School name: Child Care Academy Teacher's name: BIZABISHAKA Valens

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size		
I	26 <sup>th</sup> Sept.			P6	1	1 of 7	40min	45		
Type of Special Ed				r in this	Learners	s with low vis	sion			
	lesson and number of learners in each category									
Unit title Mechanics and blacksmith tools										
Key Unit Compete	ence	To be	able to know th	he Comm	non mechanio	cs tools and the	ir uses			
Title of the lesson		Com	mon mechanic	s tools ar	nd their uses.					
Instructional Obje	ective							hanics hammer among others		
		and	further, learner	s will be	able to use	mechanics to	ools safely.			
Plan for this Clas	ss (location:	Inside	e and outside							
in / outside)			ividual resear							
Learning Materia	ls						driver, hack	saw, mechanics hammer, etc.		
(for all learners)			arts showing m							
References			pil's book for So		•	chnology and IC	T for Primary	7 6,		
Timing for each			ching and lear					Generic competences		
step			chanics at work					nd		
	Teacher acti		their uses as the		Learner act			Cross cutting issues to be ddressed		
	reacher act	VILLES		'	dearner act	iivities		+ a short explanation		
Introduction/	Ask Let lear	Ask Let learners some probing			Answer the	questions ask		1. Peace and values		
Revision	questions su				teacher individually			education		
	- Who i	s a me	chanic?		After the class teacher and learners			Caution learners against using		
5 min	- What	do me	echanics use t		carry out the discussion on the given answers and take a decisions			tools as weapons to hurt others, people should live in		
3 111111	their w				on considered answers.			peace and harmony in order to		
					on considered answers.			develop.		
Development of	. ,		to mention		et them pr	actice using t	he (	2. Co-operation		
the lesson		_	ven by the teac		different to	ols.		uring group discussions and pair		
	` '		to observe	41		observe how	, (110	orks, let learners engage one		
25 min	Pupil's Book		roduction of	1 '		ls are being u	seu.	nother by giving a chance for all participate.		
25 11111			to discuss	and	•	me up with a	Tania i	lso, during group presentations,		
			ures. From		ike this:		У	ou can allow rotational		
	•		hem predict	and	Tool drav	wing use		resentations within the group		
	naming the M	<i>A</i> echar	lechanic tools. members.					nembers.		
Conclusion						ı		Peace and values		
(Synthesis+	Giving lear	ners	a task of ι	using	Answer the	evaluation q		education		
Assessment)	-			_		ollow the corre		Inform them that they should		
10	they use the	tools						be willing all the time to		
10 min								accommodate views of others.		
Teacher self-							1			

LESSON PLAN: No

evaluation

Term	Date		Subject	Class	Unit No	Lesson No	Duration	Class size	
I	26 <sup>th</sup> Sept 2	2022	SET	P6	1	3 of 7	40min	45	
Type of Special Educ	cational Ne	eds to	be catered fo	r in this	Learners	with low vis	ion		
lesson and number of	of learners i	n each	category						
Unit title	Unit title Mechanics and bl				lacksn	nith tool	S		
<b>Key Unit Competen</b>	ce	To be	able to give the	e dangers	and preca	utions when	using mecha	anic tools safely	
Title of the lesson		Dan	gers and pred	cautions v	when usin	g mechanic to	ools		
<b>Instructional Object</b>	ive	Вус	btaining thin	gs such a	as grease, oil and sand paper, learners will be able to store				
		med	chanics tools	properly	and practi	ce maintainin	g them safe	ly.	
Plan for this Class	(location:	Inside	e and outside						
in / outside)		Indi	vidual resear	ch work	on who a	mechanic is.			
Learning Materials Obtain things such as gre				h as grea	se, oil and	sand paper			
(for all learners)									
References		Pupil's book for Science Elementary Technology and ICT for Primary 6,					5,		

Timing for each	Description of teaching and learning	activity	Generic competences
step	Learners Obtain things such as grease	e, oil and sand paper	and Cross cutting issues to be
	Teacher activities	Learner activities	addressed + a short explanation
Introduction/ Revision  5 min	Introduce the lesson by reminding learners what they learnt in the previous lesson.  Ask them to name some mechanics tools that they know.	Answer the questions asked by a teacher individually After the class teacher and learners carry out the discussion on the given answers and take a decisions on considered answers.	Peace and values     education Caution learners against using mechanics tools in bad way, people should live in peace and harmony in order to develop.
Development of the lesson  26 min	Ask learners to the activities carried out during the lesson should give learners enough practices on how to maintain mechanics tools.  To give learners enough practices on how to maintain mechanics tools. It should also motivate learners to develop a habit of keeping tools safely and not misusing them.	Learners carry out the activity during the lesson should give learners enough and practices on how to maintain mechanics tools.  Learners develop the habit of keeping tools safely and not misusing them.	(2. Co-operation  During group discussions and pair works, let learners engage one another by giving a chance for maintaining mechanics tools to participate.  Also, during group presentations, you can allow rotational presentations within the group members.
Conclusion (Synthesis+ Assessment)	Giving learners a task of using mechanics tools and assessing how they use the tools.  Mention different methods used to maintain mechanics tools?	Answer the evaluation questions asked and follow the correction.  Ans: The tools can be maintained by oiling, greasing and cleaning and wiping.	Peace and values education Inform them that they should correct by willing all the time to accommodate views of others.
Teacher self- evaluation			

Term	D a	ite	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	27th Sej	pt 2022	SET	P5	1	1 of 7	40min	30
Type of Special I	Educationa	l Needs to	be catered f	or in this	None			
lesson and numb	er of learn	ers in eacl	1 category					
Unit title		CARPE	NTRY TOO	LS				
<b>Key Unit Compe</b>	tence	To be ab	le to Identify	and name o	carpentry too	ls.		
Title of the lesson	Title of the lesson							
Instructional Ob	jective	By using textbooks, learners will be able to: <b>Knowledge and understanding</b>						
		Identify a	and name car	pentry tools	S			
Plan for this Clas	SS	Inside an	d outside					
(location: in / out	tside)							
Learning Materi	als	• Real to	ols • (	Charts				
(for all learners)	(for all learners) • Flask cards • XO laptops							
References	References • Pupil's Book page 2. • Other relevant Textbooks • XO Laptop • Internet							

Timing for each	Description of teaching	and learning activity	Generic competences
step	Identifying and name carpentry too	ols	and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	<ul> <li>Find out from learners the carpentry tools available in learners' homes before the lesson.</li> <li>Identify cutting tools such as an axe, hand saw, bow saw and table saw.</li> </ul>	Observe the carpentry tools provided by the teacher  Identifying the cutting tools from other tools.	i) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Development of the lesson  27 min	<ul> <li>(i) Ask learners to mention the carpentry tools they have in their homes.</li> <li>(ii) Ask learners to observe the pictures in the introduction of their Pupil's Book.</li> <li>(iii) Allow them to discuss and describe the pictures. From their description let them predict and naming the carpentry tools.</li> </ul>	Identifying the carpentry tools they have at home.  Observing the picture in pupil's book.  Identifying and naming the carpentry tools there in.	(ii) Problem Solving Learners provide answers to given assessment questions.  (i) Gender Education All learners will be given equal chances to respond to questions.
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(ii) Inclusive Education Assessment questions should be suited for all levels of learners (both slow and high)
Teacher self- evaluation		ı	1

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	27th Sept 2022	SET	P5	1	2 of 7	40min	31
Type of Specia	al Educational Needs	to be catered	l for in	None			
this lesson and	number of learners	in each categ	gory				
Unit title		CARPENTR	Y TOOLS	3			
<b>Key Unit Com</b>	petence	Γo be able to	Explain the	e Usage and Ma	aintenance of so	me Carpentry	Γools
Title of the les	son	Usage and M	aintenanc	e of some Carp	pentry Tools		
Instructional (	Objective I	By using textbooks, learners will be able to: Explain use and maintenance of carpentry					
	t	ools.					
Plan for this C	Class (location: in /	nside					
outside)	`						
Learning Mat	erials	• Real tools • Charts • Flask cards • XO laptops					
(for all learner	rs)						
References		Pupil's Bool	k page 4 • ]	Relevant Textb	ooks • XO Lapto	p • Internet • I	Magazines

Timing for each	Description of teaching	Generic competences		
step	Explain the Usage and Maintenan	Explain the Usage and Maintenance of some Carpentry Tools.		
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation	
Introduction/ Revision  5 min	Ask learners in pairs to discuss and identify the tools drawn. Allow them to hold some of the tools. Ask them to identify.	In pairs, learners discuss and give names of carpentry tools shown in Activity 1.1. Hold and identify displayed Carpentry tools with the help of the teacher.	i) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.	
Development of the lesson  28 min	Demonstrate to learners how each tool is used and maintained. Point out safety measures to be taken when using them.  Allow learners to use and maintain the tools as outlined in the Pupil's Book pages 4 – 10.	Following  Observing the picture in pupil's book.  Use and maintain the tools as outlined in the Pupil's Book pages 4 – 10.	(ii) Problem Solving Learners provide answers to given assessment questions. (ii) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.	
Conclusion (Synthesis+ Assessment)	Let the learners take short notes on use and maintenance of the tools.	The learners take short notes on use and maintenance of the tools.	(iii) Financial Education Learners identify carpentry tools and attach value to their usage.	
Teacher self- evaluation		1	1	

Term	Date	S	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	04 <sup>th</sup> Oct. 202	22	SET	P5A,B	1	3 of 7	40min	31
Type of Speci	ial Educational N	Needs to be	e catered	for in	None			
this lesson an	d number of lear	rners in ea	ach catego	ory				
Unit title		CARPEN	NTRY TO	OLS				
Key Unit Cor	npetence	To be able	le to Identi	fy dangers	s of Carpentry	Tools and Secu	rity Measures	
Title of the le	sson	Dangers o	of Carpent	ry Tools a	nd Security N	<b>1</b> easures		
Instructional	Objective	By using t	textbooks	, learners	will be able to	identify the dar	igers of Carper	ntry Tools and
		Security N	Measures					
Plan for this	Class	Inside and	d outside					
(location: in /	outside)							
Learning Ma	terials	• Real tools • Charts • Flask cards • XO laptops						
(for all learne	(for all learners)				_			
References		• Pupil's I	Book page	e 2. • Othe	r relevant Tex	tbooks • XO La	ptop • Internet	

Timing for each step	Description of teaching and leading dangers of Carpentry Tools a		Generic competences
cuen step	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	<ul> <li>Find out from learners the carpentry tools available in learners' homes before the lesson.</li> <li>Identify cutting tools such as an axe, hand saw, bow saw and table saw.</li> </ul>	Observe the carpentry tools provided by the teacher  Identifying the cutting tools from other tools.	i) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Development of the lesson  29 min	<ul> <li>(i) Ask learners to mention the carpentry tools they have in their homes.</li> <li>(ii) Ask learners to observe the pictures in the introduction of their Pupil's Book.</li> <li>(iii) Allow them to discuss and describe the pictures. From their description let them predict and naming the carpentry tools.</li> </ul>	Identifying the carpentry tools they have at home.  Observing the picture in pupil's book.  Identifying and naming the carpentry tools there in.	(ii) Problem Solving Learners provide answers to given assessment questions.  (i) Gender Education All learners will be given equal chances to respond to questions.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(ii) Inclusive Education Assessment questions should be suited for all levels of learners (both slow and high).
Teacher self- evaluation			

### No.:

N° Duration Class size

I 3th	Oct. 2022	SET	P5		4of 6	40min	31		
Type of Specia	Type of Special Educational Needs to be catered for						·		
in this lesson	in this lesson and number of learners in each								
category									
Unit title	Ma	asonry tools							
Key Unit Com	petence To	be able to Identify	Usage of	and main	tenance of m	asonry tools			
Title of the le	sson Us	age of and maint	enance of	masonry	tools				
Instructional	Ву	using textbooks, l	learners w	ill be able	to identify <b>Usa</b>	ge of and main	tenance of		
Objective	m	asonry tools							
Plan for this (	Class In:	side and outside							
(location: in /	outside)								
Learning Mate	erials • I	• Real tools • Charts • Flask cards • XO laptops							
(for all learner									
References	• I	Pupil's Book page 2	2. • Other	• Pupil's Book page 2. • Other relevant Textbooks • XO Laptop • Internet					

Timing for	Description of teaching and	Generic competences	
each step	Identifying Usage of carpentry to	ools	and
	Teacher activities	Learner activities	<ul><li>Cross cutting issues to be addressed</li><li>+ a short explanation</li></ul>
Introduction/ Revision	Find out from learners the masonry tools available in learners' homes before the lesson.	Observe the masonry tools provided by the teacher	i) Critical Thinking Learners recall responses they had given earlier in order to
5 min	<ul> <li>Identify Usage of and maintenance of masonry tools</li> </ul>	Identifying the Usage of and maintenance of masonry tools	respond to individual assessment questions.
Development of the lesson  30 min	(i) Ask learners to mention the masonry tools they have in their homes. (ii) Ask learners to observe the pictures in the introduction of their Pupil's Book.  (iii) Allow them to discuss and describe the pictures. From their description let them predict <b>Usage of and maintenance of masonry tools</b>	Identifying the masonry tools they have at home.  Observing the picture in pupil's book.  Identifying Usage of and maintenance of masonry tools	(ii) Problem Solving Learners provide answers to given assessment questions. (ii) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iii) Financial Education Learners identify carpentry tools and attach value to their usage.
Teacher self- evaluation		1	

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size		
I	03 Oct. 2022	SET	P4		6 of 7	40min	40		
Type of Sp	pecial Educational N	leeds to be catered	d for in	None					
this lesson	and number of lear	rners in each categ	gory						
<b>Unit title</b>		Object Production	l						
<b>Key Unit </b>	Competence	To be able to expla	ain the pro	cess of Mak	ing toy bicyc	ele			
Title of the	e lesson	Making toy bicycl	le						
Instruction	nal Objective	By using textbooks, learners will be able to explain the process of <b>Making toy</b>							
		bicycle							
Plan for th	nis Class	Inside							
(location:	in / outside)								
Learning I	Materials	• Real tools • Charts • Flask cards • XO laptops							
(for all lea	rners)								
References	S	• Pupil's Book page 2. • Other relevant Textbooks • XO Laptop • Internet							

Timing for	Description of teaching and	Generic competences	
each step	Explain the process of <b>Making to</b>	y bicycle	and
	Teacher activities	Learner activities	Cross cutting issues to be
			addressed
			+ a short explanation
Introduction/	Find out from learners the toy	Observe the sample	i) Critical Thinking
Revision	materials available in learners'	toys provided by the	Learners recall responses they
	homes before the lesson.	teacher	had given earlier in order to
	<ul><li>Explain the process of Making</li></ul>	Explain the process of	respond to individual
5 min	toy bicycle	Making toy bicycle	assessment questions.
Development	(i) Ask learners to mention the	Identifying the toys	
of the lesson	example of toys they know	they have seen.	(ii) Problem Solving
	(ii) Ask learners to observe the		Learners provide answers to
	pictures in the introduction of their	Observing the picture	given assessment questions.
31 min	Pupil's Book.	in pupil's book.	
			(ii) Gender Education
	(iii) Allow them to discuss and	Follow the process of	The teacher will give equal
	describe the pictures. From their	Making toy bicycle	chances to both boys and girls
	description let them predict help	there in.	to participate in class activities.
	learners by showing the process to	VIII 1111	
	follow by <b>Making toy bicycle</b>		
Conclusion			(iii) Financial Education
(Synthesis+	Write the evaluation questions on	Answer the evaluation	Learners identify carpentry
Assessment)	the chalkboard and correct them.	questions asked and	tools and attach value to their
		follow the correction.	usage.
10 min			
Teacher self-			
evaluation			

Term	Date	Subject	Class	Unit Nº	Lesson Nº	Duration	Class size	
I	6th Oct 2022	SET	P5		1 of 7	40min	31	
Type of Sp	ecial Educational	Needs to be ca	atered for	None				
in this less	on and number o	f learners in ea	ach					
category								
Unit title		Computer Re	search					
Key Unit C	ompetence	To be able to i	identify the	steps of creating e-mail				
Title of the	e lesson	Identification	n of carpen	try tools				
Instruction	nal Objective	By using textl	oooks, learn	ners will be able to identify the steps of creating e-mail.				
Diam for th	:- Olasa	Inside						
Plan for th		msiae						
_	n / outside)							
Learning M	<b>laterials</b>	Books, comp	uters, smar	t phone,				
(for all lear	ners)							
References		• Pupil's Book	page 16. •	Internet • Re	elevant textbook	s • XO laptop •	Magazines	

