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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **SKELETON AND MUSCLES – Functions of the human skeleton**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the parts of a human beings skeleton
* Describe the functions of the skeleton in human beings.
* Develop interest in caring for human skeleton

**KEY INQUIRY QUESTION (S)**

1. What is the main function of the human skeleton?

**LEARNING RESOURCES**

Pictures of human skeleton, models of human skeleton, paper cut outs of the human skeleton, charts showing the human skeleton, puppets

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 29-30

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention to activity 28 on page 29 of the learner’s book.

Lead them outside of the classroom

Guide them to do exercises such as jumping, bending, walking, running, and sitting

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to identify the parts of the human skeleton that enables them to perform the activities they have done

**STEP 2**

Guide the learners back to the classroom

Help them to access the internet using digital devices to watch a video clip of functions of the human skeleton

Ask them to identify and describe the functions of the human skeleton mentioned in the video

**STEP 3**

Task the learners to discuss the functions of the skull, backbone, ribcage and limb bones

Let them discuss other functions mentioned in the video

**STEP 4**

Take the learner’s through the “now l know that ...” section on page 30 0f the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to draw and model a human skeleton

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **SKELETON AND MUSCLES – types of muscles**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the 3 types of human muscles
* Describe the functions of the skeleton in human beings.
* Develop interest in caring for human skeleton

**KEY INQUIRY QUESTION (S)**

1. What is the main function of the human skeleton?

**LEARNING RESOURCES**

Pictures of human skeleton, models of human skeleton, paper cut outs of the human skeleton, charts showing the human skeleton, puppets

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 30

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to do digital activity on page 30 of the learner’s book

Help the learners use tablets to find out the types of muscles in a human body by opening the linked provide in the textbook

**STEP 2**

Let the learners watch the video clip and list the types of muscles mentioned.

Let them talk about the types of muscles

**STEP 3**

Let them share their experiences

**STEP 4**

Take the learner’s through the “now l know that ...” section on page 30 0f the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to draw and model a human skeleton

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **SKELETON AND MUSCLES – functions of skeletal muscles**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the functions of skeletal muscles
* Describe the functions of the skeleton in human beings.
* Develop interest in caring for human skeleton

**KEY INQUIRY QUESTION (S)**

1. What is the main function of the human skeleton?

**LEARNING RESOURCES**

Pictures of human skeleton, models of human skeleton, paper cut outs of the human skeleton, charts showing the human skeleton, puppets

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 31

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention to activity 29 0n page 31 of the learner’s book

Guide them to observe the pictures of the learners lifting a table

Ask them to discuss the importance of muscles when carrying out the activity in the picture

**LESSON DEVELOPMENT**

**STEP 1**

Tell the learners to show one another where the skeletal muscles are found, and share how skeletal muscles are useful to us

**STEP 2**

Help the learners use tablets to find out the functions of skeletal muscles in the human body by opening the link provided in their textbooks

**STEP 3**

In groups guide the learners to discuss the functions of the skeletal muscles in the human body.

Learners to discuss also how to take care of their muscles and bones

**STEP 4**

Take the learner’s through the “now l know that ...” section on page 31 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to do assessment 1.7 on page 32 of the learner’s book

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **THE BREATHING SYSTEM – Parts of the breathing system**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify parts of the human breathing system
* Draw and label the parts the human breathing system
* Develop interest in protecting the breathing system

**KEY INQUIRY QUESTION (S)**

1. How can we prevent most of the illnesses of the breathing system?

**LEARNING RESOURCES**

Pictures/charts/models/poster of the breathing system

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 32

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention on page 32 of the learner’s book

Guide them to observe the pictures

Lead the learners to focus on the diagram on page 33 of the parts of a breathing system

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to watch a video clip showing how the parts of the breathing system work

Guide them to observe the floe of the air from the nose to the lungs

**STEP 2**

Ask learners the learners to identify the different parts of the breathing system from the video and label the parts of the breathing system

**STEP 3**

Display a chart of the human breathing system

Ask learners to observe the different parts

Let the learners spell out the names of the parts and observe the shapes too

**STEP 4**

Guide the learners to draw the breathing system

Let them label the different parts of the breathing system

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 34 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to model the parts of the breathing system

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **THE BREATHING SYSTEM – functions of part of the breathing system**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify functions of the human breathing system
* Draw and label the parts the human breathing system
* Develop interest in protecting the breathing system

**KEY INQUIRY QUESTION (S)**

1. How can we prevent most of the illnesses of the breathing system?

**LEARNING RESOURCES**

Pictures/charts/models/poster of the breathing system

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 32

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to do the digital activity on page 34 of the learner’s book

Help the learner’s to use tablets to find out about the function of the parts of the breathing system by opening the link provided in the textbook

**STEP 2**

Ask learners the learners to watch the video and talk about what they have seen

**STEP 3**

Task them to name the parts of the breathing system mentioned in the video

Guide them to discuss the functions of the nose, trachea, lungs and diaphragm

**STEP 4**

Learners to present their findings to the class

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 34 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to model the parts of the breathing system

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **THE BREATHING SYSTEM – diseases that affect the human breathing system (TB)**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. State the functions of major parts of the human breathing system
2. Discuss the cause of illnesses that affect the breathing system.
3. Develop interest in protecting the breathing system.

