

SCHOOL.....TEACHERS NAME.....

TSC NO.....YEAR.....

**GRADE 9 INTEGRATED SCIENCE**

**TERM 2**

| <b>Week</b> | <b>Lesson</b> | <b>Strand</b>                        | <b>Sub-strand</b>                          | <b>Lesson Learning Outcome</b>                                                                                                                                                                                                                                                  | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Key Inquiry Question</b>                                                   | <b>Learning Resources</b>                                                                                   | <b>Assessment methods</b>                                                                        | <b>Reflection</b> |
|-------------|---------------|--------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------|
| 1           | 1             | Living Things and Their Environment. | Nutrition in Animals: Process of Digestion | By the end of the lesson, the learner should be able to:<br>-State the meaning of digestion in human beings.<br>-Use digital or print resources to search for information on the process of digestion in human beings.<br>-Appreciate the process of digestion in human beings. | In groups,learners are guided to:<br>-brainstorm and present the meaning of digestion.<br>-use the digital or print resources to search for information on the process of digestion in human beings.<br>-identify the organs involved in the process of digestion in human beings.<br>-discuss the process of digestion in human beings and present in class.<br>sketch the human digestive system and label the different organs involved. | What is digestion?<br>Which process are involved in the process of digestion? | Spotlight Integrated Science pg 76<br>Comprehensive pg 76<br>Charts.<br>Lesson notes.<br>Digital resources. | Written Assessment.<br>Oral questions.<br>Oral discussion.<br>Checklists.<br>Assessment rubrics. |                   |
|             | 2             | Living Things and their              | Nutrition in Animals                       | By the end of the lesson,the                                                                                                                                                                                                                                                    | In groups,learners are guided to:                                                                                                                                                                                                                                                                                                                                                                                                           | What are the key steps                                                        | Spotlight Integrated Science pg 77 - 80.<br>Comprehensive pg 77                                             | Assessment rubrics.                                                                              |                   |

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|  |       | Environm<br>ent                          |                       | <p>learner should be able to:</p> <ul style="list-style-type: none"> <li>-State the roles of the different organs involved in the process of digestion.</li> <li>-Use digital devices to search and watch video clips on the process of digestion.</li> <li>-Acknowledge the processes involved in digestion.</li> </ul> | <ul style="list-style-type: none"> <li>-use digital devices to search and watch video clips explaining the process of digestion in human beings.</li> <li>-individually,take notes on the specific processes and structures involved in each stage of digestion.</li> <li>-discuss the role of the various organs such as mouth, stomach, small intestines and large intestines.</li> </ul>                                                                                             | <p>involved in the process of digestion?</p> <p>What are the roles of the different organs involved in the process of digestion?</p> | <p>Digital devices.</p> <p>Video clips.</p> <p>Lesson notes.</p>                                                                                                                  | <p>Checklists.</p> <p>Oral discussion.</p> <p>Oral questions.</p> <p>Written Assessment.</p>                                                   |  |
|  | 3 & 4 | Living Things and their Environm<br>ent. | Nutrition in Animals. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>-Outline the procedure for demonstrating absorption and digestion using an artificial intestines.</li> <li>-Carry out an experiment to demonstrate absorption and</li> </ul>                                      | <p>In groups,learners are guided to;</p> <ul style="list-style-type: none"> <li>-identify the requirements for the experiment.</li> <li>-outline and discuss the steps to follow in an experiment to demonstrate absorption and digestion.</li> <li>-collaborate in demonstrating absorption and digestion using an artificial intestine.</li> <li>-observe and record the observations made from the experiment.</li> <li>-discuss their observations and present in class.</li> </ul> | <p>How do test for starch and reducing sugars?</p>                                                                                   | <p>spotlight Integrated Science pg 78-79.</p> <p>Laboratory.</p> <p>Beakers, Plastic syringes, iodine solution.</p> <p>Benedict's solution, droppers &amp; starch suspension.</p> | <p>Observation schedule.</p> <p>Oral questions.</p> <p>Checklists.</p> <p>Portfolios.</p> <p>Practical Assessment.</p> <p>Oral discussion.</p> |  |

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|  |   |  |                       | <p>digestion using an artificial intestine.</p> <p>-Enjoy carrying out the experiment while observing safety.</p>                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                       |                                                                |                                                                                                                         |  |
|  | 5 |  | Nutrition in Animals. | <p>By the end of the lesson, the learner should be able to:</p> <p>-Explain the meaning of propulsion in the process of digestion.</p> <p>-Use digital or print resources to search for information on the mechanisms involved in propulsion.</p> <p>-Value the process of propulsion in digestion of food.</p> | <p>In groups or pairs, learners are guided to;</p> <p>-explain the meaning of propulsion in the process of digestion.</p> <p>-use digital devices to search for information on the mechanisms involved in propulsion: peristalsis, segmentation and sphincters.</p> <p>-take notes on their findings and discuss the findings.</p> <p>-explain the importance of propulsion in the digestion process.</p> | Why is propulsion important in the digestion of food? | Spark Integrated Science pg 80. Digital devices. Lesson notes. | <p>Oral discussion.</p> <p>Written Assessment.</p> <p>Checklists.</p> <p>Assessment rubrics.</p> <p>Oral questions.</p> |  |

