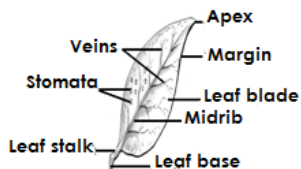


| W<br>K | P<br>D | TOPIC         | TOPIC                      | CONTENT   | SUBJ. COMP'NCES  | LANG. COMP'NCES  | METHODS   | ACTIVITIES  | IND. OF<br>L.S.V   | INST.<br>MAT.                                   | REF.                | RE<br>M. |
|--------|--------|---------------|----------------------------|---|--|--|---|---|--|---|---------------------|----------|
| 1      | 1      | Plant<br>life | Floweri<br>ng<br>plants    | <b>Flowering plants</b><br>- Flowering plants are plants that bear flowers.<br><b>Example of flowering plants</b><br>- Maize Plants<br>- Bean Plants<br>- Banana Plants<br>- Tea plants<br>- Coffee Plant<br><b>Characteristics of flowering plants</b><br>- Flowering plants bear flowers.<br>- Most flowering plants reproduce by means of seeds.<br><b>Structure of a flowering plant</b><br>- Stem<br>- The root system<br>- The terminal bud<br>- Axillary bud<br>- Node and internode | The learner;<br>1. Defines flowering plants<br>2. Gives examples of flowering plants.<br>3. States the characteristics of flowering plants.<br>The learner;<br>1. Draws the structure of a flowering plant.<br>2. names the parts of a flowering plant<br>3. Identifies the systems of a flowering plant.<br>4. Draws and names parts of a flowering plant | The learner;<br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to flowering plants e.g. Bear, reproduce, and flower.<br>2. Reads, internalize and writes texts and questions related to flowering plants. | Guided discovery<br><br>Discussion<br><br>observation | Defining flowering plants<br><br>Giving examples of flowering plants<br><br>Drawing the structure of a flowering plant.<br><br>Naming parts of a flowering plant. | Appreciation.<br><br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | Flowering plants<br><br>Int. sci. syllabus bk 4 | Mk. Int. sci. pbk 4 |          |
| 1      | 2      | Plant<br>life | Structu<br>re of a<br>leaf | <b>Structure of a leaf</b>  | The learner;<br>1. Draws the structure of a leaf.<br>2. Names the  | The learner;<br>1. Pronounces, spells, reads writes and  | Guided discovery<br><br>Discussion                    | Drawing the structure of a leaf   | Appreciation.<br><br>Care  | Different types of leaves                       | Mk. Int. sci. pbk 4 |          |



### Functions of parts of a leaf

#### 1. Leaf stalk

- Holds the leaf on the branch

#### 2. Midrib

- Transports manufactured food and water.

#### 3. Leaf blade

- Has stomata used for breathing/ gaseous exchange

parts of a leaf.  
3. Mentions the functions of each part of a leaf.

demonstrates meaning of words related to flowering plants e.g. Bear, reproduce, and flower.  
2. Reads, internalize and writes texts and questions related to flowering plants.

Observation

Naming parts of a leaf.

Awareness

brought in the class.

Int. sci. syllabus bk 4

Fluency

Concern

Mentioning the functions of parts of a leaf.

1

3

Plant life

Leaf venation

### Leaf venation

- Leaf venation is the arrangement of veins in a leaf.

#### Types of leaf venation

1. Network leaf venation
2. Parallel leaf venation.

#### NET WORK LEAF VENATION

⇒ The leaf has veins made like a net.

#### Illustration

### The learner;

1. Defines the term leaf venation.
2. Identifies the types of leaf venation.
3. Give examples of plants the network and parallel leaf venation.

### The learner;

1. Pronounces, spells, reads writes and demonstrates meaning of words related to leaf venation e.g. network and parallel
2. Reads, internalize and writes texts and questions related to leaf venation.

Guided discovery

Discussion

Observation

Defining leaf venation

Identifying types of leaf venation.

Giving examples

Appreciation.

Care

Awareness

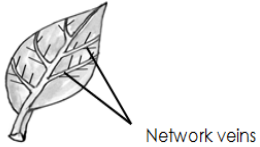
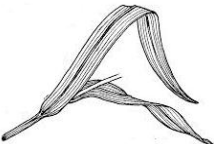
Fluency

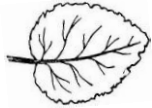


Concern

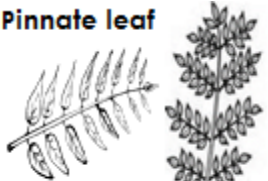
Different types of leaves brought in the class



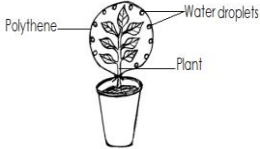
Mk. Int. sci. pbk 4

Int. sci. syllabus bk 4

|   |   |       |       |  |  |              |  |   |             |          |  |  |
|---|---|-------|-------|--|--|--------------|--|---|-------------|----------|--|--|
| 1 |   |       |       |  <p>⇒ Network venation is found in leaves of dicotyledonous plants.<br/> <b>Example of plants with network leaf venation</b><br/>         Bean, Hibiscus, Flower, Peas<br/> <b>Parallel leaf venation</b><br/>         ⇒ The veins in a leaf run from the leaf stalk to the apex of the leaf in a parallel form.</p>  <p>⇒ Parallel venation is found in leaves of monocotyledonous plants like;<br/>         Maize, Millet, Sugarcane, Rice, Grass and wheat plants.</p> | <p>The learner;<br/>         1. Defines the term leaf venation.<br/>         2. Identifies the types of leaf venation.<br/>         3. Give examples of plants the network and parallel leaf venation.</p> |              | <p>Guided discovery<br/>         Discussion<br/>         observation</p> | <p>of leaf venation<br/>         Defining leaf venation</p> |             |          | <p>Mk.<br/>         Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| 1 | 4 | Plant | Types | TYPES OF LEAVES  | The learner  | The learner; | Guided   | Identifying   | Appreciati- | Differen | Mk.  |  |

|   |   |            |                 |  |  |  |   |   |   |   |   |  |
|---|---|------------|-----------------|--|--|--|---|---|---|---|---|--|
|   |   | life       | of leaves       | <p>1. Simple leaves<br/>2. Compound leaves</p> <p><b>SIMPLE LEAVES</b><br/>A simple leaf is a leaf with one leaf blade and one leaf stalk.</p> <p><b>Examples of simple leaves</b></p> <ul style="list-style-type: none"> <li>- Simple serrated</li> <li>- Simple lobed leaf</li> <li>- Simple entire</li> <li>- Simple divided entire</li> <li>- Simple palmate</li> </ul> <p><b>Simple serrated</b></p>  <p><b>Simple divided entire</b></p>   <p>etc.</p> | <p>1. Identifies the types of leaves.</p> <p>2. Describes simple leaves.</p> <p>3. Mentions examples of simple leaves.</p> <p>4. Draws the different structures of simple leaves</p> | <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to leaf venation e.g. network and parallel</p> <p>2. Reads, internalize and writes texts and questions related to simple leaves</p> | <p>discovery</p> <p>Discussion</p> <p>observation</p> | <p>the types of leaves.</p> <p>Describing simple leaves.</p> <p>Mentioning examples of simple leaves.</p> <p>Drawing the structure of simple leaves</p> | <p>on.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>t types of leaves brought in the class</p> | <p>Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| 1 | 5 | Plant life | Types of leaves | <p><b>Compound leaves</b></p> <p><b>Types of leaves</b></p> <p><b>Compound leaves</b></p> <p>⇒ A compound leaf</p>   | <p><b>The learner</b></p> <p>1. Describes simple leaves.</p> <p>2. Mentions</p>  | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates</p>   | <p>Guided discovery</p>                               | <p>Describing comp. leaves.</p>   | <p>Appreciation.</p> <p>Care</p>                                      | <p>Different types of comp.</p>               | <p>Mk. Int. sci. pbk 4</p>                            |  |

|  |  |  |  |  |   |   |                                      |   |  |                                    |                                |  |
|--|--|--|--|--|---|---|--------------------------------------|---|--|------------------------------------|--------------------------------|--|
|  |  |  |  | <p>is a leaf with many leaflets on one main leaf stalk.</p> <p>⇒ The leaflets are divided at original leaf stalk.</p> <p>⇒ Each leaflet has its own small stalk called rachis</p> <p><b>Examples of compound leaves</b></p> <ol style="list-style-type: none"> <li>1. Compound pinnate leaf</li> <li>2. Compound bipinnate leaf</li> <li>3. Compound trifoliate leaf</li> <li>4. Compound digitate leaf</li> </ol> <p><b>Illustration</b></p> <p><b>Pinnate leaf</b></p>  <p><b>Bi-pinnate</b></p> | <p>examples of simple leaves.</p> <p>3. Draws the different structures of compound leaves</p> | <p>meaning of words related to leaf venation e.g. pinnate, bi-pinnate and trifoliate</p> <p>2. Reads, internalize and writes texts and questions related to compound leaves</p> | <p>Discussion</p> <p>observation</p> | <p>Mentioning examples of comp. leaves.</p> <p>Drawing the structure of simple leaves</p> | <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>leaves brought in the class</p> | <p>Int. sci. syllabus bk 4</p> |  |
|--|--|--|--|--|---|---|--------------------------------------|---|--|------------------------------------|--------------------------------|--|

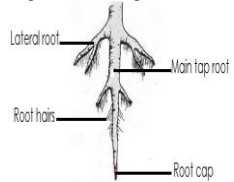
|  |   |            |  |   |   |   |  |   |   |                              |   |  |
|--|---|------------|--|---|---|---|--|---|---|------------------------------|---|--|
|  |   |            |  | <p><b>Trifoliate</b></p>  <p><b>Digitate</b></p>    |   |   |  |   |   |                              |   |  |
|  | 6 | Plant life | Transpiration the rate of transpiration. | <p><b>TRANSPIRATION</b></p> <ul style="list-style-type: none"> <li>- Transpiration is the process by which plants lose water in form of water vapour to the atmosphere.</li> </ul> <p><b>Importance of transpiration</b></p> <p><b>a) To a plant</b></p> <ol style="list-style-type: none"> <li>1. It cools the plant.</li> <li>2. It enables plants to absorb more water from the soil.</li> </ol> <p><b>b) To the environment</b></p> <p>⇒ It helps in the formation of rain fall.</p>  <p><b>Factors which affect the rate of</b></p> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines transpiration.</li> <li>2. Gives the importance of transpiration to;             <ol style="list-style-type: none"> <li>i) Plants</li> <li>ii) Animals.</li> </ol> </li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to transpiration</li> <li>2. Reads, internalize and writes texts and questions related to transpiration.</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>observation</p> | <p>Defining transpiration.</p> <p>Giving the importance of transpiration to plants and the environment.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>The local environment</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

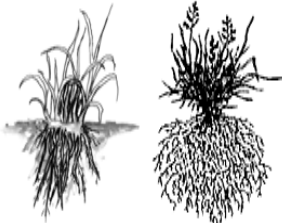
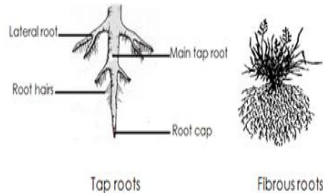


|   |   |            |  |  |  |  |   |  |  |                       |  |  |
|---|---|------------|--|--|--|--|---|--|--|-----------------------|--|--|
|   |   |            |  | <b>transpiration</b><br>⇒ Excess transpiration leads to wilting of plants.   |  |  |   |  |  |                       |  |  |
| 2 | 1 | Plant life |  | <b>PHOTOSYNTHESIS</b><br>⇒ Photosynthesis is the process by which plants make their own food.<br><b>Requirements for photosynthesis</b><br>1. Water<br>2. Carbon dioxide<br>3. Sunlight<br>4. Chlorophyll<br><b>The raw materials for photosynthesis</b><br>1. water<br>2. carbon dioxide.<br><b>Conditions necessary for Photosynthesis</b><br>1. Chlorophyll<br>2. Sunlight<br><b>1. Importance of photosynthesis to people</b><br>1. Due to photosynthesis, people get food.<br>2. People get oxygen for respiration due to | <b>The learner;</b><br>1. Defines the term photosynthesis.<br>2. Mentions the requirements for photosynthesis.<br>3. Describes the conditions, raw materials, product and by product for photosynthesis. | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to photosynthesis e.g. chlorophyll, sunlight & water.<br>2. Reads, internalize and writes texts and questions related to Photosynthesis | Guided discovery<br><br>Discussion<br><br>Observation<br><br>Brain storming<br><br>Think pair and share | Defining photosynthesis.<br><br>Mentioning the requirements for photosynthesis.<br><br>Describing the conditions, raw product and bi products of photosynthesis. | Appreciation.<br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | The local environment | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |



|   |   |            |                |   |   |   |   |  |   |                       |  |  |
|---|---|------------|----------------|---|---|---|---|--|---|-----------------------|--|--|
|   |   |            |                | photosynthesis.   |   |   |   |  |   |                       |  |  |
| 2 | 2 | Plant life | Uses of leaves | <b>Functions (uses) of leaves to plants</b><br>⇒ Leaves make food for the plant.<br>⇒ Leaves help a plant to carry out transpiration.<br>⇒ Some leaves store food and water for the plant e.g. onions<br>⇒ Some leaves are used for plant propagation e.g. bryophyllum<br><b>Uses of leaves to people</b><br>⇒ Some leaves are eaten as food e.g. Amaranthus.<br>⇒ Some leaves are used as herbal medicine.<br>⇒ Some leaves are used to thatch houses.<br>⇒ Plant leaves are used for research and study purposes. | <b>The learner</b><br>1. Gives the uses of leaves to people.<br>2. Mentions the importance of leaves to plants. | <b>The learner</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to uses of leaves.<br>2. Reads, internalize and writes texts and questions related to uses of leave | Guided discovery<br><br>Discussion<br><br>Observation<br><br>Brain storming | Giving the uses of leaves to people.<br><br>Mentioning the uses of leaves to plants. | Appreciation<br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | The local environment | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |
| 2 | 3 | Plant      | roots          | Root system   | The learner;  | The learner   | Guided  | Naming   | Appreciation  | Grass                 | Mk.  |  |

|  |  |      |  |   |  |   |   |   |   |                |   |  |
|--|--|------|--|---|--|---|---|---|---|----------------|---|--|
|  |  | life |  | <p><b>ROOTS</b></p> <p>⇒ A true root system develops from the radicle of the embryo.</p> <p><b>Types of root system</b></p> <ol style="list-style-type: none"> <li>1. Tap root system</li> <li>2. Fibrous root system</li> </ol> <p><b>a) Tap root system</b></p>  <ol style="list-style-type: none"> <li>1. <b>Root hairs:</b> absorb water and mineral salts from the soil.</li> <li>2. <b>Root cap:</b> Protects the growing tip of a root.</li> </ol> <p><b>Examples of plants with tap root system</b><br/>Mangoes, beans,</p> <p><b>b) Fibrous root system</b></p> <p>⇒ This is the type of root system where there are many roots growing randomly from</p> | <ol style="list-style-type: none"> <li>1. Names the systems of roots.</li> <li>2. Draws a well labelled structure of a tap root and fibrous root systems.</li> </ol> | <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to root systems.</li> <li>2. Reads, internalize and writes texts and questions related to root systems.</li> </ol> | <p>discovery</p> <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>types of root systems.</p> <p>Drawing a well labelled structure of root systems.</p> | <p>on.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>carrots</p> | <p>Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
|--|--|------|--|---|--|---|---|---|---|----------------|---|--|

|   |   |            |               |   |  |   |  |  |   |   |   |  |  |
|---|---|------------|---------------|---|--|---|--|--|---|---|---|--|--|
|   |   |            |               | <p>the radicle of a seed</p> <p><b>Illustration</b></p>    |  |   |  |  |   |   |   |  |  |
| 2 | 4 | Plant life | Types of root | <p><b>TYPES OF ROOTS</b></p> <p>1. Primary roots</p> <p>2. Secondary roots</p> <p><b>a) Primary roots</b></p> <p>⇒ These are roots that develop from the radicle of a germinating seed.</p> <p><b>Examples of primary roots</b></p> <p>1. Tap roots</p> <p>2. Fibrous roots</p>  <p><b>b) Secondary roots (adventitious roots)</b></p> | <p><b>The learner;</b></p> <p>1. Identifies the types of roots.</p> <p>2. Describes primary and secondary roots.</p> <p>3. Mentions examples of primary and secondary roots.</p> <p>4. Draws the structure of a prop root.</p> | <p><b>The learner</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to types of roots</p> <p>2. Reads, internalize and writes texts and questions related to types of roots.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Identifying the types of roots.</p> <p>Describing primary and secondary roots.</p> <p>Mentioning examples of primary and secondary roots.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Cassava tubers, sweet potato tubers, carrots</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |  |

|   |   |            |               |   |   |   |  |  |   |  |   |  |
|---|---|------------|---------------|---|---|---|--|--|---|--|---|--|
|   |   |            |               | <p>⇒ These are roots that develop from any other part of the plant other than the radicle.</p> <p><b>Examples of adventitious roots</b></p> <p>1. Prop root</p> <p>2. Stilt roots</p> <p>3. Buttress roots</p> <p>4. Storage roots</p> <p>5. Clasping roots</p> <p><b>6.</b> Breathing roots</p>  |   |   |  |  |   |  |   |  |
| 2 | 5 | Plant life | Uses of roots | <p><b>USES OF ROOTS TO PLANTS</b></p> <p>⇒ Roots fix the plant firmly in to the soil.</p> <p>⇒ They absorb water from the soil.</p> <p>⇒ Some roots store food for the plant.</p> <p><b>Uses of roots to man</b></p> <ul style="list-style-type: none"><li>- Some roots act as food.</li><li>- Some roots are used as herbal medicine.</li><li>- Some roots</li></ul> | <p><b>The learner;</b></p> <p>1. states the uses of roots the plant, man and the soil/ environment</p> <p><b>The learner;</b></p> <p>1. states the uses of roots the plant, man and the soil/ environment</p> | <p><b>The learner</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to uses of roots</p> <p>2. Reads, internalize and writes texts and questions related to uses of roots.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Stating the uses of roots to plants, people and soil.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Cassava tubers, sweet potato tubers, carrots.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

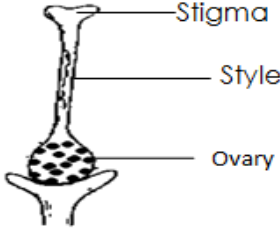
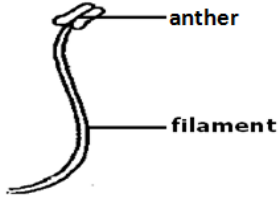
|   |   |            |       |  |  |  |   |   |   |   |   |  |
|---|---|------------|-------|--|--|--|---|---|---|---|---|--|
|   |   |            |       | <p>provide fire wood to people when dry.</p> <ul style="list-style-type: none"><li>- Some roots are sold for money.</li></ul> <p><b>Uses of roots to man</b></p> <ul style="list-style-type: none"><li>- Roots hold the soil particles together hence controlling soil erosion.</li></ul>  |  |  |   |   |   |   |   |  |
| 2 | 6 | Plant life | Stems | <p><b>Stems</b></p> <p><b>Types Of Stems</b></p> <p>1. Upright or erect stems</p> <p>2. Underground stems</p> <p>3. Weak stems.</p> <p><b>1. Upright Or Erect stems.</b></p> <ul style="list-style-type: none"><li>▪ They grow straight in space e.g. woody plants,</li></ul> <p><b>2. Underground or storage stems</b></p> <p>⇒ These are stems</p> | <p><b>The learner;</b></p> <p>1. Names the types of stems</p> <p>2. Gives the examples of the different types of stems.</p> <p>3. Describes the categories of underground stems.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to stems.</p> <p>2. Reads, internalize and writes texts and questions related to stems</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Brain</p> | <p>Naming the types of stems.</p> <p>Giving examples of the different types of stems.</p> <p>Describing the different</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Different types of stems availed in class.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |            |       |  |   |  |                  |                                  |               |                    |               |  |
|---|---|------------|-------|--|---|--|------------------|----------------------------------|---------------|--------------------|---------------|--|
|   |   |            |       | <p>which grow underground and store food e.g. Stem tubers, Bulbs &amp; Rhizomes</p> <p><b>Characteristics of underground STEMS</b><br/>⇒ They have scale leaves.</p> <p><b>Categories of underground stems</b><br/> <b>a) Stem tubers</b> e.g. white yams and Irish potatoes.<br/> <b>b) Corms</b> e.g. cocoyam, crocus and gladiolus.<br/> <b>c) Bulbs</b> e.g. onions, garlic and Spider lily<br/> <b>d) Rhizomes</b> e.g. ginger, turmeric, cannalilly and grass such as coach grass.</p> |   |  | storming         | categories of underground stems. |               |                    |               |  |
| 2 | 7 | Plant life | Stems | <p><b>Weak stems</b><br/>⇒ These are weak stems which</p>  | <p><b>The learner;</b><br/>1. Describes weak stems.</p> | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes</p> | Guided discovery | Describing plants with weak      | Appreciation. | Different types of | Mk. Int. sci. |  |


|  |  |  |  |  |  |   |  |  |  |                                |   |  |
|--|--|--|--|--|--|---|--|--|--|--------------------------------|---|--|
|  |  |  |  | <p>cannot support themselves upright.<br/>⇒ To get enough sunlight.</p> <p><b>Groups of weak stems</b></p> <ol style="list-style-type: none"> <li>1. Climbing stems e.g. passion fruits,</li> <li>2. Creeping stems</li> </ol> <p><b>How weak stems climb others</b></p> <p><b>1. By using tendrils</b><br/>⇒ The lateral bud of a plant or the leaf tip develops into a tendril.</p> <p><b>Examples of plants which use tendrils</b><br/>Passion fruits, gourds, cowpeas, pumpkins, cucumber</p> <p><b>2. By using hooks</b><br/>⇒ Some plants have downward pointing thorns.</p> <p><b>3. By twining or clasping.</b><br/>⇒ Plants clasp their stems around a support.</p> | <ol style="list-style-type: none"> <li>2. Gives examples of weak stems.</li> <li>3. Mentions ways plants with weak stems use to climb others.</li> </ol> | <p>and demonstrates meaning of words related to stems e.g. erect, weak stems and underground stems.</p> <p>2. Reads, internalize and writes texts and questions related to stems.</p> | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>stems.</p> <p>Giving examples of plants with weak stems.</p> <p>Mentioning ways used by weak stems to climb others.</p> | <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>stems availed in class.</p> | <p>pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
|--|--|--|--|--|--|---|--|--|--|--------------------------------|---|--|