**KEY INQUIRY QUESTION (S)**

1. How can we prevent most of the illnesses of the breathing system?

**LEARNING RESOURCES**

Pictures/charts/models/poster of the breathing system

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 35

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners through the content on page 35 of the learner’s book

Let them share their experience

Build on that information and lead the learners to focus on activity 32 on page 35 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to name diseases they know that affect the breathing system

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for diseases that affect the human breathing system and to name the diseases

**STEP 3**

Task them to find out the causes, signs, symptoms and prevention of the colds, influenza, TB, pneumonia, asthma, coughs and COVID 19

**STEP 4**

Task them to hold group discussions and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 35 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to model the parts of the breathing system

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **THE BREATHING SYSTEM – diseases that affect the human breathing system (Pneumonia and colds))**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. State the functions of major parts of the human breathing system
2. Discuss the cause of illnesses that affect the breathing system.
3. Develop interest in protecting the breathing system.

**KEY INQUIRY QUESTION (S)**

1. How can we prevent most of the illnesses of the breathing system?

**LEARNING RESOURCES**

Pictures/charts/models/poster of the breathing system

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 35

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners through the content on page 35 of the learner’s book

Let them share their experience

Build on that information and lead the learners to focus on activity 32 on page 35 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to name diseases they know that affect the breathing system

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for diseases that affect the human breathing system and to name the diseases

**STEP 3**

Task them to find out the causes, signs, symptoms and prevention of the colds, influenza, TB, pneumonia, asthma, coughs and COVID 19

**STEP 4**

Task them to hold group discussions and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 35 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to model the parts of the breathing system

**REFLECTION ON THE LESSON:**

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|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **THE BREATHING SYSTEM – diseases that affect the human breathing system (coughs and influenza)**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. State the functions of major parts of the human breathing system
2. Discuss the cause of illnesses that affect the breathing system.
3. Develop interest in protecting the breathing system.

**KEY INQUIRY QUESTION (S)**

1. How can we prevent most of the illnesses of the breathing system?

**LEARNING RESOURCES**

Pictures/charts/models/poster of the breathing system

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 35

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners through the content on page 35 of the learner’s book

Let them share their experience

Build on that information and lead the learners to focus on activity 32 on page 35 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to name diseases they know that affect the breathing system

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for diseases that affect the human breathing system and to name the diseases

**STEP 3**

Task them to find out the causes, signs, symptoms and prevention of the colds, influenza, TB, pneumonia, asthma, coughs and COVID 19

**STEP 4**

Task them to hold group discussions and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 35 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to model the parts of the breathing system

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **THE BREATHING SYSTEM – diseases that affect the human breathing system (covid 19)**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. State the functions of major parts of the human breathing system
2. Discuss the cause of illnesses that affect the breathing system.
3. Develop interest in protecting the breathing system.

**KEY INQUIRY QUESTION (S)**

1. How can we prevent most of the illnesses of the breathing system?

**LEARNING RESOURCES**

Pictures/charts/models/poster of the breathing system

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 35

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners through the content on page 35 of the learner’s book

Let them share their experience

Build on that information and lead the learners to focus on activity 32 on page 35 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to name diseases they know that affect the breathing system

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for diseases that affect the human breathing system and to name the diseases

**STEP 3**

Task them to find out the causes, signs, symptoms and prevention of the colds, influenza, TB, pneumonia, asthma, coughs and COVID 19

**STEP 4**

Task them to hold group discussions and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 35 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to model the parts of the breathing system

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HUMAN BODY**

**SUB STRAND**:  **THE BREATHING SYSTEM – making a model of the human breathing system**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Watch a video clip on the model of a human breathing system
* Model a human breathing system using locally available materials
* Observe safety while handling materials
* Develop interest in protecting the breathing system

**KEY INQUIRY QUESTION (S)**

1. How can we prevent most of the illnesses of the breathing system?

**LEARNING RESOURCES**

Pictures/charts/models/poster of the breathing system

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 39

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Organise the learners in groups

With the learners list and avail locally available materials that can be used to make a model of the breathing system

**STEP 2**

Teacher to demonstrate to demonstrate the steps for making a model of the breathing system as the learners observe

**STEP 2**

Guide the learners to work in groups to make a model of the breathing system by following the steps on page 39 of the learner’s book

Carry out discussions during the class activity

* Communication and collaboration as learners work together

**STEP 4**

Learners to display their artworks and freely comment on each other’s work

* Self efficacy as learner’s deep affection of their models

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to do assessment 1.8 on page 40 of the learner’s book

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **DISEASES – WATERBORNE DISEASES**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain what is waterborne disease
* State some of the waterborne diseases
* Desire to prevent waterborne diseases

**KEY INQUIRY QUESTION (S)**

1. How do waterborne diseases spread?
2. How can typhoid, bilharzia dysentery and cholera be prevented?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing people suffering from typhoid, cholera, dysentery, bilharzia

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 41

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners to open page 41 of the learner’s book and focus on activity one

Let them talk about the picture and share personal experiences about the hospital and why people go to hospitals

Let them talk about how they were treated

**STEP 2**

Guide the learners to complete activity 2 on page 41 of the learner’s book

Ask them to discuss what they can see in the picture

**STEP 3**

Using tablets, guide the learners to search the internet for examples of diseases spread by contaminated water

Let them record the names of these diseases and share personal experiences if they have any

**STEP 4**

Guide them to identify and list other waterborne diseases

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 42 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to search for water disease that mostly affect people around their locality

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **DISEASES – WATERBORNE DISEASES - TYPHOID**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Name some of the waterborne diseases
* Discuss the cause of some waterborne diseases
* Desire to prevent waterborne diseases

**KEY INQUIRY QUESTION (S)**

1. How do waterborne diseases spread?
2. How can typhoid, bilharzia dysentery and cholera be prevented?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing people suffering from typhoid, cholera, dysentery, bilharzia

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 42-45

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct learner’s to activity 3 on page 42 of the learner’s

Ask them to talk about the person wearing white clothes in the picture.