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| 2 | 1 |                                      | Nutrition in Animals. Self-Assessment. | By the end of the lesson, the learner should be able to:<br>-Attempt assessment questions on the sub-strand: Nutrition in animals.<br>-Embrace teamwork as they tackle the questions on the sub-strand. | In groups,pairs or individually,learners are guided to:<br>-collaborate in answering the assessment questions on the sub-strand; Nutrition in animals.                                                                                                                                                                                                                                           |                                                            | Spotlight Integrated Science pg 81. Teacher's Guide.                                                                  | Assessment rubrics. Written Assessment. Learner's Profile.                           |  |
|   | 2 | Living Things and Their Environment. | Reproduction in Plants.                | By the end of the lesson,the learner should be able to:<br>-Identify the parts of a flower.<br>-Draw and label the parts of a flower.<br>-Appreciate the different parts of a flower.                   | In groups,learners are guided to:<br>-brainstorm and present the meaning of reproduction.<br>-differentiate between sexual and asexual reproduction.<br>-use digital or print resources to search for pictures of flowers.<br>-study the pictures and identify the parts of a flower.<br>-draw and label the parts of a flower on charts and exercise books and display their drawings in class. | How do plants reproduce?                                   | Spotlight Integrated Science pg 82. Comprehensive i.s pg 80 Charts. Drawing materials. Digital devices. Lesson notes. | Assessment rubrics. Checklists. Written Assessment. Oral questions. Oral discussion. |  |
|   | 3 | Living Things and Their Environment. | Reproduction in Plants.                | By the end of the lesson, the learner should be able to:<br>-Outline the functions of                                                                                                                   | In groups or pairs,learners are guided to;<br>-use print materials or digital devices connected to the Internet to find out information on the parts of a flower and their functions.                                                                                                                                                                                                            | What are the functions of the different parts of a flower? | Spotlight Integrated Science pg 83-85 Comprehensive pg 81-82 Lesson notes. Digital devices.                           | Assessment rubrics. Checklists. Oral discussion. Oral questions.                     |  |

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|  |       |                                      |                         | parts of a flower.<br>-Use digital or print resources to search for information on the parts of the flowers.<br>-Acknowledge the functions of the different parts of a flower.                                                                                                         | -take notes on the functions of the different parts of a flower.<br>-collaboratively discuss the functions of the parts of a flower.<br>-present their findings to the class.                                                                                                                                                                                                                                                                                                                                                                                        |                                                    |                                                                                                                                                                         | Written Assessment.                                                         |  |
|  | 4 & 5 | Living Things and Their Environment. | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-Outline the procedure for conducting an experiment on scientific observation of the parts of a flower.<br>-Conduct a practical activity to observe and dissect a flower to find out its parts.<br>-Observe safety as they | In groups, learners are guided through the procedure for carrying out an experiment on observation and dissection of the flower to find out its parts.<br>-in groups, learners are guided to gather flowers from the school surrounding.<br>-discuss and identify the various parts of the flowers gathered.<br>-collaborate in examining how the different parts of the flower are connected.<br>-in groups, learners to carefully dissect and observe the different parts of a flower.<br>-record and explain the observations made and then present to the class. | Which part is exposed when the petals are removed? | Spotlight Integrated Science pg 86.<br>Comprehensive pg 83<br>Large Whole Flowers.<br>Hand lens.<br>Scissors, razor blades or scapel.<br>Manilla papers.<br>Laboratory. | Checklists. Observation schedule. Practical Activities. Assessment rubrics. |  |

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|   |   |                                      |                         | carry out the experiment.                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                     |                                                                                                                   |                                                                                                   |  |
| 3 | 1 | Living Things and Their Environment. | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-State the meaning of pollination.<br>-Use digital or print resources to search for information on self-pollination.<br>-Appreciate the process of self-pollination in plants. | In groups, learners are guided to:<br>-use digital or print resources to search for the meaning of term pollination.<br>-identify the types of pollination in plants.<br>-use digital or print resources to search for information on self-pollination and examples of plants that self-pollinate.<br>-discuss their findings and take short notes on self-pollination.<br>-study pictures and identify a picture that shows self-pollination.<br>-sketch a diagram showing self-pollination in plants. | How does reproduction in plants occur?<br>What is self-pollination? | Spotlight Integrated Science pg 87-88<br>Comprehensive pg 86-88<br>Digital devices.<br>Lesson notes.<br>Pictures. | Assessment rubrics.<br>Checklists.<br>Oral questions.<br>Oral discussions.<br>Written Assessment. |  |
|   | 2 | Living Things and Their Environment. | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-Describe cross-pollination in plants.<br>-Draw a diagram illustrating cross-                                                                                                  | In groups, learners are guided to;<br>-use digital and print resources to search for information on cross-pollination.<br>-discuss their findings on cross pollination and make short notes.<br>-study pictures in learner's book or digital device and identify that shows cross pollination.<br>-sketch a drawing that illustrates cross-pollination in plants.                                                                                                                                       | How does cross-pollination occur in plants?                         | Spotlight Integrated Science pg 88.<br>Comprehensive pg 86-88<br>Lesson notes.<br>Digital devices.<br>Pictures.   | Assessment rubrics.<br>Checklists.<br>Oral discussions.<br>Oral questions.<br>Written Assessment. |  |

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|  |   |                                     |                         | <p>pollination in plants.</p> <p>-Appreciate the cross-pollination in plants.</p>                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                        |                                                                                                                               |                                                                                                                         |  |
|  | 3 | Living Things and Their Environment | Reproduction in Plants. | <p>By the end of the lesson, the learner should be able to:</p> <p>-Identify the differences between cross-pollination and self-pollination in plants.</p> <p>-Use digital or print resources to search for information on the differences between self-pollination and cross-pollination.</p> <p>-Acknowledge the differences between cross-pollination and self-pollination.</p> | <p>In groups, learners are guided to;</p> <p>-brainstorm and share the differences between self-pollination and cross-pollination.</p> <p>-use digital and print resources to search for information on the differences between cross-pollination and self-pollination in plants.</p> <p>-discuss the differences between self-pollination and cross-pollination in plants and present to the class.</p> <p>-make a summary table showing the differences between self-pollination and cross-pollination.</p> | What is the difference between cross-pollination and self-pollination? | <p>Comprehensive pg 87</p> <p>Lesson notes.</p> <p>Digital devices.</p> <p>Manilla papers.</p> <p>Rulers and Marker pens.</p> | <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Oral discussion.</p> <p>Written Assessment.</p> |  |
|  | 4 |                                     | Reproduction in Plants. | <p>By the end of the lesson, the</p>                                                                                                                                                                                                                                                                                                                                               | <p>In groups, learners are guided to;</p> <p>-brainstorm and share on the agents of pollination in plants.</p>                                                                                                                                                                                                                                                                                                                                                                                                | What is the difference between                                         | Spotlight Integrated Science pg 89-91                                                                                         | <p>Assessment rubrics.</p> <p>Checklists.</p>                                                                           |  |