Timing for each step	Description of teaching	Description of teaching and learning activity				
	identify the stops of creating	and				
	identify the steps of creating <b>Teacher activities</b>	Learner activities	Cross cutting issues to be addressed			
	reacher activities	Learner activities	+ a short explanation			
Introduction/	(i) Ask learners different	Learners to follow the	(i) Gender Education			
Revision	questions for assessing if	question asked by the	The teacher will give			
	they master well the thought	teacher and answer where	equal chances to both			
	units.	there is necessary.	boys and girls to			
5 min	(ii) Allow them to talk about	Talk about the keywords	participate in class			
	the keywords related to e-	related to e-mail in order	activities.			
	mail in order for them to	for them to predict what				
	predict what they are going to	they are going to learn in				
D 1 ( ) ( )	learn in the unit.	the unit.	## D 11 G 1 :			
Development of the	(iii) Write different the steps	Follow and copy the steps	(ii) Problem Solving			
lesson	of creating e-mail on the chalk board.	of creating e-mail written	Learners provide			
	Chark board.	by a teacher on the chalk board.	answers to given assessment questions.			
25 min	Ask the learners to copy the	The learners to copy the	(iii) Financial			
25 111111	identify the steps of creating	identify the steps of	Education			
	e-mail written on the chalk	ž -	Learners identify			
	board.	creating e-mail written on	carpentry tools and			
	Guide learner's discussions	the chalk board.	attach value to their			
	on the steps of creating e-	, , ,	usage.			
	mail written on the chalk	Learner's discussions on	asage.			
	board.	the steps of creating e-mail written on the chalk board.				
		written on the chark board.				
Conclusion			(iv) Critical Thinking			
(Synthesis+	Write the evaluation	Answer the evaluation	Learners recall			
Assessment)	questions on the chalkboard	questions asked and follow	responses they had			
	and correct them.	the correction.	given earlier in order to			
10 min			respond to individual			
			assessment questions.			
Teacher self-						
evaluation						

I	05th Oct 20	D22 SET	P6	1	1 of 5	40min	45			
Type of Special E	Type of Special Educational Needs to be catered for in None									
this lesson and number of learners in each category										
Unit title	Unit title Writing Skills									
<b>Key Unit Compet</b>	ence To h	To be able to identify the elements of Gnome environment								
Title of the lesso	<b>n</b> the	the elements of Gnome environment								
Instructional Obj		By using textbooks, learners will be able to identify the elements of Gnome environment								
Plan for this Clas	s Insi	de and outside								
(location: in / ou	tside)									
Learning Materia	ls Sm	Smart phone, computer, books, internet,								
(for all learners)										
References	• Pı	ipil's Book page 16.	• Internet	• Relevant t	extbooks • XC	laptop • Maga	zines			

Timing for	Description of teaching a	Generic competences		
each step	identify the elements of Gnome enviro	onment	and	
	Teacher activities	Learner activities	be addressed + a short explanation	
Introduction/ Revision  5 min	(i) Ask learners to observe introduction pictures of gnome interface. (ii) Allow them to talk about the pictures in order for them to predict writing activity they are going to learn in the unit.	Learners to observe introduction pictures of gnome interface. Talk about the pictures in order for them to predict writing activity what they are going to learn in the unit.	(i) Gender Education  The teacher will give equal chances to both boys and girls to participate in class activities.	
Development of the lesson  26 min	(iii) write the notes related to the process of switching from sugar interface to gnome interface identify the elements of Gnome environment  Carrying out the discussion on the written notes by identifying the elements of Gnome environment	write the notes related to the process of switching from sugar interface to gnome interface identify the elements of Gnome environment Learners on their desk Carrying out the discussion on the written notes by identifying the elements of Gnome environment Present their discussion to the whole class.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify carpentry tools and attach value to their usage.	
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.	
Teacher self- evaluation		,	1	

Term	Date		Subject	Class	Unit	Lesson	Duratio	Class size	
					Nº	Ν°	n		
I	05 <sup>th</sup> Oct. 20	)22	SET	P4		2of 7	40min	40	
Type of Specia	l Educational	Needs	to be catered fo	or in	None				
this lesson and	d number of le	arner	s in each catego	ry					
Unit title		Com	puter my Friend					·	
Key Unit Comp	petence	To be able to identify the parts of a computer							
Title of the les	son	identify the parts of a computer							
Instructional C	Objective	By using textbooks, learners will be able to <b>identify the parts of a computer</b>							
Plan for this C	lass	Inside							
(location: in /	outside)								
Learning Materials		Books, computer, smartphone,							
(for all learners	s)								
References		• Pupil's Book page 18 • Internet • Magazines • Relevant textbooks • XO laptop							

Timing for	Description of teaching	Generic competences		
each step		_	and	
	Identify the commonly used m		<b>Cross cutting issues</b> to be addressed	
	Teacher activities	Learner activities	+ a short explanation	
Introduction/ Revision  5 min	(i) Ask learners to observe introduction pictures of a computer. (ii) Allow them to talk about the pictures in order for them to predict what they are going to learn in the unit.	Learners to observe introduction pictures of a computer. Talk about the pictures in order for them to predict what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.	
Development of the lesson	(iii) Display the shape of a computer and ask the learners to identify the parts of a computer	Observe the displayed shape of a computer and ask the learners to identify the parts of a computer	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education	
	Ask the learners to write the parts of computer observed on the given picture	learners write the parts of computer observed on the given picture	Learners identify the parts of plants and attach value to their usage.	
	Explain to the learners the importance of the parts of a computer given	follow explanation and predict the importance of the parts of a computer given.		
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.	
Teacher self- evaluation				

Term	Date	Date		Class	Unit Nº	Lesson Nº	Duration	Class size
I	05 <sup>th</sup> Oct 202	22	SET	P4		1 of 7	40min	40
Type of Spe	cial Educational	Needs	to be catered fo	or in	None			
this lesson a	and number of le	arners	s in each catego	ry				
Unit title		Comp	puter my friend					
Key Unit Co	mpetence	To be	able to identify t	he elem	ents of sug	gar interface		
Title of the	lesson	Identification of carpentry tools						
Instructiona	al Objective	By using textbooks, learners will be able to identify the elements of sugar interface correctly.						
Plan for this	Class	Inside and outside						
(location: in	/ outside)							
Learning Materials								
(for all learners) • Cl			• Charts showing masonry tools, pictures in books, flash cards and boards.					
References			• Pupil's Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines					

Timing for	Description of teachir	Generic competences		
each step	71 (6 11 1 1 6	and		
	Identify the elements of sug	Cross cutting issues to be addressed		
	Teacher activities	Learner activities	+ a short explanation	
Introduction/ Revision	(i) Ask learners to observe introduction pictures of XO laptop.	Learners to observe introduction pictures of XO laptop.	(i) Gender Education  The teacher will give equal chances to both boys and girls to participate in class activities.	
5 min	(ii) Allow them to talk about the pictures in order for them to predict what they are going to learn in the unit.	Learners talk about the pictures in order for them to predict what they are going to learn in the unit.		
Development of the lesson  32 min	(iii) To give the learners a time of observing the picture of XO laptop given by a teacher and show the point symbolize the elements of sugar interface on the key board.  Ask the learners to write the elements of sugar interface in their exercises notebook.	The learners take a time of observing the picture of XO laptop given by a teacher and show the point symbolize the elements of sugar interface on the key board.  The learners to write the elements of sugar interface in their exercises notebook.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners helped by a teacher Identify the elements of sugar interface	
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.	
Teacher self- evaluation		I	I	

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Term	Date	Subject	Class	l linit No	Lesson No	Duration	Class size
1 (1111	Date	Dubject	Ciass	OHIL II	DC330II II	Duration	Class size

I	04th Oct 2022	SET	P4	2	1 of 5	40min	40
		leeds to be catered		None			
this lesson	and number of lea	rners in each catego	ory				
Unit title		Object Production					
Key Unit Co	mpetence	Γο be able to make ol	bject pro	duction from	n sticks & sti	raws	
Title of the	lesson	to make object produ	ction fro	m sticks &	straws		
Instructiona		By using textbooks, learners will know how to make and maintain simple utility objects, toys and learning materials correctly.					imple utility
Plan for this (location: in	0 01400	Inside and outside					
Learning Ma	aterials	Straws and sticks, Pictures showing a house and a toy bicycle made using straws and sticks, Charts.					
References		• Pupil's Book page 27, XO laptop and Relevant art and craft books.					

Timing for	Description of teach	ing and learning activity	Generic competences
each step	How to make and maintain simp	le utility objects, toys and learning	and
	materials.		Cross cutting issues to
	Teacher activities	Learner activities	be addressed
			+ a short explanation
Introduction/ Revision  5 min	<ul> <li>(i) Identify the most common local material used in making utility objects.</li> <li>• Explain the techniques used in making each type of object based on the materials.</li> <li>• Explain the maintenance of toys, utility objects and learning, objects produced.</li> </ul>	Learners to observe introduction pictures.  Talk about the pictures in order for them to predict what they are going to learn in the unit.  Learners will explain the maintenance of toys, utility objects and learning, objects produced.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson  25 min	To guide learners how to make toys, utility objects and learning materials using sticks and sorghum straws, wood and paper.  • Display dexterity for safety of utility objects and learning materials.	Learners will follow and practice the activity shown by a teacher making toys, utility objects and learning materials using sticks and sorghum straws, wood and paper.  Learners will learn how to dexterity for safety of utility objects and learning materials.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify how to make and maintain simple utility objects, toys and learning materials
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self- evaluation			

No:

School name: Child Care Academy

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	03 th Oct 2022	SET	P4	2	4 of 6	40min	42

Type of Special Educational this lesson and number of l		None		
Unit title	Object Production			
Key Unit Competence	To be able to identify the comr	nonly Making toys using sorghum straws and		
	sticks			
Title of the lesson	Making toys using sorghum straws and sticks			
Instructional Objective	By using textbooks, learners w sticks	vill be able to make a Toy House Using straws and		
Plan for this Class	Inside and outside and outside			
(location: in / outside)				
Learning Materials	Straws and sticks, Pictures showing a house and a toy bicycle made using straws			
(for all learners)	and sticks, Charts.			
References	• Pupil's Book page 27, XO lap	top and Relevant art and craft books.		

Timing for	Description of teaching and	Generic competences	
each step		and	
	Identify the commonly used making a	Cross cutting issues	
	sticks.	to be addressed	
	Teacher activities	Learner activities	+ a short explanation
Introduction/ Revision  5 min	(i) Introduce the unit by asking learners to describe briefly the pictures on page 27 let them also predict what they are going to learn in the unit.	learners to describe briefly the pictures on page 27 learners also will predict what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson  25 min	(ii) Allow learners to discuss briefly in pairs what toys are. (iii) Display charts and pictures showing how to make a toy house. (iv) Also display steps outlined in Pupil's Book page 27. (v) Following steps in (ii) above, demonstrate to learners how to make a toy house.	Learners to discuss briefly in pairs what toys are.  Learners will judge on displayed charts and pictures showing how to make a toy house.  Following steps in above, demonstrate to learners how to make a toy house.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify
Conclusion (Synthesis+ Assessment)	(vi) Go around assisting learners who are experiencing difficulties. (vii) Give learners time for them to finish their work. (viii) Award marks for work done.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self- evaluation		,	

Term	Date		Subject	Class	Unit	Lesson	Duratio	Class size
			-		Nº	N°	n	
I	03 Oct. 2	2022	SET	P5		1 of 7	40min	30
Type of Spec	ial Educatio	nal Nec	ds to be catered fo	or in	None			
this lesson a	nd number o	of learn	ers in each catego	ry				
Unit title		Object	Production	•				
Key Unit Cor	mpetence	To be	able to make <b>Learn</b>	ning Mat	terials l	Using Man	ila Paper	
Title of the l	esson	Identification of Making Learning Materials Using Manila Paper						
Instructional	Objective	By the end of the lesson, the learner should be able to make parallelogram, rhombus						
		and tr	apezium using man	ila pape	r.			
Plan for this	Class	Inside and outside						
(location: in	/ outside)							
Learning Mat	terials	• Colo	red manila papers	•	Pair of s	scissors ar	ıd razor bla	ade
(for all learne	ers)	• Rule	r	•	Compas	ss • Protra	actor	•
		Glue/	cellotape • Crayons	• ]	Paint ar	id brush		
References • I			l's Book page 27, X	O laptop	and Re	levant art	and craft b	oooks.

Timing for	Description of teaching an	Generic competences	
each step	Identify the commonly used masonr	y tools.	and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	<ul><li>(i) Ask learners to draw a rhombus, a parallelogram and a trapezium in their</li><li>Notebooks.</li><li>(ii) Demonstrate to the learners how to draw rhombus, parallelogram.</li></ul>	Learners to observe introduction pictures. Talk about the pictures in order for them to predict what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson  25 min	(iii) Ask learners to draw these shapes on manila papers. (iv) Let them follow the procedures outlined in Pupil's Book pages 30 – 32. If colored Manila paper is not readily available use ordinary paper. (v) Caution learners on dangers of using sharp objects. (vi) Go round inspecting the learners work. (vii) Let learners paint or colour the shapes using crayons or paint to make them attractive.	Discuss on Masonry tools such as water level, trowel, plumb line, float, tape measure, metre ruler, T-square, and shovel.  Learners to write the names of the tools they know in their notebooks.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify carpentry tools and attach value to their usage.
Conclusion (Synthesis+ Assessment) 10 min	1. Assess learner's knowledge on common shapes. Take note of how they use sharp objects, co-operation and communication skills.  2. Award them marks on ability to perform tasks in each outlined step.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
evaluation			

## No.

Term	Date	Subject	Class	Unit Nº	Lesson Nº	Duration	Class size
I	04 <sup>th</sup> Oct 2022	SET	P4		5 of 6	40min	40

Type of Special Educational lithis lesson and number of lea		None			
Unit title	Object Production				
<b>Key Unit Competence</b>	To be able to Maintain Ut	ility and Learn	ing Objects		
Title of the lesson	<b>Identification of Maintena</b>	nce of Utility a	nd Learning Objects		
Instructional Objective	By the end of the lesson, the learner should be able to State ways to keep the various objects produced safely.				
Plan for this Class (location:	Inside and outside				
in / outside)					
Learning Materials	• Charts • B	ags	• Shelves		
(for all learners)	• Made objects • C	lipboards	• Cartons		
References	• Pupil's Book page 27, XO	laptop and Rele	evant art and craft books.		

