P.4 SCIENCE SCHEME TERM III BY TR TALEMWA BRIAN 2023

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| WK | PD | THEME | TOPIC | SUB TOPIC | SUBJECT COMPETENCE | LANGUAGE COMPETENCE | CONTENT | METHODS | ACTIVITY | SKILLS | T/AID S | REF |
| 1 | 1 | Human health | Communicable intestinal diseases and worm infestation | Communicable diseases | The learner;  Defines communicable intestinal diseases  Mentions the examples of such diseases  describes how such diseases are spread | The learner; Reads and writes words and sentences correctly  Spells words like communicable, deficiency, intestine and health  Infestations | Communicable diseases  Definition of communicable diseases. Examples of communicable diseases  Communicable intestinal diseases  Definition  Examples  How they spread  Difference between communicable and non- communicable diseases  Non- communicable diseases  -All deficiency diseases  -Suckle cell anaemia  -Cancer |  Guided discovery   Question and answer |  Naming common communicable diseases |  Care   Effective communication |  Learners’ experience |  Comp. Primary Science book 4 page 122 |
|  | 2 | Note: Communicable intestinal diseases are also called diarrhoeal diseases |  |  | The learner;  Defines diarrhoea  Gives causes  Writes the 4Fs in full  States the effect of diarrhoea to human health | The learner;  Spells words like  -diarrhoea  -severe  -dehydration  -excessive | Diarrhoea  Definition  Cause – bacteria or viruses  The 4Fs germ path  Danger of excessive diarrhoea  Prevention and control of diarrhoea |  Guided discussion |  Naming the 4Fs disease germ path |  Effective communication   Care |  Chalk board illustration  Chart showing 4FS cycle |  MK primary Science book 4 page  122 |
|  | 3 | Note:  Communicable |  |  | The learner;  Defines dysentery  Explains how dysentery spreads  Mentions at least three | The learner; Pronounces words like  -Dysentery  -Stains  -Stool | Dysentery  Definition  How it spreads  Cause of dysentery |  Self discover y   Question |  Explainin g how dysenter |  Problem solving |  Chalk board |  MK  primary |

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|  |  |  |  |  | signs and symptoms of dysentery | -Watery | Signs and symptoms of dysentery |  |  |  |  |  |
|  | 4 | Human health | Communicable intestinal diseases and worms | communicable diseases | The learner Describes the cause and spread of cholera  Mentions the signs of cholera  Explains the way of controlling cholera | The learner; Reads and spells words and sentences  Pronounces words correctly | Cholera  What causes Cholera? How is cholera spread? Signs of cholera Prevention of cholera  Effects of cholera on human health |  Guided discussion   Question and answer technique |  Stating the preventive and control measures for cholera |  Problem solving   Self esteem |  Drawn chart showing a cholera patient |  Primary 4 syllabus page 17   Comp. Scine page 102 |
|  | 5 | Human health | Communicable intestinal diseases | communicable diseases | The leaner;  Mentions the cause of typhoid  Explains how typhoid spreads  Mentions the signs and | The learner; Reads and writes words and sentences correctly  Tells stories about typhoid outbreak | Typhoid  Causes of typhoid  How typhoid is spread  Signs and symptoms of typhoid  Prevention and control of typhoid |  Guided discovery   Brain  storming |  Stating the signs and symptoms |  Critical thinking |  Chalkboard illustration |  Primary 4 syllabus |

