**PRESIDENT’S OFFICE**

**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

**TEACHER’S LESSON PLAN**

**NAME OF SCHOOL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TEACHER’S NAME: \_\_\_\_\_\_\_**

**SUBJECT: CHEMISTRY**

**CLASS: FORM TWO**

**TERM: 1ST&2ND**

YEAR: **2025**

# LESSONPLAN

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Prepareasampleofoxygengasinthelaboratory
* Performsimpleexperimentstodemonstratepropertiesofoxygengas
* Explainpropertiesofoxygen

**MAINTOPIC:**1.Oxygen

**SUB-TOPIC i.PreparationandPropertiesofOxygen**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Prepareasampleofoxygengasinthelaboratory
* Performsimpleexperimentstodemonstratepropertiesofoxygengas
* Explainpropertiesofoxygen

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Prepareasampleofoxygengasinthelaboratorycorrectly
* Performsimpleexperimentstodemonstratepropertiesofoxygengascorrectly
* Explainpropertiesofoxygencorrectly

**TEACHINGANDLEARNINGAIDS**;• hydrogenperoxide,manganese(IV)oxide

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatarecharacteristicsof oxygen gas | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Prepareasampleofoxygengasin thelaboratory * Performsimpleexperimentsto demonstratepropertiesofoxygen gas * Explainpropertiesofoxygen | Discussingingroups;   * OnhowtoPrepareasampleof oxygengasinthelaboratory * On howtoPerformsimple experimentstodemonstrate propertiesof oxygen gas * Epropertiesofoxygen | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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**Remark;…**……………………………………………………………………………………………………………………………………………………………………….........................

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Prepareasampleofoxygengasinthelaboratory
* Performsimpleexperimentstodemonstratepropertiesofoxygengas
* Explainpropertiesofoxygen

**MAINTOPIC:**1.Oxygen

**SUB-TOPIC i.PreparationandPropertiesofOxygen**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Prepareasampleofoxygengasinthelaboratory
* Performsimpleexperimentstodemonstratepropertiesofoxygengas
* Explainpropertiesofoxygen

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Prepareasampleofoxygengasinthelaboratorycorrectly
* Performsimpleexperimentstodemonstratepropertiesofoxygengascorrectly
* Explainpropertiesofoxygencorrectly

**TEACHINGANDLEARNINGAIDS**;• hydrogenperoxide,manganese(IV)oxide

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* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatarecharacteristicsof oxygen gas | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Prepareasampleofoxygengasin thelaboratory * Performsimpleexperimentsto demonstratepropertiesofoxygen gas * Explainpropertiesofoxygen | Discussingingroups;   * OnhowtoPrepareasampleof oxygengasinthelaboratory * On howtoPerformsimple experimentstodemonstrate propertiesof oxygen gas * Epropertiesofoxygen | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Listusesofoxygenindailylife
* Relatesomeusesofoxygentoitsproperties

**MAINTOPIC:**1.Oxygen

**SUB-TOPIC ii.UsesofOxygen**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Listusesofoxygenindailylife
* Relatesomeusesofoxygentoitsproperties

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Listusesofoxygenindailylifecorrectly
* Relatesomeusesofoxygentoitspropertiescorrectly

**TEACHINGANDLEARNINGAIDS**;• WallchartsPicturesshowingtheusesofoxygenindailylifeandrelatetheusesof

Oxygentoitsproperties

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

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* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whataretheusesofoxygengas | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Listusesofoxygenindailylife * Relatesomeusesofoxygentoits properties | Discussingingroups;   * usesofoxygenindailylife * Relationsomeusesofoxygentoits properties | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Listusesofoxygenindailylife
* Relatesomeusesofoxygentoitsproperties

**MAINTOPIC:**1.Oxygen

**SUB-TOPIC ii.UsesofOxygen**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Listusesofoxygenindailylife
* Relatesomeusesofoxygentoitsproperties

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Listusesofoxygenindailylifecorrectly
* Relatesomeusesofoxygentoitspropertiescorrectly

**TEACHINGANDLEARNINGAIDS**;• WallchartsPicturesshowingtheusesofoxygenindailylifeandrelatetheusesof

Oxygentoitsproperties

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-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

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# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whataretheusesofoxygengas | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Listusesofoxygenindailylife * Relatesomeusesofoxygentoits properties | Discussingingroups;   * usesofoxygenindailylife * Relationsomeusesofoxygentoits properties | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Explainthepreparationofhydrogengasinalaboratory
* Explainthepropertiesofhydrogen

**MAINTOPIC:**2**.Hydrogen**

**SUB-TOPIC i.PreparationandPropertiesofHydrogen**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explainthepreparationofhydrogengasinalaboratory
* Explainthepropertiesofhydrogen

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explainthepreparationofhydrogengasinalaboratorycorrectly
* Explainthepropertiesofhydrogencorrectly
* ​

**TEACHINGANDLEARNINGAIDS**;• Zincgranuleshydrochloricacid

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school,Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whataretheusesofoxygengas | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explainthepreparationofhydrogen gasinalaboratory * Explainthepropertiesofhydrogen | Discussingingroups;   * thepreparationofhydrogengasin a laboratory * thepropertiesofhydrogen | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Explainthepreparationofhydrogengasinalaboratory
* Explainthepropertiesofhydrogen

**MAINTOPIC:**2**.Hydrogen**

**SUB-TOPIC i.PreparationandPropertiesofHydrogen**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explainthepreparationofhydrogengasinalaboratory
* Explainthepropertiesofhydrogen