Timing for	Description of teaching	Generic competences	
each step	Identify the Meintenance of IItilia	and Cross autting issues to be	
	Identify the Maintenance of Utility and Learning Objects  Teacher activities  Learner activities		Cross cutting issues to be addressed
	reacher activities	Learner activities	+ a short explanation
Introduction/ Revision  5 min	(i) Group learners into manageable groups. (ii) Ask learners to discuss various ways materials are kept at home.	Learners to observe introduction pictures. Talk about the pictures in order for them to predict what they are going to learn in the unit.	(i) Gender Education  The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson  25 min	(iii) Let learners practise various ways of maintaining objects they have made in storage places available. (iv) Ask learners to discuss other ways of maintaining utility and learning objects. (v) Ask the learners to write in their notebooks reasons for maintaining toys and other objects made.	Learners will discuss various ways materials are kept at home. Learners will discuss other ways of maintaining utility and learning objects. The learners to write in their notebooks reasons for maintaining toys and other objects made.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify Maintenance of Utility and Learning Objects
Conclusion (Synthesis+ Assessment)	<ol> <li>Observe learners keenly as they store the made objects.</li> <li>Award marks for correct storage of objects.</li> <li>Award them marks on ability to perform tasks in each outlined step.</li> </ol>	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self- evaluation	A POGGON PV A NA		

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	14 <sup>h</sup> Oct. 2022	SET	P6	7	2 of 6	40min	

Type of Special Educational Ne lesson and number of learners	
Unit title	Programming
<b>Key Unit Competence</b>	To be able to identify the process of working with stage in Scratch and animation
Title of the lesson	the process of working with stage in Scratch
Instructional Objective	By the end of the lesson, learners should be to Describe instructions used to display things such as text, images or video and sound. correctly.
Plan for this Class (location:	Inside and outside
in / outside)	
Learning Materials	XO laptops • Desktops • Laptops
(for all learners)	Sugar on a disk    Projector
References	Pupil's book for Science Elementary Technology and ICT for Primary 5,

Timing for	Description of teaching and learning ac	tivity	Generic competences		
each step	Describe instructions used to display thing	gs such as text, images or video	and		
	and sound.		Cross cutting issues to be addressed + a short explanation		
	Teacher activities				
Introduction/	Ask learners to switch on their	Learners will remind	Standardization culture		
Revision	laptops and open Turtle blocks activity.	about the circulatory	Bring to the attention of		
	Letting learners know that turtle	system they learnt about	learners the need to seek		
5 min	blocks can also be used for	in the previous unit.	medical healthcare in standard		
3 111111	displaying text, numbers, sounds and	learners carry out the tasks			
	videos.	highlighted in this activity	and quality hospitals whenever		
		then discuss their findings	they have problems with their		
		with friends.	respiratory system.		
Development	Guide learners to discover the role	They should then run the	Financial education		
of the lesson	of respiratory system, which is to	program and see what	Emphasize the fact that learners		
	bring fresh air into the lungs and	happens.	should practice good hygiene to		
25 min	remove waste air out of the body.	Next, learners should	avoid conditions and disease of		
23 11111	Let learners practice with the	practice displaying images	the respiratory system in order to		
	commands Activity 6.4 in pupil's	and capturing images using	avoid spending money on		
	book page 120.	the webcam camera.	treatment.		
Conclusion	Summarize the lesson by	Learners will arranging	Inclusive education		
(Synthesis+	highlighting the key points,	commands in drawing	All learners should be		
Assessment)	which should include the way of	shapes and allowing	encouraged to participate during		
	arranging commands in drawing	learners to short notes.	lessons and practicals.		
10 min	shapes and allowing learners to	rearriers to short notes.	1		
	write short notes.				
Teacher self-	write short notes.				
evaluation					
evaluation	Working with stage in scratch				

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	18 <sup>th</sup> Oct. 2022	SET	P5	6	2 of 24	40min	31

Type of Special Educational Ne lesson and number of learners		ners with low vision (3)			
Unit title	PROGRAMMING				
<b>Key Unit Competence</b>	To be able to identify the elements of scratch and arithmetic operation				
Title of the lesson	the process of identify the elements of scratch				
Instructional Objective	By using, XO laptops and textbooks, learners will be able to identify the elements of scratch, correctly.				
Plan for this Class (location:	Inside				
in / outside)					
Learning Materials	XO laptops or any other computers Pamphlets, handouts and textbooks				
(for all learners)					
References	Pupil's book for Science Elementary Technology and ICT for Primary 5,				

Timing for	Description of teaching and learning ac	tivity	Generic competences	
each step	Working with stage in scratch		and	
	Teacher activities Learner activities		Cross cutting issues to be addressed + a short explanation	
Introduction/ Revision  5 min	Begin this lesson by reminding learners what they learnt in the previous lesson. Let them recall the procedure they used to animate the cat.  Ask them whether the cat or sprite was moving or not and whether the movement can be improved.	Learners will remind what they learnt in the previous lesson. Let them recall the procedure they used to animate the cat. Learners will show the cat or sprite was moving or not and whether the movement can be improved.	Standardization culture Bring to the attention of learners the need to seek medical healthcare in standard and quality hospitals whenever they have problems with their respiratory system.	
Development of the lesson  25 min	At this point, you can ask them how the background of their animation was and whether they think it can be made better. Also, ask them whether the cat or sprite was moving or not and whether the movement can be improved.	They should then run the program and see what happens.  Next, learners should practice displaying images and capturing images using the webcam camera.	Financial education Emphasize the fact that learners should practice good hygiene to avoid conditions and disease of the respiratory system in order to avoid spending money on treatment.	
Conclusion (Synthesis+ Assessment)	Summarize the lesson by highlighting the key points, which should include the way of arranging commands in drawing shapes and allowing learners to write short notes.	Write the commands which made animations in question. (Ans: Assess leaner answers and award marks accordingly).	Inclusive education All learners should be encouraged to participate during lessons and practicals.	
Teacher self- evaluation				

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	20 <sup>h</sup> OCT. 2022	SET	P6	7	2 of 6	40min	45

Type of Special Educational Ne lesson and number of learners				
Unit title	Programming			
<b>Key Unit Competence</b>	To be able to identify the process of working with stage in Scratch			
Title of the lesson	the process of working with stage in Scratch			
Instructional Objective	By using XO laptop, learners will describe instructions used to Display things such as text, images or video and sound, correctly.			
Plan for this Class (location:	Inside and outside			
in / outside)				
Learning Materials	-XO laptops - Internet			
(for all learners)				
References	<ul> <li>Pupil's book for Science Elementary Technology and ICT for Primary 5,</li> </ul>			

Timing for each step	<b>Description of teaching and learning ac</b> Describe instructions used to display thing and sound.		Generic competences and Cross cutting issues to be addressed
	Teacher activities	Learner activities	+ a short explanation
Introduction/ Revision  5 min	Ask learners to switch on their laptops and open Turtle blocks activity. Letting learners know that turtle blocks can also be used for displaying text, numbers, sounds and videos.	Learners will remind about the circulatory system they learnt about in the previous unit. learners carry out the tasks highlighted in this activity then discuss their findings with friends.	Standardization culture Bring to the attention of learners the need to seek medical healthcare in standard and quality hospitals whenever they have problems with their respiratory system.
Development of the lesson  25 min	Guide learners to discover the role of respiratory system, which is to bring fresh air into the lungs and remove waste air out of the body. Let learners practice with the commands Activity 6.4 in pupil's book page 120.	They should then run the program and see what happens.  Next, learners should practice displaying images and capturing images using the webcam camera.	Financial education Emphasize the fact that learners should practice good hygiene to avoid conditions and disease of the respiratory system in order to avoid spending money on treatment.
Conclusion (Synthesis+ Assessment) 10 min	To give the learners written exercises in order to assess their understanding To give learners a time to write the notes	Will answer the questions asked by a teacher in their exercises notebooks Will copy the notes in their notebooks.	Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self- evaluation			

School name: Child Care Academy
BIZABISHAKA Valens

Teacher's name:

Term	Date	Subjec	Class	Unit Nº	Lesson Nº	Duration	Class size
		t t					

I	31th October 2022	SET	P4	1	1 of 5	40min	40
Type of Spec	ial Educational Nec	ds to be c	atered for in	None			
this lesson a	nd number of learn	ers in eacl	n category				
Unit title	W	riting Skil	ls				
Key Unit Con	mpetence To	be able to	identify the pr	cocess of Wor	d processing		
Title of the 1	esson W	ord proces	sing				
Instructional	l Objective B	By using textbooks, learners will be able to identify the process of Word processing					
Plan for this	Class In	side and o	ıtside				
(location: in							
Learning Materials Smart phone, computer, books, internet,							
(for all learne	ers)						
References • Pupil's Book page 16. • Inter				ternet • Rele	vant textbooks	• XO laptop •	Magazines

Timing for	Description of teaching		Generic competences
each step	identify the process of Word proces	ssing	and Cross cutting issues to
	Teacher activities	Teacher activities Learner activities	
Introduction/ Revision  5 min	(i) Ask learners to observe introduction the process of Word processing (ii) Allow them to talk about the pictures in order for them to predict writing activity they are going to learn in the unit.	Learners to observe introduction on the process of Word processing.  Talk about the pictures in order for them to predict writing activity what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson  25 min	(iii) write the notes related to the process of Word processing Carrying out the discussion on the written notes the process of Word processing	write the notes related to the process of the process of Word processing identify the elements of Word processing Learners on their desk Carrying out the discussion on the written notes by identifying the elements of Gnome environment Present their discussion to the whole class.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify the process of Word processing and attach value to their usage.
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self- evaluation			

Term	Date	Subject	Class	Unit Nº	Lesson Nº	Duratio	Class size
I	31 <sup>th</sup> October. 2022	SET	P6	10	5 of 7	40min	45

Type of Special Education in this lesson and number category					
Unit title	Circulatory system				
Key Unit Competence	To be able to Explain the process of circulation of blood.				
Title of the lesson	Main organs of the human circulatory system and its function				
Instructional Objective	By the end of the lesson, learners should be able to explain the process of circulation of blood in the body, correctly.				
Plan for this Class	Inside and outside				
(location: in / outside)	Explain the process of circulation of blood.				
<b>Learning Materials</b> Obtain things such as chart of circulation of blood, and using books					
(for all learners)					
<b>References</b> • Pupil's book for Science Elementary Technology and ICT for Primary 6,					

Timing for	Description of teaching and learning		Generic competences
each step	Learners will Explain the process of control Teacher activities	Learner activities	and Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	Ask probing questions to introduce the lesson. Show learners the charts of circulation of blood. Using the charts, they should identify the organs they observed	Answer the questions asked by a teacher individually After the class teacher and learners carry out the discussion on the given charts and take a decisions on blood circulate in the body.	Peace and values education Caution learners against using this charts of circulation of blood learners observe one by one in peace and harmony in order to develop, values.
Development of the lesson  25 min	Provide learners with the chart on circulation of blood.  Let them write the names of the organs that make up the circulatory system and briefly explain their roles.	Learners will draw the path of blood in their notebooks and label it. Learners will write the names of the organs that make up the circulation of blood.	(2. Co-operation  During group discussions and pair works, let learners engage one another by giving a chance for all to participate.
Conclusion (Synthesis+ Assessment)	Summarize the lesson by highlighting the key points about blood circulation as learners take summary notes.	Learners take summary notes. And answer all questions written on the chalk board	Peace and values education During group presentations, you can allow rotational presentations within the group members in peacefully.
Teacher self- evaluation			

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
Ι	4th November. 2022	SET	P6	10	2 of 7	40min	45

Type of Special Educations in this lesson and number category					
Unit title	Circulatory system				
Key Unit Competence	The main function of human circulatory system and Name and identify the organs that make up the human circulatory system.				
Title of the lesson	Main organs of the human circulatory system and its function				
Instructional Objective	By using a structure of heart, learners will be able to explain the main function of human, Circulatory system and Name and identify the organs that make up the human circulatory system correctly.				
Plan for this Class	Inside and outside				
(location: in / outside)	Class discuss on the shape of circulatory system				
Learning Materials	Obtain things such as chart, and using books				
(for all learners)					
References	Pupil's book for Science Elementary Technology and ICT for Primary 6,				

Timing for	Description of teaching and learning	g activity	Generic competences
each step	Learners will Explain the main funct		and
	system and Name and identify the or human circulatory system.	gans that make up the	<b>Cross cutting issues</b> to be addressed
	Teacher activities	Learner activities	+ a short explanation
Introduction/ Revision  5 min	Ask probing questions to introduce the lesson. Show learners the charts on the circulatory system. Using the charts, they should identify the organs they observed	Answer the questions asked by a teacher individually After the class teacher and learners carry out the discussion on the given charts and take a decisions on considered answers.	Peace and values education Caution learners against using this charts learners observe one by one in peace and harmony in order to develop, values.
Development of the lesson  25 min	Give learners enough practices on from the probing questions, learners may mention circulatory system. Let them write the names of the organs that make up the circulatory System and briefly explain their roles.	Learners explain the main function of human circulatory system. Learners will write the names of the organs that make up the circulatory system and briefly explain their roles.	(2. Co-operation  During group discussions and pair works, let learners engage one another by giving a chance for all to participate.  Also, during group presentations, you can allow rotational presentations within the group members.
Conclusion (Synthesis+ Assessment)	Giving learners a task of using circulatory system charts	Answer the evaluation questions asked and follow the correction.	Peace and values education Inform them that they should be answer the give exercises and to accommodate views of others silently and safely.
Teacher self- evaluation			,

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	7 <sup>th</sup> November.	SET	P4	7	2 of 6	40min	40
	2022						

in this lesson and number of learners in each		None		
Category Unit title	Programming for children	n		
Unit title				
Key Unit Competence	To be able to Identify the	elements of turtle Art		
Title of the lesson	Identify the elements of tu	urtle Art		
Instructional Objective	By using XO laptops, learners will be able to Identify the elements of turtle Art correctly.			
Plan for this Class	Inside and outside			
(location: in / outside)	Explain how Turtle Art ca	can be used to draw geometric shapes.		
Learning Materials	XO laptops • Desktops • Laptops			
(for all learners)	• Sugar on a disk • Proj	jector • Internet		
References	Pupil's book for Science	e Elementary Technology and ICT for Primary 6,		

Timing for each step	<b>Description of teaching and learni</b> Avail chats showing geometrical sha from the Pupil's Book page 67.		Generic competences and Cross cutting issues to be		
	Teacher activities	Learner activities	addressed + a short explanation		
Introduction/ Revision  5 min	Review the previous lesson studied in ICT by asking learners different questions in order to assess learners.  Show a structure of main toolbar And ask learners to discuss on it	Answer different questions asked by a teacher Observe the given diagram then start naming the elements of main tool bar helped by a teacher.	Standardization culture Encourage learners to develop positive attitude and appreciate the production of quality shapes and interesting programs. Encourage both boys and girls to keep on practising and sharing their activities with others.		
Development of the lesson  25 min	Assist learners through guided discovery to know that Turtle Art has a Number palette containing operators that are useful in carrying out mathematical calculations.	learners through guided discovery to know that Turtle Art has a Number palette containing operators that are useful in carrying out mathematical calculations.	Financial education Encourage learners to make good use of Turtle Art. Inform learners of economic rewards in the future when they advance in education.		
Conclusion (Synthesis+ Assessment)	Let them practice drawing different type of polygons using Turtle commands. Give them enough time to do the activities/tasks	learners will take a time to practise drawing different type of polygons using Turtle commands	Inclusive education Encourage learners to embrace Turtle Art and Sprite Activities.		
Teacher self- evaluation		1			

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	10 <sup>th</sup> November. 2022	SET	P6	7	2 of 6	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each			Learners	with low visi	on (3)		
category							

Unit title	Respiratory system
Key Unit Competence	To be able to Identify the Parts and mechanisms of respiratory system
Title of the lesson	Identify the Parts and mechanisms of respiratory system
Instructional Objective	By using the chart of respiratory, learners should be able to Identify the Parts and mechanisms of respiratory system, correctly.
Plan for this Class	Inside and outside
(location: in / outside)	
Learning Materials	The books, the chart of respiratory system, internet
(for all learners)	
References	Pupil's book for Science Elementary Technology and ICT for Primary 5,

Timing for	Description of teaching and learning	ing activity	Generic competences		
each step	Identify the Parts of respiratory sys	stem	and		
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation		
Introduction/ Revision	To introduce the lesson, I will remind learners about the circulatory system they learnt about in the previous unit.	Learners will remind about the circulatory system they learnt about in the previous unit.	Standardization culture Bring to the attention of learners the need to seek medical healthcare in		
5 min	Let them carry out the tasks highlighted in this activity then discuss their findings with friends.	Learners carry out the tasks highlighted in this activity then discuss their findings with friends.	standard and quality hospitals whenever they have problems with their respiratory system.		
Development of the lesson  25 min	Guide learners to discover the role of respiratory system, which is to bring fresh air into the lungs and remove waste air out of the body.	Learners have a rough idea what respiratory system and its function is hence you can now delve further into the components of the respiratory system.	Financial education Emphasize the fact that learners should practice good hygiene to avoid conditions and disease of the respiratory system in order to avoid spending money on treatment.		
Conclusion (Synthesis+ Assessment)	Assess whether the learning objectives of the lesson were met by asking questions	What did you learn in this lesson? (Ans: The function of the respiratory system in human body and the organs that make up the respiratory system.)	Inclusive education All learners should be encouraged to participate during lessons and practicals.		
Teacher self- evaluation		1	1		

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
I	11 <sup>th</sup> Nov 2022	SET	P4	7	2 of 6	40min	41
Type of Special Educational Needs to be catered for in this			None				
lesson and number of learners in each category							