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|  |  |  |  |  | symptoms of typhoid  Explains how to prevent typhoid | Diarrhoeal  Faecal  Faeces | Effect of typhoid on human health |  |  |  |  |  |
| 2 | 1 | Human Health | Communicable intestinal diseases and worms | Communicable diseases | The learner;  Defines dehydration  Mentions the cause of dehydration  Describes the signs of dehydration  Explains the treatment for dehydration  Describes how to make  ORS in four sentences | The learner; Describes the steps of making ORS.  Reads and spells words like  -dehydration  -rehydration  -solute  -solvent  -dissolves | Dehydration  Definition  Causes of dehydration  Salts lost during dehydration  The signs of dehydration  Treatment and prevention of dehydration  Oral rehydration solution  In full and short  Importance to the victim  Materials used for preparing ORS – sugar, salt, safe drinking water  Uses of each  Steps involved in making ORS. |  Self discovery   Question and answer technique   Experimentation |  Describing the steps involved in preparing ORS |  Problem solving   Critical thinking |  Chalkboard illustration |  Comp. Science page 80   MK Science page 125 |
|  | 2 | Human Health | Communicable intestinal diseases and | Communicable diseases | The learner;  Defines a parasite  Mentions the examples of intestinal worms  Describes tape worms, feeding and habitat | The learner; Reads, spells, pronounces key words correctly;  -host  -**ecto**  **-endo** | Worms infestation  Why they are parasites  Definitions of a parasite  Examples of common discussion worms  Tape worms  What they feed on |  Guided discussion   Brain storming |  Discussing the dangers of tape worms |  Effective communication |  Chalkboard illustration |  MK Science page 128 |

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|  |  |  |  |  | Draws the structure of a tape worm | -malnutrition | Where they live  Structure of a tape worm  Signs and symptoms of tape worm infestation  Prevention of tape worms  Dangers of tape worms  -They lead to frequent hunger / malnutrition  -They lead to wounds in the intestines  -They can lead to intestinal obstruction |  |  |  |  |  |
|  | 3 | Human health | Communicable intestinal diseases and worm infestation | Worm infestation | The learner;  Describes the life cycle of a hook worm  Explains how hook worms enter our bodies  Mentions the signs and symptoms of hook worm infestation  States the dangers of hook worms on human health  States the preventive measures for hook worms | The learner; Reads and spells words correctly  Reads and tells poems about hook worms | Hook worms  How they look like (structure) How they enter our bodies  Signs and symptoms of hook worm infestation  Dangers of hook worms to human health  Explains the preventive and control measures for hook worms  Prevention and control of hook worms |  Question and answer technique   Brain storming |  Discussing the preventive and control measures for hook worms |  Problem solving   Effective communication |  Illustration of hook worms on the chalk board |  Science syllabus page   MK science book 4 page 129 |
|  | 4 | Human health | Communicable intestinal diseases and | Worm infestation | The learner;  Explains how thread worms look like.  Mentions the signs and symptoms of thread worms and ascaris  States the effects of | The learner; Pronounces words correctly  Writes sentences correctly  -attachment | Thread worms  Structure  How they enter our bodies  Signs and symptoms of thread worms infestation  Effects of thread worms on human health |  Guided discussion |  Stating the effects of thread worms |  Problem solving |  Chalkboard illustration |  MK Science book 4 page |

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|  |  |  |  |  | thread worms and ascaris  Describes the prevention | -hooks  -suckers  -sucking | Prevention and control of thread worms |  |  |  |  |  |
|  | 5 | Human health | Communicable intestinal diseases and worm infestation | Worm infestation | The learner;  Mentions where ascaris live  Explains how ascaris enter our bodies  States the danger of ascaris to man  Mentions the general control measures for worms | The learner; Spells, reads and writes words like  - Ascaris  - Bowels  - Burrow | Ascaris  How they enter our bodies  Where they live in the human body  Danger of ascaris  General control measures for worms |  Guided discovery   Question and answer technique |  Discussing the general control measures for worms |  Effective communication   Problem solving |  Chalkboard illustration |  Compo. Primary Science |
| 3 | 1 | Human health | Disease vectors | Common vectors | The learner;  Defines a vector and a germ  Mentions the examples of common vectors  Draws common vectors  Mentions the habitat | The learner; Reads, spells and pronounces key words correctly  -cause  -transmit | Vectors  Definition  Examples of common vectors  Diagrams of common vectors  Cockroaches  Habitat |  Discussion   Group work discussion |  Naming common vectors |  Empathy   Problem solving |  Drawing of common vectors |  Comp. Primary  Science book 4 |

