



**Academic Plan: English , Science , Mathematics & Sindhi (OUP)  
Grade: 04**

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**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 11<sup>th</sup> January till Mid of April, 2021** as the final section of the Academic plan in the 2<sup>nd</sup> 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 IV

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	<b>Break</b>					
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-4

Months /Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
14 <sup>th</sup> Week Revision	Revision		<ul style="list-style-type: none"> <li>Multiple SLOs</li> </ul>	<ul style="list-style-type: none"> <li>Revise the identified topics using resources in the academic plan or resources of your own. You can use activities from the book or worksheets or from other books. Ensure that the revision component includes both an explanation on the teacher's end, and a written component for the student.</li> <li>Conduct a "Needs Assessment" test to help you determine which SLO's students need revision for</li> <li>Discuss the test with the students, focusing on what they found easy and difficult</li> <li>After the lesson:</li> <li>On the basis of student performance, select the most important grammar topics and their respective exercises (textbook and worksheets)</li> <li>Plan lessons for the remaining week to review the topics that students are struggling with</li> </ul>	<ul style="list-style-type: none"> <li>Resources to be used as per topic requirement</li> <li>Worksheets of selected topics</li> <li>This test paper will be developed by the teacher (objective and subjective) based on the grammar topics</li> </ul>
15 <sup>th</sup> Week	<b>Period 1</b> <b>Unit 4</b> <b>situations</b> <b>Topic 1</b> <b>Atif and the baby</b>	<ul style="list-style-type: none"> <li>Reading for listening and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Use pre-reading strategies to predict the content of the text (L.L.R U)</li> </ul>	<ul style="list-style-type: none"> <li>Ask students about the nature of young children i.e. how do they behave etc. Write students' responses on the board and discuss</li> <li>Ask the pre-reading question; encourage maximum students to give input and explain the reasons for their answers</li> <li>Read aloud the conversation on p. 19-20 slowly and clearly. Ask several questions as you read to push student understanding</li> <li>Students discuss how they liked this conversation and whether they have had similar experiences etc.</li> </ul>	

	<p><b>Period 2</b> <b>Topic 1</b> <b>Atif and the baby</b></p>	<ul style="list-style-type: none"> <li>• Reading with understanding</li> <li>• Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Read silently with comprehension</li> <li>• Tell a story to practice oral communication for language development. (L.L.U. A)</li> </ul>	<ul style="list-style-type: none"> <li>• Briefly ask about the previous day's text</li> <li>• Pair students up to read the text together and to underline the new words</li> <li>• Discuss the new words and write them on the board</li> <li>• Students make sentences with the new words; roam around to guide and correct as needed</li> <li>• Some students come up to the board to write and share their sentences</li> </ul>	
	<p><b>Period 3</b> <b>Topic 1</b> <b>Atif and the baby</b></p>	<p>Reading with comprehension</p>	<ul style="list-style-type: none"> <li>• Locate specific information to answer questions.</li> <li>• Use context to infer missing words Learning level: U</li> </ul>	<ul style="list-style-type: none"> <li>• Using the explanation in Worksheet 1, explain the concept of commands and how to identify them in text</li> <li>• Play a game of "Simon Says"; here you give commands to the students (e.g. touch your nose). Students have to listen to all commands but they only obey the commands where you began with "Simon Says". For example, if you say touch your nose, they should not touch it. But if you say "Simon says touch your nose", they should touch it</li> <li>○ Students read through the text and underline all the commands in pairs</li> <li>○ Students complete Worksheet 1</li> </ul>	
	<p><b>Period 4</b> <b>Topic 1</b> <b>Atif and the baby</b></p>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use the reading texts as models for their own writing (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Divide students in groups of three. Ask them to discuss any similar situation as in the text and write a dialogue concerning it</li> <li>• Help them plan characters, the situation and responses; guide them during the task</li> <li>• Randomly call 1-2 groups to read their dialogues character-wise in front of the class</li> </ul>	
<p><b>16<sup>th</sup> Week</b></p>	<p><b>Period 1</b> <b>Topic 1</b> <b>Atif and the baby</b></p>	<ul style="list-style-type: none"> <li>• Reading with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Locate specific information to answer questions.</li> <li>• Use context to infer</li> </ul>	<ul style="list-style-type: none"> <li>• Briefly recap the topic text including the concept of commands; students independently complete Ex. 1 in their notebook</li> <li>• Discuss the answers using full sentences; allow</li> </ul>	

			missing words (L.L.A)	<p>students time to correct their answers</p> <ul style="list-style-type: none"> <li>Students complete remaining worksheets individually</li> </ul>	
	<p><b>Period 2</b> <b>Topic 2</b> <b>The class visit to zoo</b></p>	<ul style="list-style-type: none"> <li>Reading with understanding</li> <li>Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>Read silently with comprehension</li> <li>(L.L.U)</li> </ul>	<ul style="list-style-type: none"> <li>Ask students the pre-reading question and extend the discussion to talk about zoo and zoo animals, showing them different pictures and videos if you have access</li> <li>Pair the students and ask them to first read the text together</li> <li>Read the text loudly, with students reading after you</li> <li>Discuss the animal pictures; discuss the names and features of the animals; write new words on the board and practice them with students using the 3+2 method. Using a pencil, students label the animals in the picture on p. 21</li> </ul>	
	<p><b>Period 3</b> <b>Topic 2</b> <b>The class visit to zoo</b></p>	<ul style="list-style-type: none"> <li>Reading with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Locate specific information to answer questions.</li> <li>Use context to infer missing (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet 1: first, use the table to recap the use of “do” and “does”. Then, do a couple of examples with the students. In pairs, students complete the worksheet</li> <li>Discuss all answers. Especially point out <i>why</i> you are using either “do” or “does”</li> </ul>	
	<p><b>Period 4</b> <b>Topic 2</b> <b>The class visit to zoo</b></p>	<ul style="list-style-type: none"> <li>Reading with understanding</li> <li>Listening and speaking</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Read silently with comprehension</li> <li>Tell a story to practice oral communication for language development.</li> </ul> <p>(L.L.U)</p>	<ul style="list-style-type: none"> <li>Briefly recap the previous day’s discussion and practice the names of the animals that they learned</li> <li>Students read and discuss the text in pairs</li> <li>For Ex. 2, do part “a” as an example and write the answer in a full sentence on the board</li> <li>Students complete the remaining exercise in pairs <ul style="list-style-type: none"> <li>Discuss the answers and gives students time to make corrections</li> </ul> </li> </ul>	
17 <sup>th</sup> Week	<p><b>Period 1</b> <b>Topic 2</b></p>	<ul style="list-style-type: none"> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Use reading text as model for own writing</li> </ul>	<ul style="list-style-type: none"> <li>Recap the new vocabulary learned over the past two days</li> </ul>	

	<b>The class visit to zoo</b>		(L.L.A)	<ul style="list-style-type: none"> <li>• Students write sentences with the new vocabulary</li> <li>• Share of exemplar responses on the board</li> <li>• Students complete Ex. 3 independently</li> </ul>	
	<b>Period 2 Topic 2 The class visit to zoo</b>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use the reading context as models for own writing.</li> <li>• (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Divide students in groups of four and give them resources to make animal face masks, taking help from the given pictures. Make a simple one as an example</li> <li>• Ask groups to write down 5 sentences about one animal of their choice where they provide different information such as its food, physical features, where it lives etc. If they have questions, push them to think instead of telling them directly</li> <li>• Randomly ask some students to come up, wearing their mask, and to act like the animal that they chose</li> </ul>	Charts markers pencils
	<b>Period 3 Topic 3 Atif's dream</b>	<ul style="list-style-type: none"> <li>• Reading for listening and sharing</li> <li>• Reading for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Read silently with comprehension</li> </ul> (L.L.U)	<ul style="list-style-type: none"> <li>• Share with students a story of a dream that you had that is related to something fictional like flying, visiting a foreign land, etc. Connect this story to the pre-reading question</li> <li>• Push maximum students to participate; ask students questions about their dreams and encourage students to also ask each other questions</li> <li>• Write any new vocabulary on the board</li> <li>• Students make sentences with the new vocabulary</li> </ul>	
	<b>Period 4 Topic 3 Atif's dream</b>	<ul style="list-style-type: none"> <li>• Reading with understand</li> <li>• Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story to practice oral communication for language development</li> </ul> (L.L.U.A)	<ul style="list-style-type: none"> <li>• Discuss the picture on p. 23. Ask students if they can make any connections with the previous day's discussion on dreams</li> <li>• Read aloud the topic text in a story telling style with required tone and intonation</li> <li>• Read it one more time, asking questions to push</li> </ul>	



				<p>student understanding</p> <ul style="list-style-type: none"> <li>Practice the pronunciation of new words using the 3+2 method</li> <li>Students independently write sentences with the new vocabulary</li> </ul>	
<b>18<sup>th</sup> Week</b>	<p><b>Period 1</b> <b>Topic 3</b> <b>Atif's dream</b></p>	<ul style="list-style-type: none"> <li>Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>Tell a story to practice oral communication for language development (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Divide students in groups; they practice reading the text in the same manner as demonstrated the previous day</li> <li>In groups, they listen to and correct each other</li> <li>Randomly call groups to come up and read their story. Help where needed and appreciate their efforts</li> </ul>	
	<p><b>Period 2</b> <b>Topic 3</b> <b>Atif's dream</b></p>	<ul style="list-style-type: none"> <li>Reading with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Locate specific information to answer questions.</li> <li>Use context to infer missing words</li> <li>(L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Students independently complete Ex. 4</li> <li>Discuss the answers; allow time for students to correct their answer</li> <li>Students complete any outstanding work or corrections from the worksheets; roam around and guide as needed</li> </ul>	
	<p><b>Period 3</b> <b>Topic 4</b> <b>The birthday party</b></p>	<ul style="list-style-type: none"> <li>Reading with understanding</li> </ul>	<ul style="list-style-type: none"> <li>Use pre-reading strategies to predict the content of the text</li> <li>Read silently with comprehension (L.L.R.U)</li> </ul>	<ul style="list-style-type: none"> <li>Briefly discuss about a birthday celebration and ask each student about his/her birthday and age</li> <li>Ask the pre-reading question on p. 24 and read aloud the text in a conversational style</li> <li>Students read the text in pairs and discuss it; roam around and push students to use maximum English</li> <li>Discuss any new words; if time allows, students practice spelling each new word three times and use it in sentences</li> </ul>	
	<p><b>Period 4</b> <b>Topic 4</b> <b>The birthday party</b></p>	<ul style="list-style-type: none"> <li>Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>Tell a poem to practice oral communication for language development</li> </ul>	<ul style="list-style-type: none"> <li>Sing the "Happy Birthday" song; talk about how the rhythm makes it fun to sing</li> <li>Divide students in groups and give each group a write-up of a poem; each group then practices in chorus</li> </ul>	<p>"Happy Birthday" song written on a chart</p> <p>A few other age-</p>

			<ul style="list-style-type: none"> <li>(L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Call each group to sing a poem with actions, intonation and expression in front of class; help the groups where needed</li> </ul>	appropriate poems written on pieces of paper
19 <sup>th</sup> Week	<p><b>Period 1</b> <b>Topic 4</b> <b>The birthday party</b></p>	<ul style="list-style-type: none"> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Use the reading context as models for their own writing.</li> </ul> <p>(L.L.R)</p>	<ul style="list-style-type: none"> <li>Teacher will pair up the students and give each pair a chart</li> <li>Instruct pairs to write down the word <b>BIRTHDAY</b> on the top of the chart</li> <li>Ask them to write down more words starting with each letter of the word "Birthday" like; <ul style="list-style-type: none"> <li>B for Balloon</li> <li>I for Ice Cream</li> </ul> </li> <li>Ask the students to use these words in their own sentences and read them aloud in front of the class where rest of the groups will follow the speaker</li> <li>With the students, plan a small birthday party celebration. If possible, each student brings something small to the celebration like candy, a biscuit, old birthday items, etc.</li> </ul>	Chart Markers
	<p><b>Period 02</b> <b>Unit 4</b> <b>Topic 5</b> <b>Zarina bakes a cake</b></p>	<ul style="list-style-type: none"> <li>Reading for listening &amp; discussion</li> <li>Reading with understanding</li> </ul>	<ul style="list-style-type: none"> <li>Use pre-reading strategies to predict the content of the text</li> <li>Read silently with comprehension</li> </ul> <p>(L.L.R.U)</p>	<ul style="list-style-type: none"> <li>Ask students about their experiences with their exams. Boost their confidence by telling them that they will continue to work hard this term to achieve even better</li> <li>Ask students about their favourite food and discuss the different ingredients that they see being used to cook food</li> <li>Discuss responses to the pre-reading question, p. 25</li> <li>Share the heading "Zarina bakes a cake" and ask students to predict what the dialogue will be about; appreciate good responses</li> <li>Read aloud the dialogue, p. 25 and 26; prompt students to discuss and describe the given picture</li> </ul>	

				<ul style="list-style-type: none"> <li>Ask students what they think about this story; help them formulate sentences in English and appreciate their responses</li> </ul>	
	<b>Period 03</b> <b>Topic 5</b> <b>Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>Reading with understanding</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Read silently with comprehension (L.L.U)</li> <li>Use the reading context as models for own writing (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Briefly ask students to recap the previous text</li> <li>Students silently and independently read the text</li> <li>In pairs, they underline new words and guess meanings</li> <li>Discuss the meanings</li> <li>Students write sentences with the new words and practice the spellings by writing each word three times; roam around and guide</li> <li>Share and appreciate exemplar sentences</li> </ul>	
	<b>Period 04</b> <b>Topic 5</b> <b>Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>Reading with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Use the reading context for comprehension and communication (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Students independently and silently complete Ex. 7 &amp; 8, p. 26</li> <li>Discuss answers, giving students time for correction</li> </ul>	
20 <sup>th</sup> Week	<b>Period 01</b> <b>Topic 5</b> <b>Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Use the reading context as models for own writing (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Share some sentences that use the verb 'want' structure on the board as similar to the topic text</li> <li>Ask students to individually make a request list for their parents regarding some activities</li> <li>Students can take help from the verb chart</li> <li>Teacher will encourage and guide students while writing and do the corrections where needed</li> <li>Ask students to share their request list from their fellows and determine the best three requests from them</li> </ul>	<ul style="list-style-type: none"> <li>Chart of common verb</li> <li><b>Eat Go Buy Sit</b> etc (at least 15 )</li> </ul>
	<b>Period 02</b> <b>Topic 5</b> <b>Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>Reading with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Use the reading context as models for their own writing</li> </ul>	<ul style="list-style-type: none"> <li>Students complete Worksheet 1 independently</li> <li>Discuss answers and share exemplar sentences</li> </ul>	

