# SCIENCE AND TECHNOLOGY SCHEMES OF WORK GRADE 6

**NAME OF THE TEACHER:**_____

**SCHOOL:**_____ **TERM: II YEAR:**_____

**Reference book used**

Rationalized CBC Superminds Science and Technology Pupils Book & Teachers Guide Grade 6

| Wk | LSN | strand | Sub-strand | Lesson Learning Outcomes | Learning Experiences | Key Inquiry Question(s) | Learning Resources | Assessment Methods | Refl |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | MATTER | Change of state - meaning | By the end of the lesson, the learner should be able to:<br>a. State the meaning of change of stage of matter<br>b. Observe pictures of change of state of matter.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● brainstorm the meaning of change of state of matter, | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 22-24*<br>*Super minds Scie. and Tech P.B Bk. Pg. 43-44* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | 2 | | Chage of state - melting | By the end of the lesson, the learner should be able to:<br>a. identify the changes of state when substances are heated or cooled,<br>b. demonstrate melting as a change of state of matter.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● carry out activities to demonstrate change of state of matter (melting) collaboratively,<br>note: observe safety while heating substances to avoid fires and burns,<br>● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 22-26*<br>*Super minds Scie. and Tech P.B Bk. Pg. 43-50* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | 3 | | Chage of state - Evaporation | By the end of the lesson, the learner should be able to:<br>a. Define the term evaporation.,<br>b. demonstrate evaporation as a change of state of matter.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● carry out activities to demonstrate change of state of matter (Evaporation) collaboratively,<br>note: observe safety while heating substances to avoid fires and burns,<br>● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 22-26*<br>*Super minds Scie. and Tech P.B Bk. Pg. 43-50* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |

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| | 4 | | Chage of state<br>- Sublimation | By the end of the lesson, the learner should be able to:<br>a. Define the term sublimation.<br>b. demonstrate sublimation as a change of state of matter.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● carry out activities to demonstrate change of state of matter (sublimation) collaboratively,<br>note: observe safety while heating substances to avoid fires and burns,<br>● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 22-26*<br>*Super minds Scie. and Tech P.B Bk. Pg. 43-50* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| 2 | 1 | | Chage of state<br>- Condensation | By the end of the lesson, the learner should be able to:<br>a. Define the term condensation,<br>b. demonstrate condensation as a change of state of matter.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● carry out activities to demonstrate change of state of matter (condensation) collaboratively,<br>note: observe safety while heating substances to avoid fires and burns,<br>● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 22-26*<br>*Super minds Scie. and Tech P.B Bk. Pg. 43-50* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | 2 | | Chage of state<br>- freezing | By the end of the lesson, the learner should be able to:<br>a. identify the changes of state when substances are heated or cooled,<br>b. demonstrate freezing as a change of state of matter.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● carry out activities to demonstrate change of state of matter (freezing) collaboratively,<br>note: observe safety while heating substances to avoid fires and burns,<br>● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 22-26*<br>*Super minds Scie. and Tech P.B Bk. Pg. 43-50* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | 3 | | Chage of state<br>- deposition | By the end of the lesson, the learner should be able to:<br>a. Explain the meaning of deposition.<br>b. demonstrate deposition as a change of state of matter.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● carry out activities to demonstrate change of state of matter (deposition) collaboratively,<br>note: observe safety while heating substances to avoid fires and burns,<br>● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 22-26*<br>*Super minds Scie. and Tech P.B Bk. Pg. 43-50* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |

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| | 4 | | Application of change of state | By the end of the lesson, the learner should be able to:<br>a. describe the applications of the change of state of matter in everyday life,<br>b. Identify areas in which change of state is applied.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● discuss the applications of change of state of matter in everyday life, | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 27*<br>*Super minds Scie. and Tech P.B Bk. Pg. 51-52* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| 3 | 1 | | Application of change of state | By the end of the lesson, the learner should be able to:<br>a. Analyze the applications of the change of state of matter in everyday life,<br>b. demonstrate the applications of change of state of matter.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● discuss the applications of change of state of matter in everyday life, | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 27*<br>*Super minds Scie. and Tech P.B Bk. Pg. 51-52* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | 2 | | Application of change of state | By the end of the lesson, the learner should be able to:<br>a. describe the applications of the change of state of matter in everyday life,<br>b. demonstrate the applications of change of state of matter.<br>c. appreciate the applications of change of state in day-to-day life. | The learner is guided to:<br>● discuss the applications of change of state of matter in everyday life, | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 27*<br>*Super minds Scie. and Tech P.B Bk. Pg. 51-52* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | 3 | | Making candles using waste wax | By the end of the lesson, the learner should be able to:<br>a. identify locally available materials for making a candle wax.<br>b. Assemble locally available materials for making a candle wax<br>c. appreciate the applications of change of state in day-to-day life. | **Project:**<br>● Learners to make candles using waste candle wax or beeswax, | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 27*<br>*Super minds Scie. and Tech P.B Bk. Pg. 52* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |

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| | 4 | | Making candles using waste wax | By the end of the lesson, the learner should be able to:<br>a. identify locally available materials for making a candle wax.<br>b. Assemble locally available materials for making a candle wax<br>c. appreciate the applications of change of state in day-to-day life. | **Project:**<br>● Learners to make candles using waste candle wax or beeswax, | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 27*<br>*Super minds Scie. and Tech P.B Bk. Pg. 52* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| 4 | 1 | | Making candles using waste wax | By the end of the lesson, the learner should be able to:<br>a. identify locally available materials for making a candle wax.<br>b. Make a candle wax using locally available materials.<br>c. appreciate the applications of change of state in day-to-day life. | **Project:**<br>● Learners to make candles using waste candle wax or beeswax, | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 27*<br>*Super minds Scie. and Tech P.B Bk. Pg. 52* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | 2 | | Making candles using waste wax | By the end of the lesson, the learner should be able to:<br>a. identify locally available materials for making a candle wax.<br>b. Make a candle wax using locally available materials.<br>c. appreciate the applications of change of state in day-to-day life. | **Project:**<br>● Learners to make candles using waste candle wax or beeswax, | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 27*<br>*Super minds Scie. and Tech P.B Bk. Pg. 52* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | 3 | | Repairing broken plastic containers | By the end of the lesson, the learner should be able to:<br>a. identify locally available materials for repairing broken containers.<br>b. Assemble locally available materials for repairing broken plastic containers.<br>c. appreciate the applications of change of state in day-to-day life. | **Project:**<br>● Learners to repair broken plastic containers. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 28-29*<br>*Super minds Scie. and Tech P.B Bk. Pg. 53-56* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |

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| | 4 | | Repairing broken plastic containers | By the end of the lesson, the learner should be able to:<br>a. identify locally available materials for repairing broken containers.<br>b. Assemble locally available materials for repairing broken plastic containers.<br>c. appreciate the applications of change of state in day-to-day life. | **Project:**<br>● Learners to repair broken plastic containers. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 28-29*<br>*Super minds Scie. and Tech P.B Bk. Pg. 53-56* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| **5** | **1** | | Repairing broken plastic containers | By the end of the lesson, the learner should be able to:<br>a. identify locally available materials for repairing broken plastic containers.<br>b. Repair broken plastic containers.<br>c. appreciate the applications of change of state in day-to-day life. | **Project:**<br>● Learners to repair broken plastic containers. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 28-29*<br>*Super minds Scie. and Tech P.B Bk. Pg. 53-56* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | **2** | | Repairing broken plastic containers | By the end of the lesson, the learner should be able to:<br>a. identify locally available materials for repairing broken plastic containers.<br>b. Repair broken plastic containers.<br>c. appreciate the applications of change of state in day-to-day life. | **Project:**<br>● Learners to repair broken plastic containers. | How is change of state of matter important in day-to-day life? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 28-29*<br>*Super minds Scie. and Tech P.B Bk. Pg. 53-56* | Observation<br>Oral question and answer<br>Rubrics<br>checklist | |
| | **3** | **Composition of air** | Composition of the air in the atmosphere | By the end of the lesson, the learner should be able to:<br>a. identify the components of air,<br>b. draw a pie chart showing percentage composition of components of air<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● brainstorm on air and its constituent,<br>● draw a pie chart showing percentage composition of components of air, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 30-31*<br>*Super minds Scie. and Tech P.B Bk. Pg. 57-58* | Observation<br>Written questions | |

