

LESSON PLAN (English, Science, Urdu) Class 6th

سبق پلان 01

عنوان: کان

استاد کا نام:

کلاس: ۶

مضمون: اردو

کھیتوں ہیں اور وہ ہماری روزمرہ کی زندگی کو کس طرح متاثر کرتے ہیں؟ کسی سرگرمی سے طلباء کو معتمی کاشتکاروں کا باضابطہ شکر یہ ادا کرنے کا موقع ملنے سے قبل اس سبق کا منصوبہ کھیتوں سے متعلق اہم حقائق کو احبا گر کرنے کے لئے متن کا سبق استعمال کرتا ہے۔

سکھنے کے مقاصد:

اس سبق کی تکمیل پر، طلباء:

فارم پر کیا ہوتا ہے اس کی وضاحت کریں

مختلف قسم کے کھیتوں میں تمیز کرنا

جدید معاشرے میں کھیتوں کی اہم بات کا خلاصہ بنائیں

لمبائی

۶۰ سے ۹۰ منٹ

نصاب کے معیارات:

LESSON PLAN (English, Science, Urdu)

Class 6th

کسی متن کی تفہیم کا مظاہرہ کرنے کے لئے سوالات پوچھیں اور جوابات دیں، واضح طور پر جوابات کی بنیاد کے طور پر متن کا حوالہ دیتے ہیں۔

کسی متن کے مرکزی خیال کا تعین کریں۔ اہم تفصیلات دوبارہ بیان کریں اور بتائیں کہ وہ کس طرح مرکزی خیال کی حمایت کرتے ہیں۔

تاریخی واقعات، سائنسی نظریات یا تصورات، یا کسی متن میں تکنیکی طریقہ کار کے اقدامات کے درمیان تعلقات کی وضاحت کریں، جس کی زبان، وقت، ترتیب، اور اسباب / اثر سے متعلق ہو۔

گریڈ ۳ کے عنوان یا مضمون کے علاقے سے متعلق کسی متن میں عام تعلیمی اور ڈومین سے متعلق مخصوص الفاظ اور جملے کے معنی بتائیں۔

عکاسی (جیسے نقشے، تصاویر) سے حاصل کردہ معلومات اور متن کے الفاظ کو متن کی تفہیم کو ظاہر کرنے کے لئے استعمال کریں (جیسے، کہاں، کب، کیوں، اور اہم واقعات کیسے واقع ہوتے ہیں)۔

مواد:

فنا رموں کی مختلف تصاویر

متن کے اسباق کی کاپیاں فنا رموں کے حقائق: بچوں کے لئے سبق

متعلقہ متن سبق سے کوئز کا استعمال کرتے ہوئے ایک ورک شیٹ بنائی گئی

مقامی طور پر لگائی جانے والی پیداوار، جس میں سے ہر ایک کا نام فنا رموں کے نام کے ساتھ ہے

مقامی طور پر تیار شدہ پیداوار (مثال کے طور پر نام، مالکان، مقام، پتہ، فنا رموں کا سائز، بڑھتی ہوئی مصنوعات اور اسی

طرح) کے ذریعہ ہر ایک کھیت کے لئے ایک مختصر حقائق شیٹ۔

LESSON PLAN (English, Science, Urdu)

Class 6th

لکھے ہوئے کاغذ

لفافے

ڈاک ٹکٹ

حوالہ جات :

کتاب صفحہ نمبر ۱۲۸

پچھلے سبق کی تلاوت :

طلباء کو صفحہ نمبر پر Q2 کو فوری حل کرنے کو کہہ کر ان تصورات کو سمجھنے کی جانچ کریں۔ 2 طلباء کی کتاب۔

استاذہ کا اظہار :

طلباء سے فارمنگ کے بارے میں تبادلہ خیال کریں۔

شہری اور دیہی علاقوں میں فرق کے ساتھ ان پر تبادلہ خیال کریں۔

ایک میز بنائیں اور اس میں فرق شہری اور دیہی علاقوں میں لکھیں۔

کلاس کا کام :

کاپیاں پر درج ذیل سوالات کریں:

ایک کان کیا ہے؟

شہری علاقہ کیا ہے؟

دیہی علاقہ کیا ہے؟

LESSON PLAN (English, Science, Urdu)

Class 6th

پاکستان کے بڑے شہروں کا نام بتائیں؟

لیپیٹ:

طلباء سے پوچھ کر سبق کا اختتام کریں:

سبق آموز منصوبہ 02

عنوان: علامہ اقبال

استاد کا نام:

کلاس: ۶

مضمون: اردو

سکھنے کے مقاصد:

عنوان کے اختتام پر، طلباء کو اہل ہونا چاہئے:

ہیروز آف پاکستان کے بارے میں جانیں

علامہ اقبال کی تاریخ اور علیحدہ ریاست میں ان کے شراکت کے بارے میں جانیں

حوالہ جات:

بک پیج نمبر 9 پاکستان کے مختلف ہیروز کے فلیش کارڈز

پاکستان کا نقشہ

رنگ۔

پچھلے سبق کی تلاوت:

LESSON PLAN (English, Science, Urdu)

Class 6th

طالب علم کا پچھلا علم اس بارے میں پوچھیں کہ وہ پاکستان کے بارے میں کیا جانتے ہیں ان سے یہ پوچھیں کہ پاکستان کے پیدا ہونے پر ہمارے تائیدین کون تھے؟ پاکستان کا قومی شاعر کون تھا؟ طلباء سے ان سوالات کے بارے میں پوچھیں کیوں کہ وہ پہلے کی جماعتوں میں ہی اسے پڑھ چکے ہیں؟

اساتذہ کا اظہار:

طلباء سے ہمارے ہیرو کے بارے میں تبادلہ خیال کریں۔ آزادی حاصل کرنے میں کون اپنا تعاون کرتا ہے؟

علامہ اقبال کے بارے میں ان سے تبادلہ خیال کریں۔

انہیں بتائیں کہ علامہ اقبال پہلے شخص تھے جنہوں نے پاکستان کا خواب دیکھا۔

علامہ اقبال کے بارے میں طلباء کو بیان کریں اور بتائیں کہ وہ کہاں پیدا ہوا تھا اور وہ

کب پیدا ہوا تھا؟

علامہ اقبال کی ابتدائی تعلیم کے بارے میں ان سے تبادلہ خیال کریں اور یہ کہ انہوں نے

علیحدہ ریاست کے حصول میں اپنی زندگی میں کیا کردار ادا کیا۔

کسی بے ترتیب طالب علم سے طلبہ کے کتاب صفحہ نمبر 9 پر علامہ اقبال کے بارے

میں متن پڑھنے کو کہیں۔

کلاس کا کام :

تحریری کتاب پر مندرجہ ذیل سوالات کریں:

پاکستان کا خواب کس نے دیکھا؟

LESSON PLAN (English, Science, Urdu)

Class 6th

علامہ اقبال کی پیدائش کب ہوئی؟ پاکستان کا قومی شاعر کون تھا؟

گھر کا کام:

علامہ اقبال کے بارے میں 10 لائنیں لکھیں۔

لپیٹ:

طلباء کو مندرجہ ذیل سوالات کے بارے میں پوچھ کر سبق کا اختتام کریں:

پاکستان کا خواب کس نے دیکھا؟

علامہ اقبال کی پیدائش کب ہوئی؟

وہ کب مر گیا؟

سبق آموز منصوبہ 03

عنوان: قائد اعظم، حفیظ جالبندھری

استاد کا نام:

کلاس: ۶

مضمون: اردو

سیکھنے کے مقاصد:

عنوان کے اختتام پر، طلباء کو اہل ہونا چاہئے:

ہیروز آف پاکستان کے بارے میں جانیں

LESSON PLAN (English, Science, Urdu)

Class 6th

تاریخ و تائید اعظم اور حفیظ حبالندھری کے بارے میں جانیں اور الگ ریاست حاصل کرنے میں

ان کے تعاون کے بارے میں جانیں

حوالہ جات :

بک پیج نمبر 9 اور 10 پاکستان کے مختلف ہیروز کے فلیش کارڈ پاکستان کا نقشہ

رنگ۔

پچھلا سبق کی تلاوت :

پاکستان کے کچھ ہیروز کا نام طلبہ سے پوچھ کر سبق شروع کریں؟ طلباء سے پوچھیں کہ وہ علامہ اقبال

کے بارے میں کیا جانتے ہیں، ان سے تائید اعظم کے بارے میں پوچھیں، وہ کب پیدا ہوا؟ وہ

تائید اعظم کے بارے میں کیا جانتے ہیں؟ بانی پاکستان کون تھا؟

اساتذہ کا اظہار:

تائید اعظم کے بارے میں طلباء سے گفتگو کریں۔

ان کے ساتھ بات چیت کریں وہ بانی پاکستان تھے اور وہ ساری جدوجہد کی رہنمائی کرنے والے رہنما تھے

اس الگ ریاست کو انجام دینے کے لئے۔

تائید اعظم کی کتابیات کے بارے میں طلباء سے گفتگو کریں؟ جب وہ پیدا ہوا؟ جہاں وہ تھا

پیدا ہونا؟

تائید اعظم کی تعلیم کے بارے میں ان سے تبادلہ خیال کریں۔

تائید اعظم نے علیحدہ ریاست کے حصول میں ادا کیا کردار کے بارے میں مختصر گفتگو کریں۔

LESSON PLAN (English, Science, Urdu)

Class 6th

حفیظ حبالندھری کے بارے میں بھی تبادلہ خیال کریں اور طلبا کو بتائیں کہ وہ ہمارے قومی ہیرو تھے۔

طلبا کو بتائیں کہ حفیظ حبالندھری نے پاکستان کا قومی ترانہ لکھا ہے جسے اب ہم گاتے ہیں

ایک دن

ایک بے ترتیب طالب علم سے طلبہ سے متعلق وٹا نڈ اعظم اور حفیظ حبالندھری کے متعلق

مستن پڑھنے کو کہیں

کتاب کا صفحہ نمبر 9 اور 10 -

کلاس کا کام :

نوٹ بک پر مندرجہ ذیل سوال کریں:

جب وٹا نڈ اعظم پیدا ہوئے؟

پاکستان کے بانی والد کون تھے؟

وٹا نڈ کی وضاحت کریں۔

وٹا نڈ اعظم؟ کو کہاں دفن کیا گیا؟

وٹا نڈ اعظم؟ کا کیا مطلب ہے؟

لپیٹ :

طلبا سے وٹا نڈ کی وضاحت کے لئے سبق کو ختم کریں؟ وہ کہاں پیدا ہوا؟ اس کا انتقال کب ہوا؟

محمد علی جناح کو وٹا نڈ اعظم کیوں کہا گیا؟ حفیظ حبالندھری کون تھے؟

LESSON PLAN (English, Science, Urdu)

Class 6th

عنوان: شہری علاقہ بمقابلہ دیہی علاقہ

استاد کا نام:

کلاس: ۶

مضمون: اردو

سیکھنے کے مقاصد:

عنوان کے اختتام پر، طلباء کو اہل ہونا چاہئے:

مختلف قسم کی برادریوں، شہر اور دیہی علاقوں کے بارے میں جانیں۔

نقشہ پڑھنے کا طریقہ سیکھیں۔

شہری علاقوں اور دیہی علاقوں کے مابین فرق کو سمجھیں۔

حوالہ جات:

کتاب صفحہ نمبر 14، 15 رنگ

پچھلے سبق کی تلاوت:

طلباء کو صفحہ نمبر پر Q2 کو فوری حل کرنے کو کہہ کر ان تصورات کو سمجھنے کی جانچ کریں۔ 2 طلباء کی

کتاب۔

استاذہ کا اظہار:

طلباء سے برادری کے بارے میں تبادلہ خیال کریں۔

شہری اور دیہی علاقوں میں فرق b / w کے ساتھ ان پر تبادلہ خیال کریں۔

LESSON PLAN (English, Science, Urdu)

Class 6th

ایک میز بنائیں اور اس میں فرق b / w شہری اور دیہی علاقوں میں لکھیں۔

پی ہوائی کام :

طلب کتاب کے پی جی نمبر ، 16 پر کیو 3 کریں ، طلب جوڑے میں بیٹھیں گے اور ایک دوسرے سے بات چیت کر کے اس سوال کو حل کریں گے۔

کلاس کا کام :

کاپیاں پر درج ذیل سوالات کریں:

ایک کمیونٹی کیا ہے؟

شہری علاقہ کیا ہے؟

دیہی علاقہ کیا ہے؟

پاکستان کے بڑے شہروں کا نام بتائیں؟

لپیٹ :

طلباء سے پوچھ کر سبق کا اختتام کریں:

شہری اور دیہی علاقوں میں کیا فرق ہے؟

شہری علاقوں میں کون سی سہولیات میسر ہیں لیکن دیہی علاقوں میں نہیں؟

دونوں شعبوں میں ماحول کیسے مختلف ہے؟

سبق آموز منصوبہ 05

نقل و حمل

LESSON PLAN (English, Science, Urdu)

Class 6th

استاد کا نام :

کلاس : ۶

مضمون : اردو

سیکھنے کے مقاصد :

عنوان کے اختتام پر ، طلباء کو اہل ہونا چاہئے :

مختلف قسم کی برادریوں ، شہر اور دیہی علاقوں کے بارے میں جانیں۔

نقشہ پڑھنے کا طریقہ سیکھیں۔

نقل و حمل کے مختلف طریقوں کے بارے میں جانیں

حوالہ جات :

ورکشیٹ

رنگ۔

کتاب صفحہ نمبر 16

پچھلے سبق کی تلاوت :

طلباء کو ورک شیٹ نمبر 6 اور ان سے کہیں کہ ہم ان گاڑیوں سے میچ کریں جو ہم نقل و حمل میں

ہیں۔

کرتے

استعمال

استاذ کا اظہار :

طلباء کو آمدورفت کے بارے میں پوچھیں کیونکہ انہوں نے نقل و حمل کے بارے میں پہلے ہی

