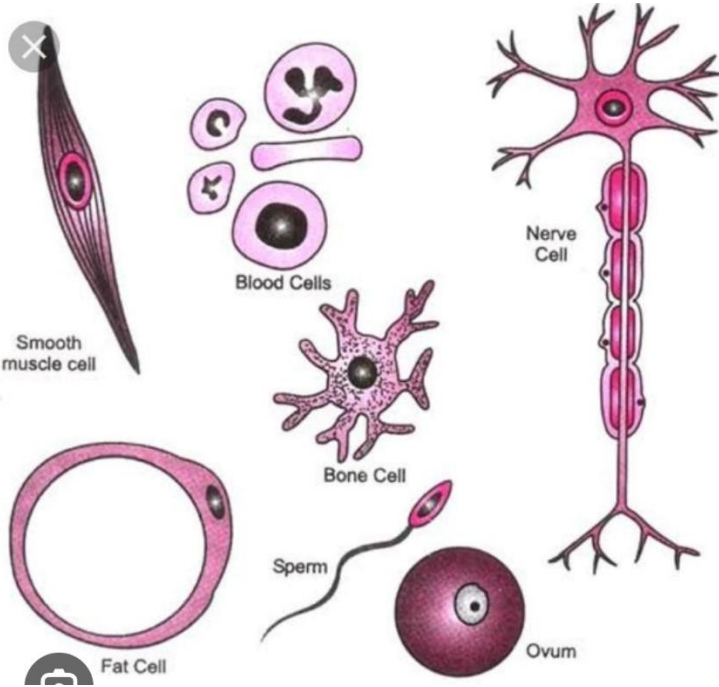


# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 4

<b>Week Ending:</b> 27-10-2023	<b>DAY:</b>	<b>Subject:</b> Science
<b>Duration:</b> 100mins		<b>Strand:</b> Diversity Of Matter
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Living Cells
<b>Content Standard:</b> B9.1.2.1 Demonstrate knowledge of specialist cells of dicotyledonous plants and humans, their formation and functions for the existence of the plants and humans	<b>Indicator:</b> B9.1.2.1.3 Examine the functions of specialized animal cells such as (nerve, blood cells, muscle cells and sperm cells) in relation to the existence of humans	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can recognize and identify specialized animal cells		<b>Core Competencies:</b> DL 5.3: CI 6.8: DL 5.1: CI 6.6:
<b>References:</b> Science Curriculum Pg. 91		
<b>New words:</b> Cell, Specialized, Observation, model		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin by asking: "What do you think is the smallest unit that makes up our body?"</p> <p>Share learning indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Display pictures and charts showcasing nerve cells, blood cells, muscle cells, and sperm cells.</p>  <p>Discuss their unique shapes and functions briefly as each is presented.</p>	

	<p>Provide learners with modeling clay or play dough of various colors.</p> <p>Encourage learners to create 3D models of the specialized cells, mimicking the shapes they observed.</p> <p>As they work, circulate the classroom and engage with them, prompting discussions about the unique features of each cell they're modeling.</p> <p>Ask learners to share their models and explain why they chose certain shapes and features for each cell.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Which cell has long extensions and is involved in transmitting information?</li> <li>2. Which cell can be round and is responsible for transporting oxygen?</li> <li>3. What might be the main function of muscle cells?</li> <li>4. Why do you think sperm cells have a tail?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

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<b>Content Standard:</b> B9.1.2.1 Demonstrate knowledge of specialist cells of dicotyledonous plants and humans, their formation and functions for the existence of the plants and humans		<b>Indicator:</b> B9.1.2.1.3 Examine the functions of specialised animal cells such as (nerve, blood cells, muscle cells and sperm cells) in relation to the existence of humans	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can discuss the crucial roles specialized animal cells play in the overall existence and functioning of humans			<b>Core Competencies:</b> DL 5.3: CI 6.8: DL 5.1: CI 6.6:
<b>References:</b> Science Curriculum Pg. 91			
<b>New words:</b> Existence, Function, Reaction, Specialized			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Ask: "Can you think of how our body knows when our hand touches something hot?"</p> <p>Share learning indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners to discuss the functions of the specialized cells.</p> <ul style="list-style-type: none"> <li>• Nerve cells: Transmit signals and help in reactions.</li> <li>• Blood cells: Transport oxygen and nutrients, defend against diseases.</li> <li>• Muscle cells: Help in movement and maintaining posture.</li> <li>• Sperm cells: Play a role in human reproduction.</li> </ul> <p>Discuss how the specialized functions of these cells relate to everyday human activities and existence.</p> <p><b>Example:</b> <i>Scenario: Sarah was baking cookies. As she reached inside the oven to retrieve the baking tray, she accidentally touched the hot metal. Almost immediately, she jerked her hand back.</i></p> <p><i>Explanation: Nerve cells, or neurons, in Sarah's hand transmitted a rapid signal to her brain indicating heat and potential harm. The brain then sent a signal back, prompting her muscles to react and pull her hand away. This entire process happened almost instantaneously, thanks to the specialized function of nerve cells that transmit signals efficiently.</i></p> <p>Ask learners to think of a daily activity (like eating, running, or reading) and identify which specialized cells might be involved and why.</p> <p><i>Example: After a long run, Tom felt exhausted and sat down to catch his breath. As he rested, he felt his heartbeat normalize and his breath become steady.</i></p> <p>Learners can share their thoughts in pairs or small groups.</p>		

	<p>Allow a few groups or pairs to share their daily activity and the cells they connected to that activity.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Why is the shape of nerve cells important for their function?</li> <li>2. How do muscle cells contribute to activities like eating or playing sports?</li> <li>3. Why are blood cells crucial for our existence?</li> <li>4. What is the unique function of sperm cells in human reproduction?</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	