**SUPER MINDS SCIENCE AND TECHNOLOGY ACTIVITIES.**

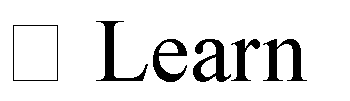
**GRADE FIVE SCHEMES OF WORK TERM 1**

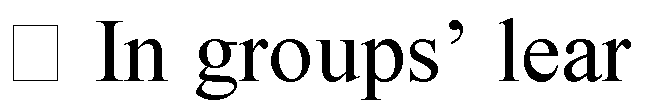
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| **Wk** | **Lsn** | **Strand/**  **Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | **Assessment**  **methods** | **Ref**  **l** |
| **1** | **1** | **LIVING THINGS** | **Plants:** Difference between flowering and Non-flowering plants | By the end of the lesson  the learner should be able to:   1. Differentiate between flowering and non- flowering plants 2. Identify flowering and non- flowering plants in the environment 3. develop interest in classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided collect green plants in their locality.  Learners are guided to take  excursion to identify and classify flowering and non- flowering plants in their locality    digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 1-2* * *Super minds Scie. and Tech*   *TG PG 21-22* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **2** |  | **Plants:** classification of plants | By the end of the lesson  the learner should be able to:   1. Identify the two classification of plants 2. classify plants into flowering and nonflowering 3. develop interest in classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to collect green plants in their locality.    excursion to identify and classify flowering and non- flowering plants in their locality    digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in theirlocality | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 1-2* * *Super minds Scie. and Tech TG Pg. 21-22* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **3** |  | **Plants:** classification of plants | By the end of the lesson  the learner should be able to:   1. identify the two classification of plants 2. Classify plants into flowering and non- flowering plants 3. develop interest in   classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to collect green plants in their locality.    excursion to identify and classify flowering and non- flowering plants in their locality    digital devices such as | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 1-2* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |

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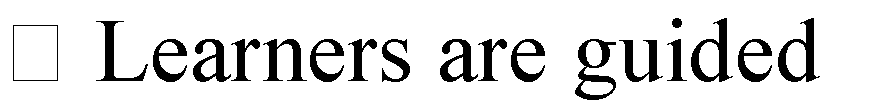
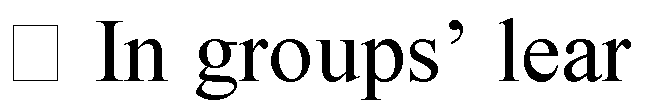
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|  |  |  |  |  |  | camera phones and tablets to take photos of flowering and non-flowering plants in their  locality | * *Super minds Scie. and Tech TG Pg. 21-22* |  |  |
|  | **4** |  | **Plants:** safety | By the end of the lesson  the learner should be able to:   1. classify plants into flowering and non- flowering plants 2. Demonstrate precautions taken when handling harmful plants in the environment. 3. develop interest in classifying plants | 1. What is the main | digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality  in gropus leaners discuss the precautions taken when handling harmful plants. | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 3-4* * *Super minds*   *Scie. and Tech TG Pg. 23* | a) question and |  |
|  | when handling harmful plants | difference between  flowering plants and non-flowering plants? | answer method,  b) class quizzes |
|  |  |  | c) individual |
|  |  |  | performance |
|  |  |  | assessment and |
|  |  |  | d) project work |
| **2** | **1** |  | **Plants:** safety | By the end of the lesson  the learner should be able to:   1. classify plants into flowering and non- flowering plants 2. Demonstrate precautions taken when handling harmful plants in the environment. 3. develop interest in classifying plants | 1. What is the main | learners are guided to use digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality  in groups learners discuss the precautions taken when handling harmful plants. | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 3-4* * *Super minds*   *Scie. and Tech TG Pg. 23* | a) question and |  |
|  |  | when handling harmful plants | difference between  flowering plants and non-flowering plants? | answer method,  b) class quizzes |
|  |  |  |  | c) individual |
|  |  |  |  | performance |
|  |  |  |  | assessment and |
|  |  |  |  | d) project work |
|  | **2** |  | **Plants:** | By the end of the lesson  the learner should be able to:   1. Specify the importance of flowering plants. 2. Draw and colour flowering plants 3. develop interest in classifying plants | 1. What is the main | Learners are guided to collect | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 5-6* * *Super minds Scie. and Tech TG Pg. 23-24* | a) question and |  |
|  | Importance of flowering plants | difference between  flowering plants and non-flowering plants? | green plants in their locality.    excursion to identify and classify flowering and non- | answer method,   1. class quizzes 2. individual |
|  |  |  | flowering plants in their locality    digital devices such as camera phones and tablets to | performance assessment and  d) project work |
|  |  |  | take photos of flowering and non-flowering plants in their locality  ners discuss |  |
|  |  |  | the importance of flowering  plant. |  |