They should state the profession of the person

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to name diseases that spread by contaminated water

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for waterborne diseases that affect the human beings

**STEP 3**

Task them to find out the causes, signs, symptoms and prevention of typhoid

**STEP 4**

Task them to hold group discussions and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 43 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 5 on page 45 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **DISEASES – WATERBORNE DISEASES - bilharzia**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Name some of the waterborne diseases
* Discuss the cause of some waterborne diseases
* Desire to prevent waterborne diseases

**KEY INQUIRY QUESTION (S)**

1. How do waterborne diseases spread?
2. How can typhoid, bilharzia dysentery and cholera be prevented?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing people suffering from typhoid, cholera, dysentery, bilharzia

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 42-45

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct learner’s to activity 3 on page 42 of the learner’s

Ask them to talk about the person wearing white clothes in the picture.

They should state the profession of the person

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to name diseases that spread by contaminated water

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for waterborne diseases that affect the human beings

**STEP 3**

Task them to find out the causes, signs, symptoms and prevention of bilharzia

**STEP 4**

Task them to hold group discussions and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 44 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 5 on page 45 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **DISEASES – WATERBORNE DISEASES - cholera**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Name some of the waterborne diseases
* Discuss the cause of some waterborne diseases
* Desire to prevent waterborne diseases

**KEY INQUIRY QUESTION (S)**

How do waterborne diseases spread?

How can typhoid, bilharzia dysentery and cholera be prevented?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing people suffering from typhoid, cholera, dysentery, bilharzia

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 42-45

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct learner’s to activity 3 on page 42 of the learner’s

Ask them to talk about the person wearing white clothes in the picture.

They should state the profession of the person

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to name diseases that spread by contaminated water

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for waterborne diseases that affect the human beings

**STEP 3**

Task them to find out the causes, signs, symptoms and prevention of cholera

**STEP 4**

Task them to hold group discussions and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 44 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 5 on page 45 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **DISEASES – WATERBORNE DISEASES - dysentry**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Name some of the waterborne diseases
* Discuss the cause of some waterborne diseases
* Desire to prevent waterborne diseases

**KEY INQUIRY QUESTION (S)**

1. How do waterborne diseases spread?
2. How can typhoid, bilharzia dysentery and cholera be prevented?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing people suffering from typhoid, cholera, dysentery, bilharzia

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 42-45

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct learner’s to activity 3 on page 42 of the learner’s

Ask them to talk about the person wearing white clothes in the picture.

They should state the profession of the person

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to name diseases that spread by contaminated water

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for waterborne diseases that affect the human beings

**STEP 3**

Task them to find out the causes, signs, symptoms and prevention of dysentery

**STEP 4**

Task them to hold group discussions and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 45 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 5 on page 45 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **External body parasites – soil transmitted diseases**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify common external parasites
* Draw and colour some of the external parasite
* Desire to keep cleanliness to prevent external body parasites

**KEY INQUIRY QUESTION (S)**



**LEARNING RESOURCES**

Pictures/charts/posters/ showing people suffering from lice, scabies, jiggers

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 46

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners to open page 41 of the learner’s book and focus on activity 6

Let them observe the picture and brainstorm the possible causes of the condition affecting the person in the picture. How is the condition spread?

Let the learners give their thoughts and observation

**STEP 2**

Guide the learners to use the internet to search, identify and name the common internal body parasites show in the pictures

**STEP 3**

Using tablets, guide the learners to search the internet for examples of diseases caused by external parasites

Let them record the names of these diseases and share personal experiences if they have any

**STEP 4**

Guide them to identify and list other diseases spread through contaminated soil

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to search for soil transmitted disease that mostly affect people around their locality

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **External body parasites – soil transmitted diseases – lice**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify common external parasites
* Discuss the prevention methods of common external parasites
* Desire to keep cleanliness to prevent external body parasites

**KEY INQUIRY QUESTION (S)**



**LEARNING RESOURCES**

Pictures/charts/posters/ showing people suffering from lice, scabies, jiggers

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 47

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick

Let the learners share their experience

**LESSON DEVELOPMENT**

**STEP 1**

Observe the picture on page 47 of the learner’s book

Ask learners to identify the external parasite

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for soil transmitted diseases that affect the human beings

**STEP 3**

Task them to find out the causes, signs and symptoms and prevention and management of lice

**STEP 4**

Task them to hold group discussions on causes, signs and symptoms and prevention and management of lice and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 47 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 9 on page 49 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **External body parasites – soil transmitted diseases – scabies**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify common external parasites
* Discuss the prevention methods of common external parasites
* Desire to keep cleanliness to prevent external body parasites

**KEY INQUIRY QUESTION (S)**



**LEARNING RESOURCES**

Pictures/charts/posters/ showing people suffering from lice, scabies, jiggers

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 48

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick

Let the learners share their experience

**LESSON DEVELOPMENT**

**STEP 1**

Observe the picture on page 48 of the learner’s book

Ask learners to identify the external parasite that has affect the part of the body

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for soil transmitted diseases that affect the human beings

**STEP 3**

Task them to find out the causes, signs and symptoms and prevention and management of scabies

**STEP 4**

Task them to hold group discussions on causes, signs and symptoms and prevention and management of scabies and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 48 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 9 on page 49 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **External body parasites – soil transmitted diseases – jiggers**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify common external parasites
* Discuss the prevention methods of common external parasites
* Desire to keep cleanliness to prevent external body parasites

