

CONTINUING PROFESSIONAL
DEVELOPMENT (CPD) PROGRAM
FOR PRIMARY SCHOOL TEACHER

PROFESSIONAL DEVELOPMENT DAY

1 - 5

SESSION PLANS

ACADEMIC YEAR 2021 - 22



DIRECTORATE OF PROFESSIONAL
DEVELOPMENT (DPD)

PESHAWAR, KHYBER
PAKHTUNKHWA



All rights reserved with © Directorate of Professional Development, Khyber Pakhtunkhwa, Peshawar.

Approved by:

Directorate of Curriculum and Teacher Education (DCTE) Khyber Pakhtunkhwa, Abbottabad
Vide Letter No. 4635-37/F.No.23/Vol-III/SS-MD dated: August 4, 2021

Session Plans Developed by:

1. Mr. Musharraf Khan, Senior Instructor, DPD Peshawar
2. Mr. Abdul Munsif, Team Leader CPD, DPD Peshawar
3. Dr. Eid Akbar, Subject Specialist, DPD Peshawar
4. Mr. Kamran Akbar, Subject Specialist, DPD Peshawar
5. Mr. Muhammad Sohail Instructor, DPD Peshawar
6. Ms. Memoona Safdar, Instructor, DPD Peshawar
7. Ms. Aneesa Khan Instructor, DPD Peshawar

Developed under the supervision of:

Dr. Tariq Mehmood, Director, Directorate of Professional Development, Khyber Pakhtunkhwa, Peshawar.

Reviewed by:

1. Mr. Inamullah Khan, Subject Specialist English, DCTE Abbottabad
2. Mr. Taj Wali Khan, Subject Specialist, DCTE Abbottabad
3. Dr. Abbas Khan, Subject Specialist Mathematics, DCTE Abbottabad
4. Ms. Rafia Naz, AV Aid Officer, DCTE Abbottabad
5. Dr. Shafqat Hussain, Subject Specialist Textbook Standards, DCTE Abbottabad

Supervised by:

Gohar Ali Khan, Director, Curriculum and Teacher Education, Khyber Pakhtunkhwa, Abbottabad.

Preface

Launched by the Elementary and Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa (GoKP) in 2017, the Continuing Professional Development (CPD) programme is a regular feature of the professional lives of Primary Schoolteachers (PST) in the province. Its purpose is to enhance student learning by continually improving teachers' professional knowledge and skills.

The CPD programme has four elements 1) Self-Reflection (SR), 2) Classroom Observation (CRO), 3) Quarterly Monitoring Minute (QMM), and 4) Professional Development Day (PDD). PDD is the core element of the CPD programme. Overall, eight Professional Development Days (PDDs) are held in an academic year, attended by all the PSTs. However, this year due to the newly developed Curriculum 2020, the number of PDDs has also been increased to nine for the academic year 2021-22. A special PDD has been arranged in the wake of the introduction of Curriculum 2020 (also known as Single National Curriculum-SNC), which includes, introduction to curriculum, layout, and structure of the newly developed textbooks, and use of scripted lesson plans. The contents of all PDDs have been fully aligned with academic calendars 2021-22 developed by DCTE,

This document (PDD Session Plans) introduces the structure, design, and delivery mechanism of the PDD. It provides detailed guidelines to facilitators along with tips on facilitation and teaching-learning strategies/methods. It also offers guidance on using the Academic Calendar and compendium.

This document has been developed by the CPD Unit, faculty members of DPD with technical support from the Khyber Pakhtunkhwa Education Sector Programme (KESP).

CONTENTS

PDD 1	i
Introduction to Continuing Professional Development (CPD)	1
Introduction to DPD and RPDC	6
Introduction to Curriculum 2020 and new Textbooks	7
Academic Calendar for Regular Year and Lesson Plans based on Curriculum 2020	9
ENGLISH	11
MATHEMATICS	14
URDU	17
GENERAL SCIENCE	20
PDD 2	24
ENGLISH	25
URDU	31
GENERAL SCIENCE	33
MATHEMATICS	37
PDD 3	41
GENERAL SCIENCE	42
ENGLISH	46
MATHEMATICS	52
URDU	57
PDD 4	60
ENGLISH	61
MATHEMATICS	65
URDU	69
GENERAL SCIENCE	72
PDD 5	75
MATHEMATICS	76
URDU	80
GENERAL SCIENCE	82
ENGLISH	87

ABBREVIATIONS

ADEO	Assistant District Education Officer
ADEO-Est	Assistant District Education Officer Establishment
ASDEO	Assistant Sub-Divisional Education Officer
BISE	Board of Intermediate and Secondary Education
CRO	Classroom Observation
CPD	Continuing/ Continuous Professional Development
DPD	Directorate of Professional Development
DCTE	Directorate of Curriculum and Teacher Education
DEO	District Education Officer
DESE	Directorate of Elementary and Secondary Education
E&SED	Elementary & Secondary Education Department
KP	Khyber Pakhtunkhwa
PDD	Professional Development Day
PITE	Provincial Institute of Teacher Education
QMM	Quarterly Monitoring Meeting
RPDCs	Regional Professional Development Centers
SDEO	Sub-Divisional Education Officer
SDG	Sustainable Development Goals
SNC	Single National Curriculum
SOP	Standard Operating Procedure
SR	Self-Reflection
TIMSS	Trends in International Mathematics and Science Studies

Pre-session Planning and Arrangements

- Facilitators are requested to take necessary actions before the start of the Professional Development Day. They are required to perform the following actions.
- Please tick ✓ against each activity if completed.

S.No	Activities	Status ✓								
		PDD 1	PDD 2	PDD 3	PDD 4	PDD 5	PDD 6	PDD 7	PDD 8	PDD 9
1	Read and prepared session plan.									
2	Ensured availability of all required teaching and learning material (i.e., whiteboard/blackboard, marker, charts, other material mentioned in the activities).									
3	Coordinated with primary schools in the PDD center to ensure that teachers bring Notebooks and Textbooks of Grade 1 to 5.									
4	Informed Head of PDD center to make necessary arrangements for PDD i.e., proper seating, room/training hall etc.,									
5	Ensured that the seating arrangement of the training room is made according to the session plans and support adults teaching.									
6	Other essential supporting materials drinking water, refreshment, etc., are arranged.									
7	Ensure that the attendance sheet of the PDD has been printed from the CPD portal.									

Schedule of Professional Development Days for Academic Year 2021-22


- Share the following PDD schedule with the participants and remind them in every PDD.

PDDs in Academic Year 2021-22									
Acad. Months	Aug. 2021		Sep. 2021	Oct. 2021	Nov. 2021	Dec. 2021	Jan. 2022	Feb. 2022	Mar. 2022
Summer Zone	PD	PD	PD	PD	PD	PD	PD	PD	PD
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
	Aug 26 (Wed)	Aug 27 (Thu)	Sep 4 (Sat)	Oct 2 (Sat)	Nov 1 (Mon)	Dec 1 (Wed)	Jan 1 (Sat)	Feb 1 (Tue)	Mar 1 (Tue)
Winter Zone	PD	PD	PD	PD	PD	PD	PD	PD	PD
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
	Aug 26 (Wed)	Aug 27 (Thu)	Sep 4 (Sat)	Oct 2 (Sat)	Nov 1 (Mon)	Dec 1 (Wed)	Jan 1 (Sat)	Feb 1 (Tue)	Mar 1 (Tue)

PDD Attendance

Step 1: Manual Attendance:	
1	Make sure that all the fields of the attendance sheet are properly filled, especially: PDD Center Name, center EMIS code, PDD no and date, facilitators name and other details, Participants: name, CNIC, school name, contact no. & EMIS Code
2	Make sure that copy of the attendance sheet is signed by the facilitators and Principal/Head.
3	Please keep the original attendance sheet in safe custody as it is an official record. You will have to attach the same attendance with your remuneration claims.
4	If you are asked to submit an attendance sheet to the DEO office or DPD please keep a copy of the attendance sheet in the center.
Step 2: Online Attendance Portal:	
5	Make sure that teachers' attendance is entered in the attendance portal with the correct EMIS code. Portal access: http://cpd.kpese.gov.pk:96 Use name: EMIS code of the PDD center (example EMIS code is 36106). Password: Same EMIS code in reverse order (example password 60163).
6	For correct EMIS code refer to EMIS Master list at DPD website/DEMIS http://pitekp.gov.pk/index.php/download/cpd-material FAQs (http://pitekp.gov.pk/pite/images/CPD-Material/FAQs%20of%20PD%20Day%20Attendance%20Portal.pdf) Short video: https://youtube.be/MjizmmDuszU
7	In case of any issue please contact: First: ASDEO of the respective circle Second: District CPD focal person Third: DPD
Step 3: Submission of Attendance sheets (Manual and Online)	
8	To process Remuneration: Facilitators are required to submit both manual and online attendance sheets after the 9 th PDD. <ul style="list-style-type: none"> • Bill(s) of both facilitators • Online attendance duly signed by Principal/Head of PDD Centre • Manual attendance by Principal/Head of PDD Centres
9	Submit complete file of claims to ADEO Establishment/ focal person CPD.

Format for Attendance Sheet

	<p>DIRECTORATE OF PROFESSIONAL DEVELOPMENT ATTENDANCE SHEET FOR PROFESSIONAL DEVELOPMENT DAY SESSION UNDER CPD PROGRAMME</p>								
PDD CENTER : _____ EMIS Code : _____									
DISTRICT: _____ Circle: _____									
S.No.	Name	Designation	School	CNIC No.	Contact Number	Signature			
						PDD __ / /	PDD __ / /	PDD __ / /	PDD __ / /
RESOURCE PERSONS/ FACILITATORS									
1									
2									
PARTICIPANTS									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
Observer (if any):					Signature				
Verified by Principal PDD Center									



PROFESSIONAL DEVELOPMENT DAY 1 AGENDA

Start Time	End Time	Session/Activity	Min.	
08:00	- 08:10	Attendance and registration	10	
08:10	- 08:15	Recitation	5	
08:15	- 08:20	Norms setting	5	
08:20	-	09:00	40	Introduction to CPD
				• Why CPD?
				• How it will be observed?
				• How is it assessed?
				• What are the roles and responsibilities of each stakeholder?
09:00	- 09:25	Introduction of DPD and RPDCs	25	
09:25	- 10:05	Introduction to Curriculum 2020 (SNC)	40	
10:05	- 10:55	Academic Calendar and Lesson Plans based on Curriculum 2020	50	
10:55	- 11:10	Break	15	
11:10	- 12:00	English	50	
12:00	- 12:45	Mathematics	45	
12:45	- 01:15	Urdu	40	
01:15	- 02:00	General Science	45	
		Vote of thank and close of the day		

Setting the Norms**5 min**

- Make a chart of the following **norms** and display it at an appropriate place.
- Share these norms with the participants and advise them to follow during PDDs.

1. Use face mask
2. Maintain social distancing.
3. Speak at your turn
4. Be Punctual
5. Silent cell phone
6. Maximum Participation
7. Respect others' views
8. Constructive criticism
9. Learn to teach

- تمام Facilitators کو ہدایت کی جاتی ہے کہ COVID – 19 کے حوالے سے حکومت خیبر پختونخوا کے وضع کردہ اقدامات کا خاص طور پر خیال رکھیں۔
- Facilitators استاذہ کو ہدایات دیں کہ وہ ہر PDD میں درسی کتب لازمی ساتھ لائیں۔

Topic 1: Introduction to Continuing Professional Development (CPD)**40 min**

Objectives: By the end of this session, the participants will be able to:

- a. Understand the CPD model currently implemented in Khyber Pakhtunkhwa.

Activity 1.1: Brainstorming**(10 min)**

1. Welcome participants in the first PDD.
2. To brainstorm with participants about In-Service trainings and CPD, ask the following questions, one by one:

Q1 - Do we (as teachers) need to enhance our knowledge or learn new skills or concepts of teaching?

Q2 - How often should teachers work on improving their knowledge?

(Discuss the timings/ frequency of learning)

Q3 - How can we as teachers improve our knowledge?

(Discuss different means and methods of learning/ different types/ forms of in-service trainings)

Q4-What do you understand by “Continuing/ Continuous Professional Development (CPD)” and how it differs from the traditional training programme?

3. Take responses from few participants.
4. Conclude the discussion by explaining that the most effective CPD includes the following five features:

Personalized	CPD should be built on <u>identified needs and requirements</u> rather than a ‘one size fits all’ approach.
Relevant	It should relate to participants' <u>teaching theory and/ or subject specialism</u> and <u>the needs of your learners</u> .
Sustained	New skills and ideas need time to take hold; experimentation and refinement is the best way to embed new ideas into your classroom practice.
Supported	By coaching or mentoring from experienced colleagues, either from within or from outside your school.
Collaborative	While teaching could be a solitary profession, collaboration with your fellow teachers and colleagues has been identified as one of the most relevant features required for teachers’ learning.

Use these rules for discussion:

- To manage the time, take 2 to 3 responses on each question.
- Do not take long discussion on one question.
- To make sure that everybody has a chance to speak and participate, one person will share only once.

Activity 1.2: Introduction to CPD activities**(30 min)**

1. Make a chart of the following diagram and introduce the “**CPD Model**” designed for Khyber Pakhtunkhwa.

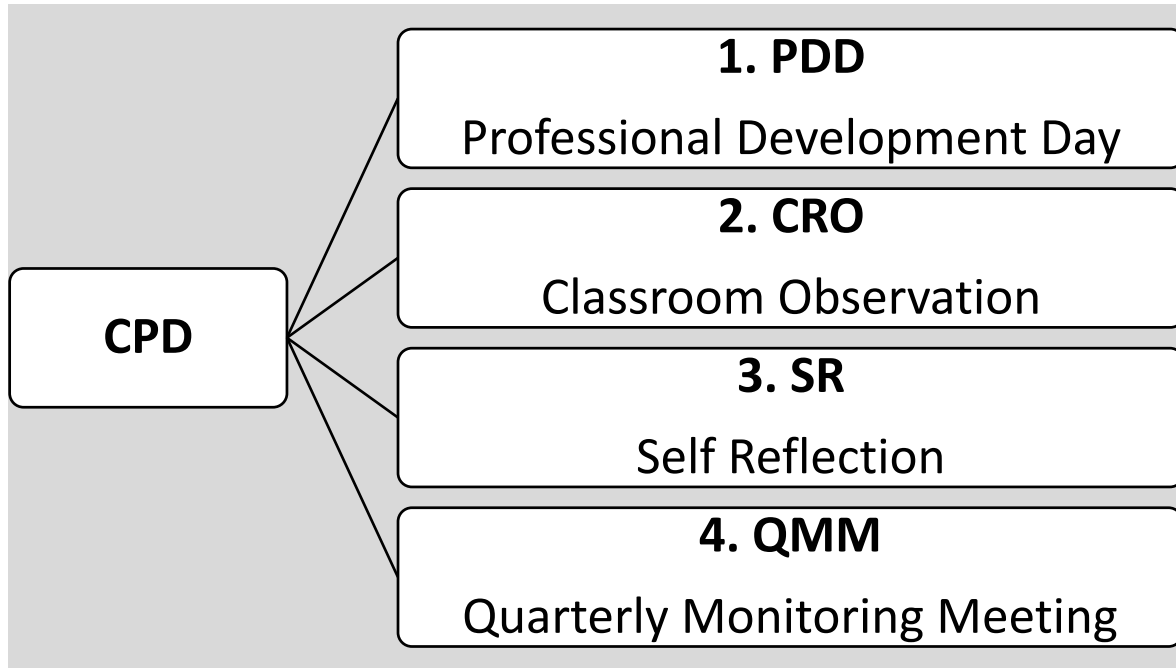


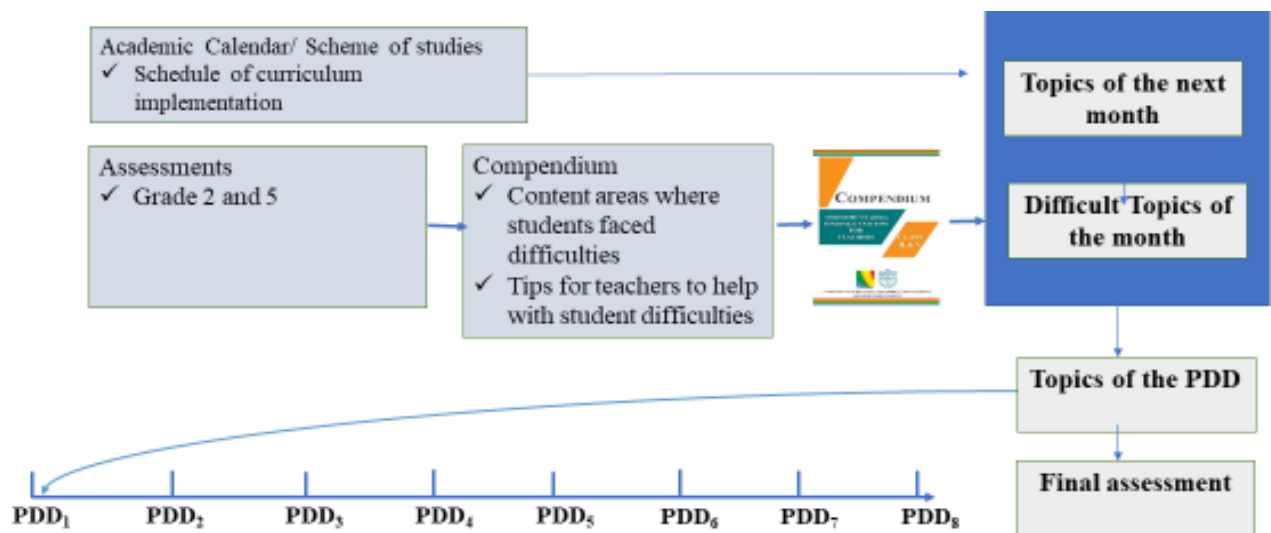
Figure 1: CPD Model

2. Use the following table to explain each activity and clarify the **CPD activities and responsibilities**.

Activities	Professional Development Day (PDD)	Classroom Observation (CRO)	Self-Reflection (SR)	Quarterly Monitoring Meeting (QMM)
When	Once in an academic month	Fortnightly each teacher	Daily	Once in a quarter
Where	At PDD Centers (High/Higher Secondary/ Primary School)	In school	In school	Circle Office
For Whom	Attended by all primary school teachers	All teachers	All teachers	Head teachers
By Whom/ Responsibility	Facilitators (Notified and trained)	Head Teachers/ ASDEOs	Supervised by Head Teachers / ASDEOs	ASDEO

Professional Development Day (PDD)

1. PDD will provide an opportunity for teachers to work together and learn from each other's experiences, ultimately helping them to improve their content knowledge and pedagogical skills.
2. It is planned to conduct before the academic month (Schedule notified by Directorate).
3. Primary schools will remain close on PDD (Notified by Directorate).
4. PDD will be organized in notified centers.
5. PDD center will be in a High/HS School/ Primary school with 4-5 primary schools and up to 30 teachers depending on the facility.
6. All teachers including Head Teachers from primary schools within the cluster **MUST** attend PDD.
7. Total 8 PDDs in one academic year. But this year a special PDD has been arranged for the textbook based on the Curriculum 2020.
8. 2 SSTs/SS/CT (1 Language and 1 Science/Mathematics) notified by respective DEO office and trained by DPD will act as Facilitators.
9. Four main subjects are covered in PDD (English, Mathematics, General Science, and Urdu)
10. PDD will cover **difficult topics of the next academic month** identified through the academic calendar, compendium, and student assessments (Class 2 and 5).
11. This year new topics and difficult topics have been selected in light of Curriculum 2020.



- I. Topics of PDD are covered from the topics of next month academic calendar and compendium
- II. Only difficult topics are covered in PDD (topics identified in grade 2 and 5 assessments)
- III. Teachers have to bring textbooks and Teacher Guides in the PDD

Figure 2: How are topics of the PDD session plan selected?

Classroom Observation (CRO)

1. A structured tool is used for Classroom Observation (CRO) which is based on Notified Teachers' Competencies.
2. Classroom Observation is done by ASDEOs/Head Teachers in their respective schools/circles.
3. CRO is focused on teaching observation and implementation of PDD learning.
4. A constructive feedback discussion with the concerned teacher is done by the Head teacher/ASDEOs to improve the teaching-learning process.
5. The classroom observation form/tool has the following sections:
 - i. **Lesson planning**
 - ii. **Academic calendar**
 - iii. **Teaching practice**
 - iv. **Managing Learning Environment**
 - v. **Multigrade teaching**
6. Tell teachers "CRO form will be used by Head Teachers and ASDEOs during their visit to schools.

Quarterly Monitoring Meeting (QMM)

1. A Quarterly follow-up meeting will be organized at the circle level.
2. ASDEOs will convene the meeting with all Head Teachers of their respective circles to review the progress of teaching and learning.
3. All Head Teachers /ASDEOs of the respective circle will attend the meeting and record their quarterly progress in the prescribed format, in the form of minutes.