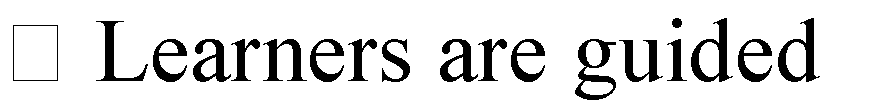
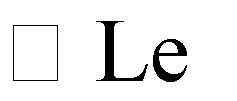


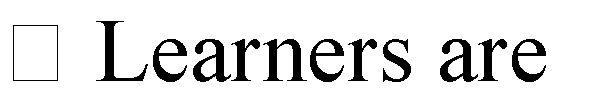


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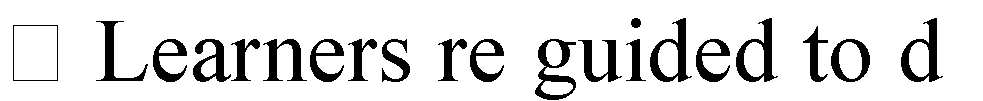
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|  | **3** |  | **Plants:** Importance of flowering plants | By the end of the lesson  the learner should be able to:   1. Specify the importance of flowering plants. 2. Draw and colour flowering plants 3. develop interest in classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to collect green plants in their locality.  arners are guided to take excursion to identify and classify flowering and non- flowering plants in their locality    digital devices such as camera phones and tablets to take photos of flowering and  non-flowering plants in their | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 5-6* * *Super minds Scie. and Tech TG Pg. 23-24* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  |  |  | locality  in grpups learnners discuss the importance of flowering plant. |  |
|  | **4** |  | **Plants:** Assessment | By the end of the lesson  the learner should be able to:  a. Use digital devices to  observe flowering and non- | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to collect green plants in their locality.    excursion to identify and classify flowering and non- flowering plants in their locality    digital devices such as camera phones and tablets to take photos of flowering and  non-flowering plants in their locality | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 5-6* * *Super minds Scie. and Tech TG Pg. 23-24* | 1. question and answer method, 2. class quizzes |  |
|  |  | flowering plants |  | c) individual |
|  |  | b. Draw and colour flowering |  | performance |
|  |  | plants  c. develop interest in classifying plants |  | assessment and  d) project work |
| **3** | **1** |  | **Fungi :** Define the term fungi | By the end of the lesson, the learner should be able to:   1. Define the term fungi 2. Identify fungi in their locality 3. Develop curiosity in explaining the meaning of fungi | 1. What is the economic importance of fungi? | Learners are guided to collect fungi such as bread moulds, puffballs, yeast and mushroom.  Learners are guided to search for more examples of fungi using digital devices.  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 7-9* * *Super minds Scie. and Tech*   *TG Pg. 28* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **2** |  | **Fungi :** Importance of fungi to human beings | By the end of the lesson, the learner should be able to:  a. identify fungi in their locality | 1. What is the economic importance of fungi? | guided to discuss the economic importance of moulds(yeast and mushroom)  ***Hint*** | * Realia * Pictures * Videos * Digital devices | 1. question and answer method, 2. class quizzes |  |

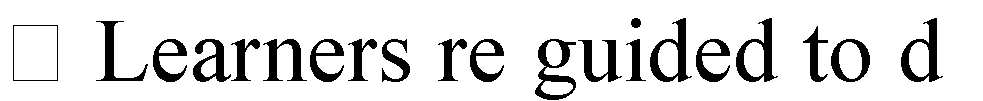
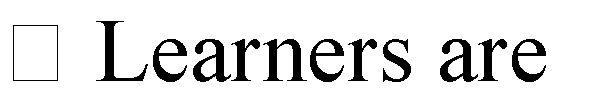




