answer, gently correct them. <ul style="list-style-type: none"> Introduce the concept of "-ing" verbs telling children that they signal <u>continuous</u> action. 	easy to act
	Period 4 Unit 6 "Heer and Boota"	Reading	Reading for enjoyment <i>L. L: U</i>	<ul style="list-style-type: none"> Spend half the period story-telling In the final half, students choose resources from the library to read silently and independently Remain available for them to ask questions and discuss their reading with you 	--
25 th Week	Period 1 Unit 6 "Heer and Boota"	Writing	Use present continuous tense for describing activities and for actions taking place at the time of speaking <i>L. L: U</i>	<ul style="list-style-type: none"> Recap the concept of -ing verbs. List common verbs on the board and together, go over the conventions of adding "-ing" and spelling rules that apply Give an additional list of 5-10 verbs and ask students to independently change them to their -ing form 	--
	Period 2 Unit 6 "Heer and Boota"	Reading	Use present continuous tense for describing activities and for actions taking place at the time of speaking <i>L. L: U</i>	<ul style="list-style-type: none"> Recap the concept of -ing verbs. Recap the concept of present tense. Introduce concept "present continuous", emphasizing when it is used Ask students to read "Heer and Boota" and underline all the -ing verbs Now introduce the present continuous construction i.e. "am/is/are + -ing" Revisit the underlined words and point out the "am/is/are" before them 	--
	Period 3 Unit 6	Speaking Writing	Apply the rules of present continuous tense to construct	<ul style="list-style-type: none"> Recap present continuous usage and construction 	--

	"Heer and Boota"		sentences using action verbs in the continuous form <i>L. L: A</i>	<ul style="list-style-type: none"> Do the same activity as earlier where a student is asked to act out a verb. This time students answer in full sentences using present continuous Students independently complete Ex. 4, p. 48 and Ex. 5, p. 48 	
	Period 4 Unit 6 "Heer and Boota"	Writing	Apply the rules of present continuous tense to construct sentences using action verbs in the continuous form <i>L. L: A</i>	<ul style="list-style-type: none"> Divide students in pairs and assign one picture to each pair Ask them to write paragraphs describing the scene while using present continuous. Prepare a word bank with some common verbs on the board Roam around and offer help as needed 	Pictures in which people/animals are doing something. These can be from the book or elsewhere
26 th Week	Period 1 Unit 6 "Heer and Boota"	Writing Reading	Apply the rules of present continuous tense to construct sentences using action verbs in the continuous form <i>L. L: A</i>	<ul style="list-style-type: none"> Recap the concept of tenses once more, discussing the usage of present simple, past, and present continuous. Write a sentence on the board in past then, write the same sentence in present simple and the same in present continuous Discuss how the meaning changes with the tense Write a sentence on the board and model how to change the tense: first identify the verb, then its tense, then change to the tense required Divide students in groups of 4 and assign 4 sentences for them to change the tenses. Roam around to help as needed. At the end, discuss 1-2 sentences and clap for groups that got all correct 	--
	Period 2 Unit 6 "Heer and Boota"	Writing	Apply the rules of present continuous tense to construct sentences using action verbs in the continuous form	<ul style="list-style-type: none"> Recap "changing tenses" through one example Students complete 'Worksheet 1: Changing Tenses' independently. Roam around to offer help as needed. 	--

			L. L: A	<ul style="list-style-type: none"> If students finish early, encourage them to revise the meanings + spellings of new vocabulary 	
	Period 3 Unit 6 "Heer and Boota"	Writing	<p>Make simple sentences by using SV and SVO pattern</p> <p>L. L: A</p>	<ul style="list-style-type: none"> Write 5 sentences on the board that use present continuous Ask students to identify the verb, its tense, and ask the question "Who is doing 'xyz action'" Draw attention to the construction of a sentence. First, we write the person doing the action, then the verb, then we complete the sentence Students complete Worksheet 2 independently. If they are struggling, pair them up 	--
	Period 4 Unit 6 "Heer and Boota"	Revision	<p>Revision:</p> <ul style="list-style-type: none"> - Use simple present tense for habitual actions and for timeless and universal statements - Recognizing '-ing' verbs and their use in routine language. <p>L. L: R, U, A</p>	<ul style="list-style-type: none"> Verb quiz: Write some verbs on the board; students have to write the present tense form and -ing form and make sentences with both forms of the verbs Roam around to correct their sentences and give stars/stickers to the children who score well 	--
27th Week (Onwards revision and examination)	Period 1 Revision	Listening & Speaking	<p>Recall vocabulary learnt in previous classes.</p> <p>L. L: A</p>	<ul style="list-style-type: none"> Divide students in groups of 5. Conduct a verbal test to reinforce vocabulary learnt in all covered units. Test should comprise on meaning and spelling of words, and correct usage in sentences. 	
	Period 2 Revision	Revision	<p>Recall prior concepts</p> <p>L. L: A</p>	<ul style="list-style-type: none"> A 'Needs Assessment' test is intended to help <u>you</u> assess how much your students have learned. While preparing the test, consciously keep in mind the SLOs that the students have covered and be sure to develop multiple questions relating to each SLO; the questions 	Prepare a needs assessment test covering all SLOs and concepts taught so far

				<p>can be of different difficulty levels but they should all be within the students' grasp. Before this test, be extra conscious to not create a test-like environment. Let students know that they are answering these questions in order to allow the class to revise more effectively</p> <p><i>After the test</i></p> <ul style="list-style-type: none"> Grade all papers. The grades are <u>not</u> meant to be shared with students. They are meant to allow you to look at class performance with regards to each question and each SLO in order to determine which topics need extra attention during revision 	
Period 3 Revision	Revision	Recall prior concepts Multiple SLOs <i>L. L: U</i>	<ul style="list-style-type: none"> Based on the results of the needs assessment, plan revision of the SLOs that students need most help with During revision, ensure that you are not only asking the students to solve exercises and worksheets but also explaining the concepts again 	Any required materials	
Period 4	Revision	Recall prior concepts Multiple SLOs <i>L. L: U</i>	<ul style="list-style-type: none"> Onwards revision of all taught concepts and exam 		

Scheme of Studies - Science Grade-3

Months/ weeks	Unit /Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required Resources
January 13 th Week	Period 01-02 Unit# 4 Our Body and Healthy Living (Cont....) Food and Nutrition	Observing Inferring	<ul style="list-style-type: none"> ✓ Explain different kinds of nutrients like proteins, carbohydrates, fats, vitamins, minerals, fiber, and water. ✓ Explain that food provides us energy. (L.L- U) 	<ul style="list-style-type: none"> ➤ Prior knowledge: Teacher will ask from the students their morning routine. After sharing of routine teacher will ask: Why do we take breakfast in morning? ➤ Demonstration: Teacher will construct new knowledge on the basis of prior knowledge. ➤ Show & Tell: Teacher will organize the different kinds of food items/pictures like Pulses, eggs, meat, bread, rice, sugar, cheese, ghee, butter, tomato, banana, apple, onion, etc. Take each item one by one and ask their names from the students. ➤ Teacher will tell about seven different nutrients with example like proteins, carbohydrates, fats, vitamins, minerals, fiber and water ➤ Worksheet 03-(Food and Nutrition) page166 	Pulses, eggs, meat, bread, rice, sugar, cheese, ghee, butter, tomato, banana, apple, onion/pictures etc.
	Period 03-04 Food Groups	Classifying Observing Inferring	<ul style="list-style-type: none"> ✓ Classify food into the basic food groups. (L.L- U) 	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Show and Tell: Teacher will discuss different food groups like food for growth, food for energy, food for warmth and energy, food for health by showing picture charts of different foods given on page 33, 34, 35. ➤ Teacher will discuss food group like food for health by showing picture charts of different foods given on page 35. ➤ Activity 8 page 35: Activity will be done by the students. 	Charts of different food groups like, food for growth, food for energy, food for warmth and energy , food for health, page 33, 34,35

				<ul style="list-style-type: none"> ➤ Worksheet 04-(Food Groups) page167 ➤ INSTAL: Lesson Plan, (Title: Healthy Living on page34) 	
14th Week	Period 01-02 Healthy food	Identifying Inferring	<ul style="list-style-type: none"> ✓ Identify the healthy foods. (L.L- R &U) 	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Show & Tell: Teacher will discuss suitable foods for body parts by showing picture chart on page 36. ➤ Activity 9 page37: Activity will be done by students. ➤ Worksheet 05-(Healthy Food-I) page 168 ➤ Worksheet 06-(Healthy Food-II) page 169 	picture chart on page 36
	Period 03 Balanced diet	Observing Inferring	<ul style="list-style-type: none"> ✓ Define a balanced diet. ✓ Identify foods for the three meals of a day to prepare a balanced diet. (L.L- U& A) 	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration Teacher will discuss how a balanced diet can be taken from food for growth, health, warmth and energy and water. Worksheet 07-(Balanced Diet) page 170	Charts of different food groups like, food for growth, food for energy, food for health, food for warmth and energy page 33, 34, 35.
	Period 04 Unhealthy food	Observing Inferring	<ul style="list-style-type: none"> ✓ Identify the unhealthy foods. (L.L-R& U) 	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Show and tell: Teacher will discuss unhealthy food by showing picture chart of oil, sugar, fat. 	picture chart of oil, sugar, fat
15thWeek	Period 01-02 Our Teeth	Observing Inferring	<ul style="list-style-type: none"> ✓ Identify different types of teeth. ✓ Identify that the shape of teeth helps animals to eat their particular food. (L.L- U) 	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Show and tell: Teacher will explain different types of teeth and their function by showing picture given on page 37 ➤ Discuss how we can take care of our teeth. ➤ Worksheet 08-(Our Teeth)page 171 	picture given on page 37