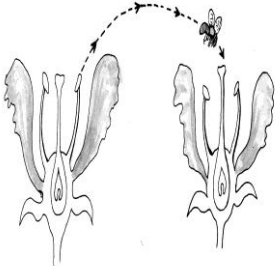
|   |   |            |                    |  |   |  |   |  |  |  |  |  |
|---|---|------------|--------------------|--|---|--|---|--|--|--|--|--|
| 3 | 1 | Plant life | Functions of stems | <b>FUNCTIONS OF A STEM TO A PLANT</b> <ol style="list-style-type: none"> <li>1. They hold the leaves on a plant.</li> <li>2. They hold the flowers for proper pollination.</li> </ol> <b>USES OF STEMS TO ANIMALS</b> <ol style="list-style-type: none"> <li>1. Most stems are used for timber and firewood.</li> <li>2. Some stems are used as herbal medicines.</li> <li>3. Stems are used as food for animals.</li> <li>4. People use stems as firewood.</li> </ol> | <b>The learner;</b> <ol style="list-style-type: none"> <li>1. gives the uses of stems to ;               <ol style="list-style-type: none"> <li>a) plants</li> <li>b) people</li> <li>c) animals</li> </ol> </li> </ol> | <b>The learner;</b> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to stems e.g. erect, weak stems and underground stems.</li> <li>2. Reads, internalize and writes texts and questions related to functions of stems</li> </ol> | Guided discovery<br><br>Discussion<br><br>Observation<br><br>Brain storming | Giving the uses of stems to plants, people and animals.. | Appreciation.<br><br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | Weak stems collected from the environment. | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |
| 3 | 2 | Plant life | flowers            | <b>FLOWERS</b><br>⇒ A flower is a reproductive part of a flowering plant.<br><b>The external</b>   | <b>The learner;</b> <ol style="list-style-type: none"> <li>1. Defines a flower.</li> <li>2. Draws the internal parts of a flower.</li> <li>3. Name parts of</li> </ol>  | <b>The learner;</b> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to parts of a flower.</li> </ol>  | Guided discovery<br><br>Discussion  | Defining a flower.<br><br>Drawing and labeling           | Appreciation.<br><br>Care  | Flowers from the environment.              | Mk. Int. sci. pbk 4                                |  |



|   |   |            |                         |   |  |  |                                   |   |   |                   |                         |  |
|---|---|------------|-------------------------|---|--|--|-----------------------------------|---|---|-------------------|-------------------------|--|
|   |   |            |                         | <p><b>structure of a flower</b></p> <ul style="list-style-type: none"> <li>- Sepals</li> <li>- petals</li> </ul> <p><b>The internal structure of a flower</b></p> <ul style="list-style-type: none"> <li>- pistil</li> <li>- stamen</li> </ul> <p><b>a) Pistil</b></p>  <p><b>b). The Stamen</b><br/>         ⇒ The stamen is the male part of a flower.</p> <p><b>Illustration</b></p>  | a flower.  | 2. Reads, internalize and writes texts and questions related to parts of a flower.           | Observation<br><br>Brain storming | the parts of a flower.                        | Awareness<br><br>Fluency<br><br>Concern |                   | Int. sci. syllabus bk 4 |  |
| 3 | 3 | Plant life | Functions of parts of a | <p><b>FUNCTIONS OF EACH PART</b></p> <p><b>i) Petals</b><br/>         ⇒ Petals are</p>  | <p><b>The learner;</b><br/>         1. States the function of each part of a flower.</p> | <p><b>The learner;</b><br/>         1. Pronounces, spells, reads writes and demonstrates</p> | Guided discovery                  | Sating the function of each part of a flower. | Appreciation.<br><br>Care               | The environment.. | Mk. Int. sci. pbk 4     |  |

|          |          |                   |                    |  |                                  |   |  |                       |  |              |                         |  |
|----------|----------|-------------------|--------------------|--|----------------------------------|---|--|-----------------------|--|--------------|-------------------------|--|
|          |          |                   | <b>flower</b>      | <p>brightly coloured to attract pollinators</p> <p><b>Pistil or Carpel</b></p> <p>⇒ The pistil is the female part of a flower</p> <p>⇒ It is made up of three main parts; namely Ovary, Stigma and Style</p> <p><b>USES OF FLOWERS TO PEOPLE</b></p> <p>⇒ Flowers are used to get insecticides.</p> <p>⇒ They are used for decoration on various functions.</p> <p>⇒ They are used to get dye.</p> <p>⇒ Flowers are used to make perfumes.</p> |                                  | <p>meaning of words related to parts of a flower.</p> <p>2. Reads, internalize and writes texts and questions related to parts of a flower.</p> | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> |                       | <p>Awareness</p> <p>Fluency</p> <p>Concern</p> |              | Int. sci. syllabus bk 4 |  |
| <b>3</b> | <b>4</b> | <b>Plant life</b> | <b>Pollination</b> | <b>POLLINATION</b><br>⇒ Pollination is the   | <b>The learner</b><br>1. Defines | <b>The learner;</b><br>1. Pronounces,   | Guided discovery   | Defining pollination. | Appreciation.                                  | Flowers from | Mk. Int.                |  |

|  |  |  |  |   |   |  |  |  |  |   |  |  |
|--|--|--|--|---|---|--|--|--|--|---|--|--|
|  |  |  |  | <p>transfer of pollen grains from the anthers to the stigma.</p> <p><b>TYPES OF POLLINATION</b></p> <ol style="list-style-type: none"> <li>1. Self-pollination</li> <li>2. Cross pollination</li> </ol> <p><b>Self-pollination</b></p> <p>⇒ This is the transfer of pollen grains from the anthers of a flower to the stigma of the same flower or another flower on the same plant.</p> <p><b>Illustration</b></p>  <p><b>HOW THE FLOWER IS ADAPTED (SUITED) FOR SELF POLLINATION</b></p> <p>⇒ The anthers and stigma mature at the same time e.g. the conifers.</p> <p>⇒ The flower remains</p> | <p>pollination.</p> <ol style="list-style-type: none"> <li>2. Names and describes the types of pollination.</li> <li>3. States the adaptation of some flowers to self pollination.</li> </ol> | <p>spells, reads writes and demonstrates meaning of words related to pollination.</p> <ol style="list-style-type: none"> <li>2. Reads, internalize and writes texts and questions related to pollination.</li> </ol> | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Naming the types of pollination.</p> <p>Describing self pollination.</p> <p>Stating the adaptation of some flowers to self pollination.</p> | <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>the environment.</p> <p>A chart showing an illustration of self pollination.</p> | <p>sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
|--|--|--|--|---|---|--|--|--|--|---|--|--|

|   |   |            |                   |  |   |   |  |  |   |   |   |  |
|---|---|------------|-------------------|--|---|---|--|--|---|---|---|--|
|   |   |            |                   | closed until self-pollination has taken place e.g. the conifers  |   |   |  |  |   |   |   |  |
| 3 | 5 | Plant life | Cross pollination | <p><b>Cross pollination</b><br/>⇒ This is the transfer of pollen grains from the anthers of a flower to the stigma of another flower on another plant of the same species.</p> <p><b>Illustration</b></p>  <p><b>HOW THE FLOWER IS ADOPTED (SUITED) FOR CROSS POLLINATION</b><br/>⇒ The male and female flowers occur on the same plant e.g. in maize<br/>⇒ The male and</p> | <p><b>The learner;</b><br/>1. Describes cross pollination.<br/>2. States the adaptation f some flowers to cross pollination.<br/>3. Identifies the agents of pollination.</p> | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes and demonstrates meaning of words related to cross pollination.<br/>2. Reads, internalize and writes texts and questions related to cross pollination.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Describing cross pollination.</p> <p>Stating the adaptation of some flowers to cross pollination.</p> <p>Identifying the agents of pollination.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Flowers from the environment.</p> <p>A chart showing cross pollination</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |            |   |   |   |  |  |   |   |   |   |  |
|---|---|------------|---|---|---|--|--|---|---|---|---|--|
|   |   |            |   | <p>female flowers occur on separate plants e.g. in papaws.</p> <p><b>AGENTS OF POLLINATION</b></p> <p>⇒ Agents of pollination are things responsible for the transfer of pollen grains to the stigma.</p> <p><b>Agents of pollination</b></p> <ol style="list-style-type: none"> <li>1. Insects</li> <li>2. wind</li> <li>3. water</li> <li>4. Animals e.g. bats</li> <li>5. Birds</li> </ol> |   |  |  |   |   |   |   |  |
| 3 | 6 | Plant life | <p><b>CCCs of insect/ wind pollinated flowers</b></p> | <p><b>CHARACTERISTICS OF INSECT POLLINATED FLOWERS</b></p> <p>⇒ They are scented flowers.</p> <p>⇒ They produce less sticky pollen.</p> <p>⇒ They are have brightly coloured petals.</p> <p>⇒ <b>CHARACTERISTICS OF WIND POLLINATED</b></p>   | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Mentions the <b>CCCs</b> of wind and insect pollinated flowers.</li> <li>2. States the importance of pollination.</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to pollination.</li> <li>2. Reads, internalize and writes texts and questions related to pollination.</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> | <p>Mentioning the CCCs of wind and insect pollinated flowers.</p> <p>Stating the importance of pollination.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Flowers from the environment.</p> <p>A chart showing cross pollination</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

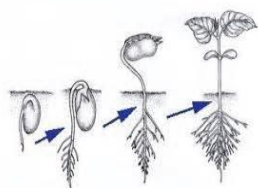
|   |   |            |       |  |   |   |   |   |  |   |   |  |
|---|---|------------|-------|--|---|---|---|---|--|---|---|--|
|   |   |            |       | <p><b>FLOWERS.</b></p> <p>⇒ The petals have dull colours.</p> <p>⇒ The flowers do not produce nectar.</p> <p>⇒ They produce a lot of pollen grains.</p> <p><b>IMPORTANCE OF POLLINATION</b></p> <p>⇒ Pollination allows fertilization to take place in farmers' crops.</p> <p>⇒ Pollination allows high yield in farmers' harvest.</p> |   |   | Brain storming                            | Identifying the agents of pollination.  |  |   |   |  |
| 3 | 7 | Plant life | SEEDS | <p><b>SEEDS</b></p> <p>A seed is a fertilized mature ovule.</p> <p><b>Classification of seeds</b></p> <p>a) Monocotyledonous seeds</p> <p>b) Dicotyledonous seeds</p> <p><b>Monocotyledonous</b></p>   | <p><b>The learner;</b></p> <p>1. Defines a seed.</p> <p>2. Mentions types of seeds.</p> <p>3. Describes monocotyledonous seeds.</p> <p>4. States the CCCs of monocots with relevant</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to seeds like dicot and monocots.</p> <p>2. Reads, internalize and writes texts and</p> | <p>Guided discovery</p> <p>Discussion</p> | <p>Defining a seed.</p> <p>Mentioning the types of seeds.</p> <p>Describing monocotyl</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> | <p>Different grains such as maize, millet, sorghum.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci.</p> |  |

|   |   |            |                |   |   |  |  |  |   |  |   |  |
|---|---|------------|----------------|---|---|--|--|--|---|--|---|--|
|   |   |            |                | <p>⇒ Monocotyledonous seeds are seeds that have one cotyledon.</p> <p><b>Examples of monocotyledonous seeds</b></p> <ol style="list-style-type: none"> <li>1. maize</li> <li>2. millet</li> <li>3. sorghum</li> <li>4. barley</li> <li>5. rice</li> </ol> <p><b>A structure of maize grain</b></p>                      | examples.   | questions related to seeds   | <p>Observation</p> <p>Brain storming</p>                     | <p>edonous seeds.</p> <p>Stating the CCCs of Monocots with relevant examples.</p>                                  | Concern   |  | syllabus bk 4   |  |
| 4 | 1 | Plant life | Dicotyledonous | <p><b>Dicotyledonous seeds</b></p> <p>⇒ These are seeds that have two cotyledons.</p> <p><b>Examples include</b></p> <ol style="list-style-type: none"> <li>1. beans</li> <li>2. peas</li> <li>3. soya</li> <li>4. Ground nuts</li> </ol> <p><b>A structure of a bean seed</b></p> <p><b>Functions of each part</b></p> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Describes dicotyledonous seeds.</li> <li>2. Gives examples of dicotyledonous seeds.</li> <li>3. States the CCC of dicotyledonous seeds.</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous seeds.</li> <li>2. Reads, internalize and writes texts and questions related to dicotyledonous seeds.</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> | <p>Describing dicotyledonous seeds.</p> <p>Giving examples of dicotyledonous seeds.</p> <p>Stating the CCCs of</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Bean seeds, soya or ground nut seeds.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |            |                  |  |   |  |   |  |   |  |   |  |
|---|---|------------|------------------|--|---|--|---|--|---|--|---|--|
|   |   |            |                  | <p>1. <b>Plumule</b> – develops into shoot system</p> <p>2. <b>Radicle</b> – develops into root system</p> <p>3. <b>Testa</b>– protects the internal parts from damage.</p> <p>4. <b>Cotyledon</b>- It stores food for the seed.</p> <p>5. <b>Endosperm</b> stores food for the embryo</p>   |   |  | Brain storming  | dicotyledonous seeds   |   |  |   |  |
| 4 | 2 | Plant life | Seed Germination | <p><b>Seed Germination</b><br/>⇒ Germination is the development of a seed embryo into a young plant.<br/>⇒ A seedling is a young plant</p> <p><b>Condition for germination</b></p> <p><b>Water</b><br/>- Softens the testa for the radicle to come out.</p> <p><b>Warmth</b><br/>- for respiration</p> <p><b>Oxygen</b><br/>- provides the right temperature</p> | <p><b>The learner;</b><br/>1. Defines the term germination.<br/>2. Mentions the conditions for seed germination.<br/><br/>3. Describes the importance of each condition necessary for seed germination.</p> | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes and demonstrates meaning of words related to seed germination<br/>2. Reads, internalize and writes texts and questions related to Seed germination.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Brain</p> | <p>Defining the term germination.</p> <p>Mentioning the conditions for seed germination.</p> <p>Describing the</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Germinating seeds.</p> <p>A chart showing seed germination.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |



|   |   |            |                      |   |   |   |  |  |  |  |   |  |
|---|---|------------|----------------------|---|---|---|--|--|--|--|---|--|
|   |   |            |                      | <p>for the germinating seed.</p> <p><b>Steps under gone by a seed during germination</b></p> <p>⇒ The seed absorbs water through the micropyle and swells.</p> <p>⇒ Testa softens swells and opens for the radicle to pass out.</p> <p>⇒ The radicle comes out of the seed to form the root system.</p> <p>⇒ The Plumule comes out to grow into the shoot system.</p> |   |   | storming   | importance of each condition of seed germination.  |  |  |   |  |
| 4 | 3 | Plant life | Types of germination | <p><b>Types of germination</b></p> <ul style="list-style-type: none"> <li>- Epigeal germination</li> <li>- Hypogeal germination</li> </ul> <p><b>Epigeal germination</b></p> <ul style="list-style-type: none"> <li>- This is the type in which the cotyledon comes out of the ground.</li> </ul> <p><b>A bean seed</b></p>   | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. The learner identifies the types of germination.</li> <li>2. Describes each type of germination.</li> <li>3. Illustrates to show the two types of germination.</li> <li>4. Mentions</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to seed germination</li> <li>2. Reads, internalize and writes texts and questions related to Seed germination.</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observati</p> | <p>Identifying the types of seed germination.</p> <p>Describing epigeal germination.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> | <p>A chart showing seed germination.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk</p> |  |



**Examples of seeds that undergo epigeal germination**

Beans Ground nuts

**Hypogeal germination**

- This is type of germinations in which a cotyledon remains under ground.

**Illustration**

**Examples of seeds that undergo hypogeal germination**

Maize  
Rice

examples of seeds that undergo each type of germination.

on

Brain storming

Illustrating the types of seed germination.

Mentioning examples of seeds that undergo each type of seed germination.

Concern

4

|   |   |            |                                  |   |   |   |   |  |   |  |                            |  |
|---|---|------------|----------------------------------|---|---|---|---|--|---|--|----------------------------|--|
| 4 | 4 | Plant life | Seed viability and seed dormancy | <p><b>Seed viability and seed dormancy</b></p> <p>- Seed viability is the ability of a seed to germinate given the necessary conditions.</p> <p><b>Characteristics of</b></p> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines seed viability.</li> <li>2. States the <b>CCCs</b> of a viable seed.</li> <li>3. Gives the meaning of</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words seed viability and seed dormancy germination</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> | <p>Defining seed viability.</p> <p>Stating the <b>CCCs</b> of a viable</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> | <p>A chart showing an experiment on seed viability seed vi</p> | <p>Mk. Int. sci. pbk 4</p> |  |
|---|---|------------|----------------------------------|---|---|---|---|--|---|--|----------------------------|--|

[illegible]

|   |   |               |       |   |   |   |                  |   |                                  |             |                     |  |
|---|---|---------------|-------|---|---|---|------------------|---|----------------------------------|-------------|---------------------|--|
|   |   |               |       | <p>provide hard wood for timbers.</p> <p>⇒ Plants provide oxygen to animals.</p> <p><b>Uses of plants to animals</b></p> <p>⇒ Some plants provide food to animals.</p> <p>⇒ Plants provide shelter to some animals.</p> <p>⇒ Plants provide animals with oxygen for respiration.</p> <p><b>Importance of plants to the environment</b></p> <p>⇒ Plants help in the formation of rainfall.</p> <p>⇒ Plants help to purify air by absorbing carbon dioxide.</p> |   | dormancy  | Brain storming   |   |                                  |             |                     |  |
| 4 | 6 | Growing crops | crops | <p>⇒A crop is a plant that is grown and cared for a particular purpose.</p> <p><b>Groups of crops (categories of</b></p>  | <p><b>The learner;</b></p> <p>1. Names the examples of common crops.</p> <p>2. Identifies the</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to crops.</p> | Guided discovery | <p>Naming examples of crops.</p> <p>Identifying</p> | <p>Appreciation.</p> <p>Care</p> | Environment | Mk. Int. sci. pbk 4 |  |

|   |   |              |              |  |  |  |   |  |  |  |                         |  |
|---|---|--------------|--------------|--|--|--|---|--|--|--|-------------------------|--|
|   |   |              |              | <b>crops)</b><br>1. Annual crops<br>2. perennial crops<br><b>a) Annual crops:</b><br>These are crops which mature and harvested within one year.<br><b>Examples of annual crops</b><br>Sun flower<br>sorghum<br>Beans<br>Peas<br>maize<br>Ground nuts<br><b>Perennial crops:</b><br>These are crops that are harvested year after year.<br><b>Examples of perennial crops</b><br>Coffee crop<br>tea crop<br>banana crop. | groups of crops.<br><br>3. Mention examples of crops under each group.                               | 2. Reads, internalize and writes texts and questions related to crops.   | Discussion<br><br>Observation<br><br>Brain storming | the groups of crops.<br><br>Mentioning examples of crops under each group. | Awareness<br><br>Fluency<br><br>Concern    |  | Int. sci. syllabus bk 4 |  |
| 4 | 7 | Crop growing | Garden tools | <b>Garden tools</b><br><b>Examples of garden tools.</b> <ul style="list-style-type: none"> <li>- Hoe</li> <li>- Spade</li> <li>- Axe</li> <li>- Rake</li> </ul>  | <b>The learner;</b><br>1. mentions the common tools<br>Draws their structures and states their uses. | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to garden tools | Guided discovery<br><br>Discussion                  | Mentioning the common tools.<br><br>Drawing                                | Appreciation.<br><br>Care<br><br>Awareness | Illustrations of different garden tools. | Mk. Int. sci. pbk 4     |  |

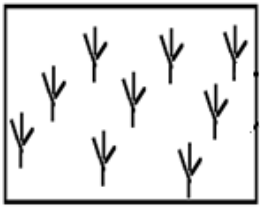
|   |   |              |                   |   |   |   |   |   |  |  |  |  |
|---|---|--------------|-------------------|---|---|---|---|---|--|--|--|--|
|   |   |              |                   | <ul style="list-style-type: none"> <li>- Wheel barrow</li> <li>- Watering can</li> <li>- Slasher</li> </ul> <b>Their structure and uses.</b>  |   | 2. Reads, internalize and writes texts and questions related to garden tools.   | Observation<br><br>Brain storming   | the structure of different garden tools.<br><br>Stating the uses of different garden tools.   | Fluency<br><br>Concern   | Where possible , real garden tools brought to class.   | Int. sci. syllabus bk 4                            |  |
| 5 | 1 | Crop growing | More garden tools | <b>More Garden tools Examples of garden tools.</b> <ul style="list-style-type: none"> <li>- Forked hoe</li> <li>- Watering can</li> <li>- Trowel</li> <li>- Garden fork</li> <li>- Pick axe</li> </ul> <b>Their structure and uses.</b> | <b>The learner;</b><br>1. mentions the common tools<br>2. Draws their structures and states their uses. | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to garden tools<br>2. Reads, internalize and writes texts and questions related to garden tools. | Guided discovery<br><br>Discussion<br><br>Observation<br><br>Brain storming | Mentioning the common tools.<br><br>Drawing the structure of different garden tools.<br><br>Stating the uses of different garden tools. | Appreciation.<br><br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | Illustrations of different garden tools.<br><br>Where possible , real garden tools brought to class. | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |
| 5 | 2 | Crop growing | More garden tools | <b>More Garden tools Examples of garden tools</b>   | <b>The learner;</b><br>1. mentions the  | <b>The learner;</b><br>1. Pronounces,   | Guided discovery  | Mentioning the  | Appreciation.  | Illustrations of   | Mk. Int.   |  |



