

ULLENS SCHOOL DAILY LESSON PLAN

CLASS LEVEL:	SUBJECT:	DATE:
LESSON TOPIC:		PERIOD NUMBER
LESSON OBJECTIVES:		
MATERIALS FOR ACTIVITIES & CLASS WORK:		
HOMEWORK ACTIVITIES: [check for completion or incomplete]		
CLASS ASSIGNMENTS: [any type of activity that is used to measure ST. knowledge]		

LESSON NOTES

Use this table as needed either daily or weekly. This is for your use ONLY so that you can evaluate the instruction given to the Students.

ACTIVITIES THAT WORKED:

MODIFICATION NEEDED:

PROBLEMS ENCOUNTERED WITH MATERIALS &/OR PLANNING OF LESSON:

STUDENT DIFFICULTIES:

STUDENT SUCCESSES:

ULLENS SCHOOL - UNIT PLAN

SUBJECT & CLASS LEVEL	TIME LINE:	NUMBER OF PERIODS:
GENERAL SUBJECT GOALS: [use a separate sheet if this space is not large enough]		
UNIT GENERAL GOALS/OBJECTIVE:		
<u>PRIOR TEACHER PLANNING ACTIVITIES:</u> [HIGHLIGHT the items that you need to do]		
1. <u>FIELD TRIP:</u>		
<ul style="list-style-type: none"> ➤ Teacher does a PRE-TRIP VISIT to field trip site – YES –NO 		
<ul style="list-style-type: none"> ➤ Trip Letter to Parents; permission; information; guide– YES – NO 		
<ul style="list-style-type: none"> ➤ Field Trip Information to Coordinator/Principal – YES – NO 		
<ul style="list-style-type: none"> ➤ Prepare Field Trip Sheets – YES – NO 		
<ul style="list-style-type: none"> ➤ Prepare Post Trip Sheets - YES - NO 		
<ul style="list-style-type: none"> ➤ Camera – YES - NO 		
2. <u>PREPARE RESOURCE AREA:</u>		<u>LIST ANY OTHER ITEMS NEEDED:</u>
<ul style="list-style-type: none"> ➤ Collect books from library – YES – NO 		
<ul style="list-style-type: none"> ➤ Use of Science Laboratory – YES - NO 		
<ul style="list-style-type: none"> ➤ Prepare Bulletin Board Area – YES - NO 		
<ul style="list-style-type: none"> ➤ Parking Lot Sheets – YES – NO 		
<ul style="list-style-type: none"> ➤ Collect Necessary Items – YES - NO 		
<ul style="list-style-type: none"> ➤ Charts – YES - NO 		
<ul style="list-style-type: none"> ➤ Maps – YES - NO 		
<ul style="list-style-type: none"> ➤ Camera – YES - NO 		
3. <u>EXHIBITION &/OR CLASS CELEBRATIONS:</u>		
<ul style="list-style-type: none"> ➤ Invitation letter/card to Parents – YES – NO 		
<ul style="list-style-type: none"> ➤ Preparation of Students 		
<ul style="list-style-type: none"> ➤ Master of Ceremonies Student Training – YES - NO 		
<ul style="list-style-type: none"> ➤ Camera – YES - NO 		
4. <u>PUT INFORMATION IN MONTHLY NEWSLETTER:</u> – YES - NO		
<ul style="list-style-type: none"> ➤ 		
5. <u>PUT INFORMATION IN TERMINAL PARENT MAGAZINE:</u> – YES - NO		
<ul style="list-style-type: none"> ➤ 		

ULLENS SCHOOL
Lalitpur-13, Khumaltar
Lalitpur, Nepal
Telephone- 977-01-5570724
Fax- 977-01-5524609

Date Letter sent to Parent/Guardian: _____

RE: CLASS FIELD TRIP

Dear Parent/Guardian;

We the Class Level ____ Team Teachers wish to advise you of the up-coming educational field trip in which your child will participate. Please note the following important information.

- **WHEN:** _____
- **DEPARTURE TIME:** _____
- **WHERE:** _____
- **MODE OF TRANSPORTATION:** _____
- **LUNCH NEEDED:** _____
- **SNACK NEEDED:** _____
- **ANY PARTICULAR NEEDS OF CHILD:** _____

To ensure the safety of each student in the class and to create the most effective field trip learning environment we kindly request parents and/or a relative who are available to come as student chaperons. We hope to have **one** parent/guardian for every **6** students. If you accept to help your child, please come **at least 30 minutes prior to the departure time indicated above** so that we can explain the field trip details to you. Please indicate below if you are able to be a student chaperon.