			(L.L.A)		
	<b>Period 03 Topic 5 Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>• Reading and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Locate, identify and use simple pairs of words including homophones (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Briefly explain the concept of homophones with the help of an example of the board; if possible, connect it to their native language also; tell them that it helps us to know common homophones so that we don't get confused</li> <li>• Ask students to read the sentences in Ex. 9; as they read, write the sentences on the board</li> <li>• Randomly call students to come up, read the sentence, then choose the correct flashcard. Other students can help</li> <li>• Discuss all answers and students complete the exercise in their notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards of the homophones in the answers in Ex. 9, p. 27</li> </ul>
	<b>Period 04 Topic 5 Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Locate, identify and use simple pairs of words including homophones (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Using Worksheet 2, further the concept of homophones and discuss the meanings of new words</li> <li>• Students complete Worksheet 2; assist them as needed.</li> </ul>	
<b>21<sup>st</sup> Week</b>	<b>Period 01 Topic 5 Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• (can , can not )</li> </ul>	<ul style="list-style-type: none"> <li>• Use can and cannot to express ability and inability (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Write some sentences that use "can" and some that use "cannot" on the board; read the sentences with the students and ask them to share their understanding</li> <li>• Briefly explain the concept of "can" and "cannot" with the help of examples</li> <li>• Play a game with students: "Can I fly?". This is like the local game '<i>cheel urri</i>'. In this game, you will name different nouns. If it can fly, the students say "Yes, it can fly". If it cannot fly, the students say "No, it cannot fly!". Some nouns that fly are: butterfly, balloon, mosquito, bee, fly, pigeon, crow, bird, parrot. If you are using any new words, show a pictorial flash card as well or use the sandwich method</li> <li>• Write some of the words used on the board</li> </ul>	

				after the game. Students then write sentences along the pattern of “X can fly” and “X cannot fly”	
	<b>Period 02</b> <ul style="list-style-type: none"> <li>Topic 5</li> <li>Zarina bakes a cake</li> </ul>	<ul style="list-style-type: none"> <li>Grammar (can , can not )</li> </ul>	<ul style="list-style-type: none"> <li>Use can and cannot to express ability and inability</li> <li>(L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Ask students some questions using “can”. E.g. “Ali, can you cook?” etc; write the questions on the board as you ask them and invite the students to write their response on the board</li> <li>Discuss the question form of “can” through the examples on p. 28</li> <li>Students complete Ex. 10 independently</li> </ul>	
	<b>Period 03</b> <b>Topic 5</b> Zarina bakes a cake	<ul style="list-style-type: none"> <li>Grammar (pronoun)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate correct use of subject pronouns (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Write 5 simple sentences on the board using the ‘subject-verb-object’ pattern</li> <li>Use Worksheet 4 as a guide to explain the concept of the subject of a verb. Explain until the part in the worksheet which says “A subject is always a noun because it is a person or thing”</li> <li>Then read all the sentences in the worksheet and focus on the verbs and the subject</li> <li>Create a verb bank using simple verbs and students use that word bank to write sentences. Roam around to guide</li> </ul>	
	<b>Period 04</b> <b>Topic 5</b> Zarina bakes a cake	<ul style="list-style-type: none"> <li>Grammar</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate correct use of subject pronouns</li> <li>(L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Recap the concept of subject of a verb</li> <li>Then introduce the concept of subject pronouns as in Worksheet 4 and as on p. 28</li> <li>Write 5 sentences on the board that use different subjects</li> <li>Then ask students to come up; for each sentence, a student will come up and choose the suitable subject pronoun flashcard and place it on top of the subject on the sentence on the board; clarify any misconceptions</li> <li>Students then complete Worksheet 4 and Ex. 11</li> <li>Discuss answers and give time for corrections</li> </ul>	<ul style="list-style-type: none"> <li>Flashcard of subject pronouns</li> </ul>

<b>22<sup>nd</sup> Week</b>	<b>Period 01 Topic 5 Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• (pronoun)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate correct use of subject pronouns</li> <li>• (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will show students some pictures and share the respective sentences with actual names of people and things, writing them down on the board. Ask question about pictures with who and which to get responses with practice</li> <li>• After showing each picture and sharing the sentence, replace each subject noun with the correct pronoun and explain the concept of subject pronouns</li> <li>• Briefly explain the concept of pronoun with the help of the examples on the board pg. 28, highlighting the definition of pronoun.</li> <li>• Students complete Ex. 11</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards of subject pronoun</li> <li>• Sentences for pictures like:</li> <li>• Airplane is landing.</li> <li>• Arshad is walking</li> <li>• Sara likes chocolate</li> </ul>
	<b>Period 02 Topic 5 Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary and tense to write a simple narrative paragraph</li> <li>• (L.L.U)</li> </ul>	<ul style="list-style-type: none"> <li>• Share a story with students. Include the elements of a narrative as explained on p. 29</li> <li>• Discuss the elements of a narrative as given on p. 29 and connect them with the narrative that you shared with the students</li> <li>• Read aloud, and the students read after you, the narrative on p. 29; also connect this narrative with the elements shared above</li> <li>• Students complete Ex. 13</li> </ul>	<ul style="list-style-type: none"> <li>• Write up of story</li> </ul>
	<b>Period 03 Topic 5 Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary and tense to write a simple narrative paragraph</li> <li>• (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete Ex. 12; encourage them to be creative. As they write, roam around and provide guidance and help with additional vocabulary as needed</li> <li>• Students complete Worksheet 5, focusing on using present simple tense as they are describing a routine</li> </ul>	
	<b>Period 04 Topic 5 Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>• Reading with understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Locate specific information to answer questions.</li> <li>• Use context to infer missing words</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the example in Ex 15</li> <li>• In groups of 4, students complete the exercise then as each other different questions</li> <li>• Students complete Ex. 16 in groups</li> </ul>	

23 <sup>rd</sup> Week	<b>Period 01</b> <b>Topic 5</b> <b>Zarina bakes a cake</b>	<ul style="list-style-type: none"> <li>• Reading with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• (L.L.A)</li> <li>• Locate specific information to answer questions.</li> <li>• Use context to infer missing words</li> <li>• (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the answers to Ex. 15, explaining how we write sentences</li> <li>• On Worksheet 6, explain to students the uses of a form and the importance of being able to fill one out</li> <li>• Students complete Worksheet 6</li> </ul>	
	<b>Period 02</b> <b>Unit: 5</b> <b>shapes</b> <b>Topic 1</b> <b>Different shapes</b>	<ul style="list-style-type: none"> <li>• Reading for listening &amp; discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Use pre-reading strategies to predict the content of the text</li> <li>• (L.L.R U)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the pre-reading question and gauge student prior knowledge on shapes; relate shapes with the shapes of real objects in the classroom</li> <li>• Draw some shapes on the board along with their names; tell students to spend some time learning and practicing the spellings of the shapes</li> <li>• Next, have a short and fun spelling quiz. Erase the names of the shapes on the board, leaving the picture of the shapes; <ul style="list-style-type: none"> <li>○ Ask them to write the names of each shape in their copies with the correct spelling</li> <li>○ Read the passage on p. 31 with the students</li> </ul> </li> </ul>	
	<b>Period 03</b> <b>Topic 1</b> <b>Different shapes</b>	<ul style="list-style-type: none"> <li>• Reading with understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Read silently with comprehension</li> <li>• (L.L.U)</li> </ul>	<ul style="list-style-type: none"> <li>• Pair up the students and ask them to read the text together</li> <li>• Divide students in groups ask them to draw and make four basic shapes with straws/matchsticks and write down the comparison of each of the shapes with at least three real object like <ul style="list-style-type: none"> <li>○ <b>Circle</b> looks like a <b>ball</b> ,a <b>wheel</b> and a <b>Moon</b></li> </ul> </li> <li>• Help the students where needed</li> <li>• Randomly ask to present their work in front of the class; give positive feedback to each group</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Markers</li> <li>• Matches</li> <li>• Glue</li> <li>• Straws</li> <li>• Bottle cap</li> <li>• Markers</li> </ul>
	<b>Period 04</b> <b>Topic 1</b> <b>Different</b>	<ul style="list-style-type: none"> <li>• Reading with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Locate specific information to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete Ex. 1, 2, and 3 independently</li> <li>• Students complete Worksheet 1; roam around</li> </ul>	<ul style="list-style-type: none"> <li>• Colour pencils</li> </ul>

	<b>shapes</b>		<ul style="list-style-type: none"> <li>Use context to infer missing words</li> <li>(L.L.A)</li> </ul>	and help as needed	
<b>24<sup>th</sup> Week</b>	<b>Period 01 Topic 2 Animal houses</b>	<ul style="list-style-type: none"> <li>Reading for listening &amp; discussion</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use pre-reading strategies to predict the content of the text</li> <li>(L.L.R.U)</li> </ul>	<ul style="list-style-type: none"> <li>Ask students about their knowledge of different animals, birds and their habitats; encourage all students to participate</li> <li>Discuss the pre-reading question on p. 34</li> <li>Read aloud the text, p.34 with good intonation</li> <li>Pair up the students and ask them to read the topic text together with intonation and discuss what they have understood from what they read</li> <li>As a class, ask groups about their reading. What is the text about, what did they like about it, etc.</li> <li>Discuss the meanings of any new words; students to write down the meanings and make sentences with them at home</li> </ul>	
	<b>Period 02 Topic 2 Animal houses</b>	<ul style="list-style-type: none"> <li>Grammar</li> <li>(Article)</li> </ul>	<ul style="list-style-type: none"> <li>Use a or an before words that start with vowel and consonant (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Recap the concept of articles. Stress that they come before nouns, and explain that we use “the” when the reader knows what is being talked about and we use “a/an” for singular and general nouns</li> <li>Display a chart on the board with sentences that have articles in them. Ask students to identify the articles and the nouns that they refer to. Then ask students to explain why the particular article was used. For example, if the sentence is “The Sun was shining very brightly,” students should identify “the” as the “article”, “sun” as the noun. The reason that “the” is used is because we all know that there is only one sun and we know what the writer is talking about. First model explanations with the</li> </ul>	<ul style="list-style-type: none"> <li>write up full of article copy for each pair</li> </ul>



				<p>students</p> <ul style="list-style-type: none"> <li>Students complete Ex. 4, p. 35</li> </ul>	
	<p><b>Period 03</b> <b>Topic 2</b> <b>Animal houses</b></p>	<ul style="list-style-type: none"> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Recite poem with action (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>Put up the chart with the write up of a poem</li> <li>Students read the poem in pairs and try to come up with a rhythm</li> <li>Read it together with the students; focus on rhyming words</li> <li>Prompt students to think of some sets of rhyming words and write them on the board</li> <li>Students try to write a poem of their own on any topic</li> </ul>	<ul style="list-style-type: none"> <li>Write up of a level-appropriate poem on a chart</li> </ul>
	<p><b>Period 4</b> <b>Unit 06: Likes and dislikes</b> <b>Topic 1: Likes and dislikes</b></p>	<ul style="list-style-type: none"> <li>Pre –Reading</li> <li>Reading for listening &amp; discussion</li> <li>Reading with understanding</li> </ul>	<ul style="list-style-type: none"> <li>Read silently and with comprehension. (L.L: U)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will share personal likes and dislikes then ask and discuss the pre-reading question with the students.</li> <li>Use choral reading, ie reading all together, for the lesson text (page 37) and discuss the given pictures.</li> <li>Assign reading tasks individually to underline the new words and share the meaning with each other.</li> <li>Ask to write down their meanings on the textbook with a pencil and make sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Chart about likes and dislikes: food, activities, subject &amp; sports etc.</li> </ul>
<p>25<sup>th</sup> Week</p>	<p><b>Period 1:</b> <b>Topic 1: Likes and dislikes</b></p>	<ul style="list-style-type: none"> <li>Reading with understanding</li> </ul>	<p>Locate specific information to answer question.</p> <ul style="list-style-type: none"> <li>(L.L: A)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will make slips of the statements of both the characters, Salma and Nida. Writing each of them on two slips separately like: One slip: Salma likes milk. Another slip: But Salma doesn't like tea</li> <li>Distribute the slips.</li> <li>Ask students to make the correct sentence by finding the learners who have the other half of their sentence.</li> <li>Encourage them to speak in English as they roam around trying to find each other.</li> </ul>	<p>Pair of written slips showing half statements of the characters- Two slips for each statements (Pg 37)</p>