سیکھا تھا کہ پچھلی کلاس میں۔

LESSON PLAN (English, Science, Urdu)

Class 6th

ان کی وضاحت کریں کہ نقل و حمل کا طریقہ وہ ہے جس سے لوگ ایک جگہ سے دوسری جگہ جاتے ہیں۔

مختلف گاڑیوں کے فلیش کارڈز استعمال کریں جو ہم سفر کے لئے استعمال کرتے ہیں۔

تیز چلتی گاڑیوں اور آہستہ چلتی گاڑیوں کے بارے میں تبادلہ خیال کریں۔

طلباء کو ان گاڑیوں کے بارے میں بتائیں جو شہروں میں استعمال ہوتی ہیں۔

شہروں میں ہم کون سی گاڑیاں استعمال کرتے ہیں یہ ظاہر کرنے کیلئے فلیش کارڈز کا استعمال کریں۔

طلباء کو ان گاڑیوں کے بارے میں بھی بیان کریں جو ہم دیہی علاقوں میں استعمال کرتے ہیں۔

ان کی وضاحت کریں کہ لوگ عام طور پر ایک جگہ سے دوسری جگہ جانے کے لئے

چلتے ہیں۔

ان کی وضاحت کریں کہ دیہی علاقوں میں سب سے عام گاڑیاں یا نقل و حمل کا ذریعہ ہیں

گدھا گاڑی، موٹر سائیکل اور سائیکل۔

ان کی وضاحت کریں کہ ہوائی جہاز کسی گاؤں میں نقل و حمل کے طور پر استعمال نہیں کرے گا۔

کلاس کا کام :

پی جی نمبر پر کیو 4 کریں۔ 17 طلباء کی کتاب۔

لپیٹ :

طلباء کو مختلف ٹرانسپورٹیشن کے فلیش کارڈ دکھا کر سبق کو ختم کریں اور ان سے نقل و حمل کو بتانے

کو کہیں جو شہری علاقوں اور دیہی علاقوں میں استعمال ہوتی ہے۔

LESSON PLAN (English, Science, Urdu) Class 6th

سبق آموز منصوبہ 06

عنوان: ہمارے علامتوں کا احترام کرنا

استاد کا نام:

کلاس: ۶

مضمون: اردو

سیکھنے کے مقاصد:

عنوان کے اختتام پر، طلباء کو اہل ہونا چاہئے:

ہمارے جھنڈے کے بارے میں جانیں

طلباء کو ہمارے جھنڈے کی اہمیت کو سمجھنے یا پہچاننا

حوالہ جات:

کتاب صفحہ نمبر 12 گرین اور وائٹ چیٹ پیپرز پاکستانی پرچم رنگ گلو

شروعاتی سرگرمی:

طلباء کو گرین اور سفید رنگ کے کاغذات مہی۔ اکریں اور انھیں پاکستان کا جھنڈا بنانے کے لئے کلر

پیپر کاٹنے کو کہیں۔

استاذہ کا اظہار:

طلباء سے گفتگو کریں کہ ہم کس طرح اپنی علامتوں کا احترام کر سکتے ہیں۔

LESSON PLAN (English, Science, Urdu)

Class 6th

ان کی وضاحت کریں کہ ہمارے جھنڈے کا احترام کرنا بہت ضروری ہے کیونکہ اس سے ہماری قومیت یا شناخت کی شناخت ہوتی ہے۔

طلباء کے ساتھ قومی علامتوں پر تبادلہ خیال کریں

ان کی وضاحت کریں کہ ہم کس طرح اپنی علامتوں کا احترام کر سکتے ہیں۔

انہیں ہدایت دیں کہ وہ جھنڈا نہ پھاڑیں اور جھنڈا زمین پر نہ پھینکیں۔

گروپ کام :

طلباء کو چارٹ پیپرز مہیا کریں اور ان سے یہ پوائنٹس لکھیں کہ ہم اپنی علامتوں کا احترام کیسے کر سکتے ہیں۔ ہر گروپ کا ایک ایک فرد اپنے خیالات کو کلاس کے سامنے پیش کرے گا۔

لپیٹ :

طلباء سے یہ پوچھ کر سبق کا اختتام کریں کہ علامت کیا ہے؟ ہمیں کیا پہچانتا ہے؟ ہم اپنی علامتوں کا احترام کیسے کر سکتے ہیں؟

سبق آموز منصوبہ 07

عنوان : تہوار 1-

استاد کا نام :

کلاس : ۶

مضمون : اردو

سیکھنے کے مقاصد :

LESSON PLAN (English, Science, Urdu)

Class 6th

عنوان کے اختتام پر، طلبہ کو اہل ہونا چاہئے:

پاکستان میں خصوصی دن کے بارے میں جانیں

پاکستان اور دنیا میں منائے جانے والے خاص دنوں کے بارے میں جانیں

حوالہ جات:

کتاب صفحہ نمبر 56

دماغی طوفان:

بورڈ پر "تہواروں" کا لفظ لکھیں اور طلبہ سے ان کے ذہن میں آنے والے چھپا نوٹ پر لکھنے کو کہیں۔ ایک بار

ہو جانے کے بعد طلبہ سے بورڈ پر چھپا نوٹ چسپا کرنے کو کہیں۔

استاذہ کا اظہار:

طلبہ کے علم سے ان کے ساتھ تہواروں کے بارے میں تبادلہ خیال کریں۔

طلبہ کو بتائیں کہ میلہ منایا جاتا ہے جب لوگ خوش ہوتے ہیں۔

ان کی وضاحت کریں کہ میلہ ہمیں لوگوں کے بارے میں بہت کچھ بتاتا ہے۔

ثقافت کے بارے میں ان کی وضاحت کریں۔

ان کی وضاحت کریں کہ ثقافت ہی لوگوں کے رہنے، بولنے اور لباس پہننے کا طریقہ ہے۔

طلبہ سے پاکستان کی ثقافت کے بارے میں تبادلہ خیال کریں۔

ان کی وضاحت کریں کہ پاکستان میں ہر صوبے کا کلچر مختلف ہے۔

ان سے پنجاب، سندھ، بلوچستان اور کے پی کے کی ثقافت کے بارے میں تبادلہ خیال کریں۔

LESSON PLAN (English, Science, Urdu)

Class 6th

صفحہ نمبر سے 56 اور طلباء سے متن پڑھنے کو کہیں۔

لیپیٹ:

طلبا کو یہ بتانے کے لئے کہ ثقافت کیا ہے کے ذریعہ اس سبق کو ختم کریں؟ پاکستان کی ثقافت کیا ہے؟ پنجاب کی ثقافت کیا ہے؟

سبق آموز منصوبہ 08

عنوان: تہوار

استاد کا نام:

کلاس: ۶

مضمون: اردو

سیکھنے کے مقاصد:

عنوان کے اختتام پر، طلبا کو اہل ہونا چاہئے:

پاکستان میں خصوصی دن کے بارے میں جانیں

پاکستان اور دنیا میں منائے جانے والے خاص دنوں کے بارے میں جانیں

سمجھیں کہ ہم عید الفطر کیوں مناتے ہیں

حوالہ جات:

کتاب صفحہ نمبر 56

LESSON PLAN (English, Science, Urdu)

Class 6th

پچھلے سبق کی تلاوت :

طلبہ سے پوچھ کر سبق شروع کریں: تہوار کیا ہوتا ہے؟ آپ ثقافت کے بارے میں کیا جانتے ہیں؟ ثقافت کسی معاشرے کے بارے میں کیا ظاہر کرتی ہے؟

اساتذہ کا اظہار :

طلبہ کو ان تہواروں کے بارے میں بیان کریں جو ہم پاکستان میں مناتے ہیں۔

ان کو دو بڑے تہواروں کے بارے میں بیان کریں جو مسلمان مناتے ہیں۔

عید الفطر کے بارے میں ان کی وضاحت کریں۔

ان کی وضاحت کریں کہ عید الفطر ماہ شوال میں منائی جاتی ہے۔

ان کی وضاحت کریں کہ یہ اللہ کا تحفہ ہے۔

ان کی وضاحت کریں کہ یہ مذہبی عید (مسلم مذہبی تہوار) (مہینے کا پہلا اور واحد دن ہے شوال کا جس کے

دوران مسلمانوں کو روزہ رکھنے کی اجازت نہیں ہے۔ چھٹی اختتام کا جشن مناتی ہے

رمضان کے پورے مہینے میں طلوع آفتاب سے غروب آفتاب کے 29 یا 30 دن میں سے .

عید الفطر کے بارے میں طلباء کی وضاحت کریں۔

گفتگو کریں کہ وہ اس عید کو کس طرح مناتے ہیں۔

کلاس کا کام :

آپ عید الفطر کیسے مناتے ہیں اس کے بارے میں 10 لائنیں لکھیں۔

لپیٹ :

LESSON PLAN (English, Science, Urdu)

Class 6th

طلباء کو عید الفطر کے بارے میں بتانے کے لئے سبق کا اختتام کریں۔ مسلمانوں نے یہ عید کب

منائی؟ مسلمان اس امداد کو کیوں مناتے ہیں؟

سبق آموز منصوبہ 9

اسلامی دن

استاد کا نام:

کلاس: ۶

مضمون: اردو

سیکھنے کے مقاصد:

عنوان کے اختتام پر، طلباء کو اہل ہونا چاہئے:

پاکستان میں خصوصی دن کے بارے میں جانیں

پاکستان میں منائے جانے والے حنا دنوں کے بارے میں جانیں

حوالہ جات:

کتاب صفحہ نمبر 56، 57

پچھلے سبق کی تلاوت:

طلباء سے پوچھ کر سبق شروع کریں: ہم کیا تہوار کرتے ہیں؟ ہم پاکستان میں کون سا تہوار مناتے ہیں؟

استاذ کا اظہار:

طلباء سے ان تہواروں کے بارے میں تبادلہ خیال کریں جو ہم پاکستان میں مناتے ہیں۔

LESSON PLAN (English, Science, Urdu)

Class 6th

ان کی وضاحت کریں کہ مسلمان مسلمان میں اہم تہواروں اور تاریخوں کی شناخت کے لئے اسلامی تقویم کا استعمال کرتے ہیں

تاریخ.

ان کی وضاحت کریں کہ جب اسلامی نبی اکرم صلی اللہ علیہ وسلم تشریف لائے تو اسلامی تقویم کا آغاز ہوتا ہے

مدینہ منورہ سے۔

ان کی وضاحت کریں کہ مسلمان اسلامی تقویم اور مغربی تقویم کے لئے پیروی کرتے ہیں۔

طلباء کو ان اسلامی تہواروں کے بارے میں بتائیں جو ہم پاکستان میں مناتے ہیں۔

ان کو عید میلاد النبی (ص) کے بارے میں بتائیں۔

ان تہواروں کے بارے میں ان کی تفصیل بتائیں جو ہم پاکستان میں مناتے ہیں۔

انہیں قومی تہواروں کے بارے میں بتائیں جس کو ہم مناتے ہیں۔

انہیں بتائیں کہ یوم پاکستان (23 مارچ)، یوم آزادی (14 اگست)، پاکستان کا دفاع

دن (06 ستمبر)، علامہ محمد اقبال کی سالگرہ (09 نومبر)، قائد اعظم کی یوم پیدائش:*

(25 دسمبر) کو پاکستان میں تہواروں کی طرح منایا جاتا ہے۔

طلباء کو ان ثقافتی تہواروں کے بارے میں بتائیں جو لوگ پاکستان میں مناتے ہیں۔

انہیں بتائیں کہ لوگ بسنت، میلہ چیراغان، لوک میلہ مناتے ہیں۔

کلاس کا کام :

LESSON PLAN (English, Science, Urdu)

Class 6th

صفحہ نمبر 1 پر کیو 1 کریں۔ 57 طلباء کی کتاب۔

لیپیٹ:

ہم پاکستان میں منائے جانے والے تہواروں کو بتانے کے لئے طلبہ سے سبق کا اختتام کریں۔

سبق پلان 10

عنوان: ہمارا پاکستان

استاد کا نام:

کلاس: ۶

مضمون: اردو

سکھنے کے مقاصد:

عنوان کے اختتام پر، طلبہ کو اہل ہونا چاہئے:

پاکستان، اس کی خصوصیات اور علامتوں کے بارے میں جانیں جو پاکستان کو خصوصی بناتی ہیں۔

پاکستان کی علامت علامتوں کے بارے میں جانئے

حوالہ جات:

کتاب صفحہ نمبر 7 پاکستان کا نقشہ . رنگ

دماغی طوفان:

میں اس باب کو طلبہ کے سامنے پیش کریں اور ذہنی سرگرمی کے ساتھ بورڈ پر پاکستان کا لفظ لکھیں

LESSON PLAN (English, Science, Urdu)

Class 6th

اور طلباء سے پوچھیں کہ وہ اس کے بارے میں کیا جانتے ہیں؟ ان کے جواب کا استعمال کرتے ہوئے ایک لفظ بادل بنائیں اور بورڈ پر ایک ایک کر کے پوائنٹس لکھیں۔

اساتذہ کا اظہار:

طلبہ کو اپنے سابقہ علم کو استعمال کرتے ہوئے اس موضوع کو متعارف کروائیں۔

انہیں پاکستان کے چاروں صوبوں کا نام بتائیں۔

ان سے آزاد اکائیوں کے بارے میں تبادلہ خیال کریں جو آزاد کشمیر اور گلگت بلتستان ہیں۔

تحریری بورڈ پر پاکستان کا نقشہ چسپاں کریں اور پڑوسی ممالک کے بارے میں طلباء کی وضاحت

کریں کہ

ایران ، افغانستان ، چین اور ہندوستان ہیں۔

طلباء کے ساتھ نقشوں کے اجزاء پر تبادلہ خیال کریں۔

طلبہ کو یہ بتائیں کہ پاکستان میں آبادی بہت زیادہ ہے۔

آبادی کی اصطلاح ان سے یہ بتائیں کہ آبادی کل تعداد میں ہے

کسی علاقے میں رہ رہے ہیں۔

کلاس کا کام :

تحریری نقل پر پاکستان کا نقشہ کھینچیں اور نقشہ کو لیبل کریں۔

گھر کا کام:

ایل طالب علمی کی کتاب کے صفحہ نمبر 8 پر پاکستان کا نقشہ ایل کریں۔

LESSON PLAN (English, Science, Urdu)

Class 6th

لیپٹ :-

طلباء سے یہ پوچھ کر سبق کا اختتام کریں کہ پاکستان کے چاروں صوبے کیا ہیں؟ پاکستان کی دو آزاد اکائیوں کا نام بتائیں؟ آبادی کے لحاظ سے ان کا کیا مطلب ہے؟

LESSON PLAN 11

Caboodle Bags for Science

Teacher Name:

Grade: Grade 6

Subject: Science

Topic:	Sorting and Classifying
Content:	Scientific Observations of Items; sorting, classifying, Venn Diagram
Goals:	TLW sort and classify.
Objectives:	TLW sort items based on similarities and differences. TLW construct rules for sorting based on similarities of objects
Materials:	bags with various items such as a feather, wood, bottle cap, string, etc...; magnifying glass smart board for examples paper to record
Introduction:	Hold up a toy car, toy train, and toy airplane. Have students compare how these items are the same and different. Have them record responses on sticky notes.
Development:	Draw a Triple Venn Diagram on the board. Explain how the Venn works. Have students put the sticky notes in the appropriate place on the diagram as you explain why it belongs there. Think aloud to determine similarities and then create rules for why they were sorted the way they were sorted.
Practice:	Have students look through caboodle bags and sort items that have similarities. Have students place in the appropriate part of the Triple Venn. Have students create rules for how they sorted.
Accommodations:	Some students will receive a closed sort where they are given the rules and have to try to sort them correctly. Advanced students will have to try to sort them in more than one way.
Checking For Understanding:	Informal assessment will be given by the teacher as s/he walks around and gives feedback about the sorting rules.