- **NAME OF PARENT/GUARDIAN/RELATIVE:** _____
- **TELEPHONE NUMBER:** _____ **[DAY]:** _____ **[EVENING]:** _____
- **I CAN ARRIVE 30 MINUTES BEFORE TRIP DEPARTURE TIME:** **YES** ___ **NO** ___

Thank you for helping your child in his/her educational activities. Home support is an important factor in your child's academic success. Without your kind help these educational field trips would not be possible.

Respectfully yours;

Class Level Team Teachers.

Return this letter tomorrow with your child. Please sign the bottom.

I have read the Class Field Trip Information Letter: Signature: _____

I can be a student chaperon: Signature: _____

The following member of our family can be a student chaperon: _____

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RE: REQUEST TO HELP YOUR CHILD WITH CLASS PROJECT

Dear Parent/Guardian;

We the Class Level ____ Team Teachers wish to advise you of the up-coming class project in which your child will participate. Please note the following important information.

- **WHEN:** _____
- **TOPIC:** _____

How can you help your child? **This is easy.** You can do the following when your child requests your help:

- Give her/him **verbal** information about the above topic.
- Your child may need pictures of himself/herself so please label them on the back
- Your child may ask if he/she can bring particular items and/or pictures from home to display with his/her project. **[Please put your family name on each so that they can be returned to you safely].**
- Your child may need guidance but we request that you **do not do the project work for him/her.** If per chance something is too difficult please send us a note in your child’s agenda book.

If you can help in any other way such as being a guest speaker, or presenting special events that are important to your family’s ethnic background please contact me at _____. The whole class is looking forward to this unit.

Thank you for helping your child in his/her educational activities. Home support is an important factor in your child’s academic success. Without your kind help these educational class projects would not be possible.

Respectfully yours;

Class Level Team Teachers.

Return this letter tomorrow with your child. Please sign the bottom.

I have read the Class Project Information Letter: Signature: _____

As a parent/caretaker I can help with this project by being:

- 1. A Guest Speaker: YES _____
- 2. Provide Items for Display: YES _____
- 3. Be a Class Volunteer to help with Project Completion: YES _____

The following member of our family help with this project by being: _____

- 1. A Guest Speaker: YES _____
- 2. Provide Items for Display: YES _____
- 3. Be a Class Volunteer to help with Project Completion: YES _____

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Date Letter sent to Parent/Guardian: _____

RE: CLASS PROJECT INVITATION

Dear Parent/Guardian;

We the Class Level ____ Team Teachers wish to invite you and/or other family members for the up-coming educational class project event in which your child will participate. Please note the following important information.

- **CLASS PROJECT SUBJECT TOPIC:** _____
- **TYPE OF EVENT:** _____
- **WHEN:** _____
- **STARTING TIME:** _____
- **WHERE:** _____

To ensure the success of this class event we kindly request your help in the following areas:

- **SNACK NEEDED: YES** _____ **TYPE OF SNACK:** _____ **NO** _____
- **OTHER NEEDS:** _____

In case one of your child's Class Level Team Teachers need to contact you please indicate:

- **TELEPHONE NUMBER:** _____ **DAY** _____ **EVENING:** _____

Thank you for helping your child in his/her educational activities. Home support is an important factor in your child's academic success. Without your kind helps these educational class projects would not be possible or even as great a success.

Respectfully yours;

Class Level Team Teachers.

Return this letter tomorrow with your child. Please sign the bottom.

I have read the Class Project Invitation Letter: Signature: _____

The number of family members attending my child's Class Project Event which includes a special relative to my child is: _____

I can help with the food for this class event: YES _____ **NO** _____

If YES write what you can bring as a snack: _____

ADMINISTRATION DIA INFORMATION NOTICE

Please submit this to the Principal's office **at least five days PRIOR** to the Developmental Interactive Approach [DIA] class room event.

The school secretary gives **a copy** to the **Principal**. The **original copy** is filed in the **DIA Activities Binder for the current school year**.

1. SENT TO:

- **Principal:** YES _____ NO _____
- **Vice Principal:** YES _____ NO _____
- **Other School Personnel:** YES _____ NO _____ Name: _____
- **Please reply if you can attend as soon as possible by putting a copy of this form in the respective teachers mail slot/box**
- **CLASS LEVEL:** _____
- **SUBJECT:** _____

2. TYPE OF DIA CLASS EVENT:

- **Field trip:** YES _____
- **Class Project Event:** YES _____ TYPE: _____

- **Other: Explain briefly:** _____

- **WHEN:** _____
- **TIME:** _____
- **WHERE:** _____
- **OTHER INFORMATION NEEDED:** _____

Respectfully yours;

Class Subject Teacher
Class Level Team Teachers.