				<ul style="list-style-type: none"> <li>• Ask each pair to read their sentences</li> <li>• Verify from the textbook and do the corrections where needed.</li> <li>• Ask learners to complete Exercises 1 &amp; 2 (pg. 38)</li> </ul>	
<b>Period: 2 Topic 02- Things we like</b>	<ul style="list-style-type: none"> <li>• Pre –reading</li> <li>• Reading for listening &amp; discussion</li> <li>• Reading with understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Read silently and with comprehension.</li> </ul> <p><i>(L.L: U)</i></p>	<ul style="list-style-type: none"> <li>• Ask pre-reading questions. Probe about events and activities students enjoy.</li> <li>• Consolidate the discussion with the help of pictures showing different activities.</li> <li>• Read aloud the passage of the lesson text (page 39). Play the role of “Miss Rashida” and assign other learners to read dialogues for each character.</li> <li>• Focus on meanings and pronunciation of new words.</li> <li>• Learners write the meanings with pencils in their books and make write sentences using the new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Different pictures showing interesting activities.</li> </ul>	
<b>Period 3 Topic 02- Things we like</b>	<ul style="list-style-type: none"> <li>• Reading with understanding</li> </ul>	<p>Locate specific information to answer question.</p> <ul style="list-style-type: none"> <li>• <i>(L.L: A)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will make separate slips of each of the dialogues from the topic; <ul style="list-style-type: none"> <li>• 4 slips of each dialogue</li> <li>• 32 slips in total</li> </ul> </li> <li>• Teacher will write down the names of all the characters on the board as mentioned in the topic horizontally</li> <li>• Distribute the slips amongst the learners and ask them to read the dialogue and paste the slip under the respective character</li> <li>• After which the teacher will verify the slip placement by reading out each of them aloud and make adjustments where needed.</li> <li>✓ Ask and instruct the learners to complete the exercises number 3 &amp; 4 in the book/note book (pg. 39)</li> </ul>	<ul style="list-style-type: none"> <li>• Slips of dialogues from the lesson text,</li> </ul>	

				✓ Ask students to complete the Worksheets of respective lesson	
	<b>Period 4 Topic 3: Hobbies</b>	<ul style="list-style-type: none"> <li>• Pre –Reading</li> <li>• Reading for listening &amp; discussion</li> <li>• Reading with understanding</li> <li>• Locate specific information to answer question.</li> </ul> <p>(L.L: A)</p>	<ul style="list-style-type: none"> <li>• Read silently and with comprehension.</li> </ul> <p>(L.L: U)</p>	<ul style="list-style-type: none"> <li>• Teacher will briefly share the concept of hobbies and utility of leisure time productively and share about his/her hobby, and and then ask the pre question to the students &amp; discuss</li> <li>• Read aloud the passage of the lesson text (page 40-41) discussing the given pictures.</li> <li>• Focus on the meanings, pronunciation and spellings of new words and sentence structures</li> <li>• Assign reading task in pairs to underline the new words and share the meanings</li> <li>• Students independently complete the Exercise 5 in the book (pg. 41)</li> </ul>	
<b>26<sup>th</sup> Week</b>	<b>Period 1 Topic 3: Hobbies</b>	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• (similes)</li> </ul>	<p>Use some common similes in speech and writing.</p> <p>(L.L: A)</p> <ul style="list-style-type: none"> <li>• Demonstrate use of and, but and or.</li> <li>• (L.L.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of similes pg. # 41 and complete the exercise Q6.</li> <li>• Teacher will divide students in pairs and ask them to use similes in their own sentences, given in task 7.</li> <li>• Randomly ask to the pairs to speak out the sentences in front of the class. Teacher will correct where needed.</li> <li>• Briefly explain conjunctions with the help of the example on pg 42, highlighting the definition.</li> <li>• Teacher will make flash cards of respective conjunctions and write down exercise no 8 on the board</li> <li>• Ask entire class for the most suitable conjunction for each sentence. Discuss the reason for answers.</li> <li>• Students to complete Ex. 7 &amp; 8 (p.42)</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards of shapes &amp; picture of similar objects</li> </ul>
	<b>Period 2 Topic 3:</b>	<ul style="list-style-type: none"> <li>• Grammar (degrees of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use degree of regular</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will display chart of sentences with comparative and superlative degrees</li> </ul>	<ul style="list-style-type: none"> <li>• Written chart of adjective</li> </ul>

	<b>Hobbies</b>	adjectives)	adjectives (L.L.A)	<ul style="list-style-type: none"> <li>• Ask students to recognize the difference between sentences and to think why it is so.</li> <li>• Using the correct responses, introduce adjectives and their degrees and explain with more examples.</li> <li>• Students complete the Exercise 9 p. 43</li> <li>• Students to complete worksheet related to the topic</li> <li>• Consolidate the concept of degrees of adjective by relating the information given in the book with the examples shared.</li> </ul>	with degrees.
	<b>Period 3 Topic 3: Hobbies</b>	Grammar (punctuation)	Recognize and use comma, full stop question mark, and exclamation mark.  (L.L.U)	<ul style="list-style-type: none"> <li>• Distribute 5 different English texts (newspapers/stories) that feature the punctuation marks in focus</li> <li>• Divide students in 5 groups. Ask them to read the text carefully &amp; note the punctuation marks in their copies.</li> <li>• Ask them to focus on a minimum of 5 sentences and discuss the possible function of each punctuation mark in context.</li> <li>• Ask each group to share one sentence. Write it on the board and ask students their ideas about the purpose of each punctuation mark</li> <li>• Consolidate information.</li> <li>• Instruct students to complete Ex 10, p 44.</li> <li>• Students to complete worksheets related to the topic</li> </ul>	Old newspapers, photocopied pages of story books
	<b>Period 4 Topic 3: Hobbies</b>	• Writing	<ul style="list-style-type: none"> <li>• Use the reading texts as models for their own writing.</li> </ul> (L.L.A)	<ul style="list-style-type: none"> <li>• Ask students what they like to do in their free time. Talk about your hobbies and ask students to share their hobbies.</li> <li>• Briefly share what you and your mother like and does not like.</li> <li>• Ask students to read the text on p 37</li> </ul>	

				<ul style="list-style-type: none"> <li>• Divide students in pairs. Ask them to complete Ex. 11, p 45 individually but ask their partner for help when needed.</li> <li>• Randomly ask students from different pairs to share their working in front of the class, helping correct misunderstanding as needed.</li> </ul>	
<b>27<sup>th</sup> Week Onward Revision and Exam</b>	<b>Revision</b>		<ul style="list-style-type: none"> <li>• Multiple SLOs</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the identified topics using resources in the academic plan or resources of your own. You can use activities from the book or worksheets or from other books. Ensure that the revision component includes both an explanation on the teacher's end, and a written component for the student.</li> <li>• Conduct a "Needs Assessment" test to help you determine which SLO's students need revision for</li> <li>• Discuss the test with the students, focusing on what they found easy and difficult</li> <li>• After the lesson:</li> <li>• On the basis of student performance, select the most important grammar topics and their respective exercises (textbook and worksheets)</li> <li>• Plan lessons for the remaining week to review the topics that students are struggling with</li> </ul>	<ul style="list-style-type: none"> <li>• Resources to be used as per topic requirement</li> <li>• Worksheets of selected topics</li> <li>• This test paper will be developed by the teacher (objective and subjective) based on the grammar topics</li> </ul>

## Scheme of Studies - Science Grade-4

Months/Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
January 13 <sup>th</sup> Week	Period 01 <b>Unit #5: Matter and its States</b> States of Matter Solid, liquid, gas	Observing Identifying	<ul style="list-style-type: none"> <li>✓ Define matter and give examples. (L.L- R)</li> <li>✓ Identify the three states of matter with examples. (L.L- R &amp; U)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Demonstration</li> <li>➤ Activity: Spray the perfume in a corner of class room to explain the concept of space between gas particles (Teacher Notes)</li> <li>➤ Activity 1 page40</li> </ul>	A stone, glass, water, body spray or perfume.
	Period 02-03 States of Matter Solid, liquid, gas	Observing Identifying	<ul style="list-style-type: none"> <li>✓ Identify the three states of matter with examples.</li> <li>✓ Compare solids, liquids and gases on the basis of their shape and volume. (L.L- R &amp; U)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activity 2,3 ,4 and 5 from teacher notes page 89</li> <li>➤ Show and Tell (different solid shapes, wood, plastic, iron)</li> </ul>	-
	Period 04 States of Matter Solid, liquid, gas	Observing Identifying	<ul style="list-style-type: none"> <li>✓ Identify the three states of matter with examples.</li> <li>✓ Compare solids, liquids and gases on the basis of their shape and volume. (L.L- R &amp; U)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activity 6 from teacher notes page 89</li> <li>➤ Activity: Be particles of matter states</li> </ul>	-
14 <sup>th</sup> Week	Period 01-02 States of Matter Solid, liquid, gas	Observing Predicting	<ul style="list-style-type: none"> <li>✓ Identify the three states of matter with examples.</li> <li>✓ Compare solids, liquids and gases on the basis of their shape and volume. (L.L- R &amp; U)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activity no. 1,2 page 40</li> <li>➤ Activity no. 3,4 page 41</li> <li>➤ Discuss the properties of solids, liquids and gases given in the table</li> </ul>	Beans ,Flour, bottle,
	Period 03 States of Matter Solid, liquid, gas	Observing Classifying	<ul style="list-style-type: none"> <li>✓ Identify the three states of matter with examples.</li> <li>✓ Compare solids, liquids and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activity no. 5 page 42</li> <li>➤ Worksheet page 189,190</li> <li>➤ See INSTAL Teachers Guide page</li> </ul>	-

			gases on the basis of their shape and volume. (L.L- R & U)	36	
	Period 04 Matter can change its states • Melting • Boiling • Freezing (cont.)	Communicating Observing	✓ Demonstrate and explain how matter changes its states on heating . (L.L- U & A)	➤ Prior knowledge: Ask series of question to children to unfold their prior knowledge about melting, boiling, and freezing. Connect children information with topic. Construct new knowledge.	-
<b>15<sup>th</sup> Week</b>	Period 01-02 • Melting • Boiling • Freezing (cont.)	Observing	✓ Demonstrate and explain how matter changes its states on heating. (L.L- U & A)	➤ Experiment: Place some ice cubes in a plate or bowl at normal room temperature to melt. Show the process of melting to students. ➤ Activity no. 6, 7 and 8 page 44	Ice cubes, plate/ bowl, Water, beaker, Oil, water, lemon juice, cube tray, Candle, oil, burner.
	Period 03 • Melting • Boiling • Freezing	Observing Inferring	✓ Demonstrate and explain how matter changes its states on heating. (L.L- U & A)	➤ Worksheet page 191 ➤ See INSTAL Teachers Guide page 38	-
	Period 04 Mixture (cont.)	Communicating	✓ Explain how one state of matter(solid, liquid, gas) mixes in to another. (L.L- U)	➤ Demonstration with Exemplification	-
<b>February 16<sup>th</sup> Week</b>	Period 01 Mixture	Inferring	✓ Explain how one state of matter (solid, liquid, gas) mixes in to another. (L.L- U)	➤ Group Activity no. 9 & 10 page 44	Flour, tea, strainer, cup, kettle.
	Period 02 Solution (cont.)	Observing	✓ Explain how one state of matter (solid, liquid) dissolves in to another. (L.L- U)	➤ Prior knowledge ➤ Demonstration with Exemplification	-
	Period 03-04 Solution	Communicating Inferring	✓ Explain how one state of matter (solid, liquid)	➤ Group Activity: make solutions of salt and lemon	Sugar, water, beaker, salt,

			dissolves in to another. (L.L- U)	➤ Activity no. 11 page 45	lemon drops,
<b>17<sup>th</sup> Week</b>	Period 01 Suspension (cont.)	Observing	✓ Predict and demonstrate how various materials mix with water. (L.L- U & A)	➤ Prior knowledge ➤ Demonstration with exemplification	-
	Period 02 Suspension	Communicating Inferring	✓ Predict and demonstrate how various materials mix with water. (L.L- U & A)	➤ Group Activity: Make suspensions of sand & flour. ➤ Activity no. 12 page 45	Garden soil, sand, flour, water, glass, spoon
	Period 03 Filtration(cont.)	Observing Communicating	✓ Demonstrate separation of insoluble solids from water by distillation and filtration. (L.L- U & A)	➤ Brainstorming ➤ Demonstration	-
	Period 04 Filtration(cont.)	Inferring	✓ Demonstrate separation of insoluble solids from water by distillation and filtration. (L.L- U & A)	➤ Activity no. 13 & 14 page 45 & 46	Filter paper or muslin cloth, funnel, beaker, soil, water, glass, stirrer, chalk powder,
<b>18<sup>th</sup> Week</b>	Period 01 Filtration	Communicating	✓ Demonstrate separation of insoluble solids from water by distillation and filtration. (L.L- U & A)	➤ Worksheet page 192, 193,194 ➤ See INSTAL Teachers Guide page 40	-
	Period 02 Sedimentation & Decantation (cont.)	Observing Communicating	✓ Demonstrate the process of sedimentation and decantation. (L.L- U & A)	➤ Brainstorming ➤ Demonstration	-
	Period 03 Sedimentation & Decantation (cont.)	Observing Communicating	✓ Demonstrate the process of sedimentation and decantation. (L.L- U & A)	➤ Group Work: Activity no. 15	Mixture of sand and small rocks, beaker, water
	Period 04 Sedimentation &	Observing Communicating	✓ Demonstrate the process of sedimentation and	➤ Worksheet page 195 ➤ See INSTAL Teachers Guide page	-