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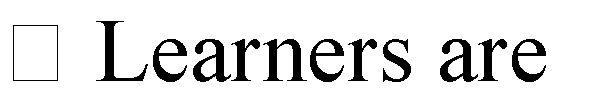
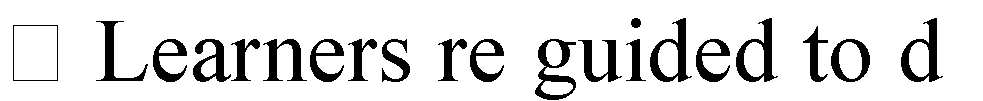
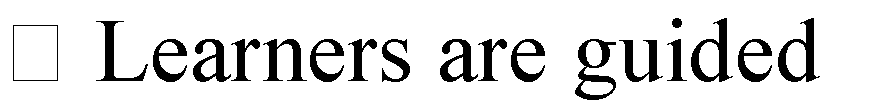
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|  |  |  |  | 1. state the importance of fungi to human beings 2. Develop curiosity in Using fungi |  | ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | * *Super minds Scie. and Tech Learners Bk. Pg. 7-9* * *Super minds Scie. and Tech*   *TG Pg. 28* | 1. individual performance assessment and 2. project work |  |
|  | **3** |  | **Fungi :** Importance of fungi to human beings | By the end of the lesson, the learner should be able to:   1. identify fungi in their locality 2. state the importance of fungi to human beings 3. appreciate the economic importance of fungi in the environment | 1. What is the economic importance of fungi? | Learners are guided to discuss the economic importance of moulds(yeast and mushroom)  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 7-9* * *Super minds Scie. and Tech*   *TG Pg. 28* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **4** |  | **Fungi :** Economic importance of fungi in the environment | By the end of the lesson, the learner should be able to:   1. State the precautions to take when handling fungi. 2. Observe safety when handling fungi 3. appreciate the economic importance of fungi in the environment | 1. What is the economic importance of fungi? | iscuss precaution to take when handling fungi such as bread moulds  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 11-12* * *Super minds Scie. and Tech*   *TG Pg. 29* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
| **4** | **1** |  | **Fungi :** Economic importance of fungi in the environment | By the end of the lesson, the learner should be able to:   1. State the precautions to take when handling fungi. 2. Observe safety when handling fungi 3. appreciate the economic importance of fungi in the environment | 1. What is the economic importance of fungi? | Learners are to discuss precaution to take when handling fungi such as bread moulds  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 11-12* * *Super minds Scie. and Tech*   *TG Pg. 29* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |

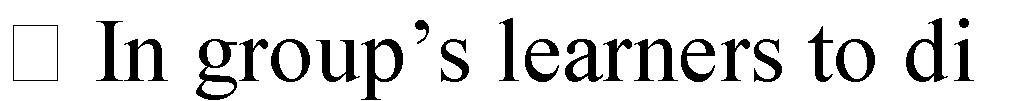




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|  | **2** |  | **Fungi :** Safety when handling fungi | By the end of the lesson, the learner should be able to:   1. State the precautions to take when handling fungi. 2. Observe safety when handling fungi 3. appreciate the economic importance of fungi in the environment | 1. What is the economic importance of fungi? | to search for more examples of fungi using digital devices.  iscuss precaution to take when handling fungi such as bread moulds  guided to discuss the economic importance of moulds(yeast and mushroom)  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 12-13* * *Super minds Scie. and Tech TG Pg. 29-30* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **3** |  | **Animals: Vertebrates :** safety precaution when handling animals | By the end of the lesson the learner should be able to:   1. Identify major characteristics of each group of vertebrates. 2. State the precautions necessary when handling animals in the locality 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | In groups learners to explore  the school and neighbourhood to observe and identify different vertebrates | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 13-14* * *Super minds*   *Scie. and Tech TG Pg. 33* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **4** |  | **Animals: Vertebrates:** Identifying Vertebrates in the local area | By the end of the lesson the learner should be able to:   1. Explain what a vertebrate in the group of animals is. 2. identify the animals in the various groups of vertebrates 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | the school and neighbourhood to observe and identify different vertebrates | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 16* * *Super minds*   *Scie. and Tech TG Pg. 34* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
| **5** | **1** |  | **Characteristics of** Mammals | By the end of the lesson the learner should be able to:  a. group vertebrates into mammals, birds, reptiles fish and amphibians | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | In groups learners to discuss major characteristics of mammals. | * Realia * Pictures * Videos * Digital devices | 1. question and answer method, 2. class quizzes 3. individual performance |  |