				➤ INSTAL: Lesson Plan (Title: Animals teeth and their food on page 31)	
	Period 03-04	Reinforcement activities (page 38,-39 worksheets, test)			
February 16thWeek	Period 01-02 Presentation	Cooperative learning Communicating	Teacher will divide the class in groups and assign them assign them following topics. ➤ Write Importance of Sensory Organs ➤ Write five lines on the importance of eating a healthy diet and class. Students will present their assignment in front of the class.		Paper, pencil
	Period 03-04 Unit# 5 Matter Matter	Identifying Observing Inferring	<ul style="list-style-type: none"> ✓ Define matter. ✓ Identify the three states of matter. (L.L- R&U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Show & Tell: Teacher will explain matter and its states by examples ➤ For (liquid state) show water, juice, tea. ➤ For (solid state)show Beaker/Glass Jug, Balloons, Wall clock, chair, and table ➤ For (gas state) ➤ Activity: Give balloons to the students and ask them to fill the balloon by blowing. After the activity discuss with the students, that to blow the balloon air is filled from the mouth. ➤ Worksheet 01 (Matter-I) page 172 ➤ Worksheet 02-(Matter-II) page 173 	Beaker/Glass Jug Balloons, water, chair, table, Wall clock, water, juice, tea, balloon
17thWeek	Period 01 Matter has Weight	Observing Inferring	<ul style="list-style-type: none"> ✓ Understand matter has weight. (L.L- U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activity 1 page 42: Teacher will call the students one by one and will instruct them to perform activity and note the observation in the given table. Apple, Slice of bread, empty glass, glass full of water, inflated ball, and deflated balls are resources. 	Apple, Slice of bread, empty glass, glass full of water Inflated ball, Deflated ball
	Period 02 Matter takes Up	Observing Inferring	<ul style="list-style-type: none"> ✓ Understand that matter takes up space. (L.L- U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activity 2 page 42 ➤ Activity 3 page43 	Beaker, small stones, water, ball

	Space				
	Period 03 States of Matter Solid	Observing Inferring	<ul style="list-style-type: none"> ✓ Understand that matter has solid state. ✓ Understand that solids can be soft and hard as well. (L.L- U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Show & Tell: Teacher will show a scale, comb, sauce pan to explain the solid has a fixed shape and size. ➤ Activity: Teacher will call the student and ask him/her to bend the comb/scale. By this activity students will know that by applying force we can bend some solids. 	a scale, a comb,
	Period 04 States of Matter Solid	Observing Inferring	<ul style="list-style-type: none"> ✓ Understand that matter has solid state. ✓ Understand that solids can be soft and hard as well. (L.L- U)	<ul style="list-style-type: none"> ➤ Demonstration: Take rubber band and stretch it, which shows some solids can be stretched by applying force. ➤ Use examples of wood, book, eraser, wool, iron, and rice, Pulses to explain soft and hard solids. ➤ Activities 4 & 5 Page 43 will be done by the students 	Sauce pan, a rubber band wood, book, eraser, wool, iron, rice, Pulses.
18thWeek	Periods 01 States of Matter Liquid	Observing Inferring	<ul style="list-style-type: none"> ✓ Understand that matter has liquid state. (L.L- U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activities: <ol style="list-style-type: none"> 1. Teacher will pour water in Beaker, glass and will explain that liquid flows and takes the shape of the container it is poured in. 2. Add two drops of ink into water. 3. Show and tell the use of beaker, cylinder, measuring cup/picture 	Water, glass, ink, beaker, cylinder, measuring cup/picture
	Period 02 States of Matter Gas	Observing Inferring	<ul style="list-style-type: none"> ✓ Understand that matter has gas state. ✓ Identify the difference between solids, liquids and gases. (L.L- U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration: Activities 6, 7 Page 45 will be done by students. After activities students will share their observations. Teacher will conclude the observations. ➤ Demonstration through Activities 8 & 9 Page 45 ➤ Worksheet 03-(The States of Matter) Page 174 	Balloons, stick, straw, ice cream, wood, chocolate, butter, apple
	Period 03-04	Reinforcement activities (page 46, worksheets, test)			

<p>19thWeek</p>	<p>Period 01-02 Unit# 7 Force Force</p>	<p>Observing Inferring</p>	<ul style="list-style-type: none"> ✓ Recognize that the position and shape of an object can be changed by a force (push or pull). ✓ Recognize that push and pulls move things fast or slow. ✓ Observe and describe how motion of vehicles can be changed by applying force (speed up, slow down, change direction etc.) ✓ Recognize that greater the force, the greater the change in the motion of an object. <p>(L.L- R& U)</p>	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activity: Teacher will divide the students of a class in two groups and will play tug of war. ➤ Teacher will call a student and ask him/her to move away the chair. Then teacher will ask the questions from the class that: What action did the student perform? Teacher will collect the responses from students and will explain the concept of force (push and pull). ➤ Discuss the pictures given on page 52,53 ➤ Worksheet 01-(Force) Page 180 ➤ INSTAL: Lesson Plan Title: Use of Force(Push and Pull) on page 50 	
	<p>Period 03 The Force of Wind and Water</p>	<p>Observing Inferring</p>	<ul style="list-style-type: none"> ✓ Recognize the importance of wind and water force. <p>(L.L- U)</p>	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activity 1 page 54: Teacher will discuss the activity. ➤ Activity: Teacher will distribute white pages to the students, and instruct them to fold the paper in triangle shape. Each student will fold four papers and join them by a paper pin paper should look like the wings of a fan. Paste a small size stick/scale at the back of papers. This would be held in the direction of air. ➤ Teacher will explain the movement of wings due the force of air. ➤ Show the picture of wind mills and turbines used to produce electricity. ➤ Activity 2 page 54 	
	<p>Period 04</p>		<ul style="list-style-type: none"> ✓ Recognize the importance of 	<ul style="list-style-type: none"> ➤ Demonstration 	

	The Force of Wind and Water	Observing Inferring	wind and water force. (L.L- U)	<ul style="list-style-type: none"> ➤ Activity 3 page 54 ➤ Worksheet 02- (The Force of Wind and Water) Page 181 	
March 20thWeek	Period 01-02 The Force of Friction	Observing Inferring	<ul style="list-style-type: none"> ✓ Identify the force of friction. ✓ Recognize the advantages and disadvantages of friction. (L.L- U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activity: Teacher will instruct the students to put a wooden block on the table and push it over the surface of the table. ➤ Teacher will ask the students ➤ Did you feel difficulty in pushing the wooden block on the surface? ➤ Activity no. 4, 5 & 6 page 55 ➤ Worksheet 03- (The Force of Friction) Page 182 	
	Period 03-04 How Friction Affects Us	Observing Inferring	<ul style="list-style-type: none"> ✓ Recognize the advantages and disadvantages of friction. (L.L- U&A)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Experiment and observation ➤ Activity: Teacher will bring a matchbox. He/she will strike the matchstick with the striking side of a matchbox to produce fire. ➤ Teacher will relate the activity and explain the effect of friction. ➤ Activity: Teacher will bring two wooden block one with smooth surface and other with rough surface. ➤ Take one toy car, bind with thread. ➤ Call the students one by one to pull the toy car on both rough and smooth surface of wooden block. ➤ After the activity teacher will discuss with the students about activity. ➤ Worksheet 04-(How Friction Affects Us) Page 183 	
21st Week	Period 01-03	Observing Inferring	<ul style="list-style-type: none"> ✓ Recognize the advantages and disadvantages of 	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration 	

	Useful Effects of Friction Harmful Effects of Friction		friction. (L.L- U&A)	<ul style="list-style-type: none"> ➤ Activity 7 page 57 will be done by the students. ➤ Activity: Teacher will tell the students to rub their hands and note whether their hands get heat up or not. ➤ Demonstration ➤ Activity: Teacher will bring an old and rusted scissor. Cut a piece of paper with scissor. There would be difficulty in cutting. When oil is applied on the rusted surface of scissor and again cut the piece of paper. The paper is easily cut, which shows friction is reduced by lubrication. ➤ Activity: Teacher will show used tyre/shoes to explain wear and tear process due to friction. ➤ Worksheet 05-(Useful and Harmful Effects of Friction) Page 184 	
	Period 04 Moving through Air and Water	Observing Inferring	<ul style="list-style-type: none"> ✓ Explain the air and water slows down the movement of things. (L.L- U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Examples: The when riding a bicycle, a person feel air resistance. Standing in front of fan moving at high speed produces air resistance. Show the picture of rain fall, and explain the movement becomes difficult. 	
22nd Week	Period 01-02 Simple Machines	Observing Inferring	<ul style="list-style-type: none"> ✓ Recognize that people today use different tools and machines to make work easier. ✓ Name some simple machines they see/use at home. (L.L- U&A)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activity: Teacher will give the example of machine knife, spoon, wheel barrow, and scissor. ➤ Worksheet 06-(Simple Machines) Page 185 	machine knife, spoon, wheel barrow, and scissor.
	Period 03-04		Reinforcement Activities Page 59 and 60,worksheets,test		

23 rd Week	Period 01-02 Unit # 08 Light	Observing Inferring	<ul style="list-style-type: none"> ✓ Define light. ✓ Group sources of light in to natural and human made. ✓ List the uses of light. (L.L- U&A)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Show and tell: Ask from students how do we see? <ul style="list-style-type: none"> • If there is no light, can you see? • What is the source of light? Teacher will discuss the natural source of light (show picture of sun light) and artificial source of light(show candle, light bulb, torch, matchstick). ➤ Discuss the usefulness of light. ➤ Worksheet 01-(Light) Page 186 	A picture of the Sun, a candle, a light bulb, a torch, a matchstick, etc.
	Period 03-04 How does Light Travel	Observing Inferring	<ul style="list-style-type: none"> ✓ Investigate that light travels in straight line. ✓ Recognize that the intensity of heat and light is felt more as they come nearer to the source. (L.L- U&A)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activity 1 & 2 page 62 ➤ Show the picture of car on page 61 ➤ Activity: <ol style="list-style-type: none"> 1. Teacher will call a student and ask him to take a torch .Put the light of torch on the book. 2. Gradually take away the light of torch from the book and note the observation. ➤ Teacher will discuss the observation of activity and will clarify the concept of students. 	Pencil, a piece of paper,Card board, screw for hole, and torch, book
April 24 th Week	Period 01 How does Light Travel	Observing Inferring	<ul style="list-style-type: none"> ✓ Identify and differentiate between transparent, opaque and translucent objects in their surroundings. (L.L- U&A)	<ul style="list-style-type: none"> ➤ Demonstration ➤ Show &Tell: For opaque (examples: wall, wooden/ iron door, a brick, a book, myself). For Translucent (examples: frosted glass, butter paper, tracing paper). For Transparent(examples: air, water, clear glass 	wall, wooden/ iron door, a brick, a book, myself, frosted glass, butter paper, tracing paper, air, water, clear glass

