Academic Plan: English , Science , Mathematics & Sindhi (OUP)
Grade: 06

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, 202**1 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.

Elementary (Grade VI)

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 a 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;

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

Strictly;

   o *no close contacts including Handshakes, Hugging and group play*
   o *no touching of face, eyes, ears etc.*
   o *no recess; only lunch break will be held inside the classroom*
   o *no sharing of stationary or food items*
   o *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*
   o Children will be informed that each grade/class has been divided into groups and which group will be attending the school on alternate days.
   o 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-6

Months /Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
14ᵗʰ Week (Jan-second week)	Period 01,02	Revision	• Multiple SLOs	• Conduct a "Needs Assessment" test to help you determine which SLO's students need revision for • 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 months (Unit 1, & 2)
	Period: 03,04	Revision	• As per the selected grammar topics	• 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 • As much as possible, try to plan fun activities to reinforce the concepts that you will be covering	• Resources to be used as per topic requirement • Worksheets of selected topics
		•	•	•	•
		•	•	•	•
15ᵗʰ Week (Jan-3ʳᵈ week	Period :01 Topic:1 *"Getting reading for Eid"*	• Reading • Writing	• Create a summary from a given text L.L: U & A	• Recap the previous day's task. Ask questions regarding why they think summaries might be important • In pairs, students complete Worksheet 2; roam around to guide and ensure concept understanding • Randomly ask pairs to share their work; appreciate their efforts. If they did not	--

				correctly capture the summary of the text, gently discuss their summary and point out what they could have done to make it better	
	Period :02 Topic:1 *"Getting reading for Eid"*	• Reading with understanding • Writing	• Scan to answer short questions. L.L.A	• Briefly introduce "Wh" question words; write some "wh" questions and their answers and discuss how the questions are written and how the answers are written • Discuss the example given in Ex. 4 • Pairs complete Ex. 4 • Discuss all answers	--
	Period :03 Topic:1 *"Getting reading for Eid"*	• Writing	• Make simple sentences • Scan to answer short questions L.L.A	• Students complete Ex. 5, 6, and 7 independently • Students complete any remaining worksheets or corrections	--
	Period: 04 Topic 2 *"The Moon"*	• Reading for listening and discussion	• Using pre-reading skills to predict the content of text using picture. L.L.R,U	• Ask students to look at the given picture then ask the pre-reading questions one after the other • In pairs, students read the topic first silently, then together; as they read together they underline and discuss new words • Read the poem with actions, intonation and expressions and discuss the main idea of the poem; discuss the feelings that it brings about. Tell them to try to imagine and visualize what the poem is describing	--
16th Week (Jan-4th week)	Period : 01 Topic : 02 *"The Moon"*	• Reading with understanding	• To skim texts to have a general idea L.L.U	• Read the poem with intonation again; students read after the teacher with the correct rhythm and intonation • With the class, do part 'a' of Ex. 8 together and discuss the answer • Students independently complete the rest of the exercise • Students complete Worksheet 1	--
	Period: 02 Topic 02	• Reading &writing	• Recognize the form and various functions, and the	• Write a few sentences on the board that use present continuous tense	--

	"The Moon"		use the present continuous tense. L.L.A	• Ask the students to identify the verbs. Draw attention to the "-ing" form • Discuss the usage of present continuous and encourage students to look around the class and form some present continuous tense sentences; do not correct any mistakes at this point • Students complete Worksheet 2 • Discuss all answers; draw attention to any special spelling rules e.g. "make" → "making"	
	Period:03 Topic: 03 *"The Moon"*	• Grammar • (present continues)	• Recognize the form and various functions, and the use the present continuous tense. L.L.A	• Use the box on p. 16 to explain how we construct the present continuous tense • Recap the usage of "am/is/are" depending on the subject • Students complete Ex. 10 with teacher input • Students independently complete Ex. 11 • Share exemplar sentences	--
	Period: 04 Topic : 2 *"The Moon"*	• Reading	• Scan to answer short questions L.L: A	• Students complete Worksheet 3 independently • Discuss all answers • Students read the text and underline all uses of present continuous	--
17ᵗʰ Week (Feb- 1ˢᵗ week)	Period : 01 Topic 2 *"The Moon"*	• Reading with understanding • Writing	• Apply critical thinking to interpret the text L.L: A	• Game of charades: • Each student picks one chit out of the basket; tell them to read it silently and not to show it to anyone • One by one, call up a student in front of the class to silently act out their verb. If they do not know the meaning they can quietly ask you and you can assist them. E.g. if Sara's chit says "cry", she will silently act like she is crying in front of the class • Now ask the students what Sara is doing and as a class, develop a present continuous sentence to describe it	• Several chits. Each chit has one verb written on it that is easy to act • 3-4 flashcards with such verbs written on them

				• Once in a while call up a small group of students. Instead of acting what's on chits, show them a flash card and ask them to act it out. This way the students will have to use the present continuous with different subjects. When a group is acting it out, they will have to say "They are" • Write all of the sentences on the board	
	Period : 02 Topic 2 : *"The Moon"*	• Reading	• Recognize and use rules of quotation marks where ever applicable. L.L: A	• Ask students to read out the text on the chart that you have prepared. After they have finished reading, underline the text that is within the quotation marks. Ask them specifically what that text is. Probe until they are able to recognize that the text within the quotation refers to words that someone is speaking • Connect their responses to Worksheet 4; use Worksheet 4 to explain the concept of quotation marks. Do not use the book. • In Worksheet 4, do 2 sentences together as a class; after that students independently complete the first page of the worksheet • Discuss the answers. Writing all the sentences on the board, draw attention to the placement of commas and full stops in relation to quotations	• Chart with a simple write up that uses quotation marks
	Period :03 Topic 2 : *"The Moon"*	• Writing	• Recognize and use rules of quotation marks where ever applicable. L.L: A	• Recap the previous day's concept briefly. Students complete Exercise 12, p. 18 • Explain the instructions on the second page of Worksheet 4. Ensure that students have understood by asking them to explain the instructions in their own words • Pairs discuss the pictures and complete the second page of Worksheet 4. They can look at the examples in the book or on the board for guidance; roam around to offer a lot of guidance	--

	Period : 04 Topic 2 : *"The Moon"*	• Reading with understanding • Writing	• Scan to answer short questions. L.L:U	• As a class, complete Ex. 13 • When you have written the poem on the board, randomly ask individual students to read it out with intonation and actions • Students copy the poem in their copies and decorate it if they want	• Colour pencils
18th Week (Feb-2nd week)	Period : 01 Topic 2 : *"The Moon"*	• Writing	• Scan to answer short questions. L.L: U	• Discuss all new vocabulary learned recently • Students use this period to do corrections and finish any incomplete worksheets • Students make sentences with some of the new words	--
	Period: 02 **Unit4 OCCUPATION AND MANAGING CRISIS** Topic:01 "*Giving reasons for choosing different professions"*	• Listening • Speaking	• Use pre-reading strategies to be predict the content of a text by using prior knowledge L.L.R	• Inquire about the services we get from different people as our helpers discuss different occupations with respect to the tasks that they require • Assign the task given in the pre-reading section • Read aloud the paragraphs on p. 19 only, discussing the given pictures • Discuss the pronunciation and meanings of any new words • Students make sentences with new words	--
	Period : 03 Topic: 01 " *Giving reasons for choosing different professions"*	• Reading with understanding	• Skim text to have general idea L.L.U	• Students keep their books closed. You're your book and show it to the students from far. Pointing only to the pictures on p. 19, ask them what each of these people's names were and what they wanted to be • Students independently read the two paragraphs on p. 20. Ask questions about the text • Students independently complete Ex. 1 and 2 • Discuss answers	--
	Period 04 Topic: 01 " *Giving reasons for choosing*	• Listening and speaking	• Skim text to have general idea L.L.A	• Divide students in 4 groups and ask them to discuss as many occupations as they can. They list all the occupations that they can think of and write a few sentences about	--

	different professions"			the activities connected with that occupation • After the discussion, teacher will generate a whole class discussion by asking each group about their work; help and gently correct as needed • Appreciate the group that wrote the most professions and gave their descriptions correctly	
19ᵗʰ Week (Feb-3ʳᵈ week)	Period: 01 Topic: 01 " *Giving reasons for choosing different professions"*	• Writing	• Make simple sentences L.L.A	• Divide students in groups ask them to read the topic text thoroughly • Students make a list of all the verbs in the text • Ask them to share their list; discuss all meanings • Students make sentences with all of the verbs that were shared • Students complete Ex. 3 • Students complete Worksheet 1 • Students share some responses to Ex. 3; give students time for corrections etc.	--
	Period : 02	**Reinforcement of topic theme through activity / discussion as per Teacher's choice**			
	Period : 03 Unit :4 Topic 02 *"A hotel fire"*	• Reading for listening and discussion	• Use pre-reading strategies to be predict the content of a text by using prior knowledge L.L R	• Show some pictures of disasters and probe about their reasons, situations and ways to manage such situations • Ask students the pre-reading reading question; ask them to look at the picture and read the title and predict what the text is about, p. 21 • Pairs of students read the text and discuss • Ask questions about to gauge understanding • Discuss new words and their meanings • Students make sentences with new words	• Pictures of disasters
	Period 04 Topic 2 *"A hotel fire"*	• Reading with understanding	• Skim text to have general idea L.L.U	• Briefly recap the previous day's reading • Students independently complete Ex. 3 and 4, and Worksheet 1	--

				• Discuss answers; students make corrections as needed.	
20th Week (Feb- 4rd week)	Period 01 Topic 2 *"A hotel fire"*	• Reading & writing	• Use of conjunctions for joining sentences L.L.A	• Briefly describe conjunctions on the board through examples and an explanation. Do not focus on the full definition • Encourage the students to give more examples and verbally use them in sentences • Students complete Ex. 7, p. 23 in pairs • Students complete Worksheet 2 independently	--
	Period 02 Topic 2 *"A hotel fire"*	• Reading with understanding	• Scan to answer short questions. L.L: U	• Students complete any remaining work from Worksheet 2 • Discuss and explain the answers; students correct their work if needed • Students independently complete Ex. 8, p. 23	--
	Period 03 Topic 2 *"A hotel fire"*	• Reading with understanding	• Scan to answer short questions. L.L.U	• Use Worksheet 3 to briefly and simply introduce the concept of past participle • Ask students the past tense of a very common irregular verb e.g. say or do. Once they give the correct answer, explain the concept of irregular verbs in a simple manner • In pairs, students read through the table and start memorizing the past tense verbs that they don't already know on p. 24. Tell them to only focus on the first three columns • Students to complete Ex. 9 independently	--
	Period 04	Reinforcement of topic theme through activity / discussion as per Teacher's choice			
21th Week (March- 1st week)	Period 01 Topic 2 *"A hotel fire"*	• Reading & writing	• Recognize the form and various functions; and use the past simple tense. • Understand and illustrate use of regular verbs past tenses in speech and	• Students read through and recap the verbs they had memorized from the previous day • Students read through Worksheet 3 for the same purpose • Write some irregular verbs from p. 24 and Worksheet 3 on the board and students	--

			writing	- have to write the past and past participle forms - They correct their peers' work - Give candies to the students who did the best job and declare them the winner; other students clap for them	
	Period 02 Topic 2 *"A hotel fire"*	• Reading & writing	- Change the gender of noun - Recognize and use comma for a series of items and before a short quotation	- Briefly revise genders and ask students to complete exercise 10 accordingly; some of the vocabulary is new so you may have to help them - Teacher will briefly revise punctuation marks, focusing on commas - Students complete Worksheet 4	--
	Period 03 Topic 2 *"A hotel fire"*	• Reading & writing	• Write a composition of three or more paragraphs following convention of composition writing L.L. U	- Use Worksheet 2 to introduce the concept of a composition and its structure - Have a detailed discussion about the elements of a composition and the purpose of the introduction, the body, and the conclusion - Read and discuss the given composition	--
	Period 04 Topic 2 *"A hotel fire"*	• Writing	• Write a composition of three or more paragraphs following convention of composition writing L.L.A	- Briefly recap the elements of a composition - Students complete Ex. 14, p. 27 independently	• Candies
22th Week (March- 2nd week)	Period 01 **Library**	• Reading	• Reading books for the development of reading habits L.L.U	- Each student independently and silently chooses a resource from the library to read carefully. - Give students 20 minutes to read and remain available for students to ask questions. - After the reading phase ask students to share with their fellows what they are reading. - In the last 5 minutes, ask a few random students about what they read what they liked, etc	--
	Period 02	• Reading	• Use pre-reading strategies	• Discuss the 'pre-reading question',	OUP English Books