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explainthepreparationofhydrogengasinalaboratorycorrectly
* Explainthepropertiesofhydrogencorrectly
* ​

**TEACHINGANDLEARNINGAIDS**;• Zincgranuleshydrochloricacid

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

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# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whataretheusesofoxygengas | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explainthepreparationofhydrogen gasinalaboratory * Explainthepropertiesofhydrogen | Discussingingroups;   * thepreparationofhydrogengasin a laboratory * thepropertiesofhydrogen | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Stateusesofhydrogengas

**MAINTOPIC:**2**.Hydrogen**

**SUB-TOPIC ii. UsesofHydrogen**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Stateusesofhydrogengas

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Stateusesofhydrogengascorrectly

**TEACHINGANDLEARNINGAIDS**;• WallchartsshowingtheusesofHydrogenindailylifeandrelatetheusesof

Hydrogentoitsproperties

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

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# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whataretheusesofhydrogen gas | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Stateusesofhydrogengas | Discussingingroups;   * eusesofhydrogengas | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Stateusesofhydrogengas

**MAINTOPIC:**2**.Hydrogen**

**SUB-TOPIC ii. UsesofHydrogen**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Stateusesofhydrogengas

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Stateusesofhydrogengascorrectly

**TEACHINGANDLEARNINGAIDS**;• WallchartsshowingtheusesofHydrogenindailylifeandrelatetheusesof

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# LESSONDEVELOPMENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whataretheusesofhydrogen gas | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Stateusesofhydrogengas | Discussingingroups;   * eusesofhydrogengas | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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**LESSONPLAN**

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:……………………………………………………………………………………………………………………………………………………………………………………………

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**Pupils’evaluation:**…………………………………………………………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Describetheoccurrenceandnatureofwater
* Describethewatercycle
* Relatewatercycletoenvironmentalconservation

**MAINTOPIC:**3**. Water**

**SUB-TOPIC i. OccurrenceandNatureofWater**

**GENERALOBJECTIVE**:Studentsshouldbeableto; Describetheoccurrenceandnatureofwater

* Describethewatercycle
* Relatewatercycletoenvironmentalconservation

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Describetheoccurrenceandnatureofwatercorrectly
* Describethewatercyclecorrectly
* Relatewatercycletoenvironmentalconservationcorrectly

**TEACHINGANDLEARNINGAIDS**;• Wallchartstheoccurrenceandnatureofwater

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatiswater? | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Describetheoccurrenceand natureofwater * Describethewatercycle * Relate water cycle to environmentalconservation | Discussingingroups;   * theoccurrenceandnatureof water * thewatercycle * Relationofwatercycleto environmentalconservation | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Describetheoccurrenceandnatureofwater
* Describethewatercycle
* Relatewatercycletoenvironmentalconservation

**MAINTOPIC:**3**. Water**

**SUB-TOPIC i. OccurrenceandNatureofWater**

**GENERALOBJECTIVE**:Studentsshouldbeableto; Describetheoccurrenceandnatureofwater

* Describethewatercycle
* Relatewatercycletoenvironmentalconservation

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Describetheoccurrenceandnatureofwatercorrectly
* Describethewatercyclecorrectly
* Relatewatercycletoenvironmentalconservationcorrectly

**TEACHINGANDLEARNINGAIDS**;• Wallchartstheoccurrenceandnatureofwater

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatiswater? | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Describetheoccurrenceand natureofwater * Describethewatercycle * Relate water cycle to environmentalconservation | Discussingingroups;   * theoccurrenceandnatureof water * thewatercycle * Relationofwatercycleto environmentalconservation | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Perfomsimpleexperimentsonphysicalandchemicalpropertiesofwater
* Explainpropertiesofwater

**MAINTOPIC:**3**. Water**

**SUB-TOPIC ii. PropertiesofWater**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Perfomsimpleexperimentsonphysicalandchemicalpropertiesofwater
* Explainpropertiesofwater

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Perfomsimpleexperimentsonphysicalandchemicalpropertiesofwatercorrectly
* Explainpropertiesofwatercorrectly

**TEACHINGANDLEARNINGAIDS**;• Thermometer,waterbeaker

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Listdownthepropertiesofwater | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Perfomsimpleexperimentson physicalandchemicalpropertiesof water * Explainpropertiesofwater | Discussingingroups;   * OnhowtoPerfomsimple experimentson physicaland chemicalpropertiesofwater * propertiesofwater | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Perfomsimpleexperimentsonphysicalandchemicalpropertiesofwater
* Explainpropertiesofwater

**MAINTOPIC:**3**. Water**

**SUB-TOPIC ii. PropertiesofWater**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Perfomsimpleexperimentsonphysicalandchemicalpropertiesofwater
* Explainpropertiesofwater

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Perfomsimpleexperimentsonphysicalandchemicalpropertiesofwatercorrectly
* Explainpropertiesofwatercorrectly

**TEACHINGANDLEARNINGAIDS**;• Thermometer,waterbeaker

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school,Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Listdownthepropertiesofwater | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Perfomsimpleexperimentson physicalandchemicalpropertiesof water * Explainpropertiesofwater | Discussingingroups;   * OnhowtoPerfomsimple experimentson physicaland chemicalpropertiesofwater * propertiesofwater | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallifesituation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Performprocessesofdomesticwatertreatmentandpurification
* Describetheprocessesofurbanwatertreatment