**KEY INQUIRY QUESTION (S)**



**LEARNING RESOURCES**

Pictures/charts/posters/ showing people suffering from lice, scabies, jiggers

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 48

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick

Let the learners share their experience

**LESSON DEVELOPMENT**

**STEP 1**

Observe the picture on page 47 of the learner’s book

Ask learners to identify the external parasite

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for soil transmitted diseases that affect the human beings

**STEP 3**

Task them to find out the causes, signs and symptoms and prevention and management of jiggers

**STEP 4**

Task them to hold group discussions on causes, signs and symptoms and prevention and management of jiggers and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 48 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 9 on page 49 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **Internal body parasites – common internal diseases**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify common internal parasites
* Draw and colour some of the internal parasite
* Desire to keep cleanliness to prevent external body parasites

**KEY INQUIRY QUESTION (S)**



**LEARNING RESOURCES**

Pictures/charts/posters/ showing internal parasites

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 50

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick.

Let them share their experiences

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners to open page 50 of the learner’s book and focus on activity 10

Let them observe the picture and talk about internal body parasites

Guide them to share personal experiences about internal parasites

**STEP 2**

Guide the learners to use the internet to search, identify and name the common internal body parasites show in the pictures

**STEP 3**

Using tablets, guide the learners to search the internet for examples of diseases caused by internal parasites

Let them record the names of these diseases and share personal experiences if they have any

**STEP 4**

Guide them to identify and list other diseases spread by internal parasites

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to visit a doctor or a nurse with their locality and as he or she give talk about common internal body parasites

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **Internal body parasites – common internal parasites – roundworms**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify common internal parasites
* Discuss the prevention and management of roundworms infection
* Desire to keep cleanliness to prevent internal body parasites

**KEY INQUIRY QUESTION (S)**



**LEARNING RESOURCES**

Pictures/charts/posters/ showing internal parasites

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 51

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick

Let the learners share their experience

**LESSON DEVELOPMENT**

**STEP 1**

Observe the picture on page 51 of the learner’s book – fig 11

Ask learners to identify the internal parasite

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for common internal parasites

**STEP 3**

Task them to find out the causes, signs and symptoms and prevention and management of roundworm infection

**STEP 4**

Task them to hold group discussions on causes, signs and symptoms and prevention and management of roundworms infection and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 51 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 13 on page 54 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **Internal body parasites – common internal parasites – pinworms**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify common internal parasites
* Discuss the prevention and management of pinworms infection
* Desire to keep cleanliness to prevent internal body parasites

**KEY INQUIRY QUESTION (S)**



**LEARNING RESOURCES**

Pictures/charts/posters/ showing internal parasites

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 52

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick

Let the learners share their experience

**LESSON DEVELOPMENT**

**STEP 1**

Observe the picture on page 51 of the learner’s book – fig 12

Ask learners to identify the internal parasite

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for common internal parasites

**STEP 3**

Task them to find out the causes, signs and symptoms and prevention and management of pinworm infection

**STEP 4**

Task them to hold group discussions on causes, signs and symptoms and prevention and management of pinworms infection and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 52 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 13 on page 54 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **Internal body parasites – common internal parasites – tapeworms**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify common internal parasites
* Discuss the prevention and management of tapeworms infection
* Desire to keep cleanliness to prevent internal body parasites

**KEY INQUIRY QUESTION (S)**



**LEARNING RESOURCES**

Pictures/charts/posters/ showing internal parasites

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 52

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick

Let the learners share their experience

**LESSON DEVELOPMENT**

**STEP 1**

Observe the picture on page 51 of the learner’s book – fig 13 and 14

Ask learners to identify the internal parasite

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for common internal parasites

**STEP 3**

Task them to find out the causes, signs and symptoms and prevention and management of tapeworm infection

**STEP 4**

Task them to hold group discussions on causes, signs and symptoms and prevention and management of tapeworms infection and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 5**

Take the learner’s through the “now l know that ...” section on page 52/53 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 13 on page 54 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **HEALTH EDUCATION**

**SUB STRAND**:  **Internal body parasites – common internal parasites – hookworms**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify common internal parasites
* Discuss the prevention and management of hookworms infection
* Desire to keep cleanliness to prevent internal body parasites

**KEY INQUIRY QUESTION (S)**



**LEARNING RESOURCES**

Pictures/charts/posters/ showing internal parasites

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 52

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Introduce the lesson by asking the learners whether they have ever fallen sick

Let the learners share their experience

**LESSON DEVELOPMENT**

**STEP 1**

Observe the picture on page 51 of the learner’s book – fig 12

Ask learners to identify the internal parasite

**STEP 2**

Guide the learners to use a tablet to access the internet.

Ask them to research for common internal parasites

**STEP 3**

Task them to find out the causes, signs and symptoms and prevention and management of hookworm infection

* PCI of Health promotion

**STEP 4**

Task them to hold group discussions on causes, signs and symptoms and prevention and management of hookworms infection and present their findings to the class.

Teacher to ensure that every learner participates effectively

**STEP 4**

Take the learner’s through the “now l know that ...” section on page 53/54 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Direct the learner’s attention to activity 13 on page 54 of the learner’s book.