	Decantation		decantation. (L.L- U & A)	40	
<b>19<sup>th</sup> Week</b>	Period 01	Reinforcement Activities (page 47, Test)			
	Period 02 <b>Unit # 6 Forces and Machines</b>	Observing	<ul style="list-style-type: none"> <li>✓ Define force by giving examples.</li> <li>✓ Define the state of rest and motion.</li> <li>✓ Demonstrate how force can change the position and the shape of an object.</li> </ul> (L.L- R & U)	<ul style="list-style-type: none"> <li>➤ Brain storming / prior knowledge: Ask series of question to children to unfold their prior knowledge about force (see teacher notes). Connect children information with topic. Construct new knowledge.</li> <li>➤ Demonstration</li> <li>➤ Activity no. 1 Page 48</li> </ul>	-
	Period 03 Force (cont.)	Communicating Observing	<ul style="list-style-type: none"> <li>✓ Demonstrate how force can change the position and the shape of an object.</li> </ul> (L.L- U)	<ul style="list-style-type: none"> <li>➤ Exemplification: Relate the taught concept with real life examples.</li> <li>➤ Activity: Apply force on shoe box</li> <li>➤ Activity: Conduct a game competition of TUG OF WAR in class among 2 groups of students to give the concept of force.</li> </ul>	Picture applying force to close the door page 48, shoe box, Rope
	Period 04 Force	Cooperative learning Inferring	<ul style="list-style-type: none"> <li>✓ Demonstrate how force can change the position and the shape of an object.</li> </ul> (L.L- U)	<ul style="list-style-type: none"> <li>➤ Worksheet: page 196</li> <li>➤ See INSTAL Teachers Guide page 48</li> </ul>	-
<b>March 20<sup>th</sup> Week</b>	Period 01 Effects of a Force (cont.)	Observing	<ul style="list-style-type: none"> <li>✓ Investigate ways in which the motion of an object can be changed.</li> <li>✓ Explain that greater the force greater will be the distance covered by the object.</li> <li>✓ Demonstrate that some objects can return to their original shape after force is removed.</li> </ul> (L.L- U & A)	<ul style="list-style-type: none"> <li>➤ Prior knowledge</li> <li>➤ Demonstration</li> <li>➤ Activity 2 Page 49</li> <li>➤ Activity <ul style="list-style-type: none"> <li>• Push a ball to make it roll on floor with little force.</li> <li>• Push a ball to make it roll on floor with greater force.</li> <li>• Compare the distance covered by the ball in both conditions stated above.</li> </ul> </li> </ul>	Soft rubber ball, table tennis ball

	Period 02 Effects of a Force	Observing Inferring	<ul style="list-style-type: none"> <li>✓ Demonstrate that some objects can return to their original shape after force is removed.</li> <li>✓ Differentiate between elastic and inelastic materials.</li> </ul> (L.L- U & A)	<ul style="list-style-type: none"> <li>➤ Activity 3 Page 49</li> <li>➤ Worksheet: page 197</li> </ul>	rubber bands, plays dough, can, aluminum foil, and a piece of sponge.
	Period 03 Increasing Forces	Observing Predicting	<ul style="list-style-type: none"> <li>✓ Explain that increasing the force will make things move faster.</li> </ul> (L.L- U)	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Exemplification: Relate the taught concept with real life examples.</li> <li>➤ Activity 4 Page 50</li> <li>➤ Worksheet: page 198</li> </ul>	Drinking straw, some small scraps of paper.
	Period 04 Speed and Distance (cont.)	Observing	<ul style="list-style-type: none"> <li>✓ Define speed and give its relation with distance.</li> </ul> (L.L- R & U)	<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Demonstration</li> <li>➤ Activity: Use a toy car or train by exerting more and less force to move it with high speed and low speed to cover distances. (see teacher notes)</li> </ul>	Toy car, toy train
<b>21<sup>st</sup> Week</b>	Period 01 Speed and Distance	Measuring Predicting	<ul style="list-style-type: none"> <li>✓ Define speed and give its relation with distance.</li> </ul> (L.L- R & U)	<ul style="list-style-type: none"> <li>➤ Activity 5,6 Page 51</li> <li>➤ Worksheet: page 199</li> <li>➤ See INSTAL Teachers Guide page 53</li> </ul>	
	Period 02 Simple Machines <ul style="list-style-type: none"> <li>• Wedge</li> <li>• Wheel and axle</li> </ul> (cont.)	Observing	<ul style="list-style-type: none"> <li>✓ Define simple machine using examples from the environment.</li> <li>✓ Demonstrate how simple machines ( wedge , wheel and axle) make work easier.</li> </ul> (L.L- R& U)	<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Demonstration</li> </ul>	-
	Period 03	Observing	<ul style="list-style-type: none"> <li>✓ Define simple machine</li> </ul>	<ul style="list-style-type: none"> <li>➤ Show and tell by flash cards or real</li> </ul>	Knife, nails,

	Simple Machines • Wedge • Wheel and axle (cont.)		using examples from the environment. ✓ Demonstrate how simple machines ( wedge , wheel and axle) make work easier. (L.L- R & U)	objects	chisel, axe, toy car, tire or flash cards. Page 52
	Period 04 Simple Machines • Wedge • Wheel and axle	Inferring Co-operative learning	✓ Define simple machine using examples from the environment. ✓ Demonstrate how simple machines ( wedge , wheel and axle) make work easier. (L.L- R,U &A)	➤ Drawing competition: Student will draw the diagram of their favorite machine.	-
<b>22<sup>nd</sup> Week</b>	Period 01 • Lever • Inclined plane (cont.)	Observing	✓ Demonstrate how simple machines(Lever and Inclined Plane )make work easier. (L.L- U)	➤ Demonstration ➤ Show and tell by flash cards or real objects ➤	Different levers or its pictures Page 52
	Period 02 • Lever • Inclined plane plane	Inferring Co-operative learning	✓ Demonstrate how simple machines(Lever and Inclined Plane) make work easier. (L.L- U)	➤ Drawing competition: Student will draw the diagram of their favorite machine.	-
	Period 03 • Simple screw • Pulley (cont.)	Observing	✓ Demonstrate how simple machines (Simple screw and Pulley) make work easier. (L.L- U)	➤ Brainstorming ➤ Demonstration	-
	Period 04 • Simple screw • Pulley  (cont.)	Observing Communicating	✓ Demonstrate how simple machines (Simple screw and Pulley) make work easier. (L.L- U)	➤ Show and tell by flash cards or real objects ➤ Group work(distribute all flash cards in groups and let them play to find the item of simple screw, lever, inclined plane & pulley etc.) ➤ Drawing competition: Student will	Screws, picture of pulleys Page 53

				draw the diagram of their favorite machine.	
<b>23<sup>rd</sup> Week</b>	Period 01 • Simple screw • Pulley	Communicating	✓ Demonstrate how simple machines (Simple screw and Pulley) make work easier. ✓ Identify devices that are normally used to solve everyday problems. (L.L- U)	➤ Group activity: Model preparation, Make a model of pulley. ➤ Worksheet: Page 200 ➤ See INSTAL Teachers Guide page 56	-
	Period 02 Complex Machines (cont.)	Observing	✓ Identify complex machines of daily use. (L.L- R & U)	➤ Demonstration ➤ Show and tell.	Stapler, scissor, whole machine, picture of sewing machine or different parts of sewing machine or bicycle, toy car or jeep etc.
	Period 03-04 Complex Machines	Co-operative learning	✓ Identify complex machines of daily use. ✓ Identify devices that re used to solve every day problems. (L.L- R , U& A)	➤ Group work & discussion: Student will observe each machine in group and make discussions on their working ➤ Worksheet: page 201	Stapler, scissor, whole machine, picture of sewing machine or different parts of sewing machine or bicycle, toy car or jeep etc.
<b>April 24<sup>th</sup> week</b>	Period 01-02	Reinforcement Activities ( page 54,55, Test)			
	Period 03 <b>Unit #7:</b> <b>Heat</b>	Observing	✓ Define heat. (L.L- R)	➤ Prior knowledge: Ask series of question to children to unfold their prior knowledge about heat.	-

				<p>Connect children information with topic. Construct new knowledge.</p> <ul style="list-style-type: none"> <li>➤ Demonstration: To clarify the concept of heat give examples ( fire ,ice ,hot water ,cold water, hot bread, cold bread ,hot and cold weather, different seasons, sun) .</li> <li>➤ Give example that how cold water is converted into hot water.(By transfer of heat)</li> </ul>	
	Period 04 Heat Temperature	Observing	<ul style="list-style-type: none"> <li>✓ Define heat.</li> <li>✓ Define temperature.</li> </ul> (L.L- R)	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Experiment: Teacher will bring few items in the class and heat them to observe the difference in temperature.</li> </ul>	Matchbox, pencil, sticks, steel spoon etc.
<b>25<sup>th</sup> week</b>	Period 01 Heat Temperature	Communicating Inferring	<ul style="list-style-type: none"> <li>✓ Define heat.</li> <li>✓ Define temperature.</li> </ul> (L.L- R)	<ul style="list-style-type: none"> <li>➤ Activity no. 1 page no. 56 explains the findings of this activity to class.</li> </ul>	Geometry box, rubber, sharpener, steel scale
	Period 02-04 <ul style="list-style-type: none"> <li>• Thermometer</li> <li>• How does a thermometer work?</li> </ul>	Observing	<ul style="list-style-type: none"> <li>✓ Define thermometer.</li> <li>✓ Demonstrate the working of a thermometer.</li> <li>✓ Measure and record the temperature on a thermometer.</li> </ul> (L.L- R,U & A)	<ul style="list-style-type: none"> <li>➤ Prior knowledge</li> <li>➤ Demonstration: By using thermometer.</li> <li>➤ Activity 2 ,3,4 page 57</li> <li>➤ Worksheet page 202,203</li> </ul>	Thermometer
<b>26<sup>th</sup> week</b>	Period 01 Two types of scales(cont.)	Observing	<ul style="list-style-type: none"> <li>✓ Identify different types of thermometer.</li> <li>✓ Differentiate between two types of temperature scale.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction of the topic</li> <li>➤ Demonstration by using thermometer.</li> </ul>	

			✓ (L.L- R &U)		
	Period 02 Two types of scales	Observing	✓ Identify different types of thermometer. ✓ Differentiate between two types of temperature scale.  (L.L- U)	<ul style="list-style-type: none"> <li>➤ Group work: Each group will hold thermometer carefully to observe Celsius and Fahrenheit scale.</li> <li>➤ Activity no. 5 page no. 58</li> <li>➤ Worksheet page 204</li> <li>➤ See INSTAL Teachers Guide page 42</li> </ul>	Thermometer, large piece of papers.
	Period 03 Reading temperature	Observing Inferring	✓ Measure and record the temperature on a thermometer.  (L.L-U& A)	<ul style="list-style-type: none"> <li>➤ Group activity: Teacher will give different objects to groups to note down the temperature in Celsius and Fahrenheit scale( mild cold water, mild hot water, warm cloth, cotton etc. students may check their own body temperature or their friend also)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>➤ Role play</li> <li>➤ Worksheet page 205,206</li> </ul>	mild cold water, mild hot water, warm cloth, cotton etc.
	Period 04	Reinforcement activities: page 59, worksheets, Test			
<b>Revision &amp; Final Term Examination</b>					

## Scheme of Studies - Mathematics Grade-4

Months/Week	Units/Topic	Standard	SLOs Students will be able to:	Teaching method	Required resources
January 13 <sup>th</sup> Week	Period 1	Numbers and Operations	<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will explain the concept of multiples and demonstrate it on the board.</li> <li>The teacher will briefly deliver the concept and reassure by cross questioning with the students. Teacher will solve an example from the Book given on the Page#36, to further elaborate the concept.</li> </ul>	
	Period 2		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will reinforce the students understanding by allowing them to solve Exercise#1, Q#1(5), Q#3(35 &amp; 63) given on the Page# 36.</li> <li>The teacher will make sure everyone gets it right answers and if finds any student struggling while solving worksheet he will explain once more for the entire class.</li> </ul>	
	Period 3		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will allow students to solve Exercise#1, Q#1 to 2 given on the Page# 36 to solve by themselves to check their understanding of the topic.</li> <li>Students will solve <b>worksheet# 06 of Unit# 03.</b></li> </ul>	Worksheet.
	Period 4		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will allow students to solve Exercise#1, Q# 3 given on the Page# 36 to solve by themselves to check their understanding of the topic.</li> <li>The teacher will engage students to practice mental maths on the topics related to factors and multiples of various numbers.</li> </ul>	
14 <sup>th</sup> Week	Period 1		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will allow students to solve Exercise#2, Q# 1 to 3 given on the Page# 37, and finding factors of different numbers.</li> <li>Students will solve <b>worksheet# 05 of Unit# 03</b> as reinforcement.</li> <li>The teacher will make sure everyone gets it right answer and if finds any student struggling while solving worksheet he will explain one more time for the entire class.</li> </ul>	Worksheet
	Period 2		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will explain and demonstrate on the board the concept of prime factorization. Page# 38.</li> </ul>	

			<i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will briefly deliver the concept and reassure by cross questioning the students.</li> <li>The teacher will solve an Example#1 &amp; 2 from the Book given on the Page# 38.</li> </ul>	
	Period 3		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will allow students to solve Exercise# 1, Q# 1 given on the Page# 39, to find prime factors by making factor tree.</li> <li>The teacher will supervise the class performance, if majority finds difficulty, he will explain one more time for the entire class.</li> <li>The teacher will engage students to practice mental maths questions related to the factors and multiples of various numbers.</li> </ul>	
	Period 4		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will allow students to solve Exercise#1, Q# 2 given on the Page# 39, to find prime factors by making factor tree.</li> <li>Students will solve <b>worksheet# 07 of Unit# 03.</b></li> <li>This topic is also covered by <b>INSTAL in UNIT #2, Lesson #3.Pg# 27 to 29.</b></li> </ul>	AV Room and Worksheet
<b>15<sup>th</sup> Week</b>	Period 1		<ul style="list-style-type: none"> <li>List factors of a number up to 50.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will ask class what they know about factor and share the concept with the class</li> <li>Give chance to everyone in the class, make sure everyone participated.</li> <li>Bring them to board and share examples with entire class.</li> <li>The teacher will engage students to practice mental maths questions related to the factors of various numbers up to 50.</li> </ul>	
	Period 2		<ul style="list-style-type: none"> <li>List factors of a number up to 50.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will explain and elaborate the difference of a factor and multiples,</li> <li>For that he will write number on the board 2,3,4,6 and explain their properties as individual numbers and how they can be multiplied to generate a new number.</li> <li>The teacher will ask every student to practice this activity in their copies by taking any number they like, and then explain the difference.</li> </ul>	Charts