	Topic 2 *"A hotel fire"*		to predict the content of a text by using prior knowledge.	appreciating all responses from the students • Next, give students chance to underline all the new words from the text. • Write them all on the board, share their meaning, discuss context of the vocab; and ask them to use all new in sentences. • Divide the class into 6 groups; each group reads the text titled "*A hotel fire*". Help them improve their reading skills by using the correct pauses & intonations.	
	Period 03 Topic 2 *"A hotel fire"*	• Listening and speaking	• Use conventions and dynamics of group's discussion to interact/ engage in a conversation. L.L. A	• Briefly recap the text • Students complete Ex. 15 as instructed; roam around to ensure maximum conversation in English • Ensure that the students are getting very involved in imagining the scenario. As you go from group to group, ask them questions to make them feel as though they are in the given scenario	--
	Period 04 Topic 2 *"A hotel fire"*	• Reading & Writing	• Write a composition of three or more paragraphs following convention of composition writing L.L.A	• Students skim through the information in Worksheet 2 of "giving reasons for choosing different professions" and complete the associated writing task	--
23rd Week (March- 3rd week)	Period 01 **Unit 5:ROAD SAFETY** Topic:01 *"Traffic safety rules"*	• Pre-Reading • Reading with understanding	• Use pre-reading skill and preceding knowledge to predict the content. L.L.R • Skim text to have a general idea of the text L.L.U	• Ask pre reading questions (pg. 28 & 29) and discuss with whole class about accident and road safety • Read aloud the passage of the lesson text (pg. 28 & 29), focusing the picture, meaning, pronunciation and spelling of new words and sentence structures orally. • Assign reading task in pairs to underline the new words and share meanings each other. And write down them on the book with pencil.	--
	Period 02 Topic:1	• Reading • Reading with	• Skim text to have a general idea of the text	• Read aloud the poem on (pg. 30), focusing the theme, meaning and pronunciation of	--

				words and the rhyming in stanzas.	
	"Traffic safety rules"	understanding	L.L.U • Recognize the rhyming scheme of a poem L.L.R	• Assign reading task in pairs to underline the new and rhyming words and share their meanings each other. • Read aloud the Do's and Don'ts of safety rules on (pg. 30), focusing on their importance, and the meanings and pronunciation of new words.	
	Period 03 Topic:1 *"Traffic safety rules"*	• Reading with comprehension	• Scan to answer short questions L.L.R U & A	• Have the students complete the following exercises in their notebooks; • Q1: pg. # 31 • Q2: pg. # 32 • Q3: pg. # 32	--
	Period 04 Topic:1 *"Traffic safety rules"*	• Listening, Speaking &writing	• Recognize the rhyming scheme of a poem L.L.U • Comprehend the text using critical thinking. L.L.R U & A	• Divide learners into groups, first demonstrate rhyming of poem and then ask groups to rhym the poem in the same .Group wise. Exercises completed; • Q7: pg. # 35 • Q8: pg. # 35	--
24th Week (March- 4th week)	Period 01 Topic:01 *"Traffic safety rules"*	• Grammar (articles & semi-colon)	• Revision of articles and use of "The". L.L.U • Recognize and use semi-colon to join give a pause in a clause. L.L.A	• Explain the concept of articles where the teacher will bring sentences written on a piece of chart and teacher will one by one call the learners to come and place the correct article in front of the particular statement. • After this the learners will complete the exercise pg. # 32 Q4. • Further teacher will assign a task in pair to Underline the articles (a, an, the) from the text (pair work) • Explain & use the concept of semicolon with the help of examples pg. # 34 and complete the exercise Q6	--
	Period 02 Topic:01 *"Traffic safety rules"*	• Grammar • (prepositions)	• Illustrate use of prepositions of time & place. L.L.A	• Teacher will take a book and a chalk in her/his hand and will demonstrate the concept of preposition. In the same manner the children will be called randomly to	--

				explain the concept giving a similar example with different objects. Explain the concept of preposition on pg #33 and get the exercise Q5. pg. # 34 • Circle the preposition in the passages, poem and statements of Do's and Don'ts on the p.g # 28-30	
	Period 03 Topic:01 *"Traffic safety rules"*	• Listening & speaking	• Use function of language to ask questions and answer Questions L.L.A	• Get the exercise Q9(sentence completion) completed by the learners.(individual /pair work) • Practice the question answers and present in front of class. • Complete related Worksheets	--
	Period 04 **Unit 6**: **A MEMORABLE JOURNEY** Topic 01: *"A tour of Lahore"*	• Pre-reading • Reading for listening & discussion.	• Use pre-reading skill and preceding knowledge to predict the content of a text. L.L.R • Skim text to have a general idea of the text. L.L.A	• Ask pre reading questions (pg. 37 & 38) and discuss with whole class about visiting any interesting place & share their experiences. • Read aloud the passage of the lesson text (pg. 37 & 38), focusing the picture, meaning, pronunciation and spelling of new words and sentence structures orally. • Assign reading task in group to circle the written bold words and share. Write down the meanings with pencil on the book. first by • guessing and then asking from the teacher	--
25ᵗʰ Week (April- 1ˢᵗ week)	Period 01 Topic 01: *"A tour of Lahore"*	• Reading with understanding	• Comprehend the text using critical thinking. L.L.A & U	• Read the story (group work) and answer the following questions in the copies /note books. • Q1: pg. #	--
	Period 02 Topic 01: *"A tour of Lahore"*	• Reading with understanding	• Make simple inferences using context of the text and prior knowledge. L.L.A	• Get the exercises completed in notebooks; • Q2: pg. # 38Q3: pg. # 38 • Complete the respective worksheets	--
	Period 03 Topic 01: *"A tour of*	• Reading with understanding	• Make simple inferences using context of the text and prior knowledge.	• Teacher will share an amusing/funny moment from her life after which learners will be asked to randomly share similar	--

	Lahore"		L.L.A	moments from their lives. Get the exercises completed in notebooks; • Q4: pg. # 38 • Q5: pg. # 39	
	Period 04 Topic 01: *"A tour of Lahore"*	• Reading with understanding	• Find the meaning of difficult words using a dictionary. L.L.A	• Teacher will recap about the previous day and ask students to • Complete the exercise.(pair work) • Q6:pg # 39 • Ask the students to find 5 new words from the dictionary with meaning and try to use in your own sentences.	--
26th Week (April- 2nd week)	Period 01 Topic 01: *"A tour of Lahore"*	• writing	• Adding dis,un, in,&im as prefixes. L.L.A	• Explain the concept of prefixes on pg# 40 with the help of examples, write on board. • Teacher will divide the class into 4 & 5 groups then distribute pre developed chits of respective words in the group. • Now ask them to make at least 5 prefixes of given words. • Ask each group to exchange their sentence and make correction • Teacher will help the students where needed.	--
	Period 02 Topic 01: *"A tour of Lahore"*	• writing	• Adding dis,un, in,&im as prefixes. L.L.A	• Teacher will briefly recap the previous day and ask • Them to complete the exercise. • Q7: pg. # 38a a • Teacher will roam around the class and help the students where needed.	--
	Period 03 Topic 01: *"A tour of Lahore"*	• Grammar • (Adjectives)	• Classify adjectives. L.L.A	• Teacher will first share a particular quality about herself/himself by drawing something on a board which represents the particular quality. For example drawing a picture of a lion to represent bravery and connect it with his/her personality trait. In the same manner the learners will be asked to draw and share one quality in their note	--

				books. Explain the concept of adjectives on pg #40	
	Period 04 Topic 01: *"A tour of Lahore"*	• Grammar • (Adjectives)	• Classify adjectives. L.L.A	• Teacher will briefly recap the previous day and ask • Them to complete the exercise. • Teacher will roam around the class and help the students where needed. • Q8. pg. # 40 • Q9. pg. # 41 • Q10. pg. # 42	--
27th Week onward revision and examination (April- week)	Period: 01 - 02 Topic Revision	Reading Writing	• Multiple SLOs • (L.L: A)	• Conduct *MULTIPLE* tests of 30 minutes; this will not be marked. It will be for "Need based Assessment" for the revision purpose 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 based on the grammar topics from the last months (Unit3,4,5 & 6)
	Period: 03-04 Topic Revision	Revision	As per the selected grammar topic (s)	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-6

Months/Weeks	Unit/Topic	Focused Skills	SLOs Students will be able to;	Teaching Method	Resources
January 14th Week	Period 01 **Unit No: 05 Element, mixture & compound** (cont…) Uses of mixture	Inferring	✓ Differentiate between compound and mixture. (L.L.- A)	➢ Activity no.5-page no. 46 ➢ Worksheet: Mixtures	-
	Period 02 Separating solids from liquids. (Simple Distillation, Filtration, Evaporation)	Classifying	✓ Separate mixtures using a variety of techniques. (Simple Distillation, Filtration, Evaporation) (L.L.- U , A)	➢ Prior knowledge: Ask a series of questions from students that how they separate solids from liquids. ➢ Demonstration and Exemplification: relate the concept with real life examples so they can connect the learned concept with real life.	-
	Period 03 Separating solids from liquids. (Paper chromatography)	Classifying	✓ Separate mixtures using a variety of techniques. ✓ Choose a technique to separate and identify different components in dyes. (Paper chromatography) (L.L.- U , A)	➢ Prior knowledge: Ask a series of questions from students that how they separate solids from liquids. ➢ Demonstration and Exemplification: relate the concept with real life examples so they can connect the learned concept with real life.	-
	Period 04	Classifying	✓ Separate	➢ Prior knowledge: Ask a series of questions from students	-