**MAINTOPIC:**3**. Water**

**SUB-TOPIC iii.TreatmentandPurificationofWater**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Performprocessesofdomesticwatertreatmentandpurification
* Describetheprocessesofurbanwatertreatment

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Performprocessesofdomesticwatertreatmentandpurificationcorrectly
* Describetheprocessesofurbanwatertreatmentcorrectly

**TEACHINGANDLEARNINGAIDS**;• Sandpieceofclothbeaker

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Howtopurifywater | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Perform processesof domestic watertreatmentandpurification * Describetheprocessesofurban watertreatment | Discussingingroups;   * OnhowtoPerformprocessesof domesticwatertreatmentand purification * theprocessesofurbanwater treatment | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Performprocessesofdomesticwatertreatmentandpurification
* Describetheprocessesofurbanwatertreatment

**MAINTOPIC:**3**. Water**

**SUB-TOPIC iii.TreatmentandPurificationofWater**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Performprocessesofdomesticwatertreatmentandpurification
* Describetheprocessesofurbanwatertreatment

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Performprocessesofdomesticwatertreatmentandpurificationcorrectly
* Describetheprocessesofurbanwatertreatmentcorrectly

**TEACHINGANDLEARNINGAIDS**;• Sandpieceofclothbeaker

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Howtopurifywater | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Performprocessesofdomestic water treatmentandpurification * Describetheprocessesofurban watertreatment | Discussingingroups;   * OnhowtoPerformprocessesof domesticwatertreatmentand purification * theprocessesofurbanwater treatment | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Stateusesofwater
* Comparethesolubilityofdifferentsubstancesinwaterandorganicsolvents

**MAINTOPIC:**3**. Water**

**SUB-TOPIC iii.UsesofWater**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Stateusesofwater
* Comparethesolubilityofdifferentsubstancesinwaterandorganicsolvents

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Stateusesofwatercorrectly
* Comparethesolubilityofdifferentsubstancesinwaterandorganicsolventscorrectly

**TEACHINGANDLEARNINGAIDS**;• Sandpieceofclothbeaker

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Listdown usesof waterin daily life | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Stateusesofwater * Comparethesolubilityofdifferent substancesinwaterandorganic solvents | Discussingingroups;   * Stateusesofwater * Comparisonthesolubilityof differentsubstancesinwaterand organicsolvents | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto  takenotes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each  studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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# LESSONPLAN

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Stateusesofwater
* Comparethesolubilityofdifferentsubstancesinwaterandorganicsolvents

**MAINTOPIC:**3**. Water**

**SUB-TOPIC iii.UsesofWater**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Stateusesofwater
* Comparethesolubilityofdifferentsubstancesinwaterandorganicsolvents

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Stateusesofwatercorrectly
* Comparethesolubilityofdifferentsubstancesinwaterandorganicsolventscorrectly

**TEACHINGANDLEARNINGAIDS**;• Sandpieceofclothbeaker

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Listdown usesof waterin daily life | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Stateusesofwater * Comparethesolubilityofdifferent substancesinwaterandorganic solvents | Discussingingroups;   * Stateusesofwater * Comparisonthesolubilityof differentsubstancesinwaterand organicsolvents | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto  takenotes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each  studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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**LESSONPLAN**

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:……………………………………………………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:

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**Pupils’evaluation:**

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:……………………………………………………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Identifydifferentsourcesoffuels
* Describemethodsofobtainingfuelsfromlocallyavailablematerials

**MAINTOPIC:**4**. FuelsandEnergy**

**SUB-TOPIC i.FuelSources**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Identifydifferentsourcesoffuels
* Describemethodsofobtainingfuelsfromlocallyavailablematerials

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Identifydifferentsourcesoffuelscorrectly
* Describemethodsofobtainingfuelsfromlocallyavailablematerialssolventscorrectly

**TEACHINGANDLEARNINGAIDS**;• Methane,firewoods

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisfuelandenergy? | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Identifydifferentsourcesoffuels * Describemethodsofobtainingfuels from locallyavailable materials | Discussingingroups;   * differentsourcesoffuels * methodsofobtainingfuelsfrom locallyavailablematerials | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Identifydifferentsourcesoffuels
* Describemethodsofobtainingfuelsfromlocallyavailablematerials

**MAINTOPIC:**4**. FuelsandEnergy**

**SUB-TOPIC i.FuelSources**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Identifydifferentsourcesoffuels
* Describemethodsofobtainingfuelsfromlocallyavailablematerials

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Identifydifferentsourcesoffuelscorrectly
* Describemethodsofobtainingfuelsfromlocallyavailablematerialssolventscorrectly

**TEACHINGANDLEARNINGAIDS**;• Methane,firewoods

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisfuelandenergy? | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Identifydifferentsourcesoffuels * Describemethodsofobtainingfuels from locally available materials | Discussingingroups;   * differentsourcesoffuels * methodsofobtainingfuelsfrom locallyavailablematerials | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal lifesituation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Classifyfuelsaccordingtotheirstates

**MAINTOPIC:**4**. FuelsandEnergy**

**SUB-TOPIC ii. CategoriesofFuels**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Classifyfuelsaccordingtotheirstates

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Classifyfuelsaccordingtotheirstatescorrectly

**TEACHINGANDLEARNINGAIDS**;• Wallchartsshowingtypefuel

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school,Teacher’sGuide Book I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim**  **e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisfuelandenergy? | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Classifyfuelsaccordingtotheir states | Discussingingroups;   * TheClassificationfuelsaccording totheirstates | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto  takenotes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Classifyfuelsaccordingtotheirstates