Self-Reflection (SR)

1. Inform teachers that "Self-reflection" is an individual and daily activity.
2. Show them the format of self-reflection.
3. Brief them that self-reflection helps **develop skills and review their effectiveness**. Without reflection, you would carry on doing things as you have always done them without any improvement.
4. Explain that self-reflection allows **teachers to create and experiment with new ideas and approaches to gain success. Provide examples of how it happens**.
5. Tell them that the SR is part of CPD and that teachers should reflect on their instructional experiences in notebooks set up specifically for this purpose.
6. Share a sample format that can be used for self-reflection.

Format for Self-Reflection

تاریخ: _____

جماعت: _____ پیکشن: _____ مضمون: _____

پڑھایا گیا تصور/عنوان: _____ حاصلاتِ تعلم: _____

تدریسی معاونات جو استعمال کیں: _____ طریقہ ہائے تدریس: _____

تدریسی جائزہ کے نتائج: کل طلبہ/اطالبات: _____ تقریباً کتنے طلبہ/اطالبات تصور پوری طرح نہ سیکھ سکے: _____

تدریس و تعلم کا جائزہ

تدریس کے مثبت پہلو: _____

تدریسی مشکلات

بچوں کے سیکھنے کے حوالے سے: _____

تصور کی پڑھائی کے حوالے سے: _____

تدریس و تعلم کی بہتری کے لیے حکمتِ عملی: _____

”کچھ وقت عمل کرنے کا، کچھ وقت سکوت کا،
کچھ وقت خاموش فکر کا،
کچھ وقت گفتگو کا“

کچھ وقت عمل کرنے کا، کچھ وقت سکوت کا،
کچھ وقت خاموش فکر کا،
کچھ وقت گفتگو کا

Topic 2: Introduction to DPD and RPDC**25 min**

Objectives: By the end of this session, participants will be able to:

- a. Recognize DPD and RPDCs and their roles and responsibilities.

Activity 2.1: Brainstorming**(10 min)**

1. Ask participants, how many types of training are there for teachers?
2. Take responses of 2/3 participants and write down key points on the writing board.
3. Ask again, can we divide these training programs into two main categories?
4. Draw the following table on a writing board and then insert trainings into their relevant box.

Pre-Service Trainings	In-Service Trainings
1.	1.
2.	2.

5. Invite a volunteer participant to read out all the listed training programs.
6. What is the current situation of these training programs in our province?
7. Take responses of a few participants and sum up the discussion by sharing the following points:
 - i. There are two main types of training
 - ii. Pre-service, it is a prerequisite before entering into the teaching profession. In Khyber Pakhtunkhwa, the condition of pre-service training has been waved off since 2018, for all school cadre posts.
 - iii. In-service, all the training availed /attended during the service.

Activity 2.2: DPD and RPDCs**(15 min)**

1. Write (DPD, RPDCs) on the writing board.
2. Ask participants, 'what do you know about these two DPD, RPDCs?'
3. Take their responses and brief about newly upgraded DPD and RPDCs roles and responsibilities.
4. Summarize the discussion by sharing:
 - i. Provincial Institute of Teacher Education (PITE) has been upgraded to an attached directorate of the E&SED and renamed as Directorate of Professional Development (DPD).
 - ii. Regional Institutes of Teacher Education (RITEs) have become subordinate institutions of the DPD and are renamed as RPDCs. In the future, they will function as the field wings of DPD.
 - iii. The role of the RPDCs will be to facilitate the in-service training including the induction program for the newly inducted teachers.
 - iv. There are 20 RPDCs/and one College of Physical Education Karak (RPDC) in Khyber Pakhtunkhwa and four RPDCs in Newly Merged Districts.
 - v. Overall, 25 RPDCs be playing their role to support in-service professional development under the direction of the Directorate of Professional Development (DPD).
 - vi. The administrative control of all the RPDCs (25) has been given to DPD vide **Notification No. SOG/E&SE/1-9/2021 Dated 17/3/2021.**

Topic 3: Introduction to Curriculum 2020 and new Textbooks**45 min**

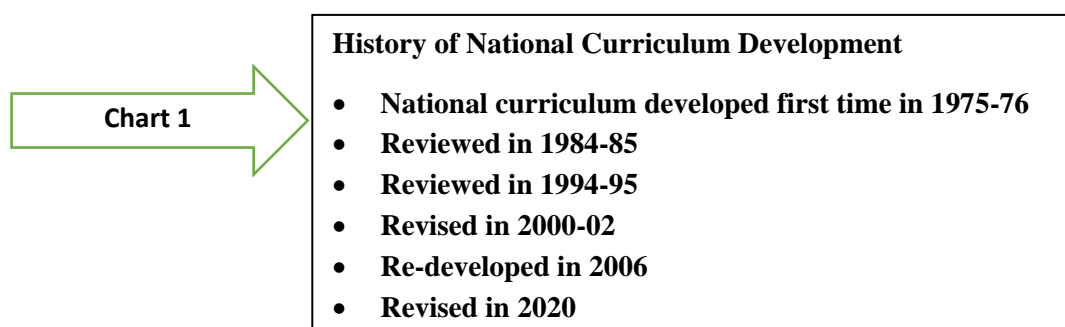
Objectives: By the end of this session participants will be able to:

- Explain the major features of Curriculum 2020 (SNC).

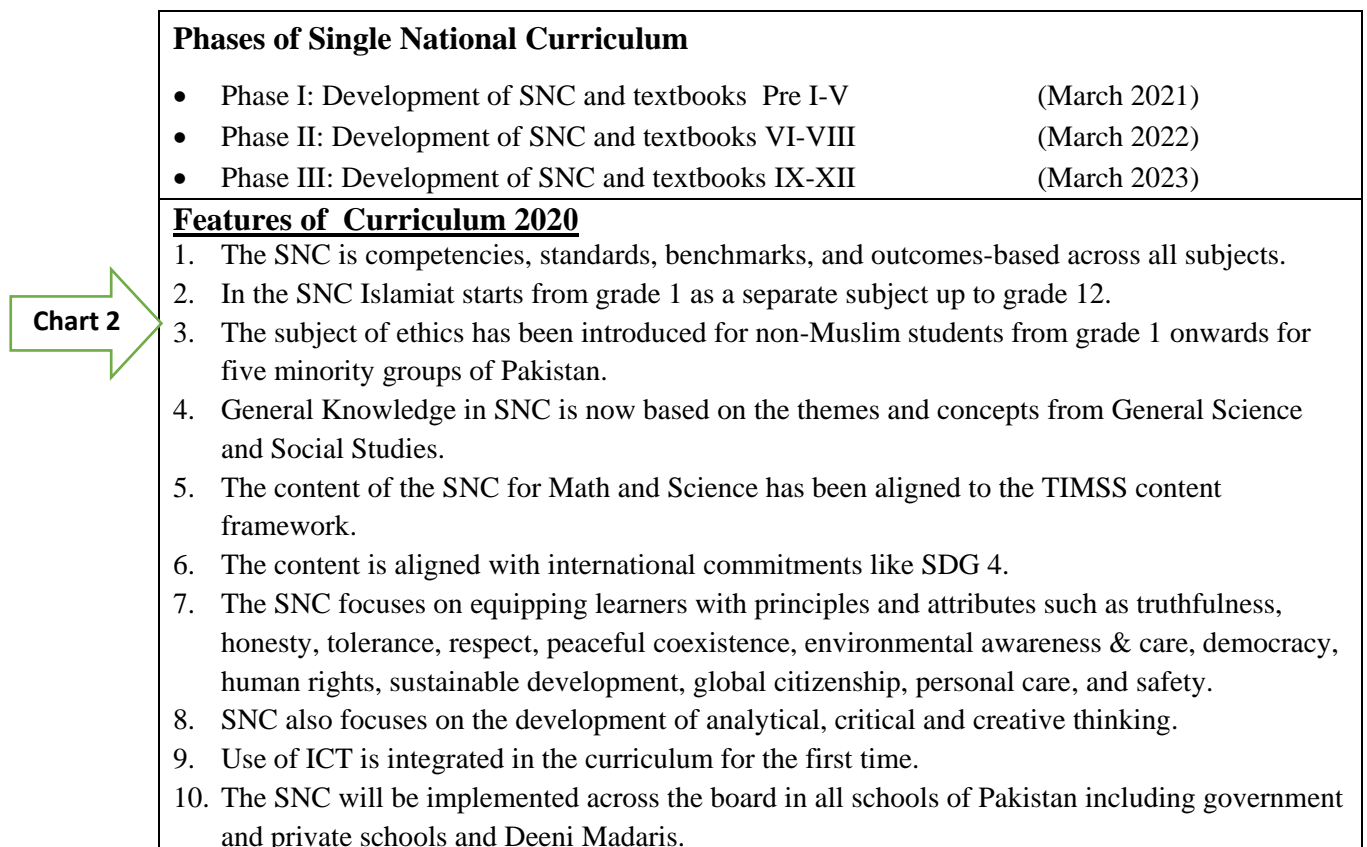
Material: Charts 1 and 2

Activity 3.1: Curriculum 2020 (also known as SNC)**(45 min)**

1. Ask the participants, what do you know about the curriculum?
2. Collect answers in plenary. When participants give their statement, ask the group to comment (“what do you think? Is this right?”), discuss for 05 minutes.
3. Display the chart showing the history of curriculum development in Pakistan



4. Inform participants that the curriculum is being revised as “Single National Curriculum” in a phased manner.
5. Share the following details regarding SNC, ask questions to ensure understanding.



6. Conclude the session by asking:
 - a. What are the key features of SNC?
 - b. What type of international commitments do the content of SNC is aligned?
 - c. What is the focus of Curriculum of General Knowledge?
 - d. At which grade Islamiat is to be taught as a subject as per SNC?
 - e. The emphasis of SNC is on what type of skills?
 - f. Which skills are emphasized in SNC?

Topic 4: Academic Calendar for Regular Year and Lesson Plans based on Curriculum 2020

50 min

Objectives: By the end of this session participants will be able to:

- describe the structure of the academic calendar.
- explain the layout and contents of lesson plans

Material required: Already prepared Chart 1, Chart 2, Chart 3 and Chart 4

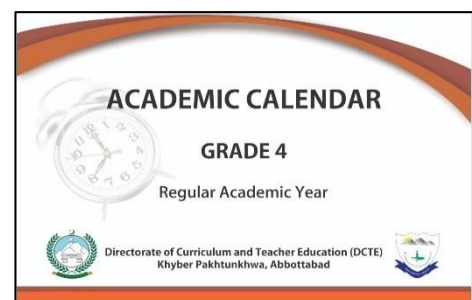
Part 1: Academic Calendars based on Curriculum 2020

NOTE: Kindly develop the following charts in advance (at least one day before PDD) and also go through the academic calendar of any grade for better understanding.

Chart 1	Chart 2
<p><u>Components of Academic Calendar:</u></p> <ol style="list-style-type: none"> Unit/chapter number and Name Theme Students Learning Outcomes Competencies Textbook Page Numbers Number allocated Periods Number of period for 'Revision' 	<p><u>Key Features of Academic Calendar</u></p> <ul style="list-style-type: none"> Based on Curriculum 2020. Covers all Eight months a Regular Academic Year. Each month has 'Revision Periods'. Page number of Textbooks are given. Classification of topics, themes, and content Flexibility given for school closures.

- Tell participants that DCTE has developed academic calendars for Grade 1-5 based on Curriculum 2020.
- Ask participants, if they have seen academic calendars for 2021 in their schools?
- Write the following link at the writing board and tell participants that this academic calendar (Grade 1 – 5) is available at:

<https://kpese.gov.pk/category/downloads/>



- Encourage participants to download the AC and use it in their academic activities.
- Ask the following questions one by one from the participants:

Q-1: What is Academic Calendar?

Expected Answer: This is a formal document based on the Student Learning Outcomes (SLOs) for Grade 1-5 per the SNC. The Academic Calendars has 8 months. **Use Chart 1 here to explain it in detail.**

Q-2: Why is it developed? (purpose)

Expected Answer: To facilitate teachers to plan their monthly teaching and learning activities. To bring uniformity in teaching the contents across the province.

Q-3: What are the key features of the academic calendar?

Expected Answer: See Chart 2 to explain the answer.

- Conclude the activity by asking a volunteer to briefly recap key points about the academic calendar.
- Motivate participants to arrange hard copies of Academic Calendars in their school.

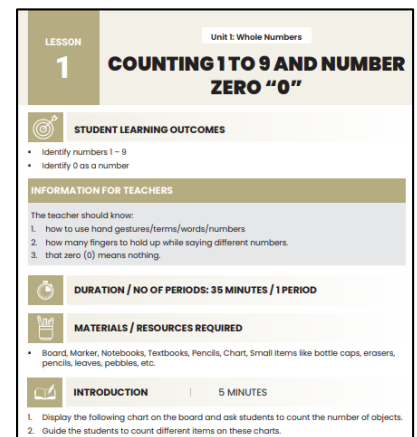
**Advise teachers to follow academic calendar
for effective teaching and learning.**

Part 2: Lesson Plans based on Curriculum 2020

NOTE: Make the following charts in advance (at least one day before PDD) and also scan any lesson plan understanding and effective session delivery.

Chart 3	Chart 4
<p>Components of the Lesson Plans</p> <ol style="list-style-type: none"> 1. Students Learning Outcome(s) 2. Information for Teachers 3. Duration/ number of periods 4. Materials required 5. Introduction 6. Development (Key Activities) 7. Conclusion / Sum up 8. Assessment 9. Homework / follow up 	<p>Key Features of the Lesson Plans</p> <ul style="list-style-type: none"> ▪ Based on curriculum 2020 ▪ Fully aligned with textbooks ▪ Mapped with the academic calendar ▪ Provide guiding scripts to teachers on student activities <p>Prescribe assessments for Objectives</p>

1. Ask teachers, “is it possible for an actor to perform well without scripts or dialogues?”
2. Take their responses for a short discussion.
3. Now, ask teachers, “can we teach effectively without a lesson plan?”
4. Generate discussion on: *that lesson plan is always very supportive to teach classes regardless of your teaching experience.*
5. Tell participants that E&SED conducted a study in March 2020 on the “Use of Lesson Plans” in KP. It was evident from the findings that those teachers who used lesson plans were teaching much better than the others.
6. Now, inform participants that the DCTE has developed lesson plans based on Curriculum 2020 for PSTs in the following subjects: General Knowledge, Mathematics, English, Urdu, Social Studies, and General Science.
7. These session plans will be available at: <https://kpese.gov.pk/category/downloads/>
8. Encourage participants to download the lesson plans and use them in their academic activities. Also, inform them that these are in a process of printing and will be delivered to all primary schools soon.
9. Now display **Chart 3** and explain the components of these newly developed lesson plans.
10. Conclude activity by sharing the features of the lesson plan with the help of **Chart 4**.



Motivate teachers to use Lesson Plans for effective teaching learning.



ENGLISH

TOPIC

Introduction to English Textbooks of Primary Grades based on Curriculum 2020

Materials Required:

Ensure availability of required materials for the activities before the session.

Charts, markers, writing board, Curriculum 2020 copy in hard or soft, and new textbooks from grade 1 to 5.

Topic 1: Introduction to new English Textbooks Grade 1 to 5

50 mins

Objectives: by the end of this session participants will be able to:

- a. Identify the main features of the Textbooks of English (Grade 1 to 5) based on Curriculum 2020.
- b. Describe the new pedagogical method/techniques used in the Textbooks.
- c. Understand the dos and don'ts of teaching English.
- d. Describe structure and content of new textbooks
- e. Enlist the pros and cons of the new textbook.

Activity 1.1: Introduction to English Curriculum 2020

(15 min)

1. Divide participants into four equal groups.
2. Assign the task to each group as follows:

Group A	Group B	Group C	Group D	Group E
Textbooks Grade 1	Textbooks Grade 2	Textbooks Grade 3	Textbooks Grade 4	Textbooks Grade 5

3. Now, ask the following questions from each group:
 - a. How many SLOs are in the first two units?
 - b. Which SLO(s) of units 1 and 2 are not addressed/achieved?
 - c. Ask them to identify page number where the following SLOs are achieved:

Group A	Group B	Group C	Group D	Group E
Trace and draw circles and curves.	Use naming words in their speech and writing.	Use alphabetical order to arrange words.	Identify and use the definite article 'the'	Recall and apply the rules for the use of a and an.
<i>Answer for Facilitators</i>				
Ans: Page 4	Ans: Page 8	Ans: Page 8	Ans: Page 10	Ans: Page 9

4. Ask groups to identify and discuss the teaching method used in these textbooks.
5. Take responses from a few participants and conclude.

Activity 1.2: Brainstorming

(5 min)

1. Ask participants the following questions one by one.

Q-1: What is a textbook?

Expected Answer: Textbook is *“a book used as a standard content for the study of a particular subject”*. In other words, **“Textbooks** are a standardized collection of the subject matter that has to be taught to the students”.

Q-2: What is the difference between a regular book and a textbook?

Expected Answer: A textbook is written and organized in such a manner to be used with a specific set of instructions and to support a specific course. It is usually written in a style (pedagogically) and with vocabulary that suits a specific age group. They often include exercises, simply reporting on the work. The most important thing is that textbooks are developed based on the approved curriculum.

On the other hand, regular books are written/ designed for educational purposes. They are usually used for a great many things i.e., pleasure, self-learning of a subject, or to find answers to specific questions. They may be read as hobbies, used in business, or for home projects.

Activity 1.3: Curriculum 2020 based English Textbooks

(20 min)

1. Divide participants into five Groups.
2. Assign each group one textbook of English (grade I-V) to review for:
 - i. Structure and content
 - ii. Pros and cons
3. Ask them to complete their task in 10 minutes
4. Invite two groups randomly to present their work.
5. Discuss with the help of facilitator's input.

Facilitator's Input

Sample comparison of old and new English Textbook for Grade-5		
Aspects	Old Textbook	New Textbook
Units	18	14
Pages	179	160
Volume	volume was bigger	volume is smaller
Content		Unit name and the unit number are in one column. for “ subtheme ” & “ language focus ” have been added. Comprehension has been replaced by Reading and Critical Thinking .
SLOs	Less in number; 05 in 1 st units, 07 in 2 nd unit	Great in number; 16 in 1 st units, 14 in 2 nd Unit
Notable thing is that no new activities have been designed to achieve these SLOs.		
Common and Different Units		All the units are new
Review	The old textbook doesn't have such activity.	Review exercises, consisting of two pages have been given after each three/four units.
Exercise		Satisfy what are given in contents in each column, under specific headings
Illustrations	Great in number; 39 (first unit), 56 (second unit)	01 (first unit), 24 (second unit)
The old textbook is very rich regarding illustrations, their size, and quality. For primary school students, they are very helpful to build their interest and understanding.		

Activity 1.4: Strategies for Teaching English**(10 min)**

1. Divide the participants into five groups and give each group a textbook each from one of the grades out of grades 1 to 5.
2. Ask each group to explore the types of strategies used in the given textbook and make a list in their notebooks. Do NOT repeat the activity in the list if it appears several times in the textbook.
3. Take participants' responses and make a collective list of strategies on the writing board.
4. Conclude the activity by giving your input.



TOPIC

Introduction to Mathematics Textbooks of Primary Grades based on Curriculum 2020

Materials Required:

Charts, markers, writing board, Curriculum 2020 copy in hard or soft, and new textbooks from grade 1 to 5.

Topic 1: Introduction to new Mathematics Textbooks Grade 1 to 5 **45 mins**

Objectives: By the end of this session participants will be able to:

- a. Identify the main features of the Textbooks of Mathematics (Grade 1 to 5) based on Curriculum 2020.
- b. Describe the new pedagogical method/techniques used in the Textbooks.
- c. Understand the dos and don'ts of teaching Mathematics.

Activity 1.1: Introduction to Mathematics Textbooks 2021 **(25 min)**

1. Divide participants into five groups.
2. Distribute the textbooks to each group as below:

Group A	Group B	Group C	Group D	Group E
Textbooks Grade 1	Textbooks Grade 2	Textbooks Grade 3	Textbooks Grade 4	Textbooks Grade 5

3. Now, ask the following questions from each group:
 - How many SLOs are in the first two units?
 - Which SLO(s) of units 1 and 2 are not addressed/achieved?
 - Ask them to identify page number where the following SLOs are achieved:

Group A	Group B	Group C	Group D	Group E
Identify '0' as a number.	Add 2 digit numbers and 2 digit numbers	Write roman numbers up to 20.	Compare and order numbers up to 5 digits.	Multiply five-digit numbers by a three-digit

	with carrying.			number.
<i>Answer for Facilitators</i>				
Ans: Page 4	Ans: Page 32	Ans: Page 4	Ans: Page 8	Ans: Page 13

4. Ask groups which teaching method is used on the following pages of textbooks:

Group A	Group B	Group C	Group D	Group E
Page 4	Page 16	Page 8	Page 30	Page 31
<i>Answer for Facilitators</i>				
Deductive method	Inductive method	Deductive method	Deductive method	Deductive method

5. Ask each group to show their work the participants.
6. Conclude the activity by sharing the following:

What have I learned:

- Read and understand the SLOs of assigned units.
- Most of the SLOs are addressed in the textbooks.
- Identify the contents given in the textbooks according to the SLOs.
- Different strategies are used to teach different concepts.