Let them draw the table and fill it

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **ENVIRONMENT**

**SUB STRAND**:  **SOLID WASTE MANAGEMENT – Identifying solid waste**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify solid waste
* Differentiate between waste that decompose easily and waste that does not decompose.
* Collect waste in the school and dispose it off appropriately.
* Appreciate the need for proper management of solid waste in the environment

**KEY INQUIRY QUESTION (S)**

How should solid waste be disposed?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing different types of solid waste, gloves, safety boots, goggles

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 56

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to turn to page 56 of the learner’s book

Direct the learners’ attention to activity 1

Let them observe the pictures and name what they see in the pictures

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learner’s attention to activity 2 on page 56 of the learner’s book

Guide them to talk about, in groups about the trash cans in the pictures

Let them name the waste in the different cans

**STEP 2**

Lead the learners around the school compound

Let them observe, identify and name examples of solid waste in the environment

Ask them t collect the different types of solid waste

Let the learners wear the safety gears while doing the outdoor activity

**STEP 3**

After completion of the activity, lead learners to dispose the solid waste into the appropriate place, remove the safety gears and wash their hands thoroughly with clean water and soap

**STEP 4**

Take the learner’s through the “now l know that ...” section on page 57 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design a solid waste management charter for the school and to display it on the school notice board

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **ENVIRONMENT**

**SUB STRAND**:  **SOLID WASTE MANAGEMENT – classifying solid waste**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Classify waste into that which decompose easily and one that which does not decomposes
* Collect waste in the school and dispose it off appropriately.
* Differentiate between waste that decompose easily and waste that does not decompose.
* Appreciate the need for proper management of solid waste in the environment

**KEY INQUIRY QUESTION (S)**

How should solid waste be disposed?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing different types of solid waste, gloves, safety boots, goggles

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 57

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention to activity 3 page 57 of the learner’s book

Guide them to discuss what happens when a tomato and soda bottle are left on the ground for one week

**LESSON DEVELOPMENT**

**STEP 1**

Take the learners through the “Now l know that ...” section on page 57 of the learner’s book

**STEP 2**

Direct the learners’ attention to activity 4 on page 58 of the learner’s book

Ask them to identify and name the solid waste in each picture

**STEP 3**

In groups guide the learners to discuss and identify solid waste that decomposes and waste that does not rot or decompose

Task them to sort waste that does not decompose and waste that easily decompose

Ask them to give more examples from the local environment

**STEP 4**

Learners to draw a table showing the sorted waste and fill as guide in activity 5 page 59

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design a solid waste management charter for the school and to display it on the school notice board

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **ENVIRONMENT**

**SUB STRAND**:  **SOLID WASTE MANAGEMENT – classifying solid waste**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Classify waste into that which decompose easily and one that which does not decomposes
* Collect waste in the school and dispose it off appropriately.
* Differentiate between waste that decompose easily and waste that does not decompose.
* Appreciate the need for proper management of solid waste in the environment

**KEY INQUIRY QUESTION (S)**

How should solid waste be disposed?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing different types of solid waste, gloves, safety boots, goggles

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 57

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention to activity 3 page 57 of the learner’s book

Guide them to discuss what happens when a tomato and soda bottle are left on the ground for one week

**LESSON DEVELOPMENT**

**STEP 1**

Take the learners through the “Now l know that ...” section on page 57 of the learner’s book

Direct the learners’ attention to activity 4 on page 58 of the learner’s book

Ask them to identify and name the solid waste in each picture

**STEP 2**

In groups guide the learners to discuss and identify solid waste that decomposes and waste that does not rot or decompose

Task them to sort waste that does not decompose and waste that easily decompose

Ask them to give more examples from the local environment

**STEP 3**

Instruct the learners to wear safety gear, lead them to the school compound

Ask them to identify and collect samples of different solid waste

**STEP 4**

Task them to classify the waste into waste that decomposes and waste that does not decompose

**STEP 4**

Take the learners through the “Now l know that ...” section on page 59 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design a solid waste management charter for the school and to display it on the school notice board

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **ENVIRONMENT**

**SUB STRAND**:  **SOLID WASTE MANAGEMENT – Ways of managing solid waste**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify ways of managing solid waste in their locality
* Collect waste in the school and dispose it off appropriately.
* Appreciate the need for proper management of solid waste in the environment

**KEY INQUIRY QUESTION (S)**

How should solid waste be disposed?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing different types of solid waste, gloves, safety boots, goggles

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 59-60

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention to activity 6 page 59 of the learner’s book

Guide them to discuss and identify what they see in the pictures.

**LESSON DEVELOPMENT**

**STEP 1**

Ask them to identify the picture that shows proper way of disposing of waste

Learners also point out the picture that show the wrong way of disposing waste

**STEP 2**

Guide the learners to carry out the Digital activity on page 60 of the learner’s book

Let the learners find out the meaning of the 3R’s and solid waste that can be managed by the 3R’s

Let them observe the different ways solid waste is managed,

**STEP 3**

Guide the learners to discuss ways of managing solid waste in their community/locality

**STEP 4**

Take the learners through the “Now l know that ...” section on page 60 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design a solid waste management charter for the school and to display it on the school notice board

**REFLECTION ON THE LESSON:**

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|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **ENVIRONMENT**

**SUB STRAND**:  **SOLID WASTE MANAGEMENT – reusing**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify ways of managing solid waste in their locality - reusing
* Collect waste in the school and dispose it off appropriately.
* Appreciate the need for proper management of solid waste in the environment

**KEY INQUIRY QUESTION (S)**

How should solid waste be disposed?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing different types of solid waste, gloves, safety boots, goggles

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 60

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention to activity 7 page 60 of the learner’s book