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| | 4 | | Composition of the air in the atmosphere | By the end of the lesson, the learner should be able to:<br>a. identify the components of air,<br>b. draw a pie chart showing percentage composition of components of air<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● brainstorm on air and its constituent,<br>● draw a pie chart showing percentage composition of components of air, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 30-31*<br>*Super minds Scie. and Tech P.B Bk. Pg. 57-58* | Observation<br>Written questions | |
| 6 | 1 | | Components of the air | By the end of the lesson, the learner should be able to:<br>a. identify the components of air<br>b. draw a pie chart showing percentage composition of components of air<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● brainstorm on air and its constituent,<br>● draw a pie chart showing percentage composition of components of air, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 30-31*<br>*Super minds Scie. and Tech P.B Bk. Pg. 57-58* | Observation<br>Written questions | |
| | 2 | | Investigating presence of oxygen in the air | By the end of the lesson, the learner should be able to:<br>a. identify the components of air<br>b. investigate the presence of oxygen in air using burning candle.<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● carry out activity to investigate the presence of oxygen in air collaboratively (Use a burning candle), | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 31*<br>*Super minds Scie. and Tech P.B Bk. Pg. 58-59* | Observation<br>Written questions | |
| | 3 | | Uses of components of the air | By the end of the lesson, the learner should be able to:<br>a. outline uses of the different components of air,<br>b. demonstrate the uses of different components of the air<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● discuss the uses of the different components of air, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 32*<br>*Super minds Scie. and Tech P.B Bk. Pg. 60-61* | Observation<br>Written questions | |
| | 4 | | Uses of components of the air | By the end of the lesson, the learner should be able to:<br>a. List uses of the different components of air,<br>b. Analyze the uses of different components of the air<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● discuss the uses of the different components of air, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 32*<br>*Super minds Scie. and Tech P.B Bk. Pg. 60-61* | Observation<br>Written questions | |

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| 7 | 1 | | Uses of components of the air | By the end of the lesson, the learner should be able to:<br>a. Identify the importance of air,<br>b. demonstrate the importance of components of the air.<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● discuss the uses of the different components of air, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 32*<br>*Super minds Scie. and Tech P.B Bk. Pg. 60-61* | Observation<br>Written questions | |
| | 2 | **Air pollution** | Air pollution and air pollutants | By the end of the lesson, the learner should be able to:<br>a. explain the meaning of air pollution and air pollutants<br>b. observe picture of various air pollutants.<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● brainstorm on the meaning of air pollution,<br>● explore the school and neighborhood to identify air pollutants, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 32-34*<br>*Super minds Scie. and Tech P.B Bk. Pg. 61-65* | Oral Questions,<br>Assignments,<br>project work | |
| | 3 | | Causes of air pollution | By the end of the lesson, the learner should be able to:<br>a. Discuss the causes of air pollution in the environment,<br>b. observe the effects of air pollution using IT devices.<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● discuss the effects of air pollution to the environment, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 32-34*<br>*Super minds Scie. and Tech P.B Bk. Pg. 61-65* | Oral Questions,<br>Assignments,<br>project work | |
| | 4 | | Effects of air pollution | By the end of the lesson, the learner should be able to:<br>a. explain the effects of air pollution in the environment,<br>b. observe the effects of air pollution using IT devices.<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● where possible, use digital devices to observe the effects of air pollution.<br>Note: observe safety precautions in air polluted environments (Example: practice use of dust masks, goggles, overcoats). | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 32-34*<br>*Super minds Scie. and Tech P.B Bk. Pg. 61-65* | Oral Questions,<br>Assignments,<br>project work | |

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| 8 | 1 | | Methods of reducing air pollution | By the end of the lesson, the learner should be able to:<br>a. describe methods of reducing air pollution in the environment,<br>b. Demonstrate reducing air pollution through h various methods<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● identify and discuss methods of reducing air pollution in groups, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 35-36*<br>*Super minds Scie. and Tech P.B Bk. Pg. 66-70* | Oral Questions, Assignments, project work | |
| | 2 | | Methods of reducing air pollution | By the end of the lesson, the learner should be able to:<br>a. Explain the importance of reducing air pollution,<br>b. Reduce air pollution in the immediate environment<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● identify and discuss methods of reducing air pollution in groups, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 35-36*<br>*Super minds Scie. and Tech P.B Bk. Pg. 66-70* | Oral Questions, Assignments, project work | |
| | 3 | | Methods of reducing air pollution | By the end of the lesson, the learner should be able to:<br>a. list reasons why we need clean air in daily life.<br>b. practice reducing air pollution through various method to provide clean air.<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>● identify and discuss methods of reducing air pollution in groups, | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 35-36*<br>*Super minds Scie. and Tech P.B Bk. Pg. 66-70* | Oral Questions, Assignments, project work | |
| | 4 | | Making posters on common air pollutants | By the end of the lesson, the learner should be able to:<br>a. identify common air pollutants.<br>b. Make posters on common air pollutants<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>**Project:**<br>Learners are guided to make posters on common air pollutants, dangers of air pollution and ways of controlling air pollution. | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 36-37*<br>*Super minds Scie. and Tech P.B Bk. Pg. 71* | Oral Questions, Assignments, project work | |
| 9 | **HALF TERM** | | | | | | | | |
| 10 | 1 | | Making posters on dangers of air pollution | By the end of the lesson, the learner should be able to:<br>a. identify common air pollutants.<br>b. Make posters on dangers of air pollution<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>**Project:**<br>Learners are guided to make posters on common air pollutants, dangers of air pollution and ways of controlling air pollution. | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 36-37*<br>*Super minds Scie. and Tech P.B Bk. Pg. 71* | Oral Questions, Assignments, project work | |

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| | 2 | | Safety precautions when working with in an air polluted environment | By the end of the lesson, the learner should be able to:<br>a. identify safety precautions when working in an air polluted environment<br>b. Make posters on ways of controlling air pollution.<br>c. appreciate the need for clean air in day-to-day life. | The Learner is guided to:<br>**Project:**<br>Learners are guided to make posters on common air pollutants, dangers of air pollution and ways of controlling air pollution. | How does air pollution affects the environment? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 37-38*<br>*Super minds Scie. and Tech P.B Bk. Pg. 71-74* | Oral Questions, Assignments, project work | |
| | 3 | **FORCE AND ENERGY** | Light-movement of light through transparent objects | By the end of the lesson, the learner should be able to:<br>a. describe transparent materials.<br>b. demonstrate the movement of light through transparent objects.<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● carry out activities to show the movement on light through different materials (transparent),<br>● use digital or print media to search for information on the movement of light through materials | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 39-41*<br>*Super minds Scie. and Tech P.B Bk. Pg. 75-76* | Oral questioning, project, questionnaires, written questions | |
| | 4 | | movement of light through translucent objects | By the end of the lesson, the learner should be able to:<br>a. describe translucent materials.<br>b. demonstrate the movement of light through translucent objects.<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● carry out activities to show the movement on light through different materials (translucent),<br>● use digital or print media to search for information on the movement of light through materials | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 41-43*<br>*Super minds Scie. and Tech P.B Bk. Pg. 77-80* | Oral questioning, project, questionnaires, written questions | |
| 11 | 1 | | movement of light through Opaque objects | By the end of the lesson, the learner should be able to:<br>a. describe opaque materials.<br>b. demonstrate the movement of light through opaque objects.<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● carry out activities to show the movement on light through different materials (opaque),<br>● use digital or print media to search for information on the movement of light through materials | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 41-43*<br>*Super minds Scie. and Tech P.B Bk. Pg. 77-80* | Oral questioning, project, questionnaires, written questions | |
| | 2 | | Reflection of light on plane mirrors - Ray diagrams of images in plane mirrors | By the end of the lesson, the learner should be able to:<br>a. Explain how images are formed on plane mirrors.<br>b. draw ray diagrams of images formed on plane mirrors,<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● perform an experiment to show reflection of light on plane mirrors (laws of reflection), | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 43-44*<br>*Super minds Scie. and Tech P.B Bk. Pg. 81-84* | Oral questioning, project, questionnaires, written questions | |

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| | 3 | | Ray diagrams of images in plane mirrors | By the end of the lesson, the learner should be able to:<br>a. Analyze the law of reflection.<br>b. draw ray diagrams of images formed on plane mirrors,<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● perform an experiment to show reflection of light on plane mirrors (laws of reflection), | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 43-44*<br>*Super minds Scie. and Tech P.B Bk. Pg. 81-84* | Oral questioning, project, questionnaires, written questions | |
| | 4 | | Ray diagrams of images in plane mirrors | By the end of the lesson, the learner should be able to:<br>a. Perform an experiment how images are formed on plane mirrors.<br>b. draw ray diagrams of images formed on plane mirrors<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● perform an experiment to show reflection of light on plane mirrors (laws of reflection), | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 43-44*<br>*Super minds Scie. and Tech P.B Bk. Pg. 81-84* | Oral questioning, project, questionnaires, written questions | |
| 12 | 1 | | Formation of shadows. | By the end of the lesson, the learner should be able to:<br>a. Describe how shadows are formed.<br>b. illustrate the formation of shadows in nature,<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● carry out activities to demonstrate and illustrate the formation of shadows. | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 45*<br>*Super minds Scie. and Tech P.B Bk. Pg. 85-87* | Oral questioning, project, questionnaires, written questions | |
| | 2 | | Formation of solar eclipse | By the end of the lesson, the learner should be able to:<br>a. Describe how solar eclipse is formed.<br>b. illustrate the formation of solar eclipse.<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● carry out activities to demonstrate and illustrate the formation of (solar eclipses), | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 46*<br>*Super minds Scie. and Tech P.B Bk. Pg. 90-92* | Oral questioning, project, questionnaires, written questions | |
| | 3 | | Formation of lunar eclipse | By the end of the lesson, the learner should be able to:<br>a. Describe how lunar eclipse is formed.<br>b. illustrate the formation of lunar eclipse.<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● carry out activities to demonstrate and illustrate the formation of lunar eclipses), | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 46*<br>*Super minds Scie. and Tech P.B Bk. Pg. 90-92* | Oral questioning, project, questionnaires, written questions | |

| Wk | LSN | strand | Sub-strand | Lesson Learning Outcomes | Learning Experiences | Key Inquiry Question(s) | Learning Resources | Assessment Methods | Refl |
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| | 4 | | Image formation on plain mirrors - Reflection of light at plane surfaces | By the end of the lesson, the learner should be able to:<br>a. State the law of reflection.<br>b. illustrate the reflection of light on plane mirrors<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● perform an experiment to show reflection of light on plane mirrors (laws of reflection), | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 47-48*<br>*Super minds Scie. and Tech P.B Bk. Pg. 93-98* | Oral questioning, project, questionnaires, written questions | |
| 13 | 1 | | Reflection of light at plane surfaces | By the end of the lesson, the learner should be able to:<br>a. State the law of reflection.<br>b. illustrate the reflection of light on plane mirrors<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● perform an experiment to show reflection of light on plane mirrors (laws of reflection), | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 47-48*<br>*Super minds Scie. and Tech P.B Bk. Pg. 93-98* | Oral questioning, project, questionnaires, written questions | |
| | 2 | | Image formation in plane mirrors | By the end of the lesson, the learner should be able to:<br>a. Discuss the characteristics of images formed on plane mirrors.<br>b. Locate and illustrate images formed on plane mirrors.<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● locate and illustrate images formed on plane mirrors and discuss their characteristics, | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 47-48*<br>*Super minds Scie. and Tech P.B Bk. Pg. 98-100* | Oral questioning, project, questionnaires, written questions | |
| | 3 | | Application of movement of light | By the end of the lesson, the learner should be able to:<br>a. describe the formation of rainbow in nature,<br>b. analyze the application of movement of light through different media.<br>c. Appreciate the importance of movement light in everyday life. | The learner is guided to:<br>● discuss the applications of movement of light through different media (mirrors, periscope, kaleidoscope, lenses, magnifying glass, hand lens, mirage, rainbow).<br>**Project:** Learner uses locally available resources to make a functional periscope. | How does light travel? | Locally available resources or materials<br>*Super minds Scie. and Tech TG Pg. 49-53*<br>*Super minds Scie. and Tech P.B Bk. Pg. 101-107* | Oral questioning, project, questionnaires, written questions | |

| Wk | LSN | strand | Sub-strand | Lesson Learning Outcomes | Learning Experiences | Key Inquiry Question(s) | Learning Resources | Assessment Methods | Refl |
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| | 4 | | PROJECT: MAKING A FUNCTIONAL PERISCOPE | By the end of the lesson, the learner should be able to:<br>a. describe the formation of rainbow in nature,<br>b. analyze the application of movement of light through different media.<br>c. Appreciate the importance of movement light in everyday life. | **Project:** Learner uses locally available resources to make a functional periscope. | How does light travel? | Locally available resources or materials<br><br>*Super minds Scie. and Tech TG Pg. 49-53*<br>*Super minds Scie. and Tech P.B Bk. Pg. 101-107* | Oral questioning, project, questionnaires , written questions | |
| 14 | **END TERM ASSESSMENT/CLOSING** | | | | | | | | |