Unit title	Programming					
<b>Key Unit Competence</b>	To be able to identify the process of working with stage in Scratch window					
Title of the lesson	the process of working with stage in Scratch window					
Instructional Objective	By the end of the lesson, learners should be to Describe instructions used to					
	Display things such as text, images or video and sound. Correctly.					
Plan for this Class (location:	Inside and outside					
in / outside)						
Learning Materials	XO laptops • Desktops • Laptops					
(for all learners)	• Sugar on a disk • Projector • Internet					
References	Pupil's book for Science Elementary Technology and ICT for Primary 5,					

Timing for	Description of teaching and learning ac	tivity	Generic competences	
each step	Describe instructions used to display thing	gs such as text, images or video	and Cross cutting issues to be addressed	
	and sound.			
	Teacher activities	Learner activities	+ a short explanation	
Introduction/	Ask learners to switch on their	Learners will remind	Standardization culture	
Revision	laptops and open Turtle blocks activity.	about the scratch activity	Bring to the attention of	
	Letting learners know that turtle	they learnt about in the	learners needs to the use of	
5 min	blocks can also be used for	previous unit.	computer, through running	
S IIIIII	displaying text, numbers, sounds and	Learners carry out the		
	videos.	tasks highlighted in this	project in in the stage as a	
		activity then discuss their	component of scratch window.	
		findings with friends.		
Development	Guide learners to running a sprite in	They should then run the	Financial education	
of the lesson	the stage, by arranging and giving	program and see what	Emphasize the fact that learners	
	them a command.	happens.	should get skills in the use of	
25 min	Let learners practice with the	Next, learners should	ICT materials	
23 111111	commands Activity 6.4 in pupil's	practice displaying images		
	Book page 120.	and capturing images using		
		the webcam camera.		
		the westam camera.		
Conclusion	Summarize the lesson by	Learners will arranging	Inclusive education	
(Synthesis+	highlighting the key points,	commands in drawing	All learners should be	
Assessment)	which should include the way of	shapes and allowing	encouraged to participate during	
	-	learners to short notes.	lessons and practice.	
10 min	arranging commands in drawing	learners to short notes.	ressons and practice.	
	shapes and allowing learners to			
<b>TD</b> 1 20	write short notes.			
Teacher self-				
evaluation				

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
I	14 <sup>th</sup> Nov 2022	SET	P6	7	2 of 6	40min	45
Type of Special Educational Needs to be catered for in this			None				
lesson and number of learners in each category							

Unit title	Respiratory system
<b>Key Unit Competence</b>	To be able to explain the respiratory process
Title of the lesson	explain the respiratory process
Instructional Objective	By the using the Chart of respiratory system, learners will be able to explain the respiratory process, correctly.
Plan for this Class (location: in / outside)	Inside and outside
Learning Materials (for all learners)	Chart of respiratory system
References	Pupil's book for Science Elementary Technology and ICT for Primary 5,

Timing for each	Description of teaching and learning a	ctivity	Generic competences
step	explain the respiratory process		and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	Begin this activity by letting learners feel the breathing process as described in procedure no. 1 in this activity. They should repeat this several times and come up with a conclusion on what is happening.	Learners feel the breathing process as described in procedure no. 1 in this activity. They should repeat this several times and come up with a conclusion on what is happening	Standardization culture Bring to the attention of learners the need to seek medical healthcare in standard and quality hospitals whenever they have problems with their respiratory system.
Development of the lesson  25 min	Guide learners to describe what they have seen. Ask probing questions such as:  1. What happened to the ribs? (Ans: They were moving up and down or inwards and outwards)	Learners describe what they have seen. And they will answer the asked question and make deep discussion on process of respiration	Financial education Emphasize the fact that learners should practice good hygiene to avoid conditions and disease of the respiratory system in order to avoid spending money on treatment.
Conclusion (Synthesis+ Assessment)	Let learners come up with summary notes on breathing mechanism. Assess their work then correct them accordingly.	Learners will take notes on breathing mechanism. Assess their work then correct them accordingly.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self- evaluation			

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	15 <sup>th</sup> Nov 2022	SET	P4	7	2 of 7	40min	41

Type of Special Educational Ne					
lesson and number of learners	in each category				
Unit title	Air				
<b>Key Unit Competence</b>	To be able to identify the compositions of Air				
Title of the lesson	the process of identify the compositions of Air				
Instructional Objective	By using the inflated and deflated ballons, learners will be to identify the compositions of Air, accurately.				
Plan for this Class (location:	Inside and outside				
in / outside)					
Learning Materials	Tyres, ballons charts, chalk board.				
(for all learners)					
References	Pupil's book page 92 teacher's guide and internet.				

Title tilees	1 apii 3 500k page 32 tea	cher 3 gaide and internet.	
Timing for	Description of teaching and learning ac	ctivity	Generic competences
each step	to identify the compositions of Air		and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	Draw the diagram of floater and inflated wheel on the chalk board and ask learners to give their presentations on: air can be compressed. Let one learner in each group present.	Learners will observe introductory pictures on page 120. Learners will discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit.	Peace and Value Education  • Air is the mixture of many gases. It plays big role in our lives and it gives air we breathe in. We  Need to share this resource for sustainable peace and development.
Development of the lesson  25 min	Ask learners to attempt questions in Activity 10.1 individually Allow learners to compare their responses in Activity 10.1 in groups of 2 or three in a desk.  Let learners make presentations in class by explaining to the compositions of air.	To attempt questions in Activity 10.1 individually To compare their responses in Activity 10.1 in groups of 2 or three in a desk.  To make presentations in class.	Gender Education • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the importance of air in our lives. The teacher should promote this during teaching.
Conclusion (Synthesis+ Assessment)	Give them probing questions to Allow them discover the four main component of air. Correct them where necessary.	To discover the component of air. Correct the questions where necessary.	Environment and Sustainability We should protect our environment from the harmful materials that can harm air.
Teacher self- evaluation			

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
I	23 <sup>th</sup> Nov 2022	SET	P5	7	2 of 6	40min	32

Type of Special Educational Ne lesson and number of learners		None				
Unit title	Soil					
<b>Key Unit Competence</b>	To be able to Identify the steps of land preparation					
Title of the lesson	Identify the steps of land preparation					
Instructional Objective	By using the charts and books, learners should be able to Identify the steps of land preparation correctly.					
Plan for this Class (location:	Inside and outside					
in / outside)	Identify the steps of land preparation					
Learning Materials	Bushes, soil(land), charts, books					
(for all learners)						
References	<ul> <li>Pupil's book for Science Elem</li> </ul>	entary Technology and ICT for Primary 5,				

References	Tupil 3 book for Science i	Liententary recimology and ici tol	Tilliary 5,
Timing for each	Description of teaching and learning a	•	Generic competences
step	Avail chats showing geometrical shapes	. Allow learners to refer from	and
	the Pupil's Book page 67.		Cross cutting issues to be addressed
	Teacher activities	Learner activities	+ a short explanation
Introduction/	Ask learners to observe the	Learners observe the	Environmental and
Revision	introductory pictures, briefly	introductory pictures,	Sustainability
	describe each picture and predict	briefly describe each	Soil is a major component of
5i.	what they are going to learn in the	picture and predict what	the environment. Animals and
5 min	unit.	they are going to learn in	
	Organise learners into groups of 5.	the unit. Learners organize	plants depend on soil either
	Assign the learners plots of land.	in groups of 5. Assign the	directly or indirectly.
		learners plots of land.	
<b>Development of</b>	Let learners start preparing the soil	Learners start preparing	Peace and Value Education
the lesson	for cultivation by following the	the soil for cultivation by	Land is a natural resource. As
	steps outlined in Activity 9.1 on	following the steps	the population increases, land
25 min	page 108.	outlined in Activity 9.1 on	becomes a source of many
23 111111	Explain to the learners each step	page 108.	conflicts. Learners need to be
	after they have finished carrying	the learners each step after	taught the importance of sharing
	out.	they have finished carrying	this national resource for
		out.	sustainable peace.
Conclusion	Identify all the activities involved in		Gender Education
(Synthesis+	land preparation.	Practice the activities	The teacher should avoid
Assessment)	Practice the land preparation	involved in land	stereotypes and bias when
10	activities before planting maize	preparation, before	handling this topic. Both genders
10 min	seed in their plots	planting maize seed in their	should be encouraged to
		plots	participate in the activities of the
			lesson.
Teacher self-			
evaluation			

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
II	9 <sup>th</sup> Jan. 2023	SET	P5		2 of 7	40min	32

Type of Special Educational Ne lesson and number of learners					
Unit title	Plants				
<b>Key Unit Competence</b>	To be able to identify the importance of plant				
Title of the lesson	the process of identify the importance of plant				
Instructional Objective	By using plants, learners should be to Describe identify the importance of plant, correctly.				
Plan for this Class (location:	Inside and outside				
in / outside)					
Learning Materials (for all learners)	XO laptops or any other computers Pamphlets, handouts and textbooks plantation				
References	Pupil's book for Science Elementary Technology and ICT for Primary 5,				

Table a book for accident Elementary Technology and 161 for Timary 3,							
Timing for	Description of teaching and learning	activity	Generic competences				
each step	the importance of plant		and				
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation				
Introduction/	A alv la amana ta ala ama	I company will absorbe	•				
Revision	Ask learners to observe	Learners will observe	Peace and Value Education				
Kevision	introductory pictures on page 120.	introductory pictures on	A forest is a resource. It				
5 min		page 120.	plays big role in promoting				
	Allow them to discuss in pairs	Learners will discuss in	harmony and peace. We				
	about the identity of the pictures.	pairs about the identity of	need to share this resource				
	Let them explain briefly what they	the pictures. Let them explain briefly what they	for sustainable peace and				
	Let them explain otherly what they	will learn in the unit.	development.				
	will learn in the unit.	will learn in the unit.	·				
Development	Ask learners to attempt questions	To attempt questions in	Gender Education				
of the lesson	in Activity 10.1 individually	Activity 10.1 individually	• It is the responsibility of all to				
	Allow learners to compare their	To compare their responses	conserve the environment.				
25 min	responses in Activity 10.1 in	in Activity 10.1 in groups of	Pupils of both genders				
23 111111	groups of 2 or three in a desk.	2 or three in a desk.	should be sensitized on the				
	Let learners make presentations in	To make presentations in class.	importance of plants in our				
	class.		environment. The teacher				
			should promote this during				
			teaching.				
Conclusion	Give them probing questions to	To discover conditions of a	Environment and Sustainability				
(Synthesis+	allow them discover conditions of	good chicken house. Correct	The rate at which trees are				
Assessment)	a good chicken house. Correct	the questions where	being cut down is higher than				
10 min	them where necessary.	necessary.	the rate they are				
10 IIIII			being replaced.				
Teacher self-		-	,				
evaluation							

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
II	9 <sup>th</sup> Jan. 2023	SET	P4	9	1 of 10	40min	39

Type of Special Educational Ne lesson and number of learners					
Unit title	SOIL				
<b>Key Unit Competence</b>	To be able to explain the composition of the soil				
Title of the lesson	the composition of the soil				
Instructional Objective	By using chart of different component of the soil and observation, the learner will be able to explain the composition of soil correctly.				
Plan for this Class (location: in / outside)	Inside and outside				
Learning Materials (for all learners)	<ul> <li>Chart pictures • Drawing in Pupil's Book • Real objects (learners in class)</li> <li>• Blackboard</li> </ul>				
References	Pupil's Book page 167-168 Internet, XO laptop and relevant textbooks				

Timing for	Description of teaching and learning activity		Generic competences and		
each step	the composition of the soil				
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation		
Introduction/ Revision  5 min	Teacher with the learners went to the playground to show them some of the component of soil, like stones, clay, sand, humus, water,  The teacher should ask the learners to perform <b>Activity 3</b> given on pages 167–168 of the Pupil's book.	The learners with a teacher went to the playground to show them some of the component of soil, like stones, clay, sand, humus, water,	Standardization culture Bring to the attention of learners needs to the composition of the soil.		
Development of the lesson  25 min	The teacher should ask the learners to carry out the activity by following the steps given on pages 167–168 of the Pupil's book.  After completion of the activity, the teacher should discuss with the learners that soil has the following components:  1. Air 2. Moisture or water 3. Clay, sand, stones and humus.	To attempt questions asked group discussions To compare their responses in groups expose of three in a desk.  To make presentations in class.	Financial education Emphasize the fact that learners should get skills in the components of the soil.		
Conclusion (Synthesis+ Assessment)	Doing practical activities to identify different components of soil.	They will answer all the questions asked by the teacher and ask where they are not understand.	Inclusive education All learners should be encouraged to participate during lessons and practice.		
Teacher self- evaluation		ı	I		

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
II	10 <sup>th</sup> Jan. 2023	SET	P4	9	1 of 10	40min	39

Type of Special Educational Ne lesson and number of learners					
Unit title	SOIL				
<b>Key Unit Competence</b>	To be able to explain the Types of the soil				
Title of the lesson	the Types of the soil				
Instructional Objective	By using different categories of soil, the learner will be able to explain the Types of the soil correctly.				
Plan for this Class (location: in / outside)	Inside and outside				
Learning Materials (for all learners)	<ul> <li>Chart pictures • Drawing in Pupil's Book • Real objects (learners in class)</li> <li>Blackboard</li> </ul>				
References	Pupil's Book page 167-168, Internet, XO laptop and relevant textbooks				

Timing for	Description of teaching and learning activity	Generic competences	
each step	the Types of the soil		and
	Teacher activities	Learner activities	Cross cutting issues to be addressed
			+ a short explanation
Introduction/ Revision  5 min	Teacher will help the learners to Observe the various samples of soil collected from different sites, labelling them according to their characteristics.	The learners will Observe the various samples of soil collected from different sites, labelling them according to their characteristics.	Standardization culture Bring to the attention of learners needs to the types of the soil.
Development of the lesson  26 min	The teacher should ask the learners to collect samples of soil from places like lake side, farm and a construction site.  Teacher should ask them to observe the colour, size and the feel of different soil samples.  After completion of the activity, the teacher should discuss with the learners that there are three main kinds of soil—Loam, Clay and Sand.  Teacher should discuss with the learners the characteristics of the three types of soil as given on page 167 of the Pupil's book.	They will collect samples of soil from places like lake side, farm and a construction site. The learners will discuss to three main kinds of soil—Loam, Clay and Sand.	Financial education Emphasize the fact that learners should get skills in the types of the soil.
Conclusion (Synthesis+ Assessment)	Ask learners to Identification of types of soil.	They will answer all the questions asked by the teacher and ask where they are not understand.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self- evaluation			

			. • • •					
School name: Child Care Academy		e Academy	Teacher's name: BIZABISHAKA Valens					
Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class siz	

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
II	11 /1/ 2023	SET	P6	8	1 of 7	40min	45

Type of Special Educational I this lesson and number of lea		None			
Unit title	Plants				
Key Unit Competence	To be able to identify the parts of plant.				
Title of the lesson					
Instructional Objective	By using textbooks, learners will be able to identify the parts of plant correctly.				
Plan for this Class	Inside and outside				
(location: in / outside)					
Learning Materials	School garden, different plants	s, drawings, and books of SET			
(for all learners)					
References	• Pupil's Book page 16. • Interr	net • Relevant textbooks • XO laptop • Magazines			

Timing for	Description of teaching	Generic competences			
each step	to identify the parts of plant.		and Cross cutting issues to		
	Teacher activities	Learner activities	be addressed + a short explanation		
Introduction/ Revision  5 min	(i) Ask learners to observe introduction pictures of plant. (ii) Allow them to talk about the pictures in order for them to predict what they are going to learn in the unit.	Learners to observe introduction pictures of plant. Talk about the pictures in order for them to predict what they are going to learn in the unit.	(i) Gender Education  The teacher will give equal chances to both boys and girls to participate in class activities.		
Development of the lesson  25 min	(iii) Display the plant and ask learners to discover its different parts and discuss to it function.  Ask learner to answer questions (a) and (b) in Activity 11.4 on page 140.  (ii) Allow learners to discuss the importance of parts of trees for the environment based on their responses to question (c).	Learners to discover its different parts and discuss to it function. Learners will answer questions (a) and (b) in Activity 11.4 on page 140. (ii) Allow learners to discuss the importance of parts of trees for the environment based on their responses to question (c).	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify parts of flower and attach value to their usage.		
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.		
Teacher self- evaluation					