	Separating solids from liquids. (Sublimation)		mixtures using a variety of techniques. (Sublimation) (L.L.- U , A)	that how they separate solids from liquids. ➢ Demonstration and Exemplification: relate the concept with real life examples so they can connect the learned concept with real life.	
15ᵗʰ Week	Period 01 Separating solids from liquids. (Sublimation)	Cooperative learning Inferring	✓ Separate mixtures using a variety of techniques. ✓ Take safety measures during experiments. (Sublimation) (L.L.- U , A)	➢ Experiment: Perform the separation of solids from liquid (upon the availability of materials, perform any 1 or 2 methods) ➢ Worksheet: Separation of Mixtures.	Muslin cloth or filter paper, funnel, burner, salt solution, soil suspension etc.
	Periods 02	Reinforcement Activities (page 49 & 50, Test)			
	Period 03-04 **Unit No: 07 Solution & suspension** • Solutes and solvents	Observing Inferring	✓ Differentiate between solute, solvent and solution. ✓ Identify the solute and solvent in a solution. (L.L.- U)	➢ Prior knowledge ➢ Demonstration: To explain the concept of solutes. ➢ Activity no.1, 2, 3,4 and 5 page no. 62,63,64 ➢ Worksheet : Solutes and Solvents	Sugar, tea, water, beaker or glass, ink, spoon sand, salt, rice, clay
16ᵗʰ Week	Period 01 • What happens when dissolving takes place? • Water is a universal solvent	Observing Inferring	✓ Demonstrate the change in particles that occur when dissolving takes place. ✓ Demonstrate the use of water as a	➢ Prior knowledge ➢ Demonstration through activity: (Add sugar in a cup of water, stir it thoroughly. Does sugar disappears?) Use magnifying glass to observe the particles of sugar before and after activity. ➢ Experiment: Add sugar in a cup of water, stir it thoroughly. Does sugar disappear) give the concept of universal solvent by using some other solutes also. ➢ Activity no. 6 page no. 65	Beaker, water, sugar.

			universal solvent ✓ Take safety measures during experiment. (L.L.- U, A)		
	Period 02 Suspensions	Classifying Inferring	✓ Differentiate between solution & suspension. ✓ Describe suspension and its uses. (L.L.- A)	➢ Prior knowledge ➢ Demonstration ➢ Activity no. 7,8 page no. 65,66 ➢ Worksheet : Suspensions	Salt, chalk powder, two spoons, sugar, transparent glass or beakers. Different types of solutes, 3 test tubes with stands, balance, two transparent glasses or beakers, water, sugar salt, chalk powder, sand, spices or other solutes.
	Period 03-04	Classifying	✓ Define	➢ Brainstorming	Beaker, oil,

	Solubility		solubility and distinguish between aqueous, dilute and concentrated solutions. ✓ Prepare saturated and un saturated solutions. (L.L.- R, A)	➢ Demonstration ➢ Activity no. 9 to understand the concept of solubility, aqueous, dilutes solutions. ➢ Activity no. 10 and 11 page no. 67 ➢ Worksheet : Solutions	water, yellow food color, spoon, crystals of copper Sulphate, stirrer.
February 17th Week	Period 01 • Effect of temperature on solubility • Uses of solution	Observing Communicating	✓ Investigate the effects of temperature on solubility using variety of compounds. ✓ Identify some uses of solution in daily life. ✓ Take safety measures during experiment. (L.L.- U,A)	➢ Brainstorming ➢ Demonstrate the effects of temperature on solubility and uses of solutions ➢ Activity no. 12 page no. 67	Salt, water, beaker, stirrer, copper Sulphate, flame
	Periods 02	Reinforcement activities(page 68 ,worksheet, Test)			
	Period 03-04 **Unit No: 10** **Properties of light** • Reflection of light	Observing Inferring	✓ Explain the properties of light (reflection). (L.L.- U)	➢ Prior knowledge ➢ Demonstration ➢ Activity: Use different objects like mirror and plastic sheet to clear the concept of reflection. ➢ Activity no. 1,2 page no. 86,87	Glass, Mirror, plastic sheets etc
18th Week	Period 01 • Transmission	Observing	✓ Differentiate between	➢ Demonstration: Activity: Use different objects like lens to clear the concept of transmission	Glass, Mirror,

		of light • Absorption of light • Comparison chart		transmission, absorption, and reflection of light. (L.L.- U)	➢ Activity: Use different objects like Card board, wood, leather, stone to clear the concept of reflection and transmission	plastic sheet, Card board, wood, leather, stone etc.
		Period 02 • Transmission of light • Absorption of light • Comparison chart	Predicting Inferring	✓ Differentiate between transmission, absorption, and reflection of light (L.L.- U)	➢ Prediction: Take different material and ask student to predict whether they cause reflection, transmission or absorption. ➢ Activity no. 3 page no. 88 ➢ Worksheet: Properties Of Light	Glass, Mirror, plastic sheet, Card board, wood, leather, stone etc.
		Period 03 Laws of reflection	Observing	✓ Demonstrate the law of reflection. (L.L.- U)	➢ Brain storming ➢ Demonstration	-
		Period 04 Laws of reflection	Cooperative learning	✓ Demonstrate the law of reflection. (L.L.- U)	➢ Individual work: Activity no. 4 page no. 88 to explain law of reflection. ➢ Worksheet: Laws of Reflection A small plane mirror , a piece of wood, four pins, a sheet of white paper, a soft board	-
19th Week		Period 01 Types of reflection	Observing Classifying Predicting	✓ Compare the Regular and irregular reflection. ✓ Identify everyday application which involves regular reflection and irregular	➢ Brain storming ➢ Demonstration by picture as shown in book page no. 89 and 90. ➢ Group work: Activity no. 5 & 6 page no. 89 for regular and irregular reflection (try some other objects for irregular reflection)	Mirror ,a piece of wood

			reflection. (L.L.- U)		
	Period 02 Types of reflection	Observing Classifying Predicting	✓ Compare the Regular and irregular reflection. ✓ Identify everyday application which involves regular reflection and irregular reflection. (L.L.- R)	➤ Prior knowledge ➤ Demonstration: Teacher will explain about applications of regular and irregular reflection. ➤ Activity no. 7 page no. 90 ➤ Worksheet: Types of Reflection	-
	Period 03 Image formed by plane mirror.	Observing Predicting	✓ Describe image formation by a plane mirror. (L.L.- U)	➤ Brain storming ➤ Demonstration ➤ Activity: Teacher will bring a plane mirror and torch, and will fit the mirror on table, and will put on the any object in front of the mirror and will switch the torch, you would see that ray of light will strike with Torch, mirror stand and plane mirror the surface of the mirror, so in this case the image of the object in the mirror is formed.	Torch, mirror stand and plane mirror
	Period 04 Image formed by pin hole camera	Observing	✓ Describe image formation by a pin hole camera. (L.L.- U)	➤ Demonstration ➤ Activity: Teacher will bring empty box with hole in one side. Put the box on the table in front of the hole. Lit candle and you would see that light is entered into the box through the hole, and image formed is small as compared to the object. Image is inverted and real.	Empty box, candle
20th Week	Period 01 Image formed by pin hole camera	Predicting Inferring	✓ Compare characteristics of the image formed by a	➤ Discuss the chart of comparison image formed by plane mirror and by pin hole camera. ➤ Activity no 8 page no. 91 ➤ Worksheet: Image Formed by Plane Mirror and Pinhole	Candle, plane mirror,pinh ole camera

			plane mirror and a pinhole camera. (L.L.- U)	camera	
	Period 02 • Types of mirror • Uses of plane mirrors	Classifying Observing Predicting	✓ Explain types of mirrors and their uses in daily life. (L.L.- U)	➤ Prior knowledge ➤ Demonstration of types of mirror. If possible e, teacher can bring mirrors to class to make more clarification.	Concave mirror, convex mirror, and torch.
	Period 03 • Types of mirror • Uses of plane mirrors	Inferring	✓ Explain types of mirrors and their uses in daily life. (L.L.- U)	➤ Exemplification: To explain the uses of plane mirror or Show the objects in which mirrors are used for some special purpose like make up mirrors, medical instruments etc. Teacher may use pictures. ➤ Activity no. 9 page no. 93 ➤ Worksheet: Types and Uses of Mirrors	-
	Period 04 Kaleidoscope	Observing	✓ Explain the principles of reflection in a kaleidoscope. ✓ Describe the relationship of angles between two mirrors and the number of images they can see in a kaleidoscope. (L.L.- U)	➤ Prior knowledge ➤ Demonstration of working of kaleidoscope. ➤ Group Activity no. 10 page no. 94. ➤ Worksheet: Kaleidoscope	4 pieces of cardboard, two small mirrors, ruler and some liquid
March 21st Week	Period 01 • Periscope • Microscope • Telescope	Observing	✓ Explain the principles of reflection in a kaleidoscope. ✓ Describe the	➤ Prior knowledge ➤ Demonstration	Pictures of book page no. 95

			relationship of angles between two mirrors and the number of images they can see in a kaleidoscope. (L.L.- U)		
	Periods 02		Reinforcement activities (page 96,worksheet,Test)		
	Period 03 **Unit No: 11 Investigating Sound** • Sound is energy	Observing	✓ Describe the sound as a form of energy. (L.L.- R)	➤ Brain storming: Activity no.1 page no. 97 Question – Answers, Discussion, and explanations ➤ Exemplification: Teacher can demonstrate the example of after effect of bomb explosions to explain that sound is energy.(Glass of windows and vehicles mirrors break by the sound of energy) ➤ Worksheet: Sound is Energy	-
	Period 04 How is sound produced?	Observing	✓ Describe the sound as a form of energy. (L.L.- R)	➤ Prior knowledge ➤ Demonstration through activity: Teacher will bring tuning fork in the class, and collide with table and produce sound.	Tuning fork
22ⁿᵈ Week	Period 01 How sound travels	Observing	✓ Describe the sound as a form of energy. (L.L.- R)	➤ Prior knowledge ➤ Demonstration ➤ Activity no. 2 page no. 99 to demonstrate that how sound travels.	Tuning fork, table
	Period 02 Sound travels through solids	Predicting	✓ Compare the speed of sound in solids, liquids, and gaseous media. (L.L.- U)	➤ Prior knowledge ➤ Demonstration ➤ Activity no. 3 page no. 99 to explain the travelling of sound through solids.	Desk/ wooden hard board
	Period 03 Sound travels through solids	Predicting	✓ Compare the speed of sound in solids, liquids, and	➤ Prior knowledge ➤ Demonstration ➤ Activity no. 4 page no. 100 to demonstrate the travelling of sound through solids.	2 paper cups, some thread etc.

			gaseous media. (L.L.- U)		
	Period 04 Sound travels through liquids		✓ Compare the speed of sound in solids, liquids, and gaseous media. (L.L.- U)	➢ Prior knowledge ➢ Demonstration	
23rd Week	Period 01-02 Sound travels through gases		✓ Compare the speed of sound in solids, liquids, and gaseous media. (L.L.- U)	➢ Prior knowledge ➢ Demonstration ➢ Activity no. 5 page no. 101 to explain the travelling of sound through gases ➢ By using Activity no. 6 page no. 101 teacher can explain the travelling of sounds through solids, liquids and gases. ➢ Worksheet: How sound Travels	Plastic bottle, scissors, a balloon, a candle
	Period 03 Can Sound travel through a vacuum?	Predicting	✓ Compare that can sound travel through a vacuum. (L.L.- U)	➢ Prior knowledge ➢ Demonstration	-
	Period 04 Different materials produce different sounds	Predicting Classifying	✓ Identify a variety of materials through which sound can travel. (L.L.- U)	➢ Activity no. 7 page no. 102 ➢ Performs this activity to explain that different materials produce different sounds.	Metal, water, air, plastic, Milk, wood, fizzy drink, oxygen, cotton wool, honey
24th Week	Period 01 Echo		✓ Explain that echo is a reflection of sound waves. (L.L.- U)	➢ Prior knowledge ➢ Demonstration ➢ Activity no. 8 page no. 102	Diagram of how an echo is produced and heard