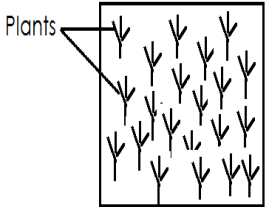
|   |   |              |                      |  |   |  |                  |  |                       |                 |                     |  |
|---|---|--------------|----------------------|--|---|--|------------------|--|-----------------------|-----------------|---------------------|--|
|   |   |              |                      | <p>a brown coloured substance called rust.</p> <p><b>Conditions that favour rusting to take place</b></p> <ol style="list-style-type: none"> <li>1. Oxygen</li> <li>2. Moisture</li> </ol> <p><b>Dangers of rusting on metals</b></p> <ol style="list-style-type: none"> <li>1. Rusting makes tools weak and worn out.</li> <li>2. Rusting makes some tools blunts thus leading to wearing due to increased friction.</li> </ol> <p><b>Control of rusting</b></p> <p>⇒ By painting metallic garden tools.</p> <p>⇒ By keeping tools in cool dry places.</p> <p>⇒ By oiling or greasing some tools.</p> |   |  | Brain storming   | different garden tools.                |                       |                 |                     |  |
| 5 | 4 | Crop growing | Crop Growing Practic | <p><b>Crop Growing Practices</b></p> <p>⇒Crop growing practices are</p>  | <p><b>The learner,</b></p> <p>1. Mentions the crop growing practices.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates</p> | Guided discovery | Mentioning the crop growing practices. | Appreciation.<br>Care | The environment | Mk. Int. sci. pbk 4 |  |




|   |   |             |    |   |  |  |  |   |  |            |                         |  |
|---|---|-------------|----|---|--|--|--|---|--|------------|-------------------------|--|
|   |   |             | es | <p>activities involved in the production of food e.g.</p> <ol style="list-style-type: none"> <li>1. Land preparation</li> <li>2. Selecting seeds for planting</li> <li>3. Planting or sowing</li> <li>4. Transplanting</li> </ol> <p><b>Land preparation</b></p> <ul style="list-style-type: none"> <li>- This is the first stage in a food path usually done in the dry season.</li> </ul> <p><b>Activities involved during land preparation</b></p> <ul style="list-style-type: none"> <li>⇒ Cutting down trees using an axe or panga.</li> <li>⇒ Controlled bush burning.</li> </ul> <p><b>Ploughing land</b></p> <ul style="list-style-type: none"> <li>⇒ It is done using a tractor, ox-plough, hoes, and forked hoe.</li> <li>⇒ Ploughing the land is done to make the soil loose and soft</li> </ul> | <ol style="list-style-type: none"> <li>2. Describes land preparation.</li> <li>3. States the different activities done during land preparation.</li> </ol> | <p>meaning of words related to crop growing practices.</p> <ol style="list-style-type: none"> <li>2. Reads, internalize and writes texts and questions related to crop growing practices.</li> </ol> | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Describing land preparation</p> <p>Stating the different activities done during land preparation</p> | <p>Awareness</p> <p>Fluency</p> <p>Concern</p> |            | Int. sci. syllabus bk 4 |  |
| 5 | 5 | Crop growin |    | <p><b>Planting</b></p> <p>⇒ This refers to</p>  | <p><b>The learner;</b></p> <p>1. Describe the</p>  | <p><b>The learner;</b></p> <p>1. Pronounces,</p>   | Guided discovery   | Describing the term   | Appreciation.                                  | The school | Mk. Int.                |  |

|   |   |              |                            |  |  |  |  |  |  |                                 |  |  |
|---|---|--------------|----------------------------|--|--|--|--|--|--|---------------------------------|--|--|
|   |   | g            |                            | <p>putting seeds in holes and covering with soil.</p> <p><b>Example of planting materials</b></p> <p>- Seeds, suckers, stem cuttings, bulbs</p> <p><b>Qualities of good planting materials</b></p> <p>⇒ They should be mature and healthy.</p> <p>⇒ The seeds should not be broken.</p> <p>⇒ They should be of desired characteristics.</p> <p><b>Methods of planting</b></p> <p>1. <b>Row planting.</b> This is the planting of seeds or crops in lines.</p>  | <p>term planting.</p> <p>2. Mentions examples of planting materials.</p> <p>3. Identifies the methods of planting.</p> | <p>spells, reads writes and demonstrates meaning of words related to planting</p> <p>2. Reads, internalize and writes texts and questions related to planting.</p> | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>planting</p> <p>Mentioning examples of planting materials.</p> <p>Identifies the methods of planting.</p> | <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>dem. Garden .</p>            | <p>sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| 5 | 6 | Crop growing | Advantages of row planting | <p><b>Advantages of row planting method</b></p> <p>⇒ It makes weeding easy.</p> <p>⇒ It controls easy</p>  | <p><b>The learner;</b></p> <p>1. States the advantages and disadvantages</p>   | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words</p>  | Guided discovery   | <p>Stating the advantage and disadvantages of row</p>  | <p>Appreciation.</p> <p>Care</p>                           | <p>The school dem. Garden .</p> | <p>Mk. Int. sci. pbk 4</p>                       |  |

|   |   |                     |                     |   |  |  |  |   |   |                                 |                                |  |
|---|---|---------------------|---------------------|---|--|--|--|---|---|---------------------------------|--------------------------------|--|
|   |   |                     | <b>method</b>       | <p>spread of diseases and pests.</p> <p>⇒ It makes harvesting easy.</p> <p>⇒ It prevents wastage of seeds and other planting materials.</p> <p>⇒ It allows proper spacing of crops.</p> <p><b>Disadvantages of raw planting</b></p> <p>⇒ It needs a lot of labour.</p> <p>⇒ It allows proper spacing of crops.</p> <p><b>Examples of crops planted by raw planting</b></p> <ol style="list-style-type: none"> <li>1. Maize</li> <li>2. Pineapples</li> <li>3. Beans</li> <li>4. Potatoes</li> <li>5. Cassava</li> </ol> | <p>of raw planting.</p> <p>2. Mentions examples of crops that can be planted in rows.</p>  | <p>related to row planting</p> <p>2. Reads, internalize and writes texts and questions related to row planting</p>   | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>planting.</p> <p>Mentioning examples of crops that can be planted in rows.</p> | <p>Awareness</p> <p>Fluency</p> <p>Concern</p>    |                                 | <p>Int. sci. syllabus bk 4</p> |  |
| 5 | 7 | <b>Crop growing</b> | <b>Broadcasting</b> | <p><b>Broadcasting</b></p> <p>- This is the planting of seeds by throwing them using the hand in a garden.</p>  | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. The learner describes broadcasting method.</li> <li>2. States the advantages</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to broadcasting</li> </ol> | <p>Guided discovery</p> <p>Discussion</p>                  | <p>Describing the advantage and disadvantages of broadcasting</p>                 | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> | <p>The school dem. Garden .</p> | <p>Mk. Int. sci. pbk 4</p>     |  |

|   |   |              |               |  |   |  |  |  |                                  |                                 |                                |  |
|---|---|--------------|---------------|--|---|--|--|--|----------------------------------|---------------------------------|--------------------------------|--|
|   |   |              |               | <p><b>Illustration</b></p>  <p><b>Crops planted by broadcasting method</b></p> <ol style="list-style-type: none"> <li>1. Simsim</li> <li>2. Millet</li> </ol> <p><b>Advantages of broadcasting method</b></p> <ul style="list-style-type: none"> <li>⇒ It saves time.</li> <li>⇒ It does not need a lot of labour.</li> </ul> <p><b>Disadvantages of broadcasting method</b></p> <ul style="list-style-type: none"> <li>⇒ It can lead to easy spread of diseases.</li> <li>⇒ Many times, crops do not yield as expected.</li> </ul> | <p>and disadvantages of broadcasting method.</p> <p>3. Names the examples of crops that can be planted by broadcasting.</p> | <p>method.</p> <p>2. Reads, internalize and writes texts and questions related to broadcasting method.</p>   | <p>Observation</p> <p>Brain storming</p> | <p>ng method.</p> <p>Stating the advantage and disadvantages of broadcasting method.</p> <p>Naming examples crops that can be broadcasted.</p> | <p>Fluency</p> <p>Concern</p>    |                                 | <p>Int. sci. syllabus bk 4</p> |  |
| 6 | 1 | Crop growing | A nursery bed | <p><b>A nursery bed</b></p> <p>⇒ A nursery bed is a place where seedlings are raised.</p>  | <ol style="list-style-type: none"> <li>1. Defines a nursery bed.</li> <li>2. Mentions examples of crops that can</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words</li> </ol> | <p>Guided discovery</p>                  | <p>Defining a nursery bed.</p>   | <p>Appreciation.</p> <p>Care</p> | <p>The school dem. Garden .</p> | <p>Mk. Int. sci. pbk 4</p>     |  |

|   |   |              |                |  |  |   |  |   |  |   |                                |  |
|---|---|--------------|----------------|--|--|---|--|---|--|---|--------------------------------|--|
|   |   |              |                | <p><b>Crops that can be raised on a nursery bed</b><br/>Coffee, onions</p> <p><b>Structure of a nursery bed</b></p> <p><b>Importance of a nursery bed</b><br/>⇒ It protects seedlings from too much direct sunshine.<br/>⇒ It protects seedlings from too much wind and rainfall.</p> <p><b>Transplanting</b><br/>⇒ Transplanting is the transfer of seedlings from a nursery bed to the main garden.<br/>⇒ Transplanting is best done in the evening because there is little loss of water through transpiration.</p> | <p>be grown on a nursery bed.<br/>3. States the importance of a nursery bed to the seedlings and the farmer.</p> | <p>related to a nursery bed.<br/>2. Reads, internalize and writes texts and questions related to a nursery bed.</p> | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Mentioning examples of crops that can be raised on a nursery bed.</p> <p>States the importance of a nursery bed.</p> | <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>A chart showing<br/>A nursery bed.</p> | <p>Int. sci. syllabus bk 4</p> |  |
| 6 | 2 | Crop growing | Ways of caring | <p><b>Ways of caring for plants</b><br/>Weeding</p>  | <p><b>The learner;</b><br/>1. Mentions the different ways of</p>   | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes</p>  | <p>Guided discovery</p>                                    | <p>Mentioning different ways of</p>   | <p>Appreciation.</p>                           | <p>The school dem.</p>                    | <p>Mk. Int. sci.</p>           |  |

|   |   |              |            |   |  |  |  |  |  |   |   |  |
|---|---|--------------|------------|---|--|--|--|--|--|---|---|--|
|   |   |              | for plants | <p>Staking<br/>Spraying<br/>Pruning<br/>Thinning<br/><b>Staking</b><br/>⇒ Staking is the giving of extra support to the plants with stems.<br/>⇒ Staking can be done on tomatoes.</p>  <p><b>Examples of crops that can be staked</b></p> <ol style="list-style-type: none"> <li>1. Coffee</li> <li>2. Tomatoes</li> </ol> | <p>caring for crops.<br/>2. Describes the meaning of staking and propping,<br/>4. Names examples of crops that can be staked or propped.</p> | <p>and demonstrates meaning of words related caring for crops.<br/>2. Reads, internalize and writes texts and questions related to care for crops.</p> | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>caring for crops.</p> <p>Describing the meaning of staking.</p> <p>Naming examples of crops that can be staked.</p> | <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Garden .</p> <p>A chart showing A nursery bed.</p> | <p>pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| 6 | 3 | Crop growing | Weeding    | <p><b>Weeding</b><br/>a) Weeding is the removal of plants from an area where they are not wanted.</p>   | <p><b>The learner;</b><br/>1. Defines weeding.<br/>2. Mentions examples of weeds.</p>  | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes and demonstrates meaning of words related to</p>  | <p>Guided discovery</p>                                    | <p>Mentioning different ways of caring for crops.</p>  | <p>Appreciation.</p> <p>Care</p>                           | <p>The school dem. Garden .</p>                       | <p>Mk. Int. sci. pbk 4</p>                  |  |

|   |   |              |                      |  |   |  |  |   |  |  |                                |  |
|---|---|--------------|----------------------|--|---|--|--|---|--|--|--------------------------------|--|
|   |   |              |                      | <p><b>Examples of weeds</b></p> <ul style="list-style-type: none"> <li>- nut grass</li> <li>- couch grass</li> </ul> <p><b>Dangers of weeds</b></p> <ul style="list-style-type: none"> <li>- They compete with crops for water and mineral salts</li> <li>- Weeds are hiding places for crop pests.</li> </ul> <p><b>Uses of weeds</b></p> <ul style="list-style-type: none"> <li>⇒ For feeding some farm animals</li> <li>⇒ For thatching houses</li> </ul> <p><b>Ways of controlling weeds.</b></p> <ul style="list-style-type: none"> <li>⇒ By uprooting and burning them</li> <li>⇒ By mulching</li> </ul> <p><b>Gap filling</b></p> <ul style="list-style-type: none"> <li>⇒ Gap filling is the planting of seeds or seedlings in places where they did not germinate.</li> </ul> | <p>3. Identifies garden tools used for weeding.</p> <p>4. Mentions dangers of weeds.</p>  | <p>weeding.</p> <p>2. Reads, internalize and writes texts and questions related to weeding</p>   | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Describing the meaning of staking.</p> <p>Naming examples of crops that can be staked.</p> | <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>A chart showing A weeding tool.</p> | <p>Int. sci. syllabus bk 4</p> |  |
| 6 | 4 | Crop growing | Thinning and pruning | <p><b>Thinning and</b></p> <ul style="list-style-type: none"> <li>⇒ Thinning is the removal of excess seedlings in the garden.</li> </ul> <p><b>Advantages of</b></p>  | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines thinning and pruning.</li> <li>2. States the advantages of thinning and</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to thinning</li> </ol> | <p>Guided discovery</p>                                    | <p>Mentioning different ways of caring for crops.</p>   | <p>Appreciation.</p> <p>Care</p>               | <p>The school dem. Garden .</p>        | <p>Mk. Int. sci. pbk 4</p>     |  |

|   |   |              |          |  |   |  |  |   |  |                                 |                         |  |
|---|---|--------------|----------|--|---|--|--|---|--|---------------------------------|-------------------------|--|
|   |   |              |          | <p><b>thinning crops</b></p> <p>⇒ It creates space for crops to grow</p> <p>⇒ It makes weeding easy</p> <p><b>Commonly thinned crops</b></p> <ol style="list-style-type: none"> <li>1. Cotton</li> <li>2. Sunflower</li> </ol> <p><b>Pruning</b></p> <p>⇒ Pruning is the removal of unwanted parts of a plant.</p> <p><b>Garden tools used for pruning</b></p> <ol style="list-style-type: none"> <li>1. secateurs</li> <li>2. pruning saw</li> </ol> <p><b>Reasons why crop farmers prune their crops</b></p> <p>⇒ To remove hiding places for crop pest</p> <p><b>Plants which are pruned include</b></p> <ol style="list-style-type: none"> <li>1. orange plant</li> <li>2. banana plant</li> </ol> | pruning.  | and pruning<br>2. Reads, internalize and writes texts and questions related to thinning and pruning  | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Describing the meaning of staking.</p> <p>Naming examples of crops that can be staked.</p> | <p>Awareness</p> <p>Fluency</p> <p>Concern</p> |                                 | Int. sci. syllabus bk 4 |  |
| 6 | 5 | Crop growing | Mulching | <p><b>Mulching</b></p> <p>⇒ Mulching is the covering of top soil with dry plant materials in the</p>   | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines mulching.</li> <li>2. States the advantages</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words</li> </ol> | Guided discovery   | <p>Defining mulching.</p> <p>Stating the advantage</p>  | <p>Appreciation.</p> <p>Care</p>               | <p>The school dem. Garden .</p> | Mk. Int. sci. pbk 4     |  |



|  |  |  |  |   |  |   |  |  |  |  |                                |  |
|--|--|--|--|---|--|---|--|--|--|--|--------------------------------|--|
|  |  |  |  | <p>garden.</p> <p><b>Examples of mulches</b><br/>Dry banana leaves</p> <p><b>Advantages of mulching</b><br/>⇒ Mulching keeps moisture in the soil<br/>⇒ Mulching controls soil erosion</p> <p><b>Disadvantages of mulching</b><br/>⇒ Mulches can easily catch fire and burn crops.<br/>⇒ Mulches are hiding places for crop pests e.g. rats.</p> <p><b>Manuring</b><br/>⇒ Manuring is the putting of fertilizers in soil to make it more fertile.<br/>⇒ Or manuring is the act of adding fertilizers into the soil.</p> <p><b>Importance of manure</b><br/>1. Manure makes the soil more fertile.</p> | <p>and disadvantages of mulches.</p> <p>3. Describes manuring.<br/>4. States the importance of manuring.</p> | <p>related to mulching and manuring</p> <p>2. Reads, internalize and writes texts and questions related to mulching and manuring.</p> | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>and disadvantages of mulching.</p> <p>Describing manure.</p> <p>Stating the importance of manuring.</p> | <p>Awareness</p> <p>Fluency</p> <p>Concern</p> |  | <p>Int. sci. syllabus bk 4</p> |  |
|--|--|--|--|---|--|---|--|--|--|--|--------------------------------|--|

|   |   |              |                 |   |  |   |  |  |   |                          |   |  |
|---|---|--------------|-----------------|---|--|---|--|--|---|--------------------------|---|--|
|   |   |              |                 | 2. Manure improves on the expected crop yields.   |  |   |  |  |   |                          |   |  |
| 6 | 7 | Crop growing | CROP HARVESTING | <p><b>CROP HARVESTING</b><br/>⇒ Harvesting is the collection of mature crops from the garden</p> <p><b>Methods of crop harvesting</b><br/>⇒ By uprooting using hands e.g. soya beans, beans, ground nuts</p> <p><b>Storage</b><br/>⇒ This is the keeping of surplus food safely after harvesting<br/>⇒ Seeds and cereals after sun drying them, should be stored properly</p> <p><b>A storage facility (granary)</b><br/><br/>rat guards prevent rats from entering</p> | <p><b>The learner;</b><br/>1. Defines harvesting.<br/>2. Mentions garden tools for harvesting different crops.<br/>3. Identifies ways /methods of harvesting</p> | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes and demonstrates meaning of words related to harvesting.<br/>2. Reads, internalize and writes texts and questions related to care for crops.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Defining the term harvesting.</p> <p>Mentioning garden tools for harvesting.</p> <p>Identifying ways/ methods of harvesting</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | The school dem. Garden . | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |              |  |  |  |   |   |  |   |                                 |   |  |  |
|---|---|--------------|--|--|--|---|---|--|---|---------------------------------|---|--|--|
|   |   |              |  | <p>into the granary</p> <p><b>Reasons for storing food</b></p> <p>⇒ To prevent wastage of food</p> <p>⇒ To sell it when there is good market</p> <p><b>Conditions for proper storage of food</b></p> <p>⇒ The seeds or grains should be stored when they are dry</p>   |  |   |   |  |   |                                 |   |  |  |
| 7 | 1 | Crop growing |  | <p><b>Record keeping</b></p> <p>⇒ This is a practice where a farmer writes down all the activities done on the farm.</p> <p>⇒ Farm records are written information about various activities carried out on a farm.</p> <p><b>Types of farm records</b></p> <p>⇒ production records</p> <p>⇒ inventory records</p> <p><b>Reasons why crop</b></p> | <p><b>The learner;</b></p> <p>1. Defines record keeping.</p> <p>2. States the common records kept on a crop farmer.</p> <p>3. Gives the importance of keeping records.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to record keeping.</p> <p>2. Reads, internalize and writes texts and questions related to record keeping.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Brain</p> | <p>Defining the term harvesting.</p> <p>Mentioning garden tools for harvesting.</p> <p>Identifying ways/ methods of harvesting</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>The school dem. Garden .</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |  |

|   |   |              |            |   |  |  |   |   |  |                          |  |  |
|---|---|--------------|------------|---|--|--|---|---|--|--------------------------|--|--|
|   |   |              |            | <b>farmers keep records</b><br>⇒ They enable a crop farmer to calculate profits and losses<br>⇒ They enable a crop farmer to plan for his farm  |  |  | storming  |   |  |                          |  |  |
| 7 | 2 | Crop growing | Crop pests | <b>Crop pests</b><br>⇒ A crop pest is a living organism which destroys crops.<br>⇒ They include: animals, birds, and insects.<br><b>Dangers of crop pests</b><br>⇒ They reduce crop yields<br>⇒ They lower the quality of crop yields<br><b>Signs of pest damage on crops</b><br>⇒ Some leaves are partly eaten up or have holes<br>⇒ Fruits develop dark spots<br>⇒ Cut off buds<br>⇒ Seeds with holes | <b>The learner;</b><br>1. Defines crop pests.<br>2. States the Dangers of crop pests.<br>3. Mentions signs of crop pests in the garden | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to crop pests.<br>2. Reads, internalize and writes texts and questions related to crop pests. | Guided discovery<br><br>Discussion<br><br>Observation<br><br>Brain storming | Defining crop pests.<br><br>Stating the dangers of crop pests.<br><br>Mentioning signs of crop pests in the garden. | Appreciation.<br><br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | The school dem. Garden . | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |

|   |   |                |                                 |   |  |  |   |   |  |                          |  |  |
|---|---|----------------|---------------------------------|---|--|--|---|---|--|--------------------------|--|--|
|   |   |                |                                 | ⇒Rotten tubers<br>⇒Stunted growth.  |  |  |   |   |  |                          |  |  |
| 7 | 3 | Crop Growing   | Crop pests for different crops. | <b>Pests for different crop pests</b><br><b>Legumes</b><br>- bean weevils<br>- Cut worm<br>- Bean fly<br>- thrips<br>- termites<br><b>tubers</b><br>- rats<br>- mice<br>- Caterpillars<br><b>Cereals</b><br>- locusts<br>- monkeys<br>- maize weevils<br><b>How to control crop pests</b><br>⇒By spraying crops with pesticides<br>⇒By putting scare crows in the garden.<br><b>Crop diseases</b><br>- Rosette<br>- Tomato blight<br>- Maize streak | <b>The learner;</b><br>1. Identifies crop pests for different crops.<br>2. States the ways of controls crop pests.<br>3. Mentions the different crop diseases. | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to crop pests.<br>2. Reads, internalize and writes texts and questions related to crop pests. | Guided discovery<br><br>Discussion<br><br>Observation<br><br>Brain storming | Identifying crop pests for different crops.<br><br>Stating the ways of controlling crop pests.<br><br>Mentions the different crop diseases. | Appreciation.<br><br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | The school dem. Garden . | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |
| 7 | 4 | Weather change | Types of weather                | <b>Weather, What is weather?</b><br>Weather is the state  | <b>The learner;</b><br>1. Give the meaning of  | <b>The learner;</b><br>1. Pronounces, spells, reads  | Guided discovery  | Giving the meaning of weather   | Appreciation.  | The school dem.          | Mk. Int. sci.                                      |  |

|          |          |  |                                |   |   |   |  |   |  |                                 |  |  |
|----------|----------|--|--------------------------------|---|---|---|--|---|--|---------------------------------|--|--|
|          |          | <b>es<br/>around<br/>usp</b>                           | <b>er</b>                      | <p>of the atmosphere at a given time and place.<br/><b>Types of weather.</b></p> <p><b>Elements / factors of weather.</b></p> <ul style="list-style-type: none"> <li>- Sunshine</li> <li>- Rainfall</li> <li>- Cloud Cover</li> <li>- Wind</li> <li>- Humidity</li> <li>- Temperature</li> </ul> <p><b>Rainfall</b></p> <p>⇒ Rainfall is water falling in separate drops from clouds.</p> <p>⇒ Rainfall is the amount of rain water that falls in a certain area at a certain time.</p> | <p>weather.</p> <p>2. Identifies the types of weather.</p> <p>3. states the weather elements</p>  | <p>writes and demonstrates meaning of words related to weather</p> <p>2. Reads, internalize and writes texts and questions related to weather</p>           | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>Identifying the types of weather.</p> <p>Stating the elements of weather.</p>        | <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Garden .</p>                 | <p>pbk 4</p> <p>Int. sci. syllabus bk 4</p>        |  |
| <b>7</b> | <b>5</b> | <b>Weath<br/>er<br/>chang<br/>es<br/>around<br/>us</b> | <b>The<br/>water<br/>cycle</b> | <p><b>WATER CYCLE (rain cycle)</b></p> <p><b>How rain is formed.</b></p> <ul style="list-style-type: none"> <li>- The sun heats water in water bodies and plants to produce water vapour.</li> <li>- Water vapour rises into the atmosphere.</li> </ul>   | <p><b>The learner;</b></p> <p>1. Describes the water cycle.</p> <p>2. Differentiates between rain and rainfall.</p> <p>3. Draws the structure of the water cycle.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to weather</p> <p>2. Reads, internalize and</p> | <p>Guided discovery</p> <p>Discussion</p>                  | <p>Describing the water cycle.</p> <p>Differentiating between a rain and rain fall.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p>          | <p>The school dem. Garden .</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllab</p> |  |