School name: Child Care Academy

Teacher's name:

BIZABISHAKA Valens

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size

No:

II	12/1/2	023 SET	P6		3 of 7	40min	45				
Type of Special I	Type of Special Educational Needs to be catered for in None										
this lesson and number of learners in each category											
Unit title		plants									
Key Unit Compe	tence	To be able to identify the parts of flower.									
Title of the lesso	n	Identification the parts of flower									
Instructional Ob	jective	By using textboo	ks, learners	will be able	to identify the	e parts of flower	correctly.				
Plan for this Clas	ss	Inside and outsid	le								
(location: in / ou	ıtside)										
Learning Materia	ıls	Drawing, charts, plantation around the school, and use of SET books									
(for all learners)											
References		• Pupil's Book pa	ge 16. • Inte	rnet • Relev	ant textbooks	• XO laptop • N	Magazines				

Timing for each step	Description of teaching	and learning activity	Generic competences and			
step	Identify the parts of flower		Cross cutting issues to be			
	Teacher activities	Learner activities	addressed + a short explanation			
Introduction/ Revision  5 min	(i) Take learners for a field visit to collect flowers. Let them come back to class with them and dissect them.  ii. Let the learners observe the dissected flowers using naked eyes, then hand lens. Ask them what they can see.	Learners for a field visit to collect flowers. Let them come back to class with them and dissect them. Learners observe the dissected flowers using naked eyes, then hand lens. Ask them what they can see.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.			
Development of the lesson  26 min	(iii Provide learners with charts showing parts of a flower. Let them compare what they saw to these charts.  Guide learners to draw the parts of a flower in their notebooks then label them.  In their groups, they can play a game of pointing and naming the various parts. Let one member point at a part as others name the part.	Learners observe the charts showing parts of a flower. Let them compare what they saw to these charts.  Learners will draw the parts of a flower in their notebooks then label them.  Learners in their group will play a game of pointing and naming the various parts. Let one member point at a part as others name the part.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify parts of flower and attach value to their usage.			
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.			
Teacher self- evaluation						

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size

II	13 <sup>th</sup> Jan. 20	023	SET	P4	9	1 of 10	40min	39	
Type of Special Educ	Type of Special Educational Needs to be catered for in this								
lesson and number of	of learners i	n each	category						
Unit title		SOIL	•						
<b>Key Unit Competend</b>	ce	To be	able to ex	xplain the	Agent of	soil erosion			
Title of the lesson		the Agent of soil erosion							
<b>Instructional Object</b>	ive	•	•	•	ories of s	oil, the learn	er will be ab	le to explain the Agent of	
		SO1l	erosion co	rrectly.					
Plan for this Class	(location:	Inside	and outsid	le					
in / outside)									
<b>Learning Materials</b>		Chart pictures • Drawing in Pupil's Book • Real objects (learners in class)							
(for all learners)		Blackboard							
References		Pup	il's Book, I	nternet, X	O laptop	and relevan	t textbooks		

Timing for	Description of teaching and learning activity	y	Generic competences
each step	the Agent of soil erosion		and
	Teacher activities	Learner activities	Cross cutting issues to be addressed
			+ a short explanation
Introduction/	Definition of soil erosion	The learners will definition	Standardization culture
Revision	Identification of different agents of soil	of soil erosion and identify	Bring to the attention of
	erosion Pouring water on bare soil to show the process of soil erosion.	the different agents of soil erosion Pouring water on	learners needs to the
5 min	To carry out an activity to show the effect	bare soil to show the process of soil erosion	agent of the soil erosion.
Development	The teacher should ask the learners to take	Learners will observe that	Financial education
of the lesson  27 min	some garden soil and place it on a flat surface. Teacher should ask them to take a watering can filled with water.  Teacher should ask them to pour water on the soil from above. Teacher should ask them to note the observation.  The teacher should discuss with the learners that the process of carrying away of soil by wind, water or other agents is called soil erosion.	when water is poured on the soil, it washes away some soil.  The learners will discuss how the soil is carried away by wind, water or other agents is called soil erosion.	Emphasize the fact that learners should get skills in the agent of the soil erosion.
Conclusion (Synthesis+ Assessment)	The teacher should discuss with the learners that the factors that are responsible for soil erosion are called agents of soil erosion.	They will answer all the questions asked by the teacher and ask where they are not understand.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self- evaluation			

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size

II	24 <sup>th</sup> Jan. 20	023	SET	P5	12	2 of 6	40min	32	
Type of Special Educ	Type of Special Educational Needs to be catered for in this								
lesson and number of	lesson and number of learners in each category								
Unit title		DIG	STIVE SY	STEM					
<b>Key Unit Competen</b>	ce	To be	able to Ide	entifying s	tages of	digestion.			
Title of the lesson		Identifying stages of digestion.							
<b>Instructional Object</b>	tive	•	_	_	e systen	n, the learne	er will be ablo	e to Identifying stages of	
		dige	stion corre	ctly.					
Plan for this Class	(location:	Inside	and outside	)					
in / outside)									
<b>Learning Materials</b>		Chart pictures • Drawing in Pupil's Book • Real objects (learners in class)							
(for all learners)		Blackboard							
References		Pup	il's Book pa	ge 154, Ir	nternet, >	(O laptop a	nd relevant t	extbooks.	

T upil 3 Book page 154, internet, No laptop and relevant textbooks.										
Timing for	Description of teaching and learning ac	tivity	Generic competences							
each step	Identifying stages of digestion.		and							
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation							
Introduction/	(i) Ask the learners to look at the	The learners to look at	Peace and Value Education							
Revision	digestive system that they have	the digestive system that	A forest is a resource. It							
	drawn in their notebooks.	they have drawn in their	plays big role in promoting							
5 min	(ii) Guide them on how to label the	notebooks.	harmony and peace. We							
3 111111	parts that they have not labelled.		Need to share this resource							
		The learners will label the	for sustainable peace and							
		parts that of digestive	development.							
		system dawn in their	development.							
		notes books.								
Development	(iii) Ask the learners to sit in their	The learners will sit in	Gender Education							
of the lesson	working groups and discuss the	their working groups and	It is the responsibility of all to							
	digestion process.	discuss the digestion	conserve the environment.							
28 min	(iv) Let each one of them describe	process.	Pupils of both genders							
	how they can help their own	Describe how they can	Should be sensitized on the							
	digestion.	help their own digestion.	stages of the Digestive System.							
Conclusion	(v) Summarize by explaining the	They will answer all the	Environment and Sustainability							
(Synthesis+	digestion process.	questions asked by the	The rate at which trees are							
Assessment)		teacher and ask where	being cut down is higher than							
10 min	Check learners confidence and	they are not understand.	the rate they are being replaced.							
10 11111	communication abilities.									
Teacher self- evaluation										

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size
II	25 <sup>th</sup> Jan. 2	023	SET	P5	12	1 of 6	40min	32
Type of Special Educ				r in this				
lesson and number of	of learners i	in each	category					
Unit title	Unit title DIGESTIVE SYSTEM							
<b>Key Unit Competen</b>	ce	To be	e able to exp	lain Parts	and Fund	ctions of the	Digestive Sy	ystem
Title of the lesson		Parts and Functions of the Digestive System						
<b>Instructional Object</b>	tive	By using chart of digestive system, the learner will be able to explain Parts and						
		Fun	ctions of the	Digestiv	e System	correctly.		
Plan for this Class	(location:	Inside and outside						
in / outside)								
<b>Learning Materials</b>		•	Chart picture	es • Draw	ing in Pu	pil's Book • F	Real objects	(learners in class)
(for all learners)		Blackboard						
References Pupil's Book page 152, I					ternet, X	O laptop and	relevant tex	ktbooks
Timing for Des	scription of	teach	ing and learn	ing activi	itv		Generi	c competences

rupii s book page 152, internet, AO iaptop and relevant textbooks									
Timing for each step	Description of teaching and learning ac	· · ·	Generic competences						
each step	Parts and Functions of the Digestive S  Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation						
Introduction/ Revision  5 min  Development of the lesson	Display the wall chart of the digestive system.  Ask learners to discuss in pairs the pictures in Pupil's Book page 152.  Ask learners to sit in pairs. Let each	Learners will observe introductory pictures on page 152. Learners will discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit. To attempt questions asked individually	Peace and Value Education • A forest is a resource. It plays big role in promoting harmony and peace. We Need to share this resource for sustainable peace and development.  Gender Education						
29 min	learner ask their partner to describe the movement of food from the mouth to the anus. Let them touch their body to demonstrate movement of food along the digestive system.	To compare their responses in groups of 2 or three in a desk.  To make presentations in class.	• It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the Parts and Functions of the Digestive System.						
Conclusion (Synthesis+ Assessment) 10 min	Listen to the learners as they describe the movement of food.  • Evaluate if they know food moves from the mouth to the anus.  • Mark the digestive system they have drawn.	They will answer all the questions asked by the teacher and ask where they are not understand.	Environment and Sustainability The rate at which trees are being cut down is higher than the rate they are being replaced.						
Teacher self- evaluation									

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size
II	26 <sup>th</sup> Jan. 2	023	SET	P5	12	3 of 6	40min	32
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category								
Unit title		DIGI	ESTIVE SYS	TEM				
<b>Key Unit Competence</b> To be able to identify Hygiene of Dige					igestion.			
Title of the lesson		Ident	ify Hygiene	of Diges	tion.			
<b>Instructional Object</b>	tive	Вуι	using chart of	f digestiv	ve system, the learner will be able to identify Hygiene of			
		Dig	estion correc	tly.				
Plan for this Class	(location:	Inside	e and outside					
in / outside)								
S					wing in Pupil's Book • Real objects (learners in class)			
(for all learners) • Blackboard								
References		Pup	il's Book pag	e 154, In	nternet, XO laptop and relevant textbooks.			

Tapir 3 Book page 134, internet, No taptop and relevant textbooks.									
Timing for	Description of teaching and learning ac	tivity	Generic competences						
each step	Identify Hygiene of Digestion		and						
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation						
Introduction/	(i) Ask learners to collect materials	learners collect materials	Peace and Value Education						
Revision	needed for the lesson.	needed for the lesson	<ul> <li>A forest is a resource. It</li> </ul>						
			plays big role in promoting						
5 min	(iii) Allow the learners to discuss in	The learners will discuss	harmony and peace. We						
3 11111	their groups how to keep the	in their groups how to	Need to share this resource						
	digestive system healthy.	keep the digestive system	for sustainable peace and						
		healthy.	development.						
Development	(vii) Let them hang the posters at	The learners will sit in	Gender Education						
of the lesson	the back of their class.	their working groups and	• It is the responsibility of all to						
		discuss the digestion	conserve the environment.						
30 min	(v) Share with other members of the	process.	Pupils of both genders						
	class.	Describe how they can	Should be sensitized on the						
	(vi) Assign them groups to design	help their own digestion.	stages of the Digestive System.						
	posters that encourage healthy								
	digestive system.								
Conclusion	(iv) Let them write notes in their	They will answer all the	Environment and Sustainability						
(Synthesis+ Assessment)	notebooks.	questions asked by the	The rate at which trees are						
Assessment)		teacher and ask where	being cut down is higher than						
10 min		they are not understand.	the rate they are being replaced.						
Teacher self-		<u> </u>							
evaluation									

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size	
II	27th Jan. 2	27th Jan. 2023		P5	12	4 of 6	40min	32	
Type of Special Edu	be catered fo	r in this							
lesson and number of	of learners i	in each	category						
Unit title	Unit title DIGESTIVE SYSTEM			M					
<b>Key Unit Competence</b> To be able to identify Co				tify Con	nponents of a Balanced Diet.				
Title of the lesson		Ident	ify Compone	ents of a	Balanced	Diet.			
<b>Instructional Object</b>	tive	By using chart of digestive system, the learner will be able to identify Components of							
		a Ba	alanced Diet	Correctly	<b>/</b> .				
Plan for this Class	(location:	Inside and outside							
in / outside)									
<b>Learning Materials</b>		•	<ul> <li>Chart pictures • Drawing in Pupil's Book • Real objects (learners in class)</li> </ul>						
(for all learners) • Blackboard			ackboard						
References		Pup	il's Book pag	e 154, In	nternet, XO laptop and relevant textbooks.				

Timing for	Description of teaching and learning act	ivity	Generic competences		
each step	Identify Components of a Balanced Die	et.	and		
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation		
Introduction/	(i) Assign them working groups. Let	learners collect materials	Peace and Value Education		
Revision	them present all the foods they have	needed for the lesson	• A forest is a resource. It		
	collected on the table.	The learners will discuss	plays big role in promoting		
5 min	(ii) Ask them to list in their	in their groups how to	harmony and peace. We		
3 111111	notebooks the types of foods they	keep the digestive system	Need to share this resource for		
	have collected.	healthy.	sustainable peace and		
			development.		
Development	(iii) Allow them to place each food	The learners will sit in	Gender Education		
of the lesson	in Activity 12.5 in its correct group.	their working groups and	• It is the responsibility of all to		
	(iv) Discuss the various components	discuss the digestion	conserve the environment. Pupils		
31 min	of a balanced diet as outlined on	process.	of both genders		
31 111111	pages 159 -160.	Describe how they can	Should be sensitized on the		
	(v) Go round ensuring that learners	help their own digestion.	stages of the Digestive System.		
	have grouped various foods in their				
	correct groups to make a balanced				
Conclusion	diet.	771 '11 11 4			
(Synthesis+	(vi) Ask them to place the food that	They will answer all the	Environment and Sustainability		
Assessment)	they brought to class into their correct	questions asked by the teacher and ask where	The rate at which trees are being		
1 ASSESSMENT)	food groups.		cut down is higher than the rate		
10 min	(viii) Let them practice good food hygiene when serving and eating	they are not understand.	they are being replaced.		
	their food.				
Teacher self-	then 100d.		1		
evaluation					

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size

II	30 <sup>th</sup> Jan. 2	023	SET	P4	8	4 of 8	40min	39		
Type of Special Educ	cational Ne	eds to	be catered f	or in this						
lesson and number of	of learners	in each	category							
Unit title ANIMALS										
<b>Key Unit Competence</b> To be able to identify the						istics of fisl	n.			
Title of the lesson	Title of the lesson									
Instructional Object	ive	Вуι	ısing a featı	ure of fish	, the lear	, the learner will be able to identify the characteristics of				
		fish								
Plan for this Class	(location:	Inside and outside								
in / outside)										
Learning Materials • Chart pictures • Drawing in Pup							<ul> <li>Real object</li> </ul>	s (learners in class)		
(for all learners)		Blackboard								
References	References Pupil's Book page 154, Internet, XO laptop and relevant textbooks.									

Timing for	Description of teaching and learning a	ctivity	Generic competences
each step	Identify the characteristics of fish.		and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	(i) Assign them in working groups.  The teacher should show the learners the picture of a fish given on page 185 of the Pupil's book.	The learners will observe and make discussion in their groups about the picture of a fish given on page 185 of the Pupil's book	Peace and Value Education  • animals have big role in in the development of populations Need to share this resource for sustainable peace and development.
Development of the lesson  32 min	Teacher will ask the following questions: What does the picture show? Where do fish live? Write some characteristics of a fish. After getting answers from the learners, the teacher should discuss that this is a fish. Teacher will discuss with the learners the characteristic features of a fish as given on page 186 of the Pupil's book.	The learners will give the answers related to the questions asked by the teacher.  Learners will discuss with the teacher the characteristic features of a fish as given on page 186 of the Pupil's book.	• It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the stages of the Digestive System.
Conclusion (Synthesis+ Assessment) 10 min	Ask learners to give out the characteristic features of a fish.	They will answer all the questions asked by the teacher and ask where they are not understand.	Environment and Sustainability If the animals are well kept they give important harvesting among people.
Teacher self- evaluation			

Term	Date		Subject	Class	Unit No	Lesson No	Duration	Class size		
II	31 Jan. 2023		SET	P4	8	5 of 8	40min	39		
Type of Special Edu	Type of Special Educational Needs to be catered for in this									
lesson and number of	lesson and number of learners in each category									
Unit title		ANIM	ALS							
<b>Key Unit Competen</b>	<b>Key Unit Competence</b> To be able to identify the					mode of locomotion of animals.				
Title of the lesson		Identi	fy the mode	e of locon	notion of animals.					
<b>Instructional Object</b>	tive	By using chart of digestive system, the learner will be able to identify the mode of								
		loco	motion of a	nimals Co	rrectly.			·		
Plan for this Class	(location:	Inside	and outside							
in / outside)										
<b>Learning Materials</b>		• (	Chart pictur	es • Drav	wing in Pupil's Book • Real objects (learners in class)					
(for all learners)		Blackboard								
References (Pages 195–198 of Pages 195–1					upil's book), teachers guide, Internet, XO laptop and					
		relev	ant textboo	oks.						