	Period 02 How does the human ear receive sound?	Predicting Classifying Inferring	✓ Explain that how does the human ear receive sound waves. (L.L.- U)	➢ Prior knowledge ➢ Show the diagram of internal structure of ear to demonstrate. ➢ Worksheet: How does human ear receive sound?	Diagram of internal structure of human ear page no. 103
	Period 03 Sound pollution	Communicating Cooperative learning Inferring	✓ Understand noise pollution. ✓ Consider their observation during investigation and before drawing conclusion (L.L.- U)	➢ Prior knowledge ➢ Group discussion to find out the pollutants, reasons of sound pollution and have a discussion on ways through which can decrease the noise pollution. ➢ Activity (make groups of students and ask them to draw the factors which increases sound pollution) ➢ Worksheet: Sound Pollution	-
	Period 04	Reinforcement activities (page 104 & 105,worksheet,Test)			
April 25th Week	Period 01-02 **Unit No: 08** **Energy** • What is energy? • Kinetic energy • Potential energy	Communicating Inferring	✓ Explain that energy provides the ability to do work and can exist in different forms. ✓ Identify different forms of energy with examples. ✓ Differentiate between kinetic and potential energy. (L.L.- U)	➢ Prior knowledge ➢ Demonstration by exemplification ➢ Activity no.1page no. 69 ➢ Worksheet: What is energy?, Kinetic Energy, Potential Energy	Rubber band and paper
	Period 03 • Mechanical	Inferring	✓ Identify different forms	➢ Brain storming ➢ Demonstration and Explanation for Production of	Helical spring, An

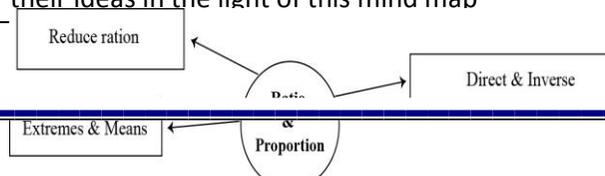|					
	energy • Electrical energy		of energy with examples. (L.L.- U)	Electricity by the movement of electrons. Through activity no.2 and 3 page no. 70, 71 ➤ Worksheet : Mechanical Energy, Electrical Energy	iron or zinc wire
	Period 04 Chemical energy	Inferring	✓ Identify different forms of energy with examples (L.L.- U)	➤ Prior knowledge ➤ Teacher will explain the chemical energy may be released due to chemical reaction by giving different examples ➤ Activity no.4 & 5 page no. 71 ➤ Worksheet: Chemical Energy	Water, plaster of Paris, match box
26th Week	Period 01 Solar energy	Inferring	✓ Identify different forms of energy with examples (L.L.- U)	➤ Prior knowledge ➤ Demonstration: ➤ Activity no. 6 page no. 71 ➤ Worksheet: Solar Energy.	Magnifying glass, sheet of paper
	Period 02 Heat or thermal energy	Inferring	✓ Identify different forms of energy with examples (L.L.- U)	➤ Prior knowledge ➤ Demonstration ➤ Activity: Teacher will bring ice cube and put on the table and after some time ice cube will convert into water. Teacher will ask question from students that why ice is converted into water? ➤ Worksheet: Heat or Thermal Energy.	Ice cubes, plate
	Period 03 Nuclear energy	Inferring	✓ Identify different forms of energy with examples (L.L.- Understand)	➤ Prior knowledge ➤ Demonstration: Teacher will discuss the process by discussing atoms and their splitting of nucleus into parts and release a great deal of energy. ➤ Worksheet: Nuclear Energy	-
	Period 04 Basic sources of energy • The sun or solar energy • Running water or hydroelectric energy	Inferring Communicating	✓ Identify the basic sources of energy. ✓ Describe application of science and technology that have developed	➤ Prior knowledge: Ask series of question to children to unfold the prior knowledge about topic. Connect children information with the topic. ➤ Demonstration ➤ Discussion: Engage children in discussion about the basics sources of energy. ➤ Worksheet: Basic sources of energy – Hydroelectric Energy	-

	• Fossil fuels			in response to human and environmental needs (L.L.- R)	
27th Week	Period 01 Other sources of energy • Air • Waves • The earth as a source of steam energy.	Inferring Communicating	✓ Describe application of science and technology that have developed in response to human and environmental needs (L.L.- U)	➢ Discussion: Solar energy convert into electrical energy and electrical energy convert into light energy etc. ➢ Activity no. 7 page no. 74 to understand that air is also other source of energy. ➢ Worksheet: Other sources of Energy – Air.	Paper boat, water container
	Period 02 Energy can change its form.	Inferring Communicating	✓ Demonstrate how one form of energy is converted in to other forms of energy. (L.L.- U)	➢ Prior knowledge ➢ Demonstration ➢ Discussion: Teacher will explain to students that Energy can neither be created nor destroyed, but it can be changed from one form to another, and actual amount of energy remains same. ➢ Example: When you switch on the fan in your bedroom, the electrical energy is converted into the mechanical energy. Discuss some other examples. ➢ Worksheet: Energy can change its form ➢ Worksheet: Forms of Energy	-
	Periods 03-04	Reinforcement activities (page 76, 77,worksheet, Test)			
	Revision and Final Term Examination				

Scheme of Studies - Mathematics Grade-6

Months/Week	Units/Topic	Standard	SLOs Students will be able to:	Teaching method	Required resources
14ᵗʰ Week January 11	Period 01: **Unit V:** **Simplification**	**Numbers and Operations**	• Know that the following four kinds of brackets **L.L.R&U** • Know about: • - Vinculum, • ( ) parentheses or curved brackets or round brackets, • {} braces or curly brackets, • [] square brackets or box brackets, • Are used to group two or more numbers together with operations. **L.L.R&U**	• The teacher will deliver the main concept of content • The teacher will check prior knowledge of students regarding the topic through following questions. • Ask the students what they know about brackets? How many kinds of brackets? • How we simplify the brackets? • The teacher will write all answers on board and conclude it in the end. • The teacher will demonstrate to the students how to simplify these brackets? • Invite a student to come on the board and share their ideas	Chart of kinds of brackets, worksheet and text book
	Period 2		• Recognize BODMAS rule to follow the order in which the operations, to simplify mathematical expressions, are performed **L.L.U**	• The teacher will deliver the main concept of content • The teacher will check prior knowledge of students of the topic through following questions • Ask the students what they know about BODMAS rule? • What is the use of BODMAS rule? • The 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 **Solve worksheet#07, Unit: V, Simplification**	Calculator, Worksheet, text book, board and marker
	Period 3		• Simplify mathematical expressions involving fractions and decimals grouped with brackets using BODMAS rule. **L.L.U**	• The teacher will solve one example of each brackets on board from book **EX:5, page#32 Q#2(a),3(a),4(a)&5(a)** • The teacher will instruct students to solve similar example from book **EX:5, page#31** • **Solve worksheet#08&09, Unit: V, Simplification**	Worksheet, text book, board and marker

	Period 4		• Solve real life problems involving fractions and decimals. **L.L.A**	• The teacher will solve one question from **book EX:5, page#33 & Q#7** • The teacher will be encouraged students to ask questions to give them a clearer understanding • The teacher will instruct students to solve similar example from **book EX:5, page#33** • Have students finish problems independently. If students feel any confusion then ask the question from teacher • When students complete their work then teacher will ask the students to do the peer checking • Students who successfully complete the work should move on to more related sums.	Worksheet, text book, board and marker
16ᵗʰ Week	Period 1		• Solve real life problems involving fractions and decimals. **L.L.A**	• The teacher will check the prior knowledge of students of the topic through following questions • What is the use of BODMAS rule in our daily life • How BODMAS rule help in solving our daily life problems? • What is the importance of BODMAS rule in our daily life? • The 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. • **Solve worksheet#10, Unit: V, Simplification**	Worksheet, text book, board and marker
	Period 2 **Unit VI:** **Ratio and Proportion**	Numbers and Operations	• Define ratio as a relation which one quantity bears to another quantity of the same kind with regard to their magnitudes. **L.L.R** • Calculate ratio of two numbers. **L.L.U**	• The teacher will check prior knowledge of students of the topic through following questions • What is Ratio? • Explain how and why ratios are used mathematically. • How ratio help in solving our daily life problems. • What is the importance of ratio in our daily life? • The 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 in the light of this mind map	Chart of definition of ration and proportion

Reduce ration

Direct & Inverse

Extremes & Means

Ratio & Proportion

	Period 3		• Know that of the two quantities forming a ratio, the first one is called antecedent and the second one consequent. • Calculate ratio of two numbers. **L.L.U**	• The teacher will solve one example on board from book **EX:6.1, page#35, Q#01(a)** • The teacher will be encouraged students to ask questions to give them a clearer understanding. • The teacher will instruct students to solve similar example from book **EX:6.1, page#35, Q#01**	Calculator
	Period 4		• Know that a ratio has no units. **L.L.U** • Calculate ratio of two numbers. **L.L.U**	• Conduct a class discussion about ratios. For example, what is a ratio? • Why do we use ratios? • Can you think of an example of a ratio in the real world? What do ratios mean? • Give students a chance to talk to one another and then collect their ideas on chart paper. Do not correct or comment on their answers, just keep them for later review and consideration. • The teacher will write the following sum of ratio on board for practice. • **Rs. 16 and Rs.48** • **27 men and 33 men** • **20 cm and 30 cm**	Calculator
17th Week	Period 1		• Reduce given ratio into lowest (equivalent) form. **L.L.U**	• The teacher will solve one example on board from book **EX:6.1, page#35, Q#02(a)** • The teacher will be encouraged students to ask questions to give them a clearer understanding. • The teacher will instruct students to solve similar example from book **EX:6.1, page#35, Q#02** others sums • **Solve worksheet#01, Unit: VI, Ratio and Proportion**	Worksheet, Calculator

	Period 2		• Solve real life problems of ratio **L.L.A**	• The teacher will briefly introduce the usage and importance of ratio and proportion in daily life • The teacher will solve one sums from book **EX:6.1, Page:35 Q:03** on board instruct students to solve identical sums from book **EX:6.1, Page:35** • The teacher will be encouraged students to ask questions • **Solve Worksheet#02,03&04, Unit: VI, Ratio & Proportion**	Worksheet, Calculator
	Period 3		• Know that an equality of two ratios constitutes a proportion, e.g., a: b: c: d, where a, d is known as extremes and b, c is called the means. **L.L.U**	• The teacher will check the student's prior knowledge by asking following questions. • What are extremes? • What is means? • The teacher will write the answer on board and conclude it in the end. • The teacher will solve **Q: 01(a), EX: 6.2 Page: 37** on the board and encourage students to ask questions for elaborating the topic. • The teacher will instruct the students to solve similar sums from book **EX:6.2 Page.: 37**	Calculator
	Period 4		• Find proportion **L.L.U**	• The teacher will solve **Q:02(a) EX:6.2 Page: 37** on board and encourage students to ask questions for elaborating the topic • The teacher will instruct the students to solve similar sums from book **EX:6.2 Page.: 37** • Invite a student to come on the board to share their ideas • Check for Understanding: The teacher will check for understanding by asking oral questions and observing student response, throughout the lesson.	Calculator
18ᵗʰ Week Feb	Period 1		• Solve real life problems involving direct proportion. **L.L.A**	• The teacher will briefly introduce the usage and importance of direct proportion in daily life • The teacher will solve one sums from book **EX: 6.2, Page: 38, Q: 03** on board then teacher will instruct students to solve similar sums from book. • The teacher will elaborate the topic and give other	Calculator