Guide them to list examples of solid waste

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to discuss which solid waste that are only used once. task them to draw and fill in the table on page 60

**STEP 2**

Guide the learners to discuss the different ways the solid waste they have listed in the table can be reused

**STEP 3**

Guide the learners to discuss and find out how different solid wastes in the school, such as e-waste, can be reused and how reusing helps in waste management

**STEP 4**

Take the learners through the “Now l know that ...” section on page 61 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Task the learners to design a poster on the solid waste that can be reused

Let them display the poster in the school compound

**REFLECTION ON THE LESSON:**

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|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **ENVIRONMENT**

**SUB STRAND**:  **SOLID WASTE MANAGEMENT – recycling**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify ways of managing solid waste in their locality - recycling
* Collect waste in the school and dispose it off appropriately.
* Appreciate the need for proper management of solid waste in the environment

**KEY INQUIRY QUESTION (S)**

How should solid waste be disposed?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing different types of solid waste, gloves, safety boots, goggles

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 61

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention to activity 8 page 61 of the learner’s book

Let them observe the picture and talk about it

Ask them to help the learner to come up with examples of waste that can be put in each bin

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to access the internet

Ask them to find out how waste from plastic, paper, aluminium and glass is recycled

**STEP 2**

Guide the learners to discuss on the importance of recycling solid waste

**STEP 3**

Guide the learners to observe and identify the different types of wastes with the school compound

Guide them to discuss and sort out waste that can be recycled

Let them discuss ways in which that waste can be recycled

**STEP 4**

Take the learners through the “Now l know that ...” section on page 61 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Task the learners to design a poster encouraging the school to recycle waste

Let them display the poster in the school compound

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **ENVIRONMENT**

**SUB STRAND**:  **SOLID WASTE MANAGEMENT – reducing**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify ways of managing solid waste in their locality - reducing
* Collect waste in the school and dispose it off appropriately.
* Appreciate the need for proper management of solid waste in the environment

**KEY INQUIRY QUESTION (S)**

How should solid waste be disposed?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing different types of solid waste, gloves, safety boots, goggles

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 62-63

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention to activity 9 page 62 of the learner’s book

Let them observe the picture and talk about them

Ask them to identify the uses of the items shown in the pictures and how they hlp reduce waste

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to complete the digital activity on page 62 of the learner’s book

Let them find ways to avoid the use of certain items to reduce waste

**STEP 2**

Guide the learners to find out how kitchen and animal waste can be used to make waste can be used to make compost

Ask them to find out the importance in reducing waste in the environment

**STEP 3**

Guide the learners to discuss how reducing waste helps in waste management

**STEP 4**

Take the learners through the “Now l know that ...” section on page 62 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Task the learners to design a poster encouraging the school and the community to reduce waste in the environment

Let them display the poster in the school compound

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **ENVIRONMENT**

**SUB STRAND**:  **SOLID WASTE MANAGEMENT – safety measures in solid waste management**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify ways of managing solid waste in their locality -
* Collect waste in the school and dispose it off appropriately.
* Use proper safety measures in solid waste management
* Appreciate the need for proper management of solid waste in the environment

**KEY INQUIRY QUESTION (S)**

How should solid waste be disposed?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing different types of solid waste, gloves, safety boots, goggles

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 63-64

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ attention to activity 11 page 63 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Instruct learners to read and dramatise the conversation on page 63 of the learner’s book

Guide them to discuss the questions that follow

**STEP 2**

Guide the learners to discuss the importance of observing safety measures when handling waste

**STEP 3**

Direct the learners’ attention to activity 12 on page 64 of the learner’s book

Let them observe the pictures and talk about them

Let each individual learner write a short essay about the pictures

Asses each learners work

**STEP 4**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Task the learners to design a poster/ encouraging the school and the community to reduce waste in the environment

Let them display the poster in the school compound

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **ENVIRONMENT**

**SUB STRAND**:  **SOLID WASTE MANAGEMENT – collecting waste**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify ways of managing solid waste in their locality -
* Collect waste in the school and dispose it off appropriately.
* Use proper safety measures in solid waste management
* Appreciate the need for proper management of solid waste in the environment

**KEY INQUIRY QUESTION (S)**

How should solid waste be disposed?

**LEARNING RESOURCES**

Pictures/charts/posters/ showing different types of solid waste, gloves, safety boots, goggles

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 65

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners’ focus to activity 11 page 65 of the learner’s book

Guide them to discuss what the people in the pictures are doing

**LESSON DEVELOPMENT**

**STEP 1**

Lead the learners to the school compound

**STEP 2**

Guide the learners to collect waste in the school compound

Guide them to discuss and identify waste that can be reused and ways of reusing it

Let them discuss and identify waste that can be recycled and ways of recycling it

**STEP 3**

Lead them to dispose of the rest of the waste appropriately into the rubbish pit

**STEP 4**

Ensure that the learners wash their hands thoroughly with soap and clean water after the exercise

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to do assessment 3.1 on page 66 of the learner’s book

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **HANDLING DATA – Word processing**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Define the term word processing
* Identify the various word processing
* Discuss the use word processing in the community
* Appreciate the use of Word documents in their everyday life

**KEY INQUIRY QUESTION (S)**

1. How can you save and retrieve a document stored in your computing device?
2. What are some of the safety measures to be observed when using a computing device?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 68

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Introduce the lesson by asking learners to mention digital devices and to name parts of the digital devices learnt in grade 4

**STEP 2**

Using a computer, guide the learners to open a program that they will use to write an essay as shown in activity 1 page 68 of the learner’s book

