



**Academic Plan: English , Science , Mathematics & Sindhi (OUP)
Grade: 05**

Scheme of Studies

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

Prepared by: Training Unit – Sindh Education Foundation

Period Time: 40 minutes

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

Schedule Details & Time Table

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

Grade V

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

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

Sindh Education Foundation

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

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

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

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

How to;

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

Strictly;

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

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

Scheme of Studies - English Grade-5

Months/ Weeks	Unit /Topic	Focused Skills	Selected SLOs Students will be able to:	Teaching Method	Required Resources
January Week 13	Revision Period 01	Oral Communication Grammar Practice	<ul style="list-style-type: none"> • Write instructions • Use formulaic expressions for greetings and routine social courtesies. • Demonstrate conventions to introduce self and others. • Classify & use adjectives of quality, quantity, size, shape, colour, and origin <p>(L.L.S/A & U)</p>	<ul style="list-style-type: none"> • Recap through practical examples the formulaic expressions for greeting and routine social courtesies, then divide students into groups of 3; give clear instructions about Ex. 11, 12, 13, 14; students complete these exercises in their groups • Roam around to ensure all students are participating • Organize other opportunities for students to publicly practice their speaking skills such as leading assembly, etc. • Remind students the use of “many”, “much”, “some”, “any”, and “a lot”; read instructions given on worksheet 8, in pairs ask students to solve the worksheet. 	Worksheet
	Period 02-03	Writing	<ul style="list-style-type: none"> • Write clear topic, supporting, and concluding sentences using specific words. • Illustrate the use of some, any, much, and many. • Recognize and apply capitalization to the initial letter of the key words in the 	<ul style="list-style-type: none"> • Cloze passage: the self-created cloze activity is very useful for developing language skills as a whole. It helps improving <i>handwriting, punctuation, reading skills, grammar & vocabulary</i>. • Ask students to read the text carefully and write on their copies omitting all the ‘to be’ verbs and adjectives (quantifiers) leaving the spaces blank. • Ask them to now close their books and fill the spaces using correct verbs and adjectives for each space. • Students with most correct answers win. • Next write a few sentences on the board that use the words “some” “any” “much” “many” 	OUP English Book G5 Notebooks

			titles of stories and books. (L.L.U/A/S)	and discuss what they mean. Ask students to now individually solve exercise 7, 8 & 9 on their notebooks	
	Revision Period 04	Writing	<ul style="list-style-type: none"> Identify and use question words like what, where, when, why, who, and how (L.L.U)	<ul style="list-style-type: none"> Write some basic questions on the board using different question words; discuss the meanings of these questions with the students Then discuss the meaning of the particular <i>question words</i> i.e. “who” “what” “when” “where” etc. Along with the students, for each question word, develop 5 questions and write them on the board 	
Week 14	Unit 3 Topic 05 “Clothes” Period 01	Reading with comprehension Vocabulary	<ul style="list-style-type: none"> Build a mind map for the thoughts/ideas to come. Use pre-reading strategies to predict the content of the text. Read silently and with comprehension. Guess the meaning of the new words through context. (L.L.A)	<ul style="list-style-type: none"> Discuss the pre-reading question Note student’s statements about different types of formal & informal clothes; based on the picture, ask them what they think the passage is about Students read the passage in pairs and complete Ex. 6 Ask students to read the text silently and underline the new words in the text. Note them all on the board; discuss their meaning from the context. Write meaning on the board. Ask students to use all of the new words in sentences of their own. 	OUP English Book G5
	Unit 3 Topic 05 Period 02	Reading	<ul style="list-style-type: none"> Read with fluency (L.L.A)	<ul style="list-style-type: none"> Read out the text as model; focus on correct pronunciation, intonations and punctuation stops. Give every students chance to come out and read aloud. Help and correct students as needed. 	OUP English Book G5
	Unit 3	Comprehension	<ul style="list-style-type: none"> Make simple 	<ul style="list-style-type: none"> Discuss with students about the people in the 	OUP English Book

	Topic 05 Period 03		inferences using context and prior knowledge. (L.L.Analysis)	pictures given on pg. 23. Ask students multiple questions like <i>'what type of dress the boy in picture 2 is wearing? What does he look like? Does he look like a student in school uniform etc'</i> • Next, ask them to solve exercise 23 individually.	G5 Notebooks
	Unit 3 Topic 05 Period 04	Writing (language practice - grammar)	<ul style="list-style-type: none"> Recognize and apply capitalization to the initial letter of the key words the titles of stories and books. Apply punctuation marks. (L.L.U/A)	<ul style="list-style-type: none"> Remind students about the use of pronouns; ask them to look at the table on pg. #15 to revise pronouns. Next, instruct them to solve exercise #10. Remind students the use of capitalization. Next, instruct them to solve exercise #13 on pg#17. Students complete worksheet 1 and 2. Discuss answers. 	OUP English Book G5 Writing copies
Week 15	Unit 3 Topic 05 Period 01	Grammar Writing	<ul style="list-style-type: none"> Demonstrate the use of subject verb agreement. (L.L.A)	<ul style="list-style-type: none"> Ask students to read out the sentences on the chart For each sentence, ask them to first identify the main verb, then the "subject". Remind them that the subject of a verb is the noun that is doing the verb Ensure that each student understands the concept of a subject. You can ask students to give you more example sentences, write them on the board, then ask other students to identify the main verb and the subject Instruct students to underline the subject in the sentences in Ex. 11 and discuss answers 	OUP English Book G5
	Unit 3 Topic 05 Period 02	Language Practice Grammar Writing	<ul style="list-style-type: none"> Write a structured and unified descriptive paragraph using a suitable topic sentence and 	<ul style="list-style-type: none"> Remind students the steps of writing a paragraph. Discuss and brainstorm showing them the picture on pg. 18. Discuss meaning of the words given in the box on the same page; and instruct them to write short paragraphs on the given pictures. 	

			supporting details. (L.L.S/A)	<ul style="list-style-type: none"> Roam around and guide students as needed. 	
	Unit 3 Topic 05 Period 03	Writing	<ul style="list-style-type: none"> Demonstrate the use of subject verb agreement. (L.L.A)	<ul style="list-style-type: none"> Briefly recap the concept of “subject” and “verb” Recap the main subject pronouns that the students have studied earlier Students complete Worksheet 2 independently and Ex. 11 	Worksheet OUP English Book G5
	Unit 4 PAST AND FUTURE Topic 01 “What happened yesterday?” Period 04	Reading with comprehension	<ul style="list-style-type: none"> Use pre-reading strategies to predict the content of the text. Use a mind map to record information Guess the meaning of the new words through context. (L.L.U/A)	<ul style="list-style-type: none"> Discuss with students the pre-reading question. Appreciate all the questions from students Divide the students in pairs and ask them to individually skim the text silently; then they re-read it with their partner and underline new words& then scan the text with their peer Pairs use dictionaries to find the new words; if they still struggle with understanding the meaning, help them Pairs then make sentences with the new words 	OUP English Book G5 Dictionaries
February Week 16	Unit 4 Topic 01 Period 01	Reading comprehension	<ul style="list-style-type: none"> Illustrate the use of tenses (Simple Past, Past continuous, and simple future tense) (L.L.A)	<ul style="list-style-type: none"> Students keep their books closed. Ask them some questions about the previous day’s reading to push their memory Now students open the books to p. 24; recap the concept of ‘past tense’ through examples Students copy the text from the chart and fill it in independently while referring to the book Students independently complete Ex. 1, p.24 	OUP English Book G5
	Unit 4 Topic 01 Period 02	Fun with language	<ul style="list-style-type: none"> Respond to certain words through actions (L.L.A)	Fun: tell students that we are to play a game today. <ul style="list-style-type: none"> For this game to play students need to remember some codes and perform the actions. When the teacher has to say something students have to perform it. 	<ul style="list-style-type: none"> Chart Word flashcards.

				<ul style="list-style-type: none"> Explain the rules of the game. Tell the students when you say the name of an animal, for example 'horse' they have to jump forward and so on. Try and play this game in an open place. 	
	Unit 4 Topic 01 Period 03	Grammar & Structure	<ul style="list-style-type: none"> Illustrate the use of tenses (simple past, past continuous, and simple future tense) Recognize and use more forms of regular and irregular verbs (L.L.A)	<ul style="list-style-type: none"> Briefly recap concept of past tense Pointing to the chart, ask students to remember what the past tense forms of the common verbs are. When a student gives you the correct answer, write it on the empty column in the chart Students complete Worksheet 2 	Chart with two columns. On one side is a list of common verbs and the other column is blank Markers
	Unit 4 Topic 01 Period 04	Writing	<ul style="list-style-type: none"> Narrate an activity from immediate and extended surrounding. (L.L.A)	<ul style="list-style-type: none"> Ask students to write a page of diary, listing in it the activities that they did yesterday. Tell them we use simple past tense to record activities in the past Walk around to ensure that students have understood what needs to be done. Help students with using right form of verb for past tense In the next period ask students to read out their work to the whole class Students also complete Worksheet 1 	Mini diaries/ note book
Week 17	Unit 4 Topic 01 Period 01	Grammar	<ul style="list-style-type: none"> Recognize that /ed/ has three sounds i.e. /d/, /t/, and /id/ (L.L.K/U)	<ul style="list-style-type: none"> Introduce the words ending with 'ed' Tell students that past tense verbs that end with voiceless consonants (p, f, k, s, sh, ch, th) end with /t/ sound; and the verbs that end with a sound for which your vocal cords move (b, v, g, z, j, th, l, m, n, r) end with /d/ sound. Further tell them with multiple practices that those verbs make an /ed/ sound in simple past form. 	OUP English Book G5 Writing copies

	Unit 4 Topic 01 Period 02	Grammar	<ul style="list-style-type: none"> Recognize and use more forms of regular and irregular verbs. (L.L.K/U)	<ul style="list-style-type: none"> Next, instruct them to solve Ex. 12 Recap previous day work; introduce the concept of regular and irregular verbs. Learn forms of verbs given on pg. 33; and ask students to solve Ex. 13 and 14. Roam around to see if students are doing what they are expected to. Help them as needed. 	OUP English Book G5
	Unit 4 Topic 02 "Saleem's Party" Period 03	Reading with comprehension	<ul style="list-style-type: none"> Use a mind map to record information Make simple inferences using context and prior knowledge. (L.L.U/A)	<ul style="list-style-type: none"> Discuss the pre-reading question with class Instruct students to skim the text to help their mind prepare to receive the subject at hand Verbally discuss the questions and answers in Ex. 2 Read the text for the students as a model and ask them to highlight/underline new words Students now re-read and attempt Ex. 2	-
	Unit 4 Topic 02 Period 04	Vocabulary	<ul style="list-style-type: none"> Guess the meaning of the new words through context. (L.L.U)	<ul style="list-style-type: none"> Ask students list all underlined new words in their notebooks. Help them deduce meaning of the words from context. Make them write all the meanings in their copies. Next, instruct them to use the words in their sentences. 	Dictionaries
Week 18	Unit 4 Topic 02 Period 01	Writing	<ul style="list-style-type: none"> Use a mind map to record information (L.L.A)	<ul style="list-style-type: none"> Briefly recap the previous day's text Explain the concept of a mind map; a mind map is a pre-writing activity we can use to write our <i>ideas</i>. Pre-writing helps us plan our writing and write better Draw the given mind maps on the board and make further lines depending on students' activities. Develop each point further as well 	
	Unit 4 Topic 02 Period 02	Writing	<ul style="list-style-type: none"> Use a mind map to record information (L.L.A)	<ul style="list-style-type: none"> Recap the concept of a mind map Students complete Worksheet 1 Give students a fun writing topic such as "My favourite Dream" to make mind map on; give 	- Worksheet