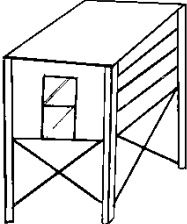
|   |   |                           |                 |   |  |  |   |  |  |   |  |  |
|---|---|---------------------------|-----------------|---|--|--|---|--|--|---|--|--|
|   |   |                           |                 | <ul style="list-style-type: none"> <li>- Water vapour condenses to form clouds.</li> <li>- When the clouds become heavy, they form rain.</li> </ul> <p><b>An illustration of a water cycle.</b></p> <p><b>Process</b><br/> A – Transpiration<br/> B – Evaporation<br/> C – Condensation</p> |  | writes texts and questions related to weather  | Observation<br><br>Brain storming   | Drawing the structure of the water cycle.  | Fluency<br><br>Concern   |   | us bk 4  |  |
| 7 | 6 | Weather changes around us | The water cycle | <p><b>An experiment to show water cycle.</b></p> <p><b>Things needed</b><br/> - A kettle of water<br/> - Burning charcoal<br/> - Iced bottle</p>  | <p><b>The learner;</b><br/> 1. Describes an experiment to show the water cycle.<br/> 2. Identifies the processes involved in the experiment.</p> | <p><b>The learner;</b><br/> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to water cycle<br/> 2. Reads, internalize and writes texts and questions related to water cycle.</p> | Guided discovery<br><br>Discussion<br><br>Observation<br><br>Brain storming | Describing an experiment on the water cycle.<br><br>Identifying the process involved in the water cycle. | Appreciation.<br><br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | A chart showing an illustration of the water cycle. | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |
| 7 | 7 | Weather                   | How to measure  | How to measure rainfall.  | <p><b>The learners;</b><br/> 1. Describes the</p>  | <p><b>The learner;</b><br/> 1. Pronounces,</p>   | Guided discovery  | Describing the way   | Appreciation.  | A chart showing                                     | Mk. Int.   |  |

|   |   |                                  |                    |   |   |  |  |  |  |   |  |
|---|---|----------------------------------|--------------------|---|---|--|--|--|--|---|--|
|   |   | <b>changes around us.</b>        | <b>re rainfall</b> | <p>- Rainfall is measured by an instrument called a rain gauge.<br/>- Rainfall is measured in millimetres.</p> <p><b>A DIAGRAM OF A RAIN GAUGE</b></p> <p><b>Importance of rainfall.</b><br/>- Rainfall cools the temperature.<br/>- It provides water for seeds.</p> <p><b>Dangers of too much rainfall.</b><br/>- Heavy rainfall causes floods that can destroy the environment.<br/>- Floods carry rubbish and soil into lakes and rivers.</p> | <p>way in which rainfall is measured.</p> <p>2. Draws the structure of the rain gauge.</p> <p>3. Gives the importance of rain to people.</p> <p>4. States the danger of rainfall.</p> | <p>spells, reads writes and demonstrates meaning of words related to water cycle</p> <p>2. Reads, internalize and writes texts and questions related to water cycle.</p> | <p>Discussion</p> <p>Observation</p> <p>Brain storming</p> | <p>rainfall is formed.</p> <p>Drawing the diagram of the rain gauge.</p> <p>Giving the importance of rain.</p> <p>Stating the dangers of rainfall.</p> | <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>g an illustration of the water cycle.</p> <p>Int. sci. syllabus bk 4</p>                       |  |
| 8 | 1 | <b>Weather changes around us</b> | <b>Clouds</b>      | <p><b>Clouds</b><br/>- Clouds are a mass of condensed water vapour.</p> <p><b>Types of clouds</b><br/><b>Cirrus</b> - furthest in the sky.<br/><b>Cumulus</b></p>   | <p><b>The learners;</b><br/>1. Gives the meaning of clouds.<br/>2. Identifies the types of clouds.<br/>3. Gives the</p>   | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes and demonstrates meaning of words related to weather chart</p>  | <p>Guided discovery</p> <p>Discussion</p>                  | <p>Giving the meaning of clouds.</p> <p>Identifying the types of clouds.</p>   | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p>          | <p>A chart showing an illustration of the water cycle.</p> <p>Mk. Int. sci. pbk 4</p> <p>Int.</p> |  |



|   |   |                           |      |  |   |   |                                    |  |  |   |                                      |  |
|---|---|---------------------------|------|--|---|---|------------------------------------|--|--|---|--------------------------------------|--|
|   |   |                           |      | <b>Stratus</b><br><b>Nimbus</b> - lowest clouds<br><b>Importance of clouds.</b><br>- They give us rain.<br>- They modify weather (regulate temperature)<br><b>Temperature:</b><br>-Temperature is the degree of hotness or coldness of a body or a place.<br>- The instrument used to measure temperature is called a thermometer.<br><b>- Types of thermometers.</b><br>- Clinical thermometer<br>- six's thermometer<br>- wall thermometer | importance of clouds.<br>4. Defines temperature.<br>5. Describes the types of thermometers.   | 2. Reads, internalize and writes texts and questions related to weather chart   | Observation<br><br>Brain storming  | Giving the importance of clouds.<br><br>Defining temperature.<br><br>Describing the types of thermometers. | Fluency<br><br>Concern                     |   | sci. syllabus bk 4                   |  |
| 8 | 2 | Weather changes around us | Wind | <b>Wind</b><br>⇒ Wind is moving air<br><b>Wind instruments:</b><br><b>a). Wind vane</b><br>⇒ It shows the direction where wind is blowing from.<br><b>b). Wind sock</b>  | <b>The learner.</b><br>1. Describes wind.<br>2. State the role of a wind vane.<br>3. Draws the structure of a wind vane, wind sock, and anemometer. | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to wind<br>2. Reads, | Guided discovery<br><br>Discussion | Giving the meaning of wind<br><br>Stating the instrument use in windy weather.                             | Appreciation.<br><br>Care<br><br>Awareness | An illustration of a wind vane, wind sock and anemo | Mk. Int. sci. pbk 4<br><br>Int. sci. |  |

|   |   |  |  |  |   |  |   |   |   |  |  |  |
|---|---|--|--|--|---|--|---|---|---|--|--|--|
|   |   |  |  | <p>⇒ A wind sock and weather cock can show the direction of wind.</p> <p><b>c). Anemometer</b></p> <p>⇒ It is used to measure the speed of wind.</p> <p>⇒ it has cups which trap wind and rotate as wind blows.</p> <p><b>Uses of wind:</b></p> <p>⇒ Wind is used for winnowing:</p> <p>⇒ Wind brings cold air in warm places</p> <p><b>Disadvantages of wind:</b></p> <p>⇒ Strong wind leads to soil erosion.</p> <p>⇒ Strong wind destroys property.</p> | 4. States the advantages and disadvantages of wind of wind.   | internalize and writes texts and questions related to wind   | <p>Observation</p> <p>Brain storming</p>  | <p>Drawing the structure of a wind vane, wind sock and anemometer</p> <p>Stating the advantage and disadvantages of wind.</p> | <p>Fluency</p> <p>Concern</p>                     | meter.                                       | syllabus bk 4                          |  |
| 8 | 3 |  |  | <p><b><u>WEATHER STATION</u></b></p> <p>⇒ What is a weather station?</p> <p>⇒ A weather station is a place where weather conditions are studied.</p>   | <p><b>The learner;</b></p> <p>1. Defines a weather station and weather forecast.</p> <p>2. Draws a Stevenson screen</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to a weather</p> | <p>Guided discovery</p> <p>Discussion</p> | <p>Giving the meaning of a weather station and weather forecast.</p>  | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> | <p>An illustration of a Stevenson screen</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int.</p> |  |

|   |   |                                       |                                       |   |   |  |                                    |  |  |                                  |                                 |  |
|---|---|---------------------------------------|---------------------------------------|---|---|--|------------------------------------|--|--|----------------------------------|---------------------------------|--|
|   |   |                                       |                                       | <p><b>Weather forecast:</b><br/>⇒ This is the prediction of future weather changes.</p> <p><b><u>The structure of a Stevenson screen</u></b></p>  <p>❖ <b>NB:</b> The Stevenson screen is painted white so as to reflect heat.</p> <p>❖ It is used to keep delicate weather instruments like:</p> <ol style="list-style-type: none"> <li>1. Thermometers</li> <li>2. Barometers</li> <li>3. Hygrometers</li> </ol> | 3. Identifies the weather instrument kept in a Stevenson screen.  | station<br>2. Reads, internalize and writes texts and questions related to weather forecast.                             | Observation<br><br>Brain storming  | Drawing the structure of a Stevenson screen<br><br>Identifying the instruments kept in a Stevenson screen. | Fluency<br><br>Concern                     |                                  | sci. syllabus bk 4              |  |
| 8 | 4 | <b>PERSO<br/>NAL<br/>HYGIE<br/>NE</b> | <b>PERSO<br/>NAL<br/>HYGIE<br/>NE</b> | <p><b>PERSONAL HYGIENE</b><br/>⇒ Personal hygiene is the general cleanliness of the body.<br/>⇒ Or personal hygiene is the keeping of the</p>   | <p><b>The learner;</b><br/>1. Defines personal hygiene.<br/>2. States ways of keeping the body clean.<br/>3. Identifies the</p> | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes and demonstrates meaning of words related to Personal</p> | Guided discovery<br><br>Discussion | Defining personal hygiene.<br><br>Stating ways of keeping the body   | Appreciation.<br><br>Care<br><br>Awareness | Clean water<br><br>A tooth brush | Mk. Int. sci. pbk 4<br><br>Int. |  |

|   |   |                  |                                      |   |   |  |  |  |  |  |   |  |
|---|---|------------------|--------------------------------------|---|---|--|--|--|--|--|---|--|
|   |   |                  |                                      | <p>body clean.</p> <ul style="list-style-type: none"> <li><b>Ways of keeping the body clean</b> <ol style="list-style-type: none"> <li>1. Bathing daily.</li> <li>2. Cutting finger nails short.</li> <li>3. Washing hands after using a latrine/ toilet.</li> <li>4. Washing clothes.</li> <li>5. Combing hair.</li> <li>6. Ironing clothes.</li> </ol> </li> <li><b>Items used in keeping our bodies clean</b> <ol style="list-style-type: none"> <li>1. Clean water</li> <li>2. Tooth paste tooth brush</li> <li>3. Bathing sponge</li> <li>4. Towel</li> <li>5. dental floss</li> </ol> </li> </ul> | <p>items used to keep the body clean.</p>   | <p>hygiene</p> <ol style="list-style-type: none"> <li>2. Reads, internalize and writes texts and questions related to Personal hygiene</li> </ol>  | <p>Observation</p> <p>Brain storming</p>                     | <p>clean.</p> <p>Identifying the items used to keep the body clean.</p>                                | <p>Fluency</p> <p>Concern</p>                                    | <p>Tooth paste</p>   | <p>sci. syllabus bk 4</p>                                 |  |
| 8 | 5 | Personal hygiene | Importance of keeping the body clean | <p><b>Importance of keeping the body clean</b></p> <p>⇒ It helps to prevent skin diseases.</p> <p>⇒ It helps to prevent bad smell caused by sweating.</p> <p><b>Effects of poor personal hygiene</b></p> <p>⇒ It leads to bad body smell.</p>   | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. States the importance of keeping our bodies clean.</li> <li>2. States the dangers of poor personal hygiene.</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to Personal hygiene</li> <li>2. Reads, internalize and writes texts and</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> | <p>Stating the importance of keeping our bodies clean.</p> <p>Stating the dangers of poor personal</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> | <p>Clean water</p> <p>A tooth brush</p> <p>Tooth paste</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|  |  |  |  |   |  |                                       |    |         |         |  |  |  |
|--|--|--|--|---|--|---------------------------------------|----|---------|---------|--|--|--|
|  |  |  |  | <p>⇒ It leads to skin diseases.</p> <p><b>Keeping clothing and beddings clean</b></p> <p>⇒ Beddings should be washed regularly with clean water and soap.</p> <p>⇒ Clothes need to be ironed after washing in order to kill parasites and germs.</p> <p><b>Diagram of a child ironing</b></p> <ul style="list-style-type: none"><li>• <b>Importance of keeping beddings clean.</b></li></ul> <p>⇒ It prevents bad smell.</p> <p>⇒ It prevents parasites like lice, ticks and fleas.</p> |  | questions related to Personal hygiene | on | hygiene | Concern |  |  |  |
|  |  |  |  |   |  | Brain storming                        |    |         |         |  |  |  |

**PRIMARY FOUR SCIENCE SCHEME OF WORK FOR TERM III, 2023**

| W<br>K | P<br>D | TOPIC  | TOPIC   | CONTENT  | SUBJ. COMP'NCES  | LANG.<br>COMP'NCES   | METHODS  | ACTIVITIES                                    | IND. OF<br>L.S.V  | INST.<br>MAT.   | REF.  | R<br>E<br>M |
|--------|--------|--|---|--|--|--|--|---|---|---|---|-------------|
| 1      | 1      | comm<br>unicab<br>le<br>intestin<br>al<br>diseas<br>es and<br>worm<br>infesta<br>tions | Comm<br>unicab<br>le<br>Diseas<br>es                | <b><u>COMMUNICABLE<br/>DISEASES;</u></b><br>These are diseases<br>which can be spread<br>from one person to<br>another.<br><b><u>Diarrheal diseases</u></b><br>These are diseases<br>that affect the gut,<br>and they are<br>characterized by<br>diarrhea<br>Examples include;<br>1. Typhoid<br>2. Dysentery<br>3. Peptic ulcers | <b>The learner;</b><br>-Defines the term<br>communicable<br>diseases<br>-Names different<br>communicable<br>diseases<br>-States different<br>causes of<br>intestinal<br>communicable<br>diseases | <b>The learner;</b><br>-Pronounces,<br>spells, reads, writes<br>and<br>demonstrates,<br>words related to<br>intestinal<br>communicable<br>diseases | -Class<br>discussion<br>-Guided<br>discovery<br>-Brain<br>storming | Naming<br>examples of<br>diarrhea<br>diseases | Awareness,<br>Care,<br>appreciatio<br>n                 | work<br>cards<br>showin<br>g<br>exampl<br>es of<br>diarrhe<br>a<br>disease<br>s | Mk<br>inte<br>grat<br>ed<br>scie<br>nce                     | 1           |
| 2      | 2      | comm<br>unicab<br>le<br>intestin<br>al<br>diseas<br>es and<br>worm<br>infesta<br>tions | How<br>intestin<br>al<br>diseas<br>es are<br>spread | <b><u>How intestinal<br/>diseases are spread.</u></b><br>1. Through eating<br>contaminated food.<br>2. Through drinking<br>contaminated water.<br>3. Through a 4 F path<br>germ  | <b>The learner;</b><br>describes the 4Fs<br>path germ  | <b>The learner;</b><br>Pronounces, spells,<br>reads, and writes<br>and<br>demonstrated the<br>meaning of words<br>related to 4Fs<br>path germ      | -Brain<br>storming,<br>-Guided<br>discovery                        | Describing<br>the 4Fs path<br>germ.           | Fluency<br><br>Observatio<br>n<br>care<br><br>awareness | A chart<br>showin<br>g 4Fs<br>path<br>germ.                                     | Co<br>mpr<br>ehe<br>nsiv<br>e<br>scie<br>nce<br>boo<br>k 4. |             |

|   |   |   |                            |   |  |   |   |   |                              |  |                                     |   |
|---|---|---|----------------------------|---|--|---|---|---|------------------------------|--|-------------------------------------|---|
|   |   | <b>Communicable intestinal diseases and worm infestations</b> | <b>DIARRHOEA</b>           | <b><u>DIARRHOEA</u></b><br>- This is a disease caused by either a virus or bacteria or amoeba.<br>- Diarrhea involves passing out of watery stools frequently.<br><b><u>Effects of diarrhea</u></b><br>-Diarrhea causes dehydration   | <b>The learner;</b> - defines diarrhea.<br><br>-states the ways through which diarrhea is spread.                      | <b>The learner;</b><br>Pronounces, spells, reads, and writes and demonstrated the meaning of words related to diarrhea      | Class discussion<br>- Guided discovery<br>- Brain Storming. | Identifying the ways through which diarrhea is spread.            | Fluency, appreciation, care. | Work cards showing the spread of diarrhea            | Mk integrated science pupils book 4 | 2 |
| 2 | 4 | <b>Communicable intestinal diseases and worm infestations</b> | <b>CHOLERA AND TYPHOID</b> | <b><u>DYSENTERY</u></b><br>- This is diarrhea with blood or mucus.<br>- It is caused by either bacteria or amoeba.<br>signs and symptoms of dysentery<br>- pain in the abdomen<br>- bloody diarrhea<br>- vomiting<br><b>CHOLERA</b><br>It is caused by bacteria<br><b>Signs and symptoms of Cholera</b><br>- watery stool<br>- frequent vomiting<br>- dehydration | <b>The learner;</b><br>- States the cause of cholera and typhoid<br>- Gives signs and symptoms of cholera and typhoid. | <b>The learner;</b><br>Pronounces, spells, reads, and demonstrated the meaning of the words related to cholera and typhoid. | Class discussion<br>Guided discovery<br>- Brain Storming    | Identifying the ways through which typhoid and cholera are spread | Fluency, appreciation, care. | Work cards showing the spread of cholera and typhoid | Mk integrated science pupils book 4 | 2 |
| 1 | 5 | <b>Communicable</b>   | <b>Prevention, control</b> | <b>Prevention, control and treatment of diarrhoeal diseases.</b>  | <b>The learner;</b><br>- States the cause of typhoid   | <b>The learner;</b><br>Pronounces, spells, reads, and   | Class discussion<br>Guided                                  | Stating   | Fluency, appreciation, care. | Work cards showing                                   | Mk integrated                       |   |

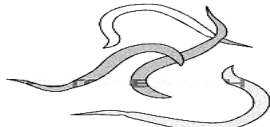
|   |   |   |  |   |   |  |   |  |   |   |   |  |
|---|---|---|--|---|---|--|---|--|---|---|---|--|
|   |   | <b>intestinal diseases and worm infestations</b>              | <b>and treatment of diarrhoeal diseases.</b>                     | <p>It is caused by bacteria</p> <p><b>Signs and symptoms of Typhoid</b></p> <p>⇒ Abdominal pain</p> <p>⇒ Fever</p> <p>⇒ headaches</p> <p><b>Effects of typhoid</b></p> <p>⇒ diarrhea</p> <p>⇒ dehydration</p> <p>⇒ death</p> <p><b>The 3 Ds</b></p> <p>⇒ Diarrhea</p> <p>⇒ Dehydration</p> <p>⇒ Death</p>   | -Gives signs and symptoms of typhoid.   | demonstrated the meaning of the words related to typhoid.  | discovery<br>-Brain Storming  |  |   | g the spread of cholera and typhoid     | ed science pupils book 4                                  |  |
| 1 | 6 | <b>Communicable intestinal diseases and worm infestations</b> | <b>Prevention, control and treatment of diarrhoeal diseases.</b> | <p><b>Prevention, control and treatment of diarrhoeal diseases.</b></p> <p>⇒ Washing hands with soap and clean water.</p> <p>⇒ Cleaning of toilets</p> <p><b>Effect of diarrhoeal diseases:</b></p> <p><b>They can lead to; Dehydration</b></p> <p>⇒ Dehydration is the condition when the body does not have enough water.</p> <p><b>Causes of dehydration</b></p> | <p><b>The learner,</b></p> <p>1. States the ways of preventing the spread of diarrhoeal diseases.</p> <p>2. States the effect of diarrhoeal</p> <p>3. States the causes of dehydration.</p> <p>4. Mentions signs and symptoms of dehydration.</p> | <p>The learner;</p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to prevention and control of Diarrhoeal diseases</p> <p>2. Reads, internalize and writes texts and questions related to prevention and control of</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation illustration</p> | <p>Stating the ways of preventing the spread of diarrhoeal diseases.</p> <p>Stating the effect of diarrhoeal</p> <p>Stating the causes of dehydration</p> <p>.</p> <p>Mentioning</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>A picture of a dehydrated child.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |



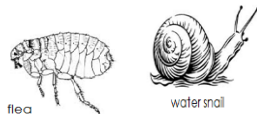
|   |   |   |                                  |  |   |   |  |  |  |   |  |  |
|---|---|---|----------------------------------|--|---|---|--|--|--|---|--|--|
|   |   |   |                                  | ⇒ Too much diarrhoea<br>⇒ Too much vomiting<br><b>Signs and symptoms of dehydration.</b><br>⇒ Sunken eyes.<br>⇒ Little or no urine or tears.   |   | Diarrhoeal diseases   |  | signs and symptoms of dehydration . plant.   |  |   |  |  |
| 2 | 1 | <b>Communicable intestinal diseases and worm infestations</b> | <b>Treatment of dehydration.</b> | <b>Treatment of dehydration.</b><br>⇒ The patient should be given Oral Rehydration solution (ORS)<br>⇒ ORS is given in order to replace the lost body fluids.<br><b>Preparation of ORS / SSS – Salt sugar solution ORS – from a sachet.</b><br><b>What is needed?</b><br>1. One sachet of ORS (oral rehydration salts)<br>2. 1 litre (2 tumpecos) of drinking water.<br>3. Spoon<br>4. Water<br>5. Clean container | <b>The learner;</b><br>1. Mentions the treatment given to a dehydrated person.<br>2. Illustrate how to prepare ORS/ SSS | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to treatment of dehydration<br>2. Reads, internalize and writes texts and questions related to treatment of dehydration. | Guided discovery<br><br>Discussion<br><br>Observation illustration | Mentioning the treatment given to a dehydrated person.<br><br>Illustrating how to prepare ORS/ SSS | Appreciation.<br><br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | Salt<br><br>Sugar<br><br>Water<br><br>water jar | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |

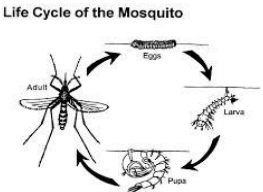
|   |   |  |   |  |   |   |   |  |  |   |  |  |
|---|---|--|---|--|---|---|---|--|--|---|--|--|
|   |   |  |   | <b>Steps taken to prepare</b><br>⇒ Wash your hands with water and soap.  |   |   |   |  |  |   |  |  |
| 2 | 2 | Communicable intestinal diseases and worm infestations | Preparation of S.S.S – Salt Sugar solution Requirements | <b>Preparation of S.S.S – Salt Sugar solution Requirements</b><br>⇒ water and soap<br>⇒ clean boiled cool water<br><b>Steps taken</b><br>⇒ Wash your hands with water and soap.<br>⇒ Measure one litre of clean cool boiled water and pour it in a clean container.<br>⇒ Measure 8 levelled tea spoons of sugar and one leveled tea spoon of salt into the container | <b>The learner;</b><br>1. Identifies the steps involved in preparing ORS/SSS.<br>2. Practically prepares ORS/ s.s.s | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to preparation of ORS/SSS<br>2. Reads, internalize and writes texts and questions related to preparation of ORS/ SSS | Guided discovery<br>Discussion<br>Observation<br>Illustration<br>Demonstration. | Identifying the steps involved in preparing ORS/SSS.<br><br>Practically preparing ORS/ s.s.s | Appreciation.<br>Care<br><br>Awareness<br><br><br>Fluency<br><br>Concern | Salt<br>Sugar<br>Water<br><br>water jar   | Mk. Int. sci. pbk 4<br><br><br>Int. sci. syllabus bk 4 |  |
| 2 | 3 | Communicable intestinal diseases and                   | WORM INFESTATION  | <b>WORM INFESTATION</b><br>⇒ Worms are long, slender soft bodied animals with no limbs.<br>⇒ Worms can live in soil, bodies of   | <b>The learner;</b><br>1. Describes worm infestations.<br>2. Mentions the examples of worms.                        | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to   | Guided discovery<br>Discussion<br>Observation                                   | describing worm infestations<br><br>Mentioning the examples of                               | Appreciation.<br>Care  | A chart showing different types of worms. | Mk. Int. sci. pbk 4                                    |  |

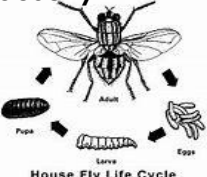
|   |   |   |   |   |   |  |  |   |   |  |  |  |
|---|---|---|---|---|---|--|--|---|---|--|--|--|
|   |   | <b>worm infestations</b>                                      |   | <p>animals, in fresh water, in plants, fruits or vegetables.</p> <p><b>Examples of intestinal worms</b></p> <p>⇒ tape worms</p> <p>⇒ hook worms</p> <p><b>How we can get worms.</b></p> <p>⇒ Eating contaminated food with worms or eggs</p> <p>⇒ Drinking contaminated water-Eating under cooked meat (pork/ beef)</p> | 3. States how worms get into our bodies.  | <p>worm infestations.</p> <p>2. Reads, internalize and writes texts and questions related to worm infestations.</p>  | <p>on</p> <p>Illustration</p> <p>Demonstration.</p>                              | <p>worms.</p> <p>Stating how worms gets into our bodies.</p>  | <p>Awareness</p> <p>Fluency</p> <p>Concern</p>    |  | Int. sci. syllabus bk 4                              |  |
| 2 | 4 | <b>Communicable intestinal diseases and worm infestations</b> | <b>Signs and symptoms of worm infestation</b> | <p><b>Signs and symptoms of worm infestation</b></p> <p>⇒ diarrhoea</p> <p>⇒ loss of weight</p> <p><b>TAPE WORMS</b></p> <p>⇒ They are flat</p> <p>⇒ They have segments (segmented)</p> <p><b>Structure of a tape worm.</b></p> <p><b>Note:</b></p>   | <p><b>The learner;</b></p> <p>1. Describes signs and symptoms of tape worm infestation</p> <p>2. Describes the structure of a tape worms</p> <p>3. States how tape worms get into our bodies.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to tape worm infestations.</p> <p>2. Reads, internalize and writes texts and questions</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> | <p>Describing the signs and symptoms of tape worm infestations</p> <p>Stating how tapes worms get into our bodies.</p> <p>Stating how</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> | <p>A chart showing a structure of a tape worm.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus</p> |  |

|   |   |  |            |   |  |   |  |  |   |  |  |  |
|---|---|--|------------|---|--|---|--|--|---|--|--|--|
|   |   |  |            | <p>⇒The head of a tape worm is called a Scolex</p> <p>⇒The hooks and suckers help tapeworms to hold on to the intestines</p> <p><b>Prevention of tape worms.</b></p> <p>⇒Keeping toilets and latrines clean</p> <p>⇒Proper disposal of faeces in latrines</p> <p><b>Treatment of tape worms.</b></p> <p>⇒ Deworming all family members and animals at home regularly.</p> | 4. States the ways of preventing and treating tape worm infestations.  | related to tape worm infestations.  | Demonstration.   | ways of controlling the spread of tape worm infestations   | Fluency<br><br>Concern                            |  | bus bk 4   |  |
| 2 | 5 | Communicable intestinal diseases and worm infestations | HOOK WORMS | <p><b>HOOK WORMS</b></p> <p>⇒ They feed on blood</p> <p>⇒ They live in small intestines</p> <p><b>Structure of a hook worm.</b></p>  <p><b>Signs and symptoms of hookworms</b></p>   | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Describes the structure of a hook worm.</li> <li>2. Describes signs and symptoms of a hook worm infestation.</li> <li>3. States how tapeworms get into our bodies.</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to hook worm infestations.</li> <li>2. Reads, internalize and writes texts and questions</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> | <p>Describing the signs and symptoms of hook worm infestations</p> <p>Stating how hook worms get into our bodies.</p> <p>Stating how</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> | <p>A chart showing a structure of a hook worm.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syll</p> |  |

|   |   |  |                                 |  |   |   |   |  |  |   |   |  |
|---|---|--|---------------------------------|--|---|---|---|--|--|---|---|--|
|   |   |  |                                 | <p>⇒ A person becomes anaemic</p> <p>⇒ pale skin, pale palm, pale eyelids</p> <p><b>Prevention and treatment of hookworm infestation.</b></p> <p>⇒ wear shoes or sandals especially in dirty places</p> <p>⇒ Always defecate in the latrine or toilet but not in bushes</p>    | 4. States the ways of preventing and treating tapeworm infestations.  | related to hook worm infestations.  | Demonstration.  | ways of controlling the spread of hook worm infestations   | Fluency<br><br>Concern   |   | bus bk 4  |  |
| 2 | 6 | Communicable intestinal diseases and worm infestations | <b>PIN WORMS (Thread worms)</b> | <p>⇒ They live in the colon and rectum.</p> <p>⇒ They lay their eggs around the anus.</p> <p>⇒ They cause itching around the anus at night.</p> <p><b>Structure of pin worms.</b></p> <p><b>Signs and symptoms</b></p> <p>⇒ The person passes out the worms in the faeces.</p> | <p><b>The learner;</b></p> <p>1. Describes signs and symptoms of pin infestation</p> <p>2. Describes the structure of a tape</p> <p>3. States how pin worms get into our bodies.</p> <p>4. States the ways of preventing and treating pin</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to pin worm infestations.</p> <p>2. Reads, internalize and writes texts and questions related to pin worm infestations.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p> | <p>Describing the signs and symptoms of pinworm infestations</p> <p>Stating how pin worms get into our bodies.</p> <p>Stating how ways of controlling the spread</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> | <p>A chart showing a structure of pin worms worm.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |                             |                        |  |   |   |  |   |   |  |   |  |
|---|---|-----------------------------|------------------------|--|---|---|--|---|---|--|---|--|
|   |   |                             |                        | <p>⇒ Swollen belly.</p> <p>⇒ Itching anus</p> <p><b>Prevention and treatment of thread worm infestation</b></p> <p>⇒ Wash your hands before handling any food and after using the toilet.</p> <p>⇒ Practice proper personal and food hygiene</p>   | worm infestations.  |   | ation.   | of pin worm infestations.                                     | Concern   |  |   |  |
| 3 | 1 | <b>Vectors and diseases</b> | <b>Common vectors.</b> | <p><b>Common vectors.</b><br/>A vector is an organism that spreads germs.</p> <p><b>Examples of common vectors</b></p> <div data-bbox="434 884 689 997">  </div> <p><b>Characteristics of vectors</b></p> <p>⇒ Some vectors have a proboscis for sucking blood e.g. mosquitoes, ticks, fleas, lice and tsetse flies.</p> <p>⇒ Some have a hairy body for carrying germs</p> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Describes a vector.</li> <li>2. States examples of vectors.</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to vectors.</li> <li>2. Reads, internalize and writes texts and questions related to vectors</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration.</p> | <p>Describing vector.</p> <p>Stating examples of vectors.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>A chart showing common vectors in the environment</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |                                 |   |   |   |  |  |   |   |   |                            |  |
|---|---|---------------------------------|---|---|---|--|--|---|---|---|----------------------------|--|
|   |   |                                 |   | e.g. a house fly  |   |  |  |   |   |   |                            |  |
| 3 | 2 | Vector<br>s and<br>diseas<br>es | How<br>vector<br>s<br>spread<br>diseas<br>es.<br>Mosqui<br>toes | <p><b>How vectors spread diseases.</b><br/><b>Mosquitoes</b><br/>Mosquitoes lay their eggs in stagnant water (still water)</p> <p><b>Life cycle of a mosquito</b></p>  <p><b>How mosquitoes spread germs;</b><br/>⇒ Germs are spread by an adult mosquito through <u>bites</u>.</p> <p><b>Diseases spread by different mosquitoes.</b><br/>⇒ Female anopheles mosquito – malaria<br/>⇒ Tiger / Aedes mosquito – yellow fever</p> | <p><b>The learner;</b><br/>1. States how mosquitoes spread diseases.<br/>2. Describes the life cycle of a mosquito<br/>3. States how mosquitoes spread diseases.<br/>4. Mentions the diseases spread by mosquitoes.</p> | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes and demonstrates meaning of words related to how mosquitoes spread diseases<br/>2. Reads, internalize and writes texts and questions related to how mosquitoes spread diseases.</p> | <p>Guided discovery<br/>Discussion<br/>Observation<br/>Illustration<br/>Demonstration.</p> | <p>Stating how mosquitoes spread diseases.<br/>Describing the life cycle of a mosquito<br/>Stating how mosquitoes spreads diseases<br/>Mentioning the diseases spread by mosquitoes</p> | <p>Appreciation.<br/>Care<br/>Awareness<br/>Fluency<br/>Concern</p> | <p>A chart showing a life cycle of a mosquito.</p> <p>Int. sci. syllabus bk 4</p> | <p>Mk. Int. sci. pbk 4</p> |  |
| 3 | 3 | Vector                          | House   | House flies   | The learner;  | The learner;   | Guided   | Stating how   | Appreciation-   | A chart   | Mk.                        |  |

|  |  |  |                              |   |   |   |   |   |   |   |   |  |
|--|--|--|------------------------------|---|---|---|---|---|---|---|---|--|
|  |  |  | <p><b>s and diseases</b></p> | <p><b>flies</b></p> <p>⇒ Houseflies live in dirty places e.g. latrines and rubbish pits.</p> <p><b>Lifecycle of a housefly</b></p>  <p>House Fly Life Cycle</p> <p>⇒ Houseflies lay eggs in decaying matter for their larvae to feed on decayed matter.</p> <p><b>How houseflies spread germs.</b></p> <p>⇒ Germs are spread by an adult housefly using its hairy body when it visits dirty places.</p> <p>⇒ The germs are carried onto our uncovered food.</p> <p><b>Diseases spread by houseflies</b></p> <p>diarrhoea    typhoid<br/>dysentery    cholera</p> | <p>1. States how house flies spread diseases.</p> <p>2. describes the life cycle of a house fly</p> <p>3. States how house flies. Spread diseases.</p> <p>3. Mentions the diseases spread by a housefly</p> | <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to how houseflies spread diseases</p> <p>2. Reads, internalize and writes texts and questions related to how houseflies spread diseases.</p> | <p>discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration.</p> | <p>houseflies spread diseases.</p> <p>Describing the life cycle of a housefly</p> <p>Stating how a house fly Spreads diseases.</p> <p>Mentioning the diseases spread by houseflies.</p> | <p>on.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>showing a life cycle of a housefly</p> | <p>Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
|--|--|--|------------------------------|---|---|---|---|---|---|---|---|--|



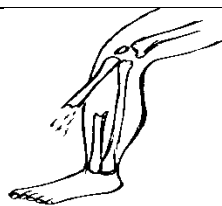
|   |   |                                 |                     |   |   |   |  |  |   |  |   |  |
|---|---|---------------------------------|---------------------|---|---|---|--|--|---|--|---|--|
| 3 | 4 | Vector<br>s and<br>diseas<br>es | Cockr<br>oache<br>s | <p><b>Cockroaches</b></p> <ul style="list-style-type: none"> <li>- Cockroaches are commonly found in dark corners and dark places e.g. cupboards, wall cracks and latrines.</li> </ul> <p><b>Lifecycle of a cockroach.</b></p> <p><b>How cockroaches spread germs.</b></p> <p>⇒ Cockroaches pick germs from dirty places which they carry on their hairy body.</p> <p>⇒ When they land on uncovered food, they leave germs on it and we get them when we eat that food.</p> <p><b>Diseases spread by cockroaches.</b></p> <p>⇒ Diarrhoea</p> <p>⇒ Cholera</p> <p>⇒ Dysentery</p> <p>⇒ Typhoid</p> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. States how cockroaches spread diseases.</li> <li>2. describes the life cycle of a cockroach</li> <li>3. States how cockroaches spread diseases.</li> <li>4. Mentions the diseases spread by a cockroach</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to how cockroaches spread diseases</li> <li>2. Reads, internalize and writes texts and questions related to how cockroach spread diseases.</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration.</p> | <p>Stating how cockroaches spread diseases.</p> <p>Describing the life cycle of a cockroach</p> <p>Stating how house fly spread diseases.</p> <p>Mentioning the diseases spread by cockroaches</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>A chart showing a life cycle of a cockroach</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
|---|---|---------------------------------|---------------------|---|---|---|--|--|---|--|---|--|



|   |   |           |  |  |  |   |   |  |   |                          |                                  |  |
|---|---|-----------|--|--|--|---|---|--|---|--------------------------|----------------------------------|--|
|   |   |           | <b>of diseases vector s and diseases.</b><br><b>Ways of controlling mosquitoes / malaria</b> | <b>mosquitoes / malaria</b><br>⇒ Draining stagnant water<br>⇒ Cleaning bushes near our homes.<br>⇒ Spraying using insecticides.<br><b>Ways of controlling diseases spread by houseflies / cockroaches.</b><br>⇒ Covering leftover food.<br>⇒ Proper disposal of faeces.<br>⇒ Collecting and burning rubbish.<br><b>Controlling tsetse flies.</b><br>⇒ Using traps to trap adult tsetse flies.<br>⇒ Cleaning bushes near our homes.<br>⇒ Spraying using insecticides.<br><b>Control of fleas, ticks and mites</b><br>⇒ Spraying using insecticides.<br>⇒ Washing and ironing beddings | vectors and diseases.<br><br>2. States ways of controlling the spread of tsetse flies, houseflies, cockroaches and mosquitoes. | demonstrates meaning of words related to ways of controlling the spread of diseases and vectors.<br>2. Reads, internalize and writes texts and questions related to ways of controlling the spread of diseases and vectors. | Observation<br><br>Illustration<br><br>Demonstration. | of vectors and diseases.<br><br>2. Stating ways of controlling the spread of tsetse flies, houseflies, cockroaches and mosquitoes. | Awareness<br><br>Fluency<br><br>Concern | Chalkboard illustration. | 4<br><br>Int. sci. syllabus bk 4 |  |
| 4 | 1 | Accidents | accidents  | <b>Accidents</b><br>⇒ An accident is a   | <b>The learner;</b><br>1. Defines an   | <b>The learner;</b><br>1. Pronounces,   | Guided discovery                                      | Defining an accident.  | Appreciation.                           | The environ              | Mk. Int.                         |  |

|          |          |                      |  |   |   |  |  |  |  |   |  |  |
|----------|----------|----------------------|--|---|---|--|--|--|--|---|--|--|
|          |          | <b>and first aid</b> |  | <p>sudden happening that may cause harm to the body.<br/>⇒ A person involved in an accident is called a casualty.</p> <p><b>Examples of accidents at home</b><br/>⇒ Cuts and scalds<br/>⇒ Poisoning<br/>⇒ Drowning<br/>⇒ Electric shocks</p> <p><b>Accidents on the way to school</b><br/>⇒ motor accidents<br/>⇒ stings<br/>⇒ cuts<br/>⇒ bites</p> | <p>accident.<br/>2. Mentions examples of accidents at home and at school.</p>   | <p>spells, reads writes and demonstrates meaning of words related to accidents.<br/>2. Reads, internalize and writes texts and questions related to accidents.</p> | <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration.</p> | <p>Mentioning examples of accidents at home and at school.</p>   | <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>ment</p>   | <p>sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| <b>4</b> | <b>2</b> |                      |  | <p><b>Types of injuries and their causes.</b><br/><b>Burns</b><br/>⇒ A burn is an injury caused by dry heat.<br/><b>Source causes of burns.</b><br/>⇒ hot charcoal<br/>⇒ hot metals<br/>⇒ fire</p>  | <p><b>The learner;</b><br/>1. Defines a burn and a scald.<br/>2. Mentions the sources of burns and scalds.<br/>3. Mentions ways of preventing burns and scalds.</p> | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes and demonstrates meaning of words related to burns and scalds.<br/>2. Reads, internalize and</p>    | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p>                   | <p>Defining a burn and a scald.</p> <p>Mentioning the sources of burns and scalds.</p> <p>Mentioning ways of</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p>          | <p>The environment</p> <p>Chalk board illustration.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int.</p>           |  |

|   |   |  |  |   |   |  |   |   |  |  |  |  |
|---|---|--|--|---|---|--|---|---|--|--|--|--|
|   |   |  |  | ⇒ electricity<br><b>Scalds</b><br>A scald is an injury on the body caused by wet heat.<br><b>Sources / causes of scalds</b><br>1. hot water<br>2. steam<br>3. hot porridge<br>4. hot soup   |   | writes texts and questions related to burns and scalds.  | Illustration<br><br>Demonstration.  | preventing burns and scalds.  | Fluency<br><br>Concern   |  | sci. syllabus bk 4                                 |  |
| 4 | 3 |  |  | <b>Fracture</b><br>A fracture is a broken or cracked bone in the body.<br><b>Causes of fractures.</b><br>⇒ Falling from a tree, bed, building etc.<br>⇒ Getting involved in motor accidents<br>⇒ Playing rough games.<br><b>Types of fractures.</b><br><b>Simple fracture</b><br><b>Compound fracture</b> | <b>The learner;</b><br>1. Defines a fracture.<br>2. Mentions the causes of fractures.<br>3. Describes the types of fractures. | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to fractures.<br>2. Reads, internalize and writes texts and questions related to fractures. | Guided discovery<br><br>Discussion<br><br>Observation<br><br>Illustration<br><br>Demonstration. | Defining a fracture.<br><br>Mentioning the causes of fractures.<br><br>Describing the types of fractures. | Appreciation.<br><br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | The environment<br><br>A chart showing a simple and compound fracture. | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |



### **Simple fracture**

⇒ This is when the bone breaks or cracks and it remains inside the skin.