	Period 02-03 How do we see things	Observing Inferring	✓ Narrate how we see things. (L.L- U&A)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activity: Teacher will show a flower, a brick, a book to the students and will ask: Can you see these substances? ➤ Teacher will take the students to a room where there is no light/ Switch off the light of the room. Ask from the students can you see the objects in class now? ➤ After the response of students teacher will explain the importance of light and how do we see different objects in light. ➤ Worksheet 02-(How Does Light Travel and How Do we see things) Page 187 	flower, a brick, a book
	Period 04 How are Shadows made	Observing Inferring	✓ Explain the formation of shadows. (L.L- U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Activity: Teacher will take the students to the ground on sunny day. Teacher will ask the students, to stand for 01 minute in ground. Note their shadow formed. Teacher will discuss students: How shadows are formed? ➤ Activity: Take a torch and put the light on the ball. The shadow is formed on the opposite side. 	Torch, ball
25 th Week	Period 01-02 How are Shadows made	Observing Inferring	✓ Recognize that the size of the shadow created by the position of the sun was used to tell the estimated time. (L.L- U)	<ul style="list-style-type: none"> ➤ Demonstration <p>Activity: Take transparent glass and pass light through the glass. The shadow is not formed.</p> <p>Take translucent glass and pass light through the glass. The shadow is formed but not sharp.</p> <p>Show and Tell</p>	a transparent glass, a translucent glass, a plastic glass, a book, a flower pot, a stick

				<p>Show the picture of sundial.</p> <p>Activity 3 & 4 page 64</p> <ul style="list-style-type: none"> ➤ Worksheet 03-(How are Shadows Made) Page 188 	
	<p>Period 03-04</p> <p>Light and Heat for Living Things</p>	<p>Observing</p> <p>Inferring</p>	<p>✓ Identify the importance of light and heat for living things.</p> <p>(L.L- U&A)</p>	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration <p>Activity:</p> <p>Teacher will bring two flower pots, keep one flower pot in the classroom (where there is no sunlight) while the other flower pot in sunlight. After two days, it would be observed that the plant kept in shade become dry while the other plant kept in sunlight, remains green and fresh. Students will note their observation and share with teacher.</p> <p>Teacher will discuss the importance of light and heat for plants and animals.</p> <p>Activity 5 page 65 will be done by students.</p> <ul style="list-style-type: none"> ➤ Worksheet 04-(Light and heat for living Things)Page189 	<p>Two flower pots</p>
<p>26th Week</p>	<p>Period 01-02</p> <p>Sun and Shadow</p>	<p>Observing</p> <p>Inferring</p>	<p>✓ Describe the size of the shadow with the position of sun.</p> <p>(L.L- U)</p>	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration <p>Activity:</p> <p>Teacher will take the students in the ground in morning time. Stand the student in sunlight trace his/her shadow using coloured chalk. Do not rub off the lines made by chalk in the morning time. On the same day again take the students to the same position before (School off time), at lunch time. Use a different colored piece</p>	<p>Two flower pots,</p>

				<p>of chalk to trace the shadow. Note the changes.</p> <p>Teacher will explain the difference in the size of shadows.</p> <ul style="list-style-type: none"> ➤ Worksheet- 05 (Sun and Shadow) Page 190 <p>INSTAL: Lesson Plan</p> <p>Title:(Shadows all around) on page 16</p>	
	<p>Period 03-04</p> <p>Directions</p>	<p>Observing</p> <p>Identifying</p>	<ul style="list-style-type: none"> ✓ Recognize that while living on the Earth we see the sun rising in the east and setting in the west. ✓ Name the four cardinal directions. ✓ Name places towards north, south, east and west of the school/ home. <p>(L.L- R&U)</p>	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration <p>Activity:</p> <p>Role play :</p> <p>Teacher will call the four students and each student will be assigned a single direction. Teacher will show the pictures for sun rise and set given on page 66.</p> <ul style="list-style-type: none"> ➤ Worksheet 06 -(Directions) Page 191 <p>INSTAL: Lesson Plan</p> <p>Title: (Time and directions) on page # 14</p>	<p>Charts, pictures on page 66</p>

27th Week	Period 01-02	Reinforcement Activities (Page 67, worksheets, test)			
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Revision & Final Term Examination

Scheme of Studies - Mathematics Grade-3

Months/Week	Units/Topic	Standard	SLOs Students will be able to:	Teaching method	Required resources
January 13th Week	Period 1	Numbers and Operations	<ul style="list-style-type: none"> Dividing 3-digit numbers (with no remainder) <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher will solve one question of the topic and then explain the division of 3 – digit numbers (with no remainder) step by step as one example. Rest of the question on page# 46 will be done by students in their copies with teacher’s assistance. The teacher will explain and ask the student to solve the Worksheet# 15 of Unit: 2 	Worksheet
	Period 2		<ul style="list-style-type: none"> Dividing 2 – digit numbers (with remainder) <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher call any student on board then ask to tell about division, ask to call any other student by his/her own choice and give him/her the question of division and ask to solve it on board. The teacher now explain a term remainder, by solving the question of division with remainder step by step with the explanation of components of division like remainder, =, dividend and divisor. Ask students to solve page# 47, page#48 in their copies. 	
	Period 3		<ul style="list-style-type: none"> Dividing 3 – digit numbers (with remainder) <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher will explain and ask the student to solve the Worksheet#16 of Unit: 2 Ask the student to solve the page# 49 of book, in their copies. The teacher will observe the class and make the necessary corrections where needed. 	Worksheet
	Unit: III Fractions Period 4		<ul style="list-style-type: none"> Express fraction and its parts <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher will ask the definition of a fraction from the students; The teacher now take a stick of 10 cm, and ask any student to divide it into 2 equal parts, again call any other student and ask to divide each part into 2 further equal parts. Now count the parts it will be four, give some of the parts to 	Stick

				<p>students, and now introduce the topic how do we express it in fraction, later on teacher will explain the numerator and denominator term to student, what the numerator tells us about? And what the denominator tells us about? And which part of the fraction is numerator and which part of the fraction is denominator.</p> <ul style="list-style-type: none"> • Ask to solve page# 52of the book. 	
14 th Week	Period 1		<ul style="list-style-type: none"> • Express the fractions in figures and vice versa <p><i>L.L.U</i></p> <ul style="list-style-type: none"> • Match the fractions with related figures. <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> • The teacher will give the picture of different shapes divided into different equal parts, and ask every student to color two parts, and randomly ask the student to tell the fraction of their given shapes. • Now paste flash cards of different shape on board and ask the student to tell the fraction of each shape and identify the numerator and denominator as well. • Ask student to solve page# 53of book. 	Flash cards of different shapes.
	Period 2		<ul style="list-style-type: none"> • Express the fractions in figures and vice versa. <p><i>L.L.U</i></p> <ul style="list-style-type: none"> • Match the fractions with related figures. <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> • The teacher will give the picture of different shapes divided into different equal parts, and ask every student to color two parts, and randomly ask the student to tell the fraction of their given shapes. • Now paste flash cards of different shape on board and ask the student to tell the fraction of each shape and identify the numerator and denominator as well. • Ask student to solve page# 53of book. 	
	Period 3		<ul style="list-style-type: none"> • Express the fractions in figures and vice versa <p><i>L.L.U</i></p> <ul style="list-style-type: none"> • Match the fractions with related figures. <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> • The teacher will explain and ask student to solve the Worksheet# 01 & 03 of Unit# 3 page#103 & 105respectively. • Observe the class and make the necessary corrections as needed. 	Worksheet
	Period 4		<ul style="list-style-type: none"> • Identify equivalent 	<ul style="list-style-type: none"> • The teacher will explain the meaning of 	Flash card

			<p>fractions from the given figures. L.L R</p>	<p>equivalent fraction first to the student.</p> <ul style="list-style-type: none"> The teacher now paste a flash card of a circle which is divided into four equal parts with one part shaded. Ask any student to write the fraction, with the identification of fraction. Ask any other student to come on board and divide each part of circle into two more part on board, ask to count the total the parts, and ask to write the fraction of the shaded part now. The teacher will introduce the topic now, explain in detail and tell how we can determine the equivalent fraction of any fraction by shapes, and by the fraction. Ask to do the page#54 and 55 of book. 	
15 th Week	Period 1	•	<ul style="list-style-type: none"> Identify equivalent fractions from the given figures. L.L R 	<ul style="list-style-type: none"> The teacher explain and ask to do the Worksheet# 02 & 04 of Unit: 3. 	
	Period 2	•	<ul style="list-style-type: none"> Express the fractions in figures and vice versa L.L U Match the fractions with related figures L.L U Identify equivalent fractions from the given figures L.L U 	<p>Activity:</p> <ul style="list-style-type: none"> First of all, teacher will draw the figures of fruits on the white paper like orange, apple, watermelon and divide into different parts through line according to fractions as given on the page no: 54. Now divide the students into groups and will distribute the papers among groups and instruct the students that observe the figures and write the fractions according to figure they have. After the completion of task teacher will check and give constructive feedback on it and make necessary corrections if required. <p>INSTAL:</p> <ul style="list-style-type: none"> The teacher will take student to AV room if available in your school. The teacher will follow the INSTAL manual: 	White papers, AV room/video

				Lesson# 1 of Unit# 3, page#25 and 26.	
	Period 3		<ul style="list-style-type: none"> Differentiate between proper and improper fraction. <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> The teacher will check the prior knowledge of students by asking the questions: The teacher will write a fraction and ask about the numerator and denominator, and what they both tell about? The teacher now put up a question, is the numerator greater than denominator? If yes or no then teacher will introduce the topic and tell the definition of the proper ($N < D$) and improper fraction ($D < N$) The teacher now shows the flash cards of different fraction and asks randomly about the type of the fraction from student by raising their hands to answer. Ask student to do the page#56 of book Ask students to solve the Worksheet# 07 of Unit# 3 	Worksheet
	Period 4		<ul style="list-style-type: none"> Differentiate between proper and improper fraction. <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> The teacher ask the question to check the understanding level of the student about the last topic taught: Now teacher will draw a figure and ask to write the fraction of it. Afterwards teacher will now draw another figure and explain how to write the improper fraction through figures. Ask students to solve the Worksheet# 05 & 06 of Unit# 3 	Worksheet
February 16th Week	Period 1		<ul style="list-style-type: none"> Differentiate between proper and improper fraction. <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> The teacher will make the connection with previous period and divide the students into two groups Group#1 and Group# 2 and distribute the white paper in both groups. Afterwards, teacher will instruct the student that discuss in your groups and group no: 1 will write the any 20 examples of proper fractions and group no: 2 will write any 20 examples of improper fractions on white papers. 	White papers, AV room, video