				plenty of guidance.	
	Unit 4 Topic 02 Period 03	Grammar Writing	<ul style="list-style-type: none"> Illustrate the use of past tense. (L.L.A)	<ul style="list-style-type: none"> In groups of 3, students complete Worksheet 2 Discuss all answers; students make corrections Students complete Worksheet 3 Ask students to memories the past forms of the verbs 	Worksheet
	Unit 4 Topic 02 Period 04	Grammar &Structure	<ul style="list-style-type: none"> Illustrate the use of tenses (Simple Past, Past continuous, and simple future tense) (L.L.A)	<ul style="list-style-type: none"> Tell students how and when we use Simple Past Tense and Past Continuous Tense. Next, divide students in pairs and ask to first orally discuss all the statements. Then, do exercises 14, 15 and 16 on page#34-35	OUP English Book G5
Week 19	Unit 4 Topic 02 Period 01	Language Practice	<ul style="list-style-type: none"> Use a mind map to record information. (L.L.A)	<ul style="list-style-type: none"> Give clear instructions to students regarding solving worksheets #01, 02 & 03. Walk around to see if students are doing it as they are expected to. Help them if need be. Discuss answers.	- Worksheet
	Unit 4 Topic 02 Period 02	Listening & Speaking Writing	<ul style="list-style-type: none"> Express their experience & ideas. Compose a short story on given pictures. (L.L.U & A)	<ul style="list-style-type: none"> 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 Display one story chart on the wall; ask students what they can see. Based on their responses, start writing a story about the pictures. Give the characters' names etc. and use your imagination Display the second chart to the students that has a different set of pictures on it. In pairs, students think up a story based on the pictures that they see and write it on the sheet of paper; roam around to help and guide 	<ul style="list-style-type: none"> 2 prepared charts with a series of pictures that can be used to tell a story. You can also use the front and back of the same chart Sheets of colour paper
	Unit 4 Topic 03 "An Accident" Period 03	Reading Listening comprehension Vocabulary	<ul style="list-style-type: none"> Use pre reading strategies to predict the content of the text. 	<ul style="list-style-type: none"> Ask pre reading question. Read aloud the passage of the lesson text show students the picture & discuss the given picture. Focus the meanings, pronunciation and 	OUP English Book G5

			(L.L.A)	spellings of new words and sentence structures orally during the reading phase.	
	Unit 4 Topic 03 Period 04	Reading	<ul style="list-style-type: none"> Scan a simple text for specific information (L.L.U)	<ul style="list-style-type: none"> Skim and scan through the text with the students and recap the main idea of the text. Ask students to read the text individually Monitor while students are busy reading Ask students to underline the new words. Students write the meanings with pencils in their books and make sentences using the new words. 	OUP English Book G5
March Week 20	Unit 4 Topic 03 Period 01	Reading comprehension Grammar Writing	<ul style="list-style-type: none"> Read silently and with comprehension (L.L.A)	<ul style="list-style-type: none"> Next, students read the text silently and solve exercise 3 in pairs. Recap the concept of forms of verbs focusing on 'ing' form of the verb. Students individually solve worksheet 2. 	Worksheet
	Unit 4 Topic 03 Period 02	Listening and speaking	<ul style="list-style-type: none"> Practice (L.L.A)	<ul style="list-style-type: none"> Divide students in pairs. Ask them to discuss the reasons of road accidents. Emphasize and encourage students to speak in English. Next, ask students to solve worksheet 1. 	Worksheet
	Unit 4 Topic 03 Period 03	Writing	<ul style="list-style-type: none"> Illustrate the use of tenses (Simple Past, Past continuous, and simple future tense) (L.L.A)	<ul style="list-style-type: none"> Recap the concept of Simple Past and Past continuous Tense. Ask students "What did you do last Sunday?" Remind students the steps of writing a paragraph. Ask them to write paragraph Ex. 20 	
	Unit 4 Topic 03 Period 04	Picture Comprehension Writing	<ul style="list-style-type: none"> Illustrate the use of tenses (Simple Past, Past continuous, and simple future tense) 	<ul style="list-style-type: none"> Recap previous day work. Ask students to present their paragraph before class. Appreciate students. Show students the picture on pg. 37. Ask students what they see happening in the 	OUP English Book G5

			(L.L.A)	picture. After discussion ask students to now note down their replies in an organized paragraph. Ex. 21	
Week 21	Unit 4 Topic 03 “Good Morning” Period 01	Listening and speaking Reading	<ul style="list-style-type: none"> Use pre-reading strategies to predict the context of the text. (L.L.A)	<ul style="list-style-type: none"> Discuss the pre-reading question. Talk about future plans of the tomorrow; <i>“What will you do tomorrow?”</i> Encourage students to speak in English. Emphasize on using Future Tense while answering. Note students’ answers on board. Read aloud the reading text pointing at the pictures. Use questioning techniques in order to ensure maximum comprehension Recap the concept of Future tense. 	OUP English Book G5
	Unit 4 Topic 04 Period 02	Language Practice – Grammar Writing Reading comprehension	<ul style="list-style-type: none"> Illustrate the use of tenses (Simple Past, Past continuous, and simple future tense) Read silently and with comprehension (L.L.A)	<ul style="list-style-type: none"> Recap previous day work; remind the concept of future tense. Ask students to scan the reading text silently and solve exercise 4. Next, initiate a brief discussion asking about students’ activities in the morning to brainstorm. Then ask them to write about their morning activities on different days in worksheet 01 of the respective lesson. 	Worksheet
	Unit 4 Topic 04 Period 03	Listening and speaking	<ul style="list-style-type: none"> Illustrate the use of tenses (Simple Past, Past continuous, and simple future tense) (L.L.A)	<ul style="list-style-type: none"> Briefly recap the concept of Simple Future tense, by asking multiple questions and verbal sentence formations. In pairs ask students to discuss pictures on pg. 39 using Simple Future Tense. Next instruct students to individually solve worksheet 02. 	OUP English Book G5 Worksheet
	Unit 4 Topic 05 “My Dream Holiday” Period 04	Listening and Speaking Writing	<ul style="list-style-type: none"> Use pre-reading strategies to predict the content of the text. Narrate an activity 	<ul style="list-style-type: none"> Write pre-reading questions the board in a cloud. Discuss pre-reading question, note student answers creating a mind map. Keep on asking ‘What, Why, and How’ questions to further 	OUP English Book G5

			<p>from immediate and extended surrounding</p> <p>(L.L.A/S)</p>	<p>develop mind map.</p> <ul style="list-style-type: none"> Remind students the steps of writing a paragraph. Next, ask them to write a short paragraph on the topic “My Dream Holiday”, help students with vocabulary and sentence structures as need be. 	
Week 22	<p>Unit 4 Topic 05 Period 01</p>	Vocabulary	<ul style="list-style-type: none"> Guess meaning of the new words. Scan a simple text for specific information <p>(L.L.U)</p>	<ul style="list-style-type: none"> Briefly recap activities of last day. Ask students to present their paragraph before class. Give students constructive feedback followed by appreciation. Now, ask students to silently read the text, and find meanings of the difficult words from dictionary. Solve Ex. 5 & 6 in their copies. 	OUP English Book G5
	<p>Topic 05 Period 02</p>	<p>Reading with Fluency Writing</p> <p>Language Practice – Grammar</p>	<ul style="list-style-type: none"> Read effectively and with comprehension Recognize and use more forms of regular and irregular verbs <p>(L.L.U/A)</p>	<ul style="list-style-type: none"> Read aloud the text as model with expressions, and correct pronunciations and intonations as model. Instruct students to <i>Role-Play</i> using the dialogues in the text. Read out instructions to the students in worksheet 01 of the respective lesson which say: <i>First, underline the verb and identify its tense. Then, change the sentences into the future tense and rewrite them in the given space.</i> <p>Now ask students to individually solve the exercise. Roam around to see if they are doing as they are expected to.</p>	OUP English Book G5
	<p>Unit 4 Topic 06 “My Farm Holiday” Period 03</p>	Listening & Speaking	<ul style="list-style-type: none"> Use pre-reading strategies to predict the content of the text. Guess meaning of the new words 	<ul style="list-style-type: none"> Discuss pre-reading question with students: <i>“Have you ever visited a farm? Did you like it?”</i> while discussion emphasize on speaking in English. Keep on introducing new words while describing a farm. Give a good account of input regarding building vocabulary. 	OUP English Book G5

			through context. (L.L.A)	<ul style="list-style-type: none"> • Next ask students to match words with the correct picture on pg. 29. • Ask students to silently skim the text to have idea of the upcoming knowledge. Underline new words on book and deduce meaning through text. Share meaning of all new words. 	
	Unit 4 Topic 06 Period 04	Reading Comprehension Writing	<ul style="list-style-type: none"> • Scan a simple text for specific information (L.L.U)	<ul style="list-style-type: none"> • Briefly recap what students discussed in the previous class. • Discuss with students the comprehension question (pg. 30) Ask them to silently read the text and find answers from the text. • In pairs ask students to solve Ex. 7. • Briefly revise the new vocabulary learnt in this lesson. Next, ask students to individually solve Ex. 12. <p>Tell students that in next period we will do a Mime Play. Give them a brief introduction of what it is.</p>	OUP English Book G5
April Week 23	Unit 4 Topic 06 Period 01	Reading	<ul style="list-style-type: none"> • use a mind map to record information (L.L.A)	<ul style="list-style-type: none"> • Do a model reading. • Ask students to read aloud the reading text. Correct them if students make pronunciation mistakes. • Arrange a mime activity. Put four chairs in front of the class. Seat students who play role of Aamir, Sohail, Naeem, and Huma in chairs taking it as a car. Prepare one or two students to tell the story in background. While seated students will say the dialogues of their respective characters of Aamir, Sohail, Naeem, and Huma. • Next, revise the topic focusing on vocabulary and comprehension through activities as per your choice. 	Chairs/set up of a car.
	Unit 4 Topic 07	Listening & Speaking	<ul style="list-style-type: none"> • use a mind map to record information 	<ul style="list-style-type: none"> • Write word "Predictions" on board. Discuss what prediction is. Then, discuss pre-reading 	

	"Predictions" Period 02		(L.L.A)	<p>question "Will it rain today? How do you know?"</p> <ul style="list-style-type: none"> To further clear the concepts, ask students to write in their copies hiding from their classmates about their future plans: "Where will you go for Winter Vacations?" Now let another student make a guess/ predict where he will go. 	
	Unit 4 Topic 07 Period 03	Reading Dictionary Skills	<ul style="list-style-type: none"> Guess meaning of the new words through context. Use dictionary (L.L.A)	<ul style="list-style-type: none"> Ask students to silently skim the text to have idea of and develop the mind map. While skimming ask students to underline all the new words and use dictionary to find the meaning. Use all the newly learnt words in sentences of their own. 	OUP English Book G5
	Unit 4 Topic 07 Period 04	Reading with fluency & Comprehension	<ul style="list-style-type: none"> Use capitalization and punctuation rules (capital letters, full stops, and question marks) (L.L.A)	<ul style="list-style-type: none"> Do a model reading of the text. Ask students to individually read aloud the text, focus on using correct pronunciations, intonations and punctuation stops. After reading ask students to silently scan (reading with comprehension) the text in pairs and solve exercise 8. 	OUP English Book G5
Week 24	Unit 4 Topic 07 Period 01	Writing	<ul style="list-style-type: none"> Write a unified paragraph (L.L.A/S)	<ul style="list-style-type: none"> Briefly recap the previous day work. Remind students about steps of writing a paragraph. Before making them solve Ex. 22; discuss with students and make them predict about: "what will they do during break time tomorrow", in order to create a mind map for writing. Next, ask them to solve Ex. 22. 	OUP English Book G5
	Unit 4 Topic 07 Period 02	Writing	<ul style="list-style-type: none"> Locate the information in a paragraph (L.L.A/S)	<ul style="list-style-type: none"> Recap previous day work. Tell students that we made predictions about coming day yesterday. Today, we will develop a predictive calendar as a whole class. Come up in the class with a chart with table on it in clear and bold writing (pg. 38, Ex. 23). 	OUP English Book G5

