

SCHOOL: MIASO KROBO D/A JUNIOR HIGH SCHOOL

NAME OF TEACHER: MATEY WISDOM (WISE B-0247607473)

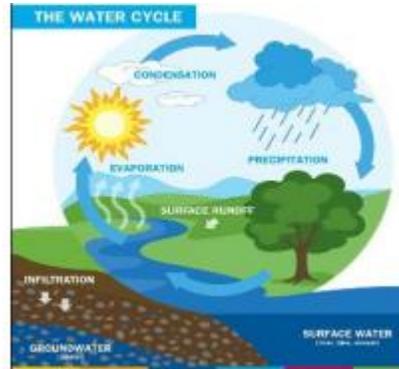
5TH WEEK ENDING: 18TH FEBRUARY, 2022

TERM ONE (1)

Date: 18th FEB, 2022	Period:	Subject: Science
Duration:		Strand: Cycles
Class: B7	Class Size: 30	Sub Strand: Earth Science
Content Standard: B7.2.1.1 Recognize that the water cycle is an example of repeated patterns of change in nature and understand how it occurs	Indicator: B7.2.1.1.1 Explain how the water cycle occurs as a repeated pattern in nature Lesson: Performance Indicator: Learners can describe the water cycle	Lesson: 1 of 2
Performance Indicator: Learners can describe the water cycle		Core Competencies: DL5 .1: CI 5.2: CI 6.3: CP 5.1: DL 5.1:
Reference: Science Curriculum Pg. 7		Keywords: evaporation, condensation, cycle.
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners through questions and answers to review learners understanding in the previous lesson. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Brainstorm learners to identify the natural sources of water. Example: groundwater, rainwater, seawater, lakes and rivers Guide learners to list the stages of the water cycle: evaporation, condensation, precipitation and transpiration while watching pictures and videos.	pictures, charts, videos, etc.



Draw a flow chart or diagram to show the order of the stages in the water cycle and how they are linked to each other.



Guide learners to explain why the water cycle is a repeated pattern in nature by searching the internet, books, journals, TV news, radio news and any other sources. Assessment 1. State any three sources of natural water. 2. With a well labelled diagram, describe the water cycle.

PHASE 3: REFLECTION

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.

SCHOOL: MIASO KROBO D/A JUNIOR HIGH SCHOOL		CLASS: JHS 2
NAME OF TEACHER: MATEY WISDOM (WISE B-0247607473)		SUBJECT: INTEGRATED SCIENCE
5 TH WEEK ENDING: 18 TH FEBRUARY, 2022		
CLASS SIZE: 30		TERM ONE (1)
REFERENCE: INTEGRATED SCIENCE SYLLABUS, AKI OLA SCIENCE FOR JHS, INTERNET (YOUTUBE)		

DAY DATE DURATION	TOPIC SUBTOPIC ASPECT	OBJECTIVES RPK	TEACHER LEARNER ACTIVITIES	TEACHING LEARNING MATERIALS	CORE POINTS	EVALUATION AND REMARKS
<p>Monday 70 minutes</p> <p>Wednesday 70 minutes</p> <p>Friday 70 minutes</p>	<p>CHEMICAL COMPOUNDS</p> <p>SUB-TOPIC</p>	<p>OBJECTIVES</p> <p>By the end of the lesson, the pupil will be able to;</p> <p>1.3.1 explain the term compound</p> <p>1.3.2 write chemicals the formulae of simple binary compounds</p> <p>1.3.3. balance simple chemical equations</p> <p>RPK Pupils know the first twenty elements.</p>	<p>INTRODUCTION (10 MINS) Revise pupils RPK on the previous lessons using questions and answers.</p> <p>PRESENTATION</p> <p>ACTIVITIES (40 MINS)</p> <p>ACTIVITY 1 Brainstorm pupils to come out with the definition of water compound.</p> <p>ACTIVITY 2 Guide pupils to list and discuss the compositions of some simple binary compounds. Assist them to write the formulae of the compounds listed.</p> <p>ACTIVITY 3 Discuss the systematic names of simple binary compounds. Write the word equations for those compounds, Guide pupils to balance the simple binary equations.</p> <p>CLOSURE (20 MINS) Summarize the salient points. (5 minutes) Let pupils copy the core points into their notes. (5 minutes) Let pupils answer questions on the lesson. (10 minutes) Mark the exercise and explain mistakes.</p>	<p>Chalkboard illustration.</p> <p>Video on chemical compounds</p>	<p>Compound is the chemical combination of two or more elements.</p> <p>Sodium and Chloride NaCl Nitrogen and Oxygen H₂O Calcium and chlorine CaCl Nitrogen and Hydrogen NH₃</p> <p><u>CHEMICAL NAMES</u></p> <p>(i) MgCl₂ - Magnesium chloride (ii) FeS - Iron (II) sulphide (iii) NH₄OH - Ammonium hydroxide (iv) AgCl - Silver chloride</p> <p>Balanced chemical equation: Ca(OH)₂ + 2 HCl → CaCl₂ + 2 H₂O</p> <p>APPLICATION Things around us are made of compounds.</p>	<p>EXERCISE</p> <p>1. What is compound?</p> <p>2. Write the formulae of the following compounds. a. calcium and oxygen b. Lithium and sulphur c. aluminium and oxygen</p> <p>3. balance these equations a. Mg+O₂ → MgO b. N₂+H₂ →</p> <p>REMARKS</p>

