**LESSON PLAN TEMPLATE**

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| **Term** | **Date** | **Subject**  | **Class**  | **Unit**  | **Lesson**  | **Duration**  | **Class Size**  |
| **1** |  | **Physics** | **S4** | **8** | **Lesson3** | **80 minutes** | **40** |
| Type of special Educational Needs to be catered for in this lesson and number of learners in each category | slow learners and students with vision problem.  |
| Unit title | Projectile and uniform circular motion |
| Key Unit competence  | By the end of this unit, the learner should be able to analyze and solve problems related to projectile and circular motion |
| Title of the lesson  | Graphs of projectile motion |
| Instructional objective  | Learners will be able to interpret the graph of projectile motion (Projectile important positions)  |
| Plan for this Class (location: in/outside) | Inside and outside the classroom |
| Learning Materials (For all learners) | Learners’ books, Teacher’s books, chalk board, scratch App, rulers, chalks, computer, ball |
| References  |  Physics for Rwandan school student book 4 |

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| Timing for each step | Description of teach and learning activity | Generic competences and Cross cutting issues to be addressed + a short explanation  |
| Teacher activities  | Learner activities  |  |
| Introduction **10 minutes** | * Show the teaching aids.
* Using scratch program having an object(ball) moving in a Cartesian plane.
* Ask learners to locate different positions of the ball and make comments
 | Follow the scratch program and locate different points (coordinates) of the ball | * Critical thinking
* Cooperation
* Gender education
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| Development of the lesson **50 minutes** | * Ask learners to draw the graph in their note books as seen in presentation
* Facilitate learners in this activity
* Ask learners what do they think of different types of lines representing in the graph
* Listen to learners’ answers note them down and comment on them
 | * Respond on different questions
* In groups of five draw the graph in their notebook
* Presentation of their graphs
* Brainstorm with their neighbors what could be the reason of their observation
 | * Critical thinking
* Cooperation
* Corona virus protection measures
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| Conclusion **20 minutes** | * Evaluate the learners’ activity by giving an exercise and mark it.
* Compare different graphs of different groups
* Clarify the activity
* Give a homework
 | * Ask questions
* Take short note
* Take homework
* Answer the given exercise
 | Communication CooperationCritical thinking |
| Teacher self-evaluation  |  |