	Unit 4 Topic 07 Period 03	Listening & reading comprehension	<ul style="list-style-type: none"> Use information to answer questions (L.L.A) 	<ul style="list-style-type: none"> Tell students the story given in worksheet 01 of the respective lesson. Ask students to solve the worksheet make predictions and complete the story. 	Worksheet
	Unit 4 Topic 07 Period 04	Reading with fluency & Comprehension	<ul style="list-style-type: none"> Use capitalization and punctuation rules (capital letters, full stops, and question marks) (L.L.A) 	<ul style="list-style-type: none"> Do a model reading of the text. Ask students to individually read aloud the text, focus on using correct pronunciations, intonations and punctuation stops. After reading ask students to silently scan (reading with comprehension) the text in pairs and solve exercise 8. 	OUP English Book G5
Week 25 Onwards Revision & Assessment.	Period 01	Revision & Practice	<ul style="list-style-type: none"> Revision – Multiple SLOs 	<ul style="list-style-type: none"> Conduct a test of 30 minutes; this will not be marked. It will be for “Need Assessment” for the revision i.e. the teacher will determine on the basis of the performance, which SLOs and concepts students need additional help with for revision Discuss the test with the students focusing on what they found easy and difficult. After the lesson: On the basis of student performance, select the most important grammar topics and their respective exercises (textbook and worksheets) Plan lessons for the remaining week to review the topics that students are struggling with 	This test paper will be developed by the teacher (objective and subjective) based on the grammar topics from the last units (unit 2,3.4)
	Period 02-04	Revision/ Practice	<ul style="list-style-type: none"> Multiple SLOs 	<ul style="list-style-type: none"> 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. 	Resources to be used as per topic requirement Worksheets of selected topics

Scheme of Studies - Science Grade-5

Months/ Weeks	Unit/ Topics	Focused skill	SLO The student will be able to:	Teaching Methods	Required Materials
January 13 th Week	Period 01 Unit#05 Pollution <ul style="list-style-type: none"> Environment Pollution 	Observation	<ul style="list-style-type: none"> ✓ Define pollution. ✓ Describe different kinds of pollution. (L.L.-K)	<ul style="list-style-type: none"> ➤ Brainstorming by the help of pictures. ➤ Demonstration 	Pictures of land, air and water environment.
	Period 02 - 03 <ul style="list-style-type: none"> Environment Pollution 	Communication	<ul style="list-style-type: none"> ✓ Work with other, share and communicate ideas about their observation and explanation. (L.L.-A)	<ul style="list-style-type: none"> ➤ Group 1: Make a list of possible ways to help stop pollutions. ➤ Group 2: Make a poster to inform others about the dangers of pollution. ➤ Group 3: Give 4-5 boxes them to paint it. Make "litter box", decorates and write on reasons why it is imperative not to litter. Place boxes around class, school and homes. ➤ Activity no.1 page no. 36 from OUP book 	Poster board, markers, small boxes, charts, colors, glue, scissors, color papers.
	Period 04 <ul style="list-style-type: none"> Environment Pollution 	Inferring	<ul style="list-style-type: none"> ✓ Define pollution. ✓ Describe different kinds of pollution. (L.L.-R,U)	<ul style="list-style-type: none"> ➤ Worksheet no. 1 "Pollution" from page no. 208,209 ➤ Worksheet no. 2 "A Clean Environment" Page no. 210 	-
14 th Week	Period 01 <ul style="list-style-type: none"> Kinds of Pollution- Air Pollution Causes and Effects of Air Pollution 	Observing Communicating	<ul style="list-style-type: none"> ✓ Identify different kinds of pollution. ✓ Explain main causes of air pollution. ✓ Explain the effects of air pollution on environment and suggest ways to reduce them. (L.L.-K)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Introduction of the topic ➤ Demonstration 	Pictures of air, water, and land pollution.
	Period 02 – 03 <ul style="list-style-type: none"> Kinds of Pollution- Air Pollution 	Observing Communicating	<ul style="list-style-type: none"> ✓ Work with other, share and communicate ideas about their observation and 	<ul style="list-style-type: none"> ➤ Activity no.2 page 37 from OUP book ➤ Group work: Think pair share activity- Instruct the groups to make a list of air 	Pieces of papers, dry grass, twig

	<ul style="list-style-type: none"> Causes and Effects of Air Pollution 		<p>explanation. (L.L.-U,A)</p>	<p>pollutants found in your area and instruct them to write in their note book at least 5 than share with others.</p>	<p>(small sticks), matchbox, empty clay plant pot.</p>
	<p>Period 04</p> <ul style="list-style-type: none"> Kinds of Pollution- Air Pollution Causes and Effects of Air Pollution 	<p>Inferring</p>	<ul style="list-style-type: none"> ✓ Identify different kinds of pollution. ✓ Explain main causes of air pollution. ✓ Explain the effects of air pollution on environment and suggest ways to reduce them. <p>(L.L.-R,U)</p>	<ul style="list-style-type: none"> ➤ Worksheet no.04 “Air Pollution” from page no. 212 ➤ See INSTAL Teacher Guide page no. 31 	-
<p>15th Week</p>	<p>Period 01-02</p> <ul style="list-style-type: none"> Land pollution Causes and effects of land pollution , How to reduce land pollution Biodegradable materials & Non-biodegradable materials 	<p>Observing Communicating Classifying</p>	<ul style="list-style-type: none"> ✓ Describe Land pollution. ✓ Explain main causes of land pollution. ✓ Explain the effects of land pollution on environment and suggest ways to reduce them. ✓ Differentiate between biodegradable and non-bio degradable materials. ✓ Suggest ways to reduce the impacts of non-biodegradable materials. <p>(L.L.-R,U,A)</p>	<ul style="list-style-type: none"> ➤ Introduction of the topic through field visit. ➤ Classroom discussion to share field visit observations. ➤ Differentiation of biodegradable and non-biodegradable by the help of pictures. ➤ Introduction of 3Rs policy 	<p>Pictures /Flash cards or samples of biodegradable and non-biodegradable materials.</p>
	<p>Period 03-04</p> <ul style="list-style-type: none"> Land pollution Causes and effects of land pollution , How to reduce land pollution Biodegradable materials & Non-biodegradable 	<p>Classifying</p>	<ul style="list-style-type: none"> ✓ Be sensitive to and develop a sense of responsibility for the welfare of own, other, people living things and environment. <p>(L.L.-A)</p>	<ul style="list-style-type: none"> ➤ Activity 1: Recycle the used items (Activity no.3 page 39 from OUP book). ➤ Activity 2: Differentiation in biodegradable and non-bio degradable materials (Activity no.4 page 42 from OUP book). 	<p>Gloves, 4 jars or plant pots, polythene bag, leaf, piece of paper, metal can, piece of glass, soil</p>

	materials				
February 16th Week	Period 01-02 <ul style="list-style-type: none"> Land pollution Causes and effects of land pollution , How to reduce land pollution Biodegradable materials & Non-biodegradable materials 	Inferring	<ul style="list-style-type: none"> ➤ Explain the effects of non-biodegradable materials on the environment. (L.L.-U) 	<ul style="list-style-type: none"> ➤ Worksheet no. 5 “Land pollution” page no. 213 ➤ Worksheet no. 7 “Non Bio degradable material” page no. 215 ➤ Teacher will take the reference from the INSTAL teacher guide page no:32 	
	Period 03 <ul style="list-style-type: none"> Water pollution Causes and Effects of Water Pollution How to reduce Water pollution 	Observing Communicating	<ul style="list-style-type: none"> ✓ Describe water pollution. ✓ Explain the effects of water pollution on environment and suggest ways to reduce them. (L.L.-U) 	<ul style="list-style-type: none"> ➤ Brainstorming ➤ Explanation 	Pictures of water pollution,
	Period 04 <ul style="list-style-type: none"> Water pollution Causes and Effects of Water Pollution 	Observing Communicating	<ul style="list-style-type: none"> ✓ Explain main causes of water pollution. (L.L.-A) 	<ul style="list-style-type: none"> ➤ Group Activity: Activity no.5 page 43 from OUP book. 	Water from 4 sources, Plastic bottles, Filter paper or Muslin cloth, Beaker, Magnifying glass.
17th Week	Period 01 <ul style="list-style-type: none"> Water pollution Causes and Effects of Water Pollution How to reduce Water pollution 	Inferring	<ul style="list-style-type: none"> ✓ Be sensitive to and develop a sense of responsibility for the welfare of own, other, people living things and environment. (L.L.-U) 	<ul style="list-style-type: none"> ➤ Worksheet no.3 “Save Me” page no. 211 ➤ Worksheet no. 6 “Water Pollution” page no. 214 	-
	Period 02 - 03	Reinforcement Activities of page no. 45 & 46.			
	Period 04 Unit no. 6: Matter	Observing	<ul style="list-style-type: none"> ✓ Describe the property of the three states of matter on the 	<ul style="list-style-type: none"> ➤ Introduction of the topic ➤ Demonstration by pictures/ flashcards, 	Pictures / flash cards of beg,

	The states of Matter		basis of arrangement of particles. (L.L.-R)	and other objects ➤ Activity no.1 page no.47	book, Piece of wood, glass of water, pen, duster, balloon inflated with air, bottle filled with water and book etc.
18th Week	Period 01 The states of Matter	Communicating	✓ Describe the property of the three states of matter on the basis of arrangement of particles. (L.L.-R)	➤ Group activity – Observe to write ➤ Worksheet No:01 “States of Matter” (page no: 216)	
	Period 02 Solid	Observing	✓ Demonstrate the arrangement of particles in the solid state of matter through models. (L.L.-R)	➤ Brainstorming ➤ Demonstration	Flash cards of solid objects,
	Period 03 Solid	Communicating	✓ Demonstrate the arrangement of particles in the solid state of matter through models. (L.L.-R)	➤ Activity no. 2 & 3 page no. 48 from OUP book ➤ See INSTAL Teacher Guide page no. 34	Chalk, container, Pencil, eraser, any dry fruit or candies
	Period 04 Liquid	Observing	✓ Demonstrate the arrangement of particles in the liquid state of matter through models. (L.L.-U)	➤ Introduction of topic ➤ Demonstration by activity no. 04 page no. 49 from OUP book	-
19th Week	Period 01 Liquid	Communicating	✓ Demonstrate the arrangement of particles in the liquid state of matter through models.	➤ Activity no. 05 page no. 49 from OUP book	Jug, water bowl, kettle and glass.