Let them discuss the name of the program that they used to write the easy

**STEP 3**

Ask other learners to search for other program that can be used to write essays

**STEP 4**

Take the learners through the “Now l know that ...” section on page 68 0f the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use mircosoft word to create and maintain a personal journal covering one term

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **HANDLING DATA – creating a word document**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Create a Word document using ict devices
* Observe safety when using computing devices in their locality
* Appreciate the use of Word documents in their everyday life

**KEY INQUIRY QUESTION (S)**

1. How can you save and retrieve a document stored in your computing device?

What are some of the safety measures to be observed when using a computing device?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 69

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners to open page 69 of the learner’s book

Let them focus on activity 2

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to open the link provide on page 69 of the learner’s book

**STEP 2**

Let them watch the video and follow the instructions on how to open a word document

**STEP 3**

Direct the learners to activity 3 on page 69 of the learner’s book

**STEP 4**

Let them type MICROSOFT WORD on the TYPE HERE TO SEARCH section

After that they should double click on the word 2010

This will open the word 2010 window

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use mircosoft word to create and maintain a personal journal covering one term

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **HANDLING DATA – creating a word document**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Create a Word document using ict devices
* Identify and name components of a word document
* Observe safety when using computing devices in their locality
* Appreciate the use of Word documents in their everyday life

**KEY INQUIRY QUESTION (S)**

1. How can you save and retrieve a document stored in your computing device?

What are some of the safety measures to be observed when using a computing device?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 69

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Let them type MICROSOFT WORD on the TYPE HERE TO SEARCH section

After that they should double click on the word 2010

This will open the word 2010 window

**LESSON DEVELOPMENT**

**STEP 1**

Let the learners discuss what appears on the screen

Ask them to find out from the internet the different parts of the Microsoft word window

**STEP 2**

Guide them to open the link provided on page 69 of the learner’s book

Let them watch the video

**STEP 3**

Guide the learners to identify and name the parts of the Microsoft word document

**STEP 4**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use mircosoft word to create and maintain a personal journal covering one term

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **HANDLING DATA – KEYING IN INFORMATION**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Key in information in a MS word program/document
* Observe safety when using computing devices in their locality
* Appreciate the use of Word documents in their everyday life

**KEY INQUIRY QUESTION (S)**

* How can you save and retrieve a document stored in your computing device?
* What are some of the safety measures to be observed when using a computing device?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 70

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Let them type MICROSOFT WORD on the TYPE HERE TO SEARCH section

After that they should double click on the word 2010

This will open the word 2010 window

**LESSON DEVELOPMENT**

**STEP 1**

Let the learners point at the blinking vertical line in their documents

Ask them to discuss the blinking vertical line is located in their document

Let them reflect on its use

**STEP 2**

Individually, guide the learners to follow the steps in activity 6 on page 70 of the learner’s book to create a word document and key in the information given

**STEP 3**

Guide the learners to follow the steps given on the learners textbook

Let the learners keep practising until they are competent

**STEP 4**

Take the learners through the “Now l know that....” section on page 71 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use mircosoft word to create and maintain a personal journal covering one term

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **HANDLING DATA – Editing a word document**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Edit information in a MS word document
* Observe safety when using computing devices in their locality
* Appreciate the use of Word documents in their everyday life

**KEY INQUIRY QUESTION (S)**

* How can you save and retrieve a document stored in your computing device?
* What are some of the safety measures to be observed when using a computing device?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 71

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Let them type MICROSOFT WORD on the TYPE HERE TO SEARCH section

After that they should double click on the word 2010

This will open the word 2010 window

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners to activity 8 page 71 of the learners’ book

Guide them to open the link on page 71

Let them watch the video clip

**STEP 2**

Direct the learners to activity 9 on page 71 of the learners’ book

Ask them to create a word document and type a short composition on why they should be good citizens

**STEP 3**

Guide the learners to select the text they want to edit

Guide them to

1. Change font size
2. Change font style
3. Change font colour
4. Changing text into bold, italic and underlining
5. Change text case
6. Changing text alignment
7. Inserting text
8. Deleting text
9. Selecting text
10. Copying and pasting text
11. Saving a word document

**STEP 4**

Guide the learners to follow the steps given on the learners textbook

Let the learners keep practising until they are competent

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use mircosoft word to create and maintain a personal journal covering one term

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **HANDLING DATA – retrieving documents**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Save and retrieve a document from a computing device
* Create a personal journal in word document
* Observe safety when using computing devices in their locality
* Appreciate the use of word documents in their everyday life

**KEY INQUIRY QUESTION (S)**

* How can you save and retrieve a document stored in your computing device?
* What are some of the safety measures to be observed when using a computing device?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 78-79

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners to activity 27 on page 78 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through the steps on page 78 in activity 27 of retrieving saved documents

**STEP 2**

Ask the learners to retrieve other word documents that they had saved in the computer

**STEP 3**

Ask learners to practise retrieving word documents until they become competent

**STEP 4**

Direct the learners to activity 28/29 on page 78/79 of the learner’s book

Ask the learners to attempt the activity

Assess their work

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use mircosoft word to create and maintain a personal journal covering one term

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **HANDLING DATA – safety when using computing devices**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Observe safety when using computing devices in their locality
* Appreciate the use of word documents in their everyday life

**KEY INQUIRY QUESTION (S)**

* How can you save and retrieve a document stored in your computing device?
* What are some of the safety measures to be observed when using a computing device?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 79-80

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners to activity 30 on page 79 of the learner’s book

