

## WEEK 2

<b>Date:</b> 28 <sup>th</sup> JAN, 2022	<b>Period:</b>	<b>Subject:</b> Science
<b>Duration:</b>		<b>Strand:</b> Diversity Of Matter
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Materials
<b>Content Standard:</b> B7.1.1.1 Recognize materials as important resources for providing human needs		<b>Indicator:</b> B7.1.1.3 Discuss the importance of specific solids to life
		<b>Lesson:</b> 3 of 4
<b>Performance Indicator:</b> Learners can Identify solids in the environment that support the survival of humans		<b>Core Competencies:</b> CI 5.2, CP 5.1: CC 8.2: CP 5.6:
<b>References :</b> Science Curriculum Pg.2		
<b>Keywords:</b> texture, appearance, assembled		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Using questions and answers, revise with learners what was studied in the previous lesson.  Share the performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to Identify solids in the environment that support the survival of humans and other life forms. <i>Example: iron bars, tables, chair, table salt, sugar, ice block, frozen carbon dioxide (dry ice), glass, rock, metallic objects, and wood</i>  Engage learners to name and describe materials assembled from the environment in terms of texture, appearance, color, smell and shape  Guide learners to search on the internet to obtain information to explain the need to preserve useful solid materials in the environment for life.  Model objects from solid materials that can be useful to humans and other life forms.  <u>Assessment</u> Let learners search the internet, books, parents, people in their community to identify any household and commercial materials and explain their uses to humans	Picture chart of the states of matter, The periodic table
<b>PHASE 3: REFLECTION</b>	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.  Ask learners how the lesson will benefit them in their daily lives.	

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<b>Content Standard:</b> B7.1.1.2 Understand the periodic table as different elements made up of metals and non- metals and noble gases arranged in an order	<b>Indicator:</b> B7.1.1.2.1 Demonstrate the knowledge of the orderly arrangement of metals, non-metals and noble gases in the periodic table	<b>Lesson:</b> 4 of 4										
<b>Performance Indicator:</b> Learners can identify the first 20 elements in the periodic table	<b>Core Competencies:</b> CI 5.2, CP 5.1: CC 8.2: CP 5.6:											
<b>References :</b> Science Curriculum Pg.2												
<b>Keywords:</b> periodic table, noble gases												
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>										
<b>PHASE 1: STARTER</b>	Using questions and answers, revise with learners what was studied in the previous lesson.  Recap to find out what learners already know about elements and the periodic table.  Share the performance indicators with learners.											
<b>PHASE 2: NEW LEARNING</b>	Brainstorm to bring out the meaning of the term element  Engage learners to gather different materials from the environment and classify them as elements.  Name and write the chemical symbol of the first 20 elements in the periodic table. <table border="1"> <thead> <tr> <th>Element</th> <th>Symbol</th> </tr> </thead> <tbody> <tr> <td>Hydrogen</td> <td>H</td> </tr> <tr> <td>Helium</td> <td>He</td> </tr> <tr> <td>Lithium</td> <td>Li</td> </tr> <tr> <td>Beryllium</td> <td>Be</td> </tr> </tbody> </table> Guide learners to Identify metals, non-metals and noble gases in the periodic table.  Discuss the uses of the elements, nitrogen(N), phosphorus(P) and potassium(K) in crop production.	Element	Symbol	Hydrogen	H	Helium	He	Lithium	Li	Beryllium	Be	Picture chart of the states of matter, The periodic table
Element	Symbol											
Hydrogen	H											
Helium	He											
Lithium	Li											
Beryllium	Be											

	<p>Deduce from the periodic table that the elements are arranged in order of their atomic number and those in the same group have common properties.</p> <p>Assessment</p> <ol style="list-style-type: none"> <li>1. what is an element?</li> <li>2. use chemical symbols to represent the following elements; Sodium, Calcium, Potassium, Nitrogen, Phosphorus</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	