

FIRST TERM
WEEKLY LESSON NOTES
WEEK I

Week Ending: 13-01-2023	DAY:	Subject: Science
Duration: 100mins		Strand: Diversity Of Matter
Class: B8	Class Size:	Sub Strand: Mixtures
Content Standard: B8.1.1.1. Demonstrate knowledge of types of mixtures, and understanding of the processes of scientific ways of separating the components of mixtures	Indicator: B8.1.1.1.1 Identify types of mixtures by name and characteristics	Lesson: 1 of 2
Performance Indicator: Learners can identify types of mixtures by name and characteristics		Core Competencies: DL 5.3: CI 6.8: DL 5.1: CI 6.6:
References: Science Curriculum Pg.		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share learning indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Brainstorm to come out with the meaning of the term mixture. Identify classes of mixtures and give examples: Solid – solid; Solid – liquid; liquid – liquid; solid – gas; gas – liquid; gas – gas. Group materials such as powder, pebbles, bottle tops, salt, sugar, sand, gari, gravel, oil, water and others into two main categories: solids and liquids Put any two of the materials (in 1) together and describe the resultant nature of the product formed Draw observable conclusions on homogeneous and heterogeneous characteristics from mixtures of two or more materials such as sand and gravel; sand and water; oil and water Compare and contrast solutes and solvents based on their physical characteristics Identify and separate mixtures such as sand and sugar mixture, sugar and salt mixture and solutions such as salt solution, sugar solution, fruit juice, vinegar solution based on their physical properties Identify a suspension as a type of mixture e.g. mixture of groundnut paste and water in a glass. Differentiate between a colloid and a suspension and show the colloidal effect. <u>Assessment</u> What is a mixture?	powder, pebbles, bottle tops, salt, sugar, sand, gari, gravel, oil, water

	State the types of mixtures and give an example in each case.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

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Performance Indicator: Learners can identify types of mixtures by name and characteristics				Core Competencies: DL 5.3: CI 6.8: DL 5.1: CI 6.6:	
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Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Revise with learners on the previous lesson. Share learning indicators and introduce the lesson.			
PHASE 2: NEW LEARNING		Brainstorm to bring out the meaning of the terms solute, solvent and solution. List some solvents in the home and school and discuss their uses. List some common solutes and name their appropriate solvents. Compare and contrast solutes and solvents based on their physical characteristics. Guide learners to prepare of mixtures. Example: Weigh 5g of common salt and add it to 250ml of water. Stir for the salt to dissolve. Discuss their observation. Weigh 5g of powdered chalk and add it to 250ml of water. Stir vigorously and allow to stand. Observe and discuss the differences between this and the previous mixture. Add some palm oil to water in a container. Shake vigorously and allow it to stand. Discuss their observation. <u>Assessment</u> 1. Define the following terms i. Solute ii. Solvent and iii. Solution 2. In groups, learners prepare named mixtures.			powder, pebbles, bottle tops, salt, sugar, sand, gari, gravel, oil, water
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.			