	Period 3		<ul style="list-style-type: none"> <li>List factors of a number up to 50.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will explain factors, by giving them different numbers from 1 to 50 by taking response from the students and show them that each one can have more than one factors</li> <li>The teacher will engage students to practice mental maths questions on the factors of various numbers up to 50.</li> </ul>	Worksheet
	Period 4		<ul style="list-style-type: none"> <li>List the first twelve multiples of a 1-digit number.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>Factors are small parts (numbers) which are integrated to create a new number.</li> <li>The teacher will demonstrate the concept by solving Exercise given on the Page# 36.</li> <li>The teacher will take continuous response from students and let them solve themselves as well.</li> <li>Solve <b>Worksheet # 6 of Unit # 3</b> as reinforcement.</li> </ul>	Worksheet.
<b>February 16<sup>th</sup> Week</b>	Period 1		<ul style="list-style-type: none"> <li>List the first twelve multiples of a 1-digit number.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>Factors are small parts (numbers) which are integrated to create a new number.</li> <li>The teacher will demonstrate the concept by solving Exercise given on the Page# 36.</li> <li>The teacher will take continuous response from students and let them solve by themselves.</li> <li>Solve <b>Worksheet # 6 of Unit # 3</b>.</li> </ul>	Worksheet.
	Period 2		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will demonstrate on the board the basic property of a factor; it leaves no remainder when a number divided by it.</li> <li>Multiples are numbers which are found after multiplication of its factors.</li> </ul>	
	Period 3		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will demonstrate the concept by solving Exercise Q# 1 given on the Page# 37.</li> <li>The teacher will take continuous response from students to check their understanding and let them solve rest of the problems from same exercise given on the Page# 37.</li> </ul>	
	Period 4		<ul style="list-style-type: none"> <li>Differentiate between factors and multiples.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>Use worksheet# 5 &amp; 6 to help student to grasp the concept and have them practice on the topic.</li> <li>The teacher will be facilitator and guide those students who need support.</li> <li>The teacher will engage students to practice mental maths questions by asking them highest common factor of</li> </ul>	worksheet

17 <sup>th</sup> Week	Period 1		<ul style="list-style-type: none"> <li>Factorize a number by using prime factors.</li> </ul> <p><i>L.L U</i></p>	<p>various numbers.</p> <ul style="list-style-type: none"> <li>Explain and solve one or two sums on board from Book, Exercise#1, Q#2(1 &amp; 4), given on the Page# 39 for the concept clarity of prime factorization method.</li> <li>The teacher will randomly call the students on the board to solve remaining questions from the same exercise and the rest of the class solves the questions in their fair copies.</li> </ul>	
	Period 2		<ul style="list-style-type: none"> <li>Factorize a number by using prime factorization.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will randomly call the students on the board to solve remaining questions from the Exercise#1, Q#1 to 3 and the rest of the class solves the questions in their fair copies.</li> <li>Solve worksheet # 7 of Unit # 3.</li> </ul>	Worksheet
	Period 3		<ul style="list-style-type: none"> <li>Determine common factors of two or more 2-digit numbers.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>Explain and solve one or two sums on the board from Book, use examples given on the Page# 40 for the concept clarity.</li> <li>The teacher will randomly call the students on the board to solve the same example and the rest of the class solves the questions in their fair copies.</li> </ul>	
	Period 4		<ul style="list-style-type: none"> <li>Determine common factors of two or more 2-digit numbers by common factor method.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>Explain and solve one or two sums on the board from Exercise#1, Q# 1(2 &amp; 5) given on the Page# 41 for the concept clarity.</li> <li>The teacher will facilitate and randomly call the students on the board to solve remaining questions from the Exercise#1, Q#1(1 to 3) and Q#3 word problems (1 &amp; 2) and the rest of the class solves the questions in their fair copies.</li> </ul> <p>Solve <b>worksheet # 8 of Unit # 3.</b></p>	Worksheet
18 <sup>th</sup> Week	Period 1		<ul style="list-style-type: none"> <li>Find highest common factor of two numbers by Venn diagram</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will use mind mapping, by writing "highest common factor" in the cloud on the board and discuss; the methods used to find HCF, discuss them and write them around the cloud by using mind mapping.</li> <li>Explain and solve one or two sums on the board from Exercise#1, Q# 2(1 to 3) given on the Page# 41 for the concept clarity of HCF by Venn diagram method.</li> <li>The teacher will randomly call the students on the board to solve remaining questions from the Exercise#1, Q#2(1 to 3) and the rest of the class solves the questions in their fair</li> </ul>	

				copies.	
	Period 2		<ul style="list-style-type: none"> <li>Find highest common factor by prime factorization method.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>Explain and solve one or two sums on the board from Exercise#1, Q#1(1 &amp; 4), Page# 42 for the concept clarity of HCF by prime factorization method.</li> <li>The teacher will randomly call the students on the board to solve remaining questions from the Exercise#1, Q#1, Page# 42 and the rest of the class solves the questions in their fair copies.</li> <li>Solve worksheet # 9 of Unit # 3.</li> </ul>	Worksheet
	Period 3		<ul style="list-style-type: none"> <li>Determine common multiples of two or more 2-digit numbers.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will ask class what they know about LCM and share with rest of the class;</li> <li>Give chance to everyone in the class, make sure everyone participated.</li> <li>The teacher will demonstrate the following examples of LCM for the understanding of students. 5 and 15 2 and 12</li> </ul>	
	Period 4		<ul style="list-style-type: none"> <li>Determine common multiples of two or more 2-digit numbers.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will explain how we can find LCM by finding common multiples of any given number.</li> <li>Use example from Book given on the Page# 43 to elaborate the concept.</li> <li>The teacher will make sure for every student to participate and facilitate them where they needed.</li> </ul>	
19 <sup>th</sup> Week	Period 1		<ul style="list-style-type: none"> <li>Determine common multiples of two or more 2-digit numbers by common multiples method.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>Explain and solve one or two sums on board from Exercise#1, Q#1(8 and 12, 4, 5, 20) given on the Page# 43 for the concept clarity of LCM.</li> <li>Then ask students to solve a different sum on board from Exercise#1, Q#1 to 2, help them to solve where finds difficulty.</li> <li>The teacher will keep on asking them regarding the steps to make sure about the concept clarity of the topic.</li> </ul>	
	Period 2		<ul style="list-style-type: none"> <li>Determine common multiples of two or more 2-digit numbers by common multiples method.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will make connection with the previous period and allow students to solve the rest of sums from Exercise#1, Q#3 to 8 given on the Page# 43.</li> <li>Solve <b>worksheet # 10 of Unit # 3.</b></li> </ul>	Worksheet
	Period 3		<ul style="list-style-type: none"> <li>Determine common multiples of</li> </ul>	<ul style="list-style-type: none"> <li>Explain and solve one or two sums on board from</li> </ul>	Worksheet

			two or more 2-digit numbers by prime factorization method.  <i>L.L U</i>	<p>Exercise#1, Q#1(4 &amp; 5) on the Page# 44 for the concept clarity of LCM.</p> <ul style="list-style-type: none"> <li>Then ask students to solve a different sum from Exercise#1, Q#1(1 to 6) and help them to solve where finds difficulty.</li> <li>The teacher will keep on asking them regarding the solution of steps.</li> <li>Solve <b>worksheet # 11 of Unit # 3.</b></li> </ul>	t
	<b>Unit : 4 Fractions</b>  Period 4	<b>Numbers and Operations</b>	<ul style="list-style-type: none"> <li>Recognize like and unlike fractions.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate the concept by recognizing them like and unlike fractions on the chart and discuss about like and unlike fractions and similarities between them.</li> <li>The teacher will also involve student and ask them to draw like and unlike fractions in their copies, teacher will reinforce the concept of like and unlike fractions. Page# 50.</li> </ul>	Fractions Chart
<b>March 20<sup>th</sup> Week</b>	Period 1		<ul style="list-style-type: none"> <li>Recognize like and unlike fractions.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate how to recognize like and unlike fractions using examples from text book given on the Page# 50.</li> <li>The teacher will share the definitions of like and unlike fractions given on the Page# 50. After sharing the definitions, students practice by writing the examples of the like and unlike fractions and teacher will facilitate them.</li> </ul>	
	Period 2		<ul style="list-style-type: none"> <li>Recognize like and unlike fractions.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will reinforce understanding of previous classes. Students will be allowed to practice of like and unlike fractions in pairs by writing like and unlike fractions; they will check their work and teacher will supervise their work to see how much clarity they have regarding the topic.</li> <li>The teacher will engage students to practice mental maths questions by asking them about the like and unlike fractions.</li> </ul>	Fractions chart
	Period 3		<ul style="list-style-type: none"> <li>Simplify fractions to the lowest form</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will demonstrate the simplification of a fraction on the board through examples# 1, 2 &amp; 3 given on the Page# 58</li> </ul>	Worksheet

			<i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will allow students to practice the sums from Exercise#1, Q#1(1 to 20) give on the same page.</li> <li>Solve <b>worksheet # 7 of Unit # 4.</b></li> </ul>	
	Period 4		<ul style="list-style-type: none"> <li>Identify unit, proper, improper and mixed fractions.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will make connection with the previous period and allow students to solve sums from Exercise#1, Q#1(1 to 10) given on the Page# 60.</li> <li>The teacher will supervise their progress on exercise and help them wherever necessary.</li> <li>The teacher will engage students to practice mental maths questions related to the proper, improper and mixed fractions.</li> <li>Students Solve <b>Worksheet# 08 of Unit# 04.</b></li> </ul>	
<b>21<sup>st</sup> Week</b>	Period 1		<ul style="list-style-type: none"> <li>Simplify fractions to the lowest form</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate the simplification of a fraction on the board through examples# 1, 2 &amp; 3 given on the Page# 58</li> <li>The teacher will allow students to practice on sums from Exercise#1, Q#1(1 to 20) give on the same page.</li> <li>Solve <b>worksheet # 7 of Unit # 4.</b></li> </ul>	AV Room & Worksheet
	Period 2		<ul style="list-style-type: none"> <li>Identify unit, proper, improper and mixed fractions.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will make connection with the previous period and allow students to solve sums from Exercise#1, Q#1(1 to 10) given on the Page# 60.</li> <li>The teacher will supervise their progress on exercise and help them wherever necessary.</li> <li>The teacher will engage students to practice mental maths questions related to the proper, improper and mixed fractions.</li> <li>Students Solve <b>Worksheet# 08 of Unit# 04.</b></li> </ul>	AV Room
	Period 3		<ul style="list-style-type: none"> <li>Add fractions with unlike denominators.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate and explain how to add fractions with same denominators by demonstrate the examples#1, 2, 3, &amp; 4 given on the Page# 63.</li> <li>Students will practice on the problems from Exercise#1, Q#1(1 to 6) and Q#2(1 to 6) given on the Page# 63.</li> <li>Solve <b>Worksheet # 10 of Unit# 4</b></li> </ul>	Worksheet
	Period 4		<ul style="list-style-type: none"> <li>Add fractions with unlike</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will demonstrate and explain how to add fractions with different denominators by demonstrate the</li> </ul>	Worksheet

			denominators.  <i>L.L U</i>	<ul style="list-style-type: none"> <li>examples# 1 4 given on the Page# 64.</li> <li>Students will practice of the problems from Exercise#1, Q#1(1 to 6) given on the Page# 64.</li> <li>Solve Worksheet # 11 of Unit# 4</li> </ul>	
<b>22<sup>nd</sup> Week</b>	Period 1		<ul style="list-style-type: none"> <li>Subtract fractions with unlike denominators.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate and explain how to subtract fractions with same denominators by demonstrate the examples#1, 2, &amp; 3 given on the Page# 69.</li> <li>Students will practice the problems from Exercise#1, Q#1(1 to 6), Q#2(1 to 9) and Q#3(1 to 6) given on the Page# 70</li> </ul>	
	Period 2		<ul style="list-style-type: none"> <li>Subtract fractions with unlike denominators.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate and explain how to subtract fractions with different denominators by demonstrate the examples#1, &amp; 2, given on the Page# 71.</li> <li>Students will practice on the problems from Exercise#1, Q#1(1 to 9) &amp; Q#2(1 to 10) given on the Page# 72.</li> <li>Solve <b>worksheet# 14 of Unit#4</b></li> </ul>	Worksheet
	Period 3		<ul style="list-style-type: none"> <li>Add / subtract fractions with unlike denominators.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will solve worksheets to gauge the grip of students on the topic learned in previous classes.</li> <li>Students will be allowed time to complete each exercise on worksheet regarding the lesson.</li> <li>The teacher will supervise whole class and provide help as per need.</li> <li>This topic is also covered by <b>INSTAL in UNIT #3, Lesson #3. Pg# 43 to 45.</b></li> </ul>	AV Room
	Period 4		<ul style="list-style-type: none"> <li>Multiply fractions by whole numbers.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate and explain how to multiply fractions with whole numbers through example given on the Page# 73</li> <li>Students will practice on problems from Exercise#1, Q#1(1 to 7) given on the Page# 73.</li> </ul>	
<b>23<sup>rd</sup> Week</b>	Period 1		<ul style="list-style-type: none"> <li>Multiply fractions by whole numbers.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will make connection with previous period and allow students to solve problems from Exercise#1, Q#1(8 to 15) given on the Page# 73.</li> <li>The teacher will engage students to practice mental maths questions by asking them to multiply various fractions by whole numbers.</li> <li>Students Solve <b>Worksheet# 16 of Unit# 04.</b></li> </ul>	Fraction charts Worksheet