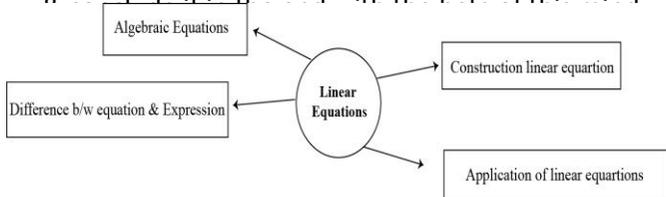|				
			related sums to students for practice • The teacher will be encouraged students to ask questions to give them a clearer understanding. • Invite a student to come to the board and share their ideas • Check for Understanding: The teacher will check for understanding by asking oral questions and observing student response, throughout the lesson.	
	Period 2		• Know about unitary method • Solve sums by unitary method **L.L.U**	• The teacher will check the prior knowledge of students by asking following questions • What is unitary method? • How unitary methods help us in our daily life? • The teacher will write all the answers on board & conclude it in the end. • The teacher will solve one sums from book **EX: 6.3, Q: 01, Page: 38**then instruct students to solve remaining sums from exercise.	Calculator
	Period 3		• Solve real life problems involving direct and inverse proportion. **L.L.A**	• The teacher will solve one example from book **EX:6.4, Page#39, Q#01** and instruct students to solve similar sums from book **EX:6.4, Page:39Q:2 to 07** from book. • The teacher will use probing questions to guide the students to show the addition on number line • The teacher will be encouraged students to ask questions to give them a clearer understanding. • **Solve worksheet#06, Unit: VI, Ratio & Proportion**	Worksheet & calculator
	Period 4 **Unit: VII Financial Arithmetic**		• Convert a fraction to a percentage by multiplying it with 100%. **L.L.U** • Convert a percentage to a decimal by expressing it as a fraction with denominator 100 and then as a decimal. **L.L.U**	• The teacher will revise the topic • Students will solve the same will give another related example other example from book **(EX:7.1, Page#41), Q#01(a)** • The teachers give other examples of fractions and percentages for practice& explain more about the topic with the help of this mind map.	Chart of calculating percentage , Calculator and worksheet

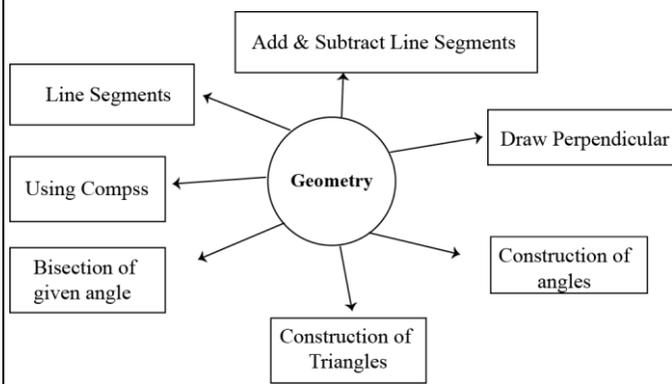|					
				• **Solve worksheet#01 (unit:7 Financial Arithmetic)**	
19ᵗʰ Week	Period 1		• Recognize percentage as a fraction with denominator of 100. **L.L.U** • Convert a percentage to a fraction by expressing it as a fraction with denominator 100 and then simplify. **L.L.U**	• The teacher will deliver the main concept of content • The teacher will check the prior knowledge of students • The teacher will define the topic and solve the one sums of fraction • The teacher will instruct the students to solve the other related example from the book **(EX:7.1, Page#41), Q#03(a)** • The teacher will be encouraged students to ask questions to give them a clearer understanding. • **Solve worksheet#02, Unit: VII Financial Arithmetic**	. Worksheet & Calculator
	Period 2		• Define • Selling price, Cost price, Profit and loss **L.L.R& U**	• The teacher will write the definition on board and explain the concept of the Selling price, Cost price, Profit and loss. • The teacher will encourage students to ask the questions for elaborating the topic. • The teacher will solve one example of each sums from book (**EX:7.2, Page#44) Q#01** then instruct students to solve remaining sums of **(EX:7.2, Page#44)**	Calculator
	Period 3		• Profit, loss and discount and Commission **L.L.R&U**	• Define the term Profit, loss and discount and Commission • Solve (**EX:7.2, Page#44) Q#06** then instruct students to solve remaining sums • The teacher will use probing questions to guide the students to find the Profit, loss, discount and Commission for elaborating the topic. • When students complete their work then teacher	Worksheet, Calculator

				• will ask the students to do the peer checking. • Students who successfully complete the work would move on to the related sums. • Once the explanation is done, randomly call two to three students on board and ask them about how to find the Profit, loss, discount and Commission • **Solve worksheet#04, Unit: VII Financial Arithmetic**	
	Period 4		• Property tax as a percentage of total value **L.L.U**	• The teacher will briefly introduce about the property tax • The teacher will solve the one example of related sums from book **EX:7.3, page#46, Q#01** • The teacher will instruct the students to solve other similar examples for practice from **book EX:7.3, page#46, Q#02 to 08** • **Solve worksheet#04, Unit: VII Financial Arithmetic**	Worksheet, Calculator
20th Week	Period 1 **Introduction to Algebra (unit VIII)**		• Explain the term algebra as an extension of arithmetic in which letters replace the numbers. **L.L.U** • Know that A sentence is a set of words making a complete grammatical structure and conveying full meaning. **L.L.U**	• Define algebra • Use of algebra • The teacher will use probing questions to guide the students towards Algebra for elaborating the topic • The teacher will solve one example from book **EX: 8.1, page#48 Q:1(a)** then instruct students to solve remaining sums. • The teacher will give clear understanding of algebra	Chart of definition of algebra
	Period 2		• Know that any numeral, variable or combination of numerals and variables connected by one or more of the symbols "+" and "- "is known as an algebraic expression. **L.L.U**	• The teacher will write the following equation on board and then ask the following question • **7a-3b+2c** • Tell me variable, constant and coefficient in this equation • The teacher will solve one example from book **EX:8.2, page#49, Q;01(a)**then instruct students to solve remaining sums	

				• **The teacher will write the following algebraic expression on board & instruct students to write the variable, constant & coefficient from each of the following** • **8a+6b-7c** • **3a+6b+4c** • **2x+-5y+7z**	
	Period 3		• Know that like terms can be combined to give a single term, addition or subtraction cannot be performed with unlike terms. **L.L.U** • Add the given algebraic Expression **L.L.U**	• The teacher will describe the two methods of addition and subtraction • Horizontal • Vertical method • The teacher will solve one example of each method from book **EX: 8.3 page#51, Q#01(a)** then instruct students to solve remaining sums. • **Solve worksheet#06 Introduction to Algebra (unit VIII)**	.
	Period 4		• Evaluate and simplify an algebraic expression when the values of variables involved are given. **L.L.U** • Add the given algebraic expression **L.L.U**	• The teacher will write the following sum of addition in algebraic expression then instruct the student to solve it by horizontal and vertical method • **3a+5b-6c and 2a-3b+4c** • **Solve worksheet#07 Introduction to Algebra (Unit VIII)**	.
21st Week	Period 1		• Add and subtract the given algebraic expressions **L.L.U**	• The teacher will write the following algebraic expression then instruct the student to do the subtraction by horizontal and vertical method. • **2x-3y from 8x+5y** • The teacher will encourage students to ask questions to give them a clearer understanding. • Once students complete their task then teacher will ask the students to do the peer checking. • **Solve worksheet#08 & 9 Introduction to Algebra (unit VIII)**	Worksheet
	Period 2		• Simplify the algebraic expression grouped with brackets	• The teacher will describe the algebraic Expression without grouping and solve one example	

			L.L.U	• The teacher will solve one example from book **EX: 8.4 page#53, Q#01(a)** then instruct students to solve remaining sums. • **Solve worksheet#10,11 & 12 Introduction to Algebra (unit VIII)**	.
	Period 3		• a number that makes an open statement true is said to satisfy the statement (e.g. Δ = 7 makes the statement Δ + 2 = 9 true). • a sentence that does not include enough information required to decide whether it is true or false is known as open statement (e.g., Δ + 2 = 9). **L.L.R&U**	• The teacher will define the Kinds of Mathematical Sentences and solve one example of each kind from book **EX#8.5, page#54, Q#01** • The teacher will write the following different kinds of sentences on board then instruct the students to find out the true sentences, false sentences & open sentences for practice. • **9+x=10** • **0x9<9** • **11+6=6+11** • **5x+8=7**	
	Period 4		• sentences that are either true or false are known as statements. • a sentence that does not include enough information required to decide whether it is true • Or false is known as open statement (e.g. Δ + 2 = 9). **L.L.R&U**	• The teacher will instruct the students to solve the sums given in the exercise from book **EX#8.5, page#54** • The teacher will write following different kinds of sentences on the board then ask the following question • In these sums which is the kind of open sentence? • **8x+5=7** • **25=(6)(2)** • **2(3+4)=(2)(3)+(2)(3)** • **X+8<5**	1
22nd Week March	Period 1		• sentences that are either true or false are known as statements. • a sentence that does not include enough	• The teacher will instruct the students for solve the sums given in the exercise from book **EX#8.5, page#54** • The teacher will write following different kinds of sentences on the board then ask the following	

			• information required to decide whether it is true • Or false is known as open statement (e.g. Δ + 2 = 9). **L.L.R&U**	question • In these sums which is the kind of open sentence? • **8x+5=7** • **25=(6)(2)** • **2(3+4)=(2)(3)+(2)(3)** • **x+8<5**	
	Period 2 **Unit# 9 Linear Equation**	**Algebra**	• Define an algebraic equation. **L.L.R&U** • Differentiate between equation and an expression. **L.L.U**	• The teacher will write the following equations on board & ask the following questions • **2x+3=9** • **3x+4y-7z** • Which kind of equations are these? • What is the difference between these equations? • Please tell some other examples of linear equations. • What is the use & importance of linear equations in real life? • The teacher will write one by one answer on board	Chart of definition of Linear Equations
	Period 3		• Solve simple linear equations involving fractional and decimal coefficients like 1/2x+5=x-1/3 **L.L.U**	• The teacher will explain or solve each example of sums from the book **EX#9, Q#01(a), page#57 and** instruct students to solve the similar sums from book. • **Solve worksheet#01 Linear Equations (unit IX)**	Chart of formula for solving linear equations and worksheet
	Period 4		• Solve simple linear equations involving fractional and decimal coefficients like 1/2x+5=x-1/3 **L.L.U** • Solve real life problems	• The teacher will define the importance of linear equation • The teacher will solve one sums of linear equation involving fraction and one decimal from book **EX#9, page#57,Q#02(a, b ,c and d)** • The teacher will instruct students to attempt questions from **page#57, Q#02 (e, f, h and k)** from	Text book, board and marker

			involving linear equations. **L.L.A**	book and facilitate them where they needed.	
23rd week	Period 1		• Solve simple linear equations involving fractional and decimal coefficients like $1/2x+5=x-1/3$ **L.L.U** • Solve real life problems involving linear equations. **L.L.A**	• The teacher will solve one sum of linear equation involving fraction and one decimal from book **EX#9, page#57,Q#02(i).** • The teacher will instruct students to attempt questions from **page#57, Q#02 (j)** from book and facilitate them where they needed. and instruct them to **Solve worksheet#02 Linear Equations (unit IX)**	Text book, board and marker
	Period 2		• Solve simple linear equations involving fractional and decimal coefficients like $1/2x+5=x-1/3$	• The teacher will make sure the concept understanding related to the topic and utilize this period for board practice by randomly call the students on board and give them different questions related to the topic to solve.	Text book, board and marker
	Period 3		• Solve simple linear equations involving fractional and decimal coefficients like $1/2x+5=x-1/3$ **L.L.U** • Solve real life problems involving linear equations. **L.L.A**	• The teacher will define the importance of linear equation. • The teacher will solve one sums of linear equation involving fraction and one decimal from book **EX#9, page#57Q#02(k)** • The teacher will instruct students to **page#57 Q#02 (l)** from book and at the end the teacher randomly check their work and correct them where they needed. • The teacher will make them practice again **worksheet#02 Linear Equations (unit IX)**	Text book, board, marker and worksheet
	Period 4		• Solve simple linear equations involving fractional and decimal coefficients like $1/2x+5=x-1/3$ **L.L.U**	• The teacher will solve sums of linear equation from book **EX#9, page#57Q# 3 and 4.** • The teacher will instruct students to solve **page#57 Q#5 & 6 from** book and throughout the class the teacher facilitate them where they needed.	Text book and marker