			(L.L.-U)		
	Period 02 Gas	Observing	✓ Demonstrate the arrangement of particles in the gaseous state of matter through models. (L.L.-U)	➤ Brainstorming with the help of Inflated balloons and inflated tires, packet of chips ➤ Explanation of topic	Inflated balloons and inflated tires, packet of chips
	Period 03- 04 Gas	Inferring	✓ Demonstrate the arrangement of particles in the gas state of matter through models. ✓ Demonstrate the arrangement of particles in the three states of matter through models. (L.L.-U)	➤ Activity no. 06 & 7 page no. 50 from OUP book ➤ Worksheet no.3 "States of Matter" (page no. 218.)	
March 20th Week	Period 01 • Change of State • Effects of Heat energy on matter	Observing	✓ Demonstrate and explain the processes that are involved in the change of states. (L.L.-U)	➤ Introduction of topic ➤ Demonstration through hands on activities of melting, evaporation, condensation	Pictures of melting, freezing, condensation and evaporation. some ice, bowl, cup of water, burner/ stove, steel container,
	Period 02 • Change of State • Effects of Heat energy on matter	Communicating	✓ Demonstrate and explain the processes that are involved in the change of states. (L.L.-U)	➤ Group activity: Jig- Saw Reading	Card of melting, freezing, condensation and evaporation,
	Period 03-04 • Change of State	Inferring	✓ Demonstrate and explain the processes that are involved in	➤ Worksheet No:04 "states of matter " "Change of state" "Effect of heat energy	

	<ul style="list-style-type: none"> Effects of Heat energy on matter 		<p>the change of states.</p> <ul style="list-style-type: none"> ✓ Demonstrate the arrangement of particles in the three states of matter through models. <p>(L.L.-U)</p>	<ul style="list-style-type: none"> ➤ on matter” (page no: 217,219, 220) ➤ See INSTAL Teacher Guide page no. 38 	
21st Week	Period 01 Forms of Moisture in the Environment	Observing	<ul style="list-style-type: none"> ✓ Identify forms of moisture in an environment (e.g. snow, dew, fog, frost, rain). <p>(L.L.-U)</p>	<ul style="list-style-type: none"> ➤ Introduction of topic by pictures of condensation, evaporation etc. ➤ Demonstration by flash cards/pictures of dew, snow, fog, frost and rain 	Pictures of condensation, evaporation etc.
	Period 02 Forms of Moisture in the Environment	Inferring	<ul style="list-style-type: none"> ✓ Identify forms of moisture in an environment (e.g. snow, dew, fog, frost, rain). <p>(L.L.-U)</p>	<ul style="list-style-type: none"> ➤ Worksheet no:06 “Forms of Moisture in the Environment” (page no: 221) 	
	Period 03-04 The Water Cycle	Observing Communicating	<ul style="list-style-type: none"> ✓ Describe the role of evaporation and condensation in the water cycle. ✓ Learn the water cycle. <p>(L.L.-U)</p>	<ul style="list-style-type: none"> ➤ Brain storming ➤ Demonstration by flashcards ➤ Group activity: 3D model presentation of water cycle by using different materials 	Flash cards of water cycle, Cotton, sticks, color papers, scissor, charts, and thermo Cole sheet
22nd Week	Period 01	Inferring	<ul style="list-style-type: none"> ✓ Learn the water cycle. <p>(L.L.-U)</p>	<ul style="list-style-type: none"> ➤ Worksheet No:7 “The Water Cycle ” (page no: 222) 	
	Period 02	Revision activities page no. 55, 56, 57, worksheet			
	Period 03-04 Unit no. 07 Simple Machines	Observing	<ul style="list-style-type: none"> ✓ Define simple machine and identify different types of simple machine from daily life. <p>(L.L.-R)</p>	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Realia: Show children’s some simple machines of daily use like knife, scissor etc. and discuss their importance to make our life easier. ➤ Worksheet : page no.223 	Flash cards / pictures knife, scissor
23rd Week	Period 01 Lever	Observing	<ul style="list-style-type: none"> ✓ Understand how lever works. <p>(L.L.-R)</p>	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration 	Levers of class one

	Kinds of lever Class 1 Class 2 Class 3 Advantages of lever				Flash cards of Scissors, see-saw, pliers. Flash card of tongs, wheelbarrow, nut cracker and bottle opener. Flash cards of fishing rod, stapler and racket.
	Period 02 Kinds of lever Class 1 Class 2 Class 3 Advantages of lever	Observing Classifying	<ul style="list-style-type: none"> ✓ Describe how the lever of class 1 makes work easier by giving examples of its uses from daily life. ✓ Describe how lever of class 2 makes work easier by giving examples of its uses from daily life. (L.L.-U)	<ul style="list-style-type: none"> ➤ Exemplification: Relate the taught concept with real life example of lever so that children can connect the learned concept with real life examples. ➤ Show and tell 	Levers of class one & two
	Period 03-04 Kinds of lever Class 1 Class 2 Class 3 Advantages of lever	Observing	<ul style="list-style-type: none"> ✓ Describe how the lever of class 2 makes work easier by giving examples of its uses from daily life. ✓ Describe how the lever of class 3 makes work easier by giving examples of its uses from daily life. ✓ Compare three kinds of levers. (L.L.-U)	<ul style="list-style-type: none"> ➤ Show and tell ➤ Activity no. 1 page no. 60 ➤ Worksheets : page no. 226,227 ➤ Worksheets : page no.228 ➤ See INSTAL Teacher Guide page no. 48 	Levers of class two & three
April	Period 01	Observing	✓ Describe wheel and axle, and	➤ Prior knowledge	Sample of

24th Week	Wheel and axle	Communicating	their uses in daily life. (L.L.-U)	<ul style="list-style-type: none"> ➤ Demonstration ➤ Show and Tell 	wheel and axle, Picture of Wheel and axle page 61
	Period 02 Pulley	Observing Communicating	✓ Describe pulley and its uses in daily life. (L.L.-U)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration ➤ Show and Tell: Teacher will show the sample of pulley, picture of pulley and ask to the children about their structure, properties and uses. 	Sample of Pulley Picture of pulley page 61
	Period 03 Inclined plane	Observing	✓ Describe inclined plane, and its uses in daily life. (L.L.-R)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration 	Picture of Inclined plane
	Period 04 Wedge Screw	Observing	✓ Describe wedge ,screw and their uses in daily life. (L.L.-R)	<ul style="list-style-type: none"> ➤ Prior knowledge ➤ Demonstration 	Picture of screw, wedge page 62
25th Week	Period 01 Screw	Observing	✓ Describe screw and its uses in daily life. (L.L.-R)	<ul style="list-style-type: none"> ➤ Show and Tell 	Different pictures of screw, wedge like bottle cap, light bulb, page 62
	Period 02-03 Simple machines	Cooperative learning	<ul style="list-style-type: none"> ✓ Identify the simple machines from their surroundings. ✓ Observe, explore and design materials. (L.L.-U)	<ul style="list-style-type: none"> ➤ Group activity: Model preparation of lever, pulley, inclined plane, wedge, screw. ➤ Worksheet: page no. 224,225 	Low cost- no cost material
	Period 04 Friction	Observing	✓ Describe friction and its causes. (L.L.-R,U)	<ul style="list-style-type: none"> ➤ Prior knowledge: ➤ Demonstration: Teacher will explain friction is an opposite force, between rough and smooth surface. ➤ Activity no. 2 , page no. 63 	
26th Week	Period 01 Friction	Observing Inferring	✓ Describe friction and its causes.	<ul style="list-style-type: none"> ➤ Activity no. 3 page no. 63 ➤ Demonstration 	Book, few marbles, bottle

	The Advantages of friction		✓ Explain advantages of friction. (L.L.-R,U)		cap.
	Period 02 The disadvantages of friction	Observing	✓ Explain disadvantages of friction. (L.L.-R)	➤ Show and tell ➤ Worksheets : page no. 229 ➤ See INSTAL Teacher Guide page no. 42	-
	Period 03 Reducing friction	Observing Predicting	✓ Suggest methods to reduce friction. ✓ Identify what cyclist, swimmers and parachutists do to reduce friction. (L.L.-U)	➤ Prior knowledge ➤ Demonstration ➤ Group discussion ➤ Activity: lubricate the hinges of your classroom door and windows with oil to reduce friction. ➤ Worksheets : page no.230	Few ml of any Oil
	Period 04	Reinforcement activities page no. 65,Test			
Revision and Final Term Examination					

Scheme of Studies - Mathematics Grade-5

Months /Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
January 14th Week	Period 1		<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Teacher will interact with students, ask question regarding previous topic to revise the concepts With that teacher can also use the board to take a oral quiz from students 	
	Period 2		<ul style="list-style-type: none"> Solve real life problems involving units of temperature. L.L.A	<ul style="list-style-type: none"> With the help of previous application of addition, subtraction, multiplication and division teacher will make the students to solve the word problems Q1 and Q2 of conversion of temperature on page 110. 	Worksheet
	Period 3		<ul style="list-style-type: none"> Solve real life problems involving units of temperature. L.L.A	<ul style="list-style-type: none"> Solve worksheet#16, unit 05 Teacher will help students as per need. 	Worksheet
	Unit 06: Unitary Method Period 4	Numbers and Operations	<ul style="list-style-type: none"> Calculate the value of many objects of the same kind when the value of one of these objects is given. L.L.U	<ul style="list-style-type: none"> Teacher will introduce the concept of unitary method by telling them that when we have to find the value of more than one object of the same kind we apply the unitary method. Teacher will explain and solve the example on page number 111. 	Toys or any small car toy text book
15th Week	Period 1		<ul style="list-style-type: none"> Define ratio of two numbers. L.L.R	<ul style="list-style-type: none"> The teacher will tell students about the ratio and types of proportion direct and inverse proportion. Teacher will solve the examples on the board by keeping the class interactive with the students. 	Board and marker
	Period 2		<ul style="list-style-type: none"> Define and identify direct and inverse proportion. L.L.R and U	<ul style="list-style-type: none"> Teacher will clear the students about the concept of direct and inverse proportion. Teacher will solve the example of direct proportion on page 120 and example of inverse proportion on page 121 to make it clear. 	Board and Marker and text book

	Period 3		<ul style="list-style-type: none"> Solve real life problems involving direct and inverse proportion. L.L.A	<ul style="list-style-type: none"> With the help of teacher's assistance students will solve the word problems Q1 to Q4 from the Book – 5, page number 121. 	Worksheet text book board and marker
	Period 4		<ul style="list-style-type: none"> Solve real life problems involving direct and inverse proportion. L.L.A	<ul style="list-style-type: none"> Solve worksheet#04, unit 06 Teacher will take a round and help students as per need. 	Worksheet text book board and marker
16 th Week	Unit 07: Geometry Lines Angles Period 1 & 2	Measurement s and Geometry	<ul style="list-style-type: none"> Recognize vertical and horizontal lines. L.L.R	<ul style="list-style-type: none"> Teacher will deliver the main concept of content Teacher will check prior knowledge of students regarding the topic through following questions Ask the students what they know about vertical and horizontal lines? How many kinds of lines? How we draw horizontal and vertical lines? Teacher will write all answers on board and conclude it in the end Teacher will demonstrate the students how to draw horizontal and vertical lines. Invite a student to come in front of the class and share their ideas. Teacher will explain the concept of lines, ray, straight line and parallel lines. By explaining the above concepts teacher will explain the vertical and horizontal lines on Page 125 Solve worksheet#01, unit 07. 	Scale and worksheet.
	Period 3		<ul style="list-style-type: none"> Use a protractor to construct A right angle A straight angle 	<ul style="list-style-type: none"> The teacher will explain angles, right angle, obtuse angle and straight angle on page 128,129 and 130. Solve worksheet#05, unit 07 	Protractor AV Room and worksheet.