**MAINTOPIC:**4**. FuelsandEnergy**

**SUB-TOPIC ii. CategoriesofFuels**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Classifyfuelsaccordingtotheirstates

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Classifyfuelsaccordingtotheirstatescorrectly

**TEACHINGANDLEARNINGAIDS**;• Wallchartsshowingtypefuel

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school,Teacher’sGuide Book I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim**  **e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisfuelandenergy? | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Classifyfuelsaccordingtotheir states | Discussingingroups;   * TheClassificationfuelsaccording totheirstates | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto  takenotes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Listusesoffuels
* Assesstheenvironmentaleffectsonusingcharcoalandfirewoodassourceoffuels

**MAINTOPIC:**4**. FuelsandEnergy**

**SUB-TOPIC iii.** UsesofFuels

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Listusesoffuels
* Assesstheenvironmentaleffectsonusingcharcoalandfirewoodassourceoffuels

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Listusesoffuelscorrectly
* Assesstheenvironmentaleffectsonusingcharcoalandfirewoodassourceoffuelscorrectly

**TEACHINGANDLEARNINGAIDS**;• Wallchartsshowingtypefuelandtheiruses

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Listdowntheusesoffuel | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Listusesoffuels * Assesstheenvironmentaleffectson usingcharcoalandfirewoodas sourceoffuels | Discussingingroups;   * Listusesoffuels * Assesstheenvironmentaleffectson usingcharcoalandfirewoodas sourceoffuels | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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# LESSONPLAN

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Explainthelawofconservationofenergy
* Carryoutexperimentsontheconservationofenergyfromoneformtoanother

**MAINTOPIC:**4**. FuelsandEnergy**

**SUB-TOPIC iv.** ConservationofEnergy

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explainthelawofconservationofenergy
* Carryoutexperimentsontheconservationofenergyfromoneformtoanother

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explainthelawofconservationofenergycorrectly
* Carryoutexperimentsontheconservationofenergyfromoneformtoanothercorrectly

**TEACHINGANDLEARNINGAIDS**;• chartthatshowthelawofconservationofenergy

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

* CHEMISTRYfor secondary school, Teacher’sGuideBook I &2, TIE,DSM- TZ,2009.
* OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * State thelawofconservationof energy | Respondingbyansweringthequestions asked by the teacher | Observing if each student is able to answer the questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explainthelawofconservationof energy * Carryoutexperimentsonthe conservationofenergyfromone formtoanother | Discussingingroups;   * thelawofconservationofenergy * On howtoCarryoutexperimentson theconservationof energy from one form to another | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto  takenotes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreal  lifesituation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each  studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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**LESSONPLAN**

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORM1I** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**COMPETENCE:Abilityofstudentto;**

* Explainthelawofconservationofenergy
* Carryoutexperimentsontheconservationofenergyfromoneformtoanother

**MAINTOPIC:4. FuelsandEnergy**

**SUB-TOPIC iv. Conservationof Energy GENERALOBJECTIVE:**Studentsshouldbeableto;

* Explainthelawofconservationofenergy
* Carryoutexperimentsontheconservationofenergyfromoneformto**another**

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explainthelawofconservationofenergycorrectly
* Carryoutexperimentsontheconservationofenergyfromoneformtoanothercorrectly

**TEACHINGANDLEARNINGAIDS;•** chartthatshowthelawofconservationofenergy

**TEACHINGANDLEARNINGMATERIALS; REFERENCES:**

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

-CHEMISTRYforsecondaryschool,Teacher’sGuideBookI&2,TIE,DSM- TZ, 2009.

- OxfordchemistryforSecondarySchoolBookTwo

**LESSONDEVELOPMENT**

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| **Stage** | **Tim**  **e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothestudents by askingquestion like;   * Statethelaw of conservationof energy | Respondingbyansweringthequestionsasked bytheteacher | Observingifeach studentisableto answerthequestions correctly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explainthelawofconservationof energy * Carryout experimentsonthe conservationofenergyfromoneformto another | Discussingingroups;   * thelawofconservationofenergy * OnhowtoCarryoutexperimentson theconservationofenergyfromone formtoanother | Observingifeach studentisableto participateingroups discussioneffectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfromteacher’s  clarification | Observingifeach  studentisableto takenotescorrectly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relationtoreallifesituation | -Givingopinionsontheknowledgegained.in relationtoreallifesituation | Observingifeach studentisableto relatetheconcept learnedwithreallife  situation |
| **CONSOLIDATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by markingifeach student isableto  performwell |

**Teacher’evaluation:…………………………………………………………………………………………………………………………………………………………………………..**

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**.Pupils’evaluation:..............................…………………………………………………………………………………………………………………………………………………**

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Explaintheworkingmechanismofbiogasplant
* Constructamodelofbiogasplant
* Explaintheuseofbiogasinenvironmentalconservation

**MAINTOPIC:**4**. FuelsAndEnergy**

**SUB-TOPIC V. RenewableEnergyBiogas**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheworkingmechanismofbiogasplant
* Constructamodelofbiogasplant
* Explaintheuseofbiogasinenvironmentalconservation

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheworkingmechanismofbiogasplantcorrectly
* Constructamodelofbiogasplantcorrectly
* Explaintheuseofbiogasinenvironmentalconservationcorrectly

**TEACHINGANDLEARNINGAIDS**;• chartshowingtheuseofbiogasasanenvironmentalfriendlytypefuel

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisrenewableresources? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheworkingmechanismof biogas plant * Constructamodelofbiogasplant * Explaintheuseof biogasin environmentalconservation | Discussingingroups;   * theworkingmechanismofbiogas plant * On howto Constructamodelof biogasplant * the use of biogasin environmental conservation | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Explaintheworkingmechanismofbiogasplant
* Constructamodelofbiogasplant
* Explaintheuseofbiogasinenvironmentalconservation

**MAINTOPIC:**4**. FuelsAndEnergy**

**SUB-TOPIC V. RenewableEnergyBiogas**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheworkingmechanismofbiogasplant
* Constructamodelofbiogasplant
* Explaintheuseofbiogasinenvironmentalconservation

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheworkingmechanismofbiogasplantcorrectly
* Constructamodelofbiogasplantcorrectly
* Explaintheuseofbiogasinenvironmentalconservationcorrectly

**TEACHINGANDLEARNINGAIDS**;• chartshowingtheuseofbiogasasanenvironmentalfriendlytypefuel

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisrenewableresources? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheworkingmechanismof biogas plant * Constructamodelofbiogasplant * Explaintheuseof biogasin environmentalconservation | Discussingingroups;   * theworkingmechanismofbiogas plant * On howto Constructamodelof biogasplant * the use of biogasin environmental conservation | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
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**Teacher’sevaluation**:

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|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
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**Teacher’sevaluation**:……………………………………………………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
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**Teacher’sevaluation**:

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
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**Teacher’sevaluation**:……………………………………………………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:……………………………………………………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* ExplainDaltoncontributiontoatomicstructure
* ExplainthemodernconceptofDalton’satomicstructure

**MAINTOPIC:**5**. AtomicStructure**

**SUB-TOPIC i. TheAtom**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* ExplainDaltoncontributiontoatomicstructure
* ExplainthemodernconceptofDalton’satomicstructure

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* ExplainDaltoncontributiontoatomicstructurecorrectly
* ExplainthemodernconceptofDalton’satomicstructurecorrectly

**TEACHINGANDLEARNINGAIDS**;• Pieceofchalkschips

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisatom? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * ExplainDaltoncontributionto atomicstructure * Explainthemodernconceptof   Dalton’satomicstructure | Discussingingroups;   * Daltoncontributiontoatomic structure * themodernconceptofDalton’s   atomicstructure | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreal life situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* ExplainDaltoncontributiontoatomicstructure
* ExplainthemodernconceptofDalton’satomicstructure

**MAINTOPIC:**5**. AtomicStructure**

**SUB-TOPIC i. TheAtom**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* ExplainDaltoncontributiontoatomicstructure
* ExplainthemodernconceptofDalton’satomicstructure

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* ExplainDaltoncontributiontoatomicstructurecorrectly
* ExplainthemodernconceptofDalton’satomicstructurecorrectly

**TEACHINGANDLEARNINGAIDS**;• Pieceofchalkschips

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisatom? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * ExplainDaltoncontributionto atomicstructure * Explainthemodernconceptof   Dalton’satomicstructure | Discussingingroups;   * Daltoncontributiontoatomic structure * themodernconceptofDalton’s   atomicstructure | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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# LESSONPLAN

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Identifysub-atomicparticlesinanatom
* Explainthepropertiesofeachparticleinanatom

**MAINTOPIC:**5**. AtomicStructure**

**SUB-TOPICii. Sub-atomicParticles**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Identifysub-atomicparticlesinanatom
* Explainthepropertiesofeachparticleinanatom

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Identifysub-atomicparticlesinanatomcorrectly
* Explainthepropertiesofeachparticleinanatomcorrectly
* ​

**TEACHINGANDLEARNINGAIDS**;•Atomicdiagrams

Chartsshowingsubatomicparticles

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Mentionthesubatomic particles | Respondingbyansweringthequestions asked by the teacher | Observingif each student isableto answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Identifysub-atomicparticlesinan atom * Explainthepropertiesofeach particleinanatom | Discussingingroups;   * sub-atomicparticlesinanatom * thepropertiesofeachparticlein anatom | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Identifysub-atomicparticlesinanatom
* Explainthepropertiesofeachparticleinanatom

**MAINTOPIC:**5**. AtomicStructure**

**SUB-TOPICii. Sub-atomicParticles**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Identifysub-atomicparticlesinanatom
* Explainthepropertiesofeachparticleinanatom

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Identifysub-atomicparticlesinanatomcorrectly
* Explainthepropertiesofeachparticleinanatomcorrectly
* ​

**TEACHINGANDLEARNINGAIDS**;•Atomicdiagrams

Chartsshowingsubatomicparticles

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Mentionthesubatomic particles | Respondingbyansweringthequestions asked by the teacher | Observingif each student isableto answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Identifysub-atomicparticlesinan atom * Explainthepropertiesofeach particleinanatom | Discussingingroups;   * sub-atomicparticlesinanatom * thepropertiesofeachparticlein anatom | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Determineamaximumnumberofelectronsintheshells
* Drawenergyshelldiagrams

**MAINTOPIC:**5**. AtomicStructure**

**SUB-TOPICiii. ElectronicArrangements**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Determineamaximumnumberofelectronsintheshells
* Drawenergyshelldiagrams

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Determineamaximumnumberofelectronsintheshellscorrectly
* Drawenergyshelldiagramscorrectly

**TEACHINGANDLEARNINGAIDS**;•Atomicdiagrams

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatiselectronicconfiguration | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Determineamaximumnumberof electrons in the shells * Drawenergyshelldiagrams | Discussingingroups;   * amaximumnumberof electrons in the shells * OnhowtoDrawenergy shell diagrams | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Determineamaximumnumberofelectronsintheshells
* Drawenergyshelldiagrams

**MAINTOPIC:**5**. AtomicStructure**

**SUB-TOPICiii. ElectronicArrangements**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Determineamaximumnumberofelectronsintheshells
* Drawenergyshelldiagrams

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Determineamaximumnumberofelectronsintheshellscorrectly
* Drawenergyshelldiagramscorrectly

**TEACHINGANDLEARNINGAIDS**;•Atomicdiagrams

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatiselectronicconfiguration | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Determineamaximumnumberof electrons in the shells * Drawenergyshelldiagrams | Discussingingroups;   * amaximumnumberof electrons in the shells * OnhowtoDrawenergy shell diagrams | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Relateatomicnumberwithnumberofprotons
* Calculatemassnumberofanatomfromnumbersofprotonsandneutrons
* Explaintheconceptofisotope
* ​

**MAINTOPIC:**5**. AtomicStructure**

**SUB-TOPICiVAtomicnumber,MassnumberandIsotope**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Relateatomicnumberwithnumberofprotons
* Calculatemassnumberofanatomfromnumbersofprotonsandneutrons
* Explaintheconceptofisotope

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Relateatomicnumberwithnumberofprotonscorrectly
* Calculatemassnumberofanatomfromnumbersofprotonsandneutronscorrectly
* Explaintheconceptofisotopecorrectly

**TEACHINGANDLEARNINGAIDS**;• chartshowing**A**tomicnumber,MassnumberandIsotope

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * WhatisAtomicnumber,Mass numberandIsotope? | Respondingbyansweringthequestions asked by the teacher | Observingif each student isableto answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Relate atomicnumber with number ofprotons * Calculatemassnumberofanatom fromnumbersofprotonsand neutrons * Explaintheconceptofisotope | Discussingingroups;   * Relaxationofatomicnumberwith number of protons * OnhowtoCalculatemassnumber ofanatomfromnumbersof protons and neutrons * theconceptofisotope | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Relateatomicnumberwithnumberofprotons
* Calculatemassnumberofanatomfromnumbersofprotonsandneutrons
* Explaintheconceptofisotope
* ​

**MAINTOPIC:**5**. AtomicStructure**

**SUB-TOPICiVAtomicnumber,MassnumberandIsotope**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Relateatomicnumberwithnumberofprotons
* Calculatemassnumberofanatomfromnumbersofprotonsandneutrons
* Explaintheconceptofisotope

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Relateatomicnumberwithnumberofprotonscorrectly
* Calculatemassnumberofanatomfromnumbersofprotonsandneutronscorrectly
* Explaintheconceptofisotopecorrectly

**TEACHINGANDLEARNINGAIDS**;• chartshowing**A**tomicnumber,MassnumberandIsotope

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

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OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * WhatisAtomicnumber,Mass numberandIsotope? | Respondingbyansweringthequestions asked by the teacher | Observingif each student isableto answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Relate atomicnumber with number ofprotons * Calculatemassnumberofanatom fromnumbersofprotonsand neutrons * Explaintheconceptofisotope | Discussingingroups;   * Relaxationofatomicnumberwith number of protons * OnhowtoCalculatemassnumber ofanatomfromnumbersof protons and neutrons * theconceptofisotope | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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**LESSONPLAN**

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:

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**Pupils’evaluation:**

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:……………………………………………………………………………………………………………………………………………………………………………………………

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**Pupils’evaluation:**…………………………………………………………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:

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**Pupils’evaluation:**

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**LESSONPLAN**

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:……………………………………………………………………………………………………………………………………………………………………………………………

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**Pupils’evaluation:**…………………………………………………………………………………………………………………………………………………………………………………………………

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# LESSONPLAN

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofperiodicity
* ​

**MAINTOPIC:**6**.PeriodicClassification**

**SUB-TOPICIPeriodicity**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofperiodicity

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* IExplaintheconceptofperiodicitycorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisaperiodicity? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofperiodicity * ​ | Discussingingroups;   * theconceptofperiodicity * ​ | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofperiodicity
* ​

**MAINTOPIC:**6**.PeriodicClassification**

**SUB-TOPICIPeriodicity**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofperiodicity

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* IExplaintheconceptofperiodicitycorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisaperiodicity? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofperiodicity * ​ | Discussingingroups;   * theconceptofperiodicity * ​ | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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**Remark;…**……………………………………………………………………………………………………………………………………………………………………….........................

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explainthechangeinpropertiesofelementsacrosstheperiods
* Explainthechangeinpropertiesofelementsdownthegroup
* Useelectronicconfigurationtolocatethepositionsofelementsinperiodictable

**MAINTOPIC:**6**.PeriodicClassification**

**SUB-TOPICii.GeneralTrends**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* EExplainthechangeinpropertiesofelementsacrosstheperiods
* Explainthechangeinpropertiesofelementsdownthegroup
* Useelectronicconfigurationtolocatethepositionsofelementsinperiodictable

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explainthechangeinpropertiesofelementsacrosstheperiodscorrectly
* Explainthechangeinpropertiesofelementsdownthegroupcorrectly
* Useelectronicconfigurationtolocatethepositionsofelementsinperiodictablecorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisaperiodicity? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explainthechangeinpropertiesof elementsacrosstheperiods * Explainthechangeinpropertiesof elementsdownthegroup * Useelectronicconfigurationto locatethepositionsofelementsin periodictable | Discussingingroups;   * thechangeinpropertiesof elementsacrosstheperiods * thechangeinpropertiesof elementsdownthegroup * HowtoUseelectronicconfiguration tolocatethepositionsofelements inperiodictable | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explainthechangeinpropertiesofelementsacrosstheperiods
* Explainthechangeinpropertiesofelementsdownthegroup
* Useelectronicconfigurationtolocatethepositionsofelementsinperiodictable

**MAINTOPIC:**6**.PeriodicClassification**

**SUB-TOPICii.GeneralTrends**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* EExplainthechangeinpropertiesofelementsacrosstheperiods
* Explainthechangeinpropertiesofelementsdownthegroup
* Useelectronicconfigurationtolocatethepositionsofelementsinperiodictable

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explainthechangeinpropertiesofelementsacrosstheperiodscorrectly
* Explainthechangeinpropertiesofelementsdownthegroupcorrectly
* Useelectronicconfigurationtolocatethepositionsofelementsinperiodictablecorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisaperiodicity? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explainthechangeinpropertiesof elementsacrosstheperiods * Explainthechangeinpropertiesof elementsdownthegroup * Useelectronicconfigurationto locatethepositionsofelementsin periodictable | Discussingingroups;   * thechangeinpropertiesof elementsacrosstheperiods * the changeinpropertiesof elementsdownthegroup * HowtoUseelectronicconfiguration to locate the positions of elements inperiodictable | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:

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**Pupils’evaluation:**

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**LESSONPLAN**

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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**Teacher’sevaluation**:……………………………………………………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofvalence
* Writesimpleformulaeofbinarycompounds

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiValence**andChemicalFormulae

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofvalence
* Writesimpleformulaeofbinarycompounds

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofvalencecorrectly
* Writesimpleformulaeofbinarycompoundscorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisvalence? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofvalence * Writesimpleformulaeofbinary compounds | Discussingingroups;   * theconceptofvalence * HowtoWritesimpleformulaeof binarycompounds | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofvalence
* Writesimpleformulaeofbinarycompounds

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiValence**andChemicalFormulae

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofvalence
* Writesimpleformulaeofbinarycompounds

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofvalencecorrectly
* Writesimpleformulaeofbinarycompoundscorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisvalence? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofvalence * Writesimpleformulaeofbinary compounds | Discussingingroups;   * theconceptofvalence * HowtoWritesimpleformulaeof binarycompounds | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relationtoreal life situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofempiricalandmolecularformulae
* Calculatetheempiricalandmolecularformulae

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiValence**andChemicalFormulae

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofempiricalandmolecularformulae
* Calculatetheempiricalandmolecularformulae

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofempiricalandmolecularformulaecorrectly
* Calculatetheempiricalandmolecularformulaecorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisvalence? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofempiricaland molecular formulae * Calculatetheempiricaland molecular formulae * ​ | Discussingingroups;   * ntheconceptofempiricaland molecular formulae * HowtoCalculatetheempiricaland molecular formulae * ​ | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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**Remark;…**……………………………………………………………………………………………………………………………………………………………………….........................

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# LESSONPLAN

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofempiricalandmolecularformulae
* Calculatetheempiricalandmolecularformulae

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiValence**andChemicalFormulae

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofempiricalandmolecularformulae
* Calculatetheempiricalandmolecularformulae

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofempiricalandmolecularformulaecorrectly
* Calculatetheempiricalandmolecularformulaecorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisvalence? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofempiricaland molecular formulae * Calculatetheempiricaland molecular formulae * ​ | Discussingingroups;   * ntheconceptofempiricaland molecular formulae * HowtoCalculatetheempiricaland molecular formulae * ​ | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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# LESSONPLAN

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofoxidationstate
* Differentiateoxidationstateandvalence

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiiOxidationState**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofempiricalandmolecularformulae
* Calculatetheempiricalandmolecularformulae

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofempiricalandmolecularformulaecorrectly
* Calculatetheempiricalandmolecularformulaecorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisoxidationstate? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofempiricaland molecular formulae * Calculatetheempiricaland molecular formulae | Discussingingroups;   * Explaintheconceptofempirical andmolecular formulae * Calculatetheempiricaland molecular formulae | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofoxidationstate
* Differentiateoxidationstateandvalence

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiiOxidationState**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofempiricalandmolecularformulae
* Calculatetheempiricalandmolecularformulae

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofempiricalandmolecularformulaecorrectly
* Calculatetheempiricalandmolecularformulaecorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisoxidationstate? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofempiricaland molecular formulae * Calculatetheempiricaland molecular formulae | Discussingingroups;   * Explaintheconceptofempirical andmolecular formulae * Calculatetheempiricaland molecular formulae | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofradicals
* Writechemicalformulaeofcommoncompounds

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiiiRadicals**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofradicals
* Writechemicalformulaeofcommoncompounds

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofradicals
* Writechemicalformulaeofcommoncompoundscorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

Chartsshowinggroupsofradicals

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisradicals? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofradicals * Writechemicalformulaeofcommon compounds | Discussingingroups;   * theconceptofradicals * OnhowtoWritechemicalformulae of common compounds | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofradicals
* Writechemicalformulaeofcommoncompounds

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiiiRadicals**

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofradicals
* Writechemicalformulaeofcommoncompounds

