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| **Week Ending:** | | **DAY:** | | | **Subject:** Science | | |
| **Duration:** 60mins per lesson | | | | | **Strand:** Diversity Of Matter | | |
| **Class:** B5 | | **Class Size:** | | | **Sub Strand:** Living and Non Living Things | | |
| **Content Standard:**  B5.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them | | | | **Indicator:**  B5.1.1.1.1 know the life processes of living things | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**  Learners can know the life processes of living things | | | | | | **Core Competencies:**  Problem Solving skills; Critical Thinking; | |
| **Teaching/ Learning Resources** | | | Pictures of Plants and animals in the environment , plastics videos paper | | | | |
| **New words** | Living things, non-living things, growth, sensitivity, respiration, excretion, mammals | | | | | | |
| **References:** ScienceCurriculum Pg. 17 | | | | | | | |

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| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
|  | Let learners mention where we can locate plant and animals. Ask the learners to mention some life processes that they learnt about last year.  Drill learners on the correct pronunciation and the meanings of the new words.  Share performance indicators and introduce the lesson | Put learners into groups of four. Let each group select a leader and tell you how they react when someone flatulates.  Let three members of each group turn their backs to the leader. Ask the leader to drop an empty tin behind them or clap. Let them tell you how they reacted to the sound.  In their previous groups and same standing position, let the leader tap the shoulder or tickle one person. Let the three standing tell you what happened and how they reacted.  In a whole class activity, let learners place a pot of plant under a source of light. Make sure the source of light is available day and night for one week.  Ask them to place another potted plant in a dark place (under a table.). Let them observe the two potted plants after a week and write about how plants respond to light. | Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?  Home work  Describe how plants and humans respond to stimuli. |
|  | Let learners mention where we can locate plant and animals. Ask the learners to mention some life processes that they learnt about last year.  Drill learners on the correct pronunciation and the meanings of the new words.  Share performance indicators and introduce the lesson | Learners are to form groups of not more six learners. Each groups will plant maize seeds.  Observe the seed daily. Record what happens on each day. Record daily for a week.  Compare your report with your friends in other groups.  Have learners work in pairs. Let them find the differences between how plant and animals undergo each of the following processes:  Ask learners to compare pictures of themselves taken when they were in basic one and now.  Let them tell you what they see. Let them tell you what they observe in activity 3 above on how plants grow. | Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?  Home work  Write three characteristic each of plants, animals and humans.  Next Lesson: Compare the differences among things that are living, dead and things that have never been alive |