LESSON PLAN (English, Science, Urdu)

Class 6th

Closure:	Students will think-pair-share what rules should be used to sort several items that the teacher puts up on the board.
Evaluation:	Evaluation is based on how many students could effectively sort the items and create rules for sorting. An additional way to assess is to see how many can think of more than one way to sort.
Teacher Reflections:	This is an effective lesson. The students loved manipulating the items and using the magnifying glass. High motivators that kept all engaged. Some students couldn't think of more than one way to sort so I know that they need more opportunities in lessons to look for the answers that are less obvious.

LESSON PLAN 12

Hubble Telescope

Class: 6

Overview and Purpose:

The Hubble telescope has provided us with many amazing images of our universe. There is always debate among scientists, politicians, and others over the money spent on continuing to search the universe with such an expensive telescope. This activity draws your students into that debate and asks them to choose a side and defend it. Debates done well can be a lot of fun, so encourage your students to relax and enjoy each other's points of view.

Objective:

The student will be able to present a PowerPoint presentation defending their opinion that either money should be spent on a telescope like Hubble or it should be used for immediate needs here on earth.

Resources:

PowerPoint presentation of pictures from the Hubble telescope

Internet access for the students

Activities:

Show the students the pictures from the Hubble telescope. Explain that some of them came from thousands of light years away and are our first glimpses of far away galaxies. Then present how much has been spent on the telescope and compare it to needs that could be met here on Earth (i.e. Gulf oil spill, finding alternative forms of energy).

Ask students to choose whether they would be for using the Hubble telescope (or another like it) to search the universe for unknown species, planets, etc. or if they think the money should be spent here on more immediate needs.

LESSON PLAN (English, Science, Urdu)

Class 6th

Have them research at least five discoveries scientists have made using the Hubble telescope and then have them prepare a PowerPoint presentation defending their position.

Closure:

Encourage students to choose using the Hubble if they are uncertain about how they will appear if they do not choose to address immediate concerns. Remind them all that the exercise is more about research and persuasive writing than about judging their opinions. (If they all choose world hunger, where is the debate?)

LESSON PLAN 13

Earth Matters

Class: 6

Teacher Name

Description

Students will understand and be able to identify the Earth's equator, prime meridian, lines of latitude, lines of longitude, parallels, and meridians.

Objectives

The students uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

Materials

- 12- round blue balloons-1 per student
- Black permanent markers-1 per student
- Student Learning Logs(Social Studies notebooks)
- United States and Its Neighbors
- Any text such The United States and Its Neighbors (5th Grade Social Studies text) with information on equator, prime meridian, lines of latitude, lines of longitude, parallels, and meridians would be sufficient .

Preparations

Teachers will need to locate information on equator, prime meridian, lines of latitude, lines of longitude, parallels, and meridians that students can read and discuss with the teacher and peers.

Procedures

- 1) Distribute to each student a 12- round blue balloon and a permanent black marker. Tell students to blow up their balloons and tie them.
- 2) Read together and discuss pages 30-31 in Social Studies text (indicated in materials section)
- 3) Discuss and have students enter each of the key vocabulary words, see description, in the students' Learning Logs, as they appear in the text.

LESSON PLAN (English, Science, Urdu)

Class 6th

4) As each word is entered and discussed, students will draw and label on the balloon a line that will represent the vocabulary word (i.e. equator, prime meridian, lines of latitude, lines of longitude, parallels, and meridians).

5) Students will go to a second grade classroom and, one-on-one, explain to those students what the equator is. Their teacher has provided each of them with a blue balloon. They will then draw and label the equator.

Assessments

Teacher will observe students' balloons to confirm that they correctly drew and labeled the equator, prime meridian, lines of latitude, lines of longitude, parallels, and meridians. Students will write a paragraph explaining the patterns in weather and time created by the equator. Teacher will also observe students in a second grade classroom, as they instruct and explain to the second graders what the equator is. Their teacher will need to provide balloons for each second grade student.

Extensions

This lesson is continued in another Beacon teacher lesson plan called Pinpointing Particular Places.

LESSON PLAN 14

Floating Plates on the Earth

Class: 6

Teacher Name

Description

Science students develop a concept map to help them organize information, on Plate Tectonics, after reading a selection. Students then organize notes into an outline to further demonstrate knowledge of this topic.

Objectives

The student knows that the solid crust of Earth consists of slow-moving, separate plates that float on a denser, molten layer of Earth and that these plates interact with each other, changing the Earth's surface in many ways (e.g., forming mountains).

Materials

- An Earth Science textbook, or a source including information on Plate Tectonics
- Concept map diagram or pattern (associated file)
- Teacher Notes (associated file)
- Sample quiz/worksheet (see associated file)
- Notebook paper
- Pencils
- Overhead or chalkboard
- Markers or chalk
- CD Beth's Rock collection Volume 1 – Songs of Science for Our Times at

LESSON PLAN (English, Science, Urdu)

Class 6th

Preparations

1. Locate a source on plate tectonics including an explanation of the types of boundaries.
2. Review teacher notes and selection you will be using.
3. Make copies of the concept map. (Attached file)

Procedures

Day 1

Have “Isn’t it Ironic” from Beth’s Rock collection Volume 1, playing as the students enter the classroom.
(Great CD for science teacher!!!)

1. Announce to the class “The ground is moving.- Ask if anyone can tell? (How?)
2. Review any prior information students have learned about this topic.
3. Discuss possible evidence that the earth’s plates are moving.
4. Read the selection on Plate Tectonics as a group. (Or have it assigned prior to class)
5. Review the information contained in the selection. (Or notes in the attached file)
6. Explain the benefit of using a concept map.
7. Draw the beginning of a concept map (using the board or overhead)
8. Title the map Earth’s Plates.
9. Using class discussion, construct a concept map. Include types of movement, names of the boundaries, the effects of the boundaries.
10. Review outline format and requirements.
11. Have students individually prepare an outline detailing the information gained.
12. Circulate as students prepare outlines to answer questions and provide feedback.
13. Circulate and check student outlines for required information:

Definition of Plate Tectonics.

Description of the composition of the plates, and layers involved.

Description of the three types of plate movement.

Name the 3 types of plate boundaries.

Identify the effect on the earth’s surface of the three types of plate interaction.

Give an example of the effect of each type of plate interaction.

14. If required information is not included offer feedback for revision. Allow students to make revisions.

Day 2

1. Assess understanding of concepts presented with an active responding activity, worksheet or quiz format.

Assessments

Formative assessment is ongoing during the concept map activity and the development of the individual outlines.

Assess student understanding of the concepts presented in an active responding activity, worksheet or quiz format,

LESSON PLAN (English, Science, Urdu)

Class 6th

where students can demonstrate an understanding of the movement of plates, the types of boundaries, the effects of the boundaries on the earth's surface. A sample quiz/worksheet is included in the associated file.

LESSON PLAN 15

Our Physical Environment

Teacher Name:

Grade: Grade 6

Subject: Science

Topic:	History and Geography
Content:	Mauritius Main relief features Mountain Ranges
Goals:	At the the completion of the lesson pupils must be able to identify the mountain ranges of mauritius.
Objectives:	At the end of the lesson the pupils should be able to: 1. identify mountain ranges as a relief of Mauritius 2. list the mountain ranges of Mauritius 3. name isolated peaks 4. join all mountain with a dotted line. 5. label the mountain ranges and isolated peaks
Materials:	ICT- film viewing, Maps, Atlas
Introduction:	Teacher will make pupils watch a small film on the relief of Mauritius. Then teacher asks pupils about what they have seen. The teacher explains that the mountain ranges form part of the reliefs of Mauritius
Development:	Then teacher explains that long time ago, in fact all these mountains form part of a big volcano. Teacher projects a slide of the map of mauritius with mountain ranges. With time rivers like Grand River North West, Grand River South East, Riviere do Poste and other rivers carved out their way through the volcano to form valleys and isolated peaks. Teacher used the outline map being projected on the board to name the Mountain Ranges. Teacher starts from the north 1.Port Louis Moka Range 2. Black River range 3. Savanne Range Then names the Isolated Peaks. Teacher tells pupils that the isolated peaks are being named after people or according to their shapes or their colour. 1. Pieter Both - A Dutch governor 2. Le Pouce - It ressenbles the thumb 3. Corps de Garde - part of it ressenble a guard lying down 4. Piton de la petite riviere noire - according to its colour Mountain Ranges were named according to the region they are situated. Port Louis Moka Range is found on the boundary of the two districts.
Practice:	Teacher ask pupils to join all the mountain ranges and peaks together to make a circle. Then teacher explains that it form part of a big volcno which formed Mauritius.

LESSON PLAN (English, Science, Urdu)

Class 6th

Accommodations:	Teacher bring pupils in the yard and ask pupils to look around them and to look for mountain ranges or mountain peaks and find from their atlas which mountain range or peak it is
Checking For Understanding:	Teacher ask pupils to trace the map and then to mountain ranges and peaks and to label them
Closure:	Finally teacher summaries by saying that Mountain Ranges form part of the relief of mauritius. Secondly states that all the mountain ranges and isolated peaks were part of a big volcano, rivers carved out through the valleys to form mountain ranges and isolated peaks. Teacher names the mountain ranges and isolated peaks. Teacher remind that Mountain were names from places situated, people, shapes and from colour.
Evaluation:	1. Trace an outline map of Mauritius along with the Mountain Ranges and isolated peaks. 2. Mark and name 3 mountai ranges, two mountain peaks and three isolated peaks. 3. Join all the mountain and find out which shape it does have.
Teacher Reflections:	

LESSON PLAN 16

Stress and Strain

Teacher Name

Objectives:

Grade level- 6

1. To show the stress and strain involved in the movements of the earth's crust with the use of working models.
2. To show how the forces of compression, tension, and shearing effect the movement of the earth's crust.
3. To show how materials effect the movement of the earth's crust.

Materials needed:

The following materials are needed to construct each model:

1. compression model - one piece of wood (30 cm x 15 cm), two pieces of wood (1 in. x 2 in. x 30 cm), two pieces of wood (1 in. x 2 in. x 15 cm), two bolts 30 cm long, and two wing nuts;
2. tension model - one piece of wood (30 cm x 15 cm), two pieces of wood (1 in. x 2 in. x 30 cm), two pieces of wood (1 in. x 2 in. x 15 cm) 2 pieces of screen (15 cm x 10 cm), two screw hooks, and string;
3. shearing model - one piece of wood (30 cm x 15 cm), two pieces of wood (1 in.

LESSON PLAN (English, Science, Urdu)

Class 6th

x 2 in. x 30 cm), two pieces of wood (1 in. x 2 in. x 15 cm), 2 grooved pieces of wood (7 cm x 20 cm x 1 in.), two screw hooks, and string;

4. each model also requires nails, screws, clay, styrofoam, rubber foam, toothpicks, and masses.

Strategy:

INSTRUCTOR'S PREPARATION:

1. The models were made by attaching the two 30 cm pieces and one of the 15 cm pieces to the baseboard.
2. On the compression model drill two holes the size of the bolts in each of the 15 cm pieces. Pass the bolts through the holes and attach with the wing nuts.
3. On the tension model attach the screen to the 15 cm pieces of wood. Attach the screw hooks into the movable 15 cm piece of wood and place the string through the hooks.
4. On the shearing model place the grooved pieces of wood on the baseboard and attach screw hooks to the opposite ends of each grooved piece. (It may be necessary to place a thin strip of wood or plastic along the 30 cm sides to keep the grooved pieces on the baseboard as they move.) Place the string through the holes of the screw hooks.
5. The styrofoam, rubber foam, and clay are placed in or attached to each model. The toothpicks are placed in each of the materials.

CLASS ACTIVITIES:

1. On the tension and shearing models the students are to place masses on the strings in equal increments and note the movement of materials being tested.
2. On the compression models the students are to turn the wing nuts on each side at an equal rate and note the movement of the materials being tested.
3. The force can be calculated mathematically with advanced classes or spring scales that read in newtons can be used in place of the masses.