			<ul style="list-style-type: none"> Reflex angles of different measures. L.L.U&A	<ul style="list-style-type: none"> Teacher will follow the INSTAL manual page#56&57 	
	Period 4		<ul style="list-style-type: none"> Use a protractor to construct A right angle A straight angle Reflex angles of different measures L.L.U&A	<ul style="list-style-type: none"> Teacher will explain the use of protractor, how we count from the right side of the protractor on page 133. Teacher will explain with the help of right angle, straight angle and reflex angle on page 135 and 136. 	Protractor and worksheet.
February 17th Week	Period 1		<ul style="list-style-type: none"> Use a protractor to construct A right angle A straight angle Reflex angles of different measures L.L.U&A	<ul style="list-style-type: none"> Solve worksheet#06, unit 07 Teacher will guide students as per need 	Protractor and worksheet.
	Period 2		<ul style="list-style-type: none"> Use a protractor to construct A right angle A straight angle Reflex angles of different measures L.L.U&A	<ul style="list-style-type: none"> With the help of teacher's assistance students will solve the exercise on page 134 from the Book 5. Teacher will write the related sums on board for more practice. 	Protractor, scale and worksheet
	Period 3		<ul style="list-style-type: none"> Use a protractor to construct A right angle A straight angle Reflex angles of different measures. L.L.U&A	<ul style="list-style-type: none"> Solve worksheet#07, unit 07 Teacher will Guide student as per need 	Protractor, scale and worksheet
	Period 4		<ul style="list-style-type: none"> Define triangles with respect to their sides 	<ul style="list-style-type: none"> Teacher will deliver the main concept of content 	Scale

			L.L.R	<ul style="list-style-type: none"> Teacher will check prior knowledge of students regarding the topic through following questions. Ask the students what they know about triangle? How many kinds of triangle? Teacher will write all answers on board and conclude it in the end. Invite a student to come to the board and share their ideas Teacher will introduce triangle and the types of triangle according to their sides i.e. scalene triangle, isosceles triangle and equilateral triangle 	
18 th Week	Period 1		<ul style="list-style-type: none"> Define triangles with respect to their angles L.L.R	<ul style="list-style-type: none"> Teacher introduce the students about triangle and the types of triangle according to their angles i.e. Acute angled triangle, obtuse angled triangle and right-angled triangle on page 138. 	Scale, protractor
	Period 2		<ul style="list-style-type: none"> Use protractor and ruler to construct equilateral, isosceles and scalene triangles when two angles and included side are given. L.L.U&A	<ul style="list-style-type: none"> Teacher introduce the construction of triangles when two angles and one side is given For clarifying the concept teacher will solve example 1, 2 and 3 on page 141 and 142. 	Scale, protractor
	Period 3		<ul style="list-style-type: none"> Use protractor and ruler to construct equilateral, isosceles and scalene triangles when two angles and included side are given. L.L.U&A	<ul style="list-style-type: none"> Teacher will write the definitions of equilateral, isosceles and scalene triangles on board Teacher will use probing questions for more concept clarity With the help of teacher's assistance students will solve the exercise on page 142. Teacher will follow the INSTAL manual page#60 & 61. 	Scale, protractor and AV Room
	Period 4		<ul style="list-style-type: none"> Define hypotenuse of 	<ul style="list-style-type: none"> Teacher will recall triangle and its types. 	Picture of

			a right-angled triangle. L.L.R	<ul style="list-style-type: none"> Teacher will explain the base, perpendicular and hypotenuse through right angled triangle figure. Teacher will draw the figure of right-angle triangle on board and label it with base, perpendicular and hypotenuse. 	right-angled triangle.
19 th Week	Period 1		<ul style="list-style-type: none"> Use protractor and straight edge ruler to construct acute angled, obtuse angled and right-angled triangles when one angle and adjacent sides are given. L.L.U&A	<ul style="list-style-type: none"> Teacher will construct the example on page 143. Teacher will encourage students to ask questions Teacher will also draw the all angles with different degrees. Teacher will give time to students for practice. 	
	Period 2		<ul style="list-style-type: none"> Recognize the kinds of quadrilateral (square, rectangle, parallelogram, rhombus, trapezium and kite) L.L.U	<ul style="list-style-type: none"> Teacher will write the definition of quadrilateral on board Teacher will use probing questions for more concept clarity Teacher will introduce the quadrilateral and clear the kinds of quadrilateral in the class from the Book 5 page 144-145 Solve worksheet#14, unit 07 Teacher will follow the INSTAL manual page#144&145 	Pictures of square, rectangle, parallelogram , rhombus, trapezium, kite, AV room and worksheet
	Period 3		<ul style="list-style-type: none"> Use protractor, set squares and straight edge ruler to construct squares and rectangles with given side/s. L.L.U&A	<ul style="list-style-type: none"> With the help of teacher's assistance students will solve the questions on page 147 Teacher will follow the INSTAL manual page#64&65. 	Compass, scale AV room
	Period 4		<ul style="list-style-type: none"> Differentiate between perimeter and area of 	<ul style="list-style-type: none"> Teacher will explain the perimeter of rectangle by making the picture of rectangle on the 	Picture of rectangle.

			a region. L.L.U	board. <ul style="list-style-type: none"> Teacher will solve the example of perimeter of rectangle from book 5 on page 149. 	
20 st Week	Period 1		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R <ul style="list-style-type: none"> Apply formula to find the perimeter of a rectangular region. L.L.A	<ul style="list-style-type: none"> Teacher will write the formula of perimeter and area on board and explain it. With the help of teacher's assistance students will solve the exercise on page 150. 	Worksheet.
	Period 2		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R <ul style="list-style-type: none"> Apply formula to find the perimeter of a rectangular region. L.L.A	<ul style="list-style-type: none"> Solve worksheet#01, unit 08 Teacher will guide as per need of students 	Worksheet.
	Period 3		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R <ul style="list-style-type: none"> Apply formula to find the perimeter of a square region. L.L.A	<ul style="list-style-type: none"> Teacher will give concept of a quadrilateral and perimeter of quadrilateral from the top of the page #152, then teacher will explain the perimeter of quadrilateral in detail which is already given in the text book on the top of page#152. 	Picture of quadrilateral Text book board and marker.
	Period 4		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R <ul style="list-style-type: none"> Apply formula to find the perimeter of a 	<ul style="list-style-type: none"> Teacher will ask questions about the quadrilateral and perimeter of quadrilateral. Then teacher will draw a figure of quadrilateral on the board and explain it how to find the perimeter of quadrilateral. Teacher will make them clear the concept of perimeter of a quadrilateral. 	Picture of quadrilateral

			<p>square region. L.L.A</p>	<ul style="list-style-type: none"> Teacher will instruct the students find a perimeter of 3 problems of exercise#1 page#152 given measurements of quadrilateral and draw a figure accordingly including example which is given in exercise#1 on bottom of the page #152 and teacher will check their work on next class. 	
<p>March 21nd Week</p>	<p>Period 1</p>		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R Apply formula to find the perimeter of a square region. L.L.A 	<ul style="list-style-type: none"> Teacher will check their previous class work and correct if they still confuse to find the perimeter of quadrilateral. teacher will instruct the student open your text book page#152 and solve last three problems of perimeter of quadrilateral with given measurements and draw figures. Teacher will check their work and guide them accordingly. 	<p>Picture of quadrilateral text book board and marker</p>
	<p>Period 2</p>		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R Apply formula to find the perimeter of a square region. L.L.A 	<ul style="list-style-type: none"> Teacher will draw a quadrilateral figure with then with the help of the quadrilateral figure and its measurement teacher will find the perimeter. Teacher will instruct the students open your text book page# 153 and solve find perimeter of first three figures which are given on the top of page#153. And guide them where they needed. 	<p>Text book board and marker</p>
	<p>Period 3</p>		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R Apply formula to find the perimeter of a square region 	<ul style="list-style-type: none"> Teacher will ask questions related perimeter of quadrilateral, on the basis of students responses teacher instruct the students find last three perimeters of the quadrilateral which are given on bottom of page #153 and guide them where they needed. 	<p>Text book board and marker</p>

			L.L.A		
	Period 4		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R	<ul style="list-style-type: none"> Teacher will ask question from the class about the area? After getting responses from the class teacher explain it accordingly which is already mentioned in the text book on top of page# 154. And try to teach them in simple. Language (native Language) then instructs the students open your text book Page#154 and solve the exercise# 1. 	Text book
22 rd Week	Period 1		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area L.L.R	<ul style="list-style-type: none"> Teacher will ask question from the Students about the area/surface? After getting responses from the class teacher explain it accordingly which is already mentioned in the text book on top of page# 155. Then instruct the students open your text book Page#155 and solve the exercise according to the instructions. 	Text book
	Period 2		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R	<ul style="list-style-type: none"> Teacher will ask question from the Students about the area/surface covers? After getting responses from the class teacher explain it accordingly which is already mentioned in the text book on top of page# 156. then instruct the students open your text book Page#156 and solve the exercise according to the instructions At the end of the class teacher will explain it with example. 	Text book
	Period 3		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R	<ul style="list-style-type: none"> Teacher will ask question from the Students about the area/surface covers shape? After getting responses from the class teacher explain it accordingly which is already mentioned in the text book on top of page# 157 then instruct the students open your text book Page#157 and solve the exercise according to the instructions. 	Text book

				<ul style="list-style-type: none"> At the end of the class teacher will explain it with example and encourage the slow learners to ask questions. 	
	Period 4		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R	<ul style="list-style-type: none"> Teacher will make clear the concept of students about the area of units in square. Then teacher will instruct the students open text book page #158 bottom of the page and solve the exercise problem#1 which is given in on page 158. 	Shape of square
23 th Week	Period 1		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. L.L.R	<ul style="list-style-type: none"> Teacher will make clear the concept of students about the area of units in square. then teacher will instruct the students open text book page #158 bottom of the page and solve the exercise problem#2 which is given in on page 158 	Shape of square
	Period 2		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area L.L.R	<ul style="list-style-type: none"> Teacher will make clear the concept of students about the area of units in square. then teacher will instruct the students open text book page #158 bottom of the page and solve the exercise problem#3 which is given in on page 158 	Shape of square
	Period 3		<ul style="list-style-type: none"> Apply formulas to find area of a rectangular region. L.L.A	<ul style="list-style-type: none"> Teacher will explain the area of a rectangle on the board by giving the concept of length and breadth Teacher will explain how we can find the area of a rectangle by using the formula as mention in the book on page 159 and make it clear by solving the example on page 159. With the help of teacher's assistance students will solve the exercise on page 160. Teacher will follow the INSTAL manual page#66&67. 	Shape of rectangle AV Room and video.
			<ul style="list-style-type: none"> Read a simple bar 	<ul style="list-style-type: none"> Teacher will explain graphs and line graphs by 	Line Graph

	Unit 9: Information Handling Line Graphs Bar Graphs Period 4	Information Handling	graph given in horizontal and vertical form. L.L.U <ul style="list-style-type: none"> Interpret a simple bar graph given in horizontal and vertical form. L.L.A	solving the example on the board on page 171.	
24th week	Period 1		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. L.L.U <ul style="list-style-type: none"> Interpret a simple bar graph given in horizontal and vertical form. L.L.A	<ul style="list-style-type: none"> Students will solve the exercise Q1 on page 172 teacher will help students if they needed. 	Line Graph
	Period 2		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. L.L.U <ul style="list-style-type: none"> Interpret a simple bar graph given in horizontal and vertical form. L.L.A	<ul style="list-style-type: none"> Teacher will explain graphs and line graphs by solving the example's related question on the board on page 171. 	Line Graph and worksheet.
	Period 3		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. L.L.U	<ul style="list-style-type: none"> Students will solve the exercise Q2 on page 173 and teacher will help where they needed. 	