			• Solve real life problems involving linear equations. **L.L.A**		
24th week	Period 1			• Solve real life problems involving linear equations. **L.L.A**	• The teacher will utilize this period by solving the queries or questions regarding the linear equations. So, students can get the grip on it.	
	Period 2 **Unit: X** **Geometry**	**Measurements & Geometry**	• Define line segments and ray, give the name of given line segments& Identify the line segments **L.L.R&U**	• The teacher will give brief introduction to students about Geometry then show the different kinds of lines, such as horizontal, vertical, diagonal, zigzag and also show the geometric box and ask the geometric instruments names from students. • Tell the similarities and differences between the types of lines. • The teacher will solve one sums from book **EX:10.1 page#60, Q#01,** and instruct students to solve remaining sums • **Solve worksheet#01 Geometry unit X** • The teacher will elaborate more about the geometry with the help of this mind map. 	Chart of definitions of kinds of lines and Geometry box
	Period 3		• Give the name of given line segments & identify the line segments **L.L.U**	• The teacher will draw different kinds of lines then instruct students to write their names and label them 	

				• Teacher will instruct students to solve related sums from book	
	Period 4		• Draw a right bisector of a given line segment using Compasses. **L.L.U**	• The teacher will revise the topic and then show the compass to students and ask the following question • What is the name of this instrument? • What is the use of this instrument? • The teacher will write the answer on board and then explain more about compass and its usage • The teacher will draw a line on board then ask students how we can bisect this line through compass? Then teacher will bisect the line and explain more about bisect a line through compass • **Solve worksheet#06 Geometry unit X**	Geometry box and Worksheet.
			• Construct an angle equal in measure of a given angle, **L.L.U**	• The teacher will instruct students to measure the angles from book **EX: 10.3 Page: 65, Q#01(a),(b)** and facilitate them where they needed.	Text book Protector Geometry box
25th week	Period 1		• construct an angle equal in measure of a given angle, **L.L.U**	• The teacher will ask the students to complete , **Q#01** from book **EX:10.3 Page:65 and instruct the** students to measure the angles • After the completion of Q# 1,teacher will instruct them to solve the worksheet**#12 to 14 Geometry unit X**	Board and marker Protector & worksheet
	Period 2		• construct an angle equal in measure of a given angle, **L.L.U** • Draw a congruent angle to given angles **L.L.U**	• The teacher will demonstrate the construction of congruent angles of 70^0 $_{from}$ the book example on **Page: 65.** • The teacher will ask the students to make a congruent angle of 80^0 $_{and}$ facilitate them where they needed.	Geometry Box.
	Period 3		• construct an angle equal in measure of a given angle, **L.L.U** • Draw a congruent angle to	• Teacher will instruct students to draw following ABC angles and construct XYZ congruent to ABC 120^0 and130^0 • The teacher will check the students work and give	Geometry Box, worksheet,text book, board and

			given angles **L.L.U**	• **Solve worksheet#18 Geometry unit X**	marker
	Period 4		• equal in measure of a given angle, **L.L.U** • Draw a congruent angle to given angles • **L.L.U**	• The teacher will ask few question from the students to check their understanding level of the running topic and if majority of the class do not give appropriate responses then teacher will explain one sum on the board after that instruct them to solve the **worksheet#19 &20 Geometry unit X**.	Text book Geometry Box. worksheet
26th week April	Period 1		• construct an angle equal in measure of a given angle, **L.L.U**	• The teacher will instruct students to draw following ABC angles and then also construct PQR congruent to ABC • 75^0, 105^0, 140^0 • The teacher will check the students work and give them feedback accordingly.	Geometry Box.
	Period 2		• construct an angle equal in measure of a given angle, **L.L.U**	• The teacher will ask few question from the students to check their understanding level of the running topic and if majority of the class do not give appropriate responses then teacher will explain one sum on the board after that instruct them to solve the **worksheet#21 & 22 Geometry unit X**.	Text book, Geometry Box. worksheet
	Period 3		• construct an angle equal in measure of a given angle, **L.L.U**	• The teacher will instruct the students to construct an angle equal in measure of these given angle, • **25&55** • **Solve worksheet#24 , Geometry unit X**	
	Period 4 & 1		• bisect a given angle, **L.L.U**	• The teacher will explain the bisection of angles • The teacher will construct the angle of 120^0, 90^0 & 60^0 on board & then bisect it with four equal parts with the help of ruler & compass for more concept clarity • The teacher will be encouraged students to ask questions for better understanding. • The teacher will solve one example of sums on board from book **Ex:10.4, Page:69, Q#01** and instruct students to solve **Q#2** from book **Ex:10.4, Page:69**	Text book, board, marker &Worksheet

				• **Solve worksheet#25 and 26 Geometry unit X**	
27th week	Period 2		• construct the following angles: $60^0 ,30^0 ,15^0$ **L.L.U**	• The teacher will check the prior knowledge of students by asking following questions • What is an angle? • How to create an angle using a straightedge? • How to measure an angle using a protractor? • Basic use of a compass (drawing an arc, locating the needle, positioning the pencil, and opening and closing the tool • The teacher will solve one example from book **EX:10.5, Page:71,**	Geometry Box and worksheet.
	Period 3		• construct the following angles: $,90^0 , 45^0 ,(22\frac{1}{2})^0 ,75^0$ **L.L.U**	• **Q#01(a)** and then instruct students to practice same sums from book **EX:10.5, Page:71** • **Solve worksheet#28 Geometry unit X**	
	Period 4 & 1		• construct the following angles: $(67\frac{1}{2})^0 ,120^0 ,150^0$ **L.L.U**	• The teacher will divide students in two group • Group one will draw the following angles • $(67\frac{1}{2})^0 ,120^0 ,150^0$ • Group two will measure it. • The teacher will use probing questions to guide the students to construct the given angles. The group that produces the correct and neatest constructions will be appreciated. • **Solve worksheet#30&31 Geometry unit X**	Geometry Box and worksheet
	28th Week Period 1 & 2		• construct the following angles: $165^0 ,135^0 , 105^0$ **L.L.U** •	• The students will be working in pairs. Each pair will be required to use a protractor and a ruler and compass to construct a $165^0 ,135^0 , 105^0$ angles	
	Period 3 & 4		• construct the following angles: $165^0 ,135^0 , 105^0$ **L.L.U**	• The teacher will use probing questions to guide the students to construct the given angles. The pair that make the correct and neatest diagrams will be appreciate and given a star • **Solve worksheet#32 Geometry unit X**	Geometry Box and worksheet Text book
29th-32nd	**Revision &Final Term Examination**				

Scheme of Studies - Sindhi Grade-6

گھريل سامان	سيکارڻ جو طريقو	سکيا جي حاصلات شاگرد ان قابل ٿي ويندا ته	مهارت جو محور	عنوان	مهينو/ هفتو
ڪتاب	برين اسٽارمنگ: • استاد ٻارن کان پڇندو ته : • وطن ڇا آهي؟ • ڇا توهان سورهيه بادشاهه بابت ڪجھ ڄاڻو ٿا؟ • ڇا توهان کي خبر آهي ته سورهيه بادشاهه ڪير هو؟ • استاد ٻارن کان سوالن جا جواب وٺڻ بعد کين ٻڌائيندو ته سورهيه بادشاهه وطن جي آزادي جو هيرو هو جڏهن انگريزن اسان جي سرزمين تي قبضو ڪيو هو ته هن پنهنجي حرن سميت انگريز سامراج خلاف جنگ ڪئي هئي ۽ انگريزن کيس گرفتار ڪري ڦاهيءَ تي چاڙهي ڇڏيو هو. اڄ اسان سورهيه بادشاهه بابت اهم سبق پڙهنداسين. ريڊنگ: • برين اسٽارمنگ ڪانپوءِ 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)	• وطن جي مشاهيرن بابت ڄاڻ حاصل ڪري سگهندا. • وطن جي آزاديءَ لاءِ قربان ٿيندڙ سورمن بابت ڄاڻي سگهندا. • وطن لاءِ قرباني ۽ محبت جو جذبو پيدا ڪري سگهندا.	• مشاهدو • ڳالهائڻ • سوچ ويچار ڪرڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ	پهريون پيرڊ سبق پنجون: سورهيه بادشاهه	11 جنوري ڪان 30 اپريل تائين جنوري چوٿون هفتو ورجاءُ
	ريڊنگ جاري	• وطن جي مشاهيرن بابت ڄاڻ حاصل ڪري سگهندا. • وطن جي آزاديءَ لاءِ قربان ٿيندڙ سورمن بابت ڄاڻي سگهندا. • وطن لاءِ قرباني ۽ محبت جو جذبو پيدا ڪري سگهندا.	• پڙهڻ • ٻڌڻ • ڳالهائڻ	ٻيو پيرڊ سبق پنجون: سورهيه بادشاهه	

	ٽيون پيرڊ **سبق** **پنجون:** سورهيه بادشاهه	• لکڻ • پڙھڻ • ٻڌڻ • ڳالھائڻ	• نوان لفظ ٻولي انهن جي معنيٰ لکي سگھندا. • جملا درست ترتيب ڏئي لکي سگھندا.	• استاد نوان لفظ بورڊ تي لکندو ۽ ٻارن کان انهن جون معنائون پڇندو. استاد انهن لفظن جون معنائون بورڊ تي لکندو ويندو ۽ ٻار ڪاپي ۾ اتاريندا ويندا. • استاد سبق جي مشق ۾ ڏنل مختلف بي ترتيب جملا بورڊ تي لکندو ۽ ٻارن جي مدد سان انهن کي ترتيب ۾ آڻيندو ۽ ائين ٻار ان کي ڪاپي ۾ اتاريندا ويندا.
	چوٿون پيرڊ **سبق پنجون** سورهيه بادشاهه	• لکڻ • ٻڌڻ • پڙھڻ • ڳالھائڻ	• ساڳي معنيٰ وارن لفظن بابت ڄاڻ حاصل ڪري سگھندا.	• استاد ٻارن کي ساڳي معنيٰ وارن لفظن جو تصور سمجھائيندو. بورڊ تي سبق جا ڏنل لفظ لکندو ۽ ٻارن جي سامهون انهن جي هم معنيٰ وارا لفظ لکندو. • استاد ٻارن کان ڪجھ نوان لفظ ۽ انهن جا هم معنيٰ لفظ ٻڌرائيندو.
جنوري **هفتو** **پندرهون**	**ٻيو پيرڊ** **سبق پنجون** سورهيه بادشاهه	• لکڻ • پڙھڻ • ٻڌڻ • ڳالھائڻ	• لفظن جا ضد سکي سگھندا.	• استاد ٻارن کي لفظ ۽ انهن جي ضدن واري مشق حل ڪرائيندو. ٻار انهن کي ڪاپي ۾ اتاريندا.
چارٽ	**ٽيون پيرڊ** **سبق پنجون** سورهيه بادشاه	• لکڻ • پڙھڻ • ٻڌڻ • ڳالھائڻ	• اسم ذات بابت سکي سگھندا.	• استاد ٻارن کي اسم ذات جو تصور سمجھائيندو. بورڊ تي ڪجھ اسم ذات لکندو. • استاد ٻارن کي چوندو ته ڪتاب ۾ موجود اسم ذات کان علاوه ڪجھ ٻيا اسم ذات ٻڌائين. استاد ٻارن جي ان ڏس ۾ رهنمائي ڪندو.
جنوري **هفتو** **سورهون**	**چوٿون پيرڊ** **سبق پنجون** سورهيه بادشاهه	• لکڻ • پڙھڻ • ٻڌڻ • ڳالھائڻ	• وطن جي مشاهيرن بابت ڄاڻ حاصل ڪري سگھندا. • وطن جي آزاديءَ لاءِ قربان ٿيندڙ سورمن بابت ڄاڻي سگھندا. • وطن لاءِ قرباني ۽ محبت جو جذبو پيداڪري سگھندا.	• استاد ٻارن کي سوال جواب لکرائيندو. **سرگرمي:** • استاد تحريڪ آزادي جي سورمن جون تصويرون گڏ ڪري چارٽ ناهٽ لاءِ پڻ چوندو. **جائزو:** • استاد پڙھايل سبق بابت شاگردن کان سوال ڪري زباني جائزو وٺندو.
	ٻيو پيرڊ	• مشاهدو	• مقامي راندين بابت ڄاڻي سگھندا.	**برين اسٽارمنگ:**

مهينو/هفتو	سبق	صلاحيتون	سکيا جا مقصد	سرگرميون
	سبق چهون ملاکڙو	ڪرڻ • سوچڻ ویچارڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ		• استاد ٻارن کي ڪرڪيٽ، هاڪي، ملهه ۽ ٻين راندين جون ڪجهه تصويرون ڏيکاري انهن بابت سوال ڪندو. • استاد ٻارن کان پڇندو ته : • توهان جي پسند جي راند ڪهڙي آهي؟ • توهان ڪهڙيون رانديون کيڏندا آهيو؟ • چا توهان ملهه راند بابت ڪجهه ٻڌائي سگهو ٿا؟ • استاد ٻارن کان جواب وٺڻ بعد کين ٻڌائيندو ته ملهه راند سنڌ جي ثقافتي راند آهي. جيڪا سنڌ جي ميلن ۾ کيڏي ويندي آهي. ملهه راند کي ملاکڙو چوندا ۽ جتي راند کيڏي ويندي آهي ان کي ملاکڙي جو ميدان چئبو آهي. اڄ اسان ملاکڙي بابت سبق پڙهنداسين. ريڊنگ: • برين استارمنگ ڪانپوءِ 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)
	ٻيون پيرڊ **سبق چهون** ملاکڙو	• پڙهڻ • ڳالهائڻ • ٻڌڻ	• مقامي راندين بابت ڳاٽي سگهندا.	• ريڊنگ جاري
فيبروري هفتو سترهون	**پهريون پيرڊ** **سبق چهون** ملاکڙو	• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ	• مقامي راندين بابت ڳاٽي سگهندا. • نوان لفظ ۽ معنائون ڳاٽي سگهندا.	• ريڊنگ جاري • ‒‒‒‒‒ • ريڊنگ دوران استاد ٻارن کي نوان لفظ ۽ انهن جون معنائون لکرائيندو ويندو.
	ٽيون پيرڊ **سبق چهون** ملاکڙو	• لکڻ • پڙهڻ • ٻڌڻ	• خال پري سگهندا.	• استاد ٻارن کي ڪتاب جون مشقون ڪرائيندو. • سوال جواب لکرائيندو.

				• ڳالهائڻ	
ڪتاب	• مڪيہ سرگرمي (گرامر) • استاد ٻارن جو اسم عام اسم خاص ۽ اسم ذات بابت تصور چٽو ڪندو. • استاد بورڊ تي هڪ هڪ قسم لکي ٻارن کي ان بابت ٻڌائيندو.	• اسم جي قسمن بابت ڄاڻي سگهندا.	• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ	تيون پيرڊ سبق ڇهون ملاکڙو	
چارٽ	مڪيہ سرگرمي (گرامر) • استاد ٻارن کي ٽن گروپن ۾ ورهائي انهن کان اسم عام اسم خاص ۽ اسم ذات جو چارٽ ٺهرائيندو. سرگرمي 3 (تقريري مقابلو) • استاد ڪلاس مان پنجن ٻارن کي چونڊيندو ۽ انهن کي مختلف راندين جي فائدن بابت تقريرون لکي اچڻ لاءِ چوندو. تہ جيئن ٻئي ڏينهن تقريري مقابلو ڪرائي سگهجي. • ٻار هڪ: ڪرڪيٽ راند جي فائدن تي تقرير لکندو. • ٻار 2: هاڪي راند جي فائدن بابت تقرير لکندو. • ٻار 3: ملهہ راند جي فائدن بابت تقرير لکندو. • ٻار 4: فٽبال راند بابت تقرير لکندو. • ٻار 5: رانديون صحت لاءِ ڪيترو ضروري آهن؟ ان عنوان تي تقرير لکندو.	• مقامي راندين بابت ڄاڻي سگهندا. • اسم جي قسمن بابت ڄاڻي سگهندا.	• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ	پهريون پيرڊ سبق ڇهون ملاکڙو	فيبروري هفتو ارڙهون
	سرگرمي 4: (تقريري مقابلو) • استاد ڪلاس ۾ ٻارن کي تقريرون پڙهڻ لاءِ چوندو ۽ هر هڪ شاگرد کي تقرير ڪرڻ جو موقعو ڏيندو. • ٻار هڪ: ڪرڪيٽ راند جي فائدن تي تقرير ڪندو. • ٻار 2: هاڪي راند جي فائدن بابت تقرير ڪندو. • ٻار 3: ملهہ راند جي فائدن بابت تقرير ڪندو. • ٻار 4: فٽبال راند بابت تقرير ڪندو. • ٻار 5: رانديون صحت لاءِ ڪيترو ضروري آهن؟ ان عنوان تي تقرير ڪندو.	• راندين جي ضرورت ۽ فائدن بابت ڄاڻي سگهندا.	• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ	ٻيو پيرڊ سبق ڇهون ملاکڙو	

				جائزو:	
				• استاد پڙهايل سبق بابت شاگردن کان سوال جواب ڪري زباني جائزو وٺندو.	
فيبروري هفتو اوٽيھون	ٽيون پيرڊ سبق ستون وطن	• سوچڻ • پڙهڻ • لکڻ • ٻڌڻ • ڳالھائڻ	• وطن سان محبت جو جذبو پيدا ڪري سگهندا.	برين استارمنگ: • . استاد ٻارن کان سوال پڇندو ته : • وطن ڇا آهي؟ • وطن سان محبت ڪيئن ڪبي آهي؟ • استاد ٻارن کان جواب حاصل ڪرڻ بعد ٻين کي ٻڌائيندو ته اهو ملڪ، جتي اسين رهون ٿا، ڪائون پيئون ٿا، جيئون مرون ٿا، اهو اسان جو وطن آهي. وطن جي مٽيءَ سان هر انسان کي پيار هوندو آهي ۽ اسان کي به پيار آهي. ريڊنگ: • برين استارمنگ ڪانپوءِ استاد نظم جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ نظم پڙهي ويندو بعد ۾ استاد هڪ هڪ سٽ پڙهندو ويندو ٻار ان جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان نظم پڙهائيندو. (ريڊنگ جي اصولن موجب)	ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي، ورڪ شيت
	پهريون پيرڊ سبق ستون وطن	• پڙهڻ • لکڻ • ٻڌڻ • ڳالھائڻ	• بيت سُر ۽ لئہ ۾ پڙهي سگهندا. • لفظن کي جملن ۾ استعمال ڪري سگهندا.	• ريڊنگ جاري • ــــــــــــ • استاد نون لفظن جون معنائون به لکرائيندو.	ڪتاب
	ٽيون پيرڊ سبق ستون وطن	• پڙهڻ • لکڻ • ٻڌڻ • ڳالھائڻ	• بيت سُر ۽ لئہ ۾ پڙهي سگهندا. • لفظن کي جملن ۾ استعمال ڪري سگهندا.	ڪورس ريڊنگ • استاد نظم جي ٽن ناهي ڪورس جي صورت ۾ ٻارن سان گڏجي ڳائيندو ۽ ٻارن کي زباني سمجهائي ڏيندو ويندو. • ــــــــــــ • استاد نوان لفظ جملن ۾ استعمال ڪندو.	ڪتاب
	پهريون پيرڊ	• لکڻ	• اسم ۽ ضمير جا مذڪر ۽ مونث چونڊي لکي سگهندا.	• مکيہ سرگرمي (گرامر) • استاد ٻارن کي مذڪر ۽ مونث بابت تصور چٽو ڪندو.	ڪتاب/ بورڊ/ مارڪر

مواد (ڪتاب)	سرگرميون	سکيا جا نتيجا	صلاحيتون	هفتو / پيرڊ
	• استاد بورڊتي مذڪر انهن جا مونث لکي ڏيندو ۽ ٻار انهن کي ڪاپي ۾ اتاريندا. • استاد ٻارن کي ڪجهه مذڪر بورڊ تي لکي ڏيندو ۽ اهو انهن جا مونث لکندا.		• پڙهڻ • ڳالهائڻ • ٻڌڻ	**سبق ستون وطن**
ڪتاب	• استاد ٻارن کي سبق جا سوال جواب لکرائيندو. • استاد ٻارن کان سبق جون رهيل مشقون حل ڪرائيندو. • جائزو: • استاد پڙهايل سبق مان ٻارن کان زباني جائزو وٺندو.	• وطن سان محبت جو جذبو پيدا ڪري سگهندا.	• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ •	**ٻيو پيرڊ** **سبق ستون وطن**
صحتمند انسان ۽ بيمار انسان جون تصويرون	**برين اسٽارمنگ:** • استاد ٻارن کي هڪ بيمار انسان ۽ هڪ صحتمند انسان جون تصويرون ڏيکاري ڪانئن سوال ڪندو ته : • ٻنهي تصويرن ۾ ڪهڙو فرق آهي؟ • هڪ صحتمند ۽ هڪ بيمار انسان ۾ ڪهڙو فرق آهي؟ • استاد ٻارن کي ٻڌائيندو ته صحتمند انسان سماج لاءِ ڪارائتو ڪردار ادا ڪندو آهي جڏهن ته بيمار انسان پنهنجي ذات لاءِ به مصيبت بڻيل هوندو آهي. صحتمند رهڻ لاءِ ضروري آهي ته اسان صفائي سٿرائي جو خيال رکون. • شاگردن کي استاد ٻڌائيندو ته اج اسان سبق پڙهنداسين .صحت ۽ صفائي... • ريڊنگ: • 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)	• صحت جي اهميت ڄاٽڻ	• مشاهدو • سوچڻ • ويچارڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ	**ٽيون پيرڊ** **سبق اڻون:** صحت ۽ صفائي
	• ريڊنگ جاري	• صحت جي اهميت ڄاٽي سگهندا.	• پڙهڻ • ٻڌڻ • ڳالهائڻ	**پهريون پيرڊ** **سبق اڻون:** صحت ۽ صفائي