Expected results:

1. On all the models the students should note that the clay requires more force to move or break than the styrofoam or the rubber foam.
2. On all the models the toothpicks in the clay not only move apart or together but also move at angles to one another showing the forces at work below the surface. (It was suggested that other models could be made with plastic sides

LESSON PLAN (English, Science, Urdu)

Class 6th

to show the movement of the layers below the surface. Also by using different colors of clay or foam the sub-surface movement might be more visible.)

Conclusions

The movement of the earth's crust is caused by convection currents below the surface. This movement causes some plates to come together as in the case of India and Asia forming the Himalayas, while other plates move apart as in the case of the Mid-Atlantic Ridge, while still others move along each other as in the case of the San Andreas Fault.

LESSON PLAN 17

The Lunar and Terrestrial Tug of War

Class: 6

Teacher Name

Description

Students work in groups to locate, comprehend, interpret, and evaluate information about celestial bodies that influence ocean tides on Earth. Students apply this information through graphic representations.

Objectives

The student understands the relationships between events on Earth and the movements of the Earth, its Moon, the other planets, and the Sun.

Materials

- Science textbooks
- Internet access <http://www.google.com> and www.HowStuffWorks.com
- White or cream-colored construction paper approximately 18" X 24" (two per group)
- Colored pencils/1 box per student
- Protractor or compass/1 per student
- Ruler/1 per student

Preparations

1. Prepare one copy per student of the checklist in the associated file.
2. Purchase and assemble these materials for the poster:
 - construction paper (two sheets per student)
 - colored pencils (one pack per student)
 - protractors or compasses (one per student, and
 - rulers (one per student).

LESSON PLAN (English, Science, Urdu)

Class 6th

3. Access the Internet at www.google.com and www.HowStuffWorks.com. At the latter site, use their search tool and input How do tides work? Select the option that reads Tides and the Moon (nice animation).

Procedures

1. Divide the class into groups of two students each.
2. Ask students if any of them have ever participated in a tug-of-war? Give a few minutes for students to respond and briefly discuss their replies. Additional questions may include the following: How does a team win a tug-of-war? Are there any factors that would give a team an advantage?
3. Ask students what factors usually determine who wins? What part does strength or size play in a tug-of-war?
4. Tell the students there is a tug of war going on between the Earth and the moon.
5. Tell students that it would seem that the Earth would easily win in a tug-of-war game with the moon since the Earth is much larger than the moon. Examples of contests between large and small people or things include a weight lifting contest between a light-weight person and one who is classified as a heavy-weight or a collision between a car and a large truck. In both of these examples, we usually think of size as being the most important factor. Does the gravitational pull of the moon have any observable effect on the earth? Note: Be prepared to add possible responsible responses to the questions and enhance what the students might say.
6. Distribute a copy of the Tug-of-War checklist to each student. The checklist is located in the associated file.
7. Explain to the students to use their textbooks and the Internet to research, graphically represent, and describe the factors that are involved in the tidal effects seen primarily at high and low tides.
8. Tell the students to use captions along the side or bottom of charts to define terms and explain the relationships.
9. Direct the students to write two paragraphs: the first, explaining the effects of the Sun's gravitational pull on the Earth's oceans, and the second, explaining the effects of the moon's gravity on the Earth.
10. Tell students to use the checklist to ensure all related information is included.
11. As each group completes the lesson, take up the charts and assess the work based on the checklist and accuracy of the charts.

Assessments

Students will be required to draw diagrams that will be assessed as to the requirements set forth on the checklist located in the associated file. The diagrams will be checked to determine if information was located and comprehended during the students' research using their textbooks and the Internet web-sites listed as resources for this lesson.

LESSON PLAN 18

Understanding Rotation

Class: 6

LESSON PLAN (English, Science, Urdu)

Class 6th

Teacher Name

Description

This lesson helps students develop a better understanding of the rotation of the earth through a hands-on experiment.

Objectives

The student knows that night and day are caused by the rotation of the Earth.

Materials

-Book, [Where Does the Sun Go At Night?] by Mirra Ginsberg, Greenwillow (October 1980)

-Sidewalk chalk

-Flashlight

-Globe or model of the earth

-Paper (one for each students to write on)

-Pencil

-Figure or small object that can be attached to the globe

-White construction paper (long sheet) - 1 per child

-crayons

Preparations

1. Make sure to have all material ready before class. (sidewalk chalk, flashlight, model of earth, paper, pencil, figure or small object that will be attached to the globe, white construction paper, crayons)
2. The area you will be using outside whether it is a sidewalk or part of the playground should be available to you throughout the day.
3. Be familiar with the lesson.

Procedures

Morning:

1. Begin by asking the following questions: Where does the sun go while we are sleeping? Why can't we see the sun at night? Discuss and then read aloud [Where Does the Sun Go At Night?] By Mirra Ginsberg
2. Discuss story and ask questions to monitor student comprehension.
3. Turn off lights and turn on flashlight.
4. Have one student hold the flashlight and let students know that the flashlight represents the sun.
5. While the student holds the flashlight the teacher will hold the model of the earth (place a small figure to represent the students' position on earth).
6. Rotate the model of the earth and explain how night and day, sunrise and sunset, occur. Have them estimate the time of the day as you turn the globe.
7. Ask questions throughout the demonstration to monitor comprehension. Examples: If this side of the earth is

LESSON PLAN (English, Science, Urdu)

Class 6th

receiving light then what is happening to the people on the opposite side? How long does it take the earth to complete one rotation? What do you think would happen if earth would stop rotating? Are we rotating right now?

8. Explain that the rest of the lesson will be done outside and in pairs.

9. When outside begin by asking the students to point to the sun, without looking directly at it. Have them describe what they see in the morning. Point out where the shadows of the trees and any structures around them are by.

10. Choose one student to do demonstration. Have the child stand very still while you trace the complete outline of the child's shadow. Be sure to trace around the child's shoes.

11. Have students stand next to each other to make sure their shadows don't overlap.

12. Now, have students trace their partner's shadow. Make sure the students write their name inside their shadow.

13. Return to classroom.

Afternoon:

14. After a few hours return outside. Point out the differences from the morning light to the afternoon and the location of the sun. Let students predict what will happen when they step on their shadow. Have students stand on their shadow and once again outline their shadow. Have students explain what happened to their shadow from the morning to the afternoon. Ask questions to monitor comprehension.

15. Explain that this process occurs everyday and as a result we get day and night, sunrise and sunset. Ask students where will their shadow be if they were to come back and stand on their shadow at 8pm? How will the lighting be different from the morning? Also, ask students what will they see at night that they can't see in the morning?

16. Return to classroom. Give each student a white construction paper and crayons. Have them fold it twice to create three columns. In the first column they will draw a picture of where the sun was at in the morning and how their shadow looked at that point. In the second column they will draw a picture to show where the sun was located when they went outside in the afternoon. In the last column they will draw a picture of how things will look at 8pm. Encourage them to use details and shades to demonstrate the changes throughout the day.

17. Collect students' work and once again demonstrate the earth's rotation.

Assessments

Assess students orally throughout the lesson as they give answers to guided questions. In addition, require students to complete a drawing that is divided into three columns. Formatively assess the students drawings that show the rotation of the earth. Specifically look for: 1. Drawings must include shades that illustrate the differences between the different times of the day. 2. Students must show that as the day progresses the earth rotates and day turns

LESSON PLAN (English, Science, Urdu)

Class 6th

into night. 3. In the last column the moon should replace the sun and stars may be added. All three columns must be completed in the time provided by the teacher.

LESSON PLAN 19

What On Earth

Class: 6

Teacher Name

City District Schools

Description

What on Earth Is Earth science? That is what students discover in this lesson through concept mapping, discussion, and self-discovery.

Objectives

The student knows that the disciplines of science provide in depth study and information that becomes available for all to share and use.

Materials

- One K-W-L Chart for each group of 4 (See Associated File)
- Class K-W-L on chart paper
- Concept Map of Science (See Associated File)
- Four Xerox boxes
- Books, magazines, and learning material about Oceanography, Astronomy, Geology, and Meteorology
- Colored construction paper
- Crayons and/or colored pencils
- Goal 3 Standards Checklist (See Associated File)

Preparations

1. Gather books, magazines, and learning material for each discipline of Earth Science and place the material into boxes by content. Box #1 Oceanography, Box #2 Geology, Box #3 Meteorology, Box #4 Astronomy
2. You may want to check the local library for additional reading material at various reading levels. (The children's science section can often be a good resource area.)
3. Create a class K-W-L Chart on large poster paper or chart paper.
4. Copy the K-W-L Chart on Earth Science for each group of 4 students. (See Associated File)
5. Make an overhead of the Concept Map of Science. (See Associated File)
6. Copy the Goal 3 Standards Checklist. (See Associated File)

LESSON PLAN (English, Science, Urdu)

Class 6th

Procedures

This is a good lesson for the start of the year.

1. Group students into heterogeneous groups of four.
2. Activate student interest by asking the students if they have ever used or heard the phrase “What on Earth?” Ask students to think of different examples of how one might use the phrase, “What on Earth?” Call on students to share their ideas with the class.
3. Next, excite the students by informing them that they are going to be finding out the answer to the phrase...“What on Earth is EARTH SCIENCE?”
4. Pass out one K-W-L Chart to each group of four students. (See Associated File) Begin by asking students to work with their group to write down all the things they think they know about Earth Science in the K section of the K-W-L Chart. Remind them that all answers are to be recorded, not debated or discussed at this stage. (You may need to assign a recorder if students are having difficulty selecting a person to write for the group.)
5. After students have recorded their ideas, ask groups to share their ideas with the class. Record student ideas on a class K-W-L Chart. (In this process, the teacher does not adjust student ideas, or provide input at this time. The teacher is simply recording what the students think they know about Earth Science, misconceptions and all!)
6. The next part of the activity involves the students thinking of things they wonder about Earth Science. Allow students time to brainstorm and record things they want to know about Earth Science in the W section of the K-W-L Chart.
7. Invite the groups to share their questions and record student questions on the class K-W-L Chart.
8. Now that the K and the W sections are complete, you can begin to teach the various areas of science using a concept map to graphically organize the information. (See Associated File)
9. To begin the discussion using the concept map, start at the top with Science. This is where you inform students that science is the process of observing, explaining, and understanding the world in which we live. Also, it is key to mention that all of the disciplines of science are alike in that they provide in depth study and information that becomes available for all to share.
10. Continue to discuss the concept map with the students. Provide some background information on each topic and give the students examples of each. Save the Earth Science section until the end so that you can elaborate on each of the four disciplines.
11. After you have talked about each component on the concept map, ask the students to think about all the different subcategories of science. Ask them to consider why it is important to break science down into the different categories. (This allows for people to specialize in one area and to discover all that can be learned about that area to improve our understanding of the larger picture.)
12. Ask students to think about reasons why it is important to share information and new discoveries. Ask them

LESSON PLAN (English, Science, Urdu)

Class 6th

to think about what might happen if science information was not shared. After a brief discussion, have the students write down and respond to the following journal question: “Why is it important to be able to share information made available to us by science? Give one example to support your answer.”

13. For the next activity, divide the students into four groups by having them count off 1,2,3,4,1,2,3,4, etc. Then instruct the students to move to the area of the classroom that is designated by number. (Note: This will not be the same grouping as the K-W-L.)

14. Once students have circulated to the correct area of the room, pass out a box to each group. Explain to the students that each box contains learning information about one area of Earth Science. They should look through the material to gather information and ideas for a follow-up poster project and the L section of the K-W-L Chart. (The poster project is an individual activity, but the remaining K-W-L Chart is done with their original group and shared as a class.)

15. Allow groups 6 minutes to check out the material in the box, then rotate the groups until each group has viewed all four boxes.

16. After the activity, have students return to their K-W-L group to complete the L portion of the K-W-L Chart by naming at least five things that they learned about Earth Science. The students can discuss things they have learned with one another as they record the information on the chart.

17. Invite groups to share their ideas with the class and record them on the L section of the class chart. At this time, you should address any misconceptions that were mentioned in the K section. Guide students to understand why something was or was not an example of Earth Science. This is a good opportunity to provide feedback and to formatively assess student understanding.

18. Now it is time to explain the poster project to the students. Pass out a rubric to each student and read it with the students so they know what criteria will be assessed. (See Associated File) Make sure students understand that the poster must include all four disciplines of Earth Science (Geology, Astronomy, Meteorology, and Oceanography). Caution them that when drawing pictures to support each category, they should not include other sciences. For example, the oceanography drawings should not include marine animals because oceanography is not the study of marine animals. That would be a life science called marine biology. Remind students that they can use their concept map as a tool and/or revisit the boxes around the classroom for ideas. Inform the students that each person must complete his or her own poster.

19. Pass out poster paper and crayons so that students can get started. They will not finish the poster in this time period. You may want to assign it as a homework assignment or allow them time to finish the following day.

Assessments

1. The K-W-L Chart is used as a diagnostic tool as well as a formative assessment tool during the lesson.
2. As a summative assessment, the students create a poster containing all four disciplines of Earth Science (Astronomy, Oceanography, Geology, and Meteorology). There is a Poster Project Rubric to assess if students

LESSON PLAN (English, Science, Urdu)

Class 6th

have met the criteria. (See Associated File)

3. The students construct a response to a journal question that is used as a summative assessment for this lesson. (See Associated File for further details)

4. A checklist is used to assess the Goal 3 Standards. (See Associated File)

Extensions

1. This would be a great opportunity to incorporate Gardner's Theory of Multiple Intelligence. In addition to the poster project, you could allow students to create another model or display of the four disciplines of Earth Science. For example the Logical/Mathematical student could create a PowerPoint slide show, the musical/rhythmic student could create a musical interpretation, the bodily/kinesthetic student could act out the four disciplines, the naturalist student could gather real samples to display, etc.