**Structure of a simple fracture.**

### **Compound fracture.**

⇒ This is where the bone breaks and comes out of the skin.

**Structure of a compound fracture.**

|          |          |  |  |  |  |  |  |  |   |                            |                     |
|----------|----------|--|--|--|--|--|--|--|---|----------------------------|---------------------|
|          |          |  |  |  |  |  |  |  |   |                            |                     |
| <b>4</b> | <b>4</b> |  |  | <b>Sprains, strains and dislocations</b><br>⇒ A sprain is a twisted or torn ligament.<br>⇒ A ligament is a structure that joins a bone to bone.<br><b>Causes of sprains.</b><br>Twisting or tearing of | <b>The learner;</b><br>1. Defines a strain a sprain and a dislocation.<br>2. Mentions the causes strains, sprain and dislocations.<br>States the first aid | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to sprains, strains and dislocations. | Guided discovery<br><br>Discussion<br><br>Observati on | Defining a strain a sprain and a dislocation.<br><br>Mentioning the causes strains, sprain and dislocations. | Appreciati-on.<br><br>Care<br><br>Awareness | Chalkb oard illustrati on. | Mk. Int. sci. pbk 4 |

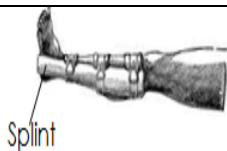
|   |   |  |  |   |  |   |  |   |   |                           |                         |  |
|---|---|--|--|---|--|---|--|---|---|---------------------------|-------------------------|--|
|   |   |  |  | <p>the ligament</p> <p><b>Signs and sprains</b></p> <p>⇒ Swelling around the joint.</p> <p>⇒ Pain in the joint.</p> <p><b>Stains</b></p> <p>⇒ A strain is an injury on the tendon or muscle.</p> <p>⇒ A tendon is a tissue that joins a muscle to a bone</p> <p><b>Causes of strains.</b></p> <p>⇒ Over stretching of a muscle.</p> <p><b>Signs of a strain</b></p> <p>⇒ Sudden sharp pain in a muscle.</p> <p>⇒ The muscle may appear swollen.</p> <p><b>Dislocation</b></p> <p>⇒ This is where a bone gets out of its usual position.</p> | for dislocations.  | 2. Reads, internalize and writes texts and questions related to sprains, strains and dislocations.  | <p>Illustration</p> <p>Demonstration.</p>                    | <p>Stating the first aid for dislocations.</p>                                | <p>Fluency</p> <p>Concern</p>                     |                           | Int. sci. syllabus bk 4 |  |
| 4 | 5 |  |  | <p><b>Ways of preventing accidents</b></p> <p><b>How to prevent accidents at home.</b></p> <p>⇒ Keep medicine, drugs and other chemicals out of children's reach.</p> <p>⇒ Cooking should</p>   | <p><b>The learner;</b></p> <p>1. States ways of controlling and preventing accidents at and at school.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to prevention of accidents.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> | <p>Sating ways of controlling and preventing accidents at and at school..</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> | <p>Road traffic signs</p> | Mk. Int. sci. pbk 4     |  |

|          |          |  |  |   |  |   |  |  |   |                    |   |  |
|----------|----------|--|--|---|--|---|--|--|---|--------------------|---|--|
|          |          |  |  | <p>be done in a raised place where children cannot reach.</p> <p>⇒ Avoid playing with electric equipment</p> <p><b>Preventing accidents on the way to school.</b></p> <p>⇒ Avoid on the road.</p> <p>⇒ Use a zebra crossing when crossing the road.</p>   |  | <p>2. Reads, internalize and writes texts and questions related to prevention of accidents/</p>   | <p>Illustration</p> <p>Demonstration.</p>  |  | <p>Fluency</p> <p>Concern</p>   |                    | Int. sci. syllabus bk 4                                   |  |
| <b>4</b> | <b>6</b> |  |  | <p><b>Safety rules on the road.</b></p> <p>⇒ Look right and then left, look right again before you cross the road.</p> <p>⇒ Use a zebra crossing to cross the road.</p> <p>⇒ Avoid playing on the road.</p> <p>⇒ Always walk on the pedestrian side of the road.</p> <p><b>Examples of road signs</b></p> | <p><b>The learner;</b></p> <p>1. States the safety rules on the road.</p> <p>2. Identifies examples of road signs.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to prevention of accidents.</p> <p>2. Reads, internalize and writes texts and questions related to prevention of accidents/</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration.</p> | <p>Sating the safety rules on the road.</p> <p>Identifying examples of road signs.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | Road traffic signs | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| <b>5</b> | <b>1</b> |  |  | <b>Poisoning</b>  | <b>The learner;</b>  | <b>The learner;</b>   | Guided   | Defining   | Appreciation-   | Jik                | Mk.   |  |



|   |   |  |  |  |  |   |   |   |   |   |   |  |
|---|---|--|--|--|--|---|---|---|---|---|---|--|
|   |   |  |  | <p>⇒ Poison is anything that can cause harm or death when it gets in the body.</p> <p>⇒ Poisoning happens when one eats or drinks something that is harmful to the body.</p> <p><b>Causes of poisoning</b></p> <p>⇒ Taking expired drugs.</p> <p>⇒ Taking over dose of medicine.</p> <p><b>Signs and symptoms of poisoning.</b></p> <ol style="list-style-type: none"> <li>1. Vomiting</li> <li>2. Fainting</li> <li>3. Difficulty or rapid breathing</li> </ol> <p><b>Prevention of poisoning.</b></p> <ol style="list-style-type: none"> <li>1. Keep drugs away from children's reach.</li> <li>2. Take drugs prescribed by health workers.</li> </ol> | <ol style="list-style-type: none"> <li>1. Defines poison and poisoning.</li> <li>2. Mentions the causes of poisoning</li> <li>3. Identifies the signs and symptoms of poisoning.</li> <li>4. States ways of preventing poisoning.</li> </ol> | <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to poisoning.</li> <li>2. Reads, internalize and writes texts and questions related to poisoning.</li> </ol> | <p>discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration.</p> | <p>poison and poisoning.</p> <p>Mentioning the causes of poisoning</p> <p>Identifying the signs and symptoms of poisoning.</p> <p>Stating ways of preventing poisoning.</p> | <p>on.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Vim</p> <p>rat poison</p> <p>Insecticides.</p> | <p>Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| 5 | 2 |  |  | <p><b>First aid Kit</b></p> <p>A first aid kit is a collection of first aid</p>  | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines a first aid kit.</li> </ol>   | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads</li> </ol>   | Guided discovery  | Defining a first aid kit.   | Appreciation.   | Jik   | Mk. Int. sci.   |  |

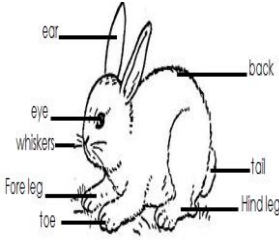
|   |   |  |  |   |  |  |  |   |   |   |   |  |
|---|---|--|--|---|--|--|--|---|---|---|---|--|
|   |   |  |  | <p>materials</p> <p><b>Components of a first aid kit and their uses.</b></p> <p>A razor blade.</p> <p>A safety pin.</p> <p>A pair of scissors</p> <p>A gauze</p> <p>plaster</p>   | <p>2. Identifies the components of a first aid kit with their uses in first Aid administration.</p>    | <p>writes and demonstrates meaning of words related to first aid kit</p> <p>2. Reads, internalize and writes texts and questions related to first aid kit</p>  | <p>Discussion</p> <p>Observation</p> <p>Illustration</p>                         | <p>Identifying the components of a first aid kit with their uses in first aid administration.</p> | <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p>                      | <p>Vim</p> <p>rat poison</p> <p>Insecticides.</p> | <p>pbk 4</p> <p>Int. sci. syllabus bk 4</p>               |  |
| 5 | 3 |  |  | <p><b>Giving first aid</b></p> <p>⇒ First aid is the immediate help given to a casualty before being taken to the health centre.</p> <p><b>Reasons for giving first aid</b></p> <p>⇒ -save life.</p> <p>⇒ To reduce pain.</p> <p><b>First aid for burns and scalds</b></p> <p>⇒ Cool the injured part with clean cold water.</p> <p><b>First aid for fractures.</b></p> <p>⇒ Tie splints on the fractured area.</p> <p><b>A splint on the leg</b></p> | <p><b>The learner;</b></p> <p>1. Defines a first aid</p> <p>2. Gives reasons for giving first aid.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to first aid</p> <p>2. Reads, internalize and writes texts and questions related to first aid.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> | <p>Defining a first aid.</p> <p>Giving reasons for giving first aid.</p>                          | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Chalkboard illustration</p>                    | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |



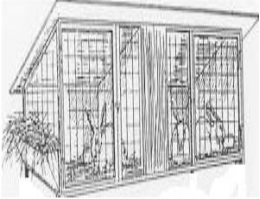
- ⇒ Splints hold the broken bone in one position.
- ⇒ Support the injured part with an **arm sling** in case it is the arm that is fractured.

|          |          |  |  |  |  |   |  |   |   |                                |   |  |
|----------|----------|--|--|--|--|---|--|---|---|--------------------------------|---|--|
|          |          |  |  |  |  |   |  |   |   |                                |   |  |
| <b>5</b> | <b>4</b> |  |  | <p><b>First aid for sprains, strains and dislocations.</b></p> <ul style="list-style-type: none"> <li>⇒ Apply cold water or ice at the injured part. Cold water reduces pain and swelling in the tissue.</li> <li>⇒ Fix the injured part with a bandage.</li> </ul> <p><b>First aid for poisoning.</b></p> <ul style="list-style-type: none"> <li>⇒ Give the person milk, juice or water to take in order to dilute the poison.</li> <li>⇒ Make the person vomit in case of</li> </ul> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Describe and illustrates the first aid for strains, sprains and poisoning.</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to first aid</li> <li>2. Reads, internalize and writes texts and questions related to first aid.</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> | <p>Describing the first aid for strains, sprains and poisoning.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Chalkboard illustration</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |                 |         |   |  |  |  |   |   |                                 |   |  |
|---|---|-----------------|---------|---|--|--|--|---|---|---------------------------------|---|--|
|   |   |                 |         | solid poison.   |  |  |  |   |   |                                 |   |  |
| 5 | 5 |                 |         | <p><b>First aid for snake bites and nose bleeding.</b></p> <p><b>First aid for snake bites.</b></p> <p>⇒ Tie a tourniquet between the bitten part and the heart to prevent venom (poison from reaching the heart.)</p> <p>⇒ A tourniquet is a piece of cloth used to tie near the bitten part.</p> <p><b>First aid for nose bleeding</b></p> <p>⇒ Bend the patients head forward.</p> <p>⇒ Pinch the nose of the patient and advise the patient to breathe through the mouth.</p> | <p><b>The learner;</b></p> <p>1. Describe and illustrates the first aid for snake bites and nose bleeding.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to first aid</p> <p>2. Reads, internalize and writes texts and questions related to first aid.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> | <p>Describing the first aid for snake bites and nose bleeding</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Chalkboard illustration</p>  | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| 5 | 6 | Keeping rabbits | RABBITS | <p><b>RABBITS</b></p> <p>- A female rabbit is called a doe.</p> <p>- A male rabbit is</p>   | <p><b>The learner;</b></p> <p>1. Identifies the external parts of a rabbit.</p>                                | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and</p>  | <p>Guided discovery</p> <p>Discussion</p>  | <p>Describing the first aid for snake bites and</p>               | <p>Appreciation.</p> <p>Care</p>  | <p>Chart showing parts of a</p> | <p>Mk. Int. sci. pbk</p>                                  |  |

|   |   |                 |                  |  |  |   |  |  |   |  |  |
|---|---|-----------------|------------------|--|--|---|--|--|---|--|--|
|   |   |                 |                  | <p>called a buck<br/>- The young of a rabbit is called a kit.<br/>- Many young rabbits born at the same time are called a litter.</p> <p><b>The external parts of a rabbit.</b></p>   | 2. Draws and labels the external parts of a rabbit.  | <p>demonstrates meaning of words related to rabbits</p> <p>2. Reads, internalize and writes texts and questions related to rabbits</p>  | <p>Observation</p> <p>Illustration</p>   | <p>nose bleeding</p>   | <p>Awareness</p> <p>Fluency</p> <p>Concern</p>                                  | <p>rabbit.</p> <p>4</p> <p>Int. sci. syllabus bk 4</p>   |  |
| 6 | 1 | Keeping rabbits | Types of Rabbits | <p><b>Types of Rabbits</b></p> <p>1. local breeds<br/>2. exotic breeds</p> <p><b>Local breeds of rabbits.</b></p> <p>⇒ They are also called indigenous breeds or native breeds</p> <p>⇒ They mainly live in bushes (burrows) on their own.</p> <p><b>Exotic breeds of rabbits.</b></p> <p>⇒ They are kept in homes (hutches)</p> <p>⇒ They live in</p> | <p><b>The learner;</b></p> <p>1. Identifies the types of rabbits.<br/>2. Describe the <b>CCCs</b> of local and exotic breeds of rabbits.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to rabbits</p> <p>2. Reads, internalize and writes texts and questions related to rabbits</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> | <p>. Identifies the types of rabbits.<br/>2. Describe the <b>CCCs</b> of local and exotic breeds of rabbits.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Chart showing different breeds exotic breeds.</p> <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |                        |                                   |  |  |  |   |   |   |   |  |  |
|---|---|------------------------|-----------------------------------|--|--|--|---|---|---|---|--|--|
|   |   |                        |                                   | <p>hutches constructed by the farmers.</p> <p><b>Examples of exotic breeds of rabbits.</b></p> <ol style="list-style-type: none"> <li>1. Angora rabbits</li> <li>2. Rex rabbit</li> <li>3. Californian rabbits</li> </ol>  |  |  |   |   |   |   |  |  |
| 6 | 2 | Keepin<br>g<br>rabbits | Uses of<br>rabbits                | <p><b>Uses of rabbits</b></p> <p><b>Reasons why people keep rabbits</b></p> <p>⇒ Rabbits are sold by farmers to get money.</p> <p>⇒ Rabbits are a source of meat</p> <p>⇒ Rabbits provide skins used to make bags, jackets, belts, shoes and host.</p> <p><b>Comparing the local and exotic breeds</b></p> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. States the uses of rabbits to people.</li> <li>2. Compares local breeds of rabbits and exotic breeds.</li> </ol>                    | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to rabbits</li> <li>2. Reads, internalize and writes texts and questions related to rabbits</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observati<br/>on</p> <p>Illustration</p> | <p>Stating the uses of rabbits to people.</p> <p>Comparing local breeds of rabbits and exotic breeds.</p> | <p>Appreciati-<br/>on.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Chart showin<br/>g differen<br/>t breeds<br/>exotic breeds.</p>  | <p>Mk.<br/>Int.<br/>sci.<br/>pbk<br/>4</p> <p>Int.<br/>sci.<br/>sylla<br/>bus<br/>bk 4</p> |  |
| 6 | 3 | Keepin<br>g<br>rabbits | Buildin<br>g a<br>rabbit<br>hutch | <p><b>Building a rabbit hutch</b></p> <p>⇒ The house of a domestic rabbit is called a hutch.</p> <p>⇒ A hutch should be able to protect rabbits from easy spread of</p>  | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Describes the qualities of a good hutch.</li> <li>2. Mentions the types of hatches.</li> <li>3. draws and name the types</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to rabbits</li> <li>2. Reads,</li> </ol>   | <p>Guided discovery</p> <p>Discussion</p> <p>Observati<br/>on</p>                     | <p>Describing the qualities of a good hutch.</p> <p>Mentioning the types of hatches.<br/>Drawing</p>      | <p>Appreciati-<br/>on.</p> <p>Care</p> <p>Awareness</p>                               | <p>Chart showin<br/>g differen<br/>t types<br/>of hutches<br/>.</p> | <p>Mk.<br/>Int.<br/>sci.<br/>pbk<br/>4</p>   |  |

|   |   |                 |                           |   |  |   |  |   |   |   |   |  |
|---|---|-----------------|---------------------------|---|--|---|--|---|---|---|---|--|
|   |   |                 |                           | <p>diseases.</p> <p><b>Types of hutches.</b><br/>There are three types of hutches;</p> <ol style="list-style-type: none"> <li>1. A traditional hutch</li> <li>2. A morant hutch</li> <li>3. A caged hutch</li> </ol> <p><b>A morant hutch</b></p>  | of hatches.  | internalize and writes texts and questions related to rabbits   | Illustration   | and name the types of hatches.  | Fluency<br><br>Concern  |   | Int. sci. syllabus bk 4                                   |  |
| 6 | 4 | Keeping rabbits | Qualities of a good hutch | <p><b>Qualities of a good hutch</b></p> <p>⇒ It should always be clean and dry.</p> <p>⇒ It should have enough air entering it.</p> <p>⇒ (A wire mesh allows free circulation of air in the hutch)</p> <p>⇒ It should be strong enough to protect the rabbits from wild animals and rain.</p>                                       | <p><b>The learner;</b><br/>1. Describes the qualities of a good hutch.</p> | <p><b>The learner;</b><br/>1. Pronounces, spells, reads writes and demonstrates meaning of words related to rabbits<br/>2. Reads, internalize and writes texts and questions related to rabbits</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> | <p>Describing the qualities of a good hutch.</p> <p>Mentioning the types of hatches. Drawing and name the types of hatches.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Chart showing different types of hutches</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |                        |                                 |   |   |  |   |  |  |  |  |  |
|---|---|------------------------|---------------------------------|---|---|--|---|--|--|--|--|--|
| 6 | 5 |                        | <b>Making a rabbit hutch</b>    | <b>Making a rabbit hutch</b><br><br><b>What you need;</b><br>Small sticks<br>Banana fibres<br>paper box<br>glue<br><b>What to do:</b><br>1. Tie small sticks in two triangular shapes.<br>2. Get one long stick and use it to join the two triangular shapes.<br>3. Make a rectangular frame from sticks. Use banana fibres to make a net as shown.<br>4. Place the frame in number <b>2</b> onto the rectangular frame in number <b>3</b> . Join the edges using banana fibres.<br>6. Follow the same... | <b>The learner;</b><br>1. Describes the steps involved when making a local caged hutch. | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to rabbits<br>2. Reads, internalize and writes texts and questions related to housing rabbits | Guided discovery<br><br>Discussion<br><br>Observation<br><br>Illustration | Describing the steps involved when making a local caged hutch. | Appreciation.<br><br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | Chart showing different types of hutches | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |
| 5 | 6 | <b>Keeping rabbits</b> | <b>Managing rabbits Feeding</b> | <b>Managing rabbits Feeding rabbits.</b><br>- Rabbits feed on different foods which   | <b>The learner;</b><br>1. Describes the steps involved when making a                    | <b>The learner;</b><br>1. Pronounces, spells, reads writes and   | Guided discovery<br><br>Discussion  | Describing the steps involved when                             | Appreciation.<br><br>Care  | Chart showing different                  | Mk. Int. sci. pbk                                  |  |



|   |   |          |  |   |   |                                       |                             |   |                    |                                  |          |  |
|---|---|----------|--|---|---|---------------------------------------|-----------------------------|---|--------------------|----------------------------------|----------|--|
|   |   |          | <b>g rabbits</b> .<br>end up providing a balanced diet to them.<br>e.g. Pellets (these are commercial feeds)<br>- banana peelings<br>- sweet potato vines<br>- leafy vegetables<br>e.g. cabbage , carrots<br><b>Breeding of rabbits.</b><br>Breeding is the process through which animals give birth to their young ones.<br><b>Signs of a doe on heat.</b><br>-It moves up and down, all the time restless.<br>- It lies on one side of its body.<br>- It rubs its body against the hutch walls.<br><b>NB:</b><br>- A doe takes 30 days to produce.<br>- A nest is prepared in the hutch. | local caged hutch.                            | demonstrates meaning of words related to housing rabbits<br>2. Reads, internalize and writes texts and questions related to housing rabbits | Observati on<br><br>Illustration      | making a local caged hutch. | Awareness<br><br>Fluency<br><br>Concern | t types of hutches | 4<br><br>Int. sci. syllabus bk 4 |          |  |
| 6 | 1 | Keepin g | Hygien e in  | <b>Hygiene in rabbits</b><br>⇒ Rabbits should | <b>The learner;</b><br>1. Describes the   | <b>The learner;</b><br>1. Pronounces, | Guided discovery            | Describing the ways of                  | Appreciati- on.    | Chalkb oard                      | Mk. Int. |  |

|          |          |                        |                                   |   |  |   |  |   |   |                                 |   |  |
|----------|----------|------------------------|-----------------------------------|---|--|---|--|---|---|---------------------------------|---|--|
|          |          | <b>rabbits</b>         | <b>rabbits</b>                    | <p>be kept in clean places and should be given clean drinking water.</p> <p>⇒ The hutch should be cleaned regularly.</p> <p>⇒ Feeding container should be cleaned very often.</p>   | ways of promoting hygiene in a rabbit's hutch.   | <p>spells, reads writes and demonstrates meaning of words related to hygiene in rabbits.</p> <p>2. Reads, internalize and writes texts and questions related to hygiene in rabbits.</p>   | <p>Discussion</p> <p>Observation</p> <p>Illustration</p>                         | <p>promoting hygiene in a rabbit hutch.</p>   | <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p>                      | <p>illustration.</p>            | <p>sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p>          |  |
| <b>6</b> | <b>2</b> | <b>Keeping rabbits</b> | <b>Common diseases of rabbits</b> | <p><b>Common disease of rabbits.</b></p> <ul style="list-style-type: none"> <li>- Ear canker</li> <li>- Coccidiosis</li> <li>- Colds</li> <li>- scuffles</li> </ul> <p><b>Signs and symptoms/ prevention and</b></p> <p><b>Treatment of common diseases of rabbits.</b></p> | <b>The learner;</b> <ol style="list-style-type: none"> <li>1. Identifies the common diseases of rabbits.</li> <li>2. States the signs and symptoms diseases of rabbits.</li> </ol> | <b>The learner;</b> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to diseases of rabbits.</li> <li>2. Reads, internalize and writes texts and questions related to diseases of rabbits.</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> | <p>Identifying the common diseases of rabbits.</p> <p>Stating the signs and symptoms diseases of rabbits.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Chalkboard illustration.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |                        |                                      |   |   |  |  |   |  |                                 |   |  |
|---|---|------------------------|--------------------------------------|---|---|--|--|---|--|---------------------------------|---|--|
| 6 | 3 | Keepin<br>g<br>rabbits | Keepin<br>g<br>Rabbit<br>Record<br>s | <p><b>Keeping Rabbit Records</b></p> <p>⇒ Records refer to written information on various activities carried out on a farm.</p> <p><b>Types of records in rabbit keeping</b></p> <ol style="list-style-type: none"> <li>1. Sales and expenditure records</li> <li>2. Labour records</li> <li>3. Health records</li> </ol> <p><b>Other records</b></p> <p>⇒ Number of rabbits on a farm.</p> <p>⇒ Date of mating so as to prepare the nesting boxes where the doe will produce from.</p> <p><b>Importance of record keeping.</b></p> <p>⇒ It enables a farmer to know whether he is making profits or losses.</p> <p>⇒ It enables a farmer to know when to carry out</p> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines the term records.</li> <li>2. Mentions the types of records kept on a rabbit farm.</li> <li>3.. States the importance of keeping records kept on a rabbit</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to record keeping.</li> <li>2. Reads, internalize and writes texts and questions related to record keeping.</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> | <p>Defining the term records.</p> <p>Mentioning the types of records kept on a rabbit farm.</p> <p>Stating the importance of keeping records kept on a rabbit</p> | <p>Appreciation.<br/>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Chalkboard illustration.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
|---|---|------------------------|--------------------------------------|---|---|--|--|---|--|---------------------------------|---|--|

|  |  |  |  |   |  |  |  |  |  |  |  |  |
|--|--|--|--|---|--|--|--|--|--|--|--|--|
|  |  |  |  | <div>some farm activities.<br/>⇒ It enables a farmer to get loans from banks.</div> |  |  |  |  |  |  |  |  |
|--|--|--|--|---|--|--|--|--|--|--|--|--|