SCHOOL: MIASO KROBO D/A JUNIOR HIGH SCHOOL				CLASS: JHS 3		
NAME OF TEACHER: MATEY WISDOM (WISE B-0247607473)				SUBJECT: INTEGRATED SCIENCE		
5 TH WEEK ENDING: 18 TH FEBRUARY, 2022						
CLASS SIZE: 34				TERM ONE (1)		
REFERENCE: INTEGRATED SCIENCE SYLLABUS, AKI OLA SCIENCE FOR JHS, INTERNET (YOUTUBE)						
DAY DATE DURATION	TOPIC SUBTOPIC ASPECT	OBJECTIVES RPK	TEACHER LEARNER ACTIVITIES	TEACHING LEARNING MATERIALS	CORE POINTS	EVALUATION AND REMARKS
Tuesday 15 TH FEB. 22 70 minutes	TOPIC SOIL AND WATER CONSERVATION	<u>OBJECTIVES</u> By the end of the lesson, the pupil will be able to; 1.1.4. a. define water conservation	<u>INTRODUCTION (10 MINS)</u> Ask pupils to list some of the examples of nutrients they know. <u>PRESENTATION</u> <u>ACTIVITIES (40 MINS)</u> <u>ACTIVITY 1</u> Brainstorm pupils to bring out the definition of water conservation.	Chalkboard illustration. Video on nutrients and soil erosion.	<u>WATER CONSERVATION</u> Water conservation refers to the protection, preservation and careful management of water.	<u>EXERCISE</u> 1. Define the term soil conservation.
Thursday 17 TH FEB. 22 70 minutes	<u>SUB-TOPIC</u> SOIL CONSERVATION	1.1.4. b. explain the term soil resources 1.1.4. c. list 4 ways to conserve soil water.	<u>ACTIVITY 2</u> Guide pupils to watch a video on the various resources that enrich the soil and the autotrophic way plants uses these resources. Through the video, brainstorm pupils to come out with the explanation of the term soil resources.	Visit to Miaso market to check the extent of erosion	<u>SOIL RESOURCES</u> Soil resources are chemicals found in the soil that enhances plants growth.	2. What are soil resources?
Friday 18 TH JAN. 22 70 minutes		<u>RPK</u> Pupils know plants need nutrients.	<u>ACTIVITY 3</u> Discuss with pupils the various human activities that lead to the destruction of soil resources after a trip to Miaso market to check the extent of erosion <u>CLOSURE (20 MINS)</u> Summarize the salient points. Let pupils copy the core points into their notes. Let pupils answer questions on the lesson. Mark the exercise and provide feedback.		<u>FACTORS THAT DESTROY SOIL RESOURCES</u> 1. soil erosion 2. bush burning 3. Surface compacting 4. Leaching 5. excessive irrigation and rainfall 6. overgrazing <u>APPLICATION</u> Pupils will now know the reasons why crops doesn't grow in certain areas due to the depletion of soil resources.	3. List 4 factors that lead to the depletion of soil resources. <u>REMARKS</u>