2. To modify this lesson if you do not teach Earth Science as a yearly curriculum, but rather teach an integrated curriculum, you could use the concept map as a kick-off and have the students choose which branch of science they would like to investigate. This might help them distinguish between the sciences and recognize them during the integrated studies.

LESSON PLAN 20

Differentiate between Weather

Teacher Name:

Grade: Grade 6

Subject: Science

Topic:	Weather
Content:	hurricane, eye, spiral, eyewall, rain, wind, waves, ocean, storm, radar, storm surge, thunder, lightning, tropical storm, marine flag, flood, tide, water
Goals:	The learner will differentiate between different types of weather.
Objectives:	1. The learner will be able to identify eight weather words. 2. The learner will be able to draw four types of weather and label them. 3. The learners will be able to describe the structures of a hurricane 4. The learners will define vocabulary related to hurricanes and weather
Materials:	weather and hurricane worksheets, bowl, food coloring, paper, pencils, crayons, markers or colored pencils
Introduction:	The teacher use a visual graph on the board to introduce the weather unit. The students will use what they know about weather and identify words that relate to weather.

LESSON PLAN (English, Science, Urdu)

Class 6th

Development:	The teacher will give an example a type of weather and draw and label it on the board. Using the words on the board as a guide the students will draw four different types of weather on their sheet of paper and label what type of weather they are drawing. Then the students will read about a hurricane.
Practice:	The students will create a hurricane using a bowl of water and food coloring to understand the structures of a hurricane.
Accommodations:	The lower group will listen and write words relating to weather and hurricanes. The upper group will read about weather and hurricanes. Both groups will create a hurricane in a bowl.
Checking For Understanding:	The teacher will verbally ask basic questions about weather and hurricanes.
Closure:	The teacher will ask what they learned and list it on the board.
Evaluation:	
Teacher Reflections:	

LESSON PLAN 21

Grammar and Verb Agreement

Teacher Name:

Grade: Grade 6

Subject: English

Topic:	Grammar
Content:	Subject/Verb Agreement Sentence Fragments Dialogue Usage
Goals:	Students will be able to identify and write complete sentences using dialogue and correct subject/verb agreement.
Objectives:	Identify the singular and plural subjects and verbs in sentences. Edit sentences for correct subject/verb agreement and use complete sentences. Use dialogue correctly in sentences.
Materials:	Grammar PowerPoint Lesson 30 copies of The Princess Bride Grammar Practice worksheet computer 30 copies of Grammar Cheat Sheet
Introduction:	Today we're going to talk about subject/verb agreement. This is really important because writing well helps you establish your credibility. In other words, people are more willing

LESSON PLAN (English, Science, Urdu)

Class 6th

	to take you seriously when you can write well and they can understand what you write. (Review the objectives on the PowerPoint.)
Development:	<p>Teach the lesson using the PowerPoint presentation. Review what a subject is and explain how to identify the subject of a sentence. Practice identifying subjects in the sentences on the PowerPoint as a class. Introduce the rules for subject/verb agreement. Review the difference between singular and plural subjects and verbs. Show students the lists of tricky words that are considered singular. Then show students some subjects that can be both singular and plural. Show students how to determine if a subject is singular or plural when the subject is a portion of something. Remind them to look at the noun the portion refers to. Explain the rule for subject/verb agreement. Singular subjects take singular verbs and plural subjects take plural verbs. Use S+S+S to help students remember that singular subjects usually use the verb stem + S. Review singular and plural helping verbs. As a class, review practice sentences identifying the subject and determining if it is singular or plural. Discuss complete and incomplete sentences. Explain the difference between dependent and independent clauses. Show them how to identify dependent clauses with clue words. Practice sentences on the PowerPoint as a class. Have students determine if the sentences are complete or incomplete and explain why. Discuss correct dialogue usage. Explain the difference between a direct and indirect quote. Have students identify if the practice quotes on the PowerPoint are direct or indirect quotes and have them justify their answer. Explain rules of punctuation. Explain that a new line should be started when a new person speaks so that readers know who is speaking.</p>
Practice:	Students have practiced with the teacher during the lesson with examples in the PowerPoint.
Accommodations:	Handouts of notes have been given to all students, even though only one student requires this.
Checking For Understanding:	Students should turn in worksheet packets when finished. Post assessment quiz will be given the last five minutes of class.
Closure:	Ask students these questions to wrap up. Provide further explanation if students do not understand or answer correctly. What is the rule for subject/verb agreement? What is a direct quote? An indirect quote? What words indicate a dependent clause?
Evaluation:	
Teacher Reflections:	

LESSON PLAN (English, Science, Urdu)

Class 6th

LESSON PLAN 22

Grammar and Writing

Teacher Name:

Grade: 6

Subject: English

Objectives:

WRITING: Students will be able to develop extended sentences and develop note-taking and summarizing skills.

DEVELOPS QUICK WRITES: The students will be able to complete one paragraph each day throughout the week responding to a given prompt involving one of their vocabulary words in the form of a journal question. They will do so under the think/pair/share process. The students will also practice vocabulary through the completion of the Four Square Vocabulary activity.

READING: Comprehension: students will be able to understand text structure, make connections and build critical thinking skills.

FLUENCY: students will be able to exercise their ability to read and speak with accuracy, speed, and prosody by reading the textbook's section and doing presentations on activities completed in class. **VOCABULARY:** the students will be provided with student friendly definitions for each vocabulary word. The word wall will be used to support instruction, the graphic organizer will be used to insure word meaning, and group activities will be formulated around exercising and reviewing their obtained knowledge of the vocabulary words.

Content Objectives:

Students will be able to define a common noun, collective noun, and proper noun. Students will be able to identify and label nouns in a sentence. Students will be able to define and understand the six different reading strategies: predict, connect, evaluate, question, clarify, and visualize. Students will be able to read the short story "A Plainswoman" that includes an engaging plot, effectively developed characters, a clearly described setting, dialogue, and figurative language. As they read the story, students will be able to exercise their reading strategies skills by creating a graphic organizer of their use of the strategies.

Key vocabulary: predict, connect, evaluate, question, clarify, and visualize, collective noun, noun, and proper noun.

Resources:

dictionary, thesaurus, word wall, white paper, pen, pencil, markers, butcher paper, magazines, glue, scissors, timer, Language Network textbook, and The Language of Literature textbook.

Introduction:

The teacher will lecture on nouns and will provide the students with notes on nouns retrieved from the Language Network. The teacher will provide students with student-friendly definitions for the vocabulary words of the week. The teacher will lecture on the different reading strategies and provide corresponding notes to the students.

LESSON PLAN (English, Science, Urdu)

Class 6th

The teacher will model to the students the application of the reading strategies to text and will guide students to the completion of a reading strategy poster and graphic organizer. The teacher will guide students through a whole class reading of the following short story: "A Plainswoman". The teacher will create a vocabulary, noun, and reading strategy quiz for the students to assess their understanding of new concepts.

Activities:

Students will actively listen to lecture and take notes on the various parts of speech covered for this section. They will complete assigned exercises and activities that will allow for them to review the parts of speech as well. Students will define the different reading strategies and will be able to create a representative poster for one strategy. Students will read a short story with a purpose. For the story "A Plainswoman" students will be able to practice and apply their knowledge on the reading strategies by completing a graphic organizer as they read. Students will be able to complete the Four Square graphic organizer for all vocabulary words viewed each week.

Accommodations:

Extended time will be given to students who need it. Various scaffolding techniques will be utilized for students requiring extra help, including "chunking" of assignments and one on one teaching.

LESSON PLAN 23

Grammar Review

Teacher Name:

Grade: 6

Subject: English

Topic:	Criminal Investigation based on A. Hitchcock's 'The Man Who Knew Too Much'
Content:	Present/Past Simple, Continuous and Perfect Tenses Detective/Mystery vocabulary Speaking practice Grammar review
Goals:	By reviewing the time phrases and tense forms in 'Deadly Mistake', the group should formulate speech in each tense and identify any further time adverbials/phrases for each tense. This will help them to practice formulating ?s and help to recycle passive knowledge into active production. The police/witness exercise will give them further speaking practice.
Objectives:	
Materials:	DVD, flip chart, CD The Da Vinci Code, Handouts Hitchcock, Deadly Mistake
Introduction:	Ask class to tell us about A. Hitchcock Short vocabulary/recycling game

LESSON PLAN (English, Science, Urdu)

Class 6th

Development:	Go over tenses and make a sample of for each tense on the flip chart. Students provide the possible a detective might ask a witness of a crime.
Practice:	Split the class into 2 groups...the police and the witnesses. While the police brainstorm is it possible the witnesses watch the murder scene.
Accommodations:	The teacher circulates during the interviews to make sure that the right tenses et. al. are being used, and makes a list of possible items that need correcting/reformulation.
Checking For Understanding:	If time permits the reformulated items are written up on the flip chart for examination.
Closure:	Police retell the story and then watch the DVD to see if their interpretation of the interviews matches the original story.
Evaluation:	Conscious appreciation of and implementation of the targeted tenses. Active use of the target language.
Teacher Reflections:	

LESSON PLAN 24

Passive Words

Teacher Name:

Grade: 6

Subject: English

Topic:	Things that changed the world. Who changed it? Why was there need for change? What else needs to be done.
Content:	Passives Sentences and the use of tense.
Goals:	ability to recognize different forms of passive sentences in different tenses
Objectives:	1- knowledge of passive in simple present, past simple, present perfect and will future tenses. 2- recognizing passive sentences 3- recognizing tenses in passive sentences 4- making passive sentences using the above mentioned tenses
Materials:	students book, work book
Introduction:	Discuss the title, make the students give examples of different inventions that changed the world. Tell the students that you will be focusing on the invention of x-ray among all the other examples given. Relate the issue to passive voice. Explain the students that you will be teaching that about the passive voice.

LESSON PLAN (English, Science, Urdu)

Class 6th

Development:	Let the students make sentences from the "starter" section on page 78. explain why and how those sentences are passive. Explain the students that we use the passive voice when we are interested in the object of an active sentence. (ie. we don't care who makes the Nikon Cameras-we are simply interested in where they are made) Explain the students how to identify a passive sentence (to be-past participle). Tell the students to read the text "A photograph that changed the world" - make them follow you while read the passage out loud. While reading check with the students if they are familiar with all the vocabulary. If you come across with words unknown by any student, describe or mime the unknown word so the student guesses the Turkish meaning of the unknown word - if you can't, simply tell the Turkish meaning of the word.
Practice:	1- Make the students to underline the passive sentences in the reading text. When they are done, let them tell the sentences they underlined so that you make sure all the passive sentences in the text are underlined by all students. 2- Exercise 1 (true or false) 3- Grammar spot (explain how the related tenses are used in passive sentences by the examples given in the grammar reference 10.1 page 139)
Accommodations:	If there are students who made mistakes, let the ones who didn't make mistakes to tell the correct answer and how he or she found the correct answer.
Checking For Understanding:	Students will take a short quiz on the use of passives in sentences.
Closure:	tell the students that they've done a good job. Give brief information about the next lesson (history of paper)
Evaluation:	-students are able to identify passive sentences -students are able to recognize the tenses in passive sentences -students are able to use "to be - past participle" with different tenses in passive sentences
Teacher Reflections:	

LESSON PLAN 25

Plural Nouns Game

Teacher Name:

Grade: 6

Subject: English

Topic:	Plural Nouns
---------------	--------------

LESSON PLAN (English, Science, Urdu)

Class 6th

Content:	<p>Cooperative Learning Structure: Kagan Chapter 10 Mastery Structures: Pairs-Check</p> <p>Rationale for selecting this structure: I selected this cooperative learning structure because the lesson provided a worksheet the children had to do in class and I wanted them to work on it alone then discuss it with a classmate. Vocabulary: 1. Pairs- Check- students will begin working individually then will help each other as needed and check work. The student teacher will walk around and check the work too praising correct answers. 2. Plural nouns- The part of speech that is used to name more than one person, place, thing, or idea and can function as the subject or object of a verb</p>
Goals:	<p>TEKS: 2.17 A; 2.17 B; SDAA 3.17 A, 3.17 B 2.17 A "The student will use singular and plural forms of regular nouns." 2.17 B "The student will compose complete sentences in written texts and use the appropriate end punctuation." SDAA: 3.17 A 3.17 B</p>
Objectives:	<p>The objectives for this lesson are that the students will complete the worksheet individually and discuss answers with a peer. The students will make a list of singular nouns for a board game that will be drawn. The purpose of the game is after each student rolls the dice he or she will change the singular noun to a plural noun and use it in a complete sentence. All of the sentences will be written on a sheet of paper. The game will end when every student has made it to the last word.</p>
Materials:	<p>Materials: pencils, paper, worksheet, markers, maker board, poster paper, dice, game pieces References: Farr, R. C., & Strickland, D. S. (2002). Harcourt language 2nd Level. Harcourt, Inc. Kagan, S. (1992, 1994). Cooperative Learning. San Clemente, California: Kagan.</p>
Introduction:	<p>I will begin the lesson by asking the students to tell me what a plural noun is. We began this unit about plural nouns before spring break so this is a way to review. I will ask for examples of plural nouns from students.</p>
Development:	<p>I will write singular and plural nouns on the board in random order. Students will volunteer to come to the board and change singular to plural nouns and plural to singular nouns. I will ask for students as a group to think of a sentence with a plural noun in it. I will write this sentence on the board.</p>
Practice:	<p>The student of the day will pass out the worksheet. Students will begin working in the pairs- check structure. I will explain to students they will begin the worksheet individually and the coach on the team will compare answers. if the partners agree they will praise each other but if they cannot agree on an answer then they will check with another pair on the team. If both pairs do not agree they will raise their hands for the</p>

LESSON PLAN (English, Science, Urdu)