**VICTORIOUS EDUCATION SERVICE**  
**PRIMARY FOUR SCIENCE SCHEME OF WORK FOR TERM II, 2023**


| W<br>K | P<br>D | THEME    | S/TOPIC         | CONTENT  | SUBJ. COMP'NCES  | LANG.<br>COMP'NCES  | METHODS   | ACTIVITIES  | IND. OF<br>LSV                               | INST.MAT                                       | REF.                       | REM |
|--------|--------|----------|-----------------|--|--|---|---|---|--|--|----------------------------|-----|
| 1      | 1      | OUR FOOD | CLASSES OF FOOD | <b>CLASSES OF FOOD</b><br>-Go Foods<br>-Grow Foods<br>-Glow Foods<br><b>Examples of each class of food.</b><br><u>Go foods:-</u> maize, cassava , millet, bread<br><u>Grow foods:-</u> fish, meat , chicken, beans<br><u>Glow foods:-</u> fruits fresh leafy vegetables                      | <b>The learner;</b><br>-states classes of food<br>-gives examples of class of food   | <b>The learner;</b><br>Pronounces spells, reads, writes and demonstrates meaning of words related to classes of food.               | Brain storming<br>Guided discovery<br>Class discussion                | -reading and spelling words,<br>-drawing the examples of the given foods. | Awareness, Care, appreciation                | millet seeds<br>cassava tubers,<br>maize flour | Mk integrated science bk 4 |     |
| 1      | 2      | Our food | food values     | <b>Food values</b><br>These are useful food substances that the body needs to live.<br><u>examples;</u> carbohydrates<br>-vitamins<br>-proteins<br>-fats and oils<br>-mineral salts<br><b>Carbohydrates</b><br>-They are also called energy giving foods.(GO- foods)<br>-They provide energy | <b>The learner;</b><br>-names the food values<br>-defines carbohydrates<br>-gives examples to carbohydrates<br>-state the importance of carbohydrates to the body. | <b>The learner;</b><br>Pronounces spells, reads, writes and demonstrates meaning of words related to food values and carbohydrates. | Brain storming<br>Guided discovery<br>Class discussion<br>observation | Observing some examples of food stuffs rich in carbohydrates.             | - Fluency , - observation, - care, awareness | millet seeds<br>cassava tubers,<br>maize flour | Mk integrated science bk 4 |     |

|   |   |          |  |  |   |   |  |  |                                      |   |   |  |
|---|---|----------|--|--|---|---|--|--|--------------------------------------|---|---|--|
|   |   |          |  | <p>to the body.</p> <p><b><u>Examples of food stuffs that are rich in carbohydrates</u></b></p> <p>Millet, maize, cassava, sugar, bread, sweet potato.</p>   |   |   |  |  |                                      |   |   |  |
| 1 | 3 | Our food | <p><b>vitamins and mineral salts</b></p> | <p><b><u>vitamins and mineral salts</u></b></p> <p>These are healthy giving foods.</p> <p><b><u>examples of mineral salts:</u></b></p> <p>-calcium</p> <p>-phosphorous</p> <p>-magnesium</p> <p>-iodine</p> <p>-iron</p> <p>etc.</p> <p><b><u>Food stuffs ( sources of mineral; salts) fruits</u></b></p> <p>-milk, liver, iodized salt, Vegetables, egg yolk, cereals, ripe banana, corns, etc.</p> <p><b><u>examples of vitamins;</u></b></p> <p>-vitamins are given names of alphabet from A to E</p> <p>i.e. <b>Vitamin A,B,C,D,E</b></p> <p><b><u>sources of vitamins/food stuffs with vitamins</u></b></p> | <p><b>The learner;</b></p> <p>-names food stuffs that are rich in mineral salts and vitamins.</p> <p>-defines vitamins and mineral salts</p> <p>-identifies some names given to minerals salts and vitamins</p> | <p><b>The learner;</b></p> <p>Pronounces spells, reads, writes and demonstrates meaning of words related to mineral salts and vitamins</p> <p>heat energy to the body</p> | <p>Brain storming</p> <p>Guided discovery</p> <p>Class discussion</p> <p>observation</p> | <p>Observing some examples of food stuffs rich in carbohydrates.</p> | <p>Fluency , appreciation, care.</p> | <p>iodized salt fruits leafy vegetables</p> | <p>Mk integrated science bk 4</p> <p>P.4 curriculum</p> |  |

|   |   |          |             |   |   |  |   |  |                              |                                      |                             |  |
|---|---|----------|-------------|---|---|--|---|--|------------------------------|--------------------------------------|-----------------------------|--|
|   |   |          |             | fruits, leafy vegetables<br>Yoghurt, carrots, etc.  |   |  |   |  |                              |                                      |                             |  |
| 1 | 4 | Our food | Food values | <p><b>PROTEINS, FATS AND OILS.</b></p> <p><b><u>proteins</u></b></p> <p>-Proteins are body building foods.</p> <p><b><u>uses of proteins</u></b></p> <p>-they build body cells</p> <p>-they help to repair body tissues.</p> <p><b><u>sources/ foods rich in proteins</u></b></p> <p>fish, meat, eggs, beans, chicken</p> <p><b><u>uses of proteins</u></b></p> <p>-they build body cells</p> <p>-they help to repair body tissues.</p> <p><b><u>sources/ foods rich in proteins</u></b></p> <p>fish, meat, eggs, beans, chicken</p> <p><b>Fats and oils;</b></p> <p>These are energy giving foods that provide <b><u>sources/ foods that are rich in fats and oils</u></b></p> <p>simsim, meat</p> | <p><b>The learner;</b></p> <p>-names food stuffs that are rich in proteins</p> <p>-defines proteins and fats and oils.</p> <p>-identifies food stuffs rich in fats and oils</p> | <p><b>the learner;</b></p> <p>Pronounces spells, reads, writes and demonstrates meaning of words related to fats and oils and proteins</p> | Brain storming<br>Guided discovery<br>Class discussion<br>observation | Observing some examples of food stuffs rich in carbohydrates | Fluency , appreciation, care | iodized salt fruits leafy vegetables | Mk integrated science bk4 4 |  |

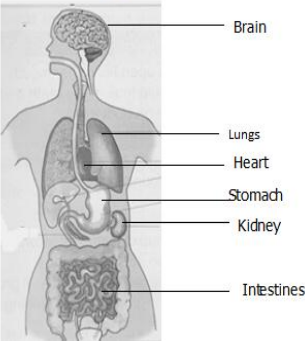
|   |   |          |  |  |   |  |  |                                     |   |                                  |  |
|---|---|----------|--|--|---|--|--|-------------------------------------|---|----------------------------------|--|
| 1 | 5 | Our food | <p><b>Deficiency diseases</b></p> <p><b>deficiency diseases;</b></p> <ul style="list-style-type: none"> <li>-These are diseases one gets when their bodies does not have enough of essential food values</li> </ul> <p><b>Examples of deficiency diseases</b></p> <ul style="list-style-type: none"> <li>-Night blindness</li> <li>-Kwashiorkor</li> <li>-Beriberi</li> <li>-Pellagra</li> <li>-Marasmus</li> <li>-Scurvy</li> <li>-Anaemia</li> <li>-Goitre</li> <li>-Rickets</li> </ul> <p><b>KWASHIORKOR</b></p> <ul style="list-style-type: none"> <li>-it is cause by lack of enough proteins in the body</li> </ul> <p><b>signs of a child with kwashiorkor</b></p> <ul style="list-style-type: none"> <li>-swollen belly</li> <li>-swollen moon face</li> </ul> | <p><b>The learner;</b></p> <ul style="list-style-type: none"> <li>-defines deficiency diseases</li> <li>-identifies examples of deficiency diseases</li> <li>-states the cause of kwashiorkor</li> </ul> | <p><b>the learner;</b></p> <p>Pronounces spells, reads, writes and demonstrates meaning of words related to deficiency diseases</p> | <p>Brain storming</p> <p>Guided discovery</p> <p>Class discussion</p> <p>observation</p> | <p>Observing some examples of food stuffs rich in carbohydrates.</p> | <p>Fluency , appreciation, care</p> | <p>iodized salt fruits leafy vegetables</p> | <p>Mk integrated science bk4</p> |  |
|---|---|----------|--|--|---|--|--|-------------------------------------|---|----------------------------------|--|

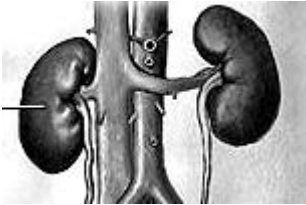
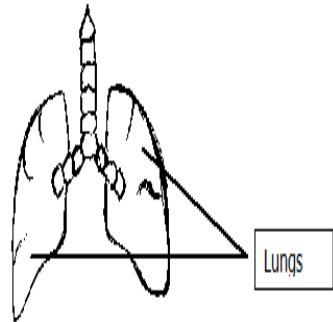


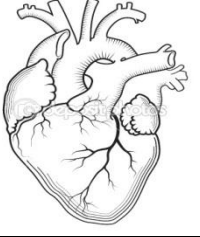
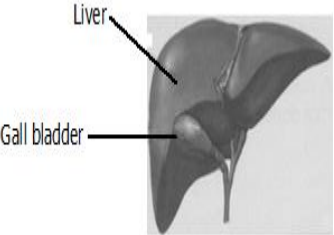
|   |   |          |   |   |   |   |  |                                     |   |                           |  |
|---|---|----------|---|---|---|---|--|-------------------------------------|---|---------------------------|--|
| 1 | 6 | Our food | <p><b>marasmus and night blindness</b></p> <p><b>MARASMUS</b><br/>         -it is caused by lacked of enough carbohydrates in the body<br/> <b>signs of a child with marasmus</b><br/>         -swollen belly<br/>         -always hungry<br/>         -the face looks like that an old person<br/>         -wasted muscles(thin body)</p>  <p><b>NIGHT BLINDNESS</b><br/>         it is also called poor night vision<br/>         -it is caused by shortage of <b>vitamin A</b> in the body<br/> <b>prevention of night blindness</b><br/>         -eat foods rich in vitamin A e.g. cereals</p> | <p><b>The learner;</b><br/>         -states the cause of kwashiorkor<br/>         -states the signs of marasmus in children<br/>         -states the cause of night blindness<br/>         -gives ways of preventing marasmus and kwashiorkor</p> | <p><b>the learner;</b><br/>         Pronounces spells, reads, writes and demonstrates meaning of words related to night blindness, marasmus</p> | <p>observation, guided discovery, guided class discussion question and answer</p> | <p>Observing a chart showing a child suffering from marasmus</p> | <p>Fluency , appreciation, care</p> | <p>charts with children suffering from marasmus</p> |                           |  |
| 2 | 1 | Our food | <p><b>scurvy</b></p> <p><b>SCURVY</b><br/>         -This is a deficiency disease caused by lack of vitamin <b>C</b><br/> <b>signs of scurvy</b><br/>         -bleeding of the gums<br/>         - poor healing of</p>   | <p><b>The learner;</b><br/>         -states the cause of kwashiorkor<br/>         -states the signs of marasmus in children</p>   | <p><b>the learner;</b><br/>         Pronounces spells, reads, writes and demonstrates meaning of</p>  | <p>observation, guided discovery, guided class discussion question</p>            | <p>Observing on a chart showing different signs of beriberi</p>  | <p>Fluency , appreciation, care</p> | <p>charts with children suffering from scurvy</p>   | <p>Mk int. sci. pbk 4</p> |  |



|   |   |          |        |   |   |  |   |   |                              |   |   |  |
|---|---|----------|--------|---|---|--|---|---|------------------------------|---|---|--|
|   |   |          |        | wounds<br><b>BERI BERI</b><br>-It is caused by shortage of vitamin B <sub>1</sub> in the body.<br><b>signs of Beriberi</b><br>-swelling of arms and legs<br>-muscle spasms  | -states the cause of night blindness<br>-gives ways of preventing marasmus and kwashiorkor  | words related to scurvy and beriberi   | and answer  |   |                              |   | Pry. 4 sci. curr.<br><br>New fount. Pbk 4                           |  |
| 2 | 3 | Our food | Goitre | <b>Goitre</b><br>This is the swelling if the thyroid gland in the throat.<br>it is caused by lack of enough of iodine mineral<br><b>Rickets</b><br>This a deficiency diseases caused by lack of enough of vitamin D<br><b>signs of rickets</b> in children<br>-bones become soft and swollen<br>-bones become and form a bow-like shape<br><b>prevention of rickets</b><br>-feed on feeds rick in vitamin D<br>-expose the body on sunshine | <b>The learner;</b><br>-states the cause of kwashiorkor<br>-states the signs of marasmus in children<br>-states the cause of night blindness<br>-gives ways of preventing goiter and rickets. | <b>the learner;</b><br>Pronounces spells, reads, writes and demonstrates meaning of words related to rickets and goitre. | Observation guided discovery,<br><br>guided class discussion<br><br>question and answer | Observing on a chart showing different signs Of rickets | Fluency , appreciation, care | charts with children suffering from rickets | Mk int. sci. pbk 4<br><br>Pry. 4 sci. curr.<br><br>New fount. Pbk 4 |  |

|   |   |          |                    |   |  |   |  |  |                                  |  |   |  |
|---|---|----------|--------------------|---|--|---|--|--|----------------------------------|--|---|--|
| 2 | 4 | Our food | anemia             | <b>Anaemia</b><br>tis sis a body condition caused by lack of iron or blood in the body.<br><b>signs of anaemia</b><br>-pale gums<br>-white finger nails<br>-extreme body weakness and tiredness.  | <b>The learner;</b><br>-states the cause of anaemia<br>-states the signs of anemia in children                           | <b>the learner;</b><br>Pronounces spells, reads, writes and demonstrates meaning of words related to anemia             | observatio<br>n, guided discovery, guided class discussion question and answer | Observing on a chart showing different signs Of anemia                         | Fluency , appreci<br>ation, care | charts with children sufferin<br>g from anemia                   | Mk int. sci. pbk 4<br><br>Pry. 4 sci. curr.                         |  |
| 2 | 5 | Our food | Food contamination | <b>How food gets contaminated;</b><br>-serving food on dirty hands<br>-serving food with dirty hands<br>-leaving cooked food uncovered<br><b>Dangers of food contamination</b><br>-easy spread of diarrhea diseases. prevention of food contamination<br>-washing hands before handling food<br>-serving food in clean containers<br>-keeping left over food well covered | <b>the learner;</b><br>Pronounces spells, reads, writes and demonstrates meaning of words related to food contamination. | <b>the learner;</b><br>Pronounces spells, reads, writes and demonstrates meaning of words related to food contamination | observatio<br>n, guided discovery, guided class discussion question and answer | Observing on a chart showing different ways we prevent food contamin<br>ation. | Fluency , appreci<br>ation, care | charts showin<br>g ways of prevent<br>ing food contam<br>ination | Mk int. sci. pbk 4<br><br>Pry. 4 sci. curr.<br><br>New fount. Pbk 4 |  |

|   |   |                   |   |  |   |   |   |   |   |   |  |  |
|---|---|-------------------|---|--|---|---|---|---|---|---|--|--|
| 2 | 6 | Our food          | Preparation of a simple local dish at home. | <p><b>How to prepare matoke locally</b><br/> steps:<br/> -peeling<br/> -boiling<br/> -steaming<br/> <b>note;</b><br/> Matoke can also be prepared by roasting.</p>   | <p><b>the learner;</b><br/> demonstrates ways of preparing matoke at home.</p>  | <p><b>the learner;</b><br/> Pronounces spells, reads, writes and demonstrates meaning of words related to major organs of the human body.</p> | <p>observation, guided discovery, guided class discussion question and answer</p> | <p>-peeling and practicing preparing a local dish of matoke</p> | <p>self-discovery, -accuracy, self-esteem, care</p> | <p>Pictures showing people peeling matoke knife, banana, water,</p> | <p>Mk int. sci. pbk 4</p> <p>Pry. 4 sci. curr.</p> <p>New found. Pbk 4</p> |  |
| 3 | 1 | Human body organs | major organs of the body                    | <p><b>Major organs of the body</b><br/> -eyes,<br/> -ears,<br/> -nose,<br/> -brain,<br/> kidney, -stomach (diagram)<br/> <u>Internal body organs</u></p>  | <p><b>the learner;-</b><br/> names the major body organs<br/> -draws the structure that shows the major organs of the human body.</p> | <p><b>the learner;</b><br/> Pronounces spells, reads, writes and demonstrates meaning of words related to human body organs</p>               | <p>observation, guided discovery, guided class discussion question and answer</p> |   | <p>self-discovery, -accuracy, self-esteem, care</p> | <p>a chart with d</p>   | <p>Mk int. sci. pbk 4</p> <p>Pry. 4 sci. curr.</p> <p>New found. Pbk 4</p> |  |

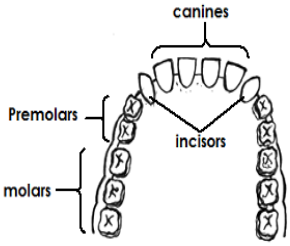
|   |   |                   |              |  |  |  |  |                                     |   |  |  |  |
|---|---|-------------------|--------------|--|--|--|--|-------------------------------------|---|--|--|--|
| 3 | 2 | Human body organs | kidneys      | <p>Human beings have two bean shaped kidneys.</p> <p><b>The structure of the kidneys.</b></p>               | <p>The learner;</p> <ol style="list-style-type: none"> <li>1. Describes kidneys.</li> <li>2. Draws and labels the parts of kidneys.</li> </ol> | <p>The learner;</p> <ol style="list-style-type: none"> <li>1.pronounces,s pells,reads,writes and demonstrates meaning of words related to kidneys</li> </ol> | Brain storming<br>Guided discovery<br>Class discussion | Drawing the structure of the kidney | self-discovery, - accuracy, self-esteem, care                           | A chart showing the structure of the kidneys | <p>Mk int. sci. pbk 4</p> <p>Pry. 4 sci. curr.</p> <p>New fount. Pbk 4</p> |  |
| 3 | 3 | Human body organs | <u>lungs</u> | <p><b>The lungs</b></p> <p>There are two lungs in the human body</p> <p><b>The structure of lungs</b></p>  | <p>The learner;</p> <ol style="list-style-type: none"> <li>1. Draws and labels the structure of lungs.</li> </ol>                              | <p>The learner;</p> <ol style="list-style-type: none"> <li>Pronounces,spells,reads writes and demonstrates meaning of words related to lungs.</li> </ol>     | Brain storming<br>Guided discovery<br>Class discussion | Drawing the structure of the lungs  | <p>Critical thinking</p> <p>Appreciation</p> <p>Fluency</p> <p>Care</p> | An illustration of the lungs on a chart.     | <p>Mk int. sci. pbk 4</p> <p>Pry. 4 sci. curr.</p> <p>New fount. Pbk 4</p> |  |



|   |   |                   |           |  |  |   |   |  |  |                                       |  |  |
|---|---|-------------------|-----------|--|--|---|---|--|--|---------------------------------------|--|--|
| 3 | 4 | Human body organs | The heart | <p><b>The lungs</b><br/>The heart is located in the chest cavity between the lungs.</p> <p><b><u>Structure of the heart</u></b></p>   | <p>The learner;<br/>1.Draws the structure of the heart.<br/>2. Answers the given questions on the heart.</p> | <p>The learner;<br/>Pronounces,spells reads, reads writes and demonstrates meaning of words related to the heart.</p> | <p>Observation.<br/>Guided discovery<br/>Class discussion</p> | <p>Drawing the structure of the heart</p>                  | <p>Fluency</p> <p>Appreciation</p> <p>Care</p> <p>Kindness</p> | <p>Drawing diagrams showing lungs</p> | <p>Mk int. sci. pbk 4</p> <p>Pry. 4 sci. curr.</p> <p>New fount. Pbk 4</p> |  |
| 3 | 5 | Human body organs | The liver | <p><b>The liver</b></p> <ul style="list-style-type: none"> <li>- This is found below the lungs in the abdominal cavity</li> <li>- The liver produces bile which helps to break down food into small particles.</li> <li>-</li> </ul>  | <p>The learner;<br/>1. Draws the structure of the liver.<br/>2. Answers given questions on the liver</p>     | <p>The learner;</p>   | <p>Observation.<br/>Guided discovery<br/>Class discussion</p> | <p>Observation<br/>Drawing the structure of the liver.</p> | <p>Fluency</p> <p>Appreciation</p> <p>Care</p> <p>Kindness</p> |                                       | <p>Mk int. sci. pbk 4</p> <p>Pry. 4 sci. curr.</p> <p>New fount. Pbk 4</p> |  |


|   |   |                   |                        |   |  |  |  |                                       |  |                                      |  |  |
|---|---|-------------------|------------------------|---|--|--|--|---------------------------------------|--|--------------------------------------|--|--|
| 3 | 6 | Human body organs | The stomach            | <p><b>The structure of the stomach</b></p> <ul style="list-style-type: none"> <li>- The stomach is one of the organs of the digestive system</li> <li>- The stomach stores food for some time</li> </ul> <p><b>Structure of the stomach</b></p>  <p style="text-align: right;">stomach</p>   | <p><b>The learner;</b></p> <p>1.draws the structure of the stomach</p> <p>2.answers the questions</p>      | <p><b>The learner;</b></p> <p>Pronounces,spells,read,writes and demonstrates words related to the liver.</p> | Observation.<br>Guided discovery<br>Class discussion | Drawing the structure of the stomach. | Drawin<br>g<br>diagram<br>s<br>showin<br>g<br>lungs. | a chart with diagrams of the stomach | <p>Mk int. sci. pbk 4</p> <p>Pry. 4 sci. curr.</p> <p>New fount. Pbk 4</p> |  |
| 4 | 1 | Human body organs | The brain of the brain | <p>This is the soft organ protected by the skull. The brain controls all activities of the body</p> <p><b>Structure</b></p> <p style="text-align: center;">Structure of the brain</p>  <p style="text-align: right;">Brain</p> <p><b><u>Functions of the brain</u></b></p> <p>It stores information</p> <p>For thinking</p> <p>For reasoning</p> | <p>The learner;</p> <p>1. Draws the structure of the brain</p> <p>2. Gives the functions of the brain.</p> | <p>The learner;</p> <p>Pronounces,spells,read,writes and demonstrates words related to the brain</p>         | Observation.<br>Guided discovery<br>Class discussion | Drawing the structure of the brain    | Critical thinking<br>Appreciation<br>fluency         | a chart with diagrams of the brain   | <p>Mk int. sci. pbk 4</p> <p>Pry. 4 sci. curr.</p> <p>New fount. Pbk 4</p> |  |

