ENCHI METHODIST JHS
LESSON PLAN – INTEGRATED SCIENCE

Date: 20 – 01 – 2022	Period: 4th & 5th	Subject: Science
Duration: 100 minutes		Strand 1: Diversity of Matter
Class: B7	Class Size: 43	Sub-strand 1: Materials
Content Standard(s): *B7.1.1.1 Recognise materials as important resources for providing human needs.*	Indicator: B7.1.1.1.1 Classify materials into liquids, solids and gases	Lesson: 1 of 1
Performance indicator: Learners can classify materials into solids, liquids and gases.		Core competencies: CI 5.2, CP 5.1, CC 8.2, CP 5.6
Keywords: Solid, liquid, gas vapour, gravels		

Phase/Duration	Learners' Activities	Resources
Phase 1: Starter – Introduction	1. Ask learners to briefly describe what they do before coming to school. 2. Let learners mention some of the things they come to school with. 3. Let learners suggest a collective names of the things they have mentioned.	Water, rubbish, broom, etc. Books, bag, food, pens, etc.
Phase 2: Main (New learning)	1. **Explore:** Let learners go outside the classroom and bring out any material they see. 2. In groups of four, let learners find out from themselves what they had from the environment and describe them in terms of colour, texture, appearance, shape and smell. 3. Give each group a balloon and let them pump air into it through their mouth. Let them discuss why the balloon became enlarged. 4. **Engage:** Let learners group the materials they have into solids, liquids and gases and present them to the whole class for discussions. 5. Let learners discuss the differences among solids, liquids and gases in groups and present their findings to the entire class in turns.	Gravels, sachet water, leaves, sand, pens, tables, books, sanitizers, oil, etc. Balloons Water, sand, pens, books, balloons, etc.

	ASSESSMENT 1. Classify the following into liquid, gas or solids: gravels, water vapour, smoke, table, book, sanitizer, ice block, olive oil. 2. State two differences among liquid, solid and gas	
Phase 3: Plenary/Reflections	1. Let learners come out with the part of the lesson they understood well enough and areas they still have challenges. 2. Clarify the areas they have doubts and let learners relate it to their lives. 3. Summarise the lesson and alert learners of the next issue to be discussed	