Guide them to read the conversation

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to talk about the safety rules mentioned in the conservation

**STEP 2**

Guide the learners to discuss other safety rules that they should observe when using computing devices

Ask the learners to write them down

**STEP 3**

Take the learners through the “Now l know that ...” section on the learner’s book

**STEP 4**

Direct the learners to activity 31 on page 80 of the learner’s book

Ask the learners to attempt the activity

Assess their work

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use mircosoft word to create and maintain a personal journal covering one term

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **CODING – pattern and games**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the features of learning applications which imitate simple programming
* Interact with patterns and games using available learning applications which mimic simple programming.
* Appreciate the role of available learning

**KEY INQUIRY QUESTION (S)**

1.What coding skills can be applied in solving day to day problems?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 79-81

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners to activity 32 on page 81 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Facilitate the learner to use a computer and the internet

Guide them to open the link on page 81

**STEP 2**

Ask them to play 20 questions of the game

Ensure that they work in groups

They should not how many minutes they took to play the game

Ask learners to share their game experience

**STEP 3**

Direct the learners to activity 33 on page 81 of the learner’s book

Guide them to open the link

**STEP 4**

Ask them to play the three levels of the game in ascending order

Guide the learners as they share their experiences of playing the game

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to play computer games using during their free time

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **CODING – simple programming using scratch**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the features of learning applications which imitate simple programming
* Identify a learning platform for creating stories, games and animations
* use available learning applications to find solutions to problems in the local environment
* Interact with patterns and games using available learning applications which mimic simple programming.
* Appreciate the role of available learning

**KEY INQUIRY QUESTION (S)**

1.What coding skills can be applied in solving day to day problems?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 81

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to volunteer to mention how computers are important in our daily lives

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to open the link on page 82

Guide the learners through the component of the scratch program

Direct them to look at the pictures of the scratch program

**STEP 2**

Direct the learners to activity 34 on page 82 of the learners book

Guide the learners to follow the steps to register account and interact with the components of the scratch program

**STEP 3**

Ask learners to note down the various components and their functions

**STEP 4**

Take the learners through the “Now l know that ...” section on page 82 of the learner’s book

On page 83 of the learner’s book guide the learners to understand sprites and how the different costumes that can be used as characters when creating animation, song or game

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to play computer games using during their free time

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **CODING – creating animation using scratch**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify a learning platform for creating stories, games and animations
* create simple animations using applications which mimic simple programming
* Interact with patterns and games using available learning applications which mimic simple programming.
* Appreciate the role of available learning

**KEY INQUIRY QUESTION (S)**

1.What coding skills can be applied in solving day to day problems?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 85

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to volunteer to mention how computers are important in our daily lives

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through the steps outlined in activity 35 on page 85-93 of the learner’s book to create an animation using scratchy the cat - sprite

**STEP 2**

Guide the learners to use the code blocks, as outlined, to make scratchy move, run, turn, produces sound (meow and bark) and finally save their work

**STEP 3**

Move on to create a more complex animation as outlined in activity 36 on page 94-98 of the learners’ book

**STEP 4**

Guide the learner through the process of using the various features of the scratch program to chose a backdrop, add a sprite and position it, add movement of the sprite, and finally add sound to the animation

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to play computer games using during their free time

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **CODING – creating a music tune**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify a learning platform for creating stories, games and animations
* create simple animations using applications which mimic simple programming
* create simple games and graphics for enjoyment
* use available learning applications to find solutions to problems in the local environment
* Interact with patterns and games using available learning applications which mimic simple programming.
* Appreciate the role of available learning

**KEY INQUIRY QUESTION (S)**

1.What coding skills can be applied in solving day to day problems?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 98

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to volunteer to mention how computers are important in our daily lives

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to in activity 37 on page 98 of the learner’s book

Guide the learners through the process of creating a tune using the sound tool

**STEP 2**

Guide the learners to select a sprite and then click sounds tab to add a music code to a sprite

Let them drag play sound until done to the coding area

**STEP 3**

To create a simple tune that goes DO-RE-MI guide them to make a code block, like the one shown on page 99 of the learner’s book

Click on the block to test it

Guide them to use the block given to add a pause between the notes

**STEP 4**

Let them create and play the tune Twinkle twinkle little satr as shown in activity 38 on page 99-100 of the learner’s book

Guide them to make a code block, like the one shown on page 100 of the learner’s book

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to play computer games using during their free time

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **SCIENCE AND TECH** | 5 |  |  |  |

**STRAND**: **COMPUTING DEVICES**

**SUB STRAND**:  **CODING – creating game using scratch**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify a learning platform for creating stories, games and animations
* create simple animations using applications which mimic simple programming
* Interact with patterns and games using available learning applications which mimic simple programming.
* Appreciate the role of available learning

**KEY INQUIRY QUESTION (S)**

1.What coding skills can be applied in solving day to day problems?

**LEARNING RESOURCES**

Computing devices – desktop, tablets, laptops smartphones

Super Minds SCIENCE AND TECHNOLOGY GRADE 5 LEARNERS BK. PG. 101

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to volunteer to mention how computers are important in our daily lives

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through the steps outlined in activity 39 on page 101 of the learner’s book to creating games using scratch

**STEP 2**

Guide the learners to follow the process outlined in the video in the link provided

**STEP 3**

Guide the learners through a step by step approach until they understand how to use code blocks to create a game program

**STEP 4**

Direct the learners to activity 40 on page 101 of the learner’s book

Guide the learners to talk about the importance of using learning application, such as scratch, in solving problems in our daily lives

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to play computer games using during their free time

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_