**LESSON PLAN**

**School Name: G.S RUHUNDA** **Teacher’s name**: **MUTIMURA…Jean Baptiste**……………………………………………………

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| 1 | 08 /07/ 2020…… | | Chemistry | S1A&B | 3 | 2of 4 | 40MIN | 70 |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | -7 Learners were absent in the previous lesson  -4 Learners are slow | | | |
| **Unit title** | | **STATES AND CHANGES OF STATES OF MATTER** | | | | | | |
| **Key Unit Competence** | | To be able to relate properties of matter to daily life physical and chemical phenomenon | | | | | | |
| **Title of the lesson** | | Explain the state of matter using kinetic theory | | | | | | |
| **Instructional Objective** | | AT THE END OF THIS LESSON LEARNER WILL BE ABLE TO EXPLAIN DIFFERENT STATES OF MATTER USING KINETIC THEORY. | | | | | | |
| **Plan for this Class (location: in / outside)** | | IN SMART ROOM | | | | | | |
| **Learning Materials**  **(for all learners)** | | COMPUTERS,WIRELESS,STONES&WATER, | | | | | | |
| **References** | | CHEMISTRY FOR RWANDAN SCHOOLS FOR S1 BY TONY ET AL,2016,COMPUTERS, | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+**  **a short explanation** |
| **BY WATCHING VIDEO, LEARNERS IN PAIRS WILL DISCUSS ABOUT THE DIFFERENCE BETWEEN STATES OF MATTER,THEN PRESENT THEIR FINDINGS CORRECTLY** | |
| **Teacher activities** | **Learner activities** |
| **Introduction**  10…min | -ASK LEARNERS TO GO TO THE SMART CLASSROOM  -ASK LEARNERS TO OPEN KAHOOT GAME AND PLAY.  <https://play.kahoot.it/v2/lobby?quizId=848d2b20-f2d0-4ad8-acfb-c719b7bf704e> | -RESPOND  -GO TO SMART CLASSROOM  -PLAY KAHOOT GAME. | .**G.C:** :**COMMUNICATION**: teachers share ideas with learners using Medium language.  -C.C.I; inclusive education: higher and slower learners work together. |
| **Development of the lesson**  25min | -ASK LEARNERS TO OPEN THE LINK IN GOOGLE SLIDES:  https://docs.google.com/presentation/d/13iEnNXN-ii2vmhceDKzH1BAJn2uIFEk1t6u5S1jedgY/edit?usp=sharing  -ASK LEARNERS TO DISCUSS ABOUT DIFFERENTS STATES OF MATTER USING KINETIC THEORY IN PAIRS.  -ASK 2 GROUPS TO PRESENT THEIR FINDINGS  -FACILITATE LEARNING PROCESSESS. | -OPEN AND READ ON THEIR COMPUTERS SILENTLY.  -IN PAIRS LEARNERS DISCUSS ABOUT DIFFERENTS STATES OF MATTER USING KINETIC THEORY.  -PRESENT THEIR FINDINGS  -ASK QUESTIONS | --**G.C: RESEARCH AND PROBLEM SOLVING:** Learners use ICT tools to find out the answer to questions.  -**C.C.I: COOPERATION** : Learners work in pairs. |
| **EVALUATION**  5min | -ASK LEARNERS TO OPEN THE QUIZZLET ACTIVITIES AND ANSWER TO THE QUESTIONS.  <https://quizlet.com/516348680/flash-cards/>  -GIVE A SUMMARY. | -OPEN QUIZLET AND ANSWER QUESTIONS.  -WRITE A SUMMARY | -**G.C: CRITICAL THINKING**: LEARNERS THINK ABOUT THE PHYSICAL PROPERTIES OF MATTER THEN RELATE THEM.  -**C.C.I: GENDER BALANCE**: Boys and girls work together. |
| **SELF-EVALUATION** |  | | |
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