المواد	سرگرميون (استاد)	سکيا جا مقصد	صلاحيتون	پيرڊ / سبق	هفتو
ڪتاب/ ڪاپي/ بورڊ/ مارڪر	• استاد نون لفظن جون معنائون بورڊ تي لکندو ويندو ۽ ٻار ان کي ڪاپي تي اتاريندا ويندا. • استاد ٻارن جي مدد سان لفظن کي جملن ۾ استعمال ڪندو.	• نون لفظن جي معنيٰ لکي جملن ۾ استعمال ڪري سگهندا.	• پڙهڻ • ٻڌڻ • ڳالهائڻ • لکڻ	**بيو پيرڊ** سبق انون: صحت ۽ صفائي	مارچ هفتو ايڪيهون
ڪتاب/ڪاپي	• استاد سوال جواب حل لکرائيندو. • ڪتاب ۾ موجود مشقون حل ڪرائيندو.	• سوال جواب حل ڪري سگهندا.	• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ	**تيون پيرڊ** سبق انون: صحت ۽ صفائي	
ڪتاب/ڪاپي	• استاد ٻارن کي ضمير بابت پڙهائيندو. • بورڊ تي جملا لکي ضمير وارن لفظن هيٺيان ليڪ ڏئي ٻڌائيندو ته هي .ضمير آهي.	• ضمير بابت ڄاڻ حاصل ڪري سگهندا.	• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ • لکڻ	**پهريون پيرڊ** سبق انون: صحت ۽ صفائي	
ٻهاراءِ صفائي جو سامان	• سرگرمي 1 : يونين ڪائونسل جي اعليٰ اختيارين کي پنهنجي ڳوٺ جي صفائي لاءِ خط لکڻ • استاد ٻارن کي خط لکڻ سيکاريندو. استاد بورڊ تي لکندو ويندو ۽ ٻار ان کي ڪاپي تي اتاريندا ويندا. • سرگرمي2: اسڪول ۾ صفائي جو هفتو ملهائڻ • استاد ۽ شاگرد گڏجي اسڪول ۾ صفائي جو هفتو ملهائيندا ۽ استاد ٻارن کي صفائي جي اهميت کان آگاهه ڪندو. جائزو: • استاد ٻارن کان زباني امتحان وٺندو. سبق بابت ڪجهه بنيادي سوال ڪندو ۽ جواب حاصل ڪندو.	• صحت جي اهميت ڄاڻي سگهندا.	• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ • لکڻ	**بيو پيرڊ** سبق انون: صحت ۽ صفائي	مارچ هفتو باويهون
تصويرون	**برين اسٽارمنگ:** • استاد ٻارن کي موهن جي دڙي، ڪوٽڏيجي جي قلعي ۽ بادشاهي مسجد ۽ ٻي نئين جون	• سنڌ جي تاريخي ماڳن بابت ڄاڻي سگهندا. • قديم آثارن بابت لکي سگهندا.	• مشاهدو • سوچڻ	**تيون پيرڊ** سبق نائون:	

	تصويرون ڏيکاري انهن ماڳن بابت سوال پڇندو. • استاد شاگردن کي ٻڌائيندو ته سنڌ تاريخي ماڳن ۽ جاين سان مالامال آهي. اڄ اسان پينيور جي تاريخي ماڳ بابت پڙهنداسين. جنهن سان سسئي پنهون جو داستان واڳيل آهي. **ريڊنگ:** • برين اسٽارمنگ کانپوءِ استاد ٻارن کي ريڊنگ کرائيندو. استاد سڀ کان پهرين پاڻ سبق پڙهندو ۽ کورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چوندو.		ويچارڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ	پينيورُ
کتاب/ڪاپي	• ريڊنگ جاري	• سنڌ جي تاريخي ماڳن بابت ڄاڻي سگهندا. • قديم آثارن بابت لکي سگهندا.	• پڙهڻ • ٻڌڻ • ڳالهائڻ •	**پهريون پيرڊ** **سبق نائون:** پينيورُ
کتاب/ڪاپي	• استاد نوان لفظ ۽ معنائون بورڊ تي لکندو ۽ شاگردان کي نوٽ کندا ويندا. • استاد لفظن کي جملن ۾ استعمال کرڻ سيکاريندو ۽ سبق جي مشق نمبر 2 حل کرائيندو.	• لفظن کي جملن ۾ ڪتب آڻي سگهندا.	• پڙهڻ • لکڻ • ڳالهائڻ • ٻڌڻ	**ٻيوپيرڊ** **سبق نائون:** پينيورُ
	• استاد شاگردن کي ضمير خالص بابت مثالن سان پڙهائيندو ۽ ضمير خالص لکڻ ۽ جملن ۾ استعمال کرڻ جي مشق کرائيندو. • استاد هر ٻار کان پنج پنج جملا نهرائيندو جنهن ۾ ضمير خالص استعمال ٿيل هجي. استاد آخر ۾ ٻارن جو ڪم چڪاسيندو.	• ضمير خالص بابت ڄاڻي سگهندا.	• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ •	**ٽيون پيرڊ** **سبق نائون:** پينيورُ
	• استاد ٻارن کي سوال جواب لکرائيندو ۽ مشقون حل کرائيندو. • استاد آخر ۾ ٻارن کان سوال جواب پڇي چٽاپيٽي کرائيندو.	• سنڌ جي تاريخي ماڳن بابت ڄاڻي سگهندا. • قديم آثارن بابت لکي سگهندا.	• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ	**پهريون پيرڊ** **سبق نائون:** پينيورُ

مارچ هفتو ٽيويهون

تصويرون/ وڊيو	• استاد خال پرٽ واري مشق حل ڪرائيندو.	• مناسب لفظن سان خال پري سگهندا.	• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ	**بيوپيرد** **سبق نائون:** پَئيورُ	
تصويرون/ وڊيو	**سرگرمي:** (مضمون لکڻ) • استاد ٻارن کان ڪنهن بہ تفريحي ماڳ جو اکين ڏٺو احوال لکرائيندو. • هر هڪ شاگرد پنهنجي پنهنجي تفريحي ماڳ جي سير بابت احوال لکندو. • نوٽ: استاد ٻارن کي گهران پنهنجي پسند سان ڪنهن بہ موضوع تي مضمون لکي اچڻ جو هوم ورڪ ڏيندو ۽ ٻئي ڏينهن تي هوم ورڪ چڪاسيندو.	• مضمون لکي سگهندا.	• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ	**بيوپيرد** **سبق نائون:** پَئيورُ	**مارچ** **هفتو** **چوويهون**
	• استاد هر هڪ شاگرد کان هوم ورڪ بابت پڇندو ۽ هر هڪ ٻار جو لکيل مضمون چڪاسيندو ۽ سندن رهنمائي ڪندو. استاد ٻارن کي مضمون لکڻ جا گُر سيکاريندو. **جائزو:** • استاد سبق نائين مان هڪ سوالي پرچو ناهيندو ۽ ٻارن کان اهو سوالي پرچو حل ڪرائيندو.	• مضمون لکي سگهندا.	• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ	**ٽيون پيرد** **سبق نائون:** پَئيورُ	
ڪتاب ذوالفقار علي ڀٽي ۽ بينظير ڀٽو جون تصويرون	**برين اسٽارمنگ:** • استاد ٻارن کي ذوالفقار علي ڀٽو ۽ بينظير ڀٽو جون تصويرون ڏيکاري سوال پڇندو تہ: • هي ڪير آهن؟ • سياست ۾ انهن جو ڪهڙو مقام آهي؟ • اوهان کي اهي شخصيتون ڇو پسند آهن؟ • ٻارن کان جواب حاصل ڪرڻ بعد استاد ڪين ٻڌائيندو تہ ذوالفقار علي ڀٽو پاڪستان جو پهريون چونڊيل وزيراعظم هو ۽ سندس نياڻي محترمہ بينظير ڀٽو هن ملڪ جي پهرين عورت وزيراعظم هئي. ذوالفقار علي ڀٽي جو والد سر شاهنواز ڀٽو بہ هڪ وڏي سياسي شخصيت هو. اڄ اسان ان بابت سبق پڙهنداسين.	• ملڪ جي مشاهيرن بابت ڄاڻ حاصل ڪرڻ	• پڙهڻ • ٻڌڻ • ڳالهائڻ •	**پهريون پيرد** **سبق ڏهون:** سَر شاهنواز ڀٽو	**اپريل** **هفتو** **پنجويهون**

	ريڊنگ: • برين استارمنگ ڪانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سپ ڪان پهرين ٻارن سبق پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چوندو.			
• ملڪ جي مشاهيرن بابت ڄاڻ حاصل ڪرڻ • ريڊنگ جاري	• پڙهڻ • لکڻ • ٻڌڻ • ڳالهائڻ •	**ٻيو پيرڊ** **سبق ڍنون:** سَر شاهنواز پٽو	
• مناسب لفظن سان خال ڀرڻ • لغت جو استعمال ڪرڻ • پڙهڻ ۽ لکڻ • استاد نوان لفظ ۽ معنائون لکرائيندو • استاد لفظن کي جملن ۾ استعمال ڪرائيندو. • استاد مناسب لفظن سان خال ڀريندو.	• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ	**ٽيون پيرڊ** **سبق ڍنون:** سَر شاهنواز پٽو	
• پڙهڻ ۽ لکڻ • استاد سوال جواب لکرائيندو. • استاد درست جملن واري مشق ڪرائيندو.	• مشاهدو ڪرڻ • غور ڪرڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ	**پهريون پيرڊ** **سبق ڍنون:** سَر شاهنواز پٽو	**اپريل** **هفتو چوٿون**
• ضمير متڪلم بابت ڄاڻ • استاد ضمير متڪلم بابت ٻارن کي پڙهائيندو. • استاد جملا ڀاڻي ضمير متڪلم کي ليڪ ڏيندو. • استاد ٻارن کان ضمير متڪلم وارا جملا لکرائيندو.	• پڙهڻ • سمجهڻ • ڳالهائڻ • ٻڌڻ	**ٻيو پيرڊ** **سبق ڍنون:** سَر شاهنواز پٽو	
• ملڪي مشاهيرن بابت ڄاڻ **سرگرمي:** • استاد سر شاهنواز پٽو ۽ سندس خاندان بابت مضمون لکڻ لاءِ ٻارن کي چوندو.	• لکڻ • پڙهڻ	**ٽيون پيرڊ** **سبق ڍنون:**	

			اپريل

| • ٻار ڪاپي ۾ مضمون لکي وڃن ته استاد ڪاپي چڪاسيندو. جائزو:
 • استاد ٻارن کان زباني امتحان وٺندو.سبق بابت ڪجهه بنيادي سوال ڪندو ۽ جواب حاصل ڪندو. | | • سمجهڻ
 • ٻالهائڻ | سَر شاهنواز پڙهو |