				<ul style="list-style-type: none"> Then any one member from both groups will share the examples of their assigned tasks. The other group will check the work of another group and make necessary suggestions/corrections if required. Finally, teacher will give the feedback accordingly. <p>INSTAL:</p> <ul style="list-style-type: none"> The teacher will take students to the AV room if available in your school. The teacher will follow the INSTAL manual: Lesson# 2 of Unit# 3, page# 27 and 28. 	
	Period 2		<ul style="list-style-type: none"> Add two fractions with same denominators <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher will check the prior knowledge by asking the questions like: How many types of fraction are there? How do we compare fraction when we have same denominator? What is numerator and denominator and what they tell us about? What are like fractions? After checking the prior knowledge teacher is now going to write two fractions with same denominator and tell the student when we have the same denominator, we are going to add the numerator directly and write the denominator as it is. After explaining the whole concept, the teacher is going to ask from students to solve page#58 of the book. 	
	Period 3		<ul style="list-style-type: none"> Add two fractions with same denominators <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher will revise the topic and ask from student to solve the Worksheet# 09 of Unit# 3. <p>INSTAL:</p> <ul style="list-style-type: none"> The teacher will take the students to AV room if available in your school. Teacher will follow the INSTAL manual, Lesson# 4 of Unit# 3, page# 31 and 32. 	Worksheet
	Period 4		<ul style="list-style-type: none"> Add two fractions 	<ul style="list-style-type: none"> The teacher will draw two figures on board with 	

			<p>with same denominators through figures</p> <p><i>L.L U</i></p> <ul style="list-style-type: none"> • Represent addition of fractions through figures. <p><i>L.L U</i></p>	<p>equal 8 parts, afterwards asks any student to write the fraction of drawn figure.</p> <ul style="list-style-type: none"> • Call any other student to add the fraction of figures, and draw the fraction of resultant fraction. • Explain the step by step procedure of adding the fractions through figures • Ask the students to solve page#59 of book • Explain one part of Worksheet# 10 of Unit# 3and ask students to solve the other part. • The teacher now divide the student into groups, and give some fractions, and some figure to each group with same denominator, each has to come on board and match the fraction with the figures and tell the procedure of addition of like fractions. 	
17 th Week	Period 1		<ul style="list-style-type: none"> • Subtract fractions with same denominators <p><i>L.L U</i></p>	<ul style="list-style-type: none"> • The teacher will draw two figures on board with equal 8 parts, afterwards asks any student to write the fraction of drawn figure. • Call any other student to subtract the fraction of figures, and draw the fraction of resultant fraction. • Explain the step by step procedure of adding the fractions through figures • Ask the students to solve page#61 of book with teacher guidance • Explain one part of Worksheet# 11 of Unit# 3and ask students to solve the other part. 	Objects like copy, paper, books, pen
	<p>Unit 4: Measurements</p> <p>Period 2</p>	Measurements	<ul style="list-style-type: none"> • Read standard units of length (kilometer, meter and centimeter) including abbreviations. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> • The teacher will bring different object of different size, then • Ask randomly the name of the object, • Ask about the size of every object. • Now tell that all objects are not of a same size • Introduce the units of length with symbols. • Also tell the student about the unit of length i.e. cm • Discuss and clear the concept of units of length. 	Train, airplane car, bike Any house or a place (Handmade)

				<ul style="list-style-type: none"> The teacher will explain new terminologies, such as; length, kilometer, meter and centimeter. The teacher will share the scale of how the bigger unit will change into smaller and how the smaller unit will change into bigger one. The teacher will distribute the object randomly to the student, ask questions from the students, such as; To measure the length of the object by their scale? Then he/she will ask them, what will be the unit of the measurement? 	
	Period 3		<ul style="list-style-type: none"> Read standard units of length (kilometer, meter and centimeter) including abbreviations. <p>L.L U</p>	<ul style="list-style-type: none"> Story telling The teacher will make a circle and tell a story regarding the distance "length" from Sukkur to Karachi. The teacher will conclude this story and ask questions regarding length of the distance travel from Sukkur to Karachi. 	
	Period 4		<ul style="list-style-type: none"> Measure and write standard units of length including abbreviations. <p>L.L U</p>	<p>Exercise:</p> <ul style="list-style-type: none"> The teacher will ask different questions: How many centimeters are there in a meter? How many meters are there in a kilometer? How many millimeters are there in a meter? Ask student to do the page 63 on the book and display the corrected answers of the students in front of the class 	
18 th Week	Period 1		<ul style="list-style-type: none"> Measure and write standard units of length including abbreviations. <p>L.L U</p>	<p>Exercise:</p> <ul style="list-style-type: none"> Explain and solve the exercise on board from book page # 64. Take a round of the class and make the corrections if needed. 	
	Period 2		<ul style="list-style-type: none"> Measure and write standard units of length including abbreviations. 	<p>Exercise:</p> <ul style="list-style-type: none"> Explain and solve the exercise on board from book page # 65. Take a round of the class and make the 	Scale/ stick

			<i>L.L.U</i>	corrections if needed.	
	Period 3		<ul style="list-style-type: none"> Add measures of length in same units with and without carrying. <i>L.L.U</i>	<ul style="list-style-type: none"> The teacher will bring different size/length of scale or stick with measurements mention on it: Ask any student to come on board and add the length of stick Ask any other to add the written on the stick or scale Ask any other student now tell the total measurement in unit of length. The teacher will explain new terminologies such as: add, total, altogether and sum The teacher will ask student to come on board and try to add the lengths of different unit accordingly on the board. The teacher bring many ice-cream sticks having different measurements mark on it (such as 1cm,2cm,3cm,4cm and 5cm) The teacher will give two ice-cream sticks randomly to each student and ask to add it and then ask to write the answer of this activity in their copies. The teacher asks to solve the Worksheet# 01 of Unit# 4. Sum #1 and 2. 	Scale/ stick
	Period 4		<ul style="list-style-type: none"> Subtract measures of length in same units with and without borrowing <i>L.L.U</i>	<ul style="list-style-type: none"> The teacher will bring long scale or stick with size mention on it and marks on different length: Ask any student to come on board and break the stick from any mark Now ask any student to subtract the broken part for the actual size of the stick Repeat the process 2 to 3 times to clear the concept The teacher will introduce new words, such as: difference, minus, subtract, discount The teacher will ask student to come on board and try to subtract the lengths of different unit 	

				<p>accordingly on board.</p> <ul style="list-style-type: none"> Bring different object with different measurements and different unit: Ask any other student how to change smaller unit into bigger one 	
19 th Week	Period 1		<ul style="list-style-type: none"> Add and Subtract measures of length in same units with and without borrowing <p>L.L U</p>	<p>The teacher will make connection with previous periods and ask the students solve the following sums.</p> <ol style="list-style-type: none"> 45 m 12 cm + 11 m 29 cm 60 m 05 cm - 14 m 57 cm 31 km 825 m + 23 km 204 m 78 km 418 m – 35 km 694 m <p>INSTAL:</p> <ul style="list-style-type: none"> The teacher will take student to AV room if available in your school. Teacher will follow INSTAL: manual Lesson# 1 of Unit#4, page#33, 34 and 35. 	Book
	Period 2		<ul style="list-style-type: none"> Add and Subtract measures of length in same units with and without borrowing <p>L.L U</p>	<ul style="list-style-type: none"> Explain and ask students to do the exercise given on the page # 69 Q1(1 – 3) & Q2(1 – 3). The remaining parts of the exercise students will solve as reinforcement. The teacher will observe the class and make the corrections accordingly. Explain and ask students to do the page # 70 related to subtraction two problems The teacher will observe the class and make the correction accordingly. 	
	Period 3		<ul style="list-style-type: none"> Read Standard units of mass/ weight (Kilograms and gram) including abbreviation <p>L.L U</p>	<ul style="list-style-type: none"> The teacher will introduce new terminologies, such as; weight, kilogram, gram and milligram. The teacher will ask students one by one to write the different units of length on the board and give one real-life example accordingly The teacher will distribute the object randomly among students, ask questions from the students, such as; To measure the weight of the object by weight machine? 	

				<ul style="list-style-type: none"> • Then teacher will ask them, what will be the unit of that measurement? • The teacher will draw a scale of conversions of weight on the board then discuss it with the students that how we convert the bigger unit into smaller unit and vice versa. 	
	Period 4		<ul style="list-style-type: none"> • Read Standard units of mass/ weight (Kilograms and gram) including abbreviation 	<ul style="list-style-type: none"> • Exercise: He/she will ask to student a question: • How many milligrams are there in a gram? • How many grams are there in kilograms? • Ask student to do the page# 71 on the book and display the corrected answers of that student in front of the class. 	Different objects
March 20 th Week	Period 1		<ul style="list-style-type: none"> • Add measures of mass and weight in same units with and without carrying. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> • The teacher will bring different object with different weight mention on it: • Ask any student to come on board and add the measurement of objects in different units. • Ask any other to add the weight written on the object • Ask any other student now tell the total measurement in units. • The teacher will introduce new terminologies, such as: add, total, altogether, sum • The teacher will call any student on board and ask them to do the addition of unit of measurements. • Bring different object having different measurements with different units: • Ask any other student how to change bigger unit into small unit. • The teacher will make sure that every student should participate in this activity. • Ask students to solve the Worksheet#04 of Unit# 4. 	Apples/ weighing machine & worksheet.
	Period 2		<ul style="list-style-type: none"> • Subtract measures of mass/weight in same units with and without borrowing 	<ul style="list-style-type: none"> • The teacher will bring the object: like copy, geometry, pebbles and weighing machine. • Ask any student to come on board and take any object then weigh it with weighing machine 	Different measuring cylinders

			<p><i>L.L A</i></p>	<p>with teacher assistance,</p> <ul style="list-style-type: none"> • Now ask any other student to subtract the weight of two different objects. • Repeat the process 2 to 3 times to clear the concept. • The teacher will introduce new terminologies, such as: difference, minus, subtract: • The teacher will ask the student to come on board and solve the subtraction of the unit of mass/ weight • Ask to do the Worksheet# 06 of Unit# 4 • Bring different object with different weight having different units: • Ask any other student how to change smaller unit into bigger one. 	
	Period 3		<ul style="list-style-type: none"> • Read standard units of volume (liter and milliliter) including abbreviation. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> • The teacher will bring different cylinders of different measurement, then • Ask randomly to pour the liquid into the cylinders from their water bottles with different marks. • Ask randomly to read the marked liquid from the cylinders. • Introduce the units of volume with symbols • Also tell the student about the small unit of liters i.e.: milliliters • Discuss and clear the concept of capacity along with its units. • The teacher will introduce new terminologies, such as; liters and milliliters • The teacher will explain that how to convert the bigger unit into smaller unit and vice versa • The teacher will distribute the cylinders randomly among the students, ask questions to students, such as; • To measure the volume of their water having in their water bottles by cylinders? • He/she will ask them, what will be the unit of 	

