**Lesson Plan**

**School Name**: ENDP KARUBANDA **Teacher’s name**: **RUGWIRO Jean François Régis**

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| **Term** | **Date** | | | **Subject** | | **Class** | | **Unit No** | **Lesson No** | | **Duration** | **Class size** |
| First | 05/09/ 2020 | | | Chemistry | | S2 A | | I | 1of 12 | | 80 MIN | **40**/41learners |
| **Type of Special Educational Needs and number of learners** | | | | | **Visual Impairment (3):** Seat the learners so that they can see the teacher pointing to illustrations and see the teacher’s facial expressions and gestures as they read. | | | | | | | |
| **Topic area:** | | | ATOMIC STRUCTURE AND THE PERIODIC TABLE | | | | | | | | | |
| **Sub-topic area:** | | | ATOMIC AND MOLECULAR STRUCTURE | | | | | | | | | |
| **Unit title** | | | **Unit 1:** Chemical Bonding | | | | | | | | | |
| **Key Unit Competence:** | | | To be able to relate the nature of bonding to properties of substances. | | | | | | | | | |
| **Title of the lesson** | | | Formation of Ionic Bond and Properties of Ionic Compounds | | | | | | | | | |
| **Instructional Objective** | | | **Using Google docs, slides and kahoot play games ,** Learners will be able to Describe **properly** the formation of ionic bond by electron transfer, state typical physical properties of ionic compounds and draw **accurately** dot and cross of ionic compounds | | | | | | | | | |
| **Plan for this Class** | | | Inside the studying hall | | | | | | | | | |
| **Learning Materials** | | | Computer and projector, charts, internet, periodic table, Nacl, water, beaker and stirring rods | | | | | | | | | |
| **References** | | | Ordinary Level Chemistry Syllabus, Secondary 2, REB, 2015  Comprehensive Chemistry Student’s Book, Secondary 2 page 11-14. and Comprehensive Chemistry Teacher’s Guide, Secondary 2 | | | | | | | | | |
| **Timing for each step** | | **Description of teaching and learning activity** | | | | | | | | **Generic competences and cross cutting issues to be addressed** | | |
| The teacher reviews previous knowledge of learners by asking few questions and guides the learners to carry out an activity to help them understand the concept of Stability of Atoms. | | | | | | | |
| **Teacher activities** | | | | | **Learner activities** | | |
| **Introduction**  10 | | 1. The teacher asks questions to review previous knowledge of learners by using **Kahoot :** Refer to this link <https://bit.ly/2Zbav98>  2. The teacher guide the learners to guess the new lesson title, *i.e.* ***ionic bonding.*** | | | | | Learners are Invited to answer the questions, using **www.Kahoot.it**  Game PIN: **07051907** | | | **Generic competences:**  -Communication: Learners discuss with each other  **Cross cutting issue**:  1. Inclusive learning : As all learners participate in the discussions.  2. Gender education :As both boys and girls participate in the discussions | | |
| **Development of the lesson**  35 min | | 1)teacher provides the link of **Google slide** to search the formation of KF (<https://bit.ly/2FiETHm> )  2)The teacher should ask the learners to carry out **Activities in pairs using the following document (**[**https://bit.ly/3i8rpwF**](https://bit.ly/3i8rpwF)):  -to draw dot and cross diagram MgCl2  -Take a sample of sodium chloride  - What is the physical state of this salt? | | | | | -learners open provides the link of **Google slide** (<https://bit.ly/2FiETHm> ),  discuss about the formation of KF and imitating by drawing its dot and cross diagram in their notebook  -each leaner open [**https://bit.ly/3i8rpwF**](https://bit.ly/3i8rpwF) **and**  draw ionic structure of MgCl2  -from observation list physical properties of ionic compounds | | | **Generic competences**  -**Research and problem solving :** finding out physical properties of ionic compounds in books  -**critical thinking** :guessing physical properties of ionic compounds from experiment  - **team work :** The learners by working in pair  **Cross cutting issue**:  1.Inclusive learning  2. Gender education  Standard culture: drawing correct ions in ionic compounds with respective charges | | |
| **Evalutation**  **15 min**  **Conclusion**  10 min | | Giving learners evaluation using **Quizlet** questions**(follow this link** [**https://bit.ly/2Fau0aT**](https://bit.ly/2Fau0aT) **)**  Help learners to make the summary of lesson | | | | | Learners work out those **Quizlet** questions individually **(follow this link** [**https://bit.ly/2Fau0aT**](https://bit.ly/2Fau0aT) **)**  Summarize the lesson and write in their note books | | | **Generic competences**  -Communication in official language  **Cross cutting issue**:  Standard culture: drawing correct ions | | |
| **Teacher self-evaluation** | |  | | | | | | | | | | |