Timing for	Description of teaching and learning act	•	Generic competences		
each step	Identify the mode of locomotion of ani	mals.	and		
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation		
Introduction/ Revision	Teacher will ask them to observe the movement of different animals like	learners will observe the movement of different	Peace and Value Education • A forest is a resource. It		
5 min	birds, lizards, rabbits, elephants and Crocodiles.	animals like birds, lizards, Rabbits, elephants and crocodiles.	plays big role in promoting harmony and peace.		
Development of the lesson  33 min	The teacher should discuss that the movement of animals is called locomotion and on the basis of locomotion, animals are classified into various groups.  Teacher will discuss with the learners the classification of animals according	Helped by the teacher learners will classify animals according to their locomotion mode such as flying, crawling, jumping or hopping, walking and swimming as given on	• It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the stages of the Digestive System.		
	to their locomotion mode such as flying, crawling, jumping or hopping, walking and swimming as given on page 195 of the Pupil's book.	page 195 of the Pupil's book.			
Conclusion (Synthesis+ Assessment)	Teacher will help learners to carry out <b>Activities 22</b> and <b>23</b> as per the procedure given on pages 197–198 of the Pupil's book.	Helped by the teacher Learners to carry out <b>Activities 22</b> and <b>23</b> as per the procedure given on pages 197–198 of the Pupil's book.	Environment and Sustainability The rate at which trees are being cut down is higher than the rate they are being replaced.		
Teacher self- evaluation					

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size		
II	2 <sup>nd</sup> Feb. 2	023	SET	P6	13	2of 7	40min	32		
Type of Special Edu	Type of Special Educational Needs to be catered for in this									
lesson and number of	of learners i	in eacl	n category							
Unit title RESPIRATORY SYSTEM										
<b>Key Unit Competen</b>	<b>Key Unit Competence</b> To be able to identify resp					viratory organs.				
Title of the lesson		Ident	ify respirato	ry organs	).					
Instructional Object	tive		using chart o ans Correctly	•	e system, t	he learner will	be able to ider	ntify respiratory		
Plan for this Class in / outside)	(location:	Inside	e and outside							
Learning Materials (for all learners)			Chart pictur (learners in	•	piratory system • Drawing in Pupil's Book • Real objects Blackboard					
References		Int	ernet, XO la	ptop and	d relevant textbooks.					

References internet, NO Taptop and relevant textbooks.								
Timing for	Description of teaching and learning activity	/	Generic competences					
each step	Identify the respiratory organs.		and					
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation					
Introduction/	Teacher will help both gifted and slow	both gifted and slow	Standardization culture					
Revision	learners to be given equal opportunity to	learners to be given	Bring to the attention of learners					
	lead in group discussions and to do	equal opportunity to	the need to seek medical					
<b>5</b>	Presentations of group findings to the rest	lead in group	healthcare in standard and					
5 min	of the class.	discussions and to do	quality hospitals					
	Explain the main function of human	Presentations of group	Whenever they have problems					
	respiratory system	findings to the rest of	with their respiratory system.					
	• Describe the human respiratory system.	the class.						
Development	Ensure all learners respect	The learners will	Financial education					
of the lesson	other's views irrespective of their	identify the various	Emphasize the fact that learners					
	Shortcomings or talents.	organs that make up	should practice good hygiene to					
24	The teacher will carry out activity that	the respiratory system	Avoid conditions and disease of					
34 min	should help learners identify the various	and appreciate its	the respiratory system in order to					
	organs that make up the respiratory	function in the body.	avoid spending money on					
	system and appreciate its function in the		treatment. Successful chest					
	body.		specialists in the area where the					
			learners come from.					
Conclusion	Ask learners questions related to the	They will answer all	Gender education					
(Synthesis+	lessons of respiratory organs studied on.	the questions asked by	Emphasize to learners that					
Assessment)		the teacher and ask	anybody irrespective of their					
10 min		where they are not	gender can pursue a carrier in					
10 IIIII		understand.	medicine. Give examples of role models who are					
Teacher self- evaluation								

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size
II	2 <sup>nd</sup> Feb. 2	023	SET	P4	8	6 of 8	40min	39
Type of Special Edu	Type of Special Educational Needs to be catered for in this							
lesson and number of	of learners i	in each	category					
Unit title ANIMALS								
<b>Key Unit Competen</b>	ce	To be	e able to ider	ntify the r	node of re	eproduction.		
Title of the lesson		Ident	ify the mode	of repro	oduction.			
<b>Instructional Object</b>	tive	By using chart of digestive system, the learner will be able to identify the mode of						
		repr	oduction Co	rrectly.				
Plan for this Class	(location:	Inside and outside						
in / outside)								
<b>Learning Materials</b>		•	Chart picture	es • Draw	wing in Pupil's Book • Real objects (learners in class)			
(for all learners)	ackboard							
References		(Pa	ages 200–20	1 of Pupi	l's book),	Internet, XO	laptop and	relevant textbooks.

Timing for	Description of teaching and learning activity		Generic competences
each step	Identify the mode of reproduction.		and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	The teacher should discuss with the learners the definition of reproduction. The teacher should ask the learners to observe the pictures given on page 200	learners collect will Grouping Animals According to their Reproductive Mode	Standardization culture Bring to the attention of learners needs to the mode of reproduction.
Development of the lesson  35 min	Teacher will ask different questions like: Which animals lay eggs? Which animals give birth to their young ones? How do these animals reproduce? After the learners present their answers, the teacher should discuss that some animals like tigers, humans and dogs reproduce by giving birth to their young ones. Some other animals like hens, frogs and snakes reproduce by laying eggs.	The learners will answer the given questions in their working groups and After the learners present their answers.	Financial education Emphasize the fact that learners should get skills in the the mode of reproduction.
Conclusion (Synthesis+ Assessment)	Teacher will give a small assessment to assess learners understanding	They will answer all the questions asked by the teacher and ask where they are not understand.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self- evaluation			

### LESSON PLAN

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size	
II	3 <sup>rd</sup> Feb. 20	023	SET	P6	13	1 of 7	40min	45	
Type of Special Educ	Type of Special Educational Needs to be catered for in this								
lesson and number of	lesson and number of learners in each category								
Unit title	Unit title RESPIRATORY SYSTEM								
<b>Key Unit Competen</b>	<b>Key Unit Competence</b> To be able to identify med					chanisms of respiration			
Title of the lesson		Ident	ify mechanis	sms of re	spiration.				
<b>Instructional Object</b>	tive	By using chart of respiratory system, the learner will be able to identify mechanisms							
		of r	espiration.						
Plan for this Class	(location:	Inside	and outside						
in / outside)									
<b>Learning Materials</b>		•	Chart picture	es • Draw	wing in Pupil's Book • Real objects (learners in class)				
(for all learners)	(for all learners) • Blackboard								
References		, In	ternet, XO la	ptop and	d relevant textbooks.				

References	, internet, AO iaptop	and relevant textbooks.			
Timing for	Description of teaching and learning ac	tivity	Generic competences		
each step	Identify mechanisms of respiration.		and		
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation		
Introduction/ Revision  5 min	Assign them working groups. Let them present all the mechanisms of respiration.  Ask them to list in their notebooks the mechanisms of respiration they have collected.	learners collect materials needed for the lesson The learners will discuss in their groups about mechanisms of respiration	<ul> <li>Peace and Value Education</li> <li>A mechanisms of respiration is a resource. We</li> <li>Need to share this resource for sustainable peace and development.</li> </ul>		
Development of the lesson  36 min	Ask learners to sit in pairs. Let each learner ask their partner to describe the mechanisms of respiration. Let them discuss in their group work about the mechanisms of respiration.	The learners will sit in their working groups and discuss the mechanisms of respiration Describe how they can help their own respiration process.	Gender Education • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the mechanisms of respiration.		
Conclusion (Synthesis+ Assessment)	Ask them to the mechanisms of respiration that they brought to class into their groups.	They will answer all the questions asked by the teacher and ask where they are not understand.	Environment and Sustainability The rate at which trees are being maintained as well is generating air we breathe.		
Teacher self- evaluation		1			

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size	
II	6 <sup>th</sup> Feb. 2023 SET P6			P6	13	2 of 7	40min	45	
Type of Special Educational Needs to be catered for in this									
lesson and number of	of learners i	in each	category						
Unit title		RESP	IRATORY SYS	STEM					
<b>Key Unit Competen</b>	ce	To be	e able to ider	ntify the	care of th	e human res	piratory sys	tem.	
Title of the lesson		Ident	ify the care	of the hu	uman respiratory system.				
<b>Instructional Object</b>	tive	,	he end of th piratory syste			will be able t	o explain th	e care of the human	
Plan for this Class in / outside)	Plan for this Class (location: Inside and outside								
Learning Materials (for all learners)	0.14.10 0.000.00			es • Draw	ving in Pu	pil's Book • R	teal objects	(learners in class)	
References		Pup	il's Book pag	ge, Intern	et, XO lap	top and rele	vant textbo	oks.	

Timing for	Description of teaching and learning ac	etivity	Generic competences
each step	Identify the care of the human respira	atory system.	and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	This lesson will involve a practical Activity and group work. Guide learners to go through the procedures given on pages 243 - 244 in their textbooks.	Learners will involve a practical Activity and group work Learners go through the procedures given on pages 243 - 244 in their textbooks.	Critical thinking This competence will be developed by learners as they answer the probing questions such as those on page 253 at the beginning of this unit and as they discuss the results of the various practical activities
Development of the lesson  37 min	Ask probing questions along the way, for example: why should the bottle be filled halfway with water? What is the use of the tissue paper? • Let learners discuss the results of the experiment in their groups. • Highlight other points about safety of respiratory system as listed in Pupil's book page 245. Let learners write summary points.	The learners will discuss the results of the experiment in their groups. They should write summary notes and nominate a group leader to do presentation on their behalf.	Co-operation and interpersonal management and life skills During group discussions and Pair-work let learners engage one another by giving a chance for all to participate. Also, during Group presentations, you can allow rotational presentations within the group members.
Conclusion (Synthesis+ Assessment)	• Summarize by highlighting the main aim of the experiment which is to find out the effect of smoking on the lungs.	They should write summary notes and nominate a group leader to do presentation on their behalf.	Environment and Sustainability The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self- evaluation			

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size	
II	6 <sup>th</sup> Feb. 20	)23	SET	P6	13	5 of 7	40min	45	
Type of Special Educational Needs to be catered for in this									
lesson and number o	lesson and number of learners in each category								
Unit title		RESP	IRATORY SYS	STEM					
<b>Key Unit Competend</b>	ce	To be	e able to ide	ntify the	diseases o	f the respirat	ory system.		
Title of the lesson		Ident	ify the disea	ses of the	e respiratory system.				
<b>Instructional Object</b>	ive	By t	he end of th	e lesson,	, learners will be able to identify main diseases of the				
		resp	oiratory syste	m and sta	ate their causes, signs & symptoms and how to prevent them				
		Cor	rectly.						
Plan for this Class	(location:	Inside	e and outside						
in / outside)									
<b>Learning Materials</b>	Learning Materials • Chart pictures • Dray			es • Draw	wing in Pupil's Book • Real objects (learners in class)				
(for all learners) • Blackboard					-				
References		Pup	il's Book pag	ge, Intern	et, XO lap	top and rele	vant textbo	oks.	

Timing for	Description of teaching and learning ac	etivity	Generic competences
each step	Identify the diseases of the respiratory		and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	The teacher will Introduce the lesson by reminding learners about common diseases that they know or might have come across. Ask probing questions such as: What causes the disease?  How can the disease be controlled?	The learners will answer to the questions asked by a teacher0	Critical thinking This competence will be developed by learners as they answer the probing questions such as those on page 253 at the beginning of this unit and as they discuss the results of the various practical activities
Development of the lesson  38 min	You can then ask them if they think respiratory system can be affected by diseases. Let them do discuss on this. Put learners in groups depending on the size of the class and the abilities of class members to harmonize their findings. Let them choose a group leader to do a presentation on their behalf.	The learners will think on respiratory system how can be affected by diseases. They will do discussion in groups depending on the size of the class and the abilities of class members to harmonize their findings	Communication in English Communication in English will be improved when learners freely participate in the discussions and presentations. Encourage all learners irrespective of their abilities to participate in group discussions, during presentations
Conclusion (Synthesis+ Assessment)	Guide learners to write short notes and draw a table on various respiratory diseases, their causes, signs & symptoms and control/prevention measures.	They should write summary notes and nominate a group leader to do presentation on their behalf.	Environment and Sustainability The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self- evaluation			

Term	Date		Subject	Class	Unit No	Lesson No	Duration	Class size	
II	10 <sup>th</sup> Feb. 2023		SET	P6	13	5 of 7	40min	45	
Type of Special Edu	cational Ne	eds to	be catered fo	r in this					
lesson and number of	of learners i	n each	category						
Unit title		RESP	IRATORY SYS	TEM					
<b>Key Unit Competen</b>	ce	To be	e able to iden	tify the	Suffocatio	n.			
Title of the lesson		Ident	ify the disea	ses of the	e respiratory system.				
<b>Instructional Object</b>	tive	By t	By the end of the lesson, learners will be able to define suffocation, state its causes						
		and	do first aid to	a suffoc	ation victi	m Correctly.			
Plan for this Class	(location:	Inside	e and outside						
in / outside)									
Learning Materials   ● Chart pictures • D		es • Draw	awing in Pupil's Book • Real objects (learners in class)						
(for all learners)		Blackboard							
References		Pup	il's Book pag	e, Intern	et, XO lap	top and rele	vant textbo	oks.	

Description of teaching and learning ac	tivity	Generic competences		
Identify the Suffocation.		and		
Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation		
Suffocation concept is introduced at this level due to the fact that it is a danger that young children as well as adults face in their daily lives.  The concept of suffocation may be relatively new to learners in theory but in practice,	The learners will follow the introduction on this level due to the fact that suffocation is a dangerous on young children as well as adults face in their daily lives.	Critical thinking This competence will be developed by learners as they answer the probing questions such as those on page 253 at the beginning of this unit and as they discuss the results of the various practical activities		
Ask learners to brainstorm about other risks that occur around them. Such risks involve fire accidents, getting cuts or bruises, electric shocks among others. Ask them what happens when such incidences occur. Ask them to say whether the same should happen when one suffocates.	The learners will discuss on the risks that occur around them. Such risks involve fire accidents, getting cuts or bruises, electric shocks among others	Communication in English Communication in English will be improved when learners freely Participate in the discussions and presentations. Encourage all learners irrespective of their abilities to participate in group discussions, during presentations		
Put learners in pairs and let them act first aid for suffocation as they saw in the video. One learner should act a victim while the other gives first aid. They should then change roles.	Act first aid for suffocation as they saw in the video. One learner should act a victim while the other gives first aid. They should then change roles.	Inclusive education All learners should be encouraged to participate during lessons and practice.		
	Identify the Suffocation.  Teacher activities  Suffocation concept is introduced at this level due to the fact that it is a danger that young children as well as adults face in their daily lives. The concept of suffocation may be relatively new to learners in theory but in practice,  Ask learners to brainstorm about other risks that occur around them. Such risks involve fire accidents, getting cuts or bruises, electric shocks among others. Ask them what happens when such incidences occur. Ask them to say whether the same should happen when one suffocates.  Put learners in pairs and let them act first aid for suffocation as they saw in the video. One learner should act a victim while the other gives first	Identify the Suffocation.  Teacher activities  Suffocation concept is introduced at this level due to the fact that it is a danger that young children as well as adults face in their daily lives. The concept of suffocation may be relatively new to learners in theory but in practice,  Ask learners to brainstorm about other risks that occur around them. Such risks involve fire accidents, getting cuts or bruises, electric shocks among others. Ask them what happens when such incidences occur. Ask them to say whether the same should happen when one suffocates.  Put learners in pairs and let them act first aid for suffocation as they saw in the video. One learner should act a victim while the other gives first aid. They should then change roles.  Learner activities  The learners will follow the introduction on this level due to the fact that suffocation is a dangerous on young children as well as adults face in their daily lives.  The learners will follow the introduction on this level due to the fact that suffocation is a dangerous on young children as well as adults face in their daily lives.  The learners will follow the introduction on this level due to the fact that suffocation is a dangerous on young children as well as adults face in their daily lives.  The learners will follow the introduction on this level due to the fact that suffocation is a dangerous on young children as well as adults face in their daily lives.  The learners will follow the introduction on this level due to the fact that suffocation is a dangerous on young children as well as adults face in their daily lives.  The learners will follow the introduction on this level due to the fact that suffocation is a dangerous on young children as well as adults face in their daily lives.  The learners will obsceve on young children as well as adults face in their daily lives.  The learners will obsceve on their daily lives.  Act first aid for suffocation as they saw in the video.  One learner should at a victim while the other gives first aid. They sh		

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size	
II	13 <sup>th</sup> Feb. 2	13 <sup>th</sup> Feb. 2023		P6	9	5 of 7	40min	45	
Type of Special Educ	Type of Special Educational Needs to be catered for in this								
lesson and number of	of learners i	in each	category						
Unit title		ANIN	1ALS						
<b>Key Unit Competen</b>	ce	To be	e able to ider	ntify the	Classifica	tion of Anim	als Accordi	ng to the Feeding Mode.	
Title of the lesson		Ident	ify the Class	ification o	of Animals According to the Feeding Mode.				
<b>Instructional Object</b>	tive	By the end of the lesson, learners will be able to Classify of Animals According to the							
		Fee	ding Mode Co	orrectly.					
Plan for this Class	(location:	Inside and outside							
in / outside)									
Learning Materials • Chart pictures • Draw			es • Draw	awing in Pupil's Book • Real objects (learners in class)					
(for all learners) • Blackboard									
References		(Pag	ges 198–200	of Pupil's	s book), Ir	nternet, XO la	aptop and re	elevant textbooks.	