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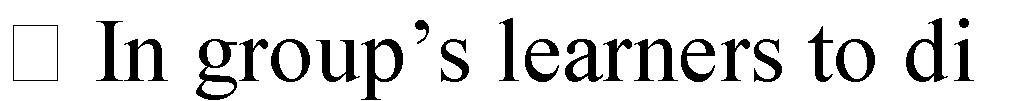
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|  |  |  |  | 1. Identify major characteristics of each group of vertebrates. 2. develop interest in characteristics of vertebrates in their locality |  |  | * *Super minds Scie. and Tech Learners Bk. Pg. 17-18* * *Super minds Scie. and Tech*   *TG Pg. 34* | assessment and  d) project work |  |
|  | **2** |  | **Characteristics of** Birds | By the end of the lesson the learner should be able to:   1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. Identify major characteristics of each group of vertebrates. 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | major characteristics of birds. | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 18-19* * *Super minds Scie. and Tech*   *TG Pg. 35* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **3** |  | **Characteristics of** Fish | By the end of the lesson learner should be able to:   1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. Identify major characteristics of each group of vertebrates. 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | major characteristics of fish. more about vertebrates. | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 19* * *Super minds Scie. and Tech*   *TG Pg. 35* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **4** |  | **A Characteristics of** Reptiles | By the end of the lesson learner should be able to:   1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. Identify major characteristics of each group of vertebrates. 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | major characteristics of reptiles | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 21* * *Super minds Scie. and Tech*   *TG Pg. 35-36* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |



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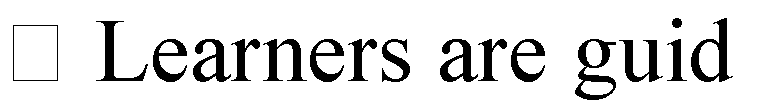
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| **6** | **1** |  | **Characteristics of** Amphibians | By the end of the lesson learner should be able to:   1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. Identify major characteristics of each group of vertebrates. 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | In groups learners to discuss major characteristics of amphibians. | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 21-22* * *Super minds*   *Scie. and Tech TG Pg. 36* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **2** |  | **Characteristics of** Assessment | By the end of the lesson learner should be able to:   1. Identify major characteristics of each group of vertebrates. 2. State the precautions necessary when handling animals in the locality 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | precaution when handling different animals in their locality | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 23* * *Super minds*   *Scie. and Tech TG Pg. 37* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **3** |  | Making a portfolio | By the end of the lesson learner should be able to:   1. Make a portfolio on the different classes of vertebrates 2. Observe safety when handling materials 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | Learners are guided on safety  precaution when handling different animals in their locality  ***Project 1:making a photo album of categories of different***  ***animals different animals in the locality*** | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech Learners Bk. Pg. 22* * *Super minds*   *Scie. and Tech TG Pg. 36* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **4** |  | Making a portfolio | By the end of the lesson learner should be able to:   1. Make a portfolio on the different classes of vertebrates 2. Observe safety when handling materials | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | observe and identify different vertebrates  ***Project 1:making a photo album of categories of different***  ***animals different animals in the locality*** | * Realia * Pictures * Videos * Digital devices * *Super minds Scie. and Tech*   *Learners Bk. Pg. 22* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |

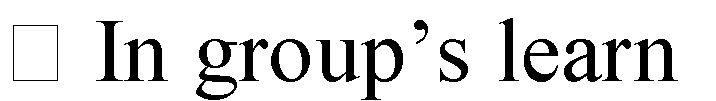




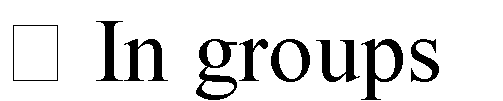
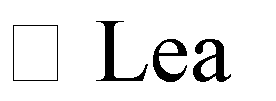
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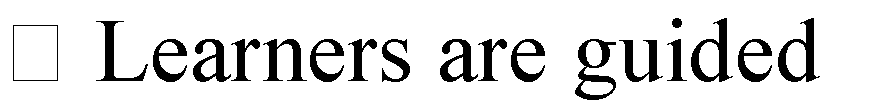
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|  |  |  |  | c. develop interest in characteristics of vertebrates in their locality |  |  | * *Super minds*   *Scie. and Tech TG Pg. 36* |  |  |
| **7** | **1** |  | **Human Body:** Identifying sense organs | By the end of the lesson learner should be able to:   1. Identify the various sense organs in a human being. 2. Draw and colour the various sense organs 3. Appreciate the importance of sense organs | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | guided to identify sense organs in their bodies (Nose, ears, eyes, skin and tongue).  **NB: Details of internal structure not required.** | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 24-25* * *Super minds Scie. and Tech*   *TG Pg. 38-39* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **2** |  | **Human Body:** functions of sense organs | By the end of the lesson learner should be able to:   1. State the functions of the various sense organs 2. Watch a video clip on the functions of sense organs 3. Appreciate the importance of sense organs | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | **NB: Details of internal structure not required.**  ed to watch a video to showing functions of sense organs.  . | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 24-25* * *Super minds*   *Scie. and Tech TG Pg. 38-39* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **3** |  | **Human Body:** functions of sense organs | By the end of the lesson learner should be able to:   1. Identify and fill crosswords on sense organs 2. Explain functions of sense organs in a human being. 3. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | **NB: Details of internal structure not required.**  learners are guided to fill crosswords on sense organs. | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 24-25* * *Super minds Scie. and Tech*   *TG Pg. 38-39* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **4** |  | **Human Body:** Observing sense | By the end of the lesson learner should be able to: | 1. What role do sense organs play in human beings? | **NB: Details of internal structure not required.** | * Realia * Pictures * Videos | a) question and answer method, |  |

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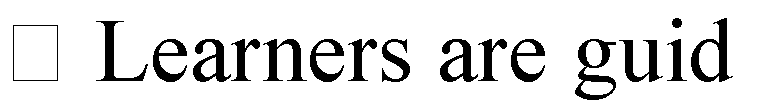
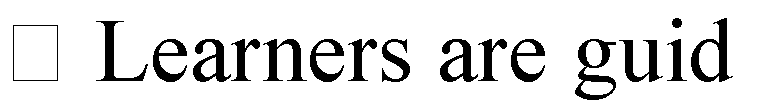


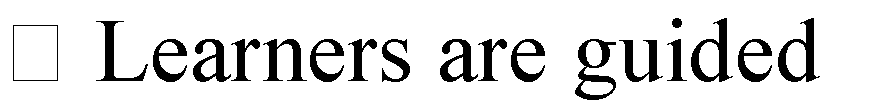
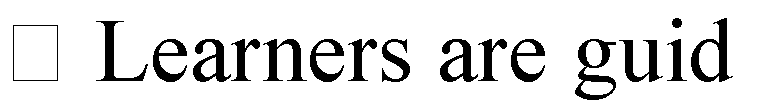
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|  |  |  | organs using a hand lenses | 1. Observe the sense organs using a hands lens and record their observation 2. Explain functions of sense organs in a human being. 3. Appreciate the importance of sense organs | 2. Why is it important to care for the body sense organs? | rners in groups observe the skin, nose and ears using the hand lens. Learners record their findings and explain observations. | * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 24-25* * *Super minds Scie. and Tech*   *TG Pg. 38-39* | 1. class quizzes 2. individual performance assessment and 3. project work |  |
| **8** | **1** |  | **Human Body:** Care for sense organs | By the end of the lesson learner should be able to:   1. Identify the various sense organs in a human being. 2. State ways of caring for the various sense organs 3. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | **NB: Details of internal structure not required**.  In groups learners are guided to discuss how to care for their sensory organs. | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 26-27* * *Super minds*   *Scie. and Tech TG Pg. 39-40* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **2** |  | **Human Body:** Care for sense organs | By the end of the lesson learner should be able to:   1. Identify the various sense organs in a human being. 2. State ways of caring for the various sense organs 3. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | **NB: Details of internal structure not required.**  Learners are guided to discuss how to care for their sensory organs. | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 26-27* * *Super minds*   *Scie. and Tech TG Pg. 39-40* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **3** |  | **Skeleton and Muscles**  parts of a human skeleton | By the end of the lesson  the learner should be able to:   1. Watch a video clip and observe the parts of a human skeleton 2. Draw and colour the human skeleton 3. Appreciate the importance of the human skeleton | 1. What is the main function of the human skeleton? | Learners are guided to watch a video to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required** | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech*   *Learners Bk. Pg. 28-29* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |