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|  |   |                                     |                         | learner should be able to:<br>-Identify the agents of pollination in plants.<br>-Use digital devices to search and watch video clips of the behaviour of the pollinating agents.<br>-Acknowledge the agents of pollination in plants. | -identify the agents of pollinations.<br>-classify the agents of pollinations as either biotic or abiotic.<br>-use digital devices to search and observe the behaviour of pollinating agents.<br>-take notes on the observed behaviours of the pollinating agents.                                                                                                                                                                                                               | biotic and abiotic agents of pollination?<br>Which agents of pollination do you know?            | Comprehensive pg 88-90<br>Digital devices.<br>Internet.<br>Video clips or animations.<br>Lesson notes.<br>Charts.                                                                           | Oral questions.<br>Oral discussions.<br>Written assessment .               |  |
|  | 5 | Living Things and Their Environment | Reproduction in Plants. | By the end of the lesson,the learner should be able to:<br>-Explore pollination agents within the school compound and neighbourhood .<br>-Have fun in exploring pollination agents within the school                                  | -As a class,learners are guided through the aim and steps for the activity.<br>-list the requirements for the practical activity.<br>-in groups,learners to collaborate in observing closely the flowers and any visiting insects,birds or animals using the handlens.<br>-take notes or sketches of what they see.<br>-record their observations about the pollinator`s behaviours.<br>-use digital devices to take photographs to document their observations in a portfolios. | What types of pollinators did you observe?<br>How did the pollinators interact with the flowers? | Spotlight Integrated Science pg 91<br>Comprehensive pg 90<br>Observation sheets.<br>Magnifying glasses.<br>Cameras.<br>Digital devices for capturing videos and photos.<br>School compound. | Observation schedule.<br>Checklists.<br>Portfolios.<br>Practical activity. |  |

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|   |   |                                     |                         | compound and neighbourhood                                                                                                                                                                                                                                                           | -discuss and share their findings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                |                                                                                                                                 |                                                                                                   |  |
| 4 | 1 | Living Things and Their Environment | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-Outline the adaptations of flowers to wind pollination.<br>-Use digital or print resources to search for information on adaptations of flowers to wind.<br>-Acknowledge the adaptations of flowers to wind pollination. | In groups, learners are guided to;<br>-brainstorm and present the meaning of adaptations of flowers to wind and insect pollination.<br>-use print materials or digital devices to search for information on the adaptations of flowers to wind.<br>-look for details on how the flowers are structured, what features they have and how the features help in pollination.<br>-take notes on their findings.<br>-discuss the adaptations of flowers to wind pollination and present to the class.<br>-watch a short clip on wind-pollinated flowers. | How are flowers adapted to wind pollination?   | Spotlight Integrated Science pg 92.<br>Comprehensive pg 89-90<br>Lesson notes.<br>Digital devices.<br>Video clips.<br>Internet. | Assessment rubrics.<br>Checklists.<br>Written Assessment.<br>Oral discussions.<br>Oral questions. |  |
|   | 2 | Living Things and Their Environment | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-Outline the adaptations of flowers to                                                                                                                                                                                   | In groups, learners are guided to;<br>-use digital or print media to search for information on the adaptations of flowers to insect pollination.<br>-identify the adaptations of flowers to insect pollination and take short notes in exercise books.                                                                                                                                                                                                                                                                                              | How are flowers adapted to insect pollination? | Spotlight Integrated Science pg 92<br>Comprehensive pg 89-90<br>Lesson notes.<br>Digital devices<br>Internet.<br>Video clips.   | Assessment rubrics.<br>Checklists.<br>Oral questions.<br>Oral discussions.                        |  |

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|  |       |                                     |                         | insect pollination.<br>-Use digital or print resources to search for information on adaptations of flowers to insect pollination.<br>-Acknowledge the adaptations of the flowers to insects.                                                | -discuss the adaptations of flowers to insect pollination and present to the class.<br>-use digital devices to watch video clips on insect-pollinated flowers.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                            | Written Assessment.                                                                                                     |  |
|  | 3 & 4 | Living Things and Their Environment | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-Study samples of flowers that exhibit adaptations to agents of pollinations.<br>-Draw and label wind-pollinated and insect-pollinated flowers.<br>-Show interest and curiosity | -As a class, learners are guided through the aim and steps for the practical activity.<br>-in groups, learners to collaborate in gathering samples of flowers that exhibit adaptations to agents of pollination such as wind and insect-pollinated flowers.<br>-observe the flowers closely and take note of the structures, shapes, colours and any other outstanding features.<br>-discuss the adaptations observed from the samples of flowers.<br>-take turns in drawing diagrams of the flowers observed.<br>-label the different parts of the flowers that are relevant to their adaptations for pollination. | Which adaptations did you notice serve to attract insects? I insect-pollinated flowers?<br>Which adaptations did you notice that aid in dispersing pollen through the air? | Spotlight Integrated Science pg 92.<br>Samples of wind-pollinated and insect-pollinated flowers.<br>Laboratory Drawing materials; pencil, paper, manillas and marker pens. | Assessment rubrics.<br>Checklists<br>Oral questions.<br>Oral discussion<br>Observation schedule.<br>Practical activity. |  |

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|   |   |                                     |                         | in studying samples of wind and insect-pollinated flowers.                                                                                                                                                                                                                                                                          | -display their drawings in class for assessment and feedback.                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                  |                                                                                             |                                                                                   |  |
|   | 5 | Living Things and Their Environment | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-State the meaning of agrochemicals.<br>-Use digital devices to search for information on the effects of agrochemicals on pollinating agents and reproduction in plants.<br>-Acknowledge the effects of agrochemicals on pollinating agents and reproduction in plants. | In groups, learners are guided to;<br>-brainstorm and present the meaning of agrochemicals.<br>-give examples of agrochemicals.<br>-use digital devices to search for information on the effects of agrochemicals on pollination agents and its effects on reproduction of plants.<br>-take notes of their findings in books.<br>-discuss the effects of agrochemicals on pollination agents and its effects on reproduction of plants.<br>-present their findings in class. | What are some effects of agrochemicals on pollinating agents?<br>How do agrochemicals impact plant reproduction? | Spotlight Integrated Science pg 92-94.<br>Lesson notes.<br>Digital devices.<br>Internet.    | Assessment rubrics.<br>Written Assessment.<br>Oral questions.<br>Oral discussion. |  |
| 5 | 1 | Living Things and Their             | Reproduction in Plants. | By the end of the lesson, the learner should be able to:                                                                                                                                                                                                                                                                            | In groups, learners are guided to;<br>-use digital devices or print resources to search for information on fertilization and seed formation in flowering plants.                                                                                                                                                                                                                                                                                                             | How does fertilization and seed formation                                                                        | Spotlight Integrated Science pg 94-96.<br>Digital devices.<br>Lesson notes.<br>Video clips. | Assessment rubrics.<br>Checklists.                                                |  |

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|  |   | Environ<br>ment                         |                                | <ul style="list-style-type: none"> <li>-Describe fertilization and seed formation in flowering plants.</li> <li>-Use digital devices or print resources to search for information on fertilization and seed formation in flowering plants.</li> <li>-Acknowledge the process of fertilization and seed formation in flowering plants.</li> </ul> | <ul style="list-style-type: none"> <li>-discuss the process of fertilisation and seed formation in flowering plants and present their findings in class.</li> <li>-collaboratively study illustrations or clips on fertilization and seed formation.</li> </ul>                                                                                                                                                                                                    | occur in plants?                                    | Pictures.                                                                                                                                    | <p>Written Assessment.</p> <p>Oral discussion.</p> <p>Oral questions.</p>                            |  |
|  | 2 | Living Things and Their Environ<br>ment | Reproducti<br>on in<br>Plants. | <p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>-Describe fruit formation in flowering plants.</li> <li>-Use digital or print resources to search for</li> </ul>                                                                                                                           | <p>In groups,learners are guided to;</p> <ul style="list-style-type: none"> <li>-explain the meaning of fruit formation in flowering plants.</li> <li>-Use digital devices or print media to search for information on the process of fruit formation in flowering plants.</li> <li>-discuss the process of fruit formation in flowering plants and present in class.</li> <li>-make short notes on the process of fruit formation in flowering plants.</li> </ul> | How does fruit formation occur in flowering plants? | <p>Spotlight Integrated Science pg 95-96</p> <p>Comprehensive pg 91-92.</p> <p>Digital devices.</p> <p>Lesson notes.</p> <p>Video clips.</p> | <p>Assessment rubrics.</p> <p>Written Assessment.</p> <p>Oral discussion.</p> <p>Oral questions.</p> |  |

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|  |   |                                     |                         | <p>information on fruit formation in flowering plants.</p> <p>-Acknowledge the steps involved in fruit formation in flowering plants.</p>                                                                                                                                                                                                  | <p>-watch short clips on the process of fruit formation.</p>                                                                                                                                                                                                                                                                                                                                                                                   |                                                            |                                                                                       |                                                                                                                         |  |
|  | 3 | Living Things and Their Environment | Reproduction in Plants. | <p>By the end of the lesson, the learner should be able to:</p> <p>-Explain the significance of fertilization and fruit formation in flowering plants.</p> <p>-Use digital devices or print media to search for information on significance of fertilization and fruit formation.</p> <p>-Value the process of fertilization and fruit</p> | <p>In groups, learners are guided to;</p> <p>-brainstorm and share the importance of fertilization and fruit formation in plants.</p> <p>-use digital or print resources to search for information on the significance of fertilization and fruit formation.</p> <p>-discuss the significance of fertilization and fruit formation in plants.</p> <p>-take short notes on the significance of fertilization and fruit formation in plants.</p> | <p>Why is fertilization and fruit formation important?</p> | <p>Spotlight Integrated Science pg .</p> <p>Lesson notes.</p> <p>Digital devices.</p> | <p>Written Assessment.</p> <p>Oral questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> |  |

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|   |                                     |                         |                                                                                                                                                                                                                                                                                                              | formation in plants.                                                                                                                                                                                                                                                                         |                                                                     |                                                                                             |                                                                                                  |  |  |
| 4 | Living Things and Their Environment | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-Describe the modes of seed and fruit dispersal in plants.<br>-Use digital or print resources to search for information on the wind and water modes of seed and fruit dispersal.<br>-Appreciate the different modes of seed and fruit dispersal. | In groups, learners are guided to;<br>-explain the meaning of fruit and seed dispersal.<br>-identify the modes of fruit and seed dispersal.<br>-discuss the wind and water modes of seeds and fruit dispersal.<br>-search for examples of seeds and fruit dispersed by wind and water modes. | Which modes of seed and fruit dispersal do you know?                | Spotlight Integrated Science pg 97-102.<br>Digital devices.<br>Lesson notes.<br>Flashcards. | Assessment rubrics.<br>Checklists.<br>Written Assessment.<br>Oral questions.<br>Oral discussion. |  |  |
| 5 | Living Things and Their Environment | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-Identify the modes of fruit and seed dispersal.                                                                                                                                                                                                 | In groups, learners are guided to;<br>-use digital or print resources to search for information on animal and self-dispersal.<br>-discuss the animal and self-explosion modes of fruit and seed dispersal.                                                                                   | Which seeds and fruits are dispersed by animals and self-explosion? | Spotlight Integrated Science pg 100<br>Digital devices.<br>Lesson notes.                    | Assessment rubrics.<br>Written assessment.<br>Oral questions.                                    |  |  |

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|   |   |                                     |                         | <ul style="list-style-type: none"> <li>-Use digital or print resources to search for information on animal and self-dispersal modes of fruit and seed dispersal.</li> <li>-Appreciate the different modes of seed and fruit dispersal.</li> </ul>                                                                                                | -give examples of seeds and fruits dispersed through self-explosion and animal dispersal.                                                                                                                                                                                                                                                               |                                                    |                                                                                                                      | Oral discussion.                                                                                    |  |
| 6 | 1 | Living Things and Their Environment | Reproduction in Plants. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>-Collect various fruits and seeds in the locality.</li> <li>-Categorise the fruits and seeds based on their mode of dispersal.</li> <li>-Enjoy categorizing the locally available fruits and seeds based on mode of dispersal.</li> </ul> | <p>In groups, learners are guided to;</p> <ul style="list-style-type: none"> <li>-collect the different fruits and seeds from their locality.</li> <li>-observe the collected fruits and seeds.</li> <li>-discuss and categorise the fruits and seeds collected based on their mode of dispersal.</li> <li>-present their findings in class.</li> </ul> | Which fruits and seeds are found in your locality? | Spotlight Integrated Science pg 101<br>Fruits and seeds.<br>School and the surrounding environment.<br>Lesson notes. | Assessment rubrics.<br>Practical Activities.<br>Portfolios.<br>Checklists.<br>Observation schedule. |  |

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|  | 2 | Living Things and Their Environment | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-State the importance of fruit and seed dispersal in the environment.<br>-Use digital or print resources to search for information on the importance of seed and fruit dispersal in the environment.<br>-Acknowledge the importance of seed and fruit dispersal in the environment. | In groups, learners are guided to;<br>-brainstorm and present the importance of seed and fruit dispersal in the environment.<br>-use digital devices or print resources to search for information on the importance of seed and fruit dispersal in the environment.<br>-discuss the importance of seed and fruit dispersal in the environment. | What is the importance of fruit and seed dispersal in the environment?                | Spotlight Integrated Science pg 101.<br>Lesson notes.<br>Digital devices.                            | Written Assessment.<br>Checklists.<br>Assessment Rubrics.<br>Oral questions.<br>Oral discussion. |  |
|  | 3 | Living Things and Their Environment | Reproduction in Plants. | By the end of the lesson, the learner should be able to:<br>-Identify the roles of flowers in nature.                                                                                                                                                                                                                                           | In groups, learners are guided to;<br>-brainstorm and present the roles of flowers in nature.<br>-use digital or print resources to search for information on the roles of flowers in nature.<br>-discuss the roles of flowers in nature and present in class.                                                                                 | What is the role of flowers in nature?<br>What is it important to protect flowers and | Spotlight Integrated Science pg 102-103.<br>Lesson notes.<br>Digital devices.<br>School environment. | Assessment rubrics.<br>Written Assessment.<br>Checklists.<br>Observation schedule.               |  |

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|   |                                     |                                     |                                                                                                                                                                                                                    | -Use digital or print resources to search for information on role of flowers in nature.<br>-Recognize the role of flowers in nature.                                                                                                                                                                                                                                                                                                                                                                | -take a walk around the school compound to observe and appreciate the diverse beauty and role of flowers | their pollinators?                                                               |                                                                                                 | Oral questions.<br>Oral discussion. |  |
| 4 | Living Things and Their Environment | Reproduction in Plants. Assessment. | By the end of the lesson, the learner should be able to:<br>-Attempt assessment questions on the sub-strand.                                                                                                       | In pairs or individually, learners are guided to;<br>-answer the assessment questions on the sub-strand.                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                          | Spotlight Integrated Science pg 104-105. Assessment questions.                   | Written Assessment.<br>Checklists.<br>Learner's profile.                                        |                                     |  |
| 5 | Living Things and Their Environment | The Interdependence of Life.        | By the end of the lesson, the learner should be able to:<br>-State the meaning of biotic components of the environment.<br>-Use digital or print resources to search for information on biotic interrelationships. | In groups, learners are guided to;<br>-explain the meaning of biotic components and give examples.<br>-study pictures of different animals and identify how the animals depend on each other.<br>-discuss the meaning of biotic interrelationships.<br>-use digital devices or print resources to search for information on the different types of biotic interrelationships.<br>-describe the herbivory, parasitism, mutualism, saprophytism, predation and competition biotic interrelationships. | What are biotic components of the environment?<br>What is the role of living factors in environment?     | Spotlight Integrated Science pg 106-10. Digital devices. Lesson notes. Pictures. | Assessment rubrics.<br>Checklists.<br>Written assessment.<br>Oral discussion.<br>Oral question. |                                     |  |

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|   |   |                                     |                              | -Acknowledge the different types of biotic interrelationships.                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                     |                                                                                                                                         |                                                                                                   |  |
| 7 | 1 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to:<br>-Identify the biotic interrelationships in the environment.<br>-Investigate the interrelationships between biotic factors of the environment in their locality.<br>-Observe safety as they conduct the activity. | In groups, learners are guided to;<br>-walk around the school environment and observe the biotic factors present.<br>-collaborate in investigating the interrelationships between biotic factors of the environment in their environment.<br>-take notes on the interactions and relationships observed between the organisms and their environment.<br>-use digital devices to search for information on the roles of the organisms in the ecosystem and how they interact with one another. | How do the organisms in the environment interact with one another?                  | Spotlight Integrated Science pg 106.<br>School environment.<br>Magnifying glasses.<br>Cameras.<br>Digital devices.<br>Pens & notebooks. | Practical Activity.<br>Oral discussion.<br>Oral question.<br>Checklists.<br>Observation schedule. |  |
|   | 2 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to;<br>-State the meaning of abiotic components of                                                                                                                                                                      | In groups, learners are guided to;<br>-explain the meaning of abiotic components of the environment.<br>-identify the examples of abiotic components of the environment.<br>-use digital or print resources to search for information on the abiotic components of the environment.                                                                                                                                                                                                           | What are the abiotic components of the environment?<br><br>What is the role of non- | Spotlight Integrated Science pg 107.<br>Lesson notes.<br>Digital devices.                                                               | Assessment rubrics.<br>Oral discussions.<br>Oral question.                                        |  |

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|  |   |                                     |                              | <p>the environment.</p> <p>-Use digital or print resources to search for information on the abiotic components of the environment.</p> <p>-Acknowledge the abiotic components of the environment.</p>                                                                       | -discuss the abiotic components of the environment                                                                                                                                                                                                                                               | living factors in the environment?                        |                                                                           | Written Assessment.                                                               |  |
|  | 3 | Living Things and Their Environment | The Interdependence of Life. | <p>By the end of the lesson, the learner should be able to:</p> <p>-Identify the abiotic components of the environment.</p> <p>-Use digital devices to search for information on the effects of abiotic factors on living organisms.</p> <p>-Acknowledge the effects of</p> | <p>In groups, learners are guided to;</p> <p>-mention the abiotic components of the environment.</p> <p>-use digital or print resources to search for information on the effects of abiotic factors on living organisms.</p> <p>-discuss the effects of abiotic factors on living organisms.</p> | What are the effects of abiotic factors on living things? | Spotlight Integrated Science pg 108.<br>Lesson notes.<br>Digital devices. | Written Assessment.<br>Oral question.<br>Oral discussions.<br>Assessment rubrics. |  |

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|   |                       |                                     |                              | abiotic factors on living organisms.                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                           |                                                                                                                                                                                                                                                                                                                                                   |                                                                                |  |
|   | 4 & 5                 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to:<br>-Outline the procedure for demonstrating the effects of light, temperature, wind and pH on plants.<br>-Carry out an experiment to demonstrate the effects of light, temperature, wind and pH on plants.<br>-Embrace teamwork in carrying out the experiment. | In groups, learners are guided to;<br>-identify and prepare the requirements for the experiment.<br>-outline and discuss the procedure for demonstrating the effects of light, wind, temperature and pH on plants.<br>-carry out an experiment to demonstrate the effects of light, wind, temperature and pH on plants.<br>-record the observations from the experiment.<br>-discuss their observations and present in class. | What is your conclusion on how light, temperature and wind affect plants? | Spotlight Integrated Science pg 109-111.<br>Water.<br>Electric bulbs of different colours.<br>Metre rule.<br>Glass funnel.<br>Sodium hydrogen carbonate.<br>Text-tubes.<br>Stands & two paper clips.<br>Dilute hydrochloric acid.<br>Sodium hydroxide solution.<br>Water plant.<br>Beaker, thermometer & straw.<br>Source of heat.<br>Laboratory. | Demonstrations.<br>Checklists.<br>Observation schedule.<br>Assessment rubrics. |  |
| 8 | <b>MID-TERM BREAK</b> |                                     |                              |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                           |                                                                                                                                                                                                                                                                                                                                                   |                                                                                |  |
| 9 | 1 & 2                 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to:<br>-Outline the procedure for demonstrating                                                                                                                                                                                                                     | In groups, learners are guided through the procedure for demonstrating the effect of light, temperature, wind and humidity on plants.<br>-In groups, learners are guided to prepare the requirements for the experiment and set-up the experiment.                                                                                                                                                                            | What is your conclusion on how light, temperature and wind                | Spotlight Integrated Science pg 111-115<br>Fresh leafy shoot of the herbaceous plant.<br>Potometer.<br>Water, Jelly and Beakers.                                                                                                                                                                                                                  | Assessment rubrics.<br>Checklists.<br>Experiments.<br>Observation schedule.    |  |

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|  |       |                                     |                              | <p>the effect of light, temperature, wind and humidity on plants.</p> <p>-Carry out an experiment to demonstrate the effect of light, temperature, wind and humidity on plants.</p> <p>-Acknowledge the effect of light, temperature, wind and humidity on plants.</p> | <p>-Collaborate in carrying out an experiment to demonstrate the effect of light, temperature, wind and humidity on plants.</p> <p>-Observe and record their observations on the experiment.</p> <p>-discuss their findings and present their conclusions.</p>                                                                                                                          | affect plants?                                              | <p>Scalpel, Rulers.</p> <p>Retort stand.</p> <p>Water trough.</p> <p>Laboratory.</p> <p>Electric bulbs of different colours.</p> <p>Polythene bag.</p>                                                                                                                                                | <p>Oral discussion.</p> <p>Oral questions.</p>                                                                     |  |
|  | 3 & 4 | Living Things and Their Environment | The Interdependence of Life. | <p>By the end of the lesson, the learner should be able to:</p> <p>-Outline the procedure for demonstrating for effect of soil pH and fertility on plants.</p> <p>-Carry out an experiment to</p>                                                                      | <p>-In groups, learners are guided through the procedure to demonstrate the effect of soil pH and fertility on plants.</p> <p>-In groups, learners are guided to prepare the requirements and set-up the experiment.</p> <p>-collaborate in carrying out an experiment to demonstrate the effect of soil pH and fertility on plants.</p> <p>-observe and record their observations.</p> | How does deficiency of soil fertility and pH affect plants? | <p>Spotlight Integrated Science pg.115-117</p> <p>Bean seeds.</p> <p>Blotting papers or newspapers.</p> <p>Distilled water.</p> <p>Beaker.</p> <p>Measuring cylinder.</p> <p>Laboratory.</p> <p>Potassium Nitrate.</p> <p>Magnesium sulphate.</p> <p>Potassium phosphate.</p> <p>Calcium nitrate.</p> | <p>Experiments.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Oral questions.</p> <p>Observation schedule.</p> |  |

