WEEK 10

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| **Week Ending:** | | **DAY: THURSDAY** | | **Subject:** Science | | | |
| **Duration: 100mins** | | | | **Strand:** Humans & The Environment | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Understanding The Environment | | | |
| **Content Standard:**  B7.5.5.1 Demonstrate understanding of different plants and animals found in different land forms and how they survive (with emphasis land forms in Ghana) | | | **Indicator:**  B7.5.5.1.1 List and describe the different types of plants and animals that live in different land forms such as plateau plain, mountain valley and others (with emphasis on land forms in Ghana). | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**  Learners can describe the characteristics of plants and animals that allow them to thrive in different landforms. | | | | | **Core Competencies:**  Creativity and Innovation, Comm & Collaboration, Digital Literacy,  Critical thinking and Problem solving. | | |
| **References:** Science Curriculum Pg. 48 | | | | | | | |
| **NEW WORDS:** Landform, Adaptation, Plateau, Valley | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Project a scrambled image of a diverse landscape featuring different landforms (mountain, valley, plain) on the board.  Divide learners into teams and challenge them to unscramble the image and identify the landforms shown.  Briefly discuss how each landform might differ in terms of climate, vegetation, and animal life. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Divide the class into four groups and assign each group a landform: plateau, plain, mountain, or valley.  Provide each group with resources like textbooks, internet access (if available), or pre-prepared information sheets.  Task them to research the following for their assigned landform:   * **Characteristics:** Key features like altitude, temperature, rainfall * **Plant Adaptations:** How plants have adapted to survive in this environment (e.g., thick leaves in deserts, deep root systems in grasslands) * **Animal Adaptations:** How animals have adapted to survive (e.g., thick fur in cold mountains, keen eyesight on vast plains)   Each group presents their findings about their assigned landform. Encourage them to use visuals like pictures or diagrams to illustrate plant and animal adaptations.  Other groups can ask questions to gain a deeper understanding of the different landforms.  Provide learners with blank sheets of paper.  Ask them to create a simple album with four sections, each dedicated to a different landform (plateau, plain, mountain, valley).  In each section, learners can draw or paste pictures of plants and animals that live there and write a few sentences about their adaptations. | | | | | Pictures and charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Duration: 100mins** | | | | **Strand:** Humans & The Environment | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Understanding The Environment | | | |
| **Content Standard:**  B7.5.5.1 Demonstrate understanding of different plants and animals found in different land forms and how they survive (with emphasis land forms in Ghana) | | | **Indicator:**  B7.5.5.1.2 Explain the nature of associations that exist among plants and animals in different landforms and their mechanisms for survival | | | | **Lesson:**  2 of 2 |
| **Performance Indicator:**  Learners can identify and describe three types of relationships between organisms: mutualism, parasitism, and commensalism. | | | | | **Core Competencies:**  Creativity and Innovation, Comm & Collaboration, Digital Literacy,  Critical thinking and Problem solving. | | |
| **References:** Science Curriculum Pg. 48 | | | | | | | |
| **New words:** Symbiotic, Mutualism, Parasitism, Commensalism | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Prepare slips of paper with phrases like "provides food," "gets a ride," "gets harmed."  Learners draw a slip and silently act out the phrase. Others guess the type of interaction between organisms (mutualism, parasitism, and commensalism) based on the acting.  Discuss the concept of symbiosis (living together closely). | | | | |  | |
| PHASE 2: **NEW LEARNING** | Divide the class into three groups and assign each group a type of symbiotic relationship: mutualism, parasitism, and commensalism.  Provide each group with resources or pre-made information sheets about their assigned topic.  Task them to research and create a short story (written or role-played) that exemplifies their assigned relationship. The story should include:   * Two organisms involved (e.g., clownfish and anemone for mutualism) * How their relationship works * How it benefits (or harms) each organism   Each group presents their story or role-play about their assigned symbiotic relationship.  Encourage them to explain the key characteristics of mutualism, parasitism, and commensalism using clear examples.  After each presentation, have other groups ask questions to solidify understanding.  Briefly discuss the concept of adaptations (physical or behavioral changes that help organisms survive).  Divide learners into pairs and assign each pair a specific landform (e.g., desert, rainforest, mountains).  Provide them with resources or ask them to brainstorm examples of plants and animals that thrive in their assigned landform.  Challenge them to research or discuss specific adaptations these plants and animals possess to survive in their environment (e.g., cacti storing water in deserts, monkeys using long tails for balance in rainforests). | | | | | Pictures and charts | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |