**LESSON PLAN**: No

**School name**: **Child Care Academy** **Teacher’s name**: BIZABISHAKA Valens

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 26th Sept. 2022 | | SET | P6 | 1 | 1 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | Learners with low vision | | | |
| **Unit title** | | **Mechanics and blacksmith tools** | | | | | | |
| **Key Unit Competence** | | To be able to know the Common mechanics tools and their uses | | | | | | |
| **Title of the lesson** | | |  | | --- | | Common mechanics tools and their uses. | | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using mechanics tools such as spanners, pliers, screw drivers, mechanics hammer among others and further, learners will be able to use mechanics tools safely. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside   |  | | --- | | Individual research work on who a mechanic is. | | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | Common mechanics tools such as spanner, pliers, screw driver, hack saw, mechanics hammer, etc.  • Charts showing mechanics tools and their uses | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 6, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| |  | | --- | | Learners observe mechanics at work and watch the video and discover the various mechanics tools and their uses as the teacher guides them. | | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | Ask Let learners some probing questions such as:  *-* Who is a mechanic?  - What do mechanics use to do their work? | 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. | |  | | --- | | 1. **Peace and values education**   Caution learners against using tools as weapons to hurt others, people should live in peace and harmony in order to develop. | |
| **Development of the lesson**   1. min | (i) Ask learners to mention the mechanics tools given by the teacher  (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 and naming the Mechanic tools. | Let them practice using the different tools.  Let learners observe how the various tools are being used.  They can come up with a table like this:   |  |  |  | | --- | --- | --- | | Tool | drawing | use | |  |  |  | |  |  |  | | ***(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)**  10 min | Giving learners a task of using mechanics tools and assessing how they use the tools. | Answer the evaluation questions asked and follow the correction. | |  | | --- | | **Peace and values education**  Inform them that they should be willing all the time to accommodate views of others. | |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 26th Sept 2022 | | SET | P6 | 1 | 3 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | Learners with low vision | | | |
| **Unit title** | | **Mechanics and blacksmith tools** | | | | | | |
| **Key Unit Competence** | | To be able to give the dangers and precautions when using mechanic tools safely | | | | | | |
| **Title of the lesson** | | |  | | --- | | Dangers and precautions when using mechanic tools | | | | | | | |
| **Instructional Objective** | | |  | | --- | | By obtaining things such as grease, oil and sand paper, learners will be able to store mechanics tools properly and practice maintaining them safely. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside   |  | | --- | | Individual research work on who a mechanic is. | | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | Obtain things such as grease, oil and sand paper | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 6, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| |  | | --- | | Learners Obtain things such as grease, oil and sand paper | | |
| **Teacher activities** | **Learner activities** |
| **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. | |  | | --- | | 1. **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **D ate** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 27th Sept 2022 | | SET | P5 | 1 | 1 of 7 | 40min | 30 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **CARPENTRY TOOLS** | | | | | | |
| **Key Unit Competence** | | To be able to Identify and name carpentry tools. | | | | | | |
| **Title of the lesson** | | **Identification of carpentry tools** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to: **Knowledge and understanding**  Identify and name carpentry tools | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | • Real tools • Charts  • Flask cards • XO laptops | | | | | | |
| **References** | | • Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identifying and name carpentry tools | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | * Find out from learners the carpentry tools available in learners’ homes before the lesson. * Identify cutting tools such as an axe, hand saw, bow saw and table saw. | 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**   1. min | (i) Ask learners to mention the carpentry 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 and naming the carpentry tools. | 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** |  | | |

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| **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 Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **CARPENTRY TOOLS** | | | | | | |
| **Key Unit Competence** | | To be able to Explain the Usage and Maintenance of some Carpentry Tools | | | | | | |
| **Title of the lesson** | | **Usage and Maintenance of some Carpentry Tools** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to: Explain use and maintenance of carpentry tools. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside | | | | | | |
| **Learning Materials**  **(for all learners)** | | • Real tools • Charts • Flask cards • XO laptops | | | | | | |
| **References** | | • Pupil’s Book page 4 • Relevant Textbooks • XO Laptop • Internet • Magazines | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Explain the Usage and Maintenance of some Carpentry Tools. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 04th Oct. 2022 | | SET | P5A,B | 1 | 3 of 7 | 40min | 31 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **CARPENTRY TOOLS** | | | | | | |
| **Key Unit Competence** | | To be able to Identify dangers of Carpentry Tools and Security Measures | | | | | | |
| **Title of the lesson** | | Dangers of Carpentry Tools and Security Measures | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify the dangers of Carpentry Tools and Security Measures | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | • Real tools • Charts • Flask cards • XO laptops | | | | | | |
| **References** | | • Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identifying d**angers of Carpentry Tools and Security Measures** | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | * Find out from learners the carpentry tools available in learners’ homes before the lesson. * Identify cutting tools such as an axe, hand saw, bow saw and table saw. | 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**   1. min | (i) Ask learners to mention the carpentry 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 and naming the carpentry tools. | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 3th Oct. 2022 | | SET | P5 |  | 4of 6 | 40min | 31 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Masonry tools** | | | | | | |
| **Key Unit Competence** | | To be able to Identify **Usage of and maintenance of masonry tools** | | | | | | |
| **Title of the lesson** | | **Usage of and maintenance of masonry tools** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify **Usage of and maintenance of masonry tools** | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | • Real tools • Charts • Flask cards • XO laptops | | | | | | |
| **References** | | • Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identifying **Usage of carpentry tools** | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | * Find out from learners the masonry tools available in learners’ homes before the lesson. * Identify **Usage of and maintenance of masonry tools** | Observe the masonry tools provided by the teacher  Identifying the **Usage of and maintenance of masonry tools** | ***i) Critical Thinking***  Learners recall responses they had given earlier in order to respond to individual assessment questions. |
| **Development of the lesson**   1. 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 **Usage of and maintenance of masonry tools** | 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 03 Oct. 2022 | | SET | P4 |  | 6 of 7 | 40min | 40 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **0bject Production** | | | | | | |
| **Key Unit Competence** | | To be able to explain the process of **Making toy bicycle** | | | | | | |
| **Title of the lesson** | | **Making toy bicycle** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to explain the process of **Making toy bicycle** | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside | | | | | | |
| **Learning Materials**  **(for all learners)** | | • Real tools • Charts • Flask cards • XO laptops | | | | | | |
| **References** | | • Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Explain the process of **Making toy bicycle** | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | * Find out from learners the toy materials available in learners’ homes before the lesson. * Explain the process of **Making toy bicycle** | Observe the sample toys provided by the teacher  Explain the process of **Making toy bicycle** | ***i) Critical Thinking***  Learners recall responses they had given earlier in order to respond to individual assessment questions. |
| **Development of the lesson**   1. min | (i) Ask learners to mention the example of toys they know  (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 help learners by showing the process to follow by **Making toy bicycle** | Identifying the toys they have seen.  Observing the picture in pupil’s book.  Follow the process of **Making toy bicycle** there in. | ***(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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 6th Oct 2022 | | SET | P5 |  | 1 of 7 | 40min | 31 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Computer Research** | | | | | | |
| **Key Unit Competence** | | To be able to identify the steps of creating e-mail | | | | | | |
| **Title of the lesson** | | **Identification of carpentry tools** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify the steps of creating e-mail. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside | | | | | | |
| **Learning Materials**  **(for all learners)** | | Books, computers, smart phone, | | | | | | |
| **References** | | • Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| identify the steps of creating e-mail | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Ask learners different questions for assessing if they master well the thought units.  (ii) Allow them to talk about the keywords related to e-mail in order for them to predict what they are going to learn in the unit. | Learners to follow the question asked by the teacher and answer where there is necessary.  Talk about the keywords related to e-mail 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**   1. min | (iii) Write different the steps of creating e-mail on the chalk board.  Ask the learners to copy the identify the steps of creating e-mail written on the chalk board.  Guide learner’s discussions on the steps of creating e-mail written on the chalk board. | Follow and copy the steps of creating e-mail written by a teacher on the chalk board.  The learners to copy the identify the steps of creating e-mail written on the chalk board.  Learner’s discussions on the steps of creating e-mail written on the chalk board. | ***(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 | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 05th Oct 2022 | | SET | P6 | 1 | 1 of 5 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Writing Skills** | | | | | | |
| **Key Unit Competence** | | To be able to identify the elements of Gnome environment | | | | | | |
| **Title of the lesson** | | the elements of Gnome environment | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify the elements of Gnome environment | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | Smart phone, computer, books, internet, | | | | | | |
| **References** | | • Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| identify the elements of Gnome environment | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 05th Oct. 2022 | | SET | P4 |  | 2of 7 | 40min | 40 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Computer my Friend** | | | | | | |
| **Key Unit Competence** | | To be able to **identify the parts of a computer** | | | | | | |
| **Title of the lesson** | | **identify the parts of a computer** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to **identify the parts of a computer** | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside | | | | | | |
| **Learning Materials**  **(for all learners)** | | Books, computer, smartphone, | | | | | | |
| **References** | | • Pupil’s Book page 18 • Internet • Magazines • Relevant textbooks • XO laptop | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the commonly used masonry tools. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. min | (iii) Display the shape of a computer **and ask the learners to identify the parts of a computer**  Ask the learners to write the parts of computer observed on the given picture  Explain to the learners the importance of the parts of a computer given | Observe the displayed shape of a computer **and ask the learners to identify the parts of a computer**  learners write the parts of computer observed on the given picture  follow explanation and predict the importance of the parts of a computer given. | ***(ii) Problem Solving***  Learners provide answers to given assessment questions.  ***(iii) Financial Education***  Learners identify the parts of plants and attach value to their usage. |
| **Conclusion**  **(Synthesis+**  **Assessment)**  10 min | 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** |  | | |

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**School name**: **Child Care Academy** **Teacher’s name**: BIZABISHAKA Valens

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 05th Oct 2022 | | SET | P4 |  | 1 of 7 | 40min | 40 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Computer my friend** | | | | | | |
| **Key Unit Competence** | | To be able to identify the elements of sugar interface | | | | | | |
| **Title of the lesson** | | **Identification of carpentry tools** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify the elements of sugar interface correctly. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | • Charts showing masonry tools, pictures in books, flash cards and boards. | | | | | | |
| **References** | | • Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the elements of sugar interface | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Ask learners to observe introduction pictures of XO laptop.  (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 XO laptop.  Learners 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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 04th Oct 2022 | | SET | P4 | 2 | 1 of 5 | 40min | 40 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Object Production** | | | | | | |
| **Key Unit Competence** | | To be able to make object production from sticks & straws | | | | | | |
| **Title of the lesson** | | to make object production from sticks & straws | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will know how to make and maintain simple utility objects, toys and learning materials correctly. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | 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. | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| How to make and maintain simple utility objects, toys and learning materials. | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Identify the most common local material used in making utility objects.  • Explain the techniques used in making each type of object based on the materials.  • Explain the maintenance of toys, utility objects and learning, objects produced. | 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**   1. 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)**  10 min | 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** |  | | |

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| **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 Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Object Production** | | | | | | |
| **Key Unit Competence** | | To be able to identify the commonly **Making toys using sorghum straws and sticks** | | | | | | |
| **Title of the lesson** | | **Making toys using sorghum straws and sticks** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to make **a Toy House Using straws and sticks** | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | 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. | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the commonly used making a Toy House Using straws and sticks. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | (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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 03 Oct. 2022 | | SET | P5 |  | 1 of 7 | 40min | 30 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Object Production** | | | | | | |
| **Key Unit Competence** | | To be able to make **Learning Materials Using Manila Paper** | | | | | | |
| **Title of the lesson** | | **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 trapezium using manila paper. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | • Colored manila papers • Pair of scissors and razor blade  • Ruler • Compass • Protractor • Glue/cellotape • Crayons • Paint and brush | | | | | | |
| **References** | | • Pupil’s Book page 27, XO laptop and Relevant art and craft books. | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the commonly used masonry tools. | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Ask learners to draw a rhombus, a parallelogram and a trapezium in their  Notebooks.  (ii) Demonstrate to the learners how to draw rhombus, parallelogram. | 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**   1. 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. |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 04th Oct 2022 | | SET | P4 |  | 5 of 6 | 40min | 40 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Object Production** | | | | | | |
| **Key Unit Competence** | | To be able to  **Maintain Utility and Learning Objects** | | | | | | |
| **Title of the lesson** | | **Identification of Maintenance of Utility and 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: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | • Charts • Bags • Shelves  • Made objects • Clipboards • Cartons | | | | | | |
| **References** | | • Pupil’s Book page 27, XO laptop and Relevant art and craft books. | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the  **Maintenance of Utility and Learning Objects** | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 1. Observe learners keenly as they store the made objects.   Award marks for correct storage of objects.  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. |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 14h Oct. 2022 | | SET | P6 | 7 | 2 of 6 | 40min |  |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | Learners with low vision (3) | | | |
| **Unit title** | | Programming | | | | | | |
| **Key Unit Competence** | | 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: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | XO laptops • Desktops • Laptops  • Sugar on a disk • Projector • Internet | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 5, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Describe instructions used to display things such as text, images or video and sound. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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 | 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. | Learners will arranging commands in drawing shapes and allowing learners to short notes. | ***Inclusive education***  All learners should be encouraged to participate during lessons and practicals. |
| **Teacher self-evaluation** | **Working with stage in scratch** | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 18thOct. 2022 | | SET | P5 | 6 | 2 of 24 | 40min | 31 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | Learners with low vision (3) | | | |
| **Unit title** | | PROGRAMMING | | | | | | |
| **Key Unit Competence** | | 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: in / outside)** | | Inside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | XO laptops or any other computers Pamphlets, handouts and textbooks | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 5, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Working with stage in scratch | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 20h OCT. 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 category** | | | | | Learners with low vision (3) | | | |
| **Unit title** | | Programming | | | | | | |
| **Key Unit Competence** | | 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: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | -XO laptops - Internet | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 5, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Describe instructions used to display things such as text, images or video and sound. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 31th October 2022 | | SET | P4 | 1 | 1 of 5 | 40min | 40 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Writing Skills** | | | | | | |
| **Key Unit Competence** | | To be able to identify the process of Word processing | | | | | | |
| **Title of the lesson** | | Word processing | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify the process of Word processing | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | Smart phone, computer, books, internet, | | | | | | |
| **References** | | • Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| identify the process of Word processing | |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 31th October. 2022 | | SET | P6 | 10 | 5 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | Learners with low vision (3) | | | |
| **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 (location: in / outside)** | | Inside and outside   |  | | --- | | Explain the process of circulation of blood. | | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | Obtain things such as chart of circulation of blood, and using books | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 6, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| |  | | --- | | Learners will Explain the process of circulation of blood. | | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 4th November. 2022 | | SET | P6 | 10 | 2 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **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 (location: in / outside)** | | Inside and outside   |  | | --- | | Class discuss on the shape of circulatory system | | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | Obtain things such as chart, and using books | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 6, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| |  | | --- | | Learners will Explain the main function of human circulatory system and Name and identify the organs that make up the human circulatory system. | | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 7th November. 2022 | | SET | P4 | 7 | 2 of 6 | 40min | 40 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | Programming for children | | | | | | |
| **Key Unit Competence** | | To be able to Identify the elements of turtle Art | | | | | | |
| **Title of the lesson** | | Identify the elements of turtle Art | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using XO laptops, learners will be able to Identify the elements of turtle Art correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside   |  | | --- | | Explain how Turtle Art can be used to draw geometric shapes. | | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | XO laptops • Desktops • Laptops  • Sugar on a disk • Projector • Internet | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 6, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Avail chats showing geometrical shapes. Allow learners to refer from the Pupil’s Book page 67. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 10th 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 category** | | | | | Learners with low vision (3) | | | |
| **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 (location: in / outside)** | | Inside and outside   |  | | --- | |  | | | | | | | |
| **Learning Materials**  **(for all learners)** | | The books, the chart of respiratory system, internet | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 5, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the Parts of respiratory system | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | To introduce the lesson, I will remind learners about the circulatory system they learnt about in the previous unit.  Let them carry out the tasks highlighted in this activity then discuss their findings with friends. | 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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 11th Nov 2022 | | SET | P4 | 7 | 2 of 6 | 40min | 41 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | Programming | | | | | | |
| **Key Unit Competence** | | 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: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | XO laptops • Desktops • Laptops  • Sugar on a disk • Projector • Internet | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 5, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Describe instructions used to display things such as text, images or video and sound. | |
| **Teacher activities** | **Learner activities** |
| **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 scratch activity 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 needs to the use of computer, through running project in in the stage as a component of scratch window. | |
| **Development of the lesson**   1. min | Guide learners to running a sprite in the stage, by arranging and giving them a command.  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 get skills in the use of ICT materials |
| **Conclusion**  **(Synthesis+**  **Assessment)**  10 min | 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. | Learners will arranging commands in drawing shapes and allowing learners to short notes. | ***Inclusive education***  All learners should be encouraged to participate during lessons and practice. |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 14th Nov 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 category** | | | | | None | | | |
| **Unit title** | | Respiratory system | | | | | | |
| **Key Unit Competence** | | 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, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| explain the respiratory process | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 15th Nov 2022 | | SET | P4 | 7 | 2 of 7 | 40min | 41 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | Air | | | | | | |
| **Key Unit Competence** | | 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: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | Tyres, ballons charts, chalk board. | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book page 92 teacher’s guide and internet. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| to identify the compositions of Air | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| I | 23th Nov 2022 | | SET | P5 | 7 | 2 of 6 | 40min | 32 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | Soil | | | | | | |
| **Key Unit Competence** | | 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: in / outside)** | | Inside and outside   |  | | --- | | Identify the steps of land preparation | | | | | | | |
| **Learning Materials**  **(for all learners)** | | Bushes, soil(land), charts, books | | | | | | |
| **References** | | |  | | --- | | • Pupil’s book for Science Elementary Technology and ICT for Primary 5, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Avail chats showing geometrical shapes. Allow learners to refer from the Pupil’s Book page 67. | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | Ask learners to observe the introductory pictures, briefly describe each picture and predict what they are going to learn in the unit.  Organise learners into groups of 5. Assign the learners plots of land. | Learners observe the introductory pictures, briefly describe each picture and predict what they are going to learn in the unit. Learners organize in groups of 5. Assign the learners plots of land. | |  | | --- | | ***Environmental and Sustainability***  Soil is a major component of the environment. Animals and plants depend on soil either directly or indirectly. | |
| **Development of the lesson**   1. min | Let learners start preparing the soil for cultivation by following the steps outlined in Activity 9.1 on page 108.  Explain to the learners each step after they have finished carrying out. | Learners start preparing the soil for cultivation by following the steps outlined in Activity 9.1 on page 108.  the learners each step after they have finished carrying out. | ***Peace and Value Education***  Land is a natural resource. As the population increases, land becomes a source of many conflicts. Learners need to be taught the importance of sharing this national resource for sustainable peace. |
| **Conclusion**  **(Synthesis+**  **Assessment)**  10 min | Identify all the activities involved in land preparation.  • Practice the land preparation activities before planting maize seed in their plots | Practice the activities involved in land preparation, before planting maize seed in their plots | ***Gender Education***  The teacher should avoid stereotypes and bias when handling this topic. Both genders should be encouraged to participate in the activities of the lesson. |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 9th Jan. 2023 | | SET | P5 |  | 2 of 7 | 40min | 32 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | NONE | | | |
| **Unit title** | | Plants | | | | | | |
| **Key Unit Competence** | | 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: in / outside)** | | Inside and 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, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| the importance of plant | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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. | ***Gender Education***  • 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 9th Jan. 2023 | | SET | P4 | 9 | 1 of 10 | 40min | 39 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | **SOIL** | | | | | | |
| **Key Unit Competence** | | 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)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 167-168 Internet, XO laptop and relevant textbooks | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| the composition of the soil | |
| **Teacher activities** | **Learner activities** |
| **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 **Activity 3** 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**   1. 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)**  10 min | |  | | --- | | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 10th Jan. 2023 | | SET | P4 | 9 | 1 of 10 | 40min | 39 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | **SOIL** | | | | | | |
| **Key Unit Competence** | | 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)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 167-168, Internet, XO laptop and relevant textbooks | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| the Types of the soil | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **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 Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Plants** | | | | | | |
| **Key Unit Competence** | | To be able to identify the parts of plant. | | | | | | |
| **Title of the lesson** | | **Identification the parts of plant** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify the parts of plant correctly. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | School garden, different plants, drawings, and books of SET | | | | | | |
| **References** | | • Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| to identify the parts of plant. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 12/1/ 2023 | | SET | P6 |  | 3 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **plants** | | | | | | |
| **Key Unit Competence** | | To be able to identify the parts of flower. | | | | | | |
| **Title of the lesson** | | **Identification the parts of flower** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify the parts of flower correctly. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | Drawing, charts, plantation around the school, and use of SET books | | | | | | |
| **References** | | • Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the parts of flower | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 13th Jan. 2023 | | SET | P4 | 9 | 1 of 10 | 40min | 39 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | **SOIL** | | | | | | |
| **Key Unit Competence** | | To be able to explain the Agent of soil erosion | | | | | | |
| **Title of the lesson** | | the Agent of soil erosion | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using different categories of soil, the learner will be able to explain the Agent of soil erosion correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book, Internet, XO laptop and relevant textbooks | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| the Agent of soil erosion | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | Definition of soil erosion  Identification of different agents of soil erosion Pouring water on bare soil to show the process of soil erosion.  To carry out an activity to show the effect | The learners will definition of soil erosion and identify the different agents of soil erosion Pouring water on bare soil to show the process of soil erosion.. | |  | | --- | | ***Standardization culture***  Bring to the attention of learners needs to the agent of the soil erosion. | |
| **Development of the lesson**   1. min | The teacher should ask the learners to take 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**. | Learners will observe that 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**. | ***Financial education***  Emphasize the fact that learners should get skills in the agent of the soil erosion. |
| **Conclusion**  **(Synthesis+**  **Assessment)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 24th Jan. 2023 | | SET | P5 | 12 | 2 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** | | **DIGESTIVE SYSTEM** | | | | | | |
| **Key Unit Competence** | | To be able to Identifying stages of digestion. | | | | | | |
| **Title of the lesson** | | Identifying stages of digestion. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of digestive system, the learner will be able to Identifying stages of digestion correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 154, Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identifying stages of digestion. | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Ask the learners to look at the digestive system that they have drawn in their notebooks.  (ii) Guide them on how to label the parts that they have not labelled. | The learners to look at the digestive system that they have drawn in their notebooks.  The learners will label the parts that of digestive system dawn in their notes books. | |  | | --- | | ***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**   1. min | (iii) Ask the learners to sit in their working groups and discuss the digestion process.  (iv) Let each one of them describe how they can help their own digestion. | The learners will sit in their working groups and discuss the digestion process.  Describe how they can help their own digestion. | ***Gender Education***  • 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 | (v) Summarize by explaining the digestion process.  Check learners confidence and communication abilities. | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 25th Jan. 2023 | | SET | P5 | 12 | 1 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** | | **DIGESTIVE SYSTEM** | | | | | | |
| **Key Unit Competence** | | To be able to explain Parts and Functions of the Digestive System | | | | | | |
| **Title of the lesson** | | Parts and Functions of the Digestive System | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of digestive system, the learner will be able to explain Parts and Functions of the Digestive System correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 152, Internet, XO laptop and relevant textbooks | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Parts and Functions of the Digestive System | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | Display the wall chart of the digestive system.  Ask learners to discuss in pairs the pictures in Pupil’s Book page 152. | 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. | |  | | --- | | ***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**   1. min | Ask learners to sit in pairs. Let each 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 attempt questions asked individually  To compare their responses 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 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 26th Jan. 2023 | | 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** | | **DIGESTIVE SYSTEM** | | | | | | |
| **Key Unit Competence** | | To be able to identify Hygiene of Digestion. | | | | | | |
| **Title of the lesson** | | Identify Hygiene of Digestion. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of digestive system, the learner will be able to identify Hygiene of Digestion correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 154, Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify Hygiene of Digestion | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Ask learners to collect materials needed for the lesson.    (iii) Allow the learners to discuss in their groups how to keep the digestive system healthy. | learners collect materials needed for the lesson  The learners will discuss in their groups how to keep the digestive system healthy. | |  | | --- | | ***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**   1. min | (vii) Let them hang the posters at the back of their class.  (v) Share with other members of the class.  (vi) Assign them groups to design posters that encourage healthy digestive system. | The learners will sit in their working groups and discuss the digestion process.  Describe how they can help their own digestion. | ***Gender Education***  • 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 | (iv) Let them write notes in their notebooks. | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 27th Jan. 2023 | | SET | P5 | 12 | 4 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** | | DIGESTIVE SYSTEM | | | | | | |
| **Key Unit Competence** | | To be able to identify Components of a Balanced Diet. | | | | | | |
| **Title of the lesson** | | Identify Components of a Balanced Diet. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of digestive system, the learner will be able to identify Components of a Balanced Diet Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 154, Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify Components of a Balanced Diet. | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Assign them working groups. Let them present all the foods they have collected on the table.  (ii) Ask them to list in their notebooks the types of foods they have collected. | learners collect materials needed for the lesson  The learners will discuss in their groups how to keep the digestive system healthy. | |  | | --- | | ***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**   1. min | (iii) Allow them to place each food in Activity 12.5 in its correct group.  (iv) Discuss the various components of a balanced diet as outlined on pages 159 -160.  (v) Go round ensuring that learners have grouped various foods in their correct groups to make a balanced diet. | The learners will sit in their working groups and discuss the digestion process.  Describe how they can help their own digestion. | ***Gender Education***  • 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 | (vi) Ask them to place the food that they brought to class into their correct food groups.  (viii) Let them practice good food hygiene when serving and eating their food. | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 30th Jan. 2023 | | SET | P4 | 8 | 4 of 8 | 40min | 39 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | ANIMALS | | | | | | |
| **Key Unit Competence** | | To be able to identify the characteristics of fish. | | | | | | |
| **Title of the lesson** | | Identify the characteristics of fish. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using a feature of fish, the learner will be able to identify the characteristics of fish. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 154, Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the characteristics of fish. | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | 1. 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**   1. 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. | ***Gender Education***  • 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** |  | | |

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| **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 Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | ANIMALS | | | | | | |
| **Key Unit Competence** | | To be able to identify the mode of locomotion of animals. | | | | | | |
| **Title of the lesson** | | Identify the mode of locomotion of animals. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of digestive system, the learner will be able to identify the mode of locomotion of animals Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | (*Pages 195–198 of Pupil’s book*), teachers guide, Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the mode of locomotion of animals. | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | Teacher will ask them to observe the  movement of different animals like  birds, lizards, rabbits, elephants and  Crocodiles. | learners will observe the  movement of different  animals like birds, lizards,  Rabbits, elephants and crocodiles. | |  | | --- | | ***Peace and Value Education***  • A forest is a resource. It plays big role in promoting harmony and peace. | |
| **Development of the lesson**   1. 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 to their locomotion mode such as **flying, crawling, jumping or hopping, walking and swimming as** given on page 195 of the Pupil’s book. | 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 page 195 of the Pupil’s book. | ***Gender Education***  • 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 | Teacher will help learners to carry out **Activities 22** and **23** as per the procedure given on pages 197–198 of the Pupil’s book. | Helped by the teacher Learners to carry out **Activities 22** and **23** 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 2nd Feb. 2023 | | SET | P6 | 13 | 2of 7 | 40min | 32 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | RESPIRATORY SYSTEM | | | | | | |
| **Key Unit Competence** | | To be able to identify respiratory organs. | | | | | | |
| **Title of the lesson** | | Identify respiratory organs. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of digestive system, the learner will be able to identify respiratory organs Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures of respiratory system • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the respiratory organs. | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | Teacher will help both gifted and slow learners to be given equal opportunity to lead in group discussions and to do  Presentations of group findings to the rest of the class.  Explain the main function of human  respiratory system  • Describe the human respiratory system. | both gifted and slow learners to be given equal opportunity to lead in group discussions and to do  Presentations of group findings to the rest of the class. | **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**   1. min | Ensure all learners respect  other’s views irrespective of their  Shortcomings or talents.  The teacher will carry out activity that should help learners identify the various organs that make up the respiratory system and appreciate its function in the body. | The learners will identify the various organs that make up the respiratory system and appreciate its function in the body. | **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.Successful chest specialists in the area where the learners come from. |
| **Conclusion**  **(Synthesis+**  **Assessment)**  10 min | Ask learners questions related to the lessons of respiratory organs studied on. | They will answer all the questions asked by the teacher and ask where they are not understand. | **Gender education**  Emphasize to learners that anybody irrespective of their gender can pursue a carrier in medicine. Give examples of role models who are |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 2nd Feb. 2023 | | SET | P4 | 8 | 6 of 8 | 40min | 39 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | ANIMALS | | | | | | |
| **Key Unit Competence** | | To be able to identify the mode of reproduction. | | | | | | |
| **Title of the lesson** | | Identify the mode of reproduction. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of digestive system, the learner will be able to identify the mode of reproduction Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | (Pages 200–201 of Pupil’s book), Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the mode of reproduction. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 3rd Feb. 2023 | | SET | P6 | 13 | 1 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | RESPIRATORY SYSTEM | | | | | | |
| **Key Unit Competence** | | To be able to identify mechanisms of respiration | | | | | | |
| **Title of the lesson** | | Identify mechanisms of respiration. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of respiratory system, the learner will be able to identify mechanisms of respiration. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | , Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify mechanisms of respiration. | |
| **Teacher activities** | **Learner activities** |
| **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 | |  | | --- | | ***Peace and Value Education***  • A mechanisms of respiration is a resource. We  Need to share this resource for sustainable peace and development. | |
| **Development of the lesson**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 6th Feb. 2023 | | SET | P6 | 13 | 2 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | RESPIRATORY SYSTEM | | | | | | |
| **Key Unit Competence** | | To be able to identify the care of the human respiratory system. | | | | | | |
| **Title of the lesson** | | Identify the care of the human respiratory system. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By the end of the lesson, learners will be able to explain the care of the human respiratory system Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page, Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the care of the human respiratory system. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | • 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 6th Feb. 2023 | | SET | P6 | 13 | 5 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | RESPIRATORY SYSTEM | | | | | | |
| **Key Unit Competence** | | To be able to identify the diseases of the respiratory system. | | | | | | |
| **Title of the lesson** | | Identify the diseases of the respiratory system. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By the end of the lesson, learners will be able to identify main diseases of the respiratory system and state their causes, signs & symptoms and how to prevent them Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page, Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the diseases of the respiratory system. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 10th Feb. 2023 | | SET | P6 | 13 | 5 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | RESPIRATORY SYSTEM | | | | | | |
| **Key Unit Competence** | | To be able to identify the Suffocation. | | | | | | |
| **Title of the lesson** | | Identify the diseases of the respiratory system. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By the end of the lesson, learners will be able to define suffocation, state its causes and do first aid to a suffocation victim Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page, Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the Suffocation. | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | 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 | |
| **Development of the lesson**   1. min | 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 |
| **Conclusion**  **(Synthesis+**  **Assessment)**  10 min | 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. |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| II | 13th Feb. 2023 | | SET | P6 | 9 | 5 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | ANIMALS | | | | | | |
| **Key Unit Competence** | | To be able to identify the Classification of Animals According to the Feeding Mode. | | | | | | |
| **Title of the lesson** | | Identify the Classification of Animals According to the Feeding Mode. | | | | | | |
| **Instructional Objective** | | |  | | --- | | By the end of the lesson, learners will be able to Classify of Animals According to the Feeding Mode Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | (Pages 198–200 of Pupil’s book), Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identify the Classification of Animals According to the Feeding Mode . | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | The teacher should ask the learners to carry out **Activity 24** given on pages 198–199 of the Pupil’s book.  **Help learners to group Animals According to the Feeding Mode** (*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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 17th, April 2023 | | SET | P4 | 12 | 3 of 8 | 40min | 39 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | NONE | | | |