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|  |   |                                     |                              | <p>demonstrate the effect of soil pH and fertility on plants.</p> <p>-Acknowledge the effects of soil pH and fertility on plants.</p>                                                                                                                                                                                     | -discuss their findings and present their conclusions.                                                                                                                                                                                                                                                                                                                                                                                                                     |                                             | Iron (III) chloride.                                                                                                                                                      |                                                                                                                                               |  |
|  | 5 | Living Things and Their Environment | The Interdependence of Life. | <p>By the end of the lesson, the learner should be able to:</p> <p>-Outline the procedure for demonstrating the effect of light and humidity on animals.</p> <p>-Carry out an experiment to demonstrate the effect of light and humidity on animals.</p> <p>-Acknowledge the effect of light and humidity on animals.</p> | <p>-In groups, learners are guided through the procedure for demonstrating the effect of light and humidity on animals.</p> <p>-in groups, learners are guided to prepare the requirements and set-up the experiment.</p> <p>-collaborate in conducting the experiment to demonstrate the effect of light and humidity on animals.</p> <p>-observe and record the observations made from the experiment.</p> <p>-discuss their findings and present their conclusions.</p> | How does light and humidity affect animals? | <p>Spotlight Integrated Science pg117-118</p> <p>Petri dishes.</p> <p>Woodlice.</p> <p>Plasticine.</p> <p>Wax.</p> <p>Cellotape.</p> <p>Dark cloth.</p> <p>Wet humus.</p> | <p>Experiments.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Observation schedule.</p> <p>Oral questions.</p> <p>Oral discussion.</p> |  |

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| 10 | 1 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to:<br>-State the meaning of energy flow in an ecosystem.<br>-Use digital or print resources to search for information on living things and what they feed on.<br>-Acknowledge the different living organisms and what they feed on. | In groups, learners are guided to:<br>-explain the meaning of energy flow.<br>-collaborate in mentioning the different living organisms in the environment.<br>-use digital devices to search and identify what the mentioned living organisms feed on and note down.<br>-use digital devices to search for the meaning of producer, primary consumer, secondary consumer and tertiary consumer in relation to an ecosystem.<br>-discuss the meaning of producer, primary consumer, secondary consumer and tertiary consumer giving relevant examples.<br>-walk around the school environment and identify the different living organisms and what they feed on. | What is energy flow in an ecosystem?<br>What is the meaning of producer, primary, secondary and tertiary consumer in an ecosystem? | Spotlight Integrated Science pg.119<br>Digital devices.<br>Lesson notes.<br>School environment.                                                                  | Oral questions.<br>Oral discussion.<br>Written Assessment.<br>Checklists.<br>Assessment rubrics.                  |  |
|    | 2 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to:<br>-Differentiate between food web and food chain.<br>-Identify the producer, primary, secondary and                                                                                                                             | In groups, learners are guided to:<br>-use digital or print resources to search for the meaning of food chain and food web.<br>-discuss the differences between a food chain and food web using a relevant example.<br>-study different pictures from the internet or books and identify those that show the food webs and food chains.<br>-Guide learners in studying and identifying the producer, primary                                                                                                                                                                                                                                                     | What is the difference between food chain and food web?                                                                            | Spotlight Integrated Science pg.120-123<br>Charts with food chains and food webs.<br>Digital devices.<br>Lesson notes.<br>Pictures of food chains and food webs. | Assessment rubrics.<br>Checklists.<br>Written Assessment.<br>Oral questions.<br>Oral discussion.<br>Rating scale. |  |

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|  |   |                                     |                              | tertiary consumer in food chains and food webs.<br>-Acknowledge the significance of food chains and webs in an ecosystem.                                                                                    | consumer, secondary consumer and tertiary consumer from the food chains and food webs.<br>-learners to present their findings in class.                                                                                                                                                                                                                                                                   |                                    |                                                                                                                               |                                                                                                                                         |  |
|  | 3 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to:<br>-Outline the steps for constructing a food chain in an ecosystem.<br>-Construct food chains in an ecosystem.<br>-Enjoy constructing food chains. | In groups, learners are guided through the steps for constructing simple food chains.<br>-learners to observe keenly as the teacher illustrates how to construct food chains.<br>-in groups, pairs or individually, learners to collaborate in constructing food chains in exercise books and manilla papers.<br>-learners to present their constructed food chains in class for assessment and feedback. | How do you construct a food chain? | Spotlight Integrated Science pg<br>Charts showing food chains.<br>Digital devices.<br>Chalkboard and chalks.<br>Lesson notes. | Assessment rubrics.<br>Written Assessment.<br>Oral questions.<br>Oral discussion.<br>Learner's profile.<br>Rating scale.<br>Portfolios. |  |
|  | 4 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to:<br>-Outline the steps for constructing a food web.                                                                                                  | -In groups, learners are guided through the steps for constructing a food web.<br>-Learners to observe the teacher as he/she illustrates how to construct food webs given information from an ecosystem.<br>-in groups or pairs, learners to study information from given ecosystems.                                                                                                                     | How do we construct a food web?    | Spotlight Integrated Science pg122<br>Charts showing food webs.<br>Lesson notes.<br>Chalkboard and Chalks.<br>Manilla papers. | Assessment rubrics.<br>Checklists.<br>Written Assessment.<br>Oral questions.                                                            |  |

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|  |   |                                     |                              | <ul style="list-style-type: none"> <li>-Construct food webs in the ecosystem.</li> <li>-Enjoy constructing food webs from given ecosystems.</li> </ul>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>-in groups or pairs, learners to collaborate in constructing food webs from the given information on manilla papers and exercise books.</li> <li>-learners to present their constructed food webs in class for assessment.</li> </ul>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                |                                                                              | Illustrations.<br>Portfolios.<br>Rating scales.<br>Oral discussion.                              |  |
|  | 5 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>-Describe the effects of human activities on the environment.</li> <li>-Use digital or print resources to search for information about the effects of human activities on the environment.</li> <li>-Acknowledge the effects of human activities on the environment.</li> </ul> | In groups, learners are guided to: <ul style="list-style-type: none"> <li>-brainstorm and present the different human activities that interfere with the ecosystem.</li> <li>-collaborate in searching for information on the effects of human activities on the environment.</li> <li>-learners to individually take notes on their findings.</li> <li>-collaborate in discussing the effects of human activities on the environment and present their findings in class.</li> <li>-outline ways we can reduce the negative effects of human activities on the environment.</li> </ul> | What are the effects of human activities on the environment?<br>How can we reduce the negative effects of human activities on the environment? | Spotlight Integrated Science pg.124-125<br>Lesson notes.<br>Digital devices. | Oral questions.<br>Checklists.<br>Assessment rubrics.<br>Written Assessment.<br>Oral discussion. |  |