ADM. FORM – 7.01.03

Remember that; each individual story is considered ONE UNIT; that not all stories need to be taught; that each story unit needs to have the 6 English area skills within the Unit; that you can focus on one English area skill for each story.
 Once all stories of the text book have been read these are the steps to follow: **1.** decide on the time line for each story: **2.** which English skills are most found in this story: **3.** From the English skills area then choose the main focus for the story/unit

STORY TITLE	MAJOR THEME	ENGLISH SKILLS	FOCUS OF UNIT-STORY	INTEGRATED SUBJECT	# OF PERIODS	TIME LINE GIVEN	MARK

Ullens School
Khumaltar 13, Lalitpur
Report Year

Name: Anita Ghale

Grade: Five

Teacher: Ms. Rita Ale

Description of the grades

- O : Outstanding** has mastered subject's objectives with understanding and can apply the objective's concepts with accuracy
- E : Excellent** has mastered subject's objectives with understanding and can apply the objective's concepts with accuracy
- V : Very Good** has mastered the majority of subject's objectives with understanding and can apply the objective's concepts with accuracy
- G : Good** has mastered subject's objectives with understanding and can apply the objective's concepts with accuracy
- S : Satisfactory** has mastered subject's objectives with understanding and can apply the objective's concepts with accuracy
- I : Improvement shown** ...is mastering subject's objectives with more understanding and is applying the objective's concepts with more regularity
- NI: Needs Improvement** . has not mastered subject's objectives with understanding and cannot apply the objective's concepts
- NA: Not Applicable**.....is not evaluated at this time

Social studies (Unit One- Child, child's family and his/her neighborhood)

S	Objectives	Testing device	Grades	Remark
1	Tell occupation and professions of his/ her neighbors.			
a	Define neighbor, occupation and profession			
b.	Write occupations and professions of at least five neighbors			
c.	Categorize occupation and profession according to the purpose			
d.	Write five works of at least five occupations/ professions.			
2	Behave well with neighbors			
a.	Define four importance of neighbors			
b.	Note down five good behavior of neighbors			
c.	Say five different ways of treating neighbors well			

Teacher's observation reporting while teaching this unit:

Subject Teacher's Signature
Date:

Coordinator's signature
Date:

Principal's signature
Date:

Ullens School
Khumaltar 13, Lalitpur
Report Year

Name: Anita Ghale

Grade: Five

Teacher: Ms. Rita Ale

Social studies

S	Units	Attd.	HW	CW	PW	CP	UT	G. Total
		10	10	10	15	5	50	100
1	Child, Child's family, his/her neighborhood							
2	Nepalese tradition, values and norms							
3	Social problems, modification and solution							
4	Civic sense							
5	Geography							
6	History							
7	Nepalese economic activities							
8	Curriculum developed by school							
Grand Total								

Social studies

S	Units	FM	UT	Terminal	G. Total
			50%	50%	100
1	Child, Child's family, his/her neighborhood	10			
2	Nepalese tradition, values and norms	10			
3	Social problems, modification and solution	10			
4	Civic sense	20			
5	Geography	10			
6	History	10			
7	Nepalese economic activities	10			
8	Curriculum developed by school	20			
Grand Total		100			

Subject Teacher's Signature
Date:

Coordinator's signature
Date:

Principal's signature
Date:

Note: Attd - attendance; HW- Homework; CW- Class work; PW- project work; CP- Classroom Participation; UT- Unit Test; FM- Full Mark

EDUCATIONAL PHILOSOPHY

POLICY:

Ullens School's educational philosophy is based on the Developmental Interactive Approach which requires that students have opportunities to interact with their environment. Field trips, hands on projects and various educational activities that promote the development of the whole child are the foundation on which Nepal's Government school curriculum is taught within Ullens School's class rooms.

PROCEDURES:

Personnel and School Goals:

- Annually the teaching faculty and the Administrative staff meet under the direction of the Principal to review and discuss the school's goals. Through an evaluation process the goals are kept and/or changed depending on the needs of the students and the efficient delivery of educational instruction.
- Annually the teaching faculty and the Administrative staff write out personal professional goals. Teachers team formulate new class room goals which are submitted to the Principal prior to the end of the school year.
- These goals form part of the teaching and administrative staff's performance evaluation.

Reporting Procedures:

- Since subject instruction is done according to the Nepalese curriculum through a planned Unit Format, the reporting structure follows the same format.
- Student's reports rather than be standardized are developed according to the objective taught with each subject's unit. The results of the unit are sent to parents/guardians.
- Within the student's report card there is a cumulative summary so that both students and parents/guardians can keep track of the student's overall achievements.
- Curriculum evenings and parent/guardian conferences are set throughout each term. Parents/guardians are encouraged to come and meet with their child's teachers at any time during the school year.

Class Room Instruction:

- To ensure effective, efficient and respectful delivery of instruction the following forms keep communication lines clear.