

DAY/ DURATION	TOPIC/ SUBTOPIC /ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<p><b>TOPIC</b></p> <p>S.B.A</p> <p><b>SUB-TOPIC</b></p> <p>Individual Class Test 1</p>	<p><b>OBJECTIVE(S)</b></p> <p>By the end of the lesson the pupil will be able to</p> <p>Answer the SBA questions within the specified time</p> <p><b>RPK</b> Pupils can recall what has been learnt throughout the weeks.</p>	<p><b>INTRODUCTION</b> Pupils to revise on what has been learnt throughout the weeks to review their RPK</p> <p><b>PRESENTATION</b></p> <p>1. Write the SBA questions on the board and ask pupils to answer them within the specified time</p> <p>2. Assist pupils to find the correct answers to the SBA questions.</p> <p>3. Assist pupils to answer similar challenging questions in groups.</p> <p><b>CLOSURE</b> Let pupils solve similar challenging questions individually.</p>	Board illustrations	<p><b>QUESTIONS</b></p> <p>1. The discharge of semen into the vagina is termed as .....</p> <p>2. Sperms are produced by the testes and temporarily stored in .....</p> <p>3. In man, the male sex cells are produced by .....</p> <p>4. The insertion of the penis into vagina is known as .....</p> <p>5. A fertilized ovum is known as .....</p> <p>6. Plants absorb water from the soil through a process called..</p> <p>7. Dissolved mineral salts from the soil enter the plants by the process of .....</p> <p>8. .... Is the process whereby certain characteristics are passed on from parents to their offspring's through genes</p> <p><b>DIMENSION</b> Application of knowledge</p>	<p>Pupils to Answer similar SBA questions individually in their books.</p> <p>REMARKS</p>

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	<p><b>TOPIC</b></p> <p>DIFFUSION AND OSMOSIS</p> <p><b>SUBTOPIC</b></p> <p>OSMOSIS</p> <p><b>ASPECT</b></p> <p>BIOLOGY</p>	<p><b>OBJECTIVES</b></p> <p>By the end of the lesson the pupil will be able to;</p> <p><b>3.3.3</b> Explain the term osmosis.</p> <p><b>3.3.4</b> Understand the conditions required for osmosis to occur</p> <p><b>3.3.5</b> Explain the process of osmosis</p> <p><b>RPK</b> Pupils can explain diffusion and osmosis</p>	<p><b>INTRODUCTION (10 mins)</b> -Revise pupils RPK on previous lesson through question and answers</p> <p>-explain both diffusion and osmosis</p> <p><b>PRESENTATION</b></p> <p><b>ACTIVITIES (40 mins)</b> - Assist pupils to the term osmosis.</p> <p>-discuss with pupils some of the conditions required for osmosis to occur</p> <p>. discuss with pupils some of the process of osmosis</p> <p><b>CLOSURE (20 mins)</b> - Summarize the salient points. (5 mins)</p> <p>- let pupils copy core points into their notes. (5 mins)</p> <p>- Give exercise pupils for pupils to copy and complete. (10 mins)</p> <p>-Mark exercise and explain mistakes.</p>	<p>Chalkboard illustration.</p> <p>Video and Picture of diffusion.</p> <p>Crystal of KMnO<sub>4</sub></p> <p>Yam and salt solution</p>	<p><b>OSMOSIS</b></p> <p>Is the movement of water molecules from a solution with a high concentration of water molecules to a solution with a lower concentration of water molecules, through a cell's partially permeable membrane.</p> <p><b>CONDITIONS REQUIRED FOR OSMOSIS TO OCCUR</b></p> <ol style="list-style-type: none"> <li>1. There should be two solutions of different concentrations.</li> <li>2. The two solutions must be separated by a semi-permeable membrane.</li> </ol> <p><b>THE PROCESS OF OSMOSIS</b> Demonstrating osmosis in a living tissue</p> <p><b>Materials needed:</b> <i>Large peeled yam cut into two, salt solution and two dishes.</i></p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Boil one of the yam pieces.</li> <li>2. Make a large cavity in the centres of the cooked yam and the uncooked yam.</li> <li>3. Put salt solution in the two cavities</li> <li>4. Place the yams in separate dishes and leave them overnight</li> <li>5. Observe what happens.</li> </ol> <p><b>NB:</b> <i>Boiling kills the cells of yam and makes it a non-living things</i></p>	<p><b>EXERCISE</b></p> <ol style="list-style-type: none"> <li>1. Define osmosis.</li> <li>2. Mention three examples of osmosis in living organism.</li> </ol> <p><b>REMARKS</b></p>