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|  |  |  |  |  | for a cockroach.  Draws the life cycle of a cockroach and names the stages  Names the diseases spread by a cockroach.  Explains how cockroaches spread diseases |  | Why they move at night  Lifecycle of a cockroach  Diseases spread by cockroaches  How cockroaches spread diseases  Prevention of diseases spread by cockroaches |  |  |  |  |  |
|  | 2 | Human health | Disease vectors | Common vectors | The learner;  Mentions the breeding places for houseflies  Explains how houseflies spread germs  Draws the life cycle of a house fly  Mentions the diseases spread by a house fly  States the 4Fs disease path  Discusses ways of controlling the diseases spread by houseflies | The learner; Reads and writes words and sentences correctly  -hairy  -carry  -carrier | House flies  Breeding places  Life cycle of a house fly  How houseflies are able to spread germs  Diseases spread by houseflies  The 4FS disease path  Ways of controlling the diseases spread through houseflies |  Guided discovery   Question and answer |  Drawing the life cycle of a house fly |  Effective communication   Problem solving |  Life cycle of a house fly on a chart |  MK primary science book 4 page 143 |
|  | 3 | Human health | Disease vectors | Common vectors | The learner;  Describes the structure of a mosquito  Names the habitat for mosquitoes  Draws the life cycle of a mosquito | The learner; Reads, spells and pronounces key words correctly  -wringler  -wringling  -Proboscis | Mosquitoes  Breeding place and habitat  Types of mosquitoes  Life cycles of mosquitoes  Diseases spread by each mosquito |  Guided discussion   Question and answer technique |  Drawing the mosquito life cycles |  Creative thinking   Self awareness |  Life cycle of mosquitoes and |  Comp. Primary science book 4 |

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|  |  |  |  |  | Names the diseases spread by mosquitoes |  |  |  |  |  |  |  |
|  | 4 | Human health | Disease vectors | Common vectors | The learner;  Explains how malaria spreads  Mentions the signs and symptoms of malaria  States the control measures for malaria  Ways elephantiasis and yellow fever are spread | The learner;  Reads a poem about mosquitoes | How malaria spreads  Signs and symptoms of malaria  Ways of controlling malaria, yellow fever and elephantiasis |  Discussion   Brain storming |  Discussing ways of controlling malaria |  Effective communication |  Chalkboard illustration |  Comp. Primary Science book 4 page 109 |
|  | 5 | Human health | Disease vectors | Common vectors | The learner;  Describes the life cycle of a tsetse fly.  Names the diseases spread by a tsetse fly  Mentions the signs and symptoms of sleeping sickness.  States the control measures for tsetse flies | The learner; Reads and writes words and sentences correctly  -trap  -warmth  -trypanosoma | Tsetse flies  Breeding places  Life cycle of a tsetse fly Disease spread by a tsetse fly How such diseases spread  Signs and symptoms of sleeping sickness  Ways of controlling tsetse flies |  Guided discussion   Question and answer technique |  Drawing the life cycle of a tsetse flue |  Critical thinking   Effective communication |  Life cycle of a tsetse fly on a chart |  MK Primary Science book 4 page  151 |
| 4 | 1 | Human health | Disease vectors | Common vectors | The learner;  Describes the structure of a flea  Mentions where fleas live  Names the disease spread by fleas | The learner; Spells and writes words and sentences correctly  -plague  -burrow  -boils | Itch mites  Places they live  Disease spread  How scabies spreads  Ways of controlling scabies  Fleas |  Self discovery   Question and answer technique |  Discussing the prevention and control measures |  Effective communication |  Chalkboard illustration |  MK Primary  Science book 4 |