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| 11 | 1 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to:<br>-Define the term decomposers.<br>-Use digital devices and print resources to research on the role of decomposers in an ecosystem.<br>-Appreciate the role of decomposers in an ecosystem. | In groups,learners are guided to:<br>-brainstorm and present the meaning of decomposers.<br>-search the internet or textbooks for information on the role of decomposers in the ecosystem.<br>-learners to note down their findings.<br>-discuss the role of decomposers in an ecosystem and present their findings. | What is the role of decomposers in an ecosystem?              | Spark Integrated Science pg 121-122.<br>Lesson notes.<br>Digital devices | Assessment rubrics.<br>Checklists.<br>Written Assessment.<br>Oral questions.<br>Oral discussion. |  |
|    | 2 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson,the learner should be able to:<br>-State the importance of decomposers in recycling nutrients.<br>-Use digital or print resources to search for information on the importance of                                             | In groups,learners are guided to;<br>-use digital devices to search for information on the importance of decomposers in recycling nutrients.<br>-discuss the importance of decomposers in recycling nutrients.<br>-learners to present their findings in class.                                                      | What is the importance of decomposers in recycling nutrients? | Spotlight Integrated Science pg126<br>Lesson notes.<br>Digital devices.  | Assessment rubrics.<br>Checklists.<br>Written Assessment.<br>Oral questions.<br>Oral discussion. |  |

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|  |       |                                     |                              | decomposers in recycling nutrients.<br>-Acknowledge the importance of decomposers in recycling nutrients.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                          |                                                                                                                                             |                                                                                     |  |
|  | 3 & 4 | Living Things and Their Environment | The Interdependence of Life. | By the end of the lesson, the learner should be able to:<br>-Outline the steps for carrying out an experiment on identifying role of decomposers in an ecosystem and their importance in recycling nutrients.<br>-Carry out experiments to investigate the role of decomposers in an ecosystem and their importance in | -In groups, learners are guided through the procedure for an experiment to identify the role of decomposers in an ecosystem and their importance in recycling nutrients.<br>-learners are guided to prepare the necessary requirements for the experiment.<br>-In groups, learners to collaborate in conducting the experiments to identify the role of decomposers in an ecosystem and their importance in recycling nutrients.<br>-learners to observe their experiments after a week and two weeks and record their observations.<br>-learners to discuss their observations and present their conclusion. | What happened to the slices of bread and ugali used after the two weeks? | Spotlight Integrated Science pg126<br>Slices of bread.<br>Pieces of ugali.<br>2 Petri dishes.<br>Hand lenses.<br>Water.<br>Polythene paper. | Practical Activities.<br>Checklists.<br>Oral presentation.<br>Observation schedule. |  |

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|    |   |                                     |                                          | recycling nutrients.<br>-Enjoy carrying out the experiment.                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                                                                                                                     |                                                                      |  |
|    | 5 | Living Things and Their Environment | The Interdependence of Life. Assessment. | By the end of the lesson, the learner should be able to:<br>-Attempt Assessment questions on the sub-strand.                                                                                                                                                         | In pairs or individually, learners are guided to answer the questions on the sub-strand: The Interdependence of Life.                                                                                                                                                                                                                                                                                                                                                                    |                                            | Spark Integrated Science pg127. Teacher's Guide.                                                                    | Assessment rubrics. Checklists. Written Assessment.                  |  |
| 12 | 1 | Force and Energy.                   | Curved Mirrors.                          | By the end of the lesson, the learner should be able to:<br>-Identify the different types of curved mirrors.<br>-Use digital devices to search for information on the types of mirrors.<br>-Acknowledge the different types of mirrors used in our day to day lives. | In groups, learners are guided to:<br>-brainstorm and present the meaning of mirrors.<br>-identify the types of curved mirrors.<br>-use digital devices or print resources to search for information on the concave mirrors, convex mirrors and parabolic mirrors.<br>-note down their findings in exercise books.<br>-describe the different types of curved mirrors: concave, convex, parabolic mirrors.<br>-use digital devices to watch video clips on the different curved mirrors. | Which types of curved mirrors do you know? | Spotlight Integrated Science pg129-130<br>Digital devices.<br>Video clips.<br>Lesson notes.<br>Pictures.<br>Spoons. | Assessment rubrics. Checklists. Oral discussion. Written Assessment. |  |

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|    | 2                        | Force and Energy | Curved Mirrors | By the end of the lesson,the learner should be able to:<br>-Identify the terms associated with the curved mirrors.<br>-Use digital or print resources to search for information on the terms associated with the curved mirrors.<br>-Acknowledge the terms associated with the curved mirrors. | In groups,learners are guided to:<br>-use digital devices to search and watch video clips on curved mirrors.<br>-identify the terms associated with the curved mirrors from the video clips.<br>-use digital or print resources to search for information on the meaning of the different terms associated with curved mirrors.<br>-discuss the terms used in the curved mirrors and present in class. | What are the terms associated with the curved mirrors? | Spotlight Integrated Science pg131-134<br>Lesson notes.<br>Digital devices.<br>Video clips. | Assessment rubrics.<br>Checklists.<br>Oral discussion.<br>Oral questions.<br>Written Assessment. |  |
|    | 3-5                      | REVISION         |                |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                        |                                                                                             |                                                                                                  |  |
| 13 | END OF TERM 2 ASSESSMENT |                  |                |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                        |                                                                                             |                                                                                                  |  |
| 14 | END OF TERM 2 BREAK.     |                  |                |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                        |                                                                                             |                                                                                                  |  |