Activity 1.2: Dos and Don'ts of teaching Mathematics

(25 min)

- Divide participants into four groups.
- Ask groups 1 and 2 to discuss and come up with a 'list of ideas' to be followed in a mathematics classroom.
- Ask groups 3 and 4 to make a 'list of things' which should be discouraged while teaching mathematics.
- Ask each group to share their points and note them on the writing board.
- Summarize the points and conclude the activity by giving your input.

Facilitator's Input

Dos of teaching mathematics:

- Always use fun activities to introduce the concept to develop students' interest, willingness, and motivation in learning Mathematics.
- Use concrete material to explore different concepts of Mathematics to avoid the abstract of the subject.
- Give at least two example to develop the understanding of students and encourage the practice the concept individually.
- Discuss the misconceptions of different contents and remove these misconceptions.
- Use colours, if possible. This will help students differentiate in mathematical operations or different types of sets.
- Try to validate everything students say. If they answer incorrectly, respond with, "That's curious, can you help me understand where you arrived at that answer?" When you see how they got the answer, say, "Oh, I see now. That's a good way to think of it. It's not correct (smile) but I'm liking the way you think."
- Use pictorial aids for students to develop a better understanding.
- Use different methods to solve the same problem. Certain methods can be more effective in solving different types of questions. Some pupils only use the algebraic approach to solve all problem sums.

Don'ts of teaching mathematics:

- a. Do not force students to memorize steps of any mathematical operation. Explain the logic behind each step and practice with understanding.
- b. Do not give up. Mathematics is a challenging subject for many students. Try to make it an interesting and fun-filled subject for students.
- c. Always teach topic step by step e.g. if teaching BODMAS, first explain basics like place value, addition, subtraction, multiplication, division; then move to brackets and exponents.

URDU

50 منٹ

عنوان: یکساں قومی نصاب ۲۰۲۰ اور درسی کتب کی اہمیت

حاصلاتِ تعلم: اس سیشن کے بعد شرکاء اس قابل ہو جائیں گے کہ وہ:

1. یکساں قومی نصاب کی اہمیت سے آگاہ ہو سکیں۔
2. یکساں قومی نصاب کے مقصد کو سمجھتے ہوئے طریقہ تدریس میں تبدیلی لاسکیں۔
3. یکساں قومی نصاب پر مبنی درسی کتب کا موثر استعمال کر سکیں۔

درکار مواد: یکساں قومی نصاب، اردو کی درسی کتب برائے جماعت اول تا پنجم، چارٹ، مارکر وغیرہ۔

اردو کا یکساں قومی نصاب یہاں سے ڈاؤن لوڈ کریں: <https://tinyurl.com/4mnhc8e2>

(۱۰ منٹ)

سرگرمی 1:

1. شرکاء کو بتائیں کہ یکساں قومی نصاب ۲۰۲۰ء تیار ہو چکا ہے جس کے بننے کے مرحلے میں پورے پاکستان سے تمام صوبوں کی نمائندگی کو نہ صرف یقینی بنایا گیا ہے بلکہ پرائیویٹ اسکولوں کے نمائندگان کو بھی اس میں شامل کیا گیا ہے۔ اسی لیے آج اس سیشن میں یکساں قومی نصاب کی اہمیت، مقصد اور موثر تدریس پر کام کریں گے۔
 2. شرکاء کو قومی نصاب کا تعارف صفحہ نمبر اتا ۲ خلاصے کے طور پر اہم نقاط بتائیں۔
- نوٹ: سہولت کار کے لیے اہم نقاط درج ذیل ہیں۔ مزید تفصیلات کے لیے اوپر دیے گئے لنک سے استفادہ کریں۔

- مجموعی طور پر یہ نصاب مرتب کرتے وقت پاکستان کی دینی و ملی اساس کو بنیاد بنایا گیا ہے اور آئین پاکستان کی روح کو مد نظر رکھا گیا ہے۔ سیرت رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ وسلم کے موضوع پر بچوں کی ذہنی استعداد اور دلچسپیوں کو مد نظر رکھتے ہوئے پہلی سے پانچویں جماعت تک اسباق شامل کیے گئے ہیں۔
- قومی شاعر علامہ محمد اقبال کی زندگی اور ان کے اذکار کو نئی نسل تک پہنچانے کے لیے ہر جماعت میں بچوں کی ذہنی استعداد کے مطابق ان پر مضمون یا نظم شامل کرنے کی سفارش کی گئی ہے۔
- نیک ناولوں کے ذریعے اردو کے فروغ کا مقصد حاصل کرنے کے لیے مختلف جماعتوں میں ماحولیات تعلیم کا اضافہ کیا گیا ہے۔
- عصر حاضر کے مسائل اور تقاضوں کو مد نظر رکھتے ہوئے ماحولیات، قدرتی وسائل کا دانش مندانہ استعمال، حفظانِ صحت، تحفظِ اطفال، ناگہانی آفات میں شہت رویوں کا فروغ، شجر کاری، انسانی مساوات و ہم دردی اور پاکستانی شعور جیسے موضوعات نصاب کا حصہ بنائے گئے ہیں۔
- حمد اور نعت ہر درسی کتاب کا لازمی حصہ قرار دی گئی ہیں جس میں شوق کا خیال رکھنے کی سفارش کی گئی ہے۔
- اس نصاب کے ڈھانچے کو دوسرے مضامین سے ہم آہنگ کر دیا گیا ہے۔ اس میں ہر معیار کے تحت حد درجہ (Bench Mark) اور حاصلاتِ تعلیم (Learning Outcomes) کا اضافہ کر دیا گیا ہے تاکہ اسے پڑھنے اور استعمال کرنے والوں کو آسانی رہے۔
- مصنفین، اساتذہ اور طلبہ کی سہولت کو مد نظر رکھتے ہوئے ہر جماعت کے نصاب کو سہ ماہی بنیادوں پر تقسیم کر دیا گیا ہے اور ہر سہ ماہی کے لیے نظم و نثر کے عنوانات بھی تجویز کر دیے گئے ہیں۔
- پہلی جماعت کے نصاب پر دو حصوں پر مواد تیار ہوگا۔ حصہ اول قاعدہ ہوگا جس کے لیے پہلی سہ ماہی میں دیے گئے موضوعات اور متعلقہ حاصلاتِ تعلیم کا احاطہ کیا جائے گا۔ حصہ دوم درسی کتاب ہوگی جس میں چند اسباق پہلی سہ ماہی کے اعادے پر مشتمل ہوں گے جب کہ دوسری اور تیسری سہ ماہی کے موضوعات پر اسباق مرتب کیے جائیں گے۔
- نصابی کتب کی تیاری پر خصوصی توجہ دینے کے لیے تفصیلی اور قابل عمل سفارشات مرتب کی گئی ہیں اور ان سفارشات کو ناشرین اور مصنفین کی سہولت کے لیے الگ الگ کر دیا گیا ہے۔
- اساتذہ کی معاونت کے لیے جدید تدریسی مہارتوں اور ٹیکنیکوں کو نصاب کا حصہ بنا دیا گیا ہے۔
- روزمرہ زندگی کی مہارتوں کے حوالے سے روزمرہ امور سے متعلق نئے موضوعات کو شامل نصاب کیا گیا ہے۔
- انشاپر دازی اور اظہارِ خاص توجہ دی گئی ہے۔
- امتحانی نقطہ نظر سے نبروں کی تقسیم اس طرح تجویز کی گئی ہے کہ ہر جماعت میں طلبہ کی لسانی ضرورتوں کے مطابق ہر مہارت کا مناسب انداز میں جائزہ ممکن ہو سکے۔
- طلبہ میں تخلیقی صلاحیتوں کو اجاگر کرنے، منطقی انداز فکر بنانے اور تنقیدی نقطہ نظر کو پروان چڑھانے کے لیے حاصلاتِ تعلیم اور سرگرمیوں کا حصہ بنایا گیا ہے۔

3. وقت مکمل ہونے کے بعد تمام شرکا سے درج ذیل سوالات پوچھیں اور تمام گروپوں کو جوابات کا موقع دیں۔

- نصاب کو مرتب کرتے ہوئے کن باتوں کو اساس بنایا گیا؟
- نصاب کے ڈھانچے کو دوسرے مضامین کے ساتھ کیسے ہم آہنگ کیا گیا ہے؟
- امتحانی نقطہ نظر کے حوالے سے نصاب میں کیا تجاویز دی گئی ہیں؟

(۲۰ منٹ)

سرگرمی 2:

1. اب شرکا کو پانچ گروپوں میں تقسیم کریں۔
2. گروپوں کو یکساں قومی نصاب کے صفحہ نمبر ۴ پر دیے گئے تدریس اُردو کے اہداف پڑھنے کے لیے ۵ منٹ کا وقت دیں۔
3. اب ہر گروپ کو ایک درسی کتاب اور اس سے متعلقہ لسانی استعداد کے صفحات دیں۔
4. ہر گروپ کو ہدایات دیں کہ آپ کے پاس ۹ بنیادی مہارتوں کے حاصلاتِ تعلیم موجود ہیں ان میں سے کوئی سے دو تین حاصلاتِ تعلیم منتخب کریں۔
5. تمام حاصلاتِ تعلیم کسی ایک مہارت سے نہیں ہونے چاہیے۔

6. ان حاصلاتِ تعلم کو درسی کتاب میں تلاش کریں۔ حاصلاتِ تعلم تلاش کرنے کے بعد دیکھیں کہ اس کو حاصل کرنے کے لیے کوئی متعلقہ سرگرمی یا تدریسی ہدایت دی گئی ہے اگر ہاں تو وہ نوٹ کریں۔
7. گروپوں کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔
8. آخر میں کوئی ایک حاصلاتِ تعلم بتا کر اس سے متعلقہ سرگرمی باقی گروپوں کو بتائیں گے۔
9. ہر گروپ کو پیش کش کے لیے ۲ منٹ کا وقت دیں۔

سرگرمی نمبر 3:

(۲۰ منٹ)

1. گروپوں سے کہیں کہ دی گئی ہدایات کی روشنی میں اپنے گروپ میں موجود درسی کتاب کا جائزہ لیں۔
 - درسی کتاب میں موجود اسباق کی تعداد
 - اسباق میں موجود سرگرمیاں اور ان کے مقاصد۔ شرکاء کی توجہ فہرست میں دیے گئے کسی ایک سبق کی سرگرمیوں پر دلوائیں۔
 - دیے گئے جائزوں کی تعداد اور مقاصد
 2. گروپوں کو درسی کتاب کا جائزہ لینے کے لیے ۱۵ منٹ کا وقت دیں۔
 3. آخر میں گروپوں سے درج ذیل سوالات پوچھیں:
 - یہ درسی کتابیں گزشتہ کتابوں سے کیسے مختلف ہیں؟ سرگرمیوں کی روشنی میں جوابات دیں۔
 - ان میں دی گئی سرگرمیاں حاصلاتِ تعلم حاصل کرنے کے لیے کیسے مددگار ہیں؟
 - درسی کتب طریقہ تدریس کو مؤثر بنانے میں مددگار ثابت ہوں گی؟
- نوٹ: ان سوالات کے جوابات ہاں یا نہیں کی صورت میں نہ لیں بلکہ جائزے کی روشنی میں شرکاء کی رائے لیں تاکہ وہ اس کے استعمال سے مستفید ہو سکیں۔

سیشن کا خلاصہ:

1. سیشن کے اختتام پر شرکاء کی انداز میں خلاصہ پیش کریں۔ خلاصہ میں درج ذیل نکات کا احاطہ کرنا ضروری ہے۔
 - i. یکساں قومی نصاب کا تعارف، مقصد اور اہمیت
 - ii. تدریس اُردو کے اہداف
 - iii. لسانی استعداد میں دیے گئے حاصلاتِ تعلم کی درسی کتب سے ہم آہنگی
 - iv. حاصلاتِ تعلم کے حصول کے لیے دی گئی سرگرمیوں اور تدریسی ہدایات کا جائزہ
 - v. نئی درسی کتب کا جائزہ اور پرانی کتب سے موازنہ
 - vi. درسی کتب میں دی گئی سرگرمیوں کے مقاصد
 - vii. درسی کتب کی مدد سے طریقہ تدریس کو مؤثر بنانا
2. بھرپور شرکت پر تمام شرکاء کا شکریہ ادا کرتے ہوئے سیشن کا اختتام کر دیں۔


Overview of the Curriculum 2020 (SNC) and Textbooks
50 min

Objectives: By the end of this session, the participants will be able to:

- Interpret the Single National Curriculum
- Identify changes in the New General Science textbooks for grades 4 and 5.
- Develop ways to teach Science at the primary level.
- Find dos and don'ts of teaching General Science at primary level.

Material required: Single National Curriculum: (Ref: read the Preface of SNC to explain its significance)

Activity 1: Introduction to General Science Curriculum 2020
(15 min)

- Start the session by discussing the word '**curriculum**'.
- Ask the participants what they mean by 'curriculum'.
- Why SNC necessary for Pakistan?
- General Science Curriculum is available at:

<https://tinyurl.com/3f93actc>

- Give mini lecture about SNC of General Science as given below:

Mini Lecture:
A. The Elements of Curriculum

- Strands, Standards, and Benchmarks (Ref: SNC page 9 to 13)
- The curriculum shows the progression of themes from grade 4 to 5 (Ref: SNC Page 15 to 24). It shows some themes are only present in grade 4 and are not carried to grade 5, e.g., Human Health, Forces and Motion, and Earth's Weather and Climate.
- New topics are introduced in Grade 5 for example Flowers and Seeds, Environmental Pollution, Structure of Earth and Space, and Satellites.

- d. A new theme TECHNOLOGY IN EVERYDAY LIFE is introduced in both grades, this is a chapter that covers a lot of practical exercises relevant to daily life, very useful and much needed for developing a scientific attitude.
- e. The curriculum describes the Learning Contents and Objectives (Ref: SNC page 26 to 45). This chapter describes the
 - i. Contents
 - ii. Student Learning Outcomes
 - iii. Suggested Activities
 - iv. Suggested Links
- f. The curriculum describes the Assessment and Evaluation process and strategies. (Ref: Page SNC 54 to 63)

B. Single National Curriculum: Key Features

The curriculum is what is taught in a given course or subject. Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources. The desired outcome of the curriculum is successful transfer and/or development of knowledge, skills, and attitudes.

- a. The SNC has its national and cultural values at its core.
- b. It is aligned to modern international trends
- c. This curriculum endeavours to build a nation that takes pride in its religious and national beliefs and values and at the same time inculcate respect for diversity in society and the world at large
- d. It envisions the development of exemplary attitudes and behaviours in individuals who can deal with the challenges of the 21st century.

Activity 2: Teaching General Science

(20 min)

1. Divide participants into six groups.
2. Assign following tasks to each group:

Group 1 and 3	Goals for Science Education
Group 2 and 4	Teaching Methodologies for Primary Science Teaching
Group 5 and 6	Dos and Don'ts in Teaching of General Science

3. Ask groups to discuss and key points on their assigned task.
4. Take responses from the groups.
5. Conclude the activity with the help of facilitator's input given below:

Facilitator's Input:**1. Goals of Teaching Science Education**

- a. Encourage your students to develop a critical sense of wonder and curiosity about scientific and technological endeavours through inquiry.
- b. Enable students to use science and technology to acquire new knowledge and to create opportunities to solve problems, so that they may improve the quality of their own lives and the lives of others.
- c. Prepare students to critically address social, economic, ethical, and environmental issues related to science and technology.
- d. Develop in students, of varying aptitudes and interests, the knowledge of a wide variety of careers related to science, technology, and the environment.

2. Teaching Methodologies for Primary Science Teaching (Ref: SNC page 47 to 52)

Teaching science requires critical thinking, effective communication, collaboration, and creativity. Real-life scenarios, peer-to-peer teaching, hands-on activities, science projects, and field research journals are effective teaching techniques in the science curricula.

The Curriculum describes Active Learning methods for teaching science. For developing process skills like **observation, measuring, classifying, predicting, communication, analyzing, and inferring. It emphasizes:**

- a. Tasks and activities to involve learners in learning through thinking and doing, rather than by rote such as conducting interviews, going for field trips, and group studies. Learning can be applied in new situations. Learners can work well independently and as part of a group.
- b. Classroom discussion through brainstorming and asking questions.
- c. Practical activities in class for students to observe and infer.
- d. Groups to present for developing their communication skills and confidence.
- e. Exercises on the above skills while doing activities.
- f. Prepare the **additional knowledge** information before starting the class through activities, use of maps, etc.
- g. Make teaching of science value-based relate the topics to values to be inculcated in students for being a good Muslim and responsible citizen.

3. Dos and Don'ts in Teaching of General Science

- a. Create excitement in the opening of the class by bringing pictures or some object related to the topic. Create passion in your voice.
- b. Hold space for curiosity. Do not give answers while doing experiments, let the students observe and predict their answers.
- c. Give kids a chance to explore what it means to have a purpose.
- d. Encourage a growth mindset for resilience (Resilience is the ability to withstand adversity and bounce back from difficult life events)
- e. Save time for physical activity.
- f. Don't try to **teach** too much in one day.
- g. Don't **teach** a lesson without a student activity.
- h. Help students see why it's important to study science. (Other than for a test!) and they'll likely take an interest. Try to tie it to something that relates to their lives!

- i. Choose your resources wisely and well in time.
- j. There is this “stigma” around the idea that if we make a mistake that somehow, we are a failure. The reality is, when we make mistakes, that’s how we move into our “genius” zone. Let students make mistakes.
- k. Provide variety while teaching science in materials, resources, and teaching methods.

Activity 3: Orientation on General Science Textbooks 2021-22
(15 min)

1. Make pairs of the participants.
2. Ask pairs to use Textbooks Grade of General Science Grade 4 and 5.
3. Ask pairs to discuss and explore what they find new in the textbooks.
4. Take responses from the pairs.
5. Make a list of their responses on the writing board.

Facilitator’s Input:

Difference: The textbook illustrates changes in the following ways:

A. Shifting role of the teacher: Because of this, a learner-cantered approach will focus on differentiation and will use strategies associated with assessment for learning, including:

- a. Effective questioning
- b. Sharing of assessment criteria
- c. Provision of feedback
- d. Provision of peer assessment and self-assessment
- e. Using assessment information to adapt their teaching

B. Active learning strategies:

The books include several activities to be done in class.

C. New topics of additional knowledge in quiz form

- a. Do You Know
- b. Point To Ponder
- c. Interesting Information
- d. For your Information

D. Projects at the end of the chapter on the topic



PROFESSIONAL DEVELOPMENT DAY 2 AGENDA

TIME	SESSION/ ACTIVITY	Min.
08:00 - 08:10	Attendance	10
08:10 - 08:15	Recitation	5
08:15 - 09:45	English	90
09:45 - 10:30	Urdu	45
10:30 - 10:50	Break	20
10: 50 - 12:20	General Science	90
12:20 - 01:50	Mathematics	90

ENGLISH

TOPICS

Letter Sounds, Greetings and Social Courtesies, Vocabulary Building and Syllable Division

Material Required:

Ensure availability of required materials for the activities before the session.

Writing board, board marker, Textbooks of grade 1-5, chart of alphabets.

Topic 1: Sounds of Letters

40 min

Objectives: By the end of this session, the participants will be able to:

- articulate the sounds of letters of the alphabet in series and random order.
- pronounce and match the initial and final sounds of common words.
- pronounce and practice simple words with silent letters.

Activity 1.1: Sounds of Letters

(10 min)

- Tell teachers that the most essential element in learning words and recognizing words is understanding of 'sounds of letters'.
- Ask teachers, "where do your students start learning from?"
- Make a chart of the given letters.
- Tell participants, say the sounds aloud.
- Correct the sounds if they are pronouncing them wrong.
- Share the following link for further practice and understanding of the sounds.

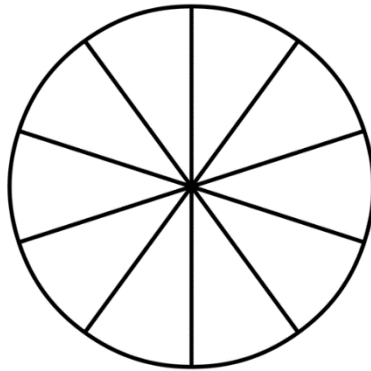
<https://tinyurl.com/4nnetyay>

A a	B b	C c	D d
E e	F f	G g	H h
I i	J j	K k	L l
M m	N n	O o	P p
Q q	R r	S s	T t
U u	V v	W w	X x
	Y y	Z z	

Activity 1.2: Initial and Final Sounds of Letters**(10 min)**

1. Ask participants, to sit in pairs or small groups and open page 4 of the Grade 2 English Textbook.
2. Create an articulation spinner with the help of the given spinner template and paper clip.
3. Write the following words in the spinner.
4. Add two more examples of each sound.
5. Take turns to practice the initial and final sounds.

Initial Sound	Final Sound
Rain	glad
Bug	black
Little	chirp



6. Listen to the initial and final sounds and correct them if required.

Activity 1.3: Soft sound of “c” and “g”**(10 min)**

1. Ask participants to open page 4 of the Grade 3 English textbook.
2. Practice the soft sound of “c” and “g” given in the table below.