Class 6th

	<p>teacher to help. The partners will then switch and keep working as before and continue with checking their answers as they did earlier. If the team agrees on answers then the whole team will celebrate with high fives.</p>
<p>Accommodations:</p>	<p>The accommodations for this third grade class on a language two level will be extended time to change singular to plural nouns and write the sentence. If a student does not know the correct spelling they may look it up on the classroom spell finder or ask another student.</p>
<p>Checking Understanding:</p>	<p>The assessment will be reading the sentence and checking the students plural noun spelling. If the student changed the noun from singular to plural correctly on his or her own they will stay on the square they rolled but if their answer is incorrect the student will move back to the square they landed on before. Another form of assessment/feedback is reviewing the students' worksheets as a class to make sure all students understand singular and plural nouns.</p>
<p>Closure:</p>	<p>After the game every student will turn in their sentences and worksheets. The entire class will review the singular nouns used during the game and discuss the changes in spelling from singular to plural that were difficult for students. Students may ask any questions about singular or plural nouns.</p>
<p>Evaluation:</p>	<p>Each student improved with the pair-check structure. This was evident by the students comparing answers and checking with the team if they did not agree. The discussions were only about the worksheet and if a student did not understand his or her peer would explain it to them. One student missed the lesson on plural nouns before spring break with the introductory words and sentences he was able to understand what we were doing and then the game enabled him to understand the spelling changes in plural nouns.</p>
<p>Teacher Reflections:</p>	<p>This lesson went better than I expected because I was unsure how students would work together in a team. The students work in pairs but I did not know how they would act in a team. Everyone did their work and enjoyed comparing answers and discussing their work. The game was fun and no one took advantage of the time gap waiting for a student to write their sentences. Each student patiently waited to hear a student's sentence and there were surprisingly no behavior problems. This group of students in the special education resource classroom for second level Language tends to have problems with limited concentration, stemming, rocking, and excessive talking or noises. The discussion surrounding the worksheet and game kept every student interested and involved for this forty-five minute lesson.</p>

LESSON PLAN (English, Science, Urdu)

Class 6th

LESSON PLAN 26

Present Progressive

Teacher Name:

Grade: Grade 6

Subject: English

Topic:	Present Progressive Grammar Pattern Estar + Stem of Action Verb + Ando/Iendo
Content:	Talking about what you are doing right this moment. Estar (present tense conjugation) Infinitive Action Verb
Goals:	
Objectives:	The student will understand the correct use of the present progressive grammar pattern. Student will correctly apply the pattern to communicate their present action Student will use prior knowledge of the verb estar to form the pattern correctly
Materials:	Active Board Student Pattern Chart (created earlier in the semester) Picture Cards
Introduction:	Students will review Estar and recall the definition and conjugation of the verb. Students will talk about what they are currently doing to understand present progressive.
Development:	Students will copy the pattern for formation of the present progressive into their notes. Students will create two original examples in the Target Language and define them in English. Teacher will ask each student to think about an action that they can safely perform in the classroom. Teacher will call on a student to perform their action. An observing student must use the present progressive to describe what the modeling student is doing at that moment.
Practice:	Students will stand in a circle and throw a ball to one other. The student throwing the ball must perform an action. The student who catches the ball must use the present progressive to describe what the other student is doing. Students will use www.quia.com to practice the formation and application of the present progressive pattern. This particular website has review games and practice quizzes on the Present Progressive.
Accommodations:	Dyslexic student will use the same pattern chart to identify which sentences are present progressive. Student will indicate such sentences with a mark. Student will orally communicate to the teacher how they would translate the English sentence to present progressive.
Checking For Understanding:	Formative Assessment (lesson will continue throughout the year) Student Poll (On a scale of 1-3, How comfortable are you with this concept?)

LESSON PLAN (English, Science, Urdu)

Class 6th

Closure:	Students will use this pattern throughout the semester. Students will be evaluated on their ability to use a variety of different patterns and communicate using each pattern.
Evaluation:	Observation during the internet activity Student poll Student performance on skill sheet
Teacher Reflections:	

LESSON PLAN 27

Air Travel

Teacher Name:

Grade: Grade 6

Subject: English

Topic:	Air travel. Describing using the present, present progressive and past progressive tenses.
Content:	Vocabulary related to the airport, airplane, security procedures, and travel requirements and documentation. Describing scenes of airports, airplanes, everyday scenes and activities reviewing the present tense and incorporating the present and past progress.
Goals:	Students will be able to: 1. Refine skill in describing people, places and things using the present and past time frames. 2. Increase vocabulary base by 35-50 words, expressions and recombinations related to air travel, everyday activities, and the geography of central America.
Objectives:	After learning and practicing the skills of interpersonal, interpretive and presentational modes of communication students will correctly express: 1. Geographic characteristics of Central America. 2. What people do, are doing and were doing in an airport, in an airplane and in everyday life. They will complete this with 100% accuracy.
Materials:	Juntos dos text and corresponding materials, maps of Central America, transparencies, visual stimulus of daily activities and everyday scenes, geography bingo cards references.
Introduction:	Identify geographic characteristics on maps of Central America. Play geography bingo by listening to auditory cues. Identify vocabulary of air travel on visual stimulus.
Development:	Model descriptions of what people are doing right now and what people were doing at a point in the past using the progressive tenses. Students explain the grammatical rules for above. Students explain what people are and were doing in various daily situations.

LESSON PLAN (English, Science, Urdu)

Class 6th

Practice:	Watch video about traveling to Costa Rica and complete pre-viewing, viewing and post-viewing activities. Write about what people are and were doing in the airport and on an airplane in pairs. Read an authentic document (airline ticket, immigration card, etc).
Accommodations:	Bingo and video for auditory learners. Flashcards and visual stimulus for visual learners. TPR activities with security measures for kinesthetic learners.
Checking Understanding:	For Daily review of air travel vocabulary. Written work discussed, collected and returned to students. Practice quizzes on geography, grammar and vocabulary.
Closure:	Survey of which activities in Central America are preferred by students in each class.
Evaluation:	Written exam on the geography of Central America. Vocabulary quiz on air travel. Speaking exam on describing what people are and/or were doing.
Teacher Reflections:	Continue with chapter 1 next week. These plans will be based on the progress made this week. What worked during this class? What did the students relate to? Is there something I can add to next week class that will motivate students who did not understand the lesson?

LESSON PLAN 28

BEG ESL

Teacher Name:

Grade: 6

Subject: English

Topic:	Classroom words and actions
Content:	Vocabulary involving key classroom words
Goals:	Students will be able to identify important objects in the classroom. They will also be able to understand "common" directions given to them in the classroom. Students will be able to ask permission to leave the classroom
Objectives:	Given a set of pictures of objects in the classroom, the students will match the picture to the object by placing the picture next to the object. After listening to a direction given by the teacher, the student will follow that direction by correctly completing the action.
Materials:	Oxford Picture Dictionaries index cards markers
Introduction:	Through questioning I will establish students' background knowledge of classroom vocabulary. I will establish students prior knowledge of common classroom directions (please take out a pencil.....)

LESSON PLAN (English, Science, Urdu)

Class 6th

Development:	Using the picture dictionary as a reference I will model the appropriate actions. Students will use their own dictionaries to follow along. As students become comfortable, they can model the appropriate actions as they say each word.
Practice:	Students will repeat the vocabulary after me while looking at the picture, or the actual object. Students will work with a partner- asking each other questions about the classroom and giving each other instructions (in English!)
Accommodations:	Intermediate students in the classroom will be given extended work on the computer. They will work with an interactive literature book to offer more challenge.
Checking For Understanding:	Listen to the children pronounce the vocabulary. Ask the students to "act out" the given instructions.
Closure:	Review the vocabulary words. Assign practice work at home. Have parents work with their children and respond to the teacher about progress they see at home. Post vocabulary on a bulletin board and review these words at the end of the class.
Evaluation:	Teacher will observe the progress of the students as they practice independently and observing each response to questions in class. Teacher will check homework for completion and accuracy.
Teacher Reflections:	Do I feel that the students followed directions more clearly at the end of the class? What else can I do to give students practice in learning words for objects that are common in the classroom? What worked well today?

LESSON PLAN 29

Narrating in Simple Past with Video

Teacher Name:

Grade: 6

Subject: English

If a picture speaks a thousand words then motion pictures must express millions. Although video can be used as a stimulus to write in a variety of genres, styles and persuasive forms, this activity uses video to produce a narrative paragraph.

Objectives

To provide practice in constructing simple past tense forms and checking for subject verb agreement.

To give students a context to write a narrative paragraph using appropriate temporal adjectives and past tense forms.

Level:

False Beginner to low intermediate

LESSON PLAN (English, Science, Urdu)

Class 6th

Materials:

Video segment depicting a series of actions. Some good sources are TV commercials, rock videos, and movies. One of my favorite movie segments is the suspenseful opening scene in Raiders of the Lost Ark. I also have a favorite TV commercial in which a mother does and witnesses a number things before her first cup of coffee in the morning. After that first sip she transforms from a mute zombie to a roaring drill sergeant.

Preparation:

Select the video segment.

Write a target narrative paragraph to determine the number and nature of the verbs that are likely to be used.

Make a list of these target verbs and supplement the list with related verbs.

Procedure:

Warm-up (to pre-teach or stimulate thinking about verb forms)

Make a list of lexical verbs including those that might be useful in the following activity.

Read the present tense for one by one to each student. Student should supply the correct simple past form. Use pronouns before the verb forms to increase some awareness of subject verb agreement in present tense forms.

Read the past tense using a pronoun form with the verb. Student should supply the correct present tense form with subject pronoun agreement.

Variation:

An alternative is to give the lists to each group and ask one group member to read out verb prompts to the group. In that case the list should have pronouns written with the verbs.

Task

Form small groups (3-4) and watch video segment.

Write a short summary of what happened, step by step in simple past. Use temporal markers like first, then, next, finally, at the end, etc.

Ask one group member to read the summary aloud.

Ask a different group member to list the verb forms used on the board, writing both the simple past and the present tense forms.

Repeat steps 3 and 4 for each group.

Circle the verbs common to each group summary, underline those that are different, correct any that are ill-formed.

LESSON PLAN 30

Exploring Money

Teacher Name:

Grade: 6

Subject: English With Math

LESSON PLAN (English, Science, Urdu)

Class 6th

Topic:	Money Identification in English
Content:	Cooperative Learning Structure: Think-Pair-Share Rationale: I wanted students to be able to look at the money by themselves, but also be able to talk to others about it, so think-pair-share was the perfect structure for this lesson. Students can make their own observations and solidify them by talking to a partner before they share with the whole class. Vocabulary: penny, nickel, dime, quarter
Goals:	TEKS: 1.1 C: identify individual coins by name and value and describe relationships among them; 1.12 A: explain and record observations using objects, words, pictures, numbers, and technology; and 1.12 B: relate informal language to mathematical language and symbols.
Objectives:	The students will: -identify coins by name -describe attributes of each coin -describe how coins are alike and different -identify the value of each coin
Materials:	10 plastic cups with a real penny, nickel, dime, and quarter in each; large white butcher paper (made into a chart with a picture of each coin at the top); marker; student checklist
Introduction:	Teacher will pair students and give each pair a plastic cup with a penny, nickel, dime, and quarter. Teacher should set a few guidelines, including: -teacher MUST receive all coins back at the end of the lesson -students MUST share the coins with their partners -no throwing, spinning, flipping, or playing games with the coins
Development:	Teacher will allow students to look at coins by themselves for 2-3 minutes, walking around to make sure students are on task. If students have a hard time understanding what to do, ask leading questions such as, "what do you notice about the color of the coin?" or "what can you tell me about the front/back of the coin?"
Practice:	Teacher now directs students to discuss with their partners what they observed about the coins. Teacher should tell students to be sure and discuss what they observed about individual coins and how the coins are alike and different. Teacher should walk around to make sure students are on task and understand what they are discussing, posing leading questions as needed.
Accommodations:	For ESL students: Pair ESL students with students that act as peer tutors.
Checking For Understanding:	Call out the name of a coin and have one of the partners place that coin in the empty plastic cup. Call out the name of another coin and have the other partner place it in the empty cup. Rotate between the students until each student has identified all coins.

LESSON PLAN (English, Science, Urdu)

Class 6th

	Teacher will walk around with a student check-off sheet to quickly check for student understanding.
Closure:	Teacher will have entire class name each coin and amount as the coin is pointed to on the chart. Teacher will tell students that the chart will be kept up in the classroom during the money unit and students should use the chart as a tool if they have trouble remembering any of the coins.
Evaluation:	Checking for understanding activity will be used as an assessment, since this is the beginning of a unit.
Teacher Reflections:	<p>I thought the lesson went very well. I tried to foresee any behavior problems using real money would cause and stop them before they started by setting guidelines. This seemed to really work. All students used the money in an appropriate way (and I received all of it back). Pairing the ESL students with a peer tutor turned out to be a great plan. The peer tutors love to help out in the classroom, so they love being paired with the ESL students and the ESL students love the peer tutors because the peer tutors can explain things to them in a way that a teacher never could. There are 4 ESL students in our class and having the peer tutors kept me from having to be in 4 places at once. The students were having a lot of trouble with the nickel and the dime - they kept getting them confused, but the chart seemed to really help throughout the money unit. Money is a very abstract concept, if you think about it. Trying to remember what the coins look like, their name, and their amount. I wanted to provide a concrete, hands-on activity for the students, to try and make it a little more "real life" and the students really responded to this. Money was still abstract to them, but having the chart up in the classroom that they could look at really made a difference. In fact, one of the other first grade teachers came in our classroom, saw the chart, and asked if she could copy it for her class, which made me feel like this lesson was a really good idea.</p>

LESSON PLAN 31

Conversation and the Past Tense

Teacher Name:

Grade: 6

Subject: English

LESSON PLAN (English, Science, Urdu)

Class 6th

Topic:	Conversation-How's it going? Continued practice Making sentences with the primer Dolch words. Past Tense Board game. How's it going? Have you heard about the Weather Forecast? Grammar Story "OUR DAY AT THE PARK"
Content:	1.conversation questions-talking in front of the class with partner 2.Past Tense Board Game 3.Dolch Words all,am,are at,ate,be,but,came did do (make sentences with words for practice) Part 2 1.Grammar story in the past tense 2.conversation small talk 3.Talking about the weather
Goals:	1.To be able to have a conversation (small talk) with an English speaking person 2.To build vocabulary 3.Play Past Tense Board game to build vocabulary Part 2: 1.To be able to have small talk in a conversation. 2.To be able to read and comprehend a story written in the past and answer the questions in full sentences 3.To broaden the students vocabulary about the weather.
Objectives:	To be able to switch from present tense to the past tense easily To be able to write and spell properly 1.To listen to the students to see if they can change from present to the past then to the future. 2.To ask them what they know about the weather vocabulary and introduce new words
Materials:	Board game,handouts,blackboard, Power Point
Introduction:	Today look at the board. Using your dictionaries please use the 10 words and make complete sentence then we will practice again our small talk conversations. As each pair comes to the front to practice the others should be playing the board game. Today we will continue our conversation How's it Going?. While the pair comes to the front to practice the rest of the you will be working on the story 'OUR DAY AT THE PARK'.I have decided to stop giving the dollars at each class if you continue to talk and not finish your work correctly using full sentences. This will be your last warning. You will not get a dollar just for showing up. You must do the work to the best of your ability and ask for help if needed. If you do your work and stop talking you will be able to finish. Those who do not finish must set in the back of the class Friday and finish as we play.No excuses will be excepted.Any questions??? If you do not understand ask now.
Development:	I will model the conversation with a volunteer to refresh your memory. I will read the story to you and you need to underline ALL WORDS YOU DO NOT KNOW OR UNDERSTAND. You must look in the dictionary for understanding. If you do not write complete sentences it will not be correct. There is no excuse as all answers are in the story.