				<ul style="list-style-type: none"> the measurement? Ask student to do the page 75 in the book and display the corrected answers of that student in front of the class Ask student to solve the Worksheet# 10 & 11 	
	Period 4		<ul style="list-style-type: none"> Add measures of volume in same units with and without carrying. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher will bring different measuring cylinders in the class Ask any student to come on board, pour water in the cylinder and read the reading Ask any other student to pour more water into the same cylinder and read the reading Ask any other student now tell the total water in a cylinder with the units. Bring different cylinders with different measurements with different units: Ask any other student how to change larger unit into smaller one. Ask student to solve the Worksheet# 12 of Unit#4 	AV Room
March 21 st Week	Period 1		<ul style="list-style-type: none"> Add and Subtract measures of volume in same units with and without borrowing. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher will revise the topic and ask the students to solve the following problems given below. <ul style="list-style-type: none"> 1. 32 l 600 ml + 02 l 970 ml 2. 55 l 803 ml + 80 l 021 ml 3. 67 l 201 ml – 45 l 178 ml 4. 98 l 800 ml – 78 l 980 ml Afterward, teacher will check the work of every student and give the constructive feedback on it. <p>INSTAL:</p> <ul style="list-style-type: none"> The teacher will take student to AV room if available in your school. The teacher will follow INSTAL: manual, Lesson# 3 of Unit# 4, page# 39 and 48. 	Calendar both (lunar and solar)
	Unit 5: Time Period 2		<ul style="list-style-type: none"> Read and write time from analog and digital clocks. 	<ul style="list-style-type: none"> The teacher will bring the both clocks, i.e. analog and digital, explain all the hands of the analog clock with their respective work, there 	Worksheet


			<i>L.L U</i>	<p>are 12 numbers in a clock lines between the two numbers show the minutes, for this teacher has to revise the table of multiplication and also describe the working of digital clock:</p> <ul style="list-style-type: none"> • The teacher will tell the following terms: • Half past • Quarter past • Quarter to • The teacher will tell about the time • 1 hour = 60 minutes • 1 minute = 60 sec • The teacher will now ask students to solve the page# 78, 80, 81 of book • The teacher will check the prior knowledge; afterwards teacher is going to ask to solve the Worksheet# 02, and Worksheet # 03 of Unit: 5. 	
	Period 3		<ul style="list-style-type: none"> • Use am and pm to record the time from 12-hours clock <p><i>L.L U</i></p>	<ul style="list-style-type: none"> • The teacher will acquire the knowledge about the topic by asking the following questions; • How many hours are in a day? • What does a. m and p. m mean? • From when the new day starts and end • Now according the knowledge of the student teacher is going to explain about a day like: • A day has 24 hours • A day starts at midnight • A day has two part a. m and p. m in 12 hour clock • Hours between midnight before the noon called a. m 'anti meridiem' and hours after noon and midnight called p. m 'post meridiem' • Teacher now ask to do page# 82 of book • Ask to students to solve Worksheet# 1 of Unit#5 	
	Period 4		<ul style="list-style-type: none"> • Use am and pm to record the time from 12-hours clock 	<ul style="list-style-type: none"> • The teacher will make the connection with the previous periods and ask the following questions just for increasing the knowledge of 	

			<i>L.L U</i>	<p>the students.</p> <p>Q.1 Is noon 12 am or 12 pm? Q.2 Is 12 midnight AM or PM? Q.3 Does AM and PM use 24 hour clock? Q.4 Why is noon 12 pm? Q.5 What is 12 AM and PM? Q.6 What time is midday in a 12 hour clock? Afterwards, taking response of each question teacher will explain each question with answer with real-life examples.</p> <p>INSTAL:</p> <ul style="list-style-type: none"> The teacher will take students to AV room if available in your school. The teacher will follow INSTAL manual, Lesson# 1 of Unit# 5, page# 41, 42, 43 and 44. 	
22 nd Week	Period 1		<ul style="list-style-type: none"> Add unit of time in hours. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher check the prior knowledge of student regarding the topic; Now teacher will write repeat the timeline, and the time interval between three tasks as they have done in a day, teacher will add the hours of time interval of task they consumed in three tasks, Now teacher will ask student to do the Exercise of page# 83 in the book. The teacher will observe the class then make the necessary corrections 	
	Period 2		<ul style="list-style-type: none"> Add unit of time in hours. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> Explain and ask to solve the Worksheet# 07 of Unit# 5. The teacher will observe the class then make the necessary corrections 	
	Period 3		<ul style="list-style-type: none"> Subtract units of time in hours <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher check the prior knowledge of student regarding the topic; Now teacher will write repeat the timeline, and the time interval between two tasks as they have done in a day, teacher will find the difference in hours between the tasks they have done. 	

				<ul style="list-style-type: none"> Now teacher will ask student to do the EXERCISE on page# 84 of book. The teacher will observe the class then make the necessary corrections 	
	Period 4		<ul style="list-style-type: none"> Subtract units of time in hours <p><i>L.L U</i></p>	<ul style="list-style-type: none"> Explain and ask to solve the Worksheet# 10 of Unit# 5. The teacher will observe the class then make the necessary corrections 	Geometry Box
23 rd Week	<p>Unit: 6 Geometry</p> <p>Period 1</p>	Geometry	<ul style="list-style-type: none"> Understand the importance of geometry and its definition. <p><i>L.L U</i></p> <ul style="list-style-type: none"> Recognize point, line segment, ray <p><i>L.L U</i></p>	<ul style="list-style-type: none"> The teacher will make mind map for students by bringing the geometry box, and introduce the objects of geometry box later on tell the definition of the geometry, and also introduce the each tool of the geometry box to students to get familiar. Why we use geometry? What is the purpose of using geometry? What is the importance of geometry? The teacher is now going to define the POINT, and extend the definition to line, that many points join together to make a line. The teacher will now ask students to make a line by using geometrical tools. The teacher then define LINE SEGMENT, with its definition Moreover, teacher will define the RAY and its definition as well. The teacher will now ask students to make a LINE SEGMENT and RAY by using geometrical tools The teacher will check the prior knowledge of the previous class. He/she will show the flash cards of point, line segment and ray to the students then ask randomly the name of the flash cards. The teacher will ask the definition of point, line segment and ray with their figure. 	

				<ul style="list-style-type: none"> • Ask students to solve page#89 of the book. 	
	Period 2		<ul style="list-style-type: none"> • Classify figures according to the number of sides as quadrilaterals (rectangle, square) and triangles. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> • The teacher will going to ask about the shapes for clearing the concept • What does this shape look like? • Look at the surroundings and name the shape you find in the class. • Appreciate the students for giving the answer by observing their surroundings • Now teacher will introduce the shape like: rectangle, square and triangle: • The teacher will define how to identify the shape through their side. • Ask student to solve page#90 	
	Period 3		<ul style="list-style-type: none"> • Classify figures according to the number of sides as quadrilaterals (rectangle, square) and triangles. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> • Ask the students to open your book, and do the page#91 • The teacher will observe the class and make necessary corrections. • The teacher will explain and ask student to solve the Worksheet #01 of UNIT: 6. • The teacher will observe the class and make the necessary corrections. 	
	Period 4		<ul style="list-style-type: none"> • Classify figures according to the number of sides as quadrilaterals (rectangle, square) and triangles. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> • The teacher will explain and ask student to solve the Worksheet #02 of UNIT: 6. • The teacher will observe the class and make the necessary corrections. 	
April 24th week	Period 1		<ul style="list-style-type: none"> • Classify figures according to the number of sides as quadrilaterals (rectangle, square) and triangles. <p><i>L.L U</i></p>	<ul style="list-style-type: none"> • The teacher will explain and ask student to solve the Worksheet #03 of UNIT: 6. • The teacher will observe the class and make the necessary corrections. 	

	Period 2		<ul style="list-style-type: none"> Classify figures according to the number of sides as quadrilaterals (rectangle, square) and triangles. <p>L.L U</p>	<ul style="list-style-type: none"> The teacher will explain and ask student to solve the Worksheet #4 of UNIT: 6. The teacher will observe the class and make the necessary corrections. 	
	Period 3		<ul style="list-style-type: none"> Classify figures according to the number of sides as quadrilaterals (rectangle, square) and triangles. <p>L.L U</p>	<ul style="list-style-type: none"> The teacher will explain and ask student to solve the Worksheet #05 of UNIT: 6. The teacher will observe the class and make the necessary corrections. 	
	Period 4		<ul style="list-style-type: none"> Classify figures according to the number of sides as quadrilaterals (rectangle, square) and triangles. <p>L.L U</p>	<ul style="list-style-type: none"> The teacher will explain and ask student to solve the Worksheet #6 of UNIT: 6. The teacher will observe the class and make the necessary corrections. 	AV room, video
25th Week	Period 1		<ul style="list-style-type: none"> Recognize point, line segment, ray <p>L.L U</p> <ul style="list-style-type: none"> Classify figures according to the number of sides as quadrilaterals (rectangle, square) and triangles. <p>L.L U</p> <ul style="list-style-type: none"> Identify circle and its radius and diameter <p>L.L R</p>	<ul style="list-style-type: none"> The teacher will divide the students into two groups means Group# A and Group# B and asks the following questions: <ol style="list-style-type: none"> Looks around in your class and tell the name of shapes which are in Quadrilateral? Looks around in your class and tell the name of shapes which are in Rectangle? Looks around in your class and tell the name of shapes which are in Circle? Looks around in your class and tell the name of shapes which are in Triangle? Looks around in your class and tell the name of shapes which are in Square? After taking the responses teacher will explain 	Chart of data representation