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|  |  |  |  |  | Mentions the ways of controlling bubonic plague  Describes how itch mites work  Names places where itch mites live  Explain how scabies spreads | -swellings | Places they live  Ways fleas spread diseased  Ways of controlling bubonic plague |  |  |  |  |  |
|  | 2 | Human health | Disease vectors | Common vectors | The learner;  Mentions the habitat /  breeding place for lice  Names the types of lice  Explains how lice spread diseases  States ways of controlling lice | The learner;  Spells words like  -typhoid  -relapsing  -lice  -bubonic  -nits | Lice  Breeding places  Types of lice  Disease spread by lice Explains how lice spread Controlling ticks and lice |  Question and answer technique |  Explaining ways of controlling lice and ticks |  Effective communication |  Real ticks |  MK Primary Science book 4 page 140 |
|  | 3 | Human health | Disease vectors | Common vectors | The learner;  Draws the structure of a fresh water snail  Names the disease spread by a fresh water snail  Mentions the ways of controlling bilharzias | The learner; Reads words and sentences correctly  -schistosoma  -flukes  -bilharzias | Water snails  Habitats  Diagram of a water snail Diseases spread by a water snail Signs and symptoms of bilharzia |  Brain storming   Guided discovery |  Discussing ways of controlling bilharzia |  Problem solving |  Real snails |  Comp. Book 3 page |
|  | 4 | Human health | Accident and first aid | Common accidents | The learner;  Defines an accident  Mentions examples of accidents  States the effects of accidents on human health | The learner;  Reads, spells words correctly  - bleeding  -steam  -vapour | Accidents  Definition of an accident  Causes of accidents  Examples of common accidents  Types of accidents  Dangers of accidents to human life |  Self discovery   Discussion |  Discussing common accidents at home |  Problem solving   Effective |  Chalkboard illustration |  MK. Primary Science book 4 page 154 |

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|  |  |  |  |  |  |  | Examples of injuries |  |  |  |  |  |
|  | 5 | Human health | Accident and first aid | Common accidents | The learner;  Mentions the common accidents at home, school and road  States the causes of accidents at school, home and road  Mentions ways of controlling accidents at home, school and road | The learner; Reads, spells and pronounces key words correctly;  -mechanical  -motorists  -pedestrians  -cyclists | Accidents at home / school  Examples Causes Prevention  Road accidents definition  Causes, definition  Prevention  How to cross the road |  Brain storming   Question and answer   Guided discussion |  Naming common accidents at home |  Effective communication   Problem solving |  Audio visual learning |  MK Primary science book 4 page 154 |
| 5 | 1 | Human health | Accidents and first aid | First aid | The learner;  Defines first aid  Defines a casualty  Mentions the reasons for giving first aid  States the qualities of a first aider  Identifies the responsibilities of a first aider | The learner; Reads and writes words and sentences about first aid  -casualty  -bleeding  -anaemic | First aid  Definition  Reasons for giving first aid Definition of a first aider Qualities of a first aider Responsibilities of a first aider |  Discovery   Question and answer technique |  Stating the qualities of a first aider |  Care, Empathy, creative thinking |  Chalkboard illustration |  Comp. Primary Science book 4 page 161 |

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|  | 2 | Human health | Accidents and first aid | First aid | The learner;  Defines a first aid kit  Mentions the components of a first aid box  Defines a first aid box  Mentions the importance of a first aid box to a school and home | The learner; Reads and writes words and sentences correctly  -kit  -components  -constituents | First aid kit  Definition  Components of a first aid box  First aid box  Definition  Diagram  Items which can be kept in a first aid box in a school and home.  Uses of each element of a first aid box |  Discovery   Discussion |  Identifying items found in a first aid kit |  Effective communication   Creative thinking |  Real first aid materials |  Comp. Book 4 Science page 161-162 |
|  | 3 | Human health | Accidents and first aid | Injuries | The learner; Mentions the examples of injuries  Defines a fracture  Mentions the types of fractures  Draws the types of fractures  Describes the first aid for fractures | The learner;  Spells words like  -fracture  -ligament  -dislocation  -sprain  -strain  -tendon  -muscles | Types / examples of injuries  Fractures  Burns and scales  Dislocation  Sprains and strains  Fractures  Definition and causes Types of fractures Signs of fractures  First aid for fractures |  Guided discussion   Questions and answer |  Demonstrating the first aid for fractures |  Sack , stretches and sticks |  Care   Problem solving |  MK Primary Science book 4 page 161 |