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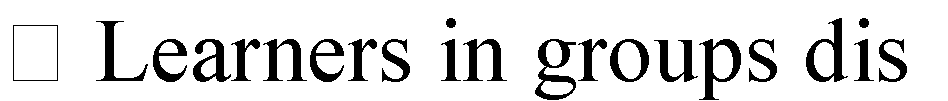
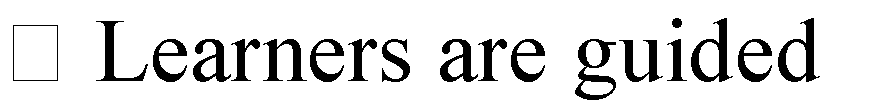


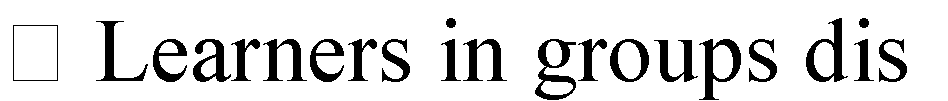
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|  | **4** |  | **Skeleton and Muscles**  Parts of a human skeleton | By the end of the lesson  the learner should be able to:   1. State the parts of human skeleton. 2. Model a human skeleton 3. Appreciate the importance of the human skeleton | 1. What is the main function of the human skeleton? | **NB: Detailed structure not required**  ed to discuss parts of a human skeleton | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 28-29* * *Super minds Scie. and Tech*   *TG Pg. 42-43* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
| **9** | **1** |  | **Skeleton and Muscles** Functions of the human skeleton | By the end of the lesson  the learner should be able to:   1. State the parts of human skeleton. 2. Model a human skeleton 3. Appreciate the importance of the human skeleton | 1. What is the main function of the human skeleton? | **NB: Detailed structure not required**  Learners are guided to discuss parts of a human skeleton | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 28-29* * *Super minds*   *Scie. and Tech TG Pg. 43-44* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **2** |  | **Skeleton and Muscles**  Types of muscles | By the end of the lesson  the learner should be able to:   1. State the different types of muscles 2. Watch a video clip on the different types of muscles 3. Appreciate the importance of muscles | 1. What is the main function of the human skeleton? | **NB: Detailed structure not required**  ed to discuss state the different types of muscles | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 30* * *Super minds Scie. and Tech*   *TG Pg. 44* | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **3** |  | **Skeleton and Muscles** | By the end of the lesson  the learner should be able to: | 1. What is the main function of the human skeleton? | Learners are guided to watch a video to observe the parts of human skeleton (Skull, | * Realia * Pictures * Videos | a) question and answer method, |  |

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|  |  |  | Functions of skeletal muscles | 1. State the functions of skeletal muscle in a human being. 2. Watch a video clip on the functions of skeletal muscles 3. Develop curiosity in explaining the importance   of skeletal muscles in human beings |  | backbone, ribcage, limb bones). **NB: Detailed structure not required**  learners in groups discuss the functions of skeletal muscles. | * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 31* * *Super minds Scie. and Tech TG Pg. 44* | 1. class quizzes 2. individual performance assessment and 3. project work |  |
|  | **4** |  | **Skeleton and Muscles** Functions of skeletal muscles | By the end of the lesson  the learner should be able to:   1. State the functions of skeletal muscle in a human being. 2. Watch a video clip on the functions of skeletal muscles 3. Develop curiosity in explaining the importance of skeletal muscles in human beings | 1. What is the main function of the human skeleton? | to watch a video to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required**  cuss the functions of skeletal muscles. | * Realia * Pictures * Videos * Digital devices * Models * *Super minds Scie. and Tech Learners Bk. Pg. 31* * *Super minds*   *Scie. and Tech TG Pg. 44*  www.teache | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
| **10** | **ASSESMENT** | | | | | | | | |





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