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	<p><b>TOPIC</b></p> <p>S.B.A</p> <p><b>SUB- TOPIC</b></p> <p>Individual Class Test 1</p>	<p><b>OBJECTIVE(S)</b></p> <p>By the end of the lesson the pupil will be able to</p> <p>Answer the SBA questions within the specified time</p> <p><b>RPK</b> Pupils can recall what has been learnt throughout the weeks.</p>	<p><b>INTRODUCTION</b> Pupils to revise on what has been learnt throughout the weeks to review their RPK</p> <p><b>PRESENTATION</b> 1. Write the SBA questions on the board and ask pupils to answer them within the specified time</p> <p>2. Assist pupils to find the correct answers to the SBA questions.</p> <p>3. Assist pupils to answer similar challenging questions in groups.</p> <p><b>CLOSURE</b> Let pupils solve similar challenging questions individually.</p>	<p>Board illustrations</p>	<p><b>QUESTIONS</b></p> <p>1. The reason why a cooking pan should have a wooden handle is that, wood is a .....</p> <p>2. By what process is heat transferred from the bottom of a beaker containing water to the top?</p> <p>3. The heat of the sun reaches the Earth through...</p> <p>4. The transfer of heat from one place to another without the need of a material medium is called.....</p> <p>5. Heat loss by convection is prevented in a vacuum flask by.....</p> <p>6. The modes of heat transfer involved in the process of heating water in a bucket, from the bottom until it boils are .....</p> <p><b>DIMENSION</b> Application of knowledge</p>	<p>Pupils to Answer similar SBA questions individually in their books.</p> <p><b>REMARKS</b></p>

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	<p><b>TOPIC</b></p> <p><b>BASIC ELECTRONICS</b></p> <p><b>ASPECT PHYSICS</b></p>	<p><b>OBJECTIVES</b> By the end of the lesson the pupil will be able to;</p> <p><b>5.4.2</b> Demonstrate the behavior of discrete components in a D. C. electronic circuit.</p> <p><b>RPK</b> Pupils have been introduced to basic electronics in JHS 2</p>	<p><b>INTRODUCTION (10 mins)</b> Revise pupils RPK on previous lesson.</p> <p><b>PRESENTATION ACTIVITIES (40 mins)</b> - Revision on the function of the components in an electric circuit.</p> <p><b>CLOSURE (20 mins)</b> - Summarize the salient points. (5 mins)</p> <p>- let pupils copy core points into their notes. (5 mins)</p> <p>- Give exercise pupils for pupils to copy and complete. (10 mins)</p> <p>-Mark exercise and explain mistakes.</p>	Chalkboard illustration.	<p><b>Diode</b> – a diode is a device that allows current to flow in only one direction.</p> <p><b>Light Emitting Diode (LED)</b> – a diode that changes electrical energy to light energy.</p> <p><b>Resistor</b> – It is used to control the flow of current.</p> <p><b>Capacitor</b> – A device that can store electrical charge.</p> <p><b>Inductor</b> – it opposes a sudden change in electric current flow.</p> <p><b>Switch</b> – a device that can turn on and off the flow of electric current.</p> <p><b>APPLICATION</b> Revision to retain information</p>	<p><b>EXERCISE</b> State the functions of the following components in a circuit. i. Transistor ii. Capacitor</p> <p><b>REMARKS</b></p>