LESSON PLAN (English, Science, Urdu)

Class 6th

Practice:	Help the children by correcting them and guiding them through the conversation. Giving them options and different ways of answering. I will guide the conversations and again I must remind you that you will be tested in December on all the Dolch words and you must be able to have the conversation How's it Going without the use of the board or my help. This will be your final test for the year.
Accommodations:	
Checking Understanding:	For Listen to each pairs conversations for mistakes and guide them. 1. I will listen as they have their conversation How's it going? 2. I will grade the papers for the story after class and decide who gets the dollars.
Closure:	Everyone did wonderful on their conversations but I am still having a problem getting them to follow SIMPLE INSTRUCTIONS on looking in a dictionary and copying a simple sentence. I have an announcement. Who did not come to the Harry Potter last time? If you come this time you must pay 3,000 won as all students are required to pay as this is a class project.
Evaluation:	Need to learn to follow directions better and ask questions when they do not understand.
Teacher Reflections:	I feel the children are coming along very well and are slowly progressing.They are very bright children but they must be pushed to learn and sometimes learning is hard work.

LESSON PLAN 32

Foreign Language Importance

Teacher Name:

Grade: Grade 6

Subject: English

Topic:	Why Foreign Language is Important
Content:	Purpose/Importance of Foreign Language
Goals:	Students will be able to give three reasons why foreign language education is important.
Objectives:	Students will gain a new understanding of the importance of foreign language education.
Materials:	Overhead projector, Rush Holt article, paper, writing utensils
Introduction:	Overhead projector: True/False participation anticipatory questions Give 5 minutes for the students to write the answers in their journals. Read each question aloud, ask students to raise their hands if they responded yes/no. Introduce article. Who is Rush Holt?

LESSON PLAN (English, Science, Urdu)

Class 6th

Development:	Read through article as a class, identifying any unknown words. Talk about key ideas of each paragraph.
Practice:	Ask the students to group into assigned pairs and to discuss: 1. their reactions to the article 2. discuss and write out complete answers to the discussion questions Re-group as a class again and discuss each question asking each group their opinions. Then cite the Obama quote, "We should have every child speaking more than one language." According to time, either ask the students their opinions on this quote or have them split into two teams and debate this using a PRO and CON category on the whiteboard and recording their points.
Accommodations:	Walk around room during reading and clearing up any unknown words individually. Offer the homework to be done in a written or drawn manner.
Checking For Understanding:	Students discuss the main ideas of the text. Teacher guides discussion and responses to discussion questions appropriately and makes sure that the questions are understood and clear.
Closure:	Present same anticipatory questions. Ask them to again write their answers. Ask them if they had any changed answers.
Evaluation:	Quality of homework, in-class discussion, changed anticipatory responses.
Teacher Reflections:	

LESSON PLAN 33

Italian Adjectives

Teacher Name:

Grade: Grade 6

Subject: English

Topic:	Students will explore and comprehend adjectives in Italian. Based off the Illinois State Goal #28D for foreign languages, which states that students should use the target language to present information, concepts and ideas for a variety of purposes to different audiences.
Content:	- what an adjective is -learning examples adjectives: antipatico(a)- unpleasant carino(a)- pretty buono(a)-good/well comodo(a)- comfortable contento (a)-happy/glad malato(a)- sick, ill brutto(a)-ugly grande-big pulito(a)-clean cattivo (a)- bad nervoso(a)- nervous

LESSON PLAN (English, Science, Urdu)

Class 6th

	simpatico(a)-sympathetic (person, situation) sporco(a)-dirty tranquillo(a)-calm, quiet vecchio(a)- old
Goals:	The goal of the lesson is to allow students to explore this aspect of grammar in the Italian language. Students should be able to better express themselves in a foreign language. This lesson is also a method of learning new vocabulary. Through this lesson students should also advance in writing. Students should meet the state standard #28D for foreign languages also.
Objectives:	Students will learn the adjectives in Italian, draw a picture in paint on the computer, and express the adjective described in Italian.
Materials:	-guide of adjectives or text book stating the adjectives -chalk board and chalk -computers -Paint program -printer -paper and pencil to write phrase to present in front of class(optional)
Introduction:	-have students define what an adjective -in English have students state examples of adjectives
Development:	-have students open up textbooks stating the adjectives -have students study adjectives -together in class go over one or two examples and demonstrate theatrically what the adjective describes example: grande-big (hand motion hands spread far apart)
Practice:	-take students to the computer lab -allow them to choose an adjective or two and draw a picture to represent
Accommodations:	-assist students who are having difficulty using the computer -have students hand draw a picture if necessary
Checking For Understanding:	-students will present picture and phrase in front of class and a method of assessment to both fellow peers and the teacher
Closure:	-allow students a chance to view and discuss pictures among peers -have students display pictures/adjectives on a bulletin board in the class as a method of positive reinforcement
Evaluation:	-circulate around room while students are on computers -evaluate presentations at the end of lesson -take note of students quality of work and effort
Teacher Reflections:	-go back and note students' work -look at pictures displayed on the bulletin board as a final assessment for a grade

LESSON PLAN 34

Text Structure and Patterns

LESSON PLAN (English, Science, Urdu)

Class 6th

Teacher Name:

Grade: Grade 6

Subject: English

Topic:	Text Structure
Content:	Lesson will focus on the structure patterns in Monster, and will have the students examining that structure.
Goals:	Aim: How can we identify text structure patterns in Monster? Outcomes: Student will identify the structural patterns in the novel.
Objectives:	Students will be able to identify the patterns in the text structure, and will be able to explain the importance of each structural element.
Materials:	Monster "Text Structure Patterns" handout
Introduction:	<p>Independent Reading: 1. Remind students to continue to activate prior knowledge to help them understand what they read, and to place sticky-notes on the text to show where they used this strategy. 2. Additionally, remind the students of specialized legal vocabulary used in Monster and not that their books may also include specialized words: if they are reading about a war for example, there may be words describing weapons or strategies; if they are reading about life on a farm, the words may be specialized to reflect the animals, chores, and machinery of a farm. Invite the students to note specialized vocabulary in their reading today. 3. Take status of the class as the students read independently. Independent Reading Log: 1. Distribute "Independent Reading Log/Double Entry Journal" handout. Word Study: 1. Write the following target words on the board: -dismay (dismayed)(p. 121) 2. Ask the students to copy the words into the vocabulary section of their notebook.</p>
Development:	<p>Read-Aloud/Think-Aloud: 1. Ask one or two students to retell the events in the previous reading. 2. Note that you will pause to model determining the importance of ideas as we read today. Explain that good readers determine important ideas by noticing things in the text that are repeated or emphasized in some way by the author. Determine important ideas that help a reader separate the important details from the ones that are only interesting. When a reader is determining important ideas, he or she thinks, "I know this important because. . ." 3. Read aloud pages 115 - 126. Teacher reads from Steve's journal, and camera directions, and assigns the various parts to volunteers. 4. Pause to define the target word in context. 5. Pause to model determining important ideas. You</p>

LESSON PLAN (English, Science, Urdu)

Class 6th

may want to use the following stops: -Page 117, ". . .middle-aged WOMEN." Say that the author shows us a scene in Steve's neighborhood more than once. Note that these flashbacks to the neighborhood seem important and you had better pay attention to this. -Page 123, "CU on her face." Say this sentence is in bold type and is the shortest sentence in this section. It emphasizes Steve's mother's face. Note that this seems very important. Classroom Conversation: 1. Begin the conversation, encouraging the students to refer to the text as a basis for their comments, by asking the following: -What do you think is important about what is happening to Steve in this section of the text? How do you know it is important? -What important dilemmas does this flashback point to? -What should be added to the "Monster Plot" chart? 2. Add the suggested plot item to the "Monster Plot" Chart. 3. Have the students write a response in their notebooks that details an important dilemma that Steve or his family is experiencing. 4. As often as appropriate, insert the target word into the conversation.

Whole Class Instruction: Focus Distinguish print conventions from text structure. Explain that writers use rules or conventions for print types and punctuation to help readers understand what they are reading. Print conventions affect how the text looks. Text structure deals with the what the text says and how the story is told. Teach 1. Read page 121 aloud, and draw the students' attention to its structure, a flashback. Explain the concept of the text structure. Tell the students that text structure is the patterns found in the content of the book--the types of phrases and information that the author repeats. 2. Ask the students if they can identify one other text structure in Monster (Diary entries, scenes in jail, camera/audio directions, exact words in courtroom scenes, indicating gestures, expressions or tone of voice, flashbacks). 3. Start a chart entitled "Text Structure Patterns in Monster" with two columns. 4. Write the first example of text structure on the chart and ask the students what kind of things they learn from this structure. This information goes in the column entitled, "Importance." 5. Ask the students to flip through the book, and look for patterns of text structure that are used. They may use sticky-notes to mark these. 6. Model how to do this. 7. Point out that many of the structures are distinguished by the kind of the print conventions used for them. But this is not true for all text structures. Flashbacks have the same kind of print as the courtroom and jail scenes. The reader must pay attention to what the words say (their meaning) to distinguish a flashback from something occurring in the present. 8. Sample "Text Structure Patterns in Monster" chart: Check/Summarize 1. Ask the students to

Practice:

LESSON PLAN (English, Science, Urdu)

Class 6th

	discuss text structure patterns they have found in their texts during independent reading. 2. After the discussion, ask the students how being aware of the text structure makes it easier to understand what they are reading.
Accommodations:	1. Read-Aloud to get sense of students fluency and accuracy in reading. 2. Model determining importance of ideas. 3. For Individual Work, allow extra time. Maybe allow students who need to, to hand the handout in for homework.
Checking For Understanding:	Students' work on "Text Structure Patterns" handout.
Closure:	Ask volunteers to share their work on the handout with the class.
Evaluation:	
Teacher Reflections:	I feel that I can work more on getting students to share their thoughts and offer their own reflections on the creative process.

LESSON PLAN 35

Text to Text Connect

Teacher Name:

Grade: Grade 6

Subject: English

Topic:	Text to Text Connections
Content:	To make a connection between text you must (1) State the name of the text that you are making the connection to. (2) Explain what details in the text that you are reading is the same or different then the text that you stated.
Goals:	This is a skill needed in order to better comprehend a text. In order for all of my students to raise their instructional reading level to an independent reading level they need to be able to understand and use this skills while reading a text
Objectives:	SWBAT draw a connection between the passage and another text by citing the supporting text.
Materials:	Title: New Kids in Town: Oral Histories of Immigrant Teens Author: Janet Bode Title: Stone Fox Author: John Reynold Gardiner
Introduction:	Can you remember what it was like to be the new kid in town? What do you think it would be like if you not just went to a different school or moved to a different neighborhood? What do you think it would be like to move to a whole different country?