	Period 2		<ul style="list-style-type: none"> <li>Multiply two or more fractions.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate and explain how to multiply fractions with another fraction through example given on the Page# 74. Students will practice on Exercise#1, Q#1(1 to 12) given the Page# 74.</li> <li>Solve <b>Worksheet # 15, 16 &amp; 19 of unit # 4.</b></li> <li>This topic is also covered by <b>INSTAL in UNIT #3, Lesson #4.Pg# 46 to 48.</b></li> </ul>	AV Room Worksheet
	Period 3		<ul style="list-style-type: none"> <li>Divide a fraction by a whole number</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate and explain how to divide a fraction by whole numbers with the help of example given on the Page# 78.</li> <li>Teacher will do cross question during the class to ensure understanding.</li> <li>The teacher will call students on the board and practice division of fractions by whole numbers from Exercise#1, Q#1(1 to 8)</li> <li>Students Solve <b>Worksheet# 06 of Unit# 02.</b></li> </ul>	Worksheet
	Period 4		<ul style="list-style-type: none"> <li>Divide a fraction by a whole number</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will check understanding of students by allowing them to solve Exercise#1, Q#1(1 to 8) given on the Page# 78.</li> <li>The teacher will be facilitating the students in problem solving.</li> <li>Solve <b>Worksheet # 20 of unit # 4.</b></li> </ul>	Worksheet
April 24 <sup>th</sup> Week	Period 1		<ul style="list-style-type: none"> <li>Divide a whole number by a fraction.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate and explain how to divide a fraction by whole numbers with the help of example given on the Page# 79.</li> <li>The teacher will cross question during the class to ensure understanding.</li> <li>The teacher will call students on the board and practice division of fractions by whole numbers from Exercise#1, Q#1(1 to 6)</li> <li>Solve <b>Worksheet # 21 of unit # 4.</b></li> </ul>	Worksheet
	Period 2		<ul style="list-style-type: none"> <li>Divide a fraction by another fraction.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will demonstrate and explain how to divide a fraction by a fraction with the help of example given on the Page# 80.</li> <li>The teacher will cross question during the class to ensure understanding.</li> </ul>	AV Room

				<ul style="list-style-type: none"> <li>The teacher will allow students to practice from Exercise#1, Q#1(1 to 6) given on the Page# 80.</li> <li>This topic is also covered by <b>INSTAL in UNIT #3, Lesson #5. Pg# 49 to 51.</b></li> </ul>	
	Period 3		<ul style="list-style-type: none"> <li>Divide a fraction by another fraction.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will check understanding of students by allowing them to solve from Exercise#1, Q#1(1 to 6) given on the Page# 80.</li> <li>The teacher will be facilitating in problem solving.</li> <li>The teacher can repeat the explanation if student find difficulty.</li> <li>Solve <b>Worksheet # 22 of unit # 4.</b></li> </ul>	Worksheet
	<b>Unit: 5 Decimals and Fractions</b>  Period 4		<ul style="list-style-type: none"> <li>Know a decimal number as alternative way of writing a fraction.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will ask class what they know about decimals and fractions with rest of the class;</li> <li>Give chance to everyone in the class, make sure everyone participated.</li> <li>The teacher will use charts of decimals and fraction for mind mapping of children.</li> <li>Using their understanding teacher will build the concept of inter relationship of decimals and fractions by giving some examples.</li> </ul>	Decimals number chart Fraction chart
25 <sup>th</sup> Week	Period 1		<ul style="list-style-type: none"> <li>Know a decimal number as alternative way of writing a fraction.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will use mind mapping, by writing “fractions can be written in different way also” by using examples from Book given on the Page# 82 - 84.</li> <li>Ensure students understanding by allowing them to solve Exercise#1, Q#1 given on the Page# 84.</li> <li>The teacher will be facilitating in problem solving.</li> <li>Solve <b>Worksheet # 01 of unit # 5.</b></li> </ul>	Worksheet
	Period 2		<ul style="list-style-type: none"> <li>Define decimal as a fraction whose denominator is 10 or a power of 10.</li> </ul> <p><i>L.L U</i></p>	<ul style="list-style-type: none"> <li>The teacher will give them a self-experience of decimals and fractions, by showing them different decimals and their equivalent fractions. This will be done by every student finding out fractions of decimal numbers provided on the board.</li> </ul>	
	Period3		<ul style="list-style-type: none"> <li>Define decimal as a fraction whose denominator is 10 or a power of 10.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will allow students to have firm understanding of how fractions and decimals are formed by solving sum exercise from text book.</li> <li>The teacher will be supervising and facilitating throughout</li> </ul>	



			<i>L.L U</i>	the class.	
	Period 4		<ul style="list-style-type: none"> <li>Define decimal as a fraction whose denominator is 10 or a power of 10.</li> </ul> <i>L.L U</i>	<ul style="list-style-type: none"> <li>The teacher will allow students to have firm understanding of how fractions and decimals are formed by solving questions from the text book.</li> <li>The teacher will be supervising and facilitating throughout the class.</li> <li>Solve <b>Worksheet # 03 of unit # 5.</b></li> </ul>	Worksheet
26 <sup>th</sup> -31 <sup>st</sup> week	<b>Revision &amp; Final Term Examination</b>				

## Scheme of Studies - Sindhi Grade-4

گھريل سامان	سيڪارڻ جو طريقو	سڪيا جي حاصلات شاگرد ان قابل ٿي ويندا ته	مهارت جو محور	عنوان	مهينو/ هفتو
ڪتاب	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> <li>• استاد شاگردن کان هيٺيان سوال پڇندو.</li> <li>• لفظ بزرگ ٻڌڻ سان اوهان جي ذهن ۾ ڪهڙو تصور اچي ٿو؟</li> <li>• توهان صوفي شاعرن ۽ بزرگن بابت ته گهڻو ڪجهه ٻڌو هوندو. ڪن به تن صوفي شاعرن ۽ بزرگن جا نالا ٻڌايو؟</li> <li>• ڇا توهان حضرت مخدوم نوح رح جو نالو ٻڌو آهي؟</li> <li>• استاد شاگردن کان جواب حاصل ڪرڻ بعد ڪين اهو ٻڌائيندو ته سنڌ جي سرزمين ڪيترن ئي صوفي بزرگن کي جنم ڏنو آهي. هالا جو مخدوم نوح رح به اهڙن ئي الله لوڪ انسانن ۾ شمار ٿئي ٿو. جن سموري زندگي الله پاڪ جي عبادت ۽ انسان ذات جي تلقين ۾ گذاري ڇڏي. مخدوم نوح رح هڪ صوفي شاعر هو جنهن پنهنجي ڪلام ذريعي امن، محبت ۽ پائيداري جو پيغام ڏنو آهي.</li> </ul> <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> <li>• برين اسٽارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ استاد هڪ هڪ ست پڙهندو ويندو. ٻارن جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان سبق پڙهائيندو. (ريڊنگ جي اصولن موجب)</li> </ul>	<ul style="list-style-type: none"> <li>• سنڌ جي بزرگ هستين بابت ڄاڻ حاصل ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• غور ويچار ڪرڻ</li> <li>• ٻڌڻ</li> <li>• پڙهڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيرڊ سبق ڇهون</p> <p>مخدوم نوح رح</p>	<p>11 جنوري کان 30 اپريل تائين</p> <p>جنوري تيرهون هفتو ورجاءُ</p>
ڪتاب	ريڊنگ جاري	<ul style="list-style-type: none"> <li>• سنڌ جي بزرگ هستين بابت ڄاڻ حاصل ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ سبق ڇهون</p> <p>مخدوم نوح رح</p>	
قلم، بورڊ، ڪاپي	<ul style="list-style-type: none"> <li>• استاد بورڊ تي نوان لفظ ۽ انهن جون معنائون لکندو ۽ ٻارن کي اهي ڪاپي ۾ نوٽ ڪرائيندو. استاد ٻارن کي نوان لفظ ٿي پيرا پڙهائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• لفظن جي معنيٰ ٻڌائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> </ul>	<p>ٽيون پيرڊ سبق ڇهون</p>	

			<ul style="list-style-type: none"> <li>• پڌڻ</li> <li>• ڳالهائڻ</li> </ul>	مخدوم نوح رح	
<p>قلم، ڪاپيون</p>	<ul style="list-style-type: none"> <li>• استاد ٻارن کان صفت بابت سوال ڪندو ته:</li> <li>• صفت ڇا ڪي چئبو آهي؟</li> <li>• انب جي ڪا صفت ٻڌايو؟</li> <li>• ڇا لفظ تيز صفت آهي؟</li> <li>• استاد ڪجهه ڊگهن ۽ چوٿن ٻارن کي گڏ بيهاري ان بابت سوال پڇندو ته هنن ٻنهي ۾ ڪهڙو فرق آهي؟</li> <li>• ڊگهو يا چوٽو لفظ ڇا آهن؟</li> <li>• ان کان پوءِ استاد ٻارن کي صفت جي وصف ٻڌائيندو ۽ ان کي بورڊ تي لکندو ۽ ٻارن کي اتاريندو ويندا.</li> <li>• سرگرمي: (ڳالهه پولهه)</li> <li>• استاد ٻارن کي هڪٻئي جي خوبين تي ڳالهائيندو.</li> <li>• ٻار پنهنجي ڀر ۾ ويٺل پنهنجي ساٿين جي خوبين ۽ خامين تي ڳالهائيندا ۽ استاد ان جي وضاحت ڪندو ويندو ته اهي سڀ صفتون آهن (گڻ ۽ اوگڻ)</li> </ul>	<ul style="list-style-type: none"> <li>• صفت جي سادي ڄاڻ حاصل ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• پڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون ڀيرو سبق ڇهون مخدوم نوح رح</p>	<p>جنوري چوٿيون هفتو</p>
<p>ڪتاب/قلم، بورڊ، ڪاپيون</p>	<ul style="list-style-type: none"> <li>• نوٽ: استاد ورڪ بڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو.</li> <li>• استاد سبق جون مشقون حل ڪرائيندو.</li> <li>• استاد سوال جواب لکرائيندو.</li> <li>• جاڙو:</li> <li>• استاد پڙهائيل سبق جي تصورن بابت ٻارن کان زباني سوال پڇي جواب وٺندو.</li> </ul>	<ul style="list-style-type: none"> <li>• لفظ ڳولي خالي جايون ڀري سگهندا</li> <li>• سوال جواب لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• پڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو ڀيرو سبق ڇهون مخدوم نوح رح</p>	
<p>ڪتاب</p>	<ul style="list-style-type: none"> <li>• برين اسٽار منگ:</li> <li>• استاد شاگردن کان هيٺيان سوال پڇندو ته:</li> <li>• اهو ٻڌايو ته اسان تعليم ڇو حاصل ڪري رهيا آهيون ۽ اسان جوان ۾ مقصد ڪهڙو آهي؟</li> <li>• اوهان مان هر ڪوئي پنهنجي پنهنجي زندگيءَ جو مقصد ٻڌائي؟</li> </ul>	<ul style="list-style-type: none"> <li>• زندگيءَ جي مقصد بابت ڄاڻ حاصل ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• غور ويچار</li> <li>• ڪرڻ</li> <li>• پڌڻ</li> <li>• پڙهڻ</li> </ul>	<p>ٽيون ڀيرو سبق ستون</p>	<p>زندگيءَ جو</p>

	<p>• استاد شاگردن کان سوالن جا جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته زندگي هڪ عظيم نعمت آهي ۽ هر انسان جي زندگي گذارڻ جو پنهنجو پنهنجو ڍنگ آهي. هر انسان جي زندگيءَ جو پنهنجو پنهنجو مقصد به هوندو آهي. هڪ ڊاڪٽر لکي پڙهي جڏهن ڊاڪٽر بڻجي ٿو ته ان جو مقصد پئسا ڪمائڻ سان گڏوگڏ انسان ذات جو علاج ڪرڻ به آهي. هڪ ماڻهو جڏهن استاد بڻجي ٿو ته ان جو سڀ کان وڏو مقصد تعليم ڏيڻ ۽ معاشري جي اصلاح ڪرڻ آهي. جڏهن هڪ انسان وڪيل ٿئي ٿو ته هو سچ ۽ حق لاءِ وڙهي ٿو ۽ ماڻهن کي انصاف ڏيارڻ لاءِ اڳتي اچي ٿو. جڏهن ڪو ماڻهو سماجي خدمتگار بڻجي ٿو ته هو سماج ۾ ڏکيبل انسانن جي خدمت ڪري انهن کي مصيبتن ۽ پریشانين مان نڪرڻ ۾ مدد ڪري ٿو. اهڙي ريت اسان سڀني کي پنهنجي زندگيءَ جي مقصدن جو تعين ڪرڻ گهرجي ۽ ان تي عمل ڪري سماج لاءِ ڪارائتو ڪردار ادا ڪرڻ گهرجي.</p> <p>• ريڊنگ:</p> <p>• برين اسٽارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ استاد هڪ هڪ ست پڙهندو ويندو. ٻارن جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان سبق پڙهائيندو. ( ريڊنگ جي اصولن موجب)</p>			<p>مقصد</p>	
<p>ڪتاب</p>	<p>• ريڊنگ جاري</p>	<p>• زندگيءَ جي مقصد بابت ڄاڻ حاصل ڪري سگهندا.</p>	<p>• پڙهڻ • ٻڌڻ • ڳالهائڻ</p>	<p>پهريون ڀيرو سبق ستون زندگيءَ جو مقصد</p>	<p>جنوري</p>
<p>قلم، بورڊ</p>	<p>• استاد بورڊ تي نوان لفظ ۽ انهن جون معنائون لکندو ۽ ٻارن کي اهي ڪاپي ۾ نوٽ ڪرائيندو. • استاد نون لفظن کي جملن ۾ استعمال ڪرائيندو ۽ اهي ڪاپي ۾ نوٽ ڪرائيندو. • سرگرمي:</p>	<p>• لفظن جي معنيٰ لکي جملن ۾ استعمال ڪري سگهندا.</p>	<p>• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ</p>	<p>ٻيو ڀيرو سبق ستون زندگيءَ جو مقصد</p>	<p>هفتو پندرهنون</p>

