WEEK 6

Date: 25th FEB, 2022	**Period:**	**Subject:** Science	
Duration:		**Strand:** Cycles	
Class: B7	**Class Size:**	**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 demonstrate the process of transpiration and know how clouds are formed		**Core Competencies:** DL5 .1: CI 5.2: CI 6.3: CP 5.1: DL 5.1:	
Reference: Science Curriculum Pg. 7			
Keywords: transpiration, condensation			

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**	Revise with learners the meaning of water cycle. *The water (hydrological) cycle is a biological cycle that describes the continouns movement of water on, above and below the surface of the earth.* Guide learners to breathe out or blow air onto a transparent surface, e.g. a glass or plastic bottle and share their observations. Explain to learners that just as humans release water vapor when they respire, so do plants when they transpire. Put learners into groups and give each group a young potted plant, plastic wrap bag and a rubber band to undertake the following activities: *(1) Let learners examine the surface of the leaves of the plants and mop off any water droplets on the leaves.* *(2) Tie the plastic wrap bag around the plant up to the stem and leave it for an hour.* *(3) Observe both plant and plastic wrap surfaces.* *(4) Let learners report on what happens.* Review composition of air with learners. This should include water vapor.	Pictures, charts, videos, etc.

	Ask learners the question: what are clouds? And assists learners to come out with this explanation: Clouds consist of many tiny water droplets resulting from the condensation of water vapor into liquid water or ice. Explain that upward vertical motion of air through the atmosphere cools water vapor to form clouds. Learners demonstrate formation of clouds in a bottle. Learners explain why clouds are not formed close to the surface of the ground. <u>Assessment</u> • What is a cloud? • How are clouds formed in the atmosphere? • What is transpiration?	
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.	