The soft sound of “c”	The soft sound of “g”
City	Giant
Pencil	Orange
Face	Pigeon

3. Write the following words on the writing board:
fence, cat, dice, cow, cycle, cake, mice, gold, germ, gram, pigeon, giant, grant, ring
4. Tell participant, circle words with the soft sound of ‘c’ and ‘g’.
5. Correct participants if they are unable to distinguish between the two sounds of c and g.
6. Pronounce some words with the soft sound of ‘c’ and ‘g’ to reinforce the concept.

Activity 1.4: Silent Letters**(10 min)**

1. Tell participants; to read the given sentences and identify the words with silent letters.
 - i. Hamza and Azlan walk to school.
 - ii. Please give me this knife.
 - iii. She twisted her thumb.
2. Ask few participants to pronounce these words and tell which letter is silent.
3. Now tell them to write ten more words with silent letters in their notebooks.
4. Take 4-5 responses and conclude the activity.

Topic 2: Social Greetings and Courtesies**10 min****Objective: By the end of this session, the participants will be able to:**

- a. demonstrate oral interaction to exchange courtesies to show respect.

Activity 2.1: Social Courtesies**(10 min)**

1. Ask participants to open page 22 of the Grade 1 English textbook.
2. Make pairs of participants.
3. Tell them to practice the following social courtesies.

A: Assalam-o-Alaikum! How are you?
 B: Walaikum-o-Assalam! I am fine. Thank you.
 A: Could I please have your crayons?
 B: Sure. Here they are!
 A: Thank you very much!
 B: You are welcome!
4. Invite 2-3 pairs one by one and ask them to perform it.
5. Conclude the activity by giving your input if needed.



Topic 3: Alphabetical Order and Vocabulary Building**15 min**

Objective: By the end of this session, participants will be able to:

- Use alphabetical order to arrange words.
- Use alphabetical order (first and second alphabet to arrange words).

Activity 3.1: Vocabulary Building through alphabetical**(15 min)**

1. Make pairs of the participants.
2. Draw the following table on the writing board (without meaning)
3. Ask pairs to read the given words and write their meaning on their notebooks.

S. No	Words	Meanings (for facilitators only)
1	Vacation	Official holidays
2	Astonish	Something surprising
3	Protection	to save someone from harm
4	Dormitory	Hostel/building where students live
5	Stranger	People whom you don't know
6	Norms	Expected behavior
7	Benchmark	Standard of something
8	Fascinating	Pleasure
9	Inference	Evidence based reasoning
10	Yell	A loud, sharp cry

4. Take responses of the pairs.
5. Correct pairs where necessary (with the help of meaning given above).
6. To conclude the activity ask participants to arrange the given in alphabetical order.

Topic 4: Syllable Division**20 min**

Objectives: By the end of this session, participants will be able to:

- Syllabic division of words for learning words meaning.

Activity 4.1: Syllable Division**(10 min)**

1. Ask participants, what is syllable division?

2. Take responses from 2/3 participants.

3. Tell participants that:

A syllable is a part of a word that contains a single vowel sound and is pronounced as a unit. So, for example, 'book' has one syllable, and 'reading' has two syllables.

4. Now, draw the following syllable table on the writing board.

Moun	Ter	
Dark	Ness	
Let	Son	
Gram	Tain	
Per	Mar	

5. Invite a few participants to complete the table by joining the syllables and write them in the next column.

6. Conclude the activity by sharing that:

The most straightforward type of syllable division pattern is VCCV (Vowel-Consonant- Consonant-Consonant-Vowel). When there are two consonants between the vowels, the syllable break falls in the middle. This is how we divide words such as cac/tus, cup/cake, rab/bit, bet/ter, and ex/cuse.

Activity 4.2: Multi-syllable words**(10 min)**

1. Ask participants to open page 11 English Grade 4 textbook.

2. Write the following multi-syllabic words on writing board.

com.pan.ions	grand.father
bal.loon	rain.bow
class.room	el.e.phant
teach.er	sis.ter
lead.er.ship	tel.e.phone

3. Read the words aloud and tell participants to repeat them after you.

4. Now tell participants to write eight more multi-syllabic words of their own in their notebooks and put a dot between syllables.

Facilitator Input:

A word that carries more than one syllable is called a multi-syllabic word.

5. Conclude the session by discussing the following:

What have I learned!

To find out the effectiveness of the session, ask participants the following questions:

- i. Do you think your pronunciation of any letter(s) has changed after today's session? If yes, share your previous and current pronunciation.
- ii. Give few examples of words with the soft sound of 'c'.
- iii. Give few examples of words with the soft sound of 'g'.
- iv. What is the silent letter in 'talk'?
- v. How many syllables are there in the word 'happiness'?

URDU

منٹ 45

عنوان: سچے اور الفاظ کی بناوٹ

حاصلاتِ تعلم: اس سیشن کے بعد شرکا اس قابل ہو جائیں گے کہ وہ:

1. صوتی طریقہء کی مدد سے حروف، ارکان، الفاظ اور جملوں کی تدریسی ترتیب بیان کر سکیں۔
2. صوتی طریقہء تدریس کا عملی مظاہرہ کر سکیں۔
3. صوتی طریقہء تدریس کے ذریعے درسی کتب کا موثر استعمال کر سکیں۔

جائزہ کے نتائج: 42%

درکار مواد: اردو کی درسی کتاب برائے جماعت اول، اردو حروف تہجی، ارکان کا چارٹ

(15 منٹ)

سرگرمی-1

1. شرکا کو بتائیں کہ تدریس اردو میں سچے اور الفاظ کی بناوٹ بنیاد کی حیثیت رکھتے ہیں۔ اگر بچوں کو یہ تصور موثر انداز میں پڑھا دیا جائے تو آنے والے مراحل اور مہارتیں بچوں کے لیے آسان ہو جاتی ہیں۔ نیز یکساں قومی نصاب پر مبنی درسی کتب میں صوتی طریقہء تدریس پر مبنی مواد شامل کیا گیا ہے۔ اسی لیے آج اس سیشن میں ہم صوتی طریقہء تدریس کی مدد سے اسی تصور کی موثر تدریس پر کام کریں گے۔
2. شرکا سے کہیں کہ اپنے ساتھ والے ساتھی کا ہاتھ پکڑ کر بلند کرتے ہوئے جوڑے بنائیں۔
3. جوڑوں سے کہیں کہ اردو کی درسی کتاب برائے جماعت اول کا صفحہ نمبر ۵ نکالیں اور دیے گئے حروف کی آوازوں کی مشق کریں۔
4. جوڑوں میں مشق مکمل ہو جائے تو کسی ایک رضا کار جوڑے کو سب شرکا کے سامنے باری باری تمام حروف کی آوازوں کا مظاہرہ کرنے کو کہیں۔ اس دوران باقی شرکا اپنی اپنی درسی کتب میں دیکھتے ہوئے حروف کی آوازوں کو سمجھنے کی کوشش کریں۔
5. حروف کی تختی کی تکمیل پر شرکا سے رائے لیں۔ کیا تمام حروف کی آوازیں درست تھیں؟ اگر نہیں تو درست آواز کیا ہے؟ آوازوں کی درست ادائیگی بنائیں۔

(25 منٹ)

سرگرمی-2

1. شرکا سے پوچھیں! صوتی طریقہء کی مدد سے تدریس کے مراحل کون کون سے ہیں؟
2. شرکا کے جوابات تختہ تحریر پر لکھیں۔ انہی جوابات کو بنیاد بنا کر صوتی طریقہء تدریس کے درج ذیل مراحل تختہء تحریر پر لکھیں اور ہر ایک کی مختصر وضاحت کریں۔

- a. آوازوں کی مدد سے حروف کی پہچان۔ ا ب ج د م ل ن
- b. آوازیں ملا کر ارکان سازی (ارکان کی تدریس) با تا مو نے دی
- c. ارکان اور آوازوں کو ملانے سے الفاظ کی تدریس بات موم دانے دادی پانی
- d. الفاظ ملا کر جملوں کی تدریس باہر سردی ہے۔ صبر کا پھل میٹھا ہے۔
- e. حرکات کی تدریس زبر زیر پیش شد جزم وغیرہ

4. شرکاء سے کہیں کہ جوڑوں میں درسی کتاب اردو جماعت اول صفحہ 8 تا 72 مطالعہ کریں۔ ان صفحات کی تدریسی ضروریات اور طریقہ کار پر جوڑوں میں بحث کریں۔

5. جوڑوں کو اپنی مرضی سے درسی کتاب کے صفحہ 8 تا 72 کسی ایک سبق کی عملی تدریس کے لیے تیاری کرنے کو کہیں۔ جوڑوں کو اس کام کے لیے سات منٹ کا وقت دیں۔

6. جوڑوں میں کام کے دوران بھرپور نگرانی اور رہنمائی کریں۔

7. تیاری مکمل ہونے پر باری باری چند جوڑوں سے عملی تدریس کا مظاہرہ کروائیں۔ ہر پیشکش کے بعد شرکاء کی رائے لیں اور اس پر مختصر بحث کریں۔

8. تدریس میں بہتری کے تمام نکات تختہء تحریر پر لکھیں اور شرکاء کو اپنے پاس نوٹ کرنے اور آئندہ اپنی تدریس کو بہتر بنانے کے لیے ان نکات کا استعمال یقینی بنانے کو کہیں۔

(05 منٹ)

سیشن کا خلاصہ:

1۔ سیشن کے اختتام پر شرکاء کی انداز میں خلاصہ پیش کریں۔ خلاصہ میں درج ذیل نکات کا احاطہ کرنا ضروری ہے۔

اردو کے کل حروف تہجی کی تعداد	کتاب صفحہ ۵-۵۳
صوتی طریقہء تدریس کی ترتیب	جیسا کہ سرگرمی نمبر ۲ میں پیش کی گئی۔
صوتی طریقہء تدریس کی بنیادی ضروریات	حروف کی آوازوں، ارکان سازی اور لفظ سازی
صوتی طریقہء تدریس کی افادیت	فطری طریقہ ہونے کی وجہ سے انتہائی آسان اور موثر ہے۔
نئی درسی کتاب برائے جماعت اول کی خوبیاں اور مزید بہتری کے اہم پہلو۔	صوتی طریقہء تدریس کے لیے معاون ہے مگر کافی ضخیم ہے جس کا ایک تعلیمی سال میں مکمل کر لینا یقیناً محنت طلب ہوگا۔

4۔ بھرپور شرکت پر تمام شرکاء کا شکریہ ادا کرتے ہوئے سیشن کا اختتام کر دیں۔

GENERAL SCIENCE

TOPICS

Living Things and Parts of Human Body

Material Required:

Ensure availability of required materials for the activities before the session.

Charts, Marker, Teacher Guides, Board (Black / White), and Textbooks of class IV – V.

Topic 1: Living Things

40 min

Objective: By the end of this session, the participants will be able to:

- a. Describe classification of organism and its importance.
- b. Classify invertebrates into some major groups (sponges, worms, insects, molluscs and echinoderms) on the basis of their characteristics.

Activity 1.1: Classification

(10 min)

1. Write the term “Living Organisms” on the writing board.
2. Ask participants to:
 - a. Create a list of words associated with living things. (think)
 - b. Ask them to make pairs. (pair)
 - c. Share the list with a partner and tick the common words. (share)
3. Conclude by sharing that understanding classification is important, it is repeated in many topics in science for example plants and animals, vertebrates, and invertebrates, etc.

Activity 1.2: Kingdoms of Living Things

(10 min)

1. Write the word “Kingdom” in a circle on the writing board.
2. Ask participants, ‘how many kingdoms are there of living things?’
3. Take responses and note them on the writing board.
4. Divide participants into 5 groups and assign them kingdoms tasks:

	Group 1	Group 2	Group 3	Group 4	Group 5
Characters	Monera	Protista	Fungi	Plantae	Animalia
Level of Organization					
Structure					
Occurrence					
Examples					
Others..					

5. Ask groups to note the characters of assigned kingdom on a writing pad with the help of Grade 6 textbook pages 2-5. (5 min)
6. Invite presenters from each group to fill the characters of the kingdom assigned to them on the writing board.
7. Conclude the activity with the help of a filled table.

Activity 1.3: Classification of Invertebrates

(20 min)

1. While talking about vertebrates and invertebrates apply the principle of classification by identifying the criteria on which they are differentiated.
2. Ask Participants: How animals are classified?
3. Write their responses on the writing board.
4. Tell participants animals are classified based on different properties and characteristics, i.e., **Size, Shape, Structure, Colour**, etc.
5. Tell them to touch their backbone and feel it?
6. How do you see its structure?
Expected answer: It is bony rod-like.
7. Do all animals have a backbone? (Expected answer: No).
8. Tell them that there are two major groups of animals:
 - a. **Invertebrates (with no backbone)** and
 - b. **Vertebrates (having a backbone)**
9. Then write the following animal's names on the writing board:
Earthworm, platypus, liver fluke, penguin, wasp, hummingbird, oyster, sea anemone.
10. Invite a participant to separate the animals as Vertebrates and Invertebrates, by involving all participants.
11. Refer them to Grade V Textbook, pages 12-14 to study the groups of Invertebrates.
12. Then tag five pieces of paper one by one on the writing board.
13. Each piece of paper with two characteristics of each group of invertebrates.
For example, the first piece of paper.

- a) These are aquatic animals and most of them live in the ocean
They usually remain attached to the stones.

14. Direct participants to look at the first piece of paper.
15. Randomly ask these characteristics belong to which group of invertebrates.
16. Similarly, repeat the process for the rest of four pieces of paper.
17. Conclude the activity by discussing “Do You Know” on page 13, looking at the picture and discovering how insects can adapt to the environment.

Topic 2: Parts and Functions of Human Body

40 min

Objectives: By the end of this session the participants will be able to:

- a. Identify major parts and organs in humans (teeth, bones, lungs, heart, stomach, muscles, and brains).
- b. Relate the parts and organs of human body to their functions e.g. teeth breakdown food, bone supports the body, lungs take air in, heart circulates blood, the stomach helps to digest food, muscles moves the body.

Activity 2.1: Parts of the Human Body and their Functions.

(15 min)

1. Paste the following chart of the human body on the board.
2. Cut out the names of the organs of the human body (flashcards).
3. Ask participants; stick the names of the organs in the correct boxes on the diagram.
4. Check responses from participants and guide if required.

Activity 2.2: Various organs and their functions

(25 min)

1. Divide participants into **seven** groups and assign each group to develop a presentation on the basic function of the following parts of the human body.

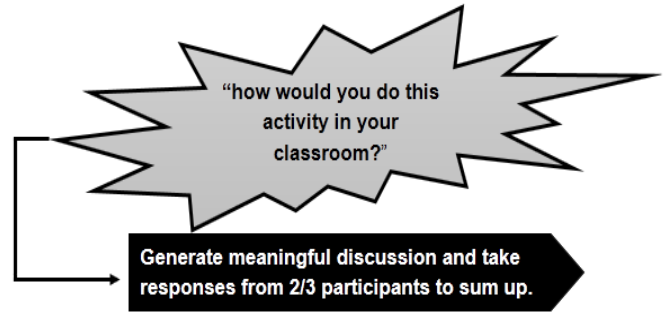
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Teeth	Bones	Heart	Lungs	Stomach	Muscles	Brain

2. Ask groups to read and discuss pages 9 -13 of Grade 4 textbook.
3. Now, draw the following table on the writing board:

Parts of body	Functions
Teeth	
Bones	
Lungs	
Heart	
Stomach	
Brain	
Muscles	

4. Instruct groups to draw and fill the table in their writing pads.
5. Take the responses from all groups and fill the table on writing board.

6. Conclude the activity by sharing “Interesting Information” given on page 13 of the grade 4 Textbook by asking the following questions
 - a. How many muscles are involved during smiling?
 - b. How many muscles are there in the human body?
 - c. How much of the body weight is due to the muscles?
7. At the end ask the participant:





TOPICS

Whole Numbers and Addition, Subtraction and Multiplication

Material required:

Ensure availability of required materials for the activities before the session.

Writing board, board marker/chalk, duster, charts, markers, Grade 2-5 Mathematics textbooks, stones, container, card sheet to make flashcards.

Feedback of Previous PDD

10 min

1. Start with a discussion to observe the effectiveness of the previous PDD.
2. Ask the following questions from the participants:
 - i. Are you able to recognize the importance of Curriculum 2020 and ready to teach it in letter and spirit?
 - ii. Can you point out the new SLOs in Curriculum 2020?
 - iii. Do you foresee any challenges in teaching Curriculum 2020?

Topic 1: Whole Numbers

50 min

Objective: By the end of this session, the participants will be able to:

- a. Identify numbers from 1 – 9
- b. Identify 0 as a number.
- c. Count objects up to 9 and represents in numbers.
- d. Read and write numbers up to one million in numerals and words.

Activity 1.1: Counting

(10 min)

1. Ask participants to open page 2 of the Grade 1 Mathematics textbook.
2. Tell participants to take an object (e.g., 9 ballpen/book) in the class to do the counting given on pages 2 and 3.
3. Divide the participants into five groups and give each group a set of nine cards showing digits from 1 to 9.

4. Ask participants to carry out the activity given at the bottom of Grade 1 Mathematics textbook page 3.
5. Visit each group during activity and ensure active participation of each member.
6. Invite any group and ask them to demonstrate how he/she will teach counting to the students in the class.
7. Ask participants to move to page 4 of the Grade 1 Mathematics textbook.
8. Take a container (empty box or can) and place nine ball pens in it.
9. Ask a participant to take out all the ball pens one by one from the container.
10. Each time count the ball pens using backward counting.
11. After the last ballpen is out, there will be no ball points in the container.
12. Show the empty container to the participants and say, 'This is zero.'

Activity 1.2: KWL

(10 min)

1. Write the topic 'Counting' and create a KWL chart for it.

<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="3" style="padding: 5px;">K-W-L Chart</td> </tr> <tr> <td colspan="3" style="padding: 5px;">Topic: _____</td> </tr> <tr> <td style="padding: 5px; font-size: small;">What I Know</td> <td style="padding: 5px; font-size: small;">What I Want to Know</td> <td style="padding: 5px; font-size: small;">What I Learned</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	K-W-L Chart			Topic: _____			What I Know	What I Want to Know	What I Learned				<p>What is KWL Chart:</p> <p>“K-W-L charts are graphic organizers that help students organize information before, during, and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor students' learning.”</p>
K-W-L Chart													
Topic: _____													
What I Know	What I Want to Know	What I Learned											

2. Ask participants to respond to K and W in groups.
 - a. K: What do I know about teaching counting?
 - b. W: What do I want to know about teaching counting?
 - c. Take responses from each group and fill in the KWL chart (except the column 'L').
3. Try to deduce the following information about 'counting' through the KWL chart.
4. Take responses from a 2/3 participants.' (It is expected that most of the participants would say 'zero')
5. Write the following issues, about the teaching of digit 0, on the board as shown below:

S. No.	Issues	Possible Solution
1	Why do the learners/students find it difficult to learn 0 as digit?	
2	Why is digit 0 not taught to students/learners when learning digits from 1-9?	

6. Discuss each issue with the participants and take their responses.
7. Come up with a possible solution and close the discussion.
8. At the end of the activity ask participants; fill the column L of the KWL chart.
L: What have I learned about teaching counting?

Activity: 2.3: Counting objects up to 9**(15 min)**

1. Write digits from 0 up to 9 on a separate paper sheet/script.
2. Draw different numbers of pictures on another paper sheet/script.
3. Ask the participants to make a circle outside of the training room.
4. Throw these paper sheets/scripts in front of participants.
5. Ask them to take pair of paper sheets/scripts having the same digits and numbers of pictures.
6. Those who will collect more numbers of the paper sheet will be the winner.
7. Ask each participant to loudly speak the digit and count the object accordingly.
8. Divide the participants into four groups and ask them to complete the table on page 6 of the Grade 1 Mathematics textbook.
9. visit each group during the activity and ensure active participation of each member of the group.
10. Invite anyone participant from the whole class to share his/her work on the writing board.

Activity 2.4: Writing numbers in words and numerals**(15 min)**

1. Make pairs of the participants.
2. Ask pairs to open pages 2-3 of the Grade 5 Mathematics textbook and discuss the concept of numbers up to 1 million.
3. Explain the example showing a group of 1,456,907 to them.
4. Write the following numbers on the writing board.
1,365,814 and 7,214,125
5. Draw place value chart on the writing board and invite one or two pairs to put the above-mentioned numbers on the place value chart.
6. Ask participants to open page 5 of Grade 5 textbook and complete the “Try it”
What number am I?
 - a. I am a 7-digit number. My tens digit is 5.
 - b. My ten thousand digit is 3 less than my tens digit.
 - c. My ones digit is the greatest 1-digit even number.
 - d. My thousands digit is 3 times my ten thousand place digits.
 - e. My greatest place value digit is the sum of my tens digit and my ten thousand digits.
 - f. My hundred thousand place digit is the ones digit of the smallest 2-digit number.
 - g. My hundreds place digit is the product of my tens place digit and my hundred thousand place digit.