				<p>the same shapes according to the sides of numbers.</p> <p>INSTAL:</p> <ul style="list-style-type: none"> The teacher will take student to the AV room if available in your school. The teacher will have to follow the INSTAL manual, Lesson# 1 of Unit# 6, page# 48, 49 and 50. 																																									
	Period 2		<ul style="list-style-type: none"> Understand the concept of data collection and able to read and interpret the picture graphs. <p>L.L U</p>	<ul style="list-style-type: none"> The teacher will check the prior knowledge by asking different questions. What is data? How we can represent the data. The teacher will paste the chart paper of the data and their representation to student and ask students about it then he/she will relate the topic with data representation. 	Chart of picture graph, AV room, video																																								
	<p>Unit: 7 Data Representation</p> <p>Period 3</p>	Data Handling	<ul style="list-style-type: none"> Read and interpret a picture graph. <p>L.L U</p>	<ul style="list-style-type: none"> The teacher will make the chart as given below and ask the questions and interpret the picture graph. <p>PICTURE GRAPHS 1C - TRAVEL TO SCHOOL </p> <p>This is how the children came to school on a Monday. Each symbol shows how one child got to school.</p> <table border="1"> <tr> <td>Walk</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Car</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bike</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bus</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <ol style="list-style-type: none"> How many children walked to school? ____ How many children can by bike? ____ How many children came by car? ____ How many children can on the school bus? ____ How many children did not walk? ____ How did most children come to school that day? _____ <ul style="list-style-type: none"> After interpret the picture graph, teacher will sum up the activity with constructive feedback. INSTAL: The teacher will take student to AV room if available in your school. 	Walk										Car										Bike										Bus										
Walk																																													
Car																																													
Bike																																													
Bus																																													

				<ul style="list-style-type: none"> • The teacher will have to follow the INSTAL manual, Lesson# 1 of Unit# 7, page# 55, 56 and 57. • The teacher will explain the worksheet and ask student to solve the BOOK page# 96. 97 and 98 • The teacher will explain the worksheet and ask student to solve the Worksheet# 01, 2 3 of UNIT: 7. 	
	Period 4		<ul style="list-style-type: none"> • Read and interpret a picture graph. <p><i>L.L U</i></p>	<p>Activity</p> <ul style="list-style-type: none"> • In this activity students will create their own questions and take a survey of the school or class to gather data with help of teacher. • Then students will transfer the data into table and students will take the data from the table and create a pictograph making sure to label the title and categories. • Students can draw pictures or use stickers to create the pictograph. • The teacher will support the students in the whole activity and encourage the students. • Finally, teacher will conclude the activity with desired outcome. • The teacher will explain the worksheet and ask student to solve the Worksheet# 01, 2 and 3 of UNIT: 7. 	
26 th -32 nd week	Revision &Final Term Examination				

Scheme of Studies - Sindhi Grade-3

گھربل سامان	سيڪارڻ جو طريقو	سکيا جي حاصلات شاگردن قابل ٿي ويندا ته	مهارت جو محور	عنوان	مهينو/ هفتو
ڪتاب/ ڪاپي/ قلم/ بورڊ/ مارڪر	<p>برين اسٽارمنگ</p> <ul style="list-style-type: none"> • استاد شاگردن کان حضرت ابوبڪر صديق رضه بابت ڪجهه بنيادي سوال پڇيندو. • اسلام جا ڪل ڪيترا خليفو آهن؟ • اسلام جو پهريون خليفو ڪير هو؟ <p>ريڊنگ</p> <ul style="list-style-type: none"> • برين اسٽارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان پهرين پاڻ سبق • پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. 	<ul style="list-style-type: none"> • اسلامي مشاهيرن بابت ڄاڻڻ حاصل ڪري سگهندا. • اسم جي وصف ڄاڻي سگهندا ۽ اسم کي استعمال ڪري سگهندا. • متبادل معنيٰ وارن لفظن بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • سوچ ويچار ڪرڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پهريون پيرڊ</p> <p>سبق چوٿون</p> <p>حضرت ابوبڪر صديق رضه</p>	<p>11 جنوري کان</p> <p>30 اپريل تائين</p>
ڪتاب/ ڪاپي/ قلم/ بورڊ/ مارڪر	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> • استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ٻڌائيندو ويندو 	<ul style="list-style-type: none"> • اسلامي مشاهيرن بابت ڄاڻڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٻيو پيرڊ</p> <p>سبق چوٿون</p> <p>حضرت ابوبڪر صديق رضه</p>	<p>جنوري</p> <p>تيرهون هفتو</p>
ڪتاب/ ڪاپي/ قلم/ بورڊ/ مارڪر	<ul style="list-style-type: none"> • استاد ٻارن کان نوان لفظ پڇيندو. بورڊ تي لکندو ويندو ۽ ان جون معنائون لکندو. ٻارن کي پنهنجي ڪاپي ۾ اتاريندا. 	<ul style="list-style-type: none"> • آواز مان لفظ ٺاهي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيرڊ</p> <p>سبق چوٿون</p> <p>حضرت ابوبڪر صديق رضه</p>	
رول پلي	<p>مڪ سرگرمي</p> <ul style="list-style-type: none"> • اُستاد شاگردن کي هدايت ڪندو ته اهي گڏجي ويهي اهي ڳالهيون ورجائين ڪن. جيڪي نبي سائين صه حضرت ابوبڪر صديق رضه بابت چيون آهن. • بعد استاد شاگردن کي هدايت ڪندو ته هو واري واري سان بورڊ تي اچي حضرت ابوبڪر صديق رضه جي هڪ هڪ خوبي لکن. 	<ul style="list-style-type: none"> • اسلامي مشاهيرن بابت ڄاڻڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون پيرڊ</p> <p>سبق چوٿون</p> <p>حضرت ابوبڪر صديق رضه</p>	<p>جنوري هفتو</p> <p>چوٿون</p>
ڪتاب/ ڪاپي/ قلم/ بورڊ/ مارڪر	<ul style="list-style-type: none"> • استاد ٻارن کان سبق جا سوال جواب پڇيندو ۽ چٽاڀيٽي ڪرائيندو. 		<ul style="list-style-type: none"> • لکڻ 	<p>ٻيو پيرڊ</p>	

مارڪر		<ul style="list-style-type: none"> سوال جواب لکي ۽ پڙهي سگهندا. 	<ul style="list-style-type: none"> پڙهڻ ٻڌڻ ڳالهائڻ 	سبق چوٿون حضرت ابوبڪر صديق رضه	
ڪتاب/ڪاپي/قلم/بورڊ/مارڪر	<ul style="list-style-type: none"> استاد شاگردن کي هدايت ڪندي مشق ۾ ڏنل لفظن جي ڀڃڪڙي ۽ صحيح معنيٰ بورڊ تي لکندو ويندو. استاد شاگردن کي تن آوازن وارا اُچار لفظ سمجھائيندي ڏيکاريو ته تين ڪلاس جي ڪتاب ۾ تمام گھڻا اهڙا لفظ آهن جن جا تي آواز ۽ تي اُچار آهن. جڏهن: خبر، چير. 	<ul style="list-style-type: none"> لفظن جي معنيٰ سمجھي سگهندا. تن آوازن وارا اُچار لفظ لکي سگهندا. 	<ul style="list-style-type: none"> لکڻ پڙهڻ ٻڌڻ ڳالهائڻ 	ٽيون پيرڊ سبق چوٿون حضرت ابوبڪر صديق رضه	
رول پلي	<ul style="list-style-type: none"> استاد شاگردن کي متبادل معنيٰ وارا لفظ سمجھائيندو. استاد ڪتاب جون مشقون ٻارن کي حل ڪرائيندو. 	<ul style="list-style-type: none"> متبادل معنيٰ وارن لفظن بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> لکڻ پڙهڻ ٻڌڻ ڳالهائڻ 	پهريون پيرڊ سبق چوٿون حضرت ابوبڪر صديق رضه	
ڪتاب/ڪاپي/قلم/بورڊ/مارڪر	<ul style="list-style-type: none"> استاد شاگردن کي سنڌي گرامر جي ڄاڻ ڏيندي اسم سمجھائيندو ۽ مشق ۾ اسم جو استعمال سمجھائيندو. نوٽ: استاد ورڪ بڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو. نوٽ: استاد آخر ۾ ٻارن کان پڙهائيل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني ڄاڻو وٺندو. 	<ul style="list-style-type: none"> اسم جي وصف ڄاڻي سگهندا ۽ اسم کي استعمال ڪري سگهندا. 	<ul style="list-style-type: none"> لکڻ پڙهڻ ٻڌڻ ڳالهائڻ 	ٻيو پيرڊ سبق چوٿون حضرت ابوبڪر صديق رضه	جنوري
ڪتاب/ڪاپي/قلم/بورڊ/مارڪر	<ul style="list-style-type: none"> برين اسٽارمنگ استاد شاگردن جي ذهني سطح ڄاڻ لاءِ سوال پڇندو ته: پاڪستان ۾ گھڻا صوبا آهن؟ سنڌ جي گادي جو هنڌ ڪهڙو آهي؟ پنجاب جي گادي جو هنڌ ڪهڙو آهي؟ خيبرپختونخوا جي گادي وارو هنڌ ڪهڙو آهي؟ ڪوئيٽا ڪهڙي صوبي ۾ آهي؟ ريڊنگ برين اسٽارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان 	<ul style="list-style-type: none"> پنهنجي ملڪ بابت ڄاڻ حاصل ڪري سگهندا. صوبن جي تاريخ ۽ ثقافت بابت بنيادي ڄاڻ حاصل ڪري سگهندا. ابتدائي لفظن جي ڄاڻ حاصل ڪري سگهندا. ننڍا جملا ناهي سگهندا ۽ لکي سگهندا. 	<ul style="list-style-type: none"> سوچ ويچار ڪرڻ پڙهڻ ڳالهائڻ ٻڌڻ 	پهريون پيرڊ سبق پنجون آسان جو ملڪ	هفتو پندرهنون