			<ul style="list-style-type: none"> Interpret a simple bar graph given in horizontal and vertical form. <p>L.L.A</p>		
	Period 4		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. <p>L.L.U</p> <ul style="list-style-type: none"> Interpret a simple bar graph given in horizontal and vertical form. <p>L.L.A</p>	<ul style="list-style-type: none"> Teacher will write marks of the students on board and randomly call any student from the class to the board and instruct the student draw a line graphs by using the written data on the board. At the end of the class teacher will explain line graph in detail and encourage students to ask questions where they are still confuse. 	Line Graph and Board and Marker.
April 25 th Week	Period 1		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. <p>L.L.U</p>	<ul style="list-style-type: none"> Teacher will ask few questions from the students about graphs and line graphs. teacher will instruct the Students to solve the exercise Q2 on page 173 but teacher will give change data to check their understanding level 	Line Graph and worksheet.
	Period 2		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. <p>L.L.U</p>	<ul style="list-style-type: none"> Teacher will ask few questions from the students about graphs and line graphs. Solve worksheet#03, unit 9 	Line Graph and worksheet.
	Period 3		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. <p>L.L.U</p>	<ul style="list-style-type: none"> With the teacher's assistance students will solve the exercise Q3 on page 174. if majority of the students stuck in solving the problem teacher will explain it on board for better understanding of the students. 	Line Graph and Text book board and marker
	Period 4		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. 	<ul style="list-style-type: none"> With the teacher's assistance students will solve the exercise Q#4 on page 174. If majority of the students stuck in solving the problem teacher will explain it on board for 	Line Graph and Text book board and marker

			L.L.U	better understanding of the students.	
26th week	Period 1		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. L.L.U	<ul style="list-style-type: none"> With the help of teacher's assistance students will solve the exercise Q5 on page 175. 	
	Period 2		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. L.L.U	<ul style="list-style-type: none"> Solve worksheet#04, unit 9 Teacher will guide the students as per need. 	Line Graph and worksheet.
	Period 3		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. L.L.U <ul style="list-style-type: none"> Interpret a simple bar graph given in horizontal and vertical form. L.L.A	<ul style="list-style-type: none"> Teacher will explain bar graphs by solving the examples 1 and 2 on the board on page 176. Then teacher will instruct the students to solve the example in your note copies. And check their work. 	Bar Graph
	Period 4		<ul style="list-style-type: none"> Read a simple bar graph given in horizontal and vertical form. L.L.U <ul style="list-style-type: none"> Interpret a simple bar graph given in horizontal and vertical form. L.L.A	<ul style="list-style-type: none"> Teacher will explain bar graphs by solving the examples 1 and 2 on the board on page 177. Then teacher will instruct the students to solve the example in your note copies and check their work. 	Bar Graph
April 27th & 28^h Week	Revision for Final Term Examination				

Scheme of Studies - Sindhi Grade-5

گهريل سامان	سيڪارڻ جو طريقو	سڪيا جي حاصلات شاگرد ان قابل ٿي ويندا ته	مهارت جو محور	عنوان	مهينو/ هفتو
ڪتاب، بورڊ، ڪا بيون	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کان پاڪستان جي جھنڊي بابت سوال ڪندو ته: • اسان جي ملڪ جي جھنڊي ۾ ڪيترا رنگ آهن؟ • اسان کي پنهنجي وطن سان ڪيتري محبت آهي؟ • جھنڊي ۾ ڪهڙا ڪهڙا رنگ آهن؟ • اسان پنهنجي وطن لاءِ ڪهڙا ڇڱا ڪم ڪري سگهون ٿا؟ • بعد ۾ استاد ٻارن کي ٻڌائيندو ته وطن جي حب يا سڪ هر انسان جي ايمان جو لازمي جز هوندي آهي. اسان کي پنهنجي وطن سان محبت ڪرڻ گهرجي. هن نظر ۾ وطن جي حب جو ذڪر آهي. <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين اسٽارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان پهرين پاڻ نظر پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. 	<ul style="list-style-type: none"> • وطن جي حُب واري نظر کان علاوه ٻيا شعر به ٻڌائي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • غور ويچار ڪرڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون پيرڊ سبق ڇهون هلو سبزي ڇم آڌاري هلو</p>	<p>11 جنوري کان 30 اپريل تائين جنوري تيرهون هفتو ورجاءُ</p>
ڪتاب	<p><u>ريڊنگ جاري</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي نظر جي هر هڪ بيت جي سمجھائي زباني ٻڌائيندو ويندو. 	<ul style="list-style-type: none"> • نظر کي سُر ۽ لئه سان پڙهي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيرڊ سبق ڇهون هلو سبزي ڇم آڌاري هلو</p>	
ڇاڙت	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ انهن جي معنائن واري مشق لکرائيندو. 		<ul style="list-style-type: none"> • لکڻ 	<p>ٽيون پيرڊ</p>	

	<ul style="list-style-type: none"> • استاد ٻارن کي قافين / هم آواز لفظن بابت تصور سمجھائيندو ۽ سبق مان هم آواز لفظ ڳولڻ لاءِ چونڊو. <u>سرگرمي:</u> • استاد ٻارن کي هم آواز لفظن جو چارٽ ٺاهڻ جو ڪم ڏيندو. بعد ۾ ٻاراهو چارٽ پڙهين تي هڻندا. نوٽ: استاد ورڪ بڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو. 	<ul style="list-style-type: none"> • قافيني بابت معلومات حاصل ڪري سگھندا. 	<ul style="list-style-type: none"> • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>سبق ڇهون</p> <p>هلو سبزي ڇم اڏاري هلو</p>	
<p>ڪتاب/قلم، بورڊ، ڪاپيون</p>	<ul style="list-style-type: none"> • استاد سبق ۾ موجود بيت مڪمل ڪرڻ واري مشق حل ڪرائيندو. شاگرد ان کي ڪاپي ۾ لکندا ويندا. • استاد خال ڀرڻ واري مشق حل ڪرائيندو. 	<ul style="list-style-type: none"> • بيت جا بند مڪمل ڪري سگھندا. • خال ڀري سگھندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پهريون ڀيرو</p> <p>سبق ڇهون</p> <p>هلو سبزي ڇم اڏاري هلو</p>	
<p>ڪتاب/قلم، بورڊ، ڪاپيون</p>	<ul style="list-style-type: none"> • استاد سوال جواب لکرائيندو. • استاد ٻارن کي قومي جهنڊي بابت پنج جملا لکڻ لاءِ چونڊو. <u>جائزو:</u> • استاد پڙهائيل سبق جي تصورن بابت ٻارن کان زباني سوال پڇي جواب وٺندو. 	<ul style="list-style-type: none"> • سوال جواب لکي سگھندا. • قومي جهنڊي بابت مختصر نوٽ لکي سگھندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٻيو ڀيرو</p> <p>سبق ڇهون</p> <p>هلو سبزي ڇم اڏاري هلو</p>	<p>جنوري</p> <p>هفتو</p>
<p>ڪتاب، بورڊ، قلم</p>	<p><u>برين استارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کان ڪجهه سوال پڇندو ته: • ڇا توهان ڪڏهن ميلي تي ويا آهيو؟ • ڇا توهان صوفي شاه عنايت جي باري ۾ ٻڌو آهي؟ • اهڙن بزرگن جا نالا ٻڌايو جن تي ميلا لڳندا آهن؟ • استاد ٻارن کان جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته اسان اڄ صوفي شاه عنايت شهيد رحم جو ميلو سبق پڙهنداسين. 	<ul style="list-style-type: none"> • سنڌ جي ثقافت بابت ڄاڻ حاصل ڪري سگھندا. • شاه عنايت جي باري ۾ ڄاڻي سگھندا. 	<ul style="list-style-type: none"> • مشاهدو • غور ويچار ڪرڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون ڀيرو</p> <p>سبق ستون</p> <p>صوفي شاه عنايت شهيد رحم جو ميلو</p>	<p>چوٿون</p>

	<p>ريڊنگ:</p> <ul style="list-style-type: none"> • برين استارمنگ ڪانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان پهرين پاڻ سبق پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. 				
ڪتاب، قلم، بورڊ	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> • سنڌ جي ثقافت بابت ڄاڻ حاصل ڪري سگهندا. • شاه عنايت جي باري ۾ ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پهريون ڀيرو سبق ستون صوفي شاه عنايت شهيد رحم جو ميلو</p>		
ڪتاب، قلم، بورڊ	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندو ۽ ٻارن کي ڪاپي ۾ اتارڻ لاءِ چونڊو. • استاد نون لفظن کي جملن ۾ استعمال ڪرائيندو. ٻارن جي مدد سان ۽ لکندو ويندو. ٻار ان کي ڪاپي ۾ اتاريندا 	<ul style="list-style-type: none"> • نوان لفظ پڙهي جملن ۾ استعمال ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٻيو ڀيرو سبق ستون صوفي شاه عنايت شهيد رحم جو ميلو</p>	جنوري هفتو
ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي	<ul style="list-style-type: none"> • استاد خال ڀرڻ ۽ ٻين لفظن واريون مشقون ڪرائيندو. • استاد سوال جواب لکرائيندو. • مکيه سرگرمي (گرامر) • استاد شاگردن آڏو اسم خاص بابت تصور چٽو ڪندو ۽ مثالن سان پڙهائيندو. جنهن بعد شاگردن کي چونڊو ته اهي پنج پنج اسم خاص ڳولي ٻڌائين. نوٽ: استاد ورڪ بڪ ۾ ڏنل سبق جون ٻئي ورڪ شيٽ حل ڪرائيندو. 	<ul style="list-style-type: none"> • مناسب لفظن سان خال ڀري سگهندا. • ٻيا لفظ سڃاڻي سگهندا. • اسم خاص بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٽيون ڀيرو سبق ستون صوفي شاه عنايت شهيد رحم جو ميلو</p>	پنڌرهون
ڪتاب، بورڊ، مارڪر، قلم ۽	<ul style="list-style-type: none"> • استاد شاگردن کي ٽن گروپن ۾ ورهائي ڪين هيٺين موضوعن تي مضمون لکڻ لاءِ چونڊو. 	<ul style="list-style-type: none"> • مختصر مضمون لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ 	<p>پهريون ڀيرو سبق ستون</p>	فيبروري هفتو