Answer: 7,026,058
7. Invite a participant to write the answer on the writing board.
8. Conclude the activity by explaining that: while teaching this concept teacher must clear concepts of the place value chart, so that, the students can read and write numbers accordingly.

Topic 2: Addition, Subtraction, and Multiplication**30 min**

Objectives: By the end of this session participants will be able to:

- Add numbers up to 6 digits with carrying
- Subtract numbers up to 6 digits with borrowing
- Multiply numbers up to 4 digits by a number up to 2 digits
- Solve real-life situations involving the multiplication of numbers up to 4 digits by 2 digits.

Activity 2.1: Addition, Subtraction, and Multiplication**(30 min)**

- Make three groups of the participants and assign them the following task.
- Go through the description of mathematical operations given on the following pages of the mathematics textbook.

Group-I	Group-II	Group-III
Mathematics Textbook Grade 5. Page 7 to 10 for both addition and subtraction.	Mathematics Textbook Grade 4. Page 14 to 16 for addition and page 17 to 20 for subtraction.	Mathematics Textbook Grade 4. Page 23 to 25 for multiplication.

- The facilitator will select few questions from the pages for each group to ensure maximum coverage of concepts in a limited time.
- Ask them to design the activity for classroom teaching to their students on the assigned concepts.
- Guide them by giving the following instructions.
 - Recapitulate the concept of place value before teaching any mathematical operation.
 - Start with everyday life examples of addition, carrying, subtraction, borrowing, and multiplication.
 - For word problems, prepare a list of clue words and paste them into the classroom.
 - Revise tables from 1-10.
 - Use real objects as examples when performing mathematical operations.
- Facilitate them during the group work.
- Invite any two participants from each group to present their work and explain the strategies used.
- After each presentation take feedback from other groups for improvement if any.
- In the end, give his/her input for any clarity and conclude the activity.

Clue Words For	
Addition	Subtraction
<ul style="list-style-type: none"> Total Altogether In all Sum Added to 	<ul style="list-style-type: none"> Left More than How many less/fewer Remain Difference
Multiplication	Division
<ul style="list-style-type: none"> Product Times In all Altogether How many 	<ul style="list-style-type: none"> How many in each group Shared Divided Equal / Equally

What have I learned!

Ask few participants; share some key points of today's session.

Expected Responses:

- Students' understanding of the symbol zero develops gradually. They first identify the symbol for zero. This identification is not linked with absence of quantity. It takes time before they learn that zero represents "nothing". Zero's role as placeholder in place value system takes even more time.
- Once the students/learners are familiar with the digits 1-9 through concrete examples, we can practice reverse order counting to teach zero.
- The students will start counting from 9 (things in a container) and after 1 when they see nothing in the container, it can be linked with the symbol 0 and read as zero.



PROFESSIONAL DEVELOPMENT DAY 3 AGENDA

TIME	SESSION/ ACTIVITY	Min.
08:00 - 08:10	Attendance	10
08:10 - 08:15	Recitation	5
08:15 - 09:45	General Science	90
09:45 - 11:15	English	90
11:15 – 11:35	Break	20
11:35 - 01:10	Mathematics	90
01:10 - 02:00	Urdu	50

GENERAL SCIENCE

TOPICS

Ecosystems and Prevention of Infections

Material Required:

Ensure availability of required materials for the activities before the session.

Charts, Marker, Teacher Guides, Board (Black / White) and Textbooks of class IV – V.

Topic 1: Ecosystem

45 min

Objectives: By the end of the session, participants will be able to:

- Recognize what is an ecosystem (e.g. forests, ponds, rivers, grasslands and deserts).
- Explain biotic (plants, animals and humans) and abiotic factors (e.g. light, temperature, soil and water) and their linkages.
- Describe a few food chains and analyze their structure to understand their function.

Activity 1.1: Ecosystem

(15 min)

- Divide participants into **six** groups.
- Draw the following table on the writing board:

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Ecosystem	Forest	Grassland	Ponds	River	Deserts	Snow region
Plants						
Animals						
Non-living						

- Ask groups to discuss about their assigned ecosystem and write:
 - 5 plants
 - 5 animals
 - Non-living components
- Deduce definition of an ecosystem with the help of the task assigned to them.

- Conclude the activity with the help definition of ecosystem at page 21 of Grade 4 General Science textbook.

Activity 1.2: Biotic and Abiotic Components

(15 min)

- Start with a discussion on components of the ecosystem. An ecosystem has two components, i.e, an abiotic component (producers, consumers, decomposers) and an Abiotic component (light, water, sunlight, soil, etc.). Biotic components depend on abiotic components for life.
- Ask participants to name some components randomly and write these on the board.
- Draw two columns and ask them to classify these into Biotic and Abiotic on the board.
- Make groups with 4 participants in each group.
- Draw the following table on the writing board.

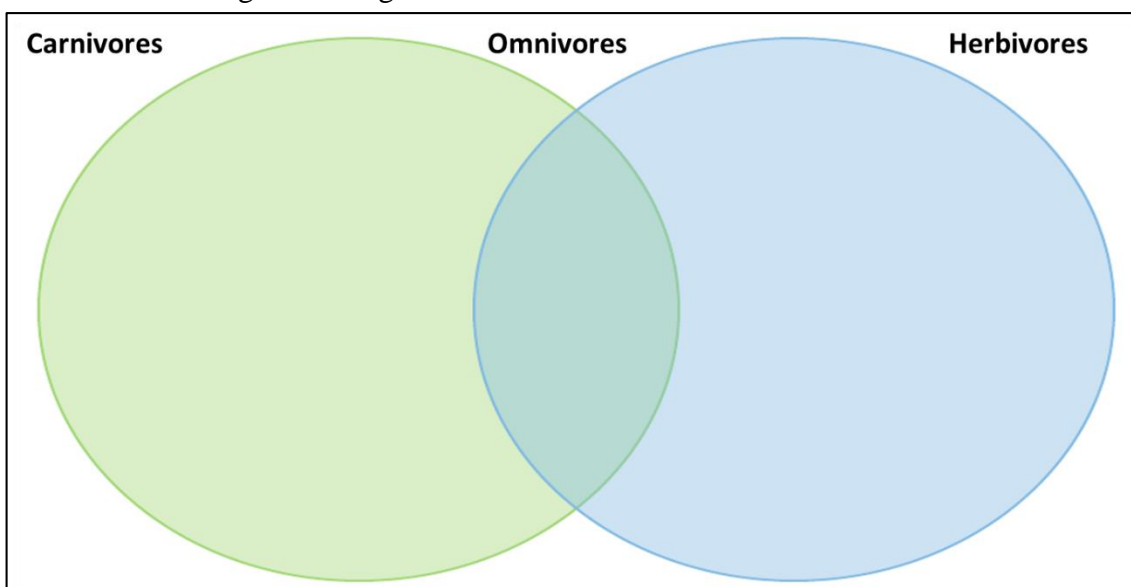
Producers	Consumers	Decomposers

- Assign each group to read and note components and organisms mentioned in General Science textbook 4, page 23.
- Each group to fill the table and a few to present.
- Conclude the activity by summarizing the table on the writing board and ask the participants these questions:
 - How do you differentiate among producers and consumers?
 - How do you differentiate between consumers and decomposers?
 - The producers, consumers, and decomposers have a relation in the form of a chain.
 - What is the name of that chain?

Activity 1.3: Food Chain

(15 min)

- Discuss the terms herbivores, carnivores, and omnivorous with examples.
- Take responses from the participants.
- Draw the following Venn diagram on the write board.



- Ask a few participants to come and fill in the names of animals for each group in the diagram.

5. Share that the **producers make food which is used by herbivores. The herbivores are eaten by carnivores, these carnivores may be eaten by other carnivores.**
6. Ask them, what is the name of this process “eating and being eaten up”.
7. Take responses and note on the writing board.
8. Conclude the activity with the help a food chain.

Topic 2: Preventing the infections

40 min

Objective: By the end of this session, the participants will be able to:

- a. Relate the transfer of common communicable diseases (e.g., touching, sneezing, and coughing) to human contact.
- b. Explain some methods of preventing common diseases and their transmission (e.g., vaccination, washing hands, wearing a mask)
- c. Recognize everyday behaviours that promote good health (e.g., a balanced diet, drinking clean water, exercising regularly, brushing teeth, getting enough sleep)/

Activity 2.1: Transmission of Diseases

(15 min)

1. Generate discussion by asking:
 - i. What is infection?
 - ii. Give only two ways to transfer diseases.
 - iii. Are microorganisms responsible for the spread of diseases?
 - iv. Give the name of a few pathogens that transmit diseases.
2. Ask participants:
 - i. Sit in small groups.
 - ii. Create a poster to present one of the ways of transfer of disease.
 - iii. Add a slogan or phrase to make the message clearer.
 - iv. Display your charts and have a gallery walk.
 - v. Give feedback to other groups.



Activity 2.2: Ways to Prevent Infections

(10 min)

1. Tell participants that we are aware of the spread of infectious diseases in the wake of COVID-19.
2. Ask them how we can train our students to prevent infections?
3. Take responses from the participants and write on the writing board.
4. Advise them to follow COVID-19 related SOPs in their schools.
5. Conclude the activity with help of the facilitator’s input below:
 - a. It is essential to wash hands before cooking and eating food and after using toilets.

- b. Avoid touching your eyes and mouth, as these are the points for germs to enter your body.
- c. Get vaccinated at the proper time. It is an important way to prevent many diseases.
- d. Stay at home if you have signs and symptoms of an infection so that you can take rest and prevent others from infection.
- e. In case of any injury cover the wound immediately with bandages and consult a physician.

Activity 2.3: Ways of Maintaining Good Health

(15 min)

1. Initiate the discussion by making it clear that health is the gift of Almighty Allah.
 - a. What factors are necessary for good health?
2. Make pairs of the participants and ask them to prepare a poster highlighting ways/behaviours to maintain good health.
3. Call a few pairs to present these ways and display the posters in the hall.
4. Tell the participants to consult the page 37 of Grade 4 General Science textbook.
5. Conclude the discussion by sharing the following points:

Facilitators Input:

- a. Eat moderate portion.
- b. Do not skip meal.
- c. Do regular exercise.
- d. Drink clean water
- e. Brush teeth
- f. Get enough sleep
- g. Stay clean, etc.

What have I learned!

To find out the effectiveness of the session, ask participants the following questions:

- i. Name the factors of the ecosystem without which living organisms cannot survive.
- ii. How are carnivores different from herbivores?
- iii. Give an example of a simple food chain.
- iv. How will you teach your students to adopt ways to avoid common infections?



ENGLISH

TOPICS

Diphthongs, Use of am, is, and are, Conjunction, Writing simple sentences

Material Required:

Ensure availability of required materials for the activities before the session.

Charts, Markers, Chart of English alphabet, writing board, and Textbooks of English Grade 1 to 5.

Feedback of Previous PDD

10 min

Objective: By the end of this session participants will be able to:

- Revise the topics discussed in the previous PDD.

1. Ask participants the following questions one by one.

Q-1: How did you help the students to articulate the sounds of English letters?

Expected Answer: I made flashcards of English alphabets and asked students to pronounce these alphabets one by one. I appreciated those students who pronounced them right and corrected those who pronounced them wrong.

Q-2: Soft sounds of which English letters have been practiced in PDD-2?

Expected Answer: The soft sounds of 'c' and 'g' have been practiced in PDD-2.

Q-3: Which activity did you find more interesting and useful?

Expected Answer: Collect participants' feedback to be incorporated in the upcoming PDDs.

Q-4: Which activity did you find difficult while executing in your classroom?

Expected Answer: Trainer should collect responses and write them on writing board.

2. Conclude the activity by sharing the following input:

Facilitator's Input:

- It means that, as a teacher, one must follow techniques and strategies, given in the textbooks for solving different exercises. As you have observed that the exercises, given on the page: 4 of the English Grade 3 Textbook, has addressed the soft sound of 'c' and 'g' effectively.

- Though different teachers have found different activities interesting, the reality is that every activity is interesting. It's the teacher that makes the activities interesting.
- The difficulty level of every activity is not so high; it just depends on how much prepared the teacher before is entering the classroom.

Topic 1: Diphthongs

25 min

Objectives: By the end of this session, the participants will be able to:

- pronounce diphthongs
- practice diphthongs while reading a text

Activity 1.1: Understanding Diphthongs

(15 min)

- Write these words on the writing board.
eat, coin, loud, oil, break
- Ask participants to read these words aloud.
- Now, ask them, "What do you feel about these words?"

Expected Answer: Each word has one sound of two vowels together e.g., ea in eat and oi in oil, etc.

- Ask participant, "What term do we use when two vowels present a single sound?"

Expected Answer: diphthongs.

- Now ask participants to open page 23 of English Textbook grade-4 and find out at least five words with diphthongs.

Expected Answers: eaten, been, how, thousands, years, ancient, wealth, south, Spain, fifteenth, though, quickly, spread, throughout, Europe, you, would, know, cocoa, tree, beans

- Check the work of a few participants and end the activity with the help of the following.

Additional Reading for Facilitators:

A diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another e.g., coil, pain, pause, and fault.

Textbook Board Peshawar: English textbook of grade-4 page 24

Activity-1.2: Practicing Diphthongs

(10 min)

- Ask participants, to open page 25 of Grade 4 English textbook and do question **A.1.ii** in the textbook.

Facilitator's input

- Uzma **fo**und her gold **co**in.
- Don't make **no**ise.
- Wa**it for your turn.
- There are **clou**ds in the sky.
- Ali is wearing a **bro**wn shirt.

- Check the work of a few participants and provide feedback if needed.

- Tell participants that they may practice diphthongs through Exercise **A.1.i** and **A.1.ii** on page 38 of the English Textbook Grade 4.

Topic 2: Use of “am, is & are”

15 min

Objective: By the end of this session, the participants will be able to:

- use ‘am’, ‘is’, and ‘are’ with different substitution and pointing words.

Activity 2.1: Brainstorming

(5 min)

- Ask participants the following questions one by one (individual activity).

Q-1: What are auxiliary verbs?

Expected Answer: They are also known as helping verbs, used with the main verbs to help them express their tense, mood, or voice. The main auxiliary verbs are to be, to have, and to do.

Q-2: What are the types of auxiliary verbs (to be)?

Expected answer: am, is, are, was, were, being, been, and will be.

- Tell participants that today we will read about the use of “am, is, and are”.

Activity-2.2: Use of am, is, and are

(10 min)

- Invite two volunteers. Give one volunteer a board marker and the other a book.
- Ask them to introduce themselves and tell what they have in their hands; also involve them in a short dialogue.

e.g., I am Usman. I belong to Peshawar. This is a board marker.

e.g., I am Umar. I belong to Swat. This is an English book.

Umar: Oh! You are Usman. Peshawar is a very beautiful city. There are many bazaars (markets) in it.
- Note their conversation on the writing board, and underline am, is, and are.
- Ask participants “What did you notice about the use of am, is, and are in this conversation”?

Expected Answer: “is” was used with book and marker, “am” was used with I, and “are” was used with you.
- Now ask participants to open page 40 of textbook English-2 and solve question **C.1 .IV** Fill in the blanks by using am, is, or are. (5 minutes)
- Check the work of a few participants and provide feedback if needed.
- Conclude the activity by providing the following input.

Facilitator’s Input:

We use “**am**”, “**is**” and “**are**” with different pronouns and pointing words in short sentences to describe a person, place, or thing.

Source: KP Textbook Board Peshawar, (2020). English textbook grade-2, page no. 40.

Topic 3: Conjunction**20 min**

Objectives: By the end of this session, the participants will be able to:

- a. recognize the function of joining words (conjunctions)
- b. illustrate the types and use of different conjunctions.

Activity 3.1: Brainstorming**(5 min)**

1. Write the following on the writing board:

Ali and Sara want to eat apple but Shahid is reluctant to eat them because he likes bananas.

2. Invite a participant to read it loudly.
3. Ask participants to point out joining words in these sentences.

Expected Answer: and, but, because

4. Ask participants one by one to answer the following questions.

Q-1: What do we call these words ('and', 'but', 'because') in English grammar?

Expected Answer: Conjunctions

Q-2: What is the function of conjunctions?

Expected Answer: Their function is to connect different words, phrases, clauses, and sentences.

Activity 3.2: Use of Different Conjunctions**(15 min)**

1. Ask participants to open page 19 of textbook English-3 and read question **C.3.i**. (Read the following sentences and notice the use of conjunctions)
2. Ask them to do question **C.3.ii** (Fill in the blanks with suitable conjunctions) on page 19, English Textbook Grade 3. (5 min)

- a. He **and** his brother went to watch the cricket match.
- b. Do you want to buy a shirt **and** a pair of shoes?
- c. We believe in him **because** he is honest.
- d. I wanted to watch a movie **but** I did not have time.

3. Check the work of 3-4 individuals and provide feedback with the help of the facilitator's input.

Facilitator's Input

A conjunction is a word that joins words (nouns & pronouns), phrases, clauses, and sentences e.g., and, but, yet, or, because, nor, although, since, unless, while and where, etc.

Source; KP Textbook Board Peshawar, (2020). English book-3; page No.19.

Additional reading for facilitators:

- Some conjunctions are used as single e.g., because, while and since, etc. but some are used in pairs e.g., "neither-nor" and "either-or". It is of four types; **coordinating conjunctions** (they join two elements of equal grammatical rank.
- They are seven in number; for, and, nor, but, or, yet, so), **subordinating conjunctions** (they make clauses dependent; although, because, since, unless, when, while), **adverbial conjunctions** (they are adverbs but act as conjunctions; after all, besides, finally, however, nevertheless, then, therefore.
- They need a semicolon before and a comma after them e.g., Saba is a good writer;

however, she rarely writes and **correlative conjunctions** (they come in pair and link parts of a sentence together; both...and, either...or, neither...nor, not only...but also).

Source: www.crowdcontent.com accessed on April 19, 2021.

Topic 4: Writing Simple Sentences on Given Topic

20 min

Objectives: By the end of this session, the participants will be able to:

- a. write simple sentences of their own on a given topic.
- b. write simple sentences with different sentence beginnings.

Activity 4.1: Brainstorming

(5 min)

1. Ask participants the following questions one by one.

Q-1: When learning a new language, what do you start with?

Expected Answer: alphabet or letters

Q-2: What is formed when two or more than two letters are joined?

Expected Answer: word

Q-3: What is formed when two or more than two words are joined?

Expected Answer: Sentence (Though one word may sometimes be a complete sentence).

Q-4: What can be the formal definition and function of a sentence?

Expected Answer: A *sentence* is a group of words that makes complete sense.

Different sentences have different functions e.g., declarative sentences make declarative/statements, interrogative sentences ask questions, imperative sentences give instructions, commands, or issue requests while exclamatory sentences convey strong feelings such as excitement, surprise, anger, or shock.

Source: <http://myenglishgrammar.com/writing-sentences/5-sentence-functions.html> accessed on 19-04-2021.

Activity 4.2: Practice of Writing Simple Sentences Using am, is, and are

(15 min)

1. Divide participants into five groups.
2. Ask them to open page 40 of Textbook English-2 and do D1.
3. Ask groups 1, 3, and 5 to write 5-10 sentences on 'A Bee' and Groups 2 and 4 to write 5-10 sentences on 'My House'.
4. Ask participants to write sentences using am, is, and are. (05 min)

For facilitator only

S. No.	Topic 1: A Bee	Topic 2: My House
1	It is a bee.	It is my house.
2	The bee is an insect.	My house is very big.
3	The bee is tiny.	My house is in Peshawar.
4	They are very hard working.	There are four rooms in my house.
5	They are strongly disciplined.	There is also a kitchen in it.
6	They are busy all day.	There are two bathrooms in it.
7	Their house is known as bee-hive.	All the bathrooms are wide enough.
8	They are useful to us in several ways.	My house is very suitable for big families
9	They are known to give honey and wax.	There is a garden outside my house.
10	Bees are teaching us to work for others.	My house is a comfortable place.

5. Select a group to read sentences on the topic 'A bee' for the other groups.
6. Select a group to read sentences on the topic 'My house' for the other groups.
7. Conclude the activity by guiding them that, the rule of grammar is, 'subject often comes first, and object comes at the end in a sentence.

What have I learned?

1. Ask participants; sit in small groups to answer the following prompts.
 - i. Three things that you have learned from this session.
 - ii. Two questions that you still have.
 - iii. One aspect of the session that you found the most useful.
2. Take participants' responses.
3. Answer the questions that you found common.



TOPICS

Division and Number Patterns

Material required:

Ensure availability of required materials for the activities before the session.

Writing board, Board marker/Chalk, Duster, Charts, Markers, Grade 2-5 Mathematics Textbooks, Chart showing counting from 1-100.

Feedback of Previous PDD

(10 min)

1. Start with a general discussion about the usefulness of the previous PDD, issues faced by teachers during classroom teaching, and the ways those issues were resolved.
2. Ask the following questions from the participants:
 - i. Have you implemented/practiced the strategies/techniques demonstrated or suggested in the last PDD?
 - ii. Did you face any issue while teaching?
3. Note the keywords on the writing board. Discuss possible solutions for each issue highlighted.)
4. How can you rate the effectiveness of previous PDD on a rating scale from 1 to 10?