References	(Pages 198–200 of Pupil's book), Internet, XO laptop and relevant textbooks.									
Timing for each step	<b>Description of teaching and learning act</b> Identify the Classification of Animals Ac	-	Generic competences							
cuch step	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation							
Introduction/ Revision  5 min	The teacher should ask the learners to carry out <b>Activity 24</b> given on pages 198–199 of the Pupil's book. <b>Help learners to group Animals According to the Feeding Mode</b> (Pages 198–199 of Pupil's book)	The learners will carry out Activity 24 given on pages 198–199 of the Pupil's book. learners will group Animals According to the Feeding Mode.	Standardization culture Encourage learners to develop positive attitude and appreciate the production of quality shapes and interesting programs. Encourage both boys and girls to keep on practising and sharing their activities with others.							
Development of the lesson  40 min	The teacher should guide the learners to read and carry out the activity Themselves.  teacher discuss with the learners the classification of animals according to their feeding mode such as Herbivores, Insectivores, Carnivores, Omnivores and Granivores	The learners will discuss on the risks that occur around them. Such risks involve fire accidents, getting cuts or bruises, electric shocks among others. The learners will classify of animals according to their feeding mode such as Herbivores, Insectivores,	Financial education Encourage learners to make good use of Turtle Art. Inform learners of economic rewards in the future when they advance in education.							
Conclusion (Synthesis+ Assessment)	The teacher should ask questions from the unit review exercises covering all the lessons to assess the competences achieved by the learners.	Learners will ask questions from the unit review exercises covering all the lessons to assess the competences achieved by the learners.	Inclusive education Encourage learners to embrace Classification of Animals According to the Feeding Mode.							
Teacher self- evaluation										

Term	Date		Subject	Class	Unit No	Lesson No	Duration	Class size	
III	17 <sup>th</sup> , April 2023   SET   P4				12	3 of 8	40min	39	
Type of Special Edu	cational Ne	eds to	be catered fo	r in this	NONE				
lesson and number of	of learners i	in each	category						
Unit title		Plan	ts						
Key Unit Competence To be able to identify the important To be able to identify the identification To be able to identify the important To be able to identify the identification To be able to identification To be able to identify the identification To be able to identification To be able to identify the identification To be able to identify the identification To be able to identify the identi			the impo	tance of pla	ant				
Title of the lesson		the p	rocess of ide	ntify the	e importance of plant				
<b>Instructional Object</b>	tive	By u	By using plants, learners should be to Describe identify the importance of plant, correctly.						
Plan for this Class	(location:	Inside	e and outside						
in / outside)									
Learning Materials XO laptops or any other		y other	computer	s Pamphlets,	handouts a	nd textbooks plantation			
(for all learners)							•		
References		• Pu	pil's book for So	ience Eler	nentary Tec	thnology and IC	T for Primary !	5,	

References • Pupil's book for Science Elementary Technology and ICT for Primary 5,								
Timing for each step	<b>Description of teaching and learning</b> the importance of plant	activity	Generic competences and					
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation					
Introduction/ Revision  5 min	Ask learners to observe introductory pictures on page 120. Allow them to discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit.	Learners will observe introductory pictures on page 120. Learners will discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit.	Peace and Value Education • A forest is a resource. It plays big role in promoting harmony and peace. We need to share this resource for sustainable peace and development.					
Development of the lesson  25 min	Ask learners to attempt questions in Activity 10.1 individually Allow learners to compare their responses in Activity 10.1 in groups of 2 or three in a desk. Let learners make presentations in class.	To attempt questions in Activity 10.1 individually To compare their responses in Activity 10.1 in groups of 2 or three in a desk. To make presentations in class.	• It is the responsibility of all to conserve the environment. Pupils of both genders should be sensitized on the importance of plants in our environment. The teacher should promote this during teaching.					
Conclusion (Synthesis+ Assessment)	Give them probing questions to allow them discover conditions of a good chicken house. Correct them where necessary.	To discover conditions of a good chicken house. Correct the questions where necessary.	Environment and Sustainability The rate at which trees are being cut down is higher than the rate they are being replaced.					
Teacher self- evaluation								

### LESSON PLAN No.:

	L	POOCI	I DAIN NO	••							
School na	ame: <mark>Chi</mark> l	ld Care	Academy		Teacher's name: BIZABISHAKA Valens						
Term	Dat	е	Subject	Class	Unit Nº	Lesson No	Duration	Class size			
III	18 <sup>th</sup> Apri	1 2023	SET	P4	12	3 of 8	40min	39			
Type of Special Edu	icational	Needs t	o be catered	for in	None						
this lesson and nur	nber of lea	arners i	n each catego	ory							
Unit title		Plants	3								
Key Unit Competer	ıce	To be	able to identify	the part	s of plant.						
Title of the lesson		Identi	fication the p	arts of p	lant						
Instructional Objec	tive	By usi	ing textbooks,	learners v	will be able to i	dentify the pa	rts of plant co	rrectly.			
Plan for this Class (location: in / outsi	ide)	Inside and outside									
Learning Materials (for all learners)	iucj	Schoo	ol garden, diffe	rent plan	ts, drawings, a	nd books of S	ET				
Doforonosa		• Duni	l'a Roolz nage	16 • Inter	net • Delevient	texthoolse • Y	Olonton • Mo	anzinea			

<b>References</b> • Pupil's Book page 16. • Internet • Relevant textbooks • XO laptop • Ma					
Timing for each step	<b>Description of teach</b> To identify the parts of plant.	ng and learning activity	Generic competences and Cross cutting issues to		
	Teacher activities	Learner activities	be addressed + a short explanation		
Introduction/ Revision	(i) Ask learners to observe introduction pictures of plant. (ii) Allow them to talk about the pictures in order for them to	Learners to observe introduction pictures of plant. Talk about the pictures in order	(i) Gender Education The teacher will give equal chances to both boys and girls to		
5 min	predict what they are going to learn in the unit.	for them to predict what they are going to learn in the unit.	participate in class activities.		
Development of the lesson  25 min	(iii) Display the plant and ask learners to discover its different parts and discuss to it function.  Ask learner to answer questions (a) and (b) in Activity 11.4 on page 140. (ii) Allow learners to discuss the importance of parts of trees for the environment based on their responses to question (c).	Learners to discover its different parts and discuss to it function. Learners will answer questions (a) and (b) in Activity 11.4 on page 140. (ii) Allow learners to discuss the importance of parts of trees for the environment based on their responses to question (c).	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify parts of flower and attach value to their usage.		
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.		
Teacher self- evaluation		•			

School name: Child Care Academy Tea			Teach	ner's name	e: BIZABISH	AKA Valens		
Term	Date Subject Class			Class	Unit No	Lesson No	Duration	Class size
III	19 <sup>th</sup> April	. 2023	SET	P5	13	1 of 6	40min	33
	l Educational No			r in this	NO			
lesson and num	ber of learners	in each	category					
Unit title		REP	RODUCTIV	E SYST	EM			
Key Unit Comp	petence	To be	e able to iden	tify the	functions	of the male a	and female	reproductive systems
Title of the less	on	the f	unctions of th	ne male	and femal	le reproducti	ve systems	
Instructional C	bjective	Вуι	sing chart of	reprodu	uctive syst	em, the leari	ners should	be able to give the
		fund	ctions of the	male an	nd female reproductive systems. Correctly.			
Plan for this (	Class (location:	Inside	e and outside					
in / outside)								
Learning Mate		Chart pictures						
(for all learners	s)	• BI	Blackboard					
References	Pupil's Book page 154, Internet, XO laptop and				relevant tex	ktbooks.		
Timing for	<b>Description of</b>	f teaching and learning activity					Generi	c competences
each step	the functions	ns of the male and female repr			roductive	systems	and	
	ties Lo		Learner activities			utting issues to be addressed		
								ort explanation
Introduction/	Ask learners t	o obse	erve introduc	tory le	earners col	lect materials	S Attitu	ides and Values
Revision	- '-  '- D - '  - D  400   -  m				and ad for a	tha laggar	CI	

Timing for	Description of teaching and learning act	ivity	Generic competences
each step	the functions of the male and female r	eproductive systems	and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	Ask learners to observe introductory pictures in Pupil's Book page 168. Let them discuss in pairs and predict what is to be learnt in the unit.  (ii) Let the learners to name some parts of their bodies.	learners collect materials needed for the lesson The learners will discuss in their groups how to keep the digestive system healthy.	<ul> <li>Attitudes and Values</li> <li>Show concern to care for genital organs in order to prevent diseases.</li> <li>Be aware of his /her sexual characteristics and changes at puberty.</li> </ul>
Development of the lesson  41 min	(iii) Ask learners to give the functions of some body parts. (iv) Lead the learners in the discussion of the male and female reproductive system. (iv) Display charts and pictures of male and female reproductive organs.	The learners will sit in their working groups and discuss the digestion process. Learners observe and identify the external parts of the reproductive systems.	Comprehensive sexuality education HIV/AIDS is spreading fast especially among adolescents and the youth. Emphasize that abstinence is the most effective way of avoiding infections and early pregnancies.
Conclusion (Synthesis+ Assessment) 10 min	Explain the functions of the human reproductive system.  • Draw and label external parts of the male and female reproductive system.  • Explain the functions of the male and female genital organs.	They will answer all the questions asked by the teacher and ask where they are not understand.	Gender Education • It is the responsibility of all Pupils of both genders will appreciate the importance of talking about questions related to genital organs.

### Teacher selfevaluation

# LESSON PLAN:

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
III	20 <sup>th</sup> April 2023	3 SET	P5	13	3 of 6	40min	33
Type of Special Educ	cational Needs	to be catered fo	or in this				
lesson and number of	of learners in ea	ch category					
Unit title REPRODUCTIVE SYSTE			EM				
<b>Key Unit Competen</b>	Key Unit Competence To be able to identify sexu			ıal charac	teristics at pu	uberty	
Title of the lesson	Se	kual Character	istics at P	uberty			
<b>Instructional Object</b>	ive B	By using chart of reproductive system, the learners should be able to identify sexual					
	cl	naracteristics a	at puberty	/ Correctl	у.		
Plan for this Class	(location: Ins	ide and outside					
in / outside)							
<b>Learning Materials</b>	Learning Materials • Charts • P			Pictures			
(for all learners) • Illustrations •			Models				
<b>References</b> Pupil's Book page 171 at			d Interne	t.			

Timing for	Description of teaching and learning act	ivity	Generic competences
each step	to identify sexual characteristics at pub	perty	and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	(i) Let learners to observe pictures on secondary sexual changes in boys and girls in the Pupils' Book page 172 – 174.  Ask leaners to do Activities 13.4 and 13.5 individually go round marking their responses.	Learners will observe pictures on secondary sexual changes in boys and girls in the Pupils' Book page 172 – 174. Will answer the questions individual.	<ul> <li>Attitudes and Values</li> <li>Appreciate the importance of talking about changes at puberty.</li> <li>Show concern to care for genital organs.</li> </ul>
Development of the lesson  42 min	(ii) Ask learners to describe the secondary sexual changes observed in boys and girls from the pictures. (iii) Put learners in groups of 5 and let them discuss and identify the sexual characteristics taking place in boys and girls during puberty.	Learners will describe the secondary sexual changes observed in boys and girls from the pictures. Learners will sit in groups of 5 discuss and identify the sexual characteristics taking place in boys and girls during puberty.	Comprehensive sexuality education Recognize sexual characteristics at puberty as a way to practice principles of Responsible sexual behavior.
Conclusion (Synthesis+ Assessment)	(iv) Find out if the pupils can write down the changes that occur in boys & girls during puberty.	They will answer all the questions asked by the teacher and ask where they are not understand.	• All together the boys and girls will discuss of the changes during puberty.

### Teacher selfevaluation

# LESSON PLAN:

Term	Date	Subject	Class	Unit Nº	Lesson Nº	Duration	Class size	
III	19 <sup>th</sup> April 2023	SET	P5	13	5 of 6	40min	33	
Type of Special Educ	cational Needs to	be catered fo	or in this					
lesson and number o	f learners in eac	h category						
Unit title	Unit title REPRODUCTIVE SYSTE			EM				
Key Unit Competence	ce To b	e able to ide	ntify Safe	Responsi	ible Behavior	•		
Title of the lesson	Safe	Responsible	Behavior	-				
Instructional Object	ive By	By using chart of reproductive system, the learners will be able to explain						
	res	ponsible sexu	ual behav	vior Correctly.				
Plan for this Class	(location: Insid	Inside and outside						
in / outside)								
Learning Materials • Charts. • Pictures. • Int			ernet. • N	Magazines.				
(for all learners)					· 			
References	Pup	oil's Book pag	d XO lapt	ор				

	Tupii 3 book page 177	and the taptop			
Timing for	Description of teaching and learning act	ivity	Generic competences		
each step	Practice the principles of responsible s	exual behavior	and		
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation		
Introduction/	(i) Introduce the lessons through	Follow teacher's	Attitudes and Values		
Revision	probing questions on acceptable	explanation.	Appreciate the importance		
	behaviour in the society and risky		of talking about changes at		
5 min	behaviour.	Learners to read the story	puberty.		
	(ii) Let learners to read the story in	in Activity 13.7 page 177.	Show concern to care for		
	Activity 13.7 page 177. Allow them to	Allow them to discuss the	genital organs.		
	discuss the story.	story.			
Development	(iii) Built on the responses from the	Learners will describe the	Comprehensive sexuality		
of the lesson	story to enlighten learners about	responsible behaviour.	education		
	responsible behaviour.		Recognize sexual Safe		
25 min		Learners will sit in groups	Responsible Behavior as a way		
	(iv) Discuss content in pages 178 -	of 5 Discuss content in	to practice principles of		
	179 as a class. Get learners involved	pages 178 - 179 as a class.	Responsible sexual behavior.		
	in the discussions. Allow				
	presentation of educative case				
	studies.				
Conclusion	(v) Ask learners to make short notes	They will answer all the	Gender Education		
(Synthesis+ Assessment)	on the sub-topic.	questions asked by the	• All together the boys and girls		
Assessment)	Mark learner's notes.	teacher and ask where	will discuss of the changes		
10 min		they are not understand.	during puberty.		