	<ul style="list-style-type: none"> <li>• استاد شاگردن کي ٻن گروپن ۾ ورهائيندو ۽ هر هڪ گروپ کي چونڊو ته اهو ٻئي گروپ کي هڪ لفظ ڏين ۽ اهو ان کي جملي ۾ استعمال ڪندو. اهڙي ريت ٻنهي گروپن ۾ اهو مقابلو تيستائين جاري رهندو، جيستائين ڪو هڪ گروپ هارائي نه ٿو.</li> </ul>				
<p>ڪاپي، قلم، بورڊ</p>	<ul style="list-style-type: none"> <li>• استاد لفظ ۽ انهن جا ضد لکندو ۽ شاگرد ان کي ڪاپي ۾ اتاريندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لفظن جا ضد لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون پيرڊ سبق ستون زندگيءَ جو مقصد</p>	
<p>قلم، ڪاپيون</p>	<ul style="list-style-type: none"> <li>• استاد ٻارن کي ٽن گروپن ۾ ورهائي ڪين ڪين مضمون لکڻ لاءِ هيٺين ريت موضوع ڏيندو.</li> <li>• گروپ 1: زندگيءَ جي اهميت.</li> <li>• گروپ 2: محنت ۾ عظمت آهي.</li> <li>• گروپ 3: پورهيت خدا جو دوست آهي.</li> <li>• نوٽ: استاد ورڪ بڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• مختصر مضمون لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيرڊ سبق ستون زندگيءَ جو مقصد</p>	
<p>ڪتاب/قلم، بورڊ، ڪا پيون</p>	<ul style="list-style-type: none"> <li>• استاد ٻارن کي سوال جواب لکرائيندو ۽ مشقون حل ڪرائيندو.</li> <li>• جائزو:</li> <li>• استاد پڙهايل سبق جي تصورن بابت ٻارن کان زباني سوال پڇي جواب وٺندو.</li> </ul>	<ul style="list-style-type: none"> <li>• سوال جواب لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ سبق ستون زندگيءَ جو مقصد</p>	<p>فيبروري هفتو سورهون</p>
<p>ڪتاب قومي جهنڊو فليس ڪارڊ</p>	<ul style="list-style-type: none"> <li>• برين اسٽارمنگ:</li> <li>• اُستاد ڪلاس روم ۾ قومي جهنڊو يا ان جو تصويري فليس ڪارڊ کڻي ٻارن کي ڏيکاريندو ۽ ڪجهه بنيادي نوعيت جا سوال ڪندو.</li> <li>• هيءُ جهنڊو ڪنهن جو آهي؟</li> <li>• هن جهنڊي ۾ اوهان کي ڪهڙا رنگ نظر اچي رهيا آهن؟</li> <li>• 14 آگسٽ تي جشن آزادي جي موقعي تي اسان قومي جهنڊا ڇو ڦڙڪائيندا آهيون؟</li> </ul>	<ul style="list-style-type: none"> <li>• قومي جهنڊي جي اهميت سمجهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو</li> <li>• غور ويچار</li> <li>• ڪرڻ</li> <li>• ٻڌڻ</li> <li>• پڙهڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون پيرڊ سبق نائون قومي جهنڊي جي اهميت</p>	

	<ul style="list-style-type: none"> <li>• استاد جواب حاصل ڪرڻ بعد شاگردن کي ٻڌائيندو ته هر ملڪ جو پنهنجو پنهنجو قومي جهنڊو هوندو آهي. جيڪو ان جي دنيا اندر سڃاڻپ بڻجندي آهي. اسان جي ملڪ پاڪستان جو جهنڊو به سموري دنيا ۾ اسان جي سڃاڻپ جو نشان بڻيل آهي. اسان جي قومي جهنڊي جي اهميت اها آهي ته اسان سمورا ڏيس واسي انهيءَ هڪ جهنڊي جي هيٺيان ايڪي ۽ اتحاد سان گڏ بيهندا آهيون. هي جهنڊو اسان کي امن ۽ محبت جو پيغام ڏيڻ سان سمورن صوبن جي ماڻهن کي هڪ ئي لڙيءَ ۾ ڀرتي رکي ٿو.</li> <li>• ريڊنگ:</li> <li>• برين اسٽارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ استاد هڪ هڪ ست پڙهندو ويندو. ٻارن جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان سبق پڙهائيندو. ( ريڊنگ جي اصولن موجب)</li> </ul>				
<p>ڪتاب</p>	<ul style="list-style-type: none"> <li>• ريڊنگ جاري</li> </ul>	<ul style="list-style-type: none"> <li>• قومي جهنڊي جي اهميت سمجهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيرڊ سبق نائون قومي جهنڊي جي اهميت</p>	
<p>بورڊ، قلم، بورڊ</p>	<ul style="list-style-type: none"> <li>• استاد بورڊ تي نوان لفظ ۽ انهن جون معنائون لکندو ۽ ٻارن کي اهي ڪاپي ۾ نوٽ ڪرائيندو.</li> <li>• استاد نون لفظن کي جملن ۾ استعمال ڪرائيندو ۽ اهي ڪاپي ۾ نوٽ ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• لفظن جي معنيٰ لکي جملن ۾ استعمال ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ سبق نائون قومي جهنڊي جي اهميت</p>	<p>فيبروري هفتو سترهون</p>
<p>مختلف ملڪن جا جهنڊا</p>	<ul style="list-style-type: none"> <li>• استاد مختلف ملڪن جي جهنڊن جون تصويرون ٻارن کي ڏيکاريندو ۽ ٻارن کي ان بابت ڄاڻ ڏيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• پنهنجي ملڪ ۽ ٻين ملڪن جي جهنڊن بابت ڄاڻ حاصل ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> </ul>	<p>ٽيون پيرڊ سبق نائون</p>	

			<ul style="list-style-type: none"> <li>• ڳالهائڻ</li> </ul>	<b>قومي جهنڊي جي اهميت</b>	
<b>چارت</b> /ڪاپي/قلم/بورڊ/	<ul style="list-style-type: none"> <li>• استاد شاگردن کي پهريان واحد ۽ جمع جو تصور سمجھائيندو ۽ بعد ۾ هن ريت اسائيمينٽ ڏيندو:</li> <li>• استاد شاگردن جا گروپ ٻه گروپ ٺاهي گروپن کي واحد جمع چارت ٺاهڻ جو چونڊو. جڏهن چارت ٺهي ويندا ته انهن کي پتئين تي لڳايو ويندو.</li> <li>• سرگرمي:</li> <li>• استاد ٻارن کي چونڊو ته اهي قومي جهنڊي جي رنگن ۽ انهن جي اشارن بابت مضمون لکن.</li> </ul>	<ul style="list-style-type: none"> <li>• جمع واحد ٺاهي سگھندا.</li> <li>• جهنڊي بابت ننڍڙو مضمون لکي سگھندا</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	پهريون ڀيرو سبق نائون قومي جهنڊي جي اهميت	
<b>قلم، ڪاپيون</b>	<ul style="list-style-type: none"> <li>• استاد ٻارن کان اسم عام بابت سوال ڪندو.</li> <li>• استاد بعد ۾ ٻارن کي پڏائيندو ته چوڪرو ۽ ڪتاب، قلم ۽ ڪٽ عام نالا آهن.</li> <li>• استاد ٻارن کي چونڊو ته اهڙا پنج پنج اسم عام لکي جملن ۾ استعمال ڪريو نالا ٺاهين.</li> <li>• استاد شاگردن کي ٻن گروپن ۾ ورهائي عام نالن جو مقابلو ڪرائيندو.</li> <li>• نوٽ: استاد ورڪ ٻڪ ۾ ڏنل سبق جون ورڪ شيٽ حل ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• اسم عام جو جملن ۾ استعمال سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	ٻيو ڀيرو سبق نائون قومي جهنڊي جي اهميت	<b>فيبروري هفتو</b> ارڙهون
	<ul style="list-style-type: none"> <li>• استاد شاگردن کي سوال جواب لکرائيندو.</li> <li>• استاد شاگردن کي مشقون حل ڪرائيندو.</li> <li>• جائزو:</li> <li>• استاد پڙهايل سبق جي تصورن بابت ٻارن کان زباني سوال پڇي جواب وٺندو.</li> </ul>	<ul style="list-style-type: none"> <li>• سوال جواب لکي سگھندا.</li> <li>• مشقون حل ڪري سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	ٽيون ڀيرو سبق نائون قومي جهنڊي جي اهميت	
<b>ڪتاب</b> <b>شاهجهان مسجد جي تصوير</b>	<ul style="list-style-type: none"> <li>• برين اسٽارمنگ:</li> <li>• استاد ٻارن کي شاهجهان مسجد جي تصوير ڏيکاري هيٺيان سوال پڇندو؟</li> <li>• هيءَ تصوير ڪنهن جي آهي؟</li> <li>• هن تصوير ۾ نظر ايندڙ مسجد کي اوهان سڃاڻو ٿا؟</li> </ul>	<ul style="list-style-type: none"> <li>• تاريخي ۽ يادگار عمارتن بابت ڄاڻ حاصل ڪري سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو</li> <li>• غور ويچار ڪرڻ</li> <li>• ٻڌڻ</li> <li>• پڙهڻ</li> </ul>	پهريون ڀيرو سبق ڏهون شاهجهان مسجد	<b>فيبروري هفتو</b> اٺويهون

	<ul style="list-style-type: none"> <li>• هيءَ مسجد ڪٿي آهي؟</li> <li>• نٿو شهر اوھان ڪڏھن ڏٺو آھي يا ان جو نالو ٻڌو آھي؟</li> <li>• نٿي جو نالو وٺڻ سان ان جا ٻيا ڪهڙا ڪهڙا ماڳ اوھان جي ڏھن ۾ اُڀرن ٿا.</li> <li>• استاد شاگردن کي جواب حاصل ڪرڻ بعد ٻڌائيندو ته هيءَ تصوير نٿي شھر جي تاريخي شاھجھان مسجد جي آھي. اھا مسجد مغل بادشاھ شاھجھان خاص طور تي ھتي ٺھرائي ھئي. ھن مسجد جي تاريخي حيثيت آھي ان ڪري ھن مسجد کي ڏسڻ لاءِ سڄي سنڌ توڙي ملڪ مان ماڻھو موڪلڻ وارن ڏينھن تي خاص طور تي اچن ٿا. نٿي ۾ ھن تاريخي مسجد کان علاوھ مڪلي جو قبرستان، ڪينجھر ڍنڍ ۽ ڀنڀور جو تاريخي ماڳ گھمڻ لائق آھن.</li> <li>• ريڊنگ:</li> <li>• برين اسٽارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پھريان ھڪ دفعو پاڻ سبق پڙھي ويندو. بعد ۾ استاد ھڪ ھڪ ست پڙھندو ويندو. ٻارن جي پويان پڙھندا. آخر ۾ استاد ٻارن کان واري واري سان سبق پڙھائيندو. ( ريڊنگ جي اصولن موجب)</li> </ul>		<ul style="list-style-type: none"> <li>• ڳالھائڻ</li> </ul>	
<p>ڪتاب</p>	<ul style="list-style-type: none"> <li>• ريڊنگ جاري</li> </ul>	<ul style="list-style-type: none"> <li>• تاريخي ۽ يادگار عمارتن بابت ڄاڻ حاصل ڪري سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙھڻ</li> <li>• ٻڌڻ</li> <li>• ڳالھائڻ</li> </ul>	<p>ٻيو ڀيرو سبق ڏھون شاھجھان مسجد</p>
<p>ڇاڙت، ڪاپي/قلم/بورڊ</p>	<ul style="list-style-type: none"> <li>• استاد بورڊ تي نوان لفظ ۽ انھن جون معنائون لکندو ۽ ٻارن کي اھي ڪاپي ۾ نوٽ ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• لفظن جي معنيٰ ٻڌائي سگھندا</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙھڻ</li> <li>• ٻڌڻ</li> <li>• ڳالھائڻ</li> </ul>	<p>ٽيون ڀيرو سبق ڏھون شاھجھان مسجد</p>
<p>ڪاپي/قلم/بورڊ</p>	<ul style="list-style-type: none"> <li>• استاد شاگردن کي پھريان واحد ۽ جمع جو تصور سمجھائيندو ۽ بعد ۾ ھن ريت ڪم ڏيندو:</li> <li>• مڪي سرگرمي 1: (گرامر)</li> </ul>	<ul style="list-style-type: none"> <li>• جمع واحد ٺاھي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙھڻ</li> <li>• ٻڌڻ</li> </ul>	<p>پھريون ڀيرو سبق ڏھون شاھجھان</p>