LESSON PLAN (English, Science, Urdu)

Class 6th

	<p>I want you all to think of some other things that you read that had people who were outsiders, or new comers. As I read I want you to fill in the graphic organizer that you have in front of you with the names of the text that I talk about as I read & the way I describe the similarities and differences between the text I mention and the one I am reading. When I pose a question I expect you to raise you hand quietly and wait to be called on. Pre-teach Vocab. Poster Dictators: A leader who rules a country with absolute power (usually by force) Economic Crisis: A situation when earning money is very uncertain or difficult Naturalized: grant citizenship to someone who comes from another country.</p>
Development:	<p>Metacognition: Modeling Skill Some examples when stopping: Some examples when stopping: Page 70: I will talk about the novel Women Warrior. And how a young girl from China had her mother tell her she need to work twice as hard to prove she is patriotic & American because she was not born here. Shows a connection between text and immigrant experience from different countries. → Fist to five do you understand the connection between Women Warrior and the New Kids in Town Story. Page 72: I thought the streets would be paved with gold. Into this Furnace. How people from Eastern and Western Europe came hear in the late 1910s because they thought that this was a place of opportunity just like Tito's father believed. → Thumbs up thumbs down thumbs to side do you understand the connection that I made from Sweet summer to the text. Page 73: ❖If someone says oh Mexicans cant do this I want to prove them wrong.❖ Connecting to Sweet Summer about growing up in Philadelphia in the 1950s and 1960s being told that she cant do things because she was black and that made her so angry all she wanted to do was prove everyone wrong. → Fist to five do you understand the connection between Women Warrior and the New Kids in Town Story. Stopping in these places and making connections to other texts about immigrants and outsiders shows a commonality between literatures with similar subject matter. Students will be filling our graphic organizer with my ideas and be given an opportunity to add their own comments about things that they have read that relates.</p>
Practice:	<p>Thank you now, we will take turns reading different paragraphs if you are not the person reading aloud follow along in your text I will be randomly calling on different people to read. When you think of a connection to another text that you have read I want you to quietly hold up you Reminds Me Card. When I call on you I want you to tell me the name of the text that it reminds you of. Then if the class had read the text as well I want</p>

LESSON PLAN (English, Science, Urdu)

Class 6th

	<p>them to stand up. Then I want a person that stood up to share with me what reminded you of that text. Remember when I pose a question to the class, you are to raise your hand quietly and wait for me to call on you to give input to the class. After we have made a connection from the text to another story I want you to write the name of the story and what in Stone Fox reminded you of that story. Examples of where I stop: (1) I will stop and share holding up my Reminds me of card page 12 you can't tell a ten year old you can't run a farm. Mixed up Files of Ms. Bassel E. Frankwhiler. This reminds me of how the 8 and 10 year old characters ran away from home because they thought that they could be responsible enough to live on their own. (2) Page 15 reminds me of East of Eden. This reminds me of when the father in the story has a stroke and can not communicate but connects with his song by grabbing his hand.</p>
Accommodations:	Exit slips will contain leveled reading text with scaffolded questions for students those who can handle higher level blooms questions will be challenged with them.
Checking Understanding:	<p>Students will be able to list the strategies that the teacher employed to make connections to other text. They will say that in order to make a connection from one text to another they need to do two things. One, state the other text's name that they are making the connection to. And two, explain what is similar or different about the two text. This informal assessment will happen at the end of the read aloud part of the lesson in the form of a quick exit slip.</p>
Closure:	How does making connections to thinks we already know and understand from other text help us better understand a new text? Why is it important to make connections between texts? How does it help us better understand what we are reading?
Evaluation:	Exit Slip
Teacher Reflections:	

LESSON PLAN 36

STORY ELEMENTS

Teacher Name:

Grade: Grade 6

Subject: English

Topic:	ELEMENTS OF A STORY
---------------	---------------------

LESSON PLAN (English, Science, Urdu)

Class 6th

Content:	TOPIC, SETTING, CHARACTER, CONFLICT, CLIMAX, MOOD, FLASHBACK, IRONY, THEME, CONCLUSION. Identify each story element in the selection given by the teacher!
Goals:	Students will be able to identify story elements in the assigned text. Students will be able to comprehend each story through the use of graphic organizers. Students will be able to participate more fully in discussions.
Objectives:	Given an assigned story, the students will read each story, either aloud during class or silently, with seventy percent accuracy. Given a passage to read, the students will take notes, and highlight key vocabulary to determine and match the elements with the passages.
Materials:	A copy of the assigned book (story) A graphic organizer worksheet. A black or blue pen.
Introduction:	The teacher will present the background information about the author, setting, morals of the time period, and influences. The teacher will present an updated situation to include the central theme of the story. The teacher will use a chart to give examples of character views, development, relationships, etc.
Development:	The teacher will give an example of an updated story in today's world to help students relate to the elements of the story. The students will be able to see how this applies to their lives today to make these concepts more meaningful.
Practice:	Students will be paired with one another to share a favorite story, either something from the past or a present day situation. They will discuss the elements of this story by using the outline provided by the teacher.
Accommodations:	If students require more background information about: setting, topic, mood, and theme, the teacher will assist these students. Teacher aids or volunteers may be asked to assist as well.
Checking For Understanding:	A vocabulary pre test along with a matching of character traits, relationships, and importance in the story.
Closure:	Review the conclusion! (ending) Give students the opportunity to add an alternative ending. Have students explain all aspects of their ending. Review the theme!
Evaluation:	POST TEST! Essay or Fill in the Blank format on the who, what, when, where, why, & how. Critical thinking and analysis of the affects & effects of the conflicts within the story. Discuss the Timeless Quality of the story!

LESSON PLAN (English, Science, Urdu)

Class 6th

Teacher Reflections:	Answer the following: what could have been done differently with students to get better response, more participation, and facilitate better comprehension? Why study this story? What & How do issues relate today as they did in the story? Did the students enjoy this lesson?
-----------------------------	--

LESSON PLAN 37

Story Mapping

Teacher Name:

Grade: 6

Subject: English

Topic:	Narrative story
Content:	- Setting - Characters - Problem - Plot - Resolution
Goals:	To enable students to be able to use elements of setting, characters, problem, plot, and resolution to recall story.
Objectives:	The students will increase their comprehension skills in narrative text through the tool of story mapping
Materials:	- The Hiccapping Hippo, written by Keith Faulkner and illustrated Jonathan Lambert - White Board - Markers - Copies of a short story with illustrations - Premade story map frames
Introduction:	With the previous learned basic knowledge of what setting, characters, problem, plot, and resolution are, I will introduce to the students the concept of the story map--a way of integrating all of the components to attain a maximized form of comprehension
Development:	We will read The Hiccapping Hippo and I will ask them questions about each element during the story. During this time, I will fill out a story map on the board (using different colors for each component).
Practice:	Using an additional simple, short story, as a class, we will set up another story map and fill it out on the board. We will also discuss how and why we arrived at each answer by using the text as a reference.
Accommodations:	For students with learning disabilities, I would provide a graphic, color coded sheet that would enable students to see what a story map chart is and what component goes into each grid. I would also perhaps, break down the story map concept into separate chunks and extend the lesson over a longer period of time (e.g. more than one reading block).

LESSON PLAN (English, Science, Urdu)

Class 6th

	In addition to this, I would provide additional guided practice to observe mastery. For ESL students: I would perhaps find a text that is less complex. I would also provide a graphic chart to help them visualize the story map concept and perhaps provide a more understandable form of the concepts within the story map. Additional guided practice would be initiated if needed.
Checking For Understanding:	During the Cooperative practice, I would monitor each group to see how they were progressing. If they came up with some problems, I would guide them in the right direction (for example, if they could not come up with centralized problems or resolutions). To assess, I would grade by group participation as well their responses when assembling the story web on the wall in front of the class.
Closure:	To end this lesson, we would again review the story map process and I would announce that we would work on a more difficult story within the next week.
Evaluation:	
Teacher Reflections:	

LESSON PLAN 38

Romeo and Juliet Unit Plan

Teacher Name:

Grade: Grade 6

Subject: English

Topic:	Unit focus Students will: 1.illustrate what they know about Shakespeare's life, times, and works. 2.exhibit knowledge of terms associated with a tragedy: introduction, complication, climax, falling action, catastrophe 3. exhibit knowledge of terms associated with poetry: iambic pentameter, tragedy, catalyst, sonnet, parallel and foil characters 4. show knowledge of literary terms: protagonist, antagonist, conflict, foreshadowing, and irony 5. exhibit interpreting motives of characters 6. recognize time compression, haste causes the tragedy
Content:	1. research Shakespeare's time period 2. read selected parts of the play 3. keep a personal response journal 4. produce character sketches 5. write 3-paragraph essay
Goals:	1. The student will demonstrate comprehension and interpretation of a variety of different literary genres. 2. The student will demonstrate knowledge of selected literary

LESSON PLAN (English, Science, Urdu)

Class 6th

	terms. 3. The student will exhibit the ability to write a 3-paragraph cohesive paper on a selected topic related to Romeo and Juliet.
Objectives:	Students will: 1. illustrate knowledge of Shakespeare's life, times and works 2. exhibit knowledge of the following literary terms: complication, climax, falling action, catastrophe, iambic pentameter, tragedy, catalyst, sonnet, protagonist, antagonist, conflict, foreshadowing and irony 3. maintain orderly notes 4. exhibit ability to work alone, with partners and in small groups
Materials:	hand-outs, teacher-made worksheets, personal journals videos of Romeo and Juliet
Introduction:	Students will use the media center to research aspects of Shakespeare's life and times.
Development:	Introduction to Shakespeare Hand-out on history, the Globe Theatre, structure of the play, overview of what students know about Romeo and Juliet and Shakespeare , in general
Practice:	Review structure of a Shakespearean tragedy (introduction, complication, rising action, climax, falling action, and catastrophe) in small-group discussion with a selected scribe and give group report to the class
Accommodations:	small group and individual instruction, extra time for completion, shortened assignments (if appropriate and necessary)
Checking For Understanding:	daily "quick" question/answer sessions at the beginning of class, quizzes when appropriate, class discussion
Closure:	At the end of the unit, each student will prepare a 3 paragraph paper on a topic of their choosing (from a assigned list)at a final assessment of understanding.
Evaluation:	daily quizzes, tests, group work, data collection,teacher observation
Teacher Reflections:	

LESSON PLAN 39

Parts of an Essay

Teacher Name:

Grade: Grade 6

Subject: English

OBJECTIVES

Students will be able to...

- 1) Identify the introduction, conclusion, and body paragraphs of an expository essay.
- 2) Define and create a thesis statement.

LESSON PLAN (English, Science, Urdu)

Class 6th

- 3) Locate key ideas within a paragraph.
- 4) Highlight coordinating details within an essay.
- 5) Identify the various sentence types within an essay.

1 HOOK

To begin, students will create an image or symbol to describe an essay. There are no right or wrong answers, but students will need to support their choice in symbolism or images. As they create and share their images, they will discuss what they liked about the others, what theirs represented, and what is missing.

2 DIRECT INSTRUCTION

By utilizing the videos on Brain Pop, students will gather information about what SHOULD be in an essay. They will be hunting for key words such as introduction, conclusion, topic sentences, thesis, and sentence type. After watching the video, they should fill out the graphic organizers attached to each video.

Ideally, students would search and gather this information independently (practicing search parameters and deciding whether they have gathered enough information). However, students may need a checklist for which videos they must watch in order to have sufficient information to meet the objectives.

3 GUIDED PRACTICE

Here, students will create note cards with the information they gathered from Brain Pop. By using the Noodle Tools function, students can organize their ideas and information in piles, and then brainstorm the best way to present the information to someone else.

In Noodle tools, students share their projects with teachers and can ask questions for clarification of information. Additionally, each note card provides a space to write down the "new" information, summarize it in their own words, and extend the information to ask a question. In this case, teachers must check for understanding of each objective (does the student provide the correct definition of thesis and topic sentences, or have they missed the point entirely).

By organizing the information in this way, students are not only creating important summaries, but are also chunking new or reviewed information to maintain mastery of the objectives.

4 INDEPENDENT PRACTICE

Using the information gathered from Brain Pop (and after discussion and catch up with classmates and teacher), students should then present their own comic describing the parts of an essay. This might include characters discussing the parts, or a character attempting to create an essay and thinking about what they need to add, etc.

Once the comic is complete, students can check their work by finding the important vocabulary and details within the text of their comic. Typically, students are able to identify what is missing based on a quick word search. Providing students with a rubric or checklist for what their comic must contain will provide guidance while still assessing their understanding of the material.

LESSON PLAN (English, Science, Urdu)

Class 6th

5 WRAP-UP

In the follow up activity, students should go back to their original drawing/symbolism of an essay and adjust it based on what research they've completed and the information they've been provided. This allows them to think critically, identify their growth in knowledge, and use the information they gathered to make a good judgment on what an essay must have.

LESSON PLAN 40

Writing a Five Paragraph Essay

Teacher Name:

Grade: 6

Subject: English

Topic:	Writing a Five Paragraph Essay using a graphic organizer
Content:	English: Writing Graphic organizer paragraphs
Goals:	Students will create a graphic organizer which they will use to organize their thoughts and writing process Students will begin essay with introduction to essay Students will begin each paragraph with topic sentence. Students will end the essay with a conclusion which sums up the thoughts and ideas of the essay
Objectives:	Students will create a graphic organizer which will convey organization of thoughts and ideas for the essay. Students will write an essay using correct grammar and punctuation Students will write an essay that can convey their thoughts with clarity.
Materials:	Paper Pencil visual aid or writing prompt document camera
Introduction:	Describe the writing process using example of students telling stories about something they like to do. Have students volunteer to tell about something of interest to them. Write words on the board that they use along with a title and details. Then ask the class if they could understand each student and what they were talking about. Does the class have any questions? Have story teller answer any questions...note that on the board.
Development:	Take the information on the board and insert it in a graphic organizer. Explain the process by explaining the different subjects the speaker talked about. Then set-up an essay using the details the speaker said. With the help of the class write the introduction explaining what needs to be included. Then write each paragraph asking students questions that will lead them to understanding what a topic sentence is and also what supporting detail sentences are. Have students to read the paragraph to see if it makes sense and completely explains the topic. Repeat for each paragraph. Then have the

LESSON PLAN (English, Science, Urdu)

Class 6th

	students to summarize what the essay is about and what was said in the essay. Then start to write the conclusion making sure the students understand what needs to be included in the conclusion and how to finish the essay so that it is a completed work.
Practice:	Students will then be given three writing prompts of which they will select one. Then volunteers will come to the board and start to fill in a graphic organizer for one of the prompts with the help of the other students. This process will continue until several students have had an opportunity to come to the board and all three prompts have usable graphic organizers.
Accommodations:	Students who may have a problem completing the assignment alone might sit with a peer tutor to work on the writing process and help with reading and spelling.
Checking For Understanding:	The teacher will assess students during independent practice using a rubric which will show fluency, understanding of main concepts, usage of organizer, and confidence of writer. Students will be checked further by teacher reading final products.
Closure:	Using the hacky sac toss method students will explain the steps taken to write and some of the difficulties and successes they found during the process. Difficulties will be written on board and the class will respond to these. The same will be done for the successes.
Evaluation:	Students will keep a notebook of graphic organizers and essays written. As we progress in the writing and revising processes, it will be easy to see how the student is progressing. The notebook will also include notes, observations, and rubrics from the teacher. This constant observation will pinpoint areas of strength and weakness which can be addressed with each individual student.
Teacher Reflections:	