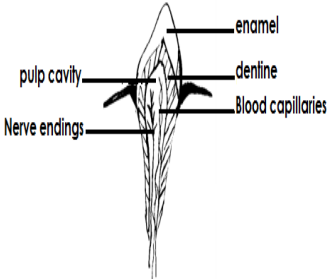
|   |   |                   |                          |   |  |   |  |  |   |  |                     |  |
|---|---|-------------------|--------------------------|---|--|---|--|--|---|--|---------------------|--|
| 4 | 2 | Human body organs | How the Human body Works | <p><b>How the human body works</b></p> <p>⇒ The human body takes in food through the mouth oxygen during breathing.</p> <p>⇒ Breathing is the taking in and out of oxygen.</p> <p>⇒ The human body transports food and oxygen to different parts of the body.</p> <p>⇒ The human body uses food and oxygen to get energy. Food and oxygen is moved around the body by the blood.</p> <p>⇒ The human body removes wastes</p> <p><b>Examples of waste materials</b></p> <p>⇒ Urine</p> <p>⇒ sweat</p> <p>⇒ carbon dioxide</p> | <p><b>The learner;</b></p> <p>1. describes how the body works.</p> <p>2. Mentions the examples of waste materials.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to how the human body works.</p> <p>2. Reads, internalize and writes texts and questions to related how the human body works.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>observation</p> | <p>Describing how the human body works.</p> <p>Mentioning example of waste material of the human body.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Chalkboard illustration.</p> <p>Int. sci. syllabus bk 4</p> | Mk. Int. sci. pbk 4 |  |
| 4 | 3 | The teeth         | Sets of teeth            | <p><b>Sets of teeth</b></p> <p>⇒ Humans beings grow two sets of teeth in their life time namely,</p> <p>⇒ Milk teeth</p>  | <p><b>The learner,</b></p> <p>1. Describes the sets of teeth.</p> <p>2. Describes the milk teeth</p>                   | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of</p>   | <p>Guided discovery</p> <p>Discussion</p>                    | <p>Describing the sets of teeth i.e. The milk teeth and</p>  | <p>Appreciation.</p> <p>Care</p>  | <p>A chart showing sets of teeth</p>                           | Mk. Int. sci. pbk 4 |  |



|   |   |           |                |  |  |  |  |  |   |   |  |  |
|---|---|-----------|----------------|--|--|--|--|--|---|---|--|--|
|   |   |           |                | <p>⇒ Permanent teeth</p> <p><b>Milk teeth</b></p> <p>⇒ Milk teeth are the first set of teeth in children.</p> <p>⇒ They are twenty in number</p> <p>⇒ They start appearing in children at the age of 5-9 months</p> <p>⇒ Milk teeth start falling out at the age of 5-6 years</p> <p>⇒ The incisors are the first to grow and the first to fall out</p>  | and the permanent teeth  | <p>words related sets of teeth e.g. Milk teeth, permanent, canine, incisors and premolars.</p> <p>2. Reads, internalize and writes texts and questions related to sets of teeth.</p> | observation  | permanent teeth.   | <p>Awareness</p> <p>Fluency</p> <p>Concern</p>    |   | Int. sci. syllabus bk 4                |  |
| 4 | 4 | The teeth | Types of teeth | <p><b>Types of teeth</b></p> <p>i) Canines</p> <p>ii) Incisors</p> <p>iii) Pre Molar</p> <p>iv) Molars</p> <p><b>Canines</b></p> <p>⇒ Canines are sharp, and pointed.</p> <p>⇒ They are used for tearing food.</p>   | <p><b>The learner;</b></p> <p>1. States the types of teeth.</p> <p>2. Describes the canine and incisor teeth.</p> <p>3. States the importance of the canine and incisor teeth.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related types of teeth e.g. canine,</p>  | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> | <p>Stating the types of teeth.</p> <p>Describing the incisors and canine</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> | <p>A chart showing incisors and canine teeth.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int.</p> |  |

|  |  |  |  |  |  |  |   |  |                                     |  |                           |  |
|--|--|--|--|--|--|--|---|--|-------------------------------------|--|---------------------------|--|
|  |  |  |  | <p><b>Structure of a canine tooth</b></p>  <p>⇒ <b><u>Adaptation to its function</u></b></p> <p>⇒ They are sharp and pointed for tearing food</p> <p><b>Incisors</b></p> <p>⇒ They are chisel shaped</p> <p>⇒ They have one root</p> <p><b>Structure of an incisor</b></p>  <p><b><u>Adaptation to its function</u></b></p> <p>⇒ They are chisel shaped for cutting.</p> <p>⇒ There are four incisors in each jaw.</p> | <p>4. Describes the adaptation of the canines and incisor teeth to their function.</p> | <p>incisors, molars and premolars.</p> <p>2. Reads, internalize and writes texts and questions related to sets of teeth.</p> | n | <p>teeth.</p> <p>Stating the functions of the canine and incisor teeth.</p> <p>Describing the adaptations of the canines and incisor teeth to their functions.</p> | <p>Fluency</p> <p>Concentration</p> |  | <p>sci. syllabus bk 4</p> |  |
|--|--|--|--|--|--|--|---|--|-------------------------------------|--|---------------------------|--|

|   |   |                |   |  |   |  |   |   |   |   |  |
|---|---|----------------|---|--|---|--|---|---|---|---|--|
| 4 | 5 | Types of teeth | <p><b>Pre molars And Molars</b></p> <p><b>Pre molars</b><br/> ⇒ They are broad at the top with two cups/ridges<br/> ⇒ They have one root.</p> <p><b>Structure of a pre molar</b></p>  <p><b><u>Adaptation to its function</u></b><br/> ⇒ They have broad tops with ridges for crushing food.</p> <p>• <b>Molars</b><br/> ⇒ They have broad wide tops with 3-5 ridges.</p> <p><b>Structure of a molar</b></p> <p><b><u>Adaptation to its function</u></b><br/> ⇒ They have broad tops with cups for crushing food</p> | <p><b>The learner;</b><br/> 2. Describes the premolars and molar teeth.<br/> 3. States the importance of the pre molars and molars teeth.<br/> 4. Describes the adaptation of the molars and pre molars to their function.</p> | <p><b>The learner;</b><br/> 1. Pronounces, spells, reads writes and demonstrates meaning of words related types of teeth e.g. canine, incisors, molars and premolars.<br/> 2. Reads, internalize and writes texts and questions related to sets of teeth.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> | <p>Describing the molars and pre molars teeth.</p> <p>Stating the functions of the molars and pre molars teeth.</p> <p>Describing the adaptations of the molars and pre molars teeth. to their functions.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>A chart showing molars and pre molars teeth.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| 4 | 6 | The teeth      | <p><b>Regions of the teeth</b></p> <p><b>Regions of a tooth</b><br/> ⇒ A tooth has three regions namely;<br/> a) The crown<br/> b) The neck<br/> c) The root</p>  | <p><b>The learner;</b><br/> 2. Identifies the regions of the tooth.<br/> 3. Draws and labels the regions of the</p>  | <p><b>The learner;</b><br/> 1. Pronounces, spells, reads writes and demonstrates meaning of words</p>   | <p>Guided discovery</p> <p>Discussion</p>                    | <p>Identifying regions of the tooth.</p> <p>Drawing</p>   | <p>Appreciation.</p> <p>Care</p>  | <p>A chart showing regions of the tooth</p>         | <p>Mk. Int. sci. pbk 4</p>                                |  |

|   |   |           |                  |   |  |   |   |   |  |  |  |  |
|---|---|-----------|------------------|---|--|---|---|---|--|--|--|--|
|   |   |           |                  |   | tooth.   | related regions of the tooth<br>2. Reads, internalize and writes texts and questions related to regions of the tooth  | Observation   | and labeling the regions of the tooth                                     | Awareness<br><br>Fluency<br><br>Concern                              |  | Int. sci. syllabus bk 4                            |  |
| 5 | 1 | The teeth | Parts of a tooth | <b>Internal structure of a tooth</b>  <p><b>The enamel</b><br/><b>The dentine</b><br/><b>The pulp cavity</b><br/><b>Nerve endings</b><br/><b>Blood capillaries</b></p> | <b>The learner;</b><br>1. Draws and labels parts of a canine and molar tooth | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related parts of the tooth<br>2. Reads, internalize and writes texts and questions related to parts of the tooth | Guided discovery<br><br>Discussion<br><br>Observation | Drawing the structure of the tooth.<br><br>Labeling the parts of a tooth. | Appreciation.<br>Care<br><br>Awareness<br><br>Fluency<br><br>Concern | A chart showing the structure of a tooth | Mk. Int. sci. pbk 4<br><br>Int. sci. syllabus bk 4 |  |

|   |   |           |  |  |  |  |  |   |   |   |  |
|---|---|-----------|--|--|--|--|--|---|---|---|--|
| 5 | 2 | The teeth | <p><b>Parts of the tooth</b></p> <p><b>Functions of parts of at tooth</b></p> <p><b><u>The enamel</u></b><br/> ⇒ It is the hardest outer part of the tooth.<br/> ⇒ The enamel protects the inside part of the tooth to wear and tear.</p> <p><b><u>The dentine</u></b><br/> ⇒ It is the biggest part of a tooth.<br/> ⇒ The dentine contains the pulp cavity and living cells through which it receives food.</p> <p><b><u>The pulp cavity</u></b><br/> ⇒ It is the sensitive part of the tooth<br/> ⇒ The pulp cavity contains blood vessels and nerves which are sensitive to heat coldness and pain</p> <p><b><u>Nerve endings</u></b><br/> ⇒ They pick nerve signals/ messages and send them to the brain for interpretation.</p> <p><b><u>Blood capillaries</u></b><br/> ⇒ They send blood,</p> | <p><b>The learner'</b><br/> 1. States the functions of parts of the tooth.</p> | <p><b>The learner;</b><br/> 1. Pronounces, spells, reads writes and demonstrates meaning of words related parts of the tooth<br/> 2. Reads, internalize and writes texts and questions related to parts of the tooth</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> | <p>Stating the functions of parts of the tooth</p> <p>Labeling the parts of a tooth.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>A chart showing the structure of a tooth</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
|---|---|-----------|--|--|--|--|--|---|---|---|--|

|   |   |           |  |  |  |   |   |  |   |  |   |  |
|---|---|-----------|--|--|--|---|---|--|---|--|---|--|
|   |   |           |  | oxygen and digested food to the tooth.   |  |   |   |  |   |  |   |  |
| 5 | 3 | The teeth |  | <p><b>Care of our teeth</b><br/> ⇒ We need to care for our teeth and keep them healthy.<br/> ⇒ The general cleanliness for our mouth is called <b>oral hygiene</b>.</p> <p><b>Ways of cleaning for the teeth</b><br/> ⇒ Brushing the teeth every after a meal to remove the food remains.<br/> ⇒ By dental flossing to remove food particles between the teeth.</p> <p><b>Things we use to care for our teeth</b><br/> ⇒ Tooth brush<br/> ⇒ Tooth paste<br/> ⇒ Dental floss<br/> ⇒ Clean water</p> | <p><b>The learner;</b><br/> 1. Identifies the ways of caring for the teeth.<br/> 2. States the materials used to clean teeth.<br/> 3. Draws the materials used to clean teeth.</p> | <p><b>The learner;</b><br/> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to care for the teeth.<br/> 2. Reads, internalize and writes texts and questions related to care for the teeth.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p> | <p>Identifying the ways of caring for the teeth.</p> <p>Stating the materials used to clean teeth.</p> <p>Drawing the materials used to clean teeth.</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>A tooth brush, tooth paste, dental floss.</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |

|   |   |           |   |   |   |   |  |   |                                  |   |  |
|---|---|-----------|---|---|---|---|--|---|----------------------------------|---|--|
| 5 | 4 | The teeth | <p><b>Diseases of the teeth</b></p> <p>1. Tooth decay (dental caries)</p> <p>2. Gum diseases (gingivitis)</p> <p>3. Dental plaque</p> <p>4. Periodontal disease</p> <p><b>Refer to the table of diseases of the teeth in the lesson notes.</b></p> <p><b>Disorders of the teeth</b></p> <ul style="list-style-type: none"> <li>• <b>Disorders of the teeth</b></li> </ul> <p>i) Poor growth of teeth (malocclusion)</p> <p>ii) broken or cracked teeth</p> <ul style="list-style-type: none"> <li>• <b>Control of teeth disorders</b></li> </ul> <p>⇒ Avoid biting hard things.</p> <p>⇒ Avoid rough games.</p> | <p><b>The learner;</b></p> <p>1. Outlines the diseases of the teeth.</p> <p>2. States the signs and symptoms of the diseases of the teeth.</p> <p>3. Mentions the ways of preventing the diseases of the teeth.</p> <p>4. Identifies the disorders of the teeth and how they can be controlled.</p> | <p><b>The learner;</b></p> <p>1. Pronounces, spells, reads, writes and demonstrates meaning of words related to diseases of the teeth.</p> <p>2. Reads, internalizes and writes texts and questions related to diseases of the teeth.</p> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p> | <p>Outlining the diseases of the teeth.</p> <p>Stating the signs and symptoms of diseases of the teeth.</p> <p>Mentioning ways of preventing diseases of the teeth</p> | <p>Appreciation.</p> <p>Care</p> <p>Awareness</p> <p>Fluency</p> <p>Concern</p> | <p>Pictures of decayed teeth</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
|---|---|-----------|---|---|---|---|--|---|----------------------------------|---|--|

|   |   |            |                                |   |  |  |   |  |                                      |                             |   |  |
|---|---|------------|--------------------------------|---|--|--|---|--|--------------------------------------|-----------------------------|---|--|
| 5 | 5 | Sanitation | Importance of good sanitation. | <p><b>sanitation</b></p> <p>⇒ Sanitation is the general cleanliness of our environment.</p> <ul style="list-style-type: none"> <li>• <b>Importance of good sanitation in our environment</b></li> </ul> <p>⇒ Carrying out proper sanitation keeps the place free from vectors</p> <p>⇒ Proper sanitation prevents the diseases in an area</p> <p>⇒ Proper sanitation prevents bad smell.</p> <p>⇒ Proper sanitation prevents <b>water contamination</b></p> | <p>The learner;</p> <ol style="list-style-type: none"> <li>1. Defines sanitation.</li> <li>2. States the activities that can be done to promote proper sanitation.</li> <li>3. Gives the importance of good sanitation in our environment</li> </ol> | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to sanitation</li> <li>2. Reads, internalize and writes texts and questions related to sanitation.</li> </ol>  | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p> | <p>Answers questions given on how to promote sanitation.</p> | <p>Appreciation. Awareness Care.</p> | <p>Water Broom hoe rake</p> | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |
| 5 | 6 |            | Germs and Diseases             | <p>What are germs?</p> <p>Germs are small organisms that cause diseases.</p> <p><u>Note;</u></p> <p>We cannot see germs with our naked eyes (a microscope is used to detect germs)</p> <p><u>Examples of germs</u></p> <p>Virus</p> <p>Bacteria</p>   | <p>The learner;</p> <ol style="list-style-type: none"> <li>1. Defines germs.</li> <li>2. States examples of germs.</li> <li>3. Mentions places where germs can be found.</li> </ol>  | <p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to sanitation.</li> <li>2. Reads, internalize and writes texts and questions related to sanitation.</li> </ol> | <p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p>                      | <p>Answering questions. Reading and writing work.</p>        | <p>Appreciation. Awareness Care.</p> | <p>Worksheets</p>           | <p>Mk. Int. sci. pbk 4</p> <p>Int. sci. syllabus bk 4</p> |  |



|   |   |  |  |  |   |  |  |  |   |  |   |  |
|---|---|--|--|--|---|--|--|--|---|--|---|--|
|   |   |  |  | Protozoa<br>Fungi<br><u><b>Places where germs can be found(habitats for germs)</b></u><br>In un boiled water<br>In the soil<br>In air<br>In human and animal faeces<br>On plants<br>In human body and other animals<br>In dirtyplaces like latrine |   |  | Demonstration  |  |   |  |   |  |
| 6 | 1 |  |  | <b>Ways through which germs are spread.</b><br>Through drinking contaminated water.<br>Through eating contaminated food.<br>Through bites of insects and animals.<br>Through breathing   | <b>The learner;</b><br>1.Mentions the ways through which germs are spread<br>2.names the diseases spread through the given ways on the table. | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to sanitation.<br>2. Reads, internalize and writes texts and questions related to sanitation. | Discussion<br><br>Observation<br><br>Illustration<br><br>Demonstration | Mentioning ways through which germs are spread | Audibility<br>Critical thinking fluency | A chart showing the stages in the 4fs. | Comprehensive science book 4<br>Primary curriculum book4. |  |

|   |   |            |       |  |  |   |   |  |   |  |   |
|---|---|------------|-------|--|--|---|---|--|---|--|---|
|   |   |            |       | <p>contaminated air.<br/>Through contact with people having germs.</p> <p><b><u>Table showing ways germs are spread and their causative agents</u></b></p>   |  |   |   |  |   |  |   |
| 6 | 2 | sanitation | germs | <p><b>The 4fs germ path and economic importance</b></p> <p>Is the way germs are spread by houseflies through faeces, flies, food fingers (4fs)</p> <p>Flies carry germs on their legs, wings and hairy bodies from faeces onto our food.</p> | <p><b>The learner;</b><br/>1. writes 4fs in full.<br/>2. describes the stages of the 4fs path.</p> | <p><b>The learner;</b><br/>1. Pronounces, spells, reads, writes and demonstrates meaning of words related to 4fs.<br/>2. Reads, internalizes and writes texts and questions related to 4fs.</p> | <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p> | <p>Describing stages in the 4fs germ path.</p> | <p>audibility<br/>Critical thinking<br/>fluency</p> | <p>Chart showing the 4fs germ path</p> | <p>Comprehensive science book 4<br/>Primary curriculum book 4</p> |

|   |   |  |   |  |  |  |   |   |   |   |   |
|---|---|--|---|--|--|--|---|---|---|---|---|
|   |   |  | <b>diseases</b><br><br><b>Diseases</b><br>A disease is an illness of the body which brings disorders<br><br><b>Diseases spread due to 4fs.</b><br><br>Typhoid<br>Diarrhea<br>Bilharzia.<br>Dysentery<br>malaria | <b>The learner;</b><br>1. defines the term disease.<br>2. lists diseases that are spread through 4fs | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to diseases spread through 4fs.<br>2. Reads, internalize and writes texts and questions related to 4fs.               | Discussion<br><br>Observation<br><br>Illustration<br><br>Demonstration | Listing diseases that are spread through 4fs.                 | audibility<br>Critical thinking fluency | Work cards showing diseases spread through 4fs. | Comprehensive science book 4<br>Primary curriculum book 4 | w |
| 6 | 3 |  | <b>Ways of protecting against germs and diseases</b><br><br>Keeping our homes and school clean.<br>Cleaning and covering latrines.<br>Keeping our kitchen clean.<br>Covering our food properly.                 | The learner;<br>1. mentions Ways of protecting against germs and diseases                            | <b>The learner;</b><br>1. Pronounces, spells, reads writes and demonstrates meaning of words related to protection against germs and diseases<br>2. Reads, internalize and writes texts and questions related to germs and | Discussion<br><br>Observation<br><br>Illustration<br><br>Demonstration | .mentioning the Ways of protecting against germs and diseases | audibility<br>Critical thinking fluency | environment                                     | Comprehensive science book 4<br>Primary curriculum book 4 |   |

|  |  |  |  |  |  |          |  |  |  |  |  |  |
|--|--|--|--|--|--|----------|--|--|--|--|--|--|
|  |  |  |  | Washing hands before eating food.<br>Washing and ironing clothes and beddings.<br>Cutting tall grass around our homes. |  | diseases |  |  |  |  |  |  |
|--|--|--|--|--|--|----------|--|--|--|--|--|--|