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| **Week Ending:** | | | **DAY:** | | | | **Subject:** Science | | | |
| **Duration: 60mins per lesson** | | | | | | | **Strand:** Diversity Of Matter | | | |
| **Class:** B1 | | | **Class Size:** | | | | **Sub Strand:** Living And Non-Living Things | | | |
| **Content Standard:**  B1.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them | | | | | | **Indicator:**  B1.1.1.1.1 Observe and describe different kinds of things in the environment. | | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**  Learners can;   * Mention names of common things in the home and school. * Describe different kinds of things in the environment. * Sort things in the environment into living and non-living | | | | | | | | | **Core Competencies:**  Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| **Teaching/ Learning Resources** | | | | Pictures on plants and animals, different non-living things such as stones | | | | | | |
| **Keywords** | | Living things, non-living things, grow, move, breathe, and leaves, object. | | | | | | | | |
| **References:** ScienceCurriculum Pg. | | | | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** | | | | **PHASE 2: MAIN** | | | **PHASE 3: REFLECTION** | | |
|  | Ask learners, what is the name of your parents?  Let them know that everybody has a mother and a father. They are the people who gave birth to us. Baby Lions also have a mother and father | | | | Ask learners to mention the names of common things they see at home and school.  Referring them to pictures in their textbook, lead them to identify the items in the pictures.  Let them know that the things that can grow big, move and eat are called living things.  Guide them to talk about the other pictures on page that cannot breathe or grow, so they are called non-living things. | | | After the lesson, engage learners and deduce from them what they have learnt.  Go round and let each person tell you what they have learnt.  E.g.  1. All things in the world are said to be living or non-living. | | |
|  | Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to different kinds of things in the environment.  Set expectations for this lesson including what will be learnt and how learning will occur and assessed | | | | Learners go round the school community to identify living and non-living things.  Guide learners to work in groups to sort items into living and non-living.  Assist them to give reasons why they categorized specific things as living or non-living. | | | After the lesson, engage learners and deduce from them what they have learnt.  Go round and let each person tell you what they have learnt.  E.g.  1. All things in the world are said to be living or non-living. | | |
|  | Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to different kinds of things in the environment.  Set expectations for this lesson including what will be learnt and how learning will occur and assessed | | | | Guide learners to sort-out different things from the school into groups based on colors, shapes and size.  Let learners work in groups to create their own picture album using pictures or drawings of different living things.  With what they have learnt from grouping different things, guide them to place the items under the given criteria  Ask learners this question. A car can move, is it a living thing.  Let learners share their ideas with their group members. Each group should select a leader to tell the whole class their findings. | | | After the lesson, engage learners and deduce from them what they have learnt.  Go round and let each person tell you what they have learnt.  E.g.  1. All things in the world are said to be living or non-living. | | |