	<p>پهرين پاڻ</p> <ul style="list-style-type: none"> • سبق پنجنون • پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. 				
<p>ڪتاب/ڪاپي/قلم/بورڊ مارڪر</p>	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> • استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ٻڌائيندو ويندو 	<ul style="list-style-type: none"> • پنهنجي ملڪ بابت ڄاڻ حاصل ڪري سگهندا. • صوبن جي تاريخ ۽ ثقافت بابت بنيادي ڄاڻ حاصل ڪري سگهندا. • ابتڙ لفظن جي ڄاڻ حاصل ڪري سگهندا. • ننڍا جملا ٺاهي سگهندا ۽ لکي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٻيو پيرڊ</p> <p>سبق پنجنون</p> <p>آسان جو ملڪ</p>	<p>فيبروري</p> <p>هفتو سورھون</p>
<p>ڪتاب/ڪاپي/قلم/بورڊ مارڪر</p>	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> • استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ٻڌائيندو ويندو 	<ul style="list-style-type: none"> • پنهنجي ملڪ بابت ڄاڻ حاصل ڪري سگهندا. • صوبن جي تاريخ ۽ ثقافت بابت بنيادي ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٽيون پيرڊ</p> <p>سبق پنجنون</p> <p>آسان جو ملڪ</p>	<p>فيبروري</p> <p>هفتو سورھون</p>
<p>ڪتاب/ڪاپي/قلم/بورڊ/ مارڪر</p>	<ul style="list-style-type: none"> • استاد ٻارن کان نوان لفظ پڇندو. بورڊ تي لکندو ويندو ۽ ان جون معنائون لکندو. • ٻارن کي پنهنجي ڪاپي ۾ اتاريندا. 	<ul style="list-style-type: none"> • نوان لفظ ٺاهي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پهريون پيرڊ</p> <p>سبق پنجنون</p> <p>آسان جو ملڪ</p>	
	<p>مڪ سرگرمي</p> <ul style="list-style-type: none"> • استاد شاگردن کي پنجن گروپن ۾ ورهائيندو. • سنڌ، پنجاب، خيرپختونخوا، بلوچستان ۽ گلگت بلتستان گروپن جا نالا هوندا، استاد هر گروپ کي هڪ ٽيبل کي پرڻ لاءِ هدايت ڪندو ۽ ان تي ڳالهه ٻولهه ڪرڻ کانپوءِ ان کي سڀني جي آڏو پيش ڪرڻ جي هدايت ڪندو. 	<ul style="list-style-type: none"> • پنهنجي ملڪ بابت ڄاڻ حاصل ڪري سگهندا. • صوبن جي تاريخ ۽ ثقافت بابت بنيادي ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٻيو پيرڊ</p> <p>سبق پنجنون</p> <p>آسان جو ملڪ</p>	<p>فيبروري</p> <p>هفتو سورھون</p>

<p>ڪتاب/ڪاپي/قلم/بورڊ مارڪر</p>	<ul style="list-style-type: none"> • استاد ڪتاب جون مشقون ٻارن کي لکرائيندو. • استاد ٻارن کان سبق جا سوال جواب پڇيندو ۽ چٽاڀيٽي ڪرائيندو. 	<ul style="list-style-type: none"> • مشقون حل ڪري سگهندا. • سوال جواب لکي پڙهي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٽيون پيڙه سبق پنجنون اسان جو ملڪ</p>	
<p>ڪتاب/ڪاپي/قلم/بورڊ/ مارڪر</p>	<ul style="list-style-type: none"> • استاد بورڊ تي ڪجهه لفظ لکندو ۽ انهن جا اُبتڙ ٻارن کان پڇيندو ۽ بعد ۾ استاد ٻارن کي سمجھائيندي انهن لفظن جا اُبتڙ لکندو. 	<ul style="list-style-type: none"> • اُبتڙ لفظن جي ڄاڻ حاصل ڪري سگهندا. • ننڍا جملا ٺاهي سگهندا ۽ لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پهريون پيڙه سبق پنجنون اسان جو ملڪ</p>	
<p>ڪتاب/ڪاپي/قلم/بورڊ/ مارڪر</p>	<ul style="list-style-type: none"> • استاد شاگردن کي هدايت ڪندي چونڊو ته هو پنهنجين ڪاپين تي پنهنجي ملڪ لاءِ ڇهه جُملا لکن ۽ ملڪ جي صوبن جي مکيه ٻولين جا نالا پڻ لکن. 	<ul style="list-style-type: none"> • جُملا لکي سگهندا. • نالا لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيڙه سبق پنجنون اسان جو ملڪ</p>	
	<p>جانزو:</p> <ul style="list-style-type: none"> • استاد شاگردن کي پنجن گروپن سنڌ، پنجاب، بلوچستان، خيبر پختونخوا ۽ گلگت بلتستان ۾ ورهائيندو ۽ سڀني کي 10 منٽ پنهنجي پنهنجي صوبي بابت ڳالهائڻ جي تياري ڪرڻ لاءِ ڏيندو ۽ بعد ۾ هر هڪ گروپ پنهنجي پنهنجي ٻاري ۾ سموري ڪلاس کي آگاه ڪندو. • نوٽ: استاد ورڪ ٻڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو. 	<ul style="list-style-type: none"> • ملڪ جي مختلف حصن بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيڙه سبق پنجنون اسان جو ملڪ</p>	<p>فيبروري هفتوار ٽيون</p>
<p>ڪتاب/ڪاپي/قلم/بورڊ/ مارڪر</p>	<ul style="list-style-type: none"> • برين اسٽارمنگ: • استاد ڪلاس ۾ قومي جهنڊو کڻي ايندو ۽ ٻارن کان ان بابت سوال ڪندو ته هي جهنڊو ڪنهن جو آهي؟ • هن ۾ ڪهڙا ڪهڙا رنگ آهن؟ • استاد ٻارن کان جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته هي جهنڊو اسان جو قومي جهنڊو آهي ۽ اسان جي ملڪ پاڪستان جي نمائندگي ڪري ٿو. هن ۾ جيڪي رنگ آهن، اهي به اسان جي ملڪ جي عوام جي نمائندگي ڪن ٿا. • ريڊنگ: 	<ul style="list-style-type: none"> • بيت سُر ۽ لءِ ۾ پڙهي سگهندا. • وطن سان محبت ڪري سگهندا. • هر آواز لفظ ٺاهي سگهندا. • نوان لفظ ٺاهي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو ڪرڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پهريون پيڙه سبق ڇهون پيارا پاڪستان (بيت)</p>	

	<ul style="list-style-type: none"> • برين استارمنگ کانپوءِ استاد ٻارن کي بيت پڙهائيندو. 				
ڪتاب/ڪاپي/قلمر/بورڊ/ مارڪر	<ul style="list-style-type: none"> • ريڊنگ جاري: • استاد ٻارن کان نوان لفظ پڇيندو. بورڊ تي لکندو ويندو ۽ ان جون معنائون لکندو. • ٻارن کي پنهنجي ڪاپي ۾ اتاريندا. 	<ul style="list-style-type: none"> • نوان لفظ لکي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • لکڻ • ٻڌڻ • ڳالهائڻ 	ٻيو پيرڊ سبق ڇهون پيارا پاڪستان (بيت)	
فليش ڪارڊ/تصويرون	<ul style="list-style-type: none"> • مڪ سرگرمي • اُستاد ڪلاس جي سڀني شاگردن کي مختلف گروپن ۾ ورهائيندو/ورهائيندي. • اُستاد سڀني گروپن کي هدايت ڪندو/ڪندي ته اهي پاڻ ۾ پاڪستان بابت ڪچهري ڪن ۽ هر گروپ بورڊ تي اچي پاڪستان بابت ڪجهه نه ڪجهه ضرور لکي. 	<ul style="list-style-type: none"> • وطن سان محبت ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • لکڻ • ڳالهائڻ • ٻڌڻ 	ٽيون پيرڊ سبق ڇهون پيارا پاڪستان (بيت)	فيبروري هفتو اٺويهون
ڪتاب/ڪاپي/قلمر/بورڊ/ مارڪر	<ul style="list-style-type: none"> • استاد سبق جون مشقون نمبر 5, 6, 7 ۽ 8 ٻارن کي حل ڪرائيندو. • استاد ٻارن کي سوالن جا جواب لکرائيندو. 	<ul style="list-style-type: none"> • مشقون حل ڪري سگهندا. • سوال جواب لکي ۽ پڙهي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	پهريون پيرڊ سبق ڇهون پيارا پاڪستان (بيت)	
ڪتاب/ڪاپي/قلمر/بورڊ/ مارڪر	<ul style="list-style-type: none"> • مڪيم سرگرمي: • استاد ۽ شاگرد گڏجي بيت کي سُڙ ۽ لٽ ۾ پڙهندا. 	<ul style="list-style-type: none"> • بيت سُڙ سان پڙهي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	ٻيو پيرڊ سبق ڇهون پيارا پاڪستان (بيت)	
ڪتاب/ڪاپي/قلمر/بورڊ/ مارڪر	<ul style="list-style-type: none"> • استاد شاگردن کي هر آواز جو تصور سمجھائيندي بورڊ تي لفظ پت لکندو ۽ شاگردن کي ٺٽا پڻ ڏيندو ته هن جو هر آواز ڇت آهي اهڙي طرح ٻيا گهڻا لفظ اسان جي ڪتاب ۾ آهن. • استاد سبق جي مشق 4 ”هر آواز لفظ“ ٻارن کي حل ڪرائيندو. • نوٽ: استاد ورڪ ٻُڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو. • نوٽ: • استاد آخر ۾ ٻارن کان پڙهائيل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني جائزو وٺندو. 	<ul style="list-style-type: none"> • هر آواز لفظن بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	ٽيون پيرڊ سبق ڇهون پيارا پاڪستان (بيت)	مارچ هفتو ويهون

<p>ڪتاب/ڪاپي/قلم/بورڊ/ مارڪر</p>	<p>برين استارمنگ</p> <ul style="list-style-type: none"> • استاد شاگردن کان سوال پڇيندو ته : • پاڪستان ٺاهڻ جي تحريڪ ۾ قائداعظم سان گڏ ڪهڙا ڪهڙا ماڻهو شامل هئا؟ • اوهان قائداعظم جي ڪهڙن ڪهڙن ساٿين بابت ڄاڻو ٿا؟ • ريڊنگ • برين استارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان پهرين پاڻ • سبق پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. 	<ul style="list-style-type: none"> • سر حاجي عبدالله هارون سميت ملڪ جي مشاهيرن بابت ڄاڻ حاصل ڪري سگهندا. • محنت ۽ خدمت جي اهميت کي سمجهي سگهندا. 	<ul style="list-style-type: none"> • سوچڻ ويچارڻ • پڙهڻ • ٻڌڻ 	<p>پهريون ڀيرو سبق ستون سر حاجي عبدالله هارون</p>	
<p>ڪتاب/ڪاپي/قلم/بورڊ/ مارڪر</p>	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> • استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ٻڌائيندو. 	<ul style="list-style-type: none"> • سر حاجي عبدالله هارون سميت ملڪ جي مشاهيرن بابت ڄاڻ حاصل ڪري سگهندا. • محنت ۽ خدمت جي اهميت کي سمجهي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • لکڻ • ڳالهائڻ 	<p>ٻيون ڀيرو سبق ستون سر حاجي عبدالله هارون</p>	
<p>ڪتاب/ڪاپي/قلم/بورڊ/ مارڪر</p>	<ul style="list-style-type: none"> • استاد ٻارن کان نوان لفظ پڇيندو. بورڊ تي لکندو ويندو ۽ ان جون معنائون لکندو. ٻار ان کي پنهنجي ڪاپي ۾ اتاريندا. 	<ul style="list-style-type: none"> • نوان لفظ ٺاهي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٽيون ڀيرو سبق ستون سر حاجي عبدالله هارون</p>	<p>مارچ هفتو ايڪهون</p>
	<p>مڪ سرگرمي</p> <ul style="list-style-type: none"> • استاد شاگردن کي ٻن وڏن گروپن ۾ ورهائيندو • هڪ گروپ کي ٽيم اي جو نالو ڏيندو ۽ ٻي گروپ کي ٽيم بي جو نالو ڏيندو. هر ٽيم کي واحد ۽ جمع جي هڪ لسٽ ڏيندو ۽ هدايت ڪندو ته ٻئي ٽيم واري واري سان هڪٻئي کان واحد ۽ جمع پڇن. • مطلب لسٽ مان پهريون ٽيم اي ٽيم بي کان واحد جمع پڇندي ان کانپوءِ ٽيم بي ٽيم اي کان واحد ۽ جمع پڇندي 	<ul style="list-style-type: none"> • واحد ۽ جمع ٺاهي سگهندا. 		<p>پهريون ڀيرو سبق ستون سر حاجي عبدالله هارون</p>	

	<p>• نوت: استاد ورڪ ٻُڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو.</p>				
<p>ڪتاب/ڪاپي/قلم/بورڊ مارڪر</p>	<p>• استاد ٻارن کي سبق جا سوال جواب لکرائيندو ۽ آخر ۾ استاد ٻارن کان سوال جواب پڇندو.</p>	<p>• مشقون حل ڪري سگهندا. • سوال جواب لکي ۽ پڙهي سگهندا.</p>	<p>• پڙهڻ • لکڻ • ٻڌڻ • ڳالهائڻ</p>	<p>ٻيون پيرڊ سبق ستون سر حاجي عبدالله هارون</p>	
	<p>• استاد ٻارن کي لفظن مان جُملا ٺاهڻ سيڪاريندي سبق مان ڪجهه لفظ کڻندو ۽ بورڊ تي ڪجھ جُملا لکندو.</p>	<p>• جُملا ٺاهي سگهندا.</p>	<p>• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ •</p>	<p>ٽيون پيرڊ سبق ستون سر حاجي عبدالله هارون</p>	<p>مارچ هفتو ٻاويهون</p>
	<p>• استاد شاگردن کي لفظن مان لفظ ٺاهڻ سيڪاريندي بورڊ تي لفظ تحريڪ لکندو ۽ پوءِ لفظ تحريڪون لکندو ۽ ٻارن کي هدايتون ڏيندو ته اهڙي طرح هو ٻيا به لفظ لفظن مان ٺاهي سگهن ٿا. • نوت: • استاد آخر ۾ ٻارن کان پڙهايل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني جائزو وٺندو</p>	<p>• لفظ ٺاهي سگهندا.</p>	<p>• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ •</p>	<p>پهريون پيرڊ سبق ستون سر حاجي عبدالله هارون</p>	
<p>ڪتاب/ڪاپي/قلم/بورڊ/ مارڪر</p>	<p>برين استارمنگ • استاد شاگردن کي هدايت ڪندو ته توهان تصور ڪيو ته اوهان هڪ وڏي وٿاڻ/واڙي ۾ بيٺا آهيو. اڪيون ٻوٽي وٿاڻ ۾ موجود شين بابت تصور ڪيو ۽ پوءِ هر هڪ شاگرد کان سوال ڪندو ته • اوهان تصور ۾ واڙي اندر ڪهڙا ڪهڙا جانور ڏٺا؟ • ڪهڙا جانور حلال آهن ۽ ڪهڙا حرام آهن؟ • جانورن جي قرباني ڪڏهن ڪئي ويندي آهي؟ • ڪهڙا ڪهڙا جانور ذبح ٿيندا آهن؟ • ريڊنگ • برين استارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان پهرين پاڻ</p>	<p>• مذهبي ڏٺن بابت ڄاڻ حاصل ٿي سگهندا. • قرباني ۽ حڪم الاهي جي اطاعت جو سبق سکي سگهندا. • بي ترتيب جملا درست ڪري سگهندا. • ننڍڙو مضمون لکي سگهندا.</p>	<p>• سوچڻ ويچارڻ • پڙهڻ • ٻڌڻ</p>	<p>پهريون پيرڊ سبق اٺون قرباني جي عيد</p>	<p>مارچ هفتو ٽيويهون</p>

	<ul style="list-style-type: none"> • سبق اٺون • پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. 				
ڪتاب/ڪاپي/قلمر/بورڊ/ مارڪر	<ul style="list-style-type: none"> • ريڊنگ جاري • استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ڳڻائيندو ويندو. 		<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<ul style="list-style-type: none"> • ٻيون پيرڊ • سبق اٺون • قرباني جي عيد 	
ڪتاب/ڪاپي/قلمر/بورڊ/ مارڪر	<ul style="list-style-type: none"> • استاد ٻارن کان نوان لفظ پڇيندو. بورڊ تي لکندو ويندو ۽ ان جون معنائون لکندو. • ٻارن کي پنهنجي ڪاپي ۾ اتاريندا. 	<ul style="list-style-type: none"> • نوان لفظ لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<ul style="list-style-type: none"> • ٽيون پيرڊ • سبق اٺون • قرباني جي عيد 	
رول پلي	<ul style="list-style-type: none"> • مڪ سرگرمي • اُستاد شاگردن کي ٽن گروپن ۾ ورهائي هدايت ڏيندو ته • گروپ 1: قرباني جي عيد بابت رول پلي تيار ڪري پيش ڪري. • گروپ 2: ڏياري بابت رول پلي تيار ڪري پيش ڪري. • گروپ 3: ڪرسمس بابت رول پلي تيار ڪري پيش ڪري. • ۽ پوءِ واري واري سان ڪلاس ۾ رول پلي ڪري مذهبي ڏٺن جي ڄاڻ ڏين. • نوٽ: استاد ٻارن کي رول پلي جي تياري لاءِ سمورو پيرڊ ڏيندو ۽ تياري ۾ سندن مدد پڻ ڪندو. 	<ul style="list-style-type: none"> • مذهبي ڏٺن بابت ڄاڻ حاصل ٿي سگهندا. • قرباني ۽ حڪم الاهي جي اطاعت جو سبق سکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<ul style="list-style-type: none"> • پهريون پيرڊ • سبق اٺون • قرباني جي عيد 	اپريل
ڪتاب/ڪاپي/قلمر/بورڊ/ مارڪر	<ul style="list-style-type: none"> • مڪيه سرگرمي (رول پلي) • استاد ٻارن کان رول پلي ڪرائيندو. • نوٽ: استاد هر هڪ گروپ کي رول پلي لاءِ گهربل وقت مهيا ڪندو. 	<ul style="list-style-type: none"> • مذهبي ڏٺن بابت ڄاڻ حاصل ٿي سگهندا. • قرباني ۽ حڪم الاهي جي اطاعت جو سبق سکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<ul style="list-style-type: none"> • ٻيون پيرڊ • سبق اٺون • قرباني جي عيد 	هفتو چويهون
ڪتاب/ڪاپي/قلمر/بورڊ/ مارڪر	<ul style="list-style-type: none"> • استاد شاگردن کي بي ترتيب ڄملا درست ڪرڻ سمجهائيندي ڪجهه بي ترتيب ڄملا بورڊ تي لکندو ۽ شاگردن کي هدايت ڪندو ته اهي ڄملن کي ترتيب ۾ آڻن • آخر ۾ استاد ڄملا درست ڪري ڏيکاريندو. • نوٽ: استاد ورڪ ٻڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو. 	<ul style="list-style-type: none"> • بي ترتيب ڄملا سڃاڻي سگهندا. • بي ترتيب ڄملن کي ترتيب ۾ آڻي سگهندا. • مشقون 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<ul style="list-style-type: none"> • ٽيون پيرڊ • سبق اٺون • قرباني جي عيد 	

	<ul style="list-style-type: none"> • استاد شاگردن کي مضمون سمجھائيندي بورڊ تي ننڍڙو مضمون لکندو ۽ شاگردن کي هدايت ڪندو ته ان مضمون کي ڏسندي هو ننڍڙو مضمون لکن. 	<ul style="list-style-type: none"> • مضمون لکي سگھندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پھريون ڀيرو سبق انون قرباني جي عيد</p>	<p>اپريل هفتو پنجويھون</p>
	<ul style="list-style-type: none"> • استاد ٻارن کي سبق جا سوال جواب لکرائيندو. استاد بورڊ تي هر سوال جو جواب لکندو ويندو ۽ ٻارن کي ڪاپي ۾ نوٽ ڪندا ويندا. 	<ul style="list-style-type: none"> • سوال جواب لکي سگھندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٻيو ڀيرو سبق انون قرباني جي عيد</p>	
	<p>جائزو:</p> <ul style="list-style-type: none"> • استاد سبق انين جو هڪ سوال پرچو ٺاهيندو ۽ سڀني کان لکت ۾ امتحان وٺندو ته جيئن ٻارن جي قابليت کي پرکي سگھجي. استاد سبق جون سڀئي مشقون ايم سي ڪيوز جي صورت ۾ حل ڪرائيندو. 	<ul style="list-style-type: none"> • مذهبي ڏٺن بابت ڄاڻ حاصل ٿي سگھندا. • قرباني ۽ حڪم الاهي جي اطاعت جو سبق سکي سگھندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٽيون ڀيرو سبق انون قرباني جي عيد</p>	
<p>اپريل جا آخري ٻه هفتا رويجن ۽ سالياني امتحان لاءِ رکيا ويا آهن.</p>					<p>اپريل هفتو چوويهون</p>
					<p>اپريل هفتو ستاويھون</p>