Teacher selfevaluation

### **LESSON PLAN:**

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size
III	25 <sup>th</sup> April 2	2023	SET	P5	14	1 of 5	40min	33
Type of Special Edu	cational Ne	eds to	be catered fo	r in this				
lesson and number of	of learners i	n each	a category					
Unit title LIGHT								
<b>Key Unit Competen</b>	ce	To be	e able to ider	ntify Ligh	t Propaga	tion		
Title of the lesson		Light	Propagation	1				
<b>Instructional Object</b>	tive	By using chart of periscope, the learners will be able to explain how Light Propagate						
		Cor	rectly.					
Plan for this Class	(location:	Inside and outside						
in / outside)								
Learning Materials • Charts. • Pictures. • Int			ernet. • N	Magazines.				
(for all learners)								
References		Pup	il's Book pag	ge 183 • I	nternet •	Relevant tex	tbooks	

Timing for	Description of teaching and learning act	ivity	Generic competences
each step	Light Propagation		and
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/	(i) Put the learners in groups. Tell	Follow teacher's	Gender Education
Revision	them to look at introductory pictures on Pupil's	introductory.	Girls and boys should be distributed equally in class
5 min	Book page 183. Let them describe the pictures as well as predict what they are going to learn in this unit.	Learners will describe the pictures as well as predict what they are going to learn in this unit.	groups. When sharing duties in groups, share them equally between boys and girls.
Development of the lesson  25 min	<ul> <li>(ii) Display the materials to be used on the table.</li> <li>(iii) Demonstrate to them on how to perform the experiment on how light travels.</li> <li>(v) Let them write their observations and conclusion in their books.</li> <li>(vi) Allow them to compare results and present their findings in class.</li> </ul>	Learners will observe the give teaching aids  Learners will write their observations and conclusion in their books.	Financial Education The teacher should let learners know that we need money to install electricity. We can use, other sources of light like lamps, torches and candles. Caution the learners to take care and conserve light as it is expensive.

Conclusion (Synthesis+ Assessment)	Go round observing learners as they carry out the activity. Assess them to know if they have understood the content.	Learners will carry out the activities given by a teachers in their respective group work.	<ul><li>Attitudes and Values</li><li>Responsibility</li><li>Confidence</li><li>Working in groups</li></ul>
Teacher self- evaluation			

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
III	26 <sup>th</sup> April 20	23 SET	P5	14	2 of 5	40min	33
Type of Special Edu	cational Need	s to be catered f	or in this				
lesson and number of	of learners in o	each category					
Unit title	Unit title LIGHT						
<b>Key Unit Competen</b>	ce T	o be able to ide	entify the	reflection	of Light		
Title of the lesson	ic	entify the refle	ection of L	ight			
<b>Instructional Object</b>	ive	By using chart of reflection of light, the learners will be able identify the reflection of					
		ight Correctly.					
Plan for this Class	(location: In	side and outside					
in / outside)							
Learning Materials Real objects e.g. papers				oiled and	clear), torch	, notebooks	
(for all learners)		• Charts • Pictures in pupils books • Board					
References		• Pupil's Book բ	page 184	• Interne	et • Relevan	t textbooks	XO laptop

Timing for	Description of teaching and learning act	Generic competences		
each step	identify the reflection of Light		and	
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation	
Introduction/ Revision  5 min	(i) Assign them into working groups. (ii) Display the charts and let them discuss how light travels through different media.	Joining the group given by a teacher Learners will discuss how light travels through different media.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.	
Development of the lesson  25 min	Display learning materials to be used on the table. Let them share with the rest of the class about the findings and discussion. Explain to them how light travels through various media.	Learners will observe the give teaching aids  They will following explanation on how light travels through various media.	Financial Education  The teacher should let learners know that we need money to install electricity. We can use, other sources of light like lamps, torches and candles. Caution the learners to take care and conserve light as it is expensive.	

Conclusion (Synthesis+ Assessment)	Assess if learners can investigate and explain how light travels through different Media.	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate how light travels through different type of media. • Self-awareness. • Working with others. • Effective communication.
Teacher self-			

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size
III	03 <sup>th</sup> May 2	2023	SET	P6	14	4 of 5	40min	45
Type of Special Edu	cational Ne	eds to	be catered fo	or in this				
lesson and number of	of learners i	n eacl	category					
Unit title		LIG	HT					
Key Unit Competence			To be able to Explain the meaning of reflection and refraction of light.					
Title of the lesson		Laws	of reflection	n of light				
<b>Instructional Object</b>	tive	By using chart of reflection of light, the learners will be able to explain the meaning						
		of reflection and refraction of light Correctly.						
Plan for this Class	(location:	Inside and outside						
in / outside)								
<b>Learning Materials</b>	• Mirror, source of light, wall, pencil, ruler, water in a glass • Charts							
(for all learners)	• Pictures in pupils books • Board • XO laptop.							
References			Pupil's Book page 186 • Internet • Relevant textbooks • XO laptop					

Timing for	Description of teaching and learning act	ivity	Generic competences
each step	Explain the meaning of reflection and I	and	
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	(i) Ask learners to get into their working groups. (ii) Ask the learners to carry out the experiment on reflection of light following the steps outlined on Pupil's Book page 186. Let them record their observations in their notebooks.	Joining the group given by a teacher The learners will carry out the experiment on reflection of light by following the steps outlined on Pupil's Book page 186.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.
Development of the lesson  25 min	(iii) Tell them to do the experiment on refraction as outlined in Activity 14.4. Pupil's Book page 188. (iv) Allow them to discuss their findings.	Learners will do the experiment on refraction as outlined in Activity 14.4. Pupil's Book page 188. They will share their findings with other groups	Financial Education The teacher should let learners know that we need money to install electricity. We can use, other sources of light like lamps, torches and candles.

	(vi) Allow them to share their findings with other groups to see what they have written.	to see what they have written.	
Conclusion (Synthesis+ Assessment) 10 min	Assess learner's presentations to find out if they have understood the concept. Give learners multiple choice questions to help learners recap what they have learnt throughout the topic.	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate how light travels through different type of media.  • Self-awareness.  • Effective communication.
Teacher self- evaluation			

# LESSON PLAN No:

School name: Child Care Academy

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit Nº	Lesson No	Duration	Class size
III	10 <sup>th</sup> May 2023	SET	P6		3 of 7	40min	45
Type of Speci	ial Educational Ne	eds to be catered	for in	None			
this lesson and number of learners in each category							
Unit title	(						
Key Unit Cor	npetence	s of Carpentry	Tools and Secu	rity Measures			
Title of the le	sson I	try Tools a	and Security N	Measures 1			
Instructional	<b>Instructional Objective</b> By using textbooks, le			will be able to	identify the dar	ngers of Carper	ntry Tools and
	S						
Plan for this	Class	nside and outside					
(location: in /	outside)						
Learning Ma	Learning Materials • Real tools • Charts • Flask cards • XO laptops						
(for all learne	ers)			_			
References	•	Pupil's Book page	e 2. • Othe	r relevant Tex	tbooks • XO La	ptop • Internet	

Timing for	Description of teaching and le	Generic competences			
each step	Identifying dangers of Carpentry Tools a	and			
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation		
Introduction/ Revision	<ul> <li>Find out from learners the carpentry tools available in learners' homes before the lesson.</li> <li>Identify cutting tools such as an axe,</li> </ul>	Observe the carpentry tools provided by the teacher	i) Critical Thinking Learners recall responses they had given earlier in order to		
5 min	hand saw, bow saw and table saw.	Identifying the cutting tools from other tools.	respond to individual assessment questions.		

Development of the lesson  33 min	<ul> <li>(i) Ask learners to mention the carpentry tools they have in their homes.</li> <li>(ii) Ask learners to observe the pictures in the introduction of their Pupil's Book.</li> <li>(iii) Allow them to discuss and describe the pictures. From their description let them predict and naming the carpentry tools.</li> </ul>	Identifying the carpentry tools they have at home.  Observing the picture in pupil's book.  Identifying and naming the carpentry tools there in.	(ii) Problem Solving Learners provide answers to given assessment questions.  (i) Gender Education All learners will be given equal chances to respond to questions.
Conclusion (Synthesis+ Assessment)	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(ii) Inclusive Education Assessment questions should be suited for all levels of learners (both slow and high).
Teacher self- evaluation			

Term	Date		Subject	Class	Unit No	Lesson No	Duration	Class size
III	15 <sup>h</sup> May 2	023	SET	P6	13	5 of 6	40min	45
Type of Special Edu	cational Ne	eds to	be catered fo	r in this				
lesson and number of	of learners i	n each	category					
Unit title REPRODUCTIVE SYST			E SYSTI	M				
Key Unit Competence To be able to identify				ntify Safe	Responsi	ible Behavior		
Title of the lesson		Safe	Responsible	Behavior	•			
<b>Instructional Object</b>	tive	Вуι	using chart of	reprodu	uctive system, the learners will be able to explain			
		responsible sexual behavior Correctly.						
Plan for this Class	(location:	Inside	e and outside					
in / outside)								
Learning Materials • Charts. • Pictures. • In			res. • Int	ernet. • N	∕lagazines.			
(for all learners)								
References		Pup	il's Book pag	e 177 an	d XO lapt	ор		

Timing for	Description of teaching and learning act	Generic competences		
each step	Practice the principles of responsible s	exual behavior	and	
	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation	
Introduction/ Revision	(i) Introduce the lessons through probing questions on acceptable behavior in the society and risky	Follow teacher's explanation.	• Appreciate the importance of talking about changes at	
5 min	behavior. (ii) Let learners to read the story in Activity 13.7 page 177. Allow them to discuss the story.	Learners to read the story in Activity 13.7 page 177. Allow them to discuss the story.	<ul><li>puberty.</li><li>Show concern to care for genital organs.</li></ul>	

Development of the lesson  25 min	<ul> <li>(iii) Built on the responses from the story to enlighten learners about responsible behavior.</li> <li>(iv) Discuss content in pages 178 - 179 as a class. Get learners involved in the discussions. Allow presentation of educative case studies.</li> </ul>	Learners will describe the responsible behavior.  Learners will sit in groups of 5 Discuss content in pages 178 - 179 as a class.	Comprehensive sexuality education  Recognize sexual Safe Responsible Behavior as a way to practice principles of Responsible sexual behavior.
Conclusion (Synthesis+ Assessment)	<ul><li>(v) Ask learners to make short notes on the sub-topic.</li><li>Mark learner's notes.</li></ul>	They will answer all the questions asked by the teacher and ask where they are not understand.	Gender Education • All together the boys and girls will discuss of the changes during puberty.
Teacher self- evaluation			

Term	Date		Subject	Class	Unit No	Lesson No	Duration	Class size
III	16 <sup>th</sup> May 20	023	SET	P4	14	2 of 5	40min	42
Type of Special Educ	cational Nee	eds to	be catered fo	or in this				
lesson and number of	of learners in	ı each	category					
Unit title		Sen	sory organ	ıs				
Key Unit Competen	ce	To be	able to Exp	lain the S	Structure	e, Function	and Main	tenance of Ear
Title of the lesson		Structure, Function and Maintenance of Ear						
<b>Instructional Object</b>	ive	By using chart of reflection of light, the learners will be able to explain the						
			Structure, Function and Maintenance of Ear Correctly.					
Plan for this Class in / outside)	(location:	Inside	and outside					
Learning Materials (for all learners)  • Charts • Picture			ires in pu	ıpils book	s • Board • X	(O laptop.		
References  • Pupil's Book (Pages 2  • XO laptop				40–246	of Pupil's b	book) • Inte	ernet • Relevant textbooks	

Timing fo	for	Description of teaching and learning act	Generic competences				
each step		Explain the Structure, Function and	in the Structure, Function and Maintenance of Ear				
	-	Teacher activities	,				
		Toucher uctivities	Learner activities				

Introduction/ Revision  5 min	<ul><li>(i) Ask learners to get into their working groups.</li><li>(ii) The teacher should ask the learners to perform <b>Activity 18</b> given on page 240 of the Pupil's book.</li></ul>	Joining the group given by a teacher The learners will perform Activity 18 given on page 240 of the Pupil's book.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.
Development of the lesson  25 min	The teacher should guide the learners to carry out this activity as per the procedure given on page 240 of the Pupil's book. After the activity, the teacher should discuss with the learners that ears are our sensory organs of hearing.	The learners to carry out this activity as per the procedure given on page 240 of the Pupil's book.  They will ears are our sensory organs of hearing.	Financial Education  The teacher should let learners know that we need ears are our sensory organs of hearing and making money
Conclusion (Synthesis+ Assessment)	Assess learner's presentations to find out if they have understood the concept. Give learners multiple choice questions to help learners recap what they have learnt throughout the topic.	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate how ears are important sensory organ in human body. Self-awareness. • Effective communication.
Teacher self- evaluation			

Term	Date		Subject	Class	Unit Nº	Lesson No	Duration	Class size
III	III 22 May 2023		SET	P4	14	2 of 5	40min	42
Type of Special Edu	cational Ne	eds to	be catered fo	or in this				
lesson and number of learners in each category								
Unit title		Sensory organs						
<b>Key Unit Competence</b>		To be able to Explain the parts of eye						
Title of the lesson		Structure, the parts of eye						
Instructional Objective		By using chart of eye, the learners will be able to explain the parts of eye						
		Correctly.						
Plan for this Class (location: in / outside)		Inside and outside						
Learning Materials (for all learners)		Charts • Pictures in pupils books • Board • XO laptop.						
References		<ul> <li>Pupil's Book (Pages 240–246 of Pupil's book)</li> <li>NO laptop</li> </ul>						

Timing for	Description of teaching and learning ac	Generic competences
each step	Explain the Structure, the parts of	and Cross cutting issues to be addressed
	Teacher activities	

			+ a short explanation
Introduction/ Revision  5 min	<ul><li>(i) Ask learners to get into their working groups.</li><li>(ii) The teacher should ask the learners the structure of eye to discuss on.</li></ul>	Joining the group given by a teacher The learners will discuss on the parts of eye.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.
Development of the lesson  25 min	The teacher should guide the learners to carry out the parts of eye on the parts of eyeAfter the activity, the teacher should discuss with the learners that eye are our sensory organs of sight or seeing.	The learners to carry out this activity on the parts of eye on the parts of eye. the teacher should discuss with the learners that eye are our sensory organs of sight or seeing	Financial Education  The teacher should let learners know that we need ears are our sensory organs of hearing and making money
Conclusion (Synthesis+ Assessment)	Assess learner's to the parts of eye	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate the parts of eye. Self-awareness. • Effective communication.
Teacher self- evaluation			

Term	Date		Subject	Class	Unit No	Lesson No	Duration	Class size
III	26 May 2023		SET	P4	14	2 of 5	40min	42
Type of Special Educational Needs to be catered for in the lesson and number of learners in each category			or in this					
Unit title		Sensory organs						
<b>Key Unit Competence</b>		To be able to Explain the eye defect						
Title of the lesson		Structure, the eye defect						
Instructional Object	tive	By using chart of short sightedness, the learners will be able to explain the eye defect Correctly.						
Plan for this Class (location: in / outside)		Inside and outside						
Learning Materials (for all learners)		Charts • Pictures in pupils books • Board • XO laptop.						
References	<ul> <li>Pupil's Book (Pages 240–246 of Pupil's book)</li> <li>XO laptop</li> </ul>				ernet • Relevant textbooks			

Description of teaching and learning activity	Generic competences

Timing for	Explain the Structure, the eye def	and	
each step	Teacher activities	Learner activities	Cross cutting issues to be addressed + a short explanation
Introduction/ Revision  5 min	<ul><li>(i) Ask learners to get into their working groups.</li><li>(ii) The teacher should ask the learners the eye defect to discuss on.</li></ul>	Joining the group given by a teacher The learners will discuss on the parts of eye.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.
Development	The teacher should guide the learners	The learners to carry out this	Financial Education
of the lesson  25 min	to carry out the eye defect on the parts of eyeAfter the activity, the teacher should discuss with the learners that eye are our sensory organs of sight or seeing.	activity on the parts of eye on the eye defect. The teacher should discuss with the learners that eye are our sensory organs of sight or seeing.	The teacher should let learners know that the eye defect
Conclusion (Synthesis+ Assessment)	Assess learners to the eye defect.	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate the eye defect. Self-awareness. • Effective communication.
Teacher self- evaluation			1