<p>ڪاپي</p>	<ul style="list-style-type: none"> • گروپ 1: صوفي شاه عنايت جو ميلو • گروپ 2: صوفي شاه عنايت جو پيغام • گروپ 3: شاه عنايت جي زندگيءَ جو ٿورو احوال <p>جائزو: استاد آخري ٻارن کان پڙهايل سبق جو زباني جائزو وٺندو.</p>		<ul style="list-style-type: none"> • ڳالهائڻ • ٻڌڻ 	<p>صوفي شاه عنايت شهيد رحم جو ميلو</p>	<p>سورهون</p>
<p>هولي بابت ڪجهه تصويرون</p>	<ul style="list-style-type: none"> • برين استارمنگ: • ڏسو ۽ ٻڌايو • استاد ٻارن کي هولي جون مختلف تصويرون ڏيکاريندو ۽ مختلف سوال پڇندو. • هولي ڪنهن جو مذهبي تهوار آهي؟ • هولي ڇو ملهائي ويندي آهي؟ <p>ريڊنگ: • برين استارمنگ 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)</p>	<ul style="list-style-type: none"> • هولي جي ڏڻ بابت ڄاڻي سگهندا. • سنڌ جي ثقافت جي باري ۾ ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • غور و بچار ڪرڻ • ٻڌڻ • پڙهڻ 	<p>ٻيو ڀيرو سبق اٺون هولي</p>	
<p>ڪتاب</p>	<p>ريڊنگ جاري</p>	<ul style="list-style-type: none"> • هولي جي ڏڻ بابت ڄاڻي سگهندا. • سنڌ جي ثقافت جي باري ۾ ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون ڀيرو سبق اٺون هولي</p>	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي ورڪ شيٽ</p>	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندو ۽ ٻارن کي ڪاپي ۾ اتارڻ لاءِ چونڊو. • استاد نون لفظن کي جملن ۾ استعمال ڪرائيندو. ٻارن جي مدد سان ۽ لکندو ويندو. ٻار ان کي ڪاپي ۾ 	<ul style="list-style-type: none"> • نوان لفظ پڙهي جملن ۾ استعمال ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون ڀيرو سبق اٺون هولي</p>	<p>فيبروري هفتو سترهون</p>

	<p>اتاريندا.</p> <ul style="list-style-type: none"> • استاد سوال جواب لکرائيندو. 				
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي ورڪ شيت</p>	<ul style="list-style-type: none"> • مکيه سرگرمي 1: (گرامر) • استاد ڪتاب ۾ موجود زمان ماضي جي جملن کي زمان حال ۾ بدلائڻ واري مشق ڪرائيندو. • استاد ٻارن کي زمان تبديل ڪرڻ جو طريقيڪار سيڪارڻ بعد کين چونڊو ته هو پنهنجي ڪاپي ۾ پنج پنج جملا زمان ماضي جا لکن ۽ انهن کي زمان حال ۾ تبديل ڪن. بعد ۾ استاد هر هڪ ٻار جي ڪم کي چڪاسيندو. • استاد سبق ۾ موجود تصوير ۾ رنگ پرائيندو. <p>نوٽ: استاد ورڪ ٻُڪ ۾ ڏنل سبق جون ٻئي ورڪ شيت حل ڪرائيندو.</p>	<ul style="list-style-type: none"> • زمان ماضي جي جملن کي زمان حال ۾ بدلائي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيرڊ</p> <p>سبق انون هولي</p>	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي ورڪ شيت</p>	<p><u>هڪ سرگرمي 2:</u></p> <ul style="list-style-type: none"> • استاد شاگردن کي ٽن گروپن ۾ ورهائيندو ۽ هر گروپ کي هيٺين ريت ڪم سونپيندو. • <u>گروپ 1:</u> پنهنجي علائقي ۾ ملهائجندڙ هوليءَ جو اکين ڏٺو احوال ٻڌائيندو. • <u>گروپ 2:</u> مختلف مذهبي ڌڻن جا نالا ٻڌائيندو ۽ هر هڪ ڌڻ تي مختصر نموني روشني وجهندو. • <u>گروپ 3:</u> هيٺين نون لفظن کي جملن ۾ استعمال ڪندو. • <u>نروار خَلقُطهار طاقتور ڌرم رات سچ</u> سِت سِتڻ پَرچار داتا <p><u>جائزو:</u></p>	<ul style="list-style-type: none"> • مذهبي ڌڻن جو احترام ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيرڊ</p> <p>سبق انون هولي</p>	

	<ul style="list-style-type: none"> • استاد آخر ۾ ٻارن کان پڙهائيل سبق جو زباني جائزو وٺندو. 				
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p><u>برين استارمنگ:</u></p> <ul style="list-style-type: none"> • استاد شاگردن کان هيٺيان سوال پڇيندو. • تاريخي ماڳن / جاين مان ڪهڙي مراد آهي؟ • توهان سنڌ جا ڪهڙا ڪهڙا تاريخي ماڳ گهڻا آهن؟ • توهان موڪل جي ڏينهن ۾ پڪنڪ ملهائڻ جو پروگرام ٺاهيندا آهيو؟ • استاد شاگردن کان جواب وٺڻ بعد کين ٻڌائيندو ته سنڌ ۾ ڪيترائي تاريخي ماڳ ۽ مڪان آهن. جن ۾ موهن جو دڙو منفرد حيثيت رکي ٿو. موهن جو دڙو سنڌ جي 5 هزار سالن جي قديم تهذيب جي علامت آهي. موهن جي دڙي کي ڏسڻ لاءِ پري پري کان ماڻهو هتي اچن ٿا ۽ اڪثر ماڻهو اچرڻ حاصل ڪرڻ خاطر هي دڙو ڏسڻ ايندا آهن. <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين استارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ استاد هڪ هڪ سٽ پڙهندو ويندو. ٻار ان جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان سبق پڙهائيندو. (ريڊنگ جي اصولن موجب) 	<ul style="list-style-type: none"> • سنڌ جي عظيم تهذيب ۽ ثقافت بابت ڄاڻ حاصل ڪري سگهندا. • موهن جي دڙي بابت معلومات حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • مشاهدو ڪرڻ • سوچڻ ويچارڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون ڀيرو سبق يار هون موهن جو دڙو</p>	<p>فيبروري هفتو ارڙهون</p>
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p><u>ريڊنگ جاري</u></p>	<ul style="list-style-type: none"> • سنڌ جي عظيم تهذيب ۽ ثقافت بابت ڄاڻ حاصل ڪري سگهندا. • موهن جي دڙي بابت 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو ڀيرو سبق يار هون موهن جو دڙو</p>	

		<p>معلومات حاصل ڪري سگهندا.</p>			
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p><u>ريڊنگ جاري</u> ----- <u>ريڊنگ کانپوءِ:</u></p> <ul style="list-style-type: none"> • استاد نون لفظن جون معنائون لکرائيندو ۽ نوان لفظن جملن ۾ استعمال ڪرائيندو. • استاد هر معنيٰ لفظ لفظ لکرائيندو. 	<ul style="list-style-type: none"> • سنڌ جي عظيم تهذيب ۽ ثقافت بابت ڄاڻ حاصل ڪري سگهندا. • موهن جي دڙي بابت معلومات حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيڙه سبق يارهون موهن جو دڙو</p>	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p><u>مڪيه سرگرمي 1: (گرامر)</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي فاعل بابت پڙهائيندو ۽ سمجهائيندو ته ڪم جي ڪندڙ کي فاعل چئبو آهي. • استاد جملا ٺاهي مثالن مان سمجهائيندو ته فاعل ڪهڙو آهي؟ • استاد ٻارن کان پنج پنج جملا ٺهرائي نشاندهي ڪرائيندو ته انهن ۾ فاعل ڪهڙو آهي؟ • استاد سبق جي مشق 6 حل ڪرائيندو. 	<ul style="list-style-type: none"> • فاعل جي ڄاڻ پرائي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون پيڙه سبق يارهون موهن جو دڙو</p>	<p>فيبروري هفتو اوڻيهون</p>
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p><u>مڪيه سرگرمي 2:</u></p> <ul style="list-style-type: none"> • استاد موهن جي دڙي تي ٻارن کي مختصر مضمون لکڻ لاءِ چونڊو. جڏهن ٻار مضمون لکي وٺن ته استاد سندن ڪم چڪاسيندو. <p><u>هڪ سرگرمي 3:</u></p> <ul style="list-style-type: none"> • استاد شاگردن کي پنجن گروپن ۾ ورهائيندو ۽ هر هڪ گروپ کي سبق جا پٿرا گراف ورهائي ڏيندو. شاگرد جڏهن پٿرا گراف پڙهي ويندا ته هر هڪ گروپ کي پنهنجي پنهنجي پٿرا گراف تي ڳالهائڻ جو چيو ويندو. 	<ul style="list-style-type: none"> • سبق پڙهي ان جو نت لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيڙه سبق يارهون موهن جو دڙو</p>	

	<p>اهڙي ريت سمورو ڪلاس سبق کي هيٺئين سان هنڊائڻ ۾ ڪامياب ٿي ويندو.</p>				
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<ul style="list-style-type: none"> • استاد ٻارن کي سوال جواب لکرائيندو. • استاد ٻارن کي سبق جي مشق 2، مشق 3 پڙهڻ حل ڪرائيندو. • استاد بورڊ تي ڪجهه غلط جملا لکندو ۽ ٻارن کي چونڊو ته انهن کي درست ڪري لکن. • استاد ٻارن کي سبق جي مشق 5 ”جملا درست ڪريو“ حل ڪرائيندو. <p><u>جائزو:</u></p> <ul style="list-style-type: none"> • استاد آخر ۾ ٻارن کان پڙهايل سبق جو زباني جائزو وٺندو. 	<ul style="list-style-type: none"> • غلط جملا درست ڪري سگهندا. • سوال جواب لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيڙه سبق يارهون موهن جو دڙو</p>	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> • استاد شاگردن کان هيٺيان سوال پڇيندو. • توهان پٺيون ڏٺيون آهن؟ • پٺين ۾ ڪهڙا ڪهڙا فصل ٿيندا آهن؟ • توهان ڪڏهن باغ ڏٺا آهن؟ • باغن ۾ ڪهڙا ڪهڙا ميوا ٿيندا آهن؟ • توهان باغيچن ۾ ڪهڙا ڪهڙا گل ڏٺا آهن؟ <p>استاد ٻارن کان جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته قدرت هيءَ دنيا ڏاڍي حسين ٺاهي آهي ۽ ان ۾ وري اسان جي وطن جا نظارا سڀني کان نرالا ۽ سهڻا آهن. اسان جون پٺيون ۽ باغ سرسبز ۽ شاداب هوندا آهن. پٺين مان جيڪي فصل پيدا ٿيندا آهن. اسان انهن جو اناج کائيندا آهن ۽ باغن ۾ جيڪي ميوا پڇندا آهن. اسان اهي کائيندا آهيون. باغيچن</p>	<ul style="list-style-type: none"> • فطري منظرن ۽ ماحول جي ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • سوچڻ ۽ ويچارڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون پيڙه سبق يارهون نظارا وطن جا</p>	<p>مارچ هفتو ويهون</p>