	<ul style="list-style-type: none"> <li>• استاد شاگردن جا بہ گروپ ٺاهي گروپن کي واحد جمع ٺاهڻ جو چوندو. جڏهن چارٽ ٺهي ويندا ته انهن کي پتئين تي لڳايو ويندو.</li> </ul>		<ul style="list-style-type: none"> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• مسجد</li> </ul>	
قلم، ڪاپيون	<ul style="list-style-type: none"> <li>• استاد ٻارن کان عام ۽ خاص نالن بابت بابت تصور سمجھائيندو.</li> <li>• سرگرمي 2: (گرامر) استاد ٻارن کي هڪ ڪهاڻي ٻڌائيندو ۽ انهيءَ ڪهاڻي مان عام ۽ خاص نالا نوٽ ڪرڻ لاءِ چوندو. بعد ۾ استاد ٻارن کان اهي عام ۽ خاص اسم پڇا ڪندو.</li> <li>• استاد ٻارن کي سبق ۾ موجود اسم واري مشق ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• اسم عام ۽ اسم خاص جي چونڊ ڪري سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• ٻيو ڀيرو</li> <li>• سبق ڏهون</li> <li>• شاهجهان</li> <li>• مسجد</li> </ul>	
قلم، ڪاپيون	<ul style="list-style-type: none"> <li>• هڪ سرگرمي: استاد شاگردن کي ٻن گروپن ۾ ورهائيندو ۽ هر گروپ کي هيٺين ريت ڪم ورهائي ڏيندو.</li> <li>• گروپ 1: سنڌ جي تاريخي ۽ يادگار عمارتن ۽ جاين جي سير بابت مختصر مضمون لکندو.</li> <li>• گروپ 2: شاهجهان مسجد بابت مختصر مضمون لکندو.</li> <li>• نوٽ: آخر ۾ ٻنهي گروپن جا شاگرد پنهنجو پنهنجو مضمون پڙهي ٻڌائيندا</li> <li>• نوٽ: استاد ورڪ بڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو.</li> <li>• استاد ٻارن کي سوال جواب لکرائيندو ۽ سبق جون مشقون حل ڪرائيندو.</li> </ul> <p><u>جائزو:</u></p> <ul style="list-style-type: none"> <li>• استاد آخر ۾ ٻارن کان پڙهايل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني جائزو وٺندو.</li> </ul>	<ul style="list-style-type: none"> <li>• مختصر مضمون لکي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ڳالهائڻ</li> <li>• ٻڌڻ</li> </ul>	<ul style="list-style-type: none"> <li>• ٽيون ڀيرو</li> <li>• سبق ڏهون</li> <li>• شاهجهان</li> <li>• مسجد</li> </ul>	
ڪتاب	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> <li>• استاد شاگردن کان هيٺيان سوال پڇندو.</li> <li>• هڪ لفظ آهي ”شهيد“. هي لفظ ٻڌڻ سان اوهان جي ذهن ۾ ڇا اُڀري اچي ٿو؟</li> <li>• ڪهڙا ڪهڙا نالا اوهان ٻڌائي سگھو ٿا، جن جي نالي وٺڻ کان اڳ اسان ”شهيد“ لفظ استعمال ڪندا آهيون؟</li> <li>• استاد آخر ۾ ٻارن کي ٻڌائيندو ته منهنجو اشارو شهيد راشد منھاس</li> </ul>	<ul style="list-style-type: none"> <li>• شهيد راشد منھاس بابت ڄاڻ حاصل ڪري سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو</li> <li>• غور و پيچار</li> <li>• ڪرڻ</li> <li>• ٻڌڻ</li> <li>• پڙهڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• پھريون ڀيرو</li> <li>• سبق يارھون</li> <li>• شهيد راشد</li> <li>• منھاس</li> </ul>	<ul style="list-style-type: none"> <li>• مارچ</li> <li>• هفتو</li> <li>• ايڪيوھون</li> </ul>

	<p>ڏانهن آهي. شهيد راشد منھاس پاڪ فوج جو هڪ اهڙو جانثار سپاهي هو. جنهن 1965ع جي جنگ ۾ پنهنجي جان جو نذرانو ڏئي دشمن کي شڪست ڏني. پاڪ فوج اهڙن جانثار سپاهين سان اڄ به پري پئي آهي. جيڪي وطن جي حفاظت لاءِ پنهنجي جان جي به پرواهه نه ٿا ڪن.</p> <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> <li>• برين اسٽارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ استاد هڪ هڪ ست پڙهندو ويندو. ٻار ان جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان سبق پڙهائيندو. (ريڊنگ جي اصولن موجب)</li> </ul>				
<p>ڪتاب</p>	<p><u>ريڊنگ جاري</u></p>	<ul style="list-style-type: none"> <li>• شهيد راشد منھاس بابت ڄاڻ حاصل ڪري سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو ڀيرو سبق يار هون شهيد راشد منھاس</p>	
<p>قلم، ڪاپي</p>	<ul style="list-style-type: none"> <li>• استاد بورڊ تي نوان لفظ ۽ انهن جون معنائون لکندو ۽ ٻارن کي اهي ڪاپي ۾ نوٽ ڪرائيندو.</li> <li>• استاد نون لفظن کي جملن ۾ استعمال ڪرائيندو ۽ اهي ڪاپي ۾ نوٽ ڪرائيندو</li> </ul>	<ul style="list-style-type: none"> <li>• لفظن جي معنيٰ لکي جملن ۾ استعمال ڪري سگھندا</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون ڀيرو سبق يار هون شهيد راشد منھاس</p>	
<p>قلم، ڪتاب</p>	<ul style="list-style-type: none"> <li>• استاد ٻارن کي پهريان ٿر (مذڪر) ۽ مادي (مونث) جو تصور سمجھائيندو ۽ بورڊ تي ڪجهه مثال ڏئي لکرائيندو.</li> <li>سرگرمي:</li> <li>• استاد شاگردن کي چئن گروپن ۾ ورهائيندو ۽ هر هڪ گروپ کي هيٺين ريت ڪم سونپيندو.</li> <li>• گروپ 1: جانورن جا مذڪر مونث لکندو.</li> <li>• گروپ 2: انسانن جا مذڪر ۽ مونث لکندو.</li> <li>• گروپ 3: پکين جا مذڪر ۽ مونث لکندو.</li> <li>• گروپ 4: بيجان شين جا مذڪر ۽ مونث لکندو.</li> </ul>	<ul style="list-style-type: none"> <li>• مذڪر ۽ مونث ٺاهي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> </ul>	<p>پهريون ڀيرو سبق يار هون شهيد راشد منھاس</p>	<p>مارچ هفتو ٻاويهون</p>

<p>قلم، ڪتاب</p>	<ul style="list-style-type: none"> <li>• استاد ٻارن کي پهريان سواليا جملن جو تصور سمجھائيندو. ان کانپوءِ ڪجهه ساد جملن بورد تي لکي انهن کي سواليا جملي ۾ تبديل ڪندو. استاد بعد ۾ شاگردن کي چونڊو ته اهي هڪ هڪ ٿي بورد تي اچن ۽ ٻه سواليا جملن لکن.</li> <li>• آخر ۾ استاد ٻارن کي چونڊو ته بورد تي لکيل سواليا جملن پنهنجي ڪاپي ۾ نوٽ ڪن.</li> <li>• نوٽ: استاد ورڪ ٻڪ ۾ ڏنل سبق جون ورڪ شيٽ حل ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• سواليا جملن ناهي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ</p> <p>سبق يار هون</p> <p>شهيد راشد</p> <p>منھاس</p>	
<p>ڪاپيون، قلم</p>	<ul style="list-style-type: none"> <li>• استاد ڪتاب جون ٻيون مشقون ٻارن کي حل ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• مشقون حل ڪري سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون پيرڊ</p> <p>سبق يار هون</p> <p>شهيد راشد</p> <p>منھاس</p>	
	<ul style="list-style-type: none"> <li>• استاد ٻارن کي سوال جواب لکرائيندو. استاد هر هڪ سوال جو جواب بورد تي لکندو ۽ ٻارن کي ڪاپي ۾ لکندو ويندو.</li> </ul>	<ul style="list-style-type: none"> <li>• سوال جواب لکي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيرڊ</p> <p>سبق يار هون</p> <p>شهيد راشد</p> <p>منھاس</p>	
	<ul style="list-style-type: none"> <li>• جائزو:</li> <li>• استاد آخر ۾ ٻارن کان پڙهائيل سبق جو هڪ مختصر پرچو ٺاهيندو، جيڪو ٻارن کان حل ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• جائزو</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ</p> <p>سبق يار هون</p> <p>شهيد راشد</p> <p>منھاس</p>	<p>مارچ</p> <p>هفتو</p> <p>ٽيوهون</p>
<p>ڪتاب</p>	<ul style="list-style-type: none"> <li>• برين اسٽارمنگ:</li> <li>• استاد ٻارن کي ڪمپيوٽر جي مختلف حصن کي بورد، سي ڊي يو ۽ مائنيٽر جا تصويري فليش ڪارڊ ڏيکاريندي هر هڪ حصي بابت شاگردن کان هيٺيان سوال پڇندو؟</li> <li>• هي ڇا آهي؟</li> <li>• ڪمپيوٽر جي هن حصي کي ڇا چئبو آهي؟</li> </ul>	<ul style="list-style-type: none"> <li>• ڪمپيوٽر بابت بنيادي ڄاڻ حاصل ڪري سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو</li> <li>• غور وڃڻ</li> <li>• ڪرڻ</li> <li>• ٻڌڻ</li> <li>• پڙهڻ</li> </ul>	<p>ٽيون پيرڊ</p> <p>سبق تير هون</p> <p>ڪمپيوٽر جي</p> <p>آٽو ڪهاڻي</p>	

	<ul style="list-style-type: none"> <li>• اوهان مان کير کير ڪمپيوٽر استعمال ڪندو آهي؟</li> <li>• ڪمپيوٽر جي ايجاد جون خوبيون بيان ڪريو.</li> <li>• استاد شاگردن کي جواب حاصل ڪرڻ بعد ٻڌائيندو ته ڪمپيوٽر جديد دور جي تمام اهميت واري ايجاد آهي جو هن مشين ذريعي متن جو ڪم سيڪنڊن ۾، ڪلاڪن جو ڪم منٽن ۾، ڏينهن جو ڪم فرير ۾ مائڪرو ڪمپيوٽر. جڏهن ته مائڪرو ڪمپيوٽر ننڍي سائيز جو ڪمپيوٽر آهي، جنهن کي عام طور تي اسان پي سي چوندا آهيون. ڪمپيوٽر اسان کي جديد دنيا سان ڳنڍي ڇڏيو آهي. هن جي ڪري اڄ جي انسان جي زندگي تمام آسان ٿي وئي آهي. ڪوبه ڪمپيوٽر تن حصن تي مشتمل هوندو آهي. جن ۾ مائيٽر، سي پي يو ۽ ڪي بورڊ شامل آهن. مائيٽر ڪمپيوٽر جو چهرو هوندو آهي. جنهن مان اسڪرين تي اسان ڏسي سگهندا آهيون. ڪي بورڊ اهو حصو آهي، جنهن تي اڪر ۽ انگ لکيل هوندا آهن. جن جي مدد سان اسان لکندا / ڪمپوز ڪندا آهيون. سي پي يو ڪمپيوٽر جو دماغ هوندو آهي. جنهن ۾ بيشمار ڊيٽا اسان رکندا آهيون. استاد شاگردن کي اهو به ٻڌائيندو ته ڪمپيوٽر جا مکيه 3 قسم آهن.</li> </ul>				
ڪتاب	<ul style="list-style-type: none"> <li>• ريڊنگ جاري</li> </ul>	<ul style="list-style-type: none"> <li>• ڪمپيوٽر وسيلي سنڌي ٻولي جي ترقيءَ جي جان حاصل ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون ڀيرو سبق تيرهون ڪمپيوٽر جي آتم ڪهاڻي</p>	<p>اپريل هفتو چوريهون</p>
بورڊ، قلم، ڪاپيون	<ul style="list-style-type: none"> <li>• استاد بورڊ تي لفظن کي جملن ۾ استعمال ڪرائيندو ۽ ٻارن کي اهي ڪاپي ۾ نوٽ ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• لفظن کي جملن ۾ ڪتب آڻي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو ڀيرو سبق تيرهون ڪمپيوٽر جي آتم ڪهاڻي</p>	
ڪاپيون، قلم	<ul style="list-style-type: none"> <li>• استاد ٻارن جا گروپ ٺاهي موجوده عنوان تي هڪ ڪهاڻي لکڻ لاءِ چونڊو. استاد ٻارن جي همت افزائي ڪندو رهندو.</li> <li>• نوٽ: استاد ورڪ ٻڪ ۾ ڏنل سبق جون ورڪ شيٽ حل ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• آتم ڪهاڻي جي جان حاصل ڪري سگهندا ۽ لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> </ul>	<p>ٽيون ڀيرو سبق تيرهون ڪمپيوٽر جي</p>	

			<ul style="list-style-type: none"> <li>• آتم ڪهاڻي جي ڄاڻ حاصل ڪري سگهندا ۽ لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• آتم ڪهاڻي</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• پهريون ڀيرو</li> <li>• سبق تيرهون</li> <li>• ڪمپيوٽر جي</li> <li>• آتم ڪهاڻي</li> </ul>	
ڪتاب، ڪاپي، قلم	<ul style="list-style-type: none"> <li>• استاد ڪتاب جون مشقون ٻارن کي لکرائيندو.</li> <li>• استاد ٻارن کان سوال ڪندو.</li> </ul>		<ul style="list-style-type: none"> <li>• مشقون</li> <li>• سوال جواب</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• ٻيو ڀيرو</li> <li>• سبق تيرهون</li> <li>• ڪمپيوٽر جي</li> <li>• آتم ڪهاڻي</li> </ul>	<p>اپريل هفتو پنجويهون</p>
الفاظ، ڪتاب، ڪاپي، پين	<ul style="list-style-type: none"> <li>• استاد ڪتاب جون مشقون ٻارن کي لکرائيندو.</li> <li>• استاد ٻارن کي سوال لکرائيندو.</li> </ul>		<ul style="list-style-type: none"> <li>• جائزو</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• جائزو</li> </ul>	<ul style="list-style-type: none"> <li>• ٽيون ڀيرو</li> <li>• سبق تيرهون</li> <li>• ڪمپيوٽر جي</li> <li>• آتم ڪهاڻي</li> </ul>	
	<p>جائزو:</p> <ul style="list-style-type: none"> <li>• استاد آخر ۾ ٻارن کان پڙهايل سبق جو هڪ مختصر پرچو ٺاهيندو، جيڪو ٻارن کان حل لکرائيندو.</li> </ul>					
<p>اپريل جا آخري 2 هفتا رويجن ۽ سالياني امتحان لاءِ رکيا ويا آهن.</p>						<p>اپريل هفتو ڇويهون ۽ هفتو ستاويهون</p>