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|  | 4 | Human health | Accidents and first aid | Injuries | The learner; Defines burns and scalds  Mentions the causes of burns and scalds  Describes the first aid for burns and scalds  Discusses ways of preventing burns and scalds | The learner; Reads and write words and sentences like  -scald  -heat  -liquid  -acid | Burns and scalds  Burns  Definition of a burn  Causes of burns  Scalds  Definition of scalds  Causes of scalds  First aid for burns and scalds  Prevention of burns and scalds |  Questions and answer   Discovery |  Demonstrating the first aid for burns and scalds |  Water cloth |  Problem solving   Creative thinking |  MK primary Science book 4 page |
|  | 5 | Human health | Accidents and first aid | Injuries | The learner;  Defines a sprain and a strain  Mentions the signs of strains and sprains  Describes the first aid of sprains and strains | The learner; Reads, spells and pronounces words correctly  -stretched  -torn  -pain | Sprains  Definition  Causes of sprains Signs of sprains First aid for sprains Strains  Definition  Causes of strains Signs of strains First aid for strains |  Discovery (Guided) |  Describing the first aid for sprains and strains |  Care, Problem solving and creative thinking |  Bandage   Ice cubes |  MK primary science book 4 page 159 |
| 6 | 1 | Human health | Accidents and first aid | Injuries | The learner;  Defines a dislocation  Mentions the cause of a dislocation  Describes the first aid for dislocations | The learner; Pronounces, spells and writes words like  -location  -dislocation  -tourniquet | Dislocation  Definition  Causes of dislocations First aid for a dislocation First aid for a snake bit |  Discussion  (Guided)   Discovery |  Demonstrating the first aid for |  Problem solving |  Bandage |  Compo.  Primary |

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|  |  |  |  |  | Describes the first aid for snake bites |  |  |  |  |  |  |  |
|  | 2 | Human health | Accidents and first aid | Poisoning | The learner; Defines poison and poisoning  Mentions the causes of poisoning  Describes the appropriate first aid for poisoning  States the ways of preventing poisoning | The learner; Spells, reads and pronounces words  -poison  -chemical  -substance  -harm  -vomiting  -throad | Poisoning  Definition of poison and poisoning  Examples of poisons Causes of poisoning First aid for poisoning  Prevention of poisoning at home, school and community |  Guided discussion   Question and answer technique |  Mentioning the examples of poisons |  Problem solving |  Chalk board illustration |  MK primary science book 4 page 169 |
|  | 3 | The world of living things | Rabbit keeping | Rabbits | The leaner;  Defines the terms used in rabbit keeping  Mentions the reasons for rearing rabbits  Draws a rabbit and labels the parts (tracing) | The learner; Reads, spells and pronounces words and sentences e.g.  -burrow  -doe  -hutch  -litter  -kitten  -fur  -kindling  -kit | Rabbit keeping  Definition  Terms used in rabbit keeping  Reasons for rearing rabbits  Parts of a rabbit (ear, head, eye, neck, nose, whiskers, thigh, tail, hind leg)  Rabbit products |  Question and answer   Self discovery |  Drawing a rabbit and naming the parts |  Care   Appreciation |  Real rabbits |  MK primary science book 4 page 176 |
|  | 4 | The world of living things | Rabbit keeping | Breeds of rabbits | The learner;  Mentions the types of rabbit breeds  Identifies the characteristics of each types of breeds | The learners; Reads and writes words and sentences about types of rabbits  -local  -exotic | Breeds of rabbits  Local rabbits  Exotic rabbits  Local rabbits  Meaning and habitat |  Guided discussion   Excursion |  Identifying the rabbit |  Care   Creative |  Chalkboard |  MK Primary |

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|  |  |  |  |  | Writes the differences between exotic and local rabbits | -indigenous  -breeds  -features | Characteristics  Exotic rabbits  Meaning  Characteristics  Differences between exotic and local rabbits |  |  |  |  |  |
|  | 5 | The world of living things | Rabbit keeping | Breeds of rabbits | The learner; Names the exotic breeds of rabbits  Describes how each breed looks  Draws the house for rabbits | The learner; Writes sentences about rabbit breeds | Examples of Exotic rabbit breeds  Chinchilla rabbits Angora rabbits New Zealand white California rabbits  Appearance of each breed  Housing for rabbits  Structure of a hutch  Qualities of a good hutch  How to make a hutch |  Excursion   Discovery |  Making a hutch for rabbits |  Care   Effective communication |  Made hutch using boxes |  MK Primary science book 4 page 180 |

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| 7 | 1 | The world of living things | Rabbit keeping | Rabbit management practices | The learner;  Names the food for rabbits  Mentions the breeding process for rabbits | The learner; Reads and writes words and sentences correctly  -pellets  -main facture | Feeding of rabbits  Green vegetables  Carrots  Sweet potato leaves  Banana peelings  Pellets (Manufactured foods) |  Questions and answer   Discussion |  Mentioning the signs of heat in rabbits |  Appreciation   Care |  Real food stuffs   Chalkboard illustration |  MK Primary Science book 4 page 184 |
|  |  | Breeding in rabbits  Name given to male and female rabbits. Signs of heat in rabbits  Gestation period of rabbits.  Act of giving birth by a doe (kindling) Litter of rabbits  Care for young rabbits |
|  | 2 | The world of living things | Rabbit keeping | Rabbit management practices | The learner;  Explains how to keep the rabbits healthy  Names the common disease of rabbits  Identifies the signs and symptoms of each disease | The learner; Spells and reads words like  -coccidiosis  -snuffles  -canker  -colds....  -pneumonia | Hygiene / ways of keeping rabbits health  Proper feeding  Cleaning the hutch regularly  Proper ventilation of the hutch  Diseases of rabbits  Signs and symptoms of each disease |  Role play   Brain storming |  Naming common rabbit diseases |  Care   Problem solving |  Chalk board |  MK book 4 page  185 |
|  | 3 | The world of living things | Rabbit keeping | Rabbit management practices | The learner;  Mentions the ways of controlling rabbit diseases  Names the parasites in rabbits  States ways of controlling rabbit parasites | The learner; Reads, spells and pronounces words  -parasite  -feed  -tick  -mite | Ways of controlling rabbit diseases  Keeping hutches clean  Proper feeding....  Parasites of rabbits  Definition of a parasite  Examples of parasites  Types of parasites |  Discussion   Question and answer |  Naming common rabbit parasites |  Care   Problem solving |  Real parasites |  MK science book 4 page 186 |

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|  |  |  |  |  |  |  | Ways of controlling parasites |  |  |  |  |  |
|  | 4 | The world of living things | Rabbit keeping | Rabbit management practices | The leaner;  Defines records  Mentions the examples of records kept in a farm  Mentions the reasons why farmers keep records  Names the requirements for starting a rabbit farm | The learner;  Writes records kept in rabbit keeping | Record keeping  Records are written statements about all activities carried out in a farm.  Examples of rabbit records  Record table  Reasons why farmers keep records (importance) Requirements for starting a rabbit farm |  Discovery   Brain storming |  Drawing record tables for rabbit farms |  Critical thinking   Problem solving |  Sample record on a chart |  MK Primary Science book 4 page  187 |

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