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| **Week Ending:**  | **DAY:**  | **Subject:** Science |
| **Duration:** 60mins per lesson | **Strand:** Diversity of matter |
| **Class:** B4 | **Class Size:**  | **Sub Strand:** Living & Non Living Things |
| **Content Standard:** B4.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them` | **Indicator:** B4.1.1.1.1 classify animals into insects, birds , mammals and reptiles | **Lesson:**1 OF 1 |
| **Performance Indicator:** Learners can classify animals into insects, birds , mammals and reptiles | **Core Competencies:**Problem Solving skills; Critical Thinking; Justification of Ideas; |
| **Teaching/ Learning Resources** | Pictures of living and non-living things in the environment |
| **References:** ScienceCurriculum Pg. 2 |

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| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
|  | Have learners watch a documentary on the life processes of some plants and animals | Learners embark on a walk to observe and record names of different kinds of animals in their community or show videos and pictures of different kinds of animals.  Learners talk about the different animals based on their limbs, body covering, height, shape, size, where they live, how they move, what they eat. Etc. Provide flashcards of many different animals to learners in groups.  | What have we learnt today?classify animals into insects, birds , mammals and reptiles Have learners to summarize the important points of the lesson Have learners to talk about their observations to class |
|  | Engage learners in the odd one out gameThe student will look at; for example four pictures or four different. Three of which have something in common and one is the odd one. The learner is to pick the odd one out. This game could be done in groups to bring competition  | Assist learners to sort the pictures into insects, birds, mammals and reptiles and produce animal classification cards or tables. Learners display and do presentations on their group work Learners to give reasons for their classifications. Ask Learners to identify things which are common to all the different kinds of animals.  Assist learners to mould different kinds of animals using suitable materials (such as papers, tack, clay, cardboard etc.).  | What have we learnt today?classify animals into insects, birds , mammals and reptiles Have learners to summarize the important points of the lesson Give learners task to draw some insects, birds and color them |