| **Unit title** | | Plants | | | | | | |
| **Key Unit Competence** | | 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: in / outside)** | | Inside and 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, | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| the importance of plant | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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. | ***Gender Education***  • 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 18th April 2023 | | SET | P4 | 12 | 3 of 8 | 40min | 39 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **Plants** | | | | | | |
| **Key Unit Competence** | | To be able to identify the parts of plant. | | | | | | |
| **Title of the lesson** | | **Identification the parts of plant** | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify the parts of plant correctly. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | School garden, different plants, drawings, and books of SET | | | | | | |
| **References** | | • Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| To identify the parts of plant. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 19th April. 2023 | | SET | P5 | 13 | 1 of 6 | 40min | 33 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | NO | | | |
| **Unit title** | | **REPRODUCTIVE SYSTEM** | | | | | | |
| **Key Unit Competence** | | To be able to identify the functions of the male and female reproductive systems | | | | | | |
| **Title of the lesson** | | the functions of the male and female reproductive systems | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of reproductive system, the learners should be able to give the functions of the male and female reproductive systems. Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | * Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class)   • Blackboard | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 154, Internet, XO laptop and relevant textbooks. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| the functions of the male and female reproductive systems | |
| **Teacher activities** | **Learner activities** |
| **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. | |  | | --- | | ***Attitudes and Values***  • Show concern to care for genital organs in order to prevent diseases.  • Be aware of his /her sexual characteristics and changes at puberty. | |
| **Development of the lesson**   1. 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 self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 20th April 2023 | | SET | P5 | 13 | 3 of 6 | 40min | 33 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | **REPRODUCTIVE SYSTEM** | | | | | | |
| **Key Unit Competence** | | To be able to identify sexual characteristics at puberty | | | | | | |
| **Title of the lesson** | | Sexual Characteristics at Puberty | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of reproductive system, the learners should be able to identify sexual characteristics at puberty Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | • Charts • Pictures  • Illustrations • Models | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 171 and Internet. | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| to identify sexual characteristics at puberty | |
| **Teacher activities** | **Learner activities** |
| **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. | |  | | --- | | **Attitudes and Values**  • Appreciate the importance of talking about changes at puberty.  • Show concern to care for genital organs. | |
| **Development of the lesson**   1. 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)**  10 min | (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. | ***Gender Education***  • All together the boys and girls will discuss of the changes during puberty. |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 19th April 2023 | | SET | P5 | 13 | 5 of 6 | 40min | 33 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | **REPRODUCTIVE SYSTEM** | | | | | | |
| **Key Unit Competence** | | To be able to identify Safe Responsible Behavior | | | | | | |
| **Title of the lesson** | | Safe Responsible Behavior | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of reproductive system, the learners will be able to explain responsible sexual behavior Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | • Charts. • Pictures. • Internet. • Magazines. | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 177 and XO laptop | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Practice the principles of responsible sexual behavior | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Introduce the lessons through probing questions on acceptable behaviour in the society and risky behaviour.  (ii) Let learners to read the story in Activity 13.7 page 177. Allow them to discuss the story. | Follow teacher’s explanation.  Learners to read the story in Activity 13.7 page 177. Allow them to discuss the story. | |  | | --- | | **Attitudes and Values**  • Appreciate the importance of talking about changes at puberty.  • Show concern to care for genital organs. | |
| **Development of the lesson**   1. min | (iii) Built on the responses from the story to enlighten learners about responsible behaviour.  (iv) Discuss content in pages 178 - 179 as a class. Get learners involved in the discussions. Allow presentation of educative case studies. | Learners will describe the responsible behaviour.  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)**  10 min | (v) Ask learners to make short notes on the sub-topic.  Mark learner’s notes. | 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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 25thApril 2023 | | SET | P5 | 14 | 1 of 5 | 40min | 33 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | **LIGHT** | | | | | | |
| **Key Unit Competence** | | To be able to identify Light Propagation | | | | | | |
| **Title of the lesson** | | Light Propagation | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of periscope, the learners will be able to explain how Light Propagate Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | • Charts. • Pictures. • Internet. • Magazines. | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 183 • Internet • Relevant textbooks | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Light Propagation | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Put the learners in groups. Tell them to look at introductory pictures on Pupil’s  Book page 183. Let them describe the pictures as well as predict what they are going to learn in this unit. | Follow teacher’s introductory.  Learners will describe the pictures as well as predict what they are going to learn in this unit. | |  | | --- | | ***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**   1. min | (ii) Display the materials to be used on the table.  (iii) Demonstrate to them on how to perform the experiment on how light travels.  (v) Let them write their observations and conclusion in their books.  (vi) Allow them to compare results and present their findings in class. | 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)**  10 min | 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. | **Attitudes and Values**  • Responsibility  • Confidence  • Working in groups |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 26th April 2023 | | SET | P5 | 14 | 2 of 5 | 40min | 33 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | **LIGHT** | | | | | | |
| **Key Unit Competence** | | To be able to identify the reflection of Light | | | | | | |
| **Title of the lesson** | | identify the reflection of Light | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of reflection of light, the learners will be able identify the reflection of Light Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | Real objects e.g. papers (oiled and clear), torch, notebooks  • Charts • Pictures in pupils books • Board | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s Book page 184 • Internet • Relevant textbooks • XO laptop | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| identify the reflection of Light | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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)**  10 min | 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-evaluation** |  | | |