S. No.	Satisfactory (1-3)	Good (4-7)	Very Good (8-10)
--------	--------------------	------------	------------------

5. Find out the reasons for the low or average rating of the session from the participants.
6. Give them suggestions for improvement to be practiced in the next class and conclude the discussion.

Topic 1: Division**35 min**

Objectives: By the end of this session, the participants will be able to:

- divide 2-digit number by 1-digit number with zero remainder.
- solve real-life situation involving division of 2-digit number by 1-digit number.

Activity 1.1: Process of Division Method**(35 min)**

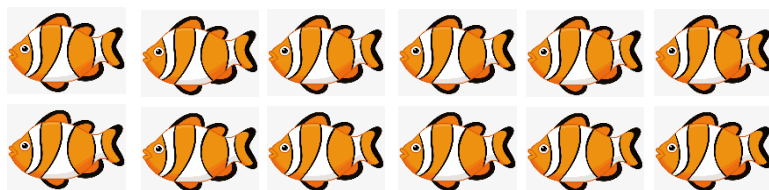
- Ask participants; sit in a circle and contribute one idea about the concept of 'division'.
Tell them; you can share a strategy, example, or a tip to help students do division questions.
- Take participants' responses and tell them that division is successive subtraction and explain it with the following example.
- Write the following example of successive subtraction on the writing board.

$$\begin{array}{r}
 32 \\
 - 8 \quad \text{First time} \\
 \hline
 24 \\
 - 8 \quad \text{Second time} \\
 \hline
 16 \\
 - 8 \quad \text{Third time} \\
 \hline
 8 \\
 - 8 \quad \text{Fourth time} \\
 \hline
 0
 \end{array}$$

- Tell participants that when 32 is divided by 8, we get 4 as an answer (4 is the number of times of successive subtraction).
- Tell them to use 'grouping' as another strategy to inculcate the concept of division to the students and suggest the following exercise.

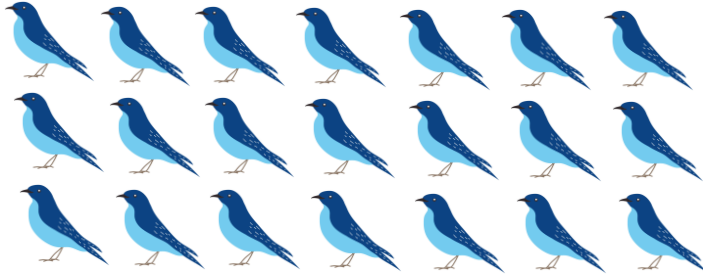
Circle then fill in the blanks.

- There are 12 fish. Circle groups of 2.



There are _____ groups of 2 fish.

ii. There are 21 birds. Circle groups of 3.



There are _____ groups of 3 birds.

6. Make three groups of the participants and assign them the following task.
7. Go through the description of steps of division given on the mentioned pages of the textbooks.

Group A	Group B	Group C
Grade 3 Mathematics textbook page 69. Read the explanation and describe steps of division using the example of ‘marbles in a jar.’	Grade 4 Mathematics textbook page 26. Read the explanation and describe steps of division using the example of ‘students visiting a river side’.	Grade 4 Mathematics textbook page 27. Read the explanation and describe steps of division using the example of ‘Lego blocks’.

8. Give appropriate time to the groups for preparation.
9. Facilitate them during the group work.
10. Invite any two participants from group A to present their work and explain the strategies used.
11. Subsequently, invite any groups to present their work and explain the strategies used.
12. After each presentation take feedback from other groups for improvement if any.

Topic 2: Number Pattern**40 min**

Objectives: By the end of this session, the participants will be able to:

- c. Identify and apply a pattern rule to determine the missing elements for a given pattern.
- d. Identify the pattern rule of a given increasing and decreasing pattern and extend the pattern for next three terms.

Activity 2.1 Number Pattern**(10 min)**

1. The facilitator will display the pre-prepared chart of numbers from 1-100 on writing board.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Ask them to think and discuss in pairs that what relations/rules you observe in the formation of this chart.
3. Note their responses on writing board.
4. Tell participants that this rule under which the increasing or decreasing occur in getting the proceeding or preceding number is called a number pattern.
5. Share the following facilitator's input to conclude the activity:

Rules for Pattern:

Rule -1: In the above table each proceeding number from left to right is obtained by adding one to each digit.

Rule-2: In the above table from top to bottom each proceeding number is obtained by adding 10 to each number.

Activity 2.2 Practicing Number Patterns

(20 min)

1. Divide participants into six groups and give each group one of the following strips showing number pattern.
2. Ask participants; study the given strip of number pattern you received.
3. Find the right answers for your pattern and explain the rule.

Strip 1	Group 1 & 4	11, 15, 19, _____, _____, _____		
	Rule:			
Strip 2	Group 2 & 5		Weeks	Height of the Plant
			1	4 cm
			2	8 cm
			3	12 cm
			4	16 cm
			5	20 cm
			6	
			7	
		8		
Rule:				
Strip 3	Group 3 & 6	0, 7, 14, _____, _____, _____, _____		
	Rule:			

4. Take participants’ responses and guide if required.
5. Now, ask group to open page 33 of Grade 4 Mathematics textbook and solve question 2 and 3.
6. Ask each group to present one pattern on writing board.
7. Conclude the activity by completing the following:

What have I learned!

- a. Ask participants; take a turn to report something learned in today’s lesson for up to 30 seconds each.
- b. Take few responses and record them in your journal.
- c. **Expected Response:**
I have learned the rules of number pattern and find the procedure for finding the next three terms of a given number pattern.

URDU

45 منٹ

عنوان: متعلقہ ذخیرہ الفاظ کا استعمال

حاصلاتِ تعلم: اس سیشن کے بعد شرکاء اس قابل ہو جائیں گے کہ وہ:

1. درسی کتب میں دی گئی مختلف قسم کی سرگرمیوں کی نشان دہی کر سکیں۔
2. درسی کتب کے موثر استعمال کے ذریعے طلبہ کے پڑھنے اور لکھنے کی مہارتوں میں بہتری کا مشاہدہ کر سکیں۔
3. ذخیرہ الفاظ میں اضافہ اور ان کے بر محل استعمال میں طلبہ کی رہنمائی کر سکیں۔

جائزہ کے نتائج: 30 %

درکار مواد: اُردو کی درسی کتاب برائے جماعت اول تا پنجم، اُردو، چارٹ اور مارکر وغیرہ

(10 منٹ)

سرگرمی-1 (گذشتہ سیشن کا اعادہ)

1. شرکاء سے درج ذیل سوالات پوچھیں!
 - i. اُردو کے گذشتہ سیشن کا عنوان کیا تھا؟
 - ii. صوتی طریقہء تدریس کے مراحل کون کون سے ہیں؟
 - iii. آپ میں سے کس کس ساتھی نے صوتی طریقہء تدریس پر عمل کرتے ہوئے بچوں کو پڑھایا اور کیا مثبت نتائج سامنے آئے؟
 - iv. صوتی طریقہء تدریس پر عمل کرتے ہوئے آپ کو کن مشکلات کا سامنا کرنا پڑا؟
2. شرکاء کے سوالات کا مختصر جواب دیں۔

برائے تربیت کار

(اس مقصد کے لیے سیشن نمبر دو اور درسی کتاب اردو جماعت اول سے مدد لیں۔ اردو پرائمر اور درسی کتاب اردو جماعت اول کا بغور مطالعہ کر کے جائیں اور اساتذہ کرام کو ان ہی کتابوں سے حوالہ دے کر مسائل کے حل کی نشان دہی کرائیں)

(15 منٹ)

سرگرمی 2: (ذخیرہ الفاظ میں اضافہ اور ان کا بر محل استعمال)

1. شرکاء سے کہیں کہ اپنے ساتھ والے ساتھی کا ہاتھ پکڑ کر بلند کرتے ہوئے جوڑے بنائیں۔
2. بورڈ پر لکھیں! بچوں کے ذخیرہ الفاظ میں اضافہ کرنے اور ان الفاظ کے بر محل استعمال کے لیے اُردو کی درسی کتب میں کس قسم کی سرگرمیاں دی گئی ہیں؟ مثالوں کی مدد سے واضح کریں۔
3. اپنی اپنی نوٹ بک میں ان سرگرمیوں کے نام لکھیں۔ اور ساتھ صفحہ نمبر بھی نوٹ کریں۔
4. جوڑوں میں کام کے دوران شرکاء کی بھرپور نگرانی اور رہنمائی کریں۔
5. کام کی تکمیل پر جوڑوں کو باری باری شرکاء کے سامنے کتاب میں دی گئی کسی ایک سرگرمی کی درج ذیل نکات کے مطابق پیشکش کروائیں۔ نیز ہر جوڑائی سرگرمیاں پیش کرے۔

i. سرگرمی کا عنوان (جس طرح کتاب میں دیا گیا ہے)

ii. عنوان کے تحت کس قسم کی سرگرمیاں دی گئی ہیں، کوئی سی دوسرے سرگرمیوں کی وضاحت کریں؟

درسی کتاب اُردو میں دی گئی سرگرمیوں کی ترتیب	
(1) آپ نے کیا سمجھا	(2) مل کر کریں بات (3) لفظوں کا کھیل
(2) قواعد سیکھیں	(5) پڑھیں (6) کچھ نیا لکھیں (7) آؤ کریں کام

نوٹ: سرگرمی کے دوران غیر متعلقہ گفت گو سے اجتناب کریں۔

(20 منٹ)

سرگرمی 3

1. شرکاء کے سات گروپ بنائیں۔
2. گروپوں کو درج ذیل کام تفویض کریں۔
- 1- آپ نے کیا سمجھا۔ جماعت اول
- 2- مل کر کریں بات۔ جماعت دوم
- 3- لفظوں کا کھیل۔ جماعت سوم
- 4- قواعد سیکھیں۔ جماعت چہارم
- 5- پڑھیں۔ جماعت پنجم
- 6- کچھ نیا لکھیں چہارم
- 7- آؤ کریں کام۔ جماعت سوم
3. ہر گروپ مل کر متعلقہ سرگرمی اور درسی کتاب سے کسی بھی سبق کا انتخاب کرنے کا موقع دیں تاکہ عملی تدریس کے لیے تیاری کرے۔ اس کام کے لیے گروپوں کو پانچ منٹ کا وقت دیں۔
4. تیاری کے دوران نگرانی اور رہنمائی کریں۔
5. تیاری کے بعد شرکاء کو باری باری پیشکش کے لیے بلائیں۔ پیشکش کے دوران کوئی سے پانچ شرکاء کو مشاہدہ کار کی ذمہ داری سونپیں اور باقی تمام شرکاء طلبہ کا کردار ادا کریں۔
6. ہر پیشکش کے بعد مختصر بات چیت کر کے بہتری کے نکات بورڈ پر لکھیں۔ اگلی پیشکش کے لیے نئے مشاہدہ کاروں کا انتخاب کریں۔
7. وقت کی مناسبت سے مکتبہ پیشکش کروائیں۔ اور بات چیت بھی کریں۔

سیشن کا خلاصہ:

1. سیشن کے اختتام پر شرکاء کو اختتام پر شراکتی انداز میں خلاصہ پیش کریں۔ خلاصہ میں درج ذیل نکات کا احاطہ کرنا ضروری ہے۔

- a. درسی کتاب کی مشقیں کتنے عنوانات پر مشتمل ہیں (۷)
- b. ذخیرہ الفاظ اور بر محل استعمال کی حکمت عملیاں
- c. عنوان 'قواعد سیکھیں' کے تحت اُرڈو گرامر کی بھرپور مشق کروائی گئی ہے۔
2. بھرپور شرکت پر تمام شرکا کا شکریہ ادا کرتے ہوئے سیشن کا اختتام کر دیں۔



PROFESSIONAL DEVELOPMENT DAY 4 AGENDA

TIME	SESSION/ ACTIVITY	Min.
08:00 - 08:10	Attendance	10
08:10 - 08:15	Recitation	5
08:15 - 09:45	English	90
09:45 - 11:15	Mathematics	90
11:15 – 11:35	Break	20
11:35 - 12:15	Urdu	50
12:15 - 01:45	General Science	90

Topic 1: Consonant Clusters**20 min**

Objective: By the end of this session, the participants will be able to:

- Classify the words with consonants clusters in the beginning and final position.

Activity 1.1: Brainstorming**(5 min)**

1. How many consonants are there?

Expected Answer: There are 21 consonants.

2. What do you know about consonant clusters?

Expected Answer: Group of two or three consonants in a word.

3. Conclude the activity by giving your input.

Facilitator's Input:

A consonant cluster is a group of two or three consonants in a word. Each consonant retains its sound when we say the word.

Activity 1.2: Initial Consonant Clusters**(15 min)**

1. Tell participants to open page 48 of the Grade 4 English Textbook.
2. Make the following tables on the writing board.

Initial Consonant Clusters			
Str-	Straight	Strip	String
Scr-	Scream	Screw	Scrap
Spl-	Splash	Split	Splendid

Final Consonant Clusters			
-pts	accepts	adopts	Interrupts
-lps	helps	scalps	pulps
-mps	lamps	stamps	jumps

3. Ask participants to read and say the given consonant clusters in initial and final position.
4. Write the following words on the board and ask participants to sort them as words beginning or ending with three-consonants clusters.

split, gulps, script, pumps, attempts, strong

Topic 2: Capitalization and Punctuation**30 min**

Objective: By the end of this session, the participants will be able to:

- Use punctuation and capitalization according to rules learned earlier.

Activity 2.1: Capitalization**(15 min)**

1. Start the discussion by asking participants, why capitalization is necessary?
2. Take responses from the participants and,
3. Deduce: We always capitalize the first letter of a sentence and the first letter of the name of people, places, etc.,
4. Ask them to open page 74 of the Grade 2 English textbook and read the given sentences.
 - i. My name is Omar.
 - ii. Dogs are very noisy.
 - iii. She lives in Islamabad.
5. Ask participants, what did you notice?

Expected Answer: Each sentence starts with a capital letter; the names of the person and the city also start with a capital letter.

6. Now ask them to rewrite and capitalize the following sentences.
 - i. sara is a good girl.
 - ii. he likes to visit the peshawar zoo.
 - iii. bunny is my rabbit.
7. Conclude the activity by giving the following paragraph for practice.

mohsin lives in Faisalabad. sadia, maha and mohsin are my best friends. bunny is mohsin's pet rabbit. mr sohail is mohsin's father. he is banker.

Activity 2.2: Punctuation**(15 min)**

1. Tell participants that punctuation marks add value in one's writing and provides ease to reader for better comprehension.
2. Write the following sentences on writing board.
 - i. hurrah we won the match
 - ii. where are faraz and saad going
 - iii. saad feels embarrassed for his rude behaviour
 - iv. did you get up late in the morning
3. Ask them to open page 63 of Grade 4 English textbook and
4. Punctuate the above sentences using full stop, question mark and exclamation mark. Remember to capitalize words where required.
5. Take 4/5 responses and conclude the activity.

Topic 3: Mind Mapping**20 min**

Objective: By the end of this session, the participants will be able to:

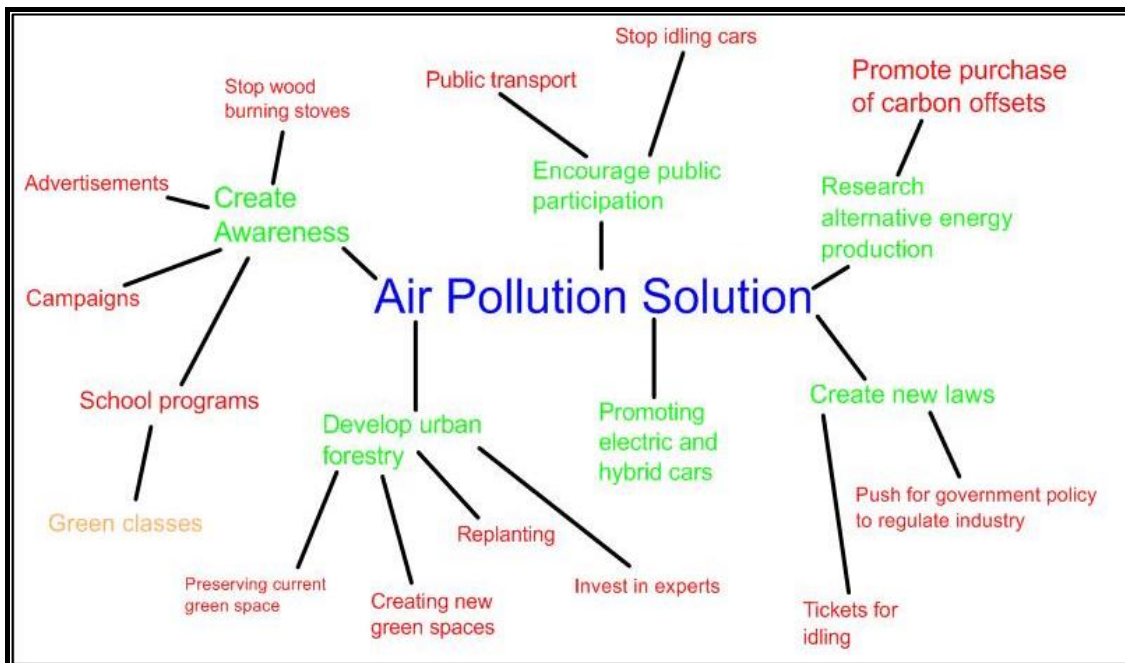
- Make notes and use them to complete a mind-map as a guided task.

Activity 3.1: Mind Mapping**(20 min)**

1. What is mind mapping?

Expected Answer: Mind Mapping is a beneficial learning tool to help students brainstorm any topic and think creatively.

2. Ask participants to open page 77 of Grade 3 English textbook.
3. Ask participants; go through the example of mind mapping on the topic ‘Sports’.
4. Divide participants into groups and ask them to develop a mind map on the topic ‘Air Pollution Solution’ in your notebook.
5. Take responses from 4/5 participants.
6. Draw a sample mind map for the given topic for the participants to develop a better understanding and conclude the activity.

**What have I learned!**

To find out the effectiveness of the session, ask participants the following questions:

- What have you learned about consonant clusters?
- When do we use capital letters in a text?
- State some rules of punctuation learned today.
- How is mind mapping a useful exercise?



TOPIC

Fraction

Material Required:

Ensure availability of required materials for the activities before the session.

Charts, markers, writing board, plates of fraction and textbook Mathematics Grade-3, 4 and

Feedback of Previous PDD

10 min

1. Ask the following questions from the participants and take a few responses:
 - a. Who would like to share a few points about the usefulness of the previous PDD?
 - b. How did you implement what you learned in the previous PDD in your classroom? Give some examples.
2. Draw the following table on the board.
3. Ask participants to rate the effectiveness of previous PDD on a scale from 1 to 10?
4. Ask participants to raise their hands if they rate it Satisfactory (1-3) and write the total number on the board. Repeat the same for the next two columns.

Satisfactory (1-3)	Good (4-7)	Very Good (8-10)

5. Ask participants the reasons for a satisfactory rating.
6. Note down their comments to be incorporated in the next PDDs.
7. Ask participants with good and very good ratings to share their views.
8. Take a few responses and note them down on the writing board.
9. Appreciate participants for their feedback.

Topic 1: Fraction**80 min**

Objectives: By the end of this session, participants will be able to:

- Define fraction and its types.
- Convert improper fractions to mixed numbers and vice versa.
- Recognize like and unlike fractions/
- Identify (unit, proper, improper) fractions and mixed numbers.
- Add fractions with like denominators.
- Subtract fractions with like denominators.
- Multiply two fractions (proper, improper and mixed numbers)
- Multiply two or three fractions involving proper, improper and mixed numbers.
- Solve real-life situations involving multiplication of fractions.

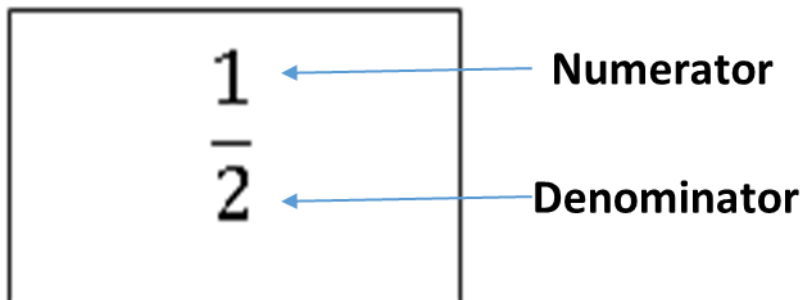
Activity 1.1: Concept of Fraction**(40 min)**

- Divide participants into six groups.
- Provide one plate of fraction to each group.
- Ask them to cut plates into the fractions written on them (as shown in picture).
- Ask groups to compare your plate with plates of another plate of other groups.
- Now, ask the following questions:
 - How is your plate different from the other groups?
Take response from each group.
 - What did you find common in all plates?
- Invite one of the participants to explain the concept in front whole class.
- Share the following definition with the participants:



“Fraction is a part of a whole thing when it is divided into equal parts.”