	<p>۾ موجود گل اسان کي خوشبوءَ ڏيندا آهن، جيڪا اسان جي دل کي وڻندڙ هوندي آهي..</p> <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين استارمنگ کانپوءِ استاد نظم جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ نظم پڙهي ويندو. بعد ۾ استاد هڪ هڪ ست پڙهندو ويندو. ٻار ان جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان نظم پڙهائيندو. (ريڊنگ جي اصولن موجب) 				
<p>ڪتاب</p>	<p><u>ريڊنگ جاري</u></p> <p>-----</p> <ul style="list-style-type: none"> • استاد ٻارن کي نظم جي هر بيت جي سمجهاڻي به ٻڌائيندو ويندو. 	<ul style="list-style-type: none"> • فطري منظرن ۽ ماحول جي جاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو ڀيرو سبق ٻار هون نظارا وطن جا</p>	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p><u>هڪ سرگرمي:</u></p> <p>سرگرمي 1: اُستاد شاگردن سان ملي نظم جي ڏن ٺاهيندو ۽ ان کي شاگردن سان گڏجي سر ۾ پڙهندو.</p> <p>سرگرمي 2: اُستاد “نظم” جي هر بند جي سمجهاڻي (جيڪا استاد مٿي سمجهاڻي ڏني چڪو آهي) بورڊ تي لکندو ۽ شاگردن کي هدايت ڪندو ته اهي ڪاپين ۾ ان کي صاف سٿرن اکرن ۾ لکن.</p>	<ul style="list-style-type: none"> • فطري منظرن ۽ ماحول جي جاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون ڀيرو سبق ٻار هون نظارا وطن جا</p>	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<ul style="list-style-type: none"> • استاد نون لفظن جون معنائون لکرائيندو ۽ نوان لفظن جملن ۾ استعمال ڪرائيندو. • استاد هر قافيا لفظ لکرائيندو ۽ ٻارن جو هر قافيا لفظن بابت تصور چتو ڪندو. 	<ul style="list-style-type: none"> • هر قافيا لفظ ٺاهي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون ڀيرو سبق ٻار هون نظارا وطن جا</p>	<p>مارچ هفتو ايڪيهون</p>

<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<ul style="list-style-type: none"> • استاد ڪتاب ۾ موجود اسم تصغير وارن لفظن جي مشق ڪرائيندو. 	<ul style="list-style-type: none"> • اسم جي اضافي ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو ڀيرو سبق ٻار هون نظارا وطن جا</p>	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<ul style="list-style-type: none"> • استاد ٻارن کي حرف جملي بابت پڙهائيندو. مثالن سان سمجهائيندو. بورڊ تي ڪجهه جملا لکندو ۽ کين ٻڌائيندو ته حرف جملو ڪهڙو آهي؟ • استاد ٻارن کان ڪجهه جملا ٺهرائيندو ۽ نشاندهي ڪرائيندو ته انهن جملن ۾ حرف جملو ڪٿي استعمال ٿيل آهي. <p>نوٽ: استاد ورڪ بڪ ۾ ڏنل سبق جون ورڪ شيٽ حل ڪرائيندو.</p> <ul style="list-style-type: none"> • استاد سوال جواب لکرائيندو. <p><u>جائزو:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کان زباني امتحان وٺندو. سبق بابت ڪجهه بنيادي سوال ڪندو ۽ جواب حاصل ڪندو. 	<ul style="list-style-type: none"> • حرف جملي جو استعمال ڪري سگهندا. • لفظن جي معنيٰ ۽ استعمال ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون ڀيرو سبق ٻار هون نظارا وطن جا</p>	
<p>عمرڪوٽ قلعي جي تصوير</p>	<p><u>برين استارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي عمرڪوٽ جي قلعي جي تصوير ڏيکاريندي هيٺيان سوال پڇندو. • هن تصوير کي ڏسي اوهان جي ذهن ۾ ڇا ٿو اُڀري اچي؟ • هي تصوير ڪنهن جي آهي؟ • هن قلعي سان لاڳاپيل هڪ لوڪ داستان آهي. اوهان ان جو نالو ٻڌايو؟ • ڀلا توهان پنهنجي ناني يا ڏاڏين کان ڪي لوڪ داستان ٻڌا آهن؟ • لوڪ ڪهاڻيون اوهان کي پسند آهن؟ 	<ul style="list-style-type: none"> • مارئي جي حب الوطنيءَ جي ڄاڻ حاصل ڪري سگهندا. • لوڪ ڪهاڻي کان واقف ٿي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو ڪرڻ • سوچڻ ويچارڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون ڀيرو سبق تير هون عمر مارئي</p>	<p>مارچ هفتو ٻاويهون</p>

	<p>• ڪهڙيون ڪهاڻيون اوهان ٻڌيون آهن؟</p> <p>استاد ٻارن کان سوالن جا جواب وٺڻ بعد کين ٻڌائيندو ته هي تصوير عمرڪوٽ قلعي جي آهي. هن قلعي سان عمر مارئي جو قصو لاڳاپيل آهي. عمر بادشاهه جڏهن ترجي مارئي کي اغوا ڪيو هو ته هن کيس هن قلعي ۾ قيد ڪيو هو. اسان جي عظيم صوفي شاعر شاهه عبداللطيف ڀٽائي رح عمر مارئي جي قصي کي پنهنجي رسالي ۾ بيان ڪيو آهي. مارئي حب الوطني جو ڪردار هئي. جنهن عمر بادشاهه جي قيد ۾ پنهنجي عزت جي پاڻ حفاظت ڪئي ۽ پنهنجي ٿري ماروڙن سان نينهن نپايو.</p> <p><u>ريڊنگ:</u></p> <p>• 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)</p>				
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p><u>ريڊنگ جاري</u></p>	<p>• مارئي جي حب الوطنيءَ جي جاڻ حاصل ڪري سگهندا. • لوڪ ڪهاڻي کان واقف ٿي سگهندا.</p>	<p>• پڙهڻ • ٻڌڻ • ڳالهائڻ</p>	<p>ٻيو پيڙ سبق تيرهون عمر مارئي</p>	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p>• استاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندو. ٻارن کي سمجهائيندو ۽ جملن ۾ استعمال ڪرائيندو. • استاد سبق جي مشق 2 حل ڪرائيندو ۽ ان لاءِ ٻارن کي</p>	<p>• لفظن جي معنيٰ ۽ استعمال ڄاڻي سگهندا.</p>	<p>• لکڻ • پڙهڻ • ٻڌڻ</p>	<p>ٽيون پيڙ سبق تيرهون عمر مارئي</p>	

	ڊڪشنري پڻ استعمال ڪرڻ سيکاريونڊو.		• ڳالهائڻ		
ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي	<ul style="list-style-type: none"> • مکيه سرگرمي 1: (گرامر) اسر سبق مان اسر عام ۽ اسر خاص چونڊڻ واري مشق ڪرائيندو. • استاد ضمير خالص مثالن سان پڙهائيندو. • سمجهاڻيندو ۽ لکرائيندو. • استاد سبق جي مشق 3، مشق 4 ۽ مشق ”ياد رکوتہ“ حل ڪرائيندو. 	<ul style="list-style-type: none"> • اسر عام ۽ اسر خاص ۾ فرق ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پيرڊ پھريون سبق تيرھون عمر مارئي</p>	
ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي	<ul style="list-style-type: none"> • مکيه سرگرمي 2: (گرامر) استاد سبق مان فعل ڳولڻ لاءِ شاگردن کي چونڊو. شاگرد ٻڌائيندا ويندا. استاد بورڊ تي لکندو ويندو. استاد ٻارن جو فعل بابت تصور چٽو ڪندو. • نوٽ: استاد ورڪ بڪ ۾ ڏنل سبق جون ورڪ شيٽ حل ڪرائيندو. 	<ul style="list-style-type: none"> • جملن مان فعل ڳولي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيرڊ سبق تيرھون عمر مارئي</p>	مارچ هفتو ٽيويهون
ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي	<ul style="list-style-type: none"> • استاد سوال جواب لکرائيندو. • <u>جائزو:</u> استاد ٻارن کان پڇندو ته اهي عمر مارئي جي ڪهاڻي پنهنجي لفظن ۾ ٻڌائين. استاد هڪ هڪ ٻار کي موقعو ڏيندو ته اهو پنهنجي ڳالهه ٻڌائي. استاد ٻارن جي رهنمائي پڻ ڪندو. 	<ul style="list-style-type: none"> • مارئي جي حب الوطنيءَ جي ڄاڻ حاصل ڪري سگهندا. • لوڪ ڪهاڻي کان واقف ٿي سگهندا.. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيرڊ سبق تيرھون عمر مارئي</p>	
بيمار شخص جي تصوير صحتمند شخص جي تصوير	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي ٻه تصويرون ڏيکاريندو: • هڪ صحتمند انسان جي • ٻي تصوير بيمار انسان جي. 	<ul style="list-style-type: none"> • سائي بابت واقفيت حاصل ڪرڻ • سائيءَ جي قسمن کي سمجهڻ 	<ul style="list-style-type: none"> • مشاهدو • سوچڻ ويچارڻ • پڙهڻ • ٻڌڻ 	<p>پھريون پيرڊ سبق چوڏھون سائي</p>	اپريل هفتو چويھون

	<p>استاد ٻارن کان سوال ڪندو ته: ٻنهي ماڻهن ۾ ڪهڙو فرق آهي؟ استاد جواب حاصل ڪرڻ بعد شاگردن کان پڇندو ته اوهان سائيءَ جي بيماري بابت ته ٻڌو هوندو. سائي جي بيماري بابت استاد مختصر بيان ڪندو.</p> <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • لفظن کي جملن ۾ ڪم آڻڻ • گفتگو ذريعي ڄاڻ حاصل ڪرڻ • مختصر نوٽ لکڻ جي مشق ڪرڻ 	<ul style="list-style-type: none"> • ڳالهائڻ 	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p><u>ريڊنگ جاري</u></p>	<ul style="list-style-type: none"> • سائي بابت واقفيت حاصل ڪرڻ • سائيءَ جي قسمن کي سمجهڻ • لفظن کي جملن ۾ ڪم آڻڻ • گفتگو ذريعي ڄاڻ حاصل ڪرڻ • مختصر نوٽ لکڻ جي مشق ڪرڻ 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو ڀيرو سبق چوڏهون سائي</p>
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندو. • ٻارن کي سمجهائيندو ۽ جملن ۾ استعمال ڪرائيندو. • استاد سبق جي اعرابن واري مشق ڪرائيندو. • نوٽ: استاد ورڪ بڪ ۾ ڏنل سبق جي ورڪ شيٽ حل ڪرائيندو. 	<ul style="list-style-type: none"> • لفظن کي جملن ۾ ڪم آڻڻ 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون ڀيرو سبق چوڏهون سائي</p>

<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<ul style="list-style-type: none"> • استاد سوال جواب لکرائيندو. 	<ul style="list-style-type: none"> • سائي بابت واقفيت حاصل ڪرڻ • سائيءَ جي قسمن کي سمجهڻ 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون ڀيرو سبق چوڏهون سائي</p>	
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p>سرگرمي: (رول پلي)</p> <ul style="list-style-type: none"> • استاد ڪلاس مان پن شاگردن جا ٻه جوڙا ٺاهيندو. • هڪ جوڙو: سائيءَ جي بيماري تي گفتگو ڪندو. • ٻيو جوڙو: صحت هزار نعمت جي موضوع تي گفتگو ڪندو. 	<ul style="list-style-type: none"> • گفتگو ذريعي ڄاڻ حاصل ڪرڻ 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو ڀيرو سبق چوڏهون سائي</p>	<p>اپريل هفتو پنجويهون</p>
<p>ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي</p>	<p>سرگرمي (جائزو)</p> <ul style="list-style-type: none"> • استاد شاگردن کي سائي جي تنهي قسمن تي مختصر نوٽ لکڻ لاءِ چونڊو ۽ آخر ۾ سندن ڪم چڪاسيندو. 	<ul style="list-style-type: none"> • مختصر نوٽ لکڻ جي مشق ڪرڻ 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون ڀيرو سبق چوڏهون سائي</p>	
<p>اپريل جا آخري ٻه هفتا رويجن ۽ سالياني امتحان لاءِ رکيا ويا آهن.</p>					<p>اپريل هفتو چويهون</p> <p>اپريل هفتو ستائين</p>