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| **Term** | **Date** | | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 03th May 2023 | | | SET | P6 | 14 | 4 of 5 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | |  | | | |
| **Unit title** | | **LIGHT** | | | | | | | |
| **Key Unit Competence** | | To be able to Explain the meaning of reflection and refraction of light. | | | | | | | |
| **Title of the lesson** | | | Laws of reflection of light | | | | | | |
| **Instructional Objective** | | |  | | --- | | 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: in / outside)** | | Inside and outside | | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | • Mirror, source of light, wall, pencil, ruler, water in a glass • Charts  • Pictures in pupils books • Board • XO laptop. | | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s Book page 186 • Internet • Relevant textbooks • XO laptop | | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Explain the meaning of reflection and refraction of light. | |
| **Teacher activities** | **Learner activities** |
| **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**   1. 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.  (vi) Allow them to share their findings with other groups to see what they have written. | 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 to see what they have written. | ***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. |
| **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** |  | | |

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 10th May 2023 | | SET | P6 |  | 3 of 7 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | None | | | |
| **Unit title** | | **CARPENTRY TOOLS** | | | | | | |
| **Key Unit Competence** | | To be able to Identify dangers of Carpentry Tools and Security Measures | | | | | | |
| **Title of the lesson** | | Dangers of Carpentry Tools and Security Measures | | | | | | |
| **Instructional Objective** | | By using textbooks, learners will be able to identify the dangers of Carpentry Tools and Security Measures | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | • Real tools • Charts • Flask cards • XO laptops | | | | | | |
| **References** | | • Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Identifying d**angers of Carpentry Tools and Security Measures** | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | * Find out from learners the carpentry tools available in learners’ homes before the lesson. * Identify cutting tools such as an axe, hand saw, bow saw and table saw. | 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**   1. min | (i) Ask learners to mention the carpentry 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 and naming the carpentry tools. | 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** |  | | |