- Tell the groups that the total number of equal parts is written below the bar and is called the denominator. The number written above the bar is called the numerator.



- Now, ask groups to open page 51 -56 of Grade 4 Mathematics textbook.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Like fractions	Unlike fractions	Unit fractions	Proper fractions	Improper fractions	Mixed fractions

10. Ask groups to discuss the assigned topics and come up with possible ways/activities to teach that topic to students.
11. Invite one representative from each group to present their work on the writing board to the class.
12. After the presentation of each group, conclude the discussion with help “what have I learned” below:

What have I learned?

Types of Fraction:

Unit Fraction: If the numerator of a fraction is always one, such a fraction is called a UNIT fraction.

Proper Fraction: If the numerator of a fraction is less than its denominator, such a fraction is called a PROPER fraction.

Improper Fraction: If the numerator of a fraction is equal to or greater than its denominator, such a fraction is called an IMPROPER fraction.

Mixed Fraction: The combination of a whole number with a proper fraction is called the MIXED fraction.

Like Fraction: If the denominator of fractions is the same, such fractions are called LIKE fractions.

Unlike Fraction: If the denominator of fractions is different, such fractions are called, UNLIKE fractions.

Activity 1.2: Algebraic Operations on Fractions

(40 min)

1. Divide the participants into three groups and assign the tasks as shown below:

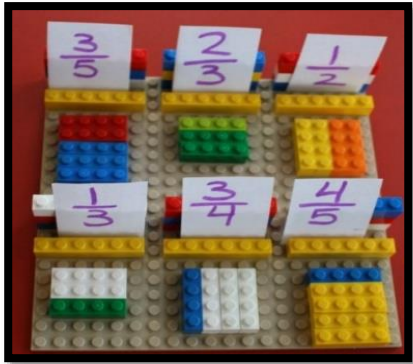
Group I (Grade 5 Textbook)	Group II (Grade 5 Textbook)	Group III (Grade 4 Textbook)
Open page 43 to 47 for addition and subtraction of fractions.	Textbook of Grade-V and ask them to open page 48 to 54 for multiplication and division of fractions.	Textbook of Grade-IV and ask them to open page 70 of review exercise, questions 9-14. Instructions are given for each question on the same page.

2. Ask each group to develop an activity for teaching each concept for the relative grade.
3. Facilitate and guide them during the development of the activity.
4. After completion of the group work, invite any two representatives from each group to present their work.
5. Take comments from the other groups after each presentation.
6. After the presentation of each group, conclude the discussion with help “what have I learned” below:

What have I learned?

1. To find out the effectiveness of the session, ask participants the following questions:
 - i. What is the new ‘thing’ that you have learned about fractions today?
 - ii. Do you think you can make teaching ‘fractions’ interesting now? How?

2. Share the following strategy of using different objects for teaching fractions.
 - i. Arrange the objects (candies/ buttons/ stones/ Lego) by colour or size.
 - ii. Now create fractions using different colors or sizes (equal parts, as halves, thirds, or fourths).
 - iii. The total number of objects would be the denominator and the numerator would be the color or size of the objects.
 - iv. Write the fractions in numbers.



URDU

45 منٹ

عنوان: لغت کی تختی کا درست استعمال

حاصلاتِ تعلم: اس سیشن کے بعد شرکاء اس قابل ہو جائیں گے کہ وہ:

1. لغت کی مدد سے الفاظ کے معنی معلوم کر سکیں۔
 2. غلط فقرات کو درست کر سکیں۔
 3. بے ترتیب الفاظ کو ترتیب دے کر جملے مرتب کر سکیں۔
- درکار مواد: اُردو کی درسی کتاب برائے جماعت اول تا پنجم، لغت، چارٹ اور مار کرو وغیرہ

(5 منٹ)

(گذشتہ سیشن کا اعادہ)

سرگرمی-1

1. شرکاء سے درج ذیل سوالات پوچھیں!
 - i. اُردو کے گذشتہ سیشن کا عنوان کیا تھا؟
 - ii. اس عنوان کو سمجھنے کے لیے ہم نے کن درسی کتب کا مطالعہ کیا؟
 - iii. اُردو کی درسی کتب میں دی گئی مشقوں کے عنوانات کس کس کو یاد ہیں؟
 - iv. ذخیرہ الفاظ کی مشقیں کرواتے ہوئے آپ کو کن مشکلات کا سامنا کرنا پڑا؟
- شرکاء کے جوابات بورڈ پر لکھیں اور ان پر مختصر بات چیت کریں۔

(15 منٹ)

(لغت کی مدد سے الفاظ کے معنی تلاش کرنا)

سرگرمی-2

1. شرکاء کے پانچ گروپ بنائیں۔
2. ہر گروپ کو اُردو جماعت اول تا پنجم کی ایک ایک کتاب پر کام سونپ دیں۔ ہر گروپ اپنی متعلقہ کتاب میں نئے الفاظ والی سرگرمی تلاش کرے اور صفحہ نوٹ کرے۔ ہر گروپ یہ سرگرمی بچوں سے کروانے کی کم از کم دو حکمت عملیاں بتائے گا۔
3. جب گروپ اپنا کام مکمل کر لیں۔ تو پہلے ہر گروپ سے ایک ساتھی اس سرگرمی سے متعلقہ صفحات اور حکمت عملیاں تمام شرکاء کے سامنے پیش کرے۔ کمرہ جماعت میں سرگرمی کی مشق کے دوران طلبہ کی تعداد، ذہنی استعداد اور وسائل کو ملحوظ خاطر ضرور رکھیں۔

4. وقت کا خیال رکھیں۔ جتنے گروپوں سے ممکن ہو پیشکش کروائیں۔ آخر میں اس سرگرمی کا مقصد بتائیں کہ اکثر اساتذہ یہ سرگرمی نہیں کرواتے جب کہ یہ بہت ہی اہم ہے۔ نیز بچوں کو ترغیب دیں کہ وہ اپنے لیے، لغت، خرید لیں اور بہتر تفہیم کے لیے اس کا بھرپور استعمال کریں۔ جہاں ضرورت ہو شراکتی انداز میں شرکاء کی مناسب رہنمائی کریں۔
5. شرکاء کو انہی گروپوں میں درسی کتاب اردو جماعت پنجم صفحہ 85 پر سوال نمبر 7 کے تحت دیے گئے پیرا گراف سے 10 مشکل الفاظ چننے اور ان معنی تلاش کرنے کا کہیں۔
6. گروپ ورک کی تکمیل پر ایک یادو گروپوں سے تلاش کردہ معنی سنانے کو کہیں۔

نوٹ: سرگرمی کے دوران غیر متعلقہ گفت گو سے اجتناب کریں۔

سرگرمی-3

(25 منٹ)

(حروف ملا کر الفاظ بنانا اور بے ترتیب الفاظ کی مدد سے جملے بنانا)

1. شرکاء کو انہی گروپوں میں کام جاری رکھیں گے۔
2. گروپوں کو درج ذیل جدول کے مطابق کام تفویض کریں۔

تفویض کارپری مینی کارڈ						گروپ نمبر
الفاظ بنائیں	چرب وای	ح ح ا ج م	وک تھٹا	ے ن م ا	ح م ت ک	۱
	پ م وٹ رک ی	ہ ن س س ٹ ن ا	س ٹھ چ و	ٹھ ے ل پ س	ت غ ی ب	۲
الفبائی ترتیب دیں	گلہری	ہاتھی	شیر	پہاڑ	پاکستان	۳
	حدیث	ذبح	سکندر	دماغ	شدت	۴
الفاظ کی ترتیب بدل کر جملے درست صورت میں لکھیں۔	کیسے کا قوم ترجمان قومی کسی کی ہے ہوتا؟ منگلوں ترانہ؟					۵
	بدولت انقلاب پیغام رسانی دنیا میں کی ہے گیا آنٹرنیٹ کی۔					
	جنت اپنے ہیں کو ہم بنا کیسے وطن سکتے؟					
	واقعی فخر قابل زبان ہے اُردو۔					
کا حصہ بڑا ایک تھا فتح کیادنیانے جس۔						

3. اس کام کے لیے گروپوں کو پانچ منٹ کا وقت دیں۔ ہر گروپ کو نصف چارٹ اور ایک عدد مار کر مہیا کریں اور انھیں اپنا کام چارٹ کے ذریعے پیش کرنے کی ہدایات دیں۔
4. گروہی کام کے دوران نگرانی اور رہنمائی کریں۔
5. تیاری کے بعد شرکاء کو باری باری پیشکش کے لیے بلائیں۔
6. ہر پیشکش کے بعد مختصر بات چیت کر کے بہتری کے نکات بورڈ پر لکھیں۔
7. اب تمام گروپوں کو اسی نوعیت کی سرگرمیاں اپنے گروپ نمبر کی مناسبت سے متعلقہ درسی کتاب 'اُردو' میں تلاش کرنے کو کہیں۔

8. جب تمام گروپ یہ سرگرمیاں تلاش کر لیں تو چند شرکا سے بذریعہ بات چیت اخذ کروائیں کہ طلبہ کے ساتھ کمر اجتماعت میں یہ سرگرمیاں کیسے کروائی جائیں۔ کوشش کریں کہ شرکا ترتیب وار نکات کی صورت میں طریقہ کار بیان کریں۔ اس بات چیت میں تمام شرکا کو رائے دینے کا موقع دیں اور آخر میں ایک حتمی فیصلہ تربیت کار (سہولت کار) خود سے سنائے۔

سیشن کا خلاصہ:

1. سیشن کے اختتام پر شرکاتی انداز میں خلاصہ پیش کریں۔ خلاصہ میں درج ذیل نکات کا احاطہ کرنا ضروری ہے۔
 - i. لغت کے استعمال کے سلسلے میں درسی کتب میں طلبہ کے لیے کس قسم کی رہنمائی فراہم کی گئی ہے؟
 - ii. بے ترتیب حروف سے الفاظ بنانے کی سرگرمی کے کیا فائدے ہیں؟
 - iii. بے ترتیب الفاظ کی مدد سے جملے بنانے سے زبان دانی کی کون سی مہارت پروان چڑھتی ہے؟ اور کیسے؟
2. بھرپور شرکت پر تمام شرکا کا شکر یہ ادا کرتے ہوئے سیشن کا اختتام کر دیں۔



GENERAL SCIENCE

TOPICS

Spread of Infectious Diseases and Transmission to Humans

Material Required:

Ensure availability of required materials for the activities before the session.

Charts, Marker, Writing Board, and Textbooks of class IV – V.

Topic 1: Spread of Infectious Diseases

40 min

Objectives: By the end of this session, the participants will be able to:

- a. Differentiate between contagious diseases (hepatitis, TB, flu) and non-contagious diseases (cancer diabetes).
- b. Recognize that microorganisms get transmitted into humans and spread infectious diseases.

Activity 1.1: Contagious and Non-Contagious Diseases

(15 min)

1. Initiate the activity by asking, what do you mean by disease?
2. Take responses from a few participants and write them on the writing board.
3. Make pairs of the participants.
4. Write the following question on the writing board.
 - a. What is a contagious disease?
 - b. Write names of a few contagious diseases?
 - c. What are non-contagious diseases?
 - d. Write names of few non-contagious diseases?
5. Tell participants to consult the grade- 4 textbook, pages 33 and 34 for answering the given questions.
6. Collect responses of pairs and share them with the other participants.
7. Conclude the activity by sharing the concept of contagious and non-contagious diseases.

Activity 1.3: Ways for the Transmission of Infectious Diseases**(25 min)**

1. Divide the participants into five groups.

Group 1	Group 2	Group 3	Group 4	Group 5
Airborne diseases.	Waterborne diseases.	Food-borne diseases	Animal-borne diseases	Contagious diseases.

2. Direct participants to consult page 26 of the Grade 5 General Science textbook.
3. Ask groups to discuss their given task and prepare a small presentation on their assigned type. (10 min)
4. Invite a participant from each group to present. (2 mins each)
5. Facilitate during the presentations and encourage participants to ask a question.
6. Conclude the activity by asking:
 - a. Do you know how far the germs can travel on coughing and sneezing?
 - b. How will you teach spread of germs on coughing or sneezing?

Topic 2: Balance Diet and Germination of Seeds**40 min**

Objectives: By the end of this session, the participants will be able to:

- a. Identify common food sources included in a balanced diet (e.g. fruits, vegetables, grains, milk and meat group).
- b. Describe the structure of a seed and demonstrate its germination.

Activity 2.1: Components of Balanced Diet**(15 min)**

1. Divide participants into four groups.
2. Assign the following topics for the preparation of the presentation.

Group 1	<ol style="list-style-type: none"> i. Make a list of food items containing milk. ii. Benefits of milk-containing food for health.
Group 2	<ol style="list-style-type: none"> i. Make a list of food items of the grain items. ii. Benefits of food items of grain items for health.
Group 3	<ol style="list-style-type: none"> i. Make a list of food items of the meat/protein group. ii. Benefits of food items of meat/protein group for health.
Group 4	<ol style="list-style-type: none"> i. List of food items of the fruit and vegetable group. ii. Benefits of fruit and vegetables for health.

3. Tell participants to consult pages 37-38 of the Grade 4 textbook for preparation of presentations.
4. Invite at least 2 groups for presentation randomly.
5. Conclude by developing a balanced menu for a meal on the board with input from the participants.

Activity 2.2: Germination of Seed**(25 min)**

1. Divide the participants into four groups and provide charts and makers.
2. Assign them the following tasks:

Group 1 and 3	Structure of a seed
Group 2 and 4	Germination of a seed

3. Ask groups to prepare a classroom activity for the assigned task.
4. Ask them to display their charts on the wall.
5. Now, ask them to compare charts with the activities 3.3 & 3.4 given at page 39 and 40 of Grade 5 General Science textbook.
6. Discuss the points of comparison from two groups (1 and 4).
7. Conclude the activity by asking the following questions:
 - Which activity is more effective for teaching these concepts?



PROFESSIONAL DEVELOPMENT DAY 5 AGENDA

TIME	SESSION/ ACTIVITY	Min.
08:00 - 08:10	Attendance	10
08:10 - 08:15	Recitation	5
08:15 - 09:45	Mathematics	90
09:45 - 10:30	Urdu	45
10:30 – 10:50	Break	20
10:50 - 12:20	General Science	90
12:20 - 01:50	English	90



TOPICS

Decimals and Percentage

Material Required:

Ensure availability of required materials for the activities before the session.

Charts, markers, writing board, and textbooks of Mathematics for Grade IV and V.

Feedback of Previous PDD

10 min

1. Ask the following questions from participants and take a few responses:
 - a. Ask a volunteer to share a few points about the usefulness of the previous PDD?
 - b. How did you implement what you learned in the previous PDD in your classroom? Give some examples.
 - c. Did the learning levels of your students increase by implementing the strategies exercised in the previous PDD?

2. Draw the following table on writing board.

Satisfactory (1-3)	Good (4-7)	Very Good (8-10)

3. Ask participants to rate the effectiveness of previous PDD on a scale from 1 to 10?
4. Ask participants to raise their hands if they rate it Satisfactory (1-3) and write the total number on the board. Repeat the same for the next two columns.
5. Ask participants the reasons for a satisfactory rating.
6. Note down their comments to be incorporated in the next PDDs.
7. Ask participants with good and very good ratings to share their views.
8. Take a few responses and note them down on the writing board.
9. Appreciate participants for their feedback.

Topic 1: Decimals**50 min**

Objectives: By the end of this session, participants will be able to:

- Recognize the decimals numbers as an alternative way of writing a fraction.
- Express a decimal number as a fraction whose denominator is 10, 100, or 1000.
- Identify and recognize the place value of a digit up to three decimal places.
- Add and subtract four-digit numbers up to three decimal places.
- Multiply and divide three-digit numbers up to two decimal places by 10,100, and 1000 and two-digit numbers up to two decimal number.
- Round off four-digit number up to three decimal places to the nearest of 10th or 100th.

Activity 1.1: Brainstorming**(10 min)**

- Write the following table on the writing board:

1	0.2,	0.02,	0.002
2	2/10,	2/100,	2/1000
3	3.14,	49.324,	94.3
4	314/100,	49324/1000,	943/10

- Invite four participants one by one and ask them to explain each row.
- Ask the following questions:
 - What do we call these numbers in mathematics?
 - How many parts are there in these numbers?
- Note their responses on the writing board.
- Conclude the activity by briefly sharing decimal definitions.

Definition:

A number whose whole number part and fractional part separated by a decimal point.

The word decimal come from latin word decimus that means 10th part.

Activity 1.2: Arithmetic Operations on Decimals**(40 min)**

- Divide the participants into 5 groups and assign them the following task:

Group 1: TB G5	Ask them to read page 61 to 64 for the addition of decimals.
Group 2: TB G5	Ask them to read page 64 to 69 for multiplication of decimals.
Group 3: TB G5	Ask them to read page 70 to 73 for division of decimals.
Group 4: TB G4	Ask them to read page 3 exercise no. 3 questions (g) to (l) for the subtraction of decimals.
Group 5: TB G5	Ask them to read page 75 to 77 for rounding off decimals.

- Ask each group to practice their respective assigned task on their notebook and discuss each step of the solution.
- Monitor and facilitate them during group work.

4. Invite two members from each group to discuss the solution of a question by writing and explaining all the steps on the writing board.
5. After presentation of each group, take feedback from rest of groups for the improvement of the concept if any.
6. Finally, take help from the solved examples in textbooks for Grade-IV and V and explain each step of solution for any difficult step involved with the help of following “What have I learnt”.

What have I learned:

1. Tell the participants that the numbers in the 1st and 2nd row are called decimal numbers.
2. The decimal numbers have two parts:
 - Digits on the left of the decimal point represent a whole or integral part.
 - Digits on the right of the decimal point represent
 - i. The 1st digit represents the 10th part
 - ii. The 2nd digit represents the 100th part
 - iii. The 3rd digit represents the 1000th part
3. For instance, 0.2 has 0 whole and 2 is the 10th part.
4. Decimal numbers can also be written as fractional numbers represented by rows a and b.

Topic 2: Percentage

25 min

Objectives: By the end of this session, participants will be able to:

- a. Recognize the percentage as a special kind of fraction.
- b. Solve real-life problems involving percentages.

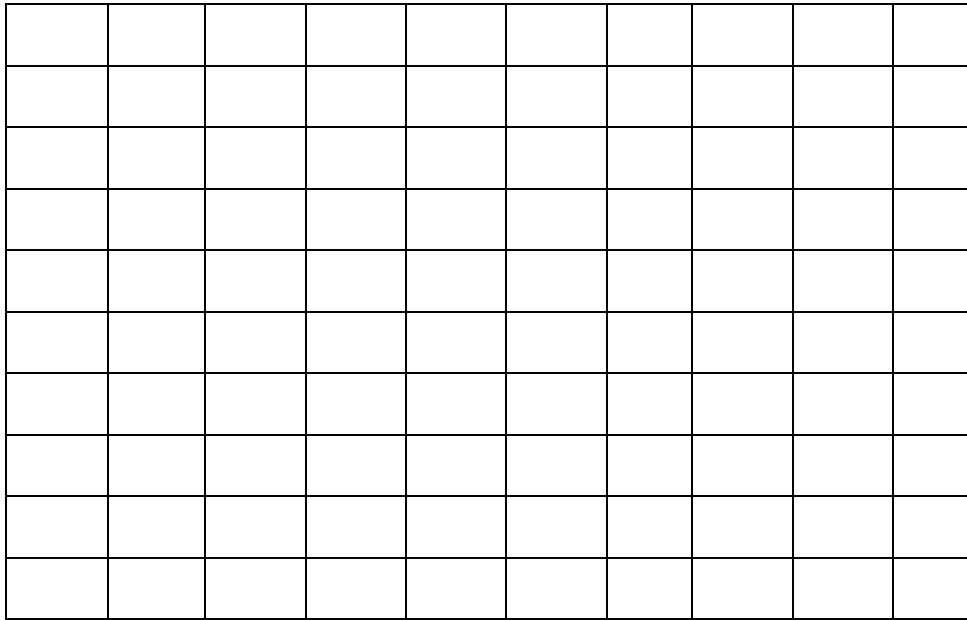
Activity 2.1: Concept of Percentage

(25 min)

1. Ask participants to draw a 10 x 10 cm square grid in their notebook.
2. Randomly select five participants.
3. Write the following numbers on the writing board and assign a number to each participant:
5, 8, 12, 13, and 3.
4. Ask them (one by one) to shade the number of squares on their grid according to the number assigned to them.
5. Ask the following questions after they have shaded:
 - a. How can you write these shaded parts numerally?
 - b. What do we call these numbers?
 - c. Can you deduce the definition of percentage from this?
 - d. Is percentage written as a special kind of fraction?
6. Note their responses on the board and discuss each answer in detail.