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofradicals
* Writechemicalformulaeofcommoncompoundscorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

Chartsshowinggroupsofradicals

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * Whatisradicals? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofradicals * Writechemicalformulaeofcommon compounds | Discussingingroups;   * theconceptofradicals * OnhowtoWritechemicalformulae of common compounds | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
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**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofcovalentbonding
* Statethepropertiesofcovalentbonding

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiii**CovalentBonding

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofcovalentbonding
* Statethepropertiesofcovalentbonding

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofcovalentbonding
* Statethepropertiesofcovalentbonding

**TEACHINGANDLEARNINGAIDS**;• periodictable

Chartsshowinggroupsofradicals

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * WhatisBONDING? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofcovalent bonding * Statethepropertiesofcovalent bonding * ​ | Discussingingroups;   * theconceptofcovalentbonding * thepropertiesofcovalentbonding | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofcovalentbonding
* Statethepropertiesofcovalentbonding

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiii**CovalentBonding

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofcovalentbonding
* Statethepropertiesofcovalentbonding

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofcovalentbonding
* Statethepropertiesofcovalentbonding

**TEACHINGANDLEARNINGAIDS**;• periodictable

Chartsshowinggroupsofradicals

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * WhatisBONDING? | Respondingbyansweringthequestions asked by the teacher | Observingifeach studentisableto  answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofcovalent bonding * Statethepropertiesofcovalent bonding * ​ | Discussingingroups;   * theconceptofcovalentbonding * thepropertiesofcovalentbonding | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observingifeach studentisableto relatetheconcept  learnedwithreal life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
| M | F | T | M | F | T | M | F | T |
|  |  |  |  |  |  |  |  |  |

**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofelectrovalentbonding
* Statepropertiesofelectrovalentbonding

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiV**ElectrovalentBonding

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofelectrovalentbonding
* Statepropertiesofelectrovalentbonding

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

* Explaintheconceptofelectrovalentbondingcorrectly
* Statepropertiesofelectrovalentbondingcorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

Chartsshowinggroupsofradicals

# TEACHINGANDLEARNINGMATERIALS;REFERENCES:

-CHEMISTRYforsecondaryschools,Book1&2,TIE,DSM-TZ,2009.

- CHEMISTRYfor secondary school,Teacher’sGuideBook I&2, TIE,DSM- TZ,2009.

OxfordchemistryforSecondarySchoolBookTwo

# LESSONDEVELOPMENT

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| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * WhatElectrovalentBonding   is? | Respondingbyansweringthequestions asked by the teacher | Observingif each student isableto answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofelectrovalent bonding * Statepropertiesofelectrovalent bonding | Discussingingroups;   * theconceptofelectrovalent bonding * propertiesofelectrovalentbonding | Observingifeach studentisableto participate in groups discussion effectively |
| **REINFORCEMENT** | **15min** | Collectingthecorrectspointsofdiscussion andmakemoreclarification | Respondingbytakingnotesfrom  teacher’sclarification | Observingifeach studentisableto take notes correctly |
| **REFLECTION** | **10min.** | -Givingchanceforstudentstogivetheir opinionsconcerningknowledgegained.in relation toreallife situation | -Givingopinionsontheknowledgegained. inrelationtoreallifesituation | Observing ifeach studentisableto relatetheconcept learned with real life situation |
| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

**Teacher’evaluation**:…………………………………………………………………………………………………………………………………………………………………………..

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**Pupils’evaluation:**..............................……………………………………………………………………………………………………………………………………………………

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | CHEMISTRY | FORM1I |  | 80  min | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
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**COMPETENCE:A**bilityofstudentto;

* Explaintheconceptofelectrovalentbonding
* Statepropertiesofelectrovalentbonding

**MAINTOPIC:**7**.FormulaBondingandNomenclature**

**SUB-TOPICiV**ElectrovalentBonding

**GENERALOBJECTIVE**:Studentsshouldbeableto;

* Explaintheconceptofelectrovalentbonding
* Statepropertiesofelectrovalentbonding

**SPECIFICOBJECTIVES:**Bytheendof80minutesthestudentshouldbeableto;

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* Statepropertiesofelectrovalentbondingcorrectly

**TEACHINGANDLEARNINGAIDS**;• periodictable

Chartsshowinggroupsofradicals

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# LESSONDEVELOPMENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Tim e** | **TeachingActivities** | **LearningActivities** | **Assessment** |
| **INTRODUCTION** | **10min** | Introducingthenewsubtopictothe studentsbyaskingquestionlike;   * WhatElectrovalentBonding   is? | Respondingbyansweringthequestions asked by the teacher | Observingif each student isableto answerthe questionscorrectly |
| **NEWKNOWLEDGE** | **40min** | Guidestudentsto;   * Explaintheconceptofelectrovalent bonding * Statepropertiesofelectrovalent bonding | Discussingingroups;   * theconceptofelectrovalent bonding * propertiesofelectrovalentbonding | Observingifeach studentisableto participate in groups discussion effectively |
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| **CONSOLID ATION** | **5min.** | -Toprovideexercisetostudents. | -Performingtheexercisegiven | Observing by marking if each studentisableto performwell |

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| **DATE** | **SUBJECT** | **CLASS** | **PERIOD** | **TIME** | **NUMBEROFSTUDENTS** | | | | | | | | |
|  | **CHEMISTRY** | **FORMII** |  | **80**  **min** | **REGISTERED** | | | **PRESENT** | | | **ABSENT** | | |
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