**LESSON PLAN**:

**School name**: **Child Care Academy** **Teacher’s name**: BIZABISHAKA Valens

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 15h May 2023 | | SET | P6 | 13 | 5 of 6 | 40min | 45 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | |  | | | |
| **Unit title** | | **REPRODUCTIVE SYSTEM** | | | | | | |
| **Key Unit Competence** | | To be able to identify Safe Responsible Behavior | | | | | | |
| **Title of the lesson** | | Safe Responsible Behavior | | | | | | |
| **Instructional Objective** | | |  | | --- | | By using chart of reproductive system, the learners will be able to explain responsible sexual behavior Correctly. | | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside and outside | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | • Charts. • Pictures. • Internet. • Magazines. | | | | | | | |
| **References** | | |  | | --- | | Pupil’s Book page 177 and XO laptop | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Practice the principles of responsible sexual behavior | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Introduce the lessons through probing questions on acceptable behavior in the society and risky behavior.  (ii) Let learners to read the story in Activity 13.7 page 177. Allow them to discuss the story. | Follow teacher’s explanation.  Learners to read the story in Activity 13.7 page 177. Allow them to discuss the story. | |  | | --- | | **Attitudes and Values**  • Appreciate the importance of talking about changes at puberty.  • Show concern to care for genital organs. | |
| **Development of the lesson**   1. min | (iii) Built on the responses from the story to enlighten learners about responsible behavior.  (iv) Discuss content in pages 178 - 179 as a class. Get learners involved in the discussions. Allow presentation of educative case studies. | 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)**  10 min | (v) Ask learners to make short notes on the sub-topic.  Mark learner’s notes. | 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** |  | | |

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| **Term** | **Date** | | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 16th May 2023 | | | SET | P4 | 14 | 2 of 5 | 40min | 42 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | |  | | | |
| **Unit title** | | **Sensory organs** | | | | | | | |
| **Key Unit Competence** | | To be able to Explain the Structure, Function and Maintenance of Ear | | | | | | | |
| **Title of the lesson** | | | Structure, Function and Maintenance of Ear | | | | | | |
| **Instructional Objective** | | |  | | --- | | 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 (location: in / outside)** | | Inside and outside | | | | | | | |
| **Learning Materials**  **(for all learners)** | | |  | | --- | | • Charts • Pictures in pupils books • Board • XO laptop. | | | | | | | | |
| **References** | | |  | | --- | | • Pupil’s Book (*Pages 240–246 of Pupil’s book*) • Internet • Relevant textbooks • XO laptop | | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Explain the Structure, Function and Maintenance of Ear | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Ask learners to get into their working groups.  (ii) The teacher should ask the learners to perform **Activity 18** given on page 240 of the Pupil’s book. | 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**   1. 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)**  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 ears are important sensory organ in human body.  Self-awareness.  • Effective communication. |
| **Teacher self-evaluation** |  | | |

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| **Term** | **Date** | | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| III | 22 May 2023 | | | SET | P4 | 14 | 2 of 5 | 40min | 42 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | |  | | | |
| **Unit title** | | **Sensory organs** | | | | | | | |
| **Key Unit Competence** | | 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** | | |  | | --- | | • Pupil’s Book (*Pages 240–246 of Pupil’s book*) • Internet • Relevant textbooks • XO laptop | | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Explain the Structure, the parts of eye | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Ask learners to get into their working groups.  (ii) The teacher should ask the learners the structure of eye to discuss on. | 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**   1. min | The teacher should guide the learners to carry out the parts of eye on the parts of eye  ..After 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)**  10 min | 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** |  | | |

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| **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 this lesson and number of learners in each category** | | | | | |  | | | |
| **Unit title** | | **Sensory organs** | | | | | | | |
| **Key Unit Competence** | | To be able to Explain the eye defect | | | | | | | |
| **Title of the lesson** | | | Structure, the eye defect | | | | | | |
| **Instructional Objective** | | |  | | --- | | 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** | | |  | | --- | | • Pupil’s Book (*Pages 240–246 of Pupil’s book*) • Internet • Relevant textbooks • XO laptop | | | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+ a short explanation** |
| Explain the Structure, the eye defect | |
| **Teacher activities** | **Learner activities** |
| **Introduction/**  **Revision**  5 min | (i) Ask learners to get into their working groups.  (ii) The teacher should ask the learners the eye defect to discuss on. | 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**   1. min | The teacher should guide the learners to carry out the eye defect on the parts of eye  ..After 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 eye defect.  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 the eye defect |
| **Conclusion**  **(Synthesis+**  **Assessment)**  10 min | 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** |  | | |