Facilitator's Input:

1. Draw 10 x 10 cm square on the board as shown below:



2. Randomly select a number assigned to the participants and shade equal number of boxes on the grid.
3. Tell the participants that there are hundred cm square blank spaces in this square grid.
4. The number of shaded parts represents a total out of a hundred which we can write numerally as 0.05, 0.08, 0.12, 0.13, and 0.03.
5. These numbers are called decimal numbers. They can be written in their fraction form as $\frac{5}{100}$, $\frac{8}{100}$, $\frac{12}{100}$, $\frac{13}{100}$, and $\frac{3}{100}$.

Practice Exercise:

1. Ask participants to open Grade V Mathematics textbook and answer questions on pages 81 and 82 in their notebooks.
2. Ask them to discuss with other participants if they face any difficulty.

What have I learned!

1. Ask participants; sit in small groups to answer the following prompts.
 - i. Three things that you have learned about decimals and percentages.
 - ii. Two questions that you still have.
 - iii. One aspect of a session that you found most useful.
2. Take participants' responses.
3. Answer the questions that you found common.

URDU

45 منٹ

عنوان: فعل، فاعل اور مفعول

حاصلاتِ تعلم: اس سیشن کے بعد شرکاء اس قابل ہو جائیں گے کہ وہ:

1. تحریر میں زمانہ تلاش کر سکے اور اسے دوسرے زمانے میں لکھ سکے۔ (ماضی کو حال اور مستقبل کو ماضی وغیرہ میں)
2. زمانے کے لحاظ سے تمام جملے بنانا اور ایک سے دوسرے زمانے میں تبدیل کرنا سیکھ سکے۔
3. فعل سے فاعل بنا سکے اور فعل اور فاعل کی مفعول سے مطابقت پیدا کر سکے۔

درکار مواد: اُردو کی درسی کتاب برائے جماعت چہارم و پنجم (اُردو پنجم صفحہ ۹۹ کی ۵ عدد عکسی نقول)، چارٹ اور مارکرو وغیرہ

(5 منٹ)

(گذشتہ سیشن کا اعادہ)

سرگرمی-1

1. شرکاء سے درج ذیل سوالات پوچھیں!
 - i. اُردو کے گذشتہ سیشن میں ہم نے کن کن مہارتوں پر کام کیا تھا؟
 - ii. لغت کی تختی کے درست استعمال سے کیا مراد ہے؟
 - iii. حروف کو ملا کر الفاظ بنانے کی مشق کے لیے درسی کتب میں کس قسم کی سرگرمیاں دی گئی ہیں؟
 - iv. ان سرگرمیوں کی مدد سے طلبہ کی کن کن مہارتوں میں بہتری آتی ہے؟
 - v. یہ سرگرمیاں کرواتے ہوئے طلبہ کو کیا مشکلات پیش آئیں اور آپ نے ان کا کیا حل نکالا؟
- شرکاء کے جوابات بورڈ پر لکھیں اور ان پر مختصر بات چیت کریں۔

(25 منٹ)

(دی گئی عبارت کو فعل حال میں تبدیل کر کے لکھیں)

سرگرمی-2

1. شرکاء کے پانچ گروپ بنائیں اور ہر گروپ کو چارٹ اور مارکرو دیں۔
2. انھیں اُردو کی درسی کتاب برائے جماعت پنجم صفحہ نمبر ۹۹ پر دیا گیا دوسرا پیرا گراف (فقیر کی چیخ پکار سن کر..... پانی ڈال کر گرم کیا جائے) نکالنے کا کہیں۔
3. اپنے اپنے گروپ میں اسی پیرا گراف کو جدول میں دیے گئے زمانے میں تبدیل کر کے چارٹ پر لکھنے کو کہیں۔

گروپ ۵	گروپ ۴	گروپ ۳	گروپ ۲	گروپ ۱
فعل مستقبل جاری	فعل مستقبل	فعل حال مکمل	فعل حال جاری	فعل حال مطلق

4. گروپ ورک کے دوران بھرپور نگرانی اور رہنمائی کریں۔

5. جب گروپ اپنا کام مکمل کر لیں تو انھیں اپنے تیار کردہ چارٹ ٹریڈنگ ہال میں مناسب فاصلے پر چسپاں کرنے کی ہدایات دیں۔
 6. جب چارٹ چسپاں ہو جائیں تو تمام شرکا کو اپنے چارٹ کے علاوہ دیگر تمام چارٹس کا بغور مشاہدہ۔ مطالعہ کرنے اور اپنے پاس بہتری کے نکات نوٹ کرنے کا کام سونپ دیں۔
 7. پانچ منٹ بعد شرکا کو اپنے گروپ میں واپس جانے اور ایک ایک چارٹ پر اپنے خیالات کا اظہار کرنے کا موقع دیں۔ جملہ شرکا کی شراکت یقینی بناتے ہوئے جہاں ضرورت ہو اصلاح کریں۔
 8. بہتر کام اور خوب صورت چارٹ تیار کرنے والے گروپ کی حوصلہ افزائی کریں۔
- نوٹ: سرگرمی کے دوران غیر متعلقہ گفت گو سے اجتناب کریں۔

سرگرمی-3

(20 منٹ)

(دیے گئے جملوں میں زمانہ تبدیل کرنا)

1. شرکا انہی گروپوں میں کام کریں گے۔
2. گروپوں کو درج ذیل جدول کے مطابق کام تفویض کریں۔

گروپ نمبر	درسی کتاب اُردو	صفحہ نمبر	تفویض کار (چارٹ پر کام)
1	۴	۱۱۴	دیے گئے جملوں میں ہدایات کے مطابق زمانہ تبدیل کر کے دوبارہ لکھیں
2	۴	۱۳۹	سوال نمبر ۸۔ جملے مکمل کر کے دوبارہ ۱۔ کو ماضی، ۲۔ کو مستقبل، ۳۔ کو حال اور ۴۔ کو مستقبل میں تبدیل کر کے دوبارہ لکھیں۔
3	۵	۶۵	سوال نمبر ۷ کی طرز پر کتاب سے دس افعال لکھ کر ان سے فاعل بنائیں۔
4	۵	۸۱	سوال نمبر ۸۔ دی گئی ہدایات کے مطابق چارٹ پر حل کر کے دوبارہ لکھیں۔
5	۵	۱۲۰	سوال نمبر ۷۔ دی گئی ہدایات کے مطابق چارٹ پر حل کر کے دوبارہ لکھیں۔

3. اس کام کے لیے گروپوں کو پانچ منٹ کا وقت دیں۔ ہر گروپ کو نصف چارٹ اور ایک عدد مار کر مہیا کریں اور انھیں اپنا کام چارٹ کے ذریعے پیش کرنے کی ہدایات دیں۔
4. گروہی کام کے دوران نگرانی اور رہنمائی کریں۔
5. تیاری کے بعد شرکا کو باری باری پیشکش کے لیے بلائیں۔ ہر پیشکش پر مختصر بات چیت کریں۔

سیشن کا خلاصہ:

1. سیشن کے اختتام پر شراکتی انداز میں خلاصہ پیش کریں۔ خلاصہ میں درج ذیل نکات کا احاطہ کرنا ضروری ہے۔
2. ان تمام سرگرمیوں کی افادیت، اہمیت اور طریقہ کار پر شراکتی انداز میں بات چیت کریں تاکہ اساتذہ کرام کمر اجاعت کی تدریس کے لیے بہتر انداز میں تیار ہو سکیں۔
3. بھرپور شراکت پر تمام شرکا کا شکریہ ادا کرتے ہوئے سیشن کا اختتام کر دیں۔

**Material Required:**

Ensure availability of required materials for the activities before the session.

Charts, Marker, Candle, Writing Board, and Textbooks of Grade IV – V.

Topic 1: Environmental Pollution**45 min**

Objective: By the end of this session the participants will be able to:

- a. Define pollution and its types.
- b. Elaborate Matter and its states.
- c. Differentiate between biodegradable and non-biodegradable materials.

Activity 1.1: Ice Breaker**(10 min)**

1. Open the session by asking a question, why the government of Pakistan has launched a campaign for tree plantation known as “**Billion Tree Plantation**” what are its benefits?
2. Let the participants give answers, notes on the board. Conclude with the information on the benefits of planting trees.

Expected Answers:

- i. They reduce the amount of carbon dioxide in the air, increase oxygen and help to remove toxins.
- ii. Trees can clean the air and remove toxic airborne particles and gaseous pollutants; they absorb these pollutants through their stomata (pores) and filter these harmful substances from the air.
- iii. Toxins such as nitrogen oxides, ammonia, and sulphur dioxide from their leaves, bark, and roots.
- iv. Trees also trap heat and reduce greenhouse gases in the atmosphere.
- v. They also reduce the ground-level ozone level and enrich the air around us with life-giving oxygen.
- vi. Provide habitat and food for wildlife and humans, and regulate the water cycle.

Activity 1.2: Define Pollution**(10 min)**

1. Light a small candle on a table in front of participants.
2. Hold a glass over the flame.
3. Ask participants:
 - a. Have you seen any change at the surface of the glass?
 - b. Take their responses.
4. Show them soot at the surface of the glass.
5. Ask them: What is this?
 - a. Take responses.
3. Share with participants: Soot is an example of pollution in the environment.

Activity 1.3: Environmental Pollution**(15 min)**

1. Make pairs of the participants.
2. Write the questions given below on the board.
3. Let the pairs think of answers.
4. Take feedback from a few pairs.

Q1: Name types of pollutions?**Expected answer:** Air pollution, water pollution, and land pollution.**Q2:** What are the causes of environmental pollutions?**Expected answers:** Factories, vehicle smoke, domestic sewage, etc.**Q3:** What aspects, the public should know, to solve the problem of pollution?**Expected answer:** Reduce use of vehicles, reduce burning process, and avoid water contamination, public awareness tags about pollution prevention and keeping the environment clean.

5. Conclude the activity by asking the participants what actions they will take in their classes to bring awareness about reducing pollution in their students.

Activity 1.5: Biodegradable and Non- biodegradable Materials**(10 min)**

1. Write on writing board the terms of Biodegradable and non-biodegradable materials
2. Think over the terms and note the points with yourself.
3. Tell participants that it is an individual activity.
4. Then invite randomly 3 participants to share their noted points on the writing board.
5. Conclude the activity with discussion taking input from all participants on ways to reduce non-biodegradable materials. **Reduce, Reuse, Recycle and Refuse.**

Topic 2: Matter and its states**45 Min****Objective:** By the end of this session, the participants will be able to:

- a. Describe matter and its states.
- b. Explore the properties of metals (i.e. appearance, texture, color and density).

Activity 1.1: Brainstorming**(10 min)**

1. Invite a participant and provide him/her a plastic bag.
2. Ask him/her to blow air in plastic bag and inquire participants:

Q-1: Has the size of the plastic bag increased?
Expected answer: Yes

Q-2: Has the weight of plastic bag increased?
Expected answer: Yes

Q-3: Why has the plastic bag increased in size and weight?
Expected answer: Because it has been filled with air.
3. Now Explain the concept of matter:
 Increase in size and weight of plastic bag shows that air occupies space and has mass. Thus, any substance (like air) which occupies space and has mass is called matter.
4. Ask participants,

Q-4: Name things in the room which occupy space”?
Expected answer: Fan, table, chair, wall, book, pencil, window, glass, oxygen, carbon dioxide etc.)
5. Discuss: all things can be categorized as matter which occupy space and have mass
6. Conclude the activity with the help of facilitators input:

Facilitator Input**Space:** The area which an object occupies.**Mass:** Quantity of matter (solid, liquid, gases) in a body is called mass.**Matter:** Anything that has mass and occupies space.

The things around us which occupy space and have mass. e.g. our body, things in our homes are all made of matter. These things are of different shapes, sizes, colours and masses.

Source: KP Textbook Board, General Science, Grade 5

Activity 1.2: States of Matter**(20 min)**

1. Take two plastic bags and one balloon:

Bag 1: Put a small stone in it.

Bag 2: Fill it with water.

Balloon: Blow air in balloon

2. Invite three participants one by one.

Participant 1 (Plastic bag with small stone):

- i. Ask first participant, to press/ bend the stone to change the shape of the stone.
- ii. Ask participant:

Q-1: Why he/she could not bend/change the shape of stone?

Expected answer: It is hard and has fixed/definite shape which cannot be changed easily.

Participant 2 (Plastic bag with water):

- iii. Ask to **gently squeeze** the bag of water. The others should observe the action carefully.
- iv. Ask participants:

Q-2: Did the shape of water change?

Expected answer: Yes, when I press it, water frequently changed its shape. Water converts into the shape of storage unit.

Participant 3 (Air Blown Balloon)

- v. Ask participants to press the balloon gently.
- vi. Ask him:

Q-3: Did the shape of the balloon change and why?

Expected answer: Yes: it changes its shape. Air changes shape based on the structure of air storage unit.

3. Share, discuss and summarize properties of three states of matter as under:

- i. All objects around us are made of matter.
- ii. Matter is anything that occupies **space** and has **mass**.
- iii. Matter has three states:
 - a. Action of participants 1 was related to **Solid**
 - b. Action of participant 2 was related to **Liquid**
 - c. Action of participant 3 was related to **Gas**

4. Conclude activity by **facilitator input**:

Facilitator Input

Properties	States of Matter		
	Solid	Liquid	Gas
Shape	It has definite shape	It has indefinite shape	It has an indefinite shape
Volume	It has a definite volume	It has a definite volume	It has an indefinite volume
Space (Compress)	It cannot be compressed	It can be compressed	It can be compressed more easily as compared to solid and liquid
Particles (Molecules)	Particles are very close	Particles are close	Particles are wide apart
Form of Attraction	Strong	Intermediate	Weak

Activity 2.3: Properties of Metal**(15 min)**

1. Divide the participants into five groups.
2. Direct each group to work with only one metal. (Ask them to suppose a metal)
3. Draw the following table (properties of metal) on writing board.

Metal	Appearance	Texture	Density	Color

4. Ask groups to write the properties of a supposed metal according to the given table.
5. Now, ask each group presenter to share the properties of a given metal.
6. Conclude the activity by sharing the following facilitator's input:

- a. Metals are different from each other in certain aspects i.e., having different appearances, textures, and colors, etc.
- b. Metals are primarily shiny, hard solids that are good conductors of heat and electricity.
- c. There are exceptions. For example, gold is very soft, and mercury is a liquid. However, there are no metals that act as insulators rather than conductors.

Topic 1: Asking Permission**15 min**

Objective: By the end of this session, participants will be able to:

- use appropriate expressions in conversation to seek permission to do something.

Activity 1.1: Seeking permission**(15 min)**

1. Ask participants; what do you do when you want to borrow something from your friends/colleagues?

Expected Answer: We ask permission.

2. Make pairs of the participants.
3. Now tell them open page 58 of the Grade 4 English textbook.
4. Read and practice the given dialogues.

- i. Faraz: May I borrow your helmet? I need it for tomorrow's match.
- ii. Saad: Of course, but try to return it soon.
- iii. Faraz: Sure, thank you.

- i. Asma: Could you please help me complete my new painting?
- ii. Samra: Yes, sure. But I think you should first try it yourself.
- iii. Asma: You are right. I should try it at least once.
- iv. Samra: I am sure you can do it.
- v. Asma: Thank you so much.

5. Now practice asking permission to borrow different things (a spare pencil, a book, etc.) with your pair.
6. Take 3/4 responses and conclude the activity with the following facilitator's input:

Facilitator's Input:

- **'May'** and **'Could'** both are used to seek permission.
- Tell participants that there is a slight difference using them
- **May:** is used only with the subject 'I' **e.g.,**
May I leave this room?
- **Could:** is used with different subjects **e.g.,**
Could I call you later?
Could you please help me?

Topic 2: Rhyming Words**20 min**

Objective: By the end of this session, the participants will be able to:

- use a one-syllable rhyming word.

Activity 2.1: Brainstorming**(10 min)**

1. What do you know about rhyming words?
Expected Answer: Words with the same ending sounds.
2. What is the one-syllable word?
Expected Answer: Word that has a single vowel sound.
3. **Tell participants;** take out page 70 (Grade: 1).
4. Write the following rhyming words on the writing board.
Class Glass Time Lime
Run Fun Hat Bat
5. Tell participants; Read the given pairs of one-syllable rhyming words.
6. Now tell them to fill in the blanks with correct rhyming words.
 - i. 'Cat' rhymes with _____ (hat, mouse)
 - ii. 'Sun' rhymes with _____ (goat, bun)
 - iii. 'Hen' rhymes with _____ (ten, rain)
 - iv. 'Ring' rhymes with _____ (swing, nut)
7. Take 4-5 responses.
8. Give your input if needed and conclude the activity.

Activity 2.2: Individual Work**(10 min)**

1. Tell participants; take out page 6 (Grade: 2).
2. Read the given rhyming words.
away - play. tug - bug
3. Now match the given rhyming words.
Me Last
Fast There
Where She
4. Ask participants to write three rhyming words in their notebooks.
5. Take 4-5 responses and conclude the activity.

Topic 3: Be, Do and Have as helping Verb**15 min****Objective:** By the end of this session, the participants will be able to:

- Identify and make simple sentences with verbs be, do and have as main and helping verb.

Activity 3.1: Use of Be (am, is, are), Do and Have as helping Verb**(15 min)**

- Ask participants to open page 53 of the Grade 4 English Textbook.
- Tell them to read the given sentences and note the use of helping verbs.
 - She is playing with the doll.
 - They are not going to Lahore.
 - He was not on leave.
 - We have not received the parcel.
 - They were not tired.
 - She has not completed her tasks.
- Ask participants what you have observed about the use of helping verbs in the given sentences.

Expected Response: 'Not' is used with the helping verbs in all sentences.

- Now circle the helping verbs and underline the main verbs in the given sentences.
 - The cows are not grazing in the fields.
 - She has sewn her dress.
 - We did not watch the news channel.
 - He had not gone yet.
 - He is drinking mango juice.
- Take 4-5 responses and provide feedback.

Interrogative Sentence of 'Be' and 'Do'.

- Tell participants to read the given interrogative sentences and notice the use of different forms of 'be' and 'do'

Be (am, is, are)	Do
Is the hawk eating a frog?	Does Ali ride a bicycle?
Are the boys playing?	Do we get up early?
Am I reading a storybook?	Did they learn a lesson?
Was Anum cooking food?	
Were a frog and a mouse swimming in the pond?	

- Ask participants to write ten interrogative sentences of the forms of 'be' and 'do' in your notebook.
- Conclude the activity by giving your input.

Topic 4: Ordinal Numbers**10 min****Objective:** Participants will be able to:

- write ordinal numbers from 1-10.

Activity 4.1: Brainstorming**(10 min)**

1. What are ordinal numbers?

Expected Answer: The numbers defining the position of something in a series, such as ‘first’, ‘second’, or ‘third’ are called ordinal numbers.

2. Ask participants to take out page 92 of Grade 1 English textbook.

3. Read the following:

First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth

These are called ordinal numbers.

4. Do exercise **C.1.iii** in their Grade 1 textbooks.

5. Write the ordinal numbers in words in their correct position on page 93.

6. Give your input if needed and conclude the activity.

Topic 5: Present Continuous Tense**15 min**

Objective: By the end of this session, the participants will be able to:

- illustrate the use of present continuous tense in speech and writing.

Activity 5.2: Writing Sentences Using Present Continuous Tense**(15 min)**

1. Ask participants what is present continuous?

Expected Answer: ongoing action in present. The present continuous tense is used to express an ongoing action in the present time
2. Ask participants to open page 125 of the Grade 5 English Textbook.
3. Read the structure of the present continuous tense.
4. Now read the following sentences. Notice the use of present continuous tense.
 - i. I am going to visit Naran tomorrow.
 - ii. I am not going to visit Naran tomorrow.
 - iii. Am I going to visit Naran tomorrow?
5. Once participants have understood the structure of present continuous tense ask them to complete the following sentences by putting in the correct verb forms.
 - i. She is _____cakes for guests. (make, making)
 - ii. They are not _____their grandparents. (visit, visiting)
 - iii. Am I _____ with you? (go, going)
6. Ask participant; write six sentences using present continuous tense in your notebooks.
7. Conclude the activity by giving your input.

What have I learned!

- To find out the effectiveness of the session, ask participants the following questions:
 - i. How will you help your students making rhyming words?
 - ii. When do we use ordinal numbers?
 - iii. Which helping verbs are used in the present continuous tense?

ایک دوسرے کا مال آپس میں ناحق نہ کھاؤ۔

(سورۃ البقرہ آیت 188)

رشوت دینے اور لینے والے پر اللہ تعالیٰ کی لعنت ہے۔

(ابن ماجہ)

SAY **NO** TO
CORRUPTION



قومی ترانہ

پاک سر زمین شاد باد کشورِ حسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان!

مرکزِ یقین شاد باد

پاک سر زمین کا نظام قوتِ اُخوتِ عوام
قوم، ملک، سلطنت پائندہ، تابندہ باد

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال!

سایۂ خدائے ذوالجلال

DIRECTORATE OF PROFESSIONAL DEVELOPMENT (DPD)

Charsadda Road, Landay Sarak Larama, Near Benazir University, Peshawar
Email: director.dpd@kpese.gov.pk Phone: 091-9224783

www.pitekp.gov.pk