

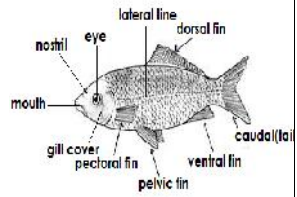
W K	P D	THEM E/ TOPI C	SUB-TOPIC/ CONTENT	COMPETENCES		METHODS	SUGGESTED ACTIVITIES	IND.OF LSV	INST.MAT	REF	RMKS
				SUBJECT	LANGUAGE						
1	1		Orientation and Revision of holiday work								
	2	WORLD OF LIVING THINGS / Classification of animals	Classification of animals  <div style="text-align: center;"><p><b><u>Animals</u></b></p><pre>graph TD     Animals --&gt; Vertebrates     Animals --&gt; Invertebrates     Vertebrates --&gt; Cold_blooded     Vertebrates --&gt; Warm_blooded     Cold_blooded --&gt; Fish     Cold_blooded --&gt; Reptiles     Cold_blooded --&gt; Amphibians     Warm_blooded --&gt; Birds     Warm_blooded --&gt; Mammals     Invertebrates --&gt; Arthropods     Invertebrates --&gt; Molluscs     Invertebrates --&gt; Worms     Invertebrates --&gt; Coelenterates     Invertebrates --&gt; Echinoderms     Invertebrates --&gt; Sponges</pre></div>	The learner -classifies animals  -draws a simple classification chart	The learner; Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b><i>vertebrates, invertebrates, mammals, amphibians on classification of animals.</i></b> - reads, writes and internalizes texts and questions related to classification of animals	Discussion  Guided discovery  Buzz or think pair share	Drawing simple classification chart  Spelling different words related to classification of animals	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking Logic -Taking decision -Making right choices -Responsibility -Appreciation	Wall charts  Chalkboard illustration	- Integrated Science P/s Bk 6 - Fountain Science P/s BK 6 Comprehensive Science P/s Bk 6	

3	WORLD OF LIVING THINGS	<p>Vertebrates –animals with backbones</p> <p><u>Types of vertebrates</u></p> <p>1. Warm blooded vertebrates</p> <ul style="list-style-type: none"> <li>• Mammals</li> <li>• Birds</li> </ul> <p>2. Cold blooded vertebrates</p> <ul style="list-style-type: none"> <li>• Fish</li> <li>• Reptiles</li> <li>• Amphibians</li> </ul> <p><u>Groups of vertebrates</u></p> <p>1. Mammals</p> <p>2. Birds</p> <p>3. Fish</p> <p>4. Reptiles</p> <p>5. Amphibians</p>	<p>The learner,</p> <ul style="list-style-type: none"> <li>-defines vertebrates</li> <li>-- states types of vertebrates</li> <li>- names groups of vertebrates</li> </ul>	<p>The learner</p> <p>Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>birds, reptiles, fish and amphibians.</b></p> <ul style="list-style-type: none"> <li>- reads, writes and internalizes texts and questions related to classification of animals</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Discovery</li> </ul>	<ul style="list-style-type: none"> <li>- defining vertebrates</li> <li>- pronouncing words related to vertebrates</li> </ul>	<ul style="list-style-type: none"> <li>-Problem Solving</li> <li>-Effective Communication</li> <li>-Creative thinking</li> <li>Logic</li> <li>-Taking decision</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>-Appreciation</li> </ul>	textbooks	<p>Integrated Sc P/s BK 6 Pg</p> <hr/> <p>Fountain Sc P/s Bk 6 Pg</p> <hr/> <p>Comprehensive Sc P/s Bk 6</p>	
4		<p>Mammals are warm blooded vertebrates with mammary glands and hairy bodies.</p> <p>Characteristics of mammals</p> <ul style="list-style-type: none"> <li>-Mammals have mammary glands</li> <li>-mammals have hairy bodies</li> <li>-Mammals are warm blooded vertebrates</li> <li>- Mammals undergo internal fertilization</li> <li>-Mammals feed their young ones on milk from their mother's mammary glands</li> <li>-Mammals have their</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>- states the meaning of mammals</li> <li>-gives characteristic of mammals</li> </ul>	<p>-The learner</p> <p>Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>hairy, mammary, chambers, mammals.</b></p> <ul style="list-style-type: none"> <li>- reads, writes and internalizes texts and questions related to mammals</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- defining mammals</li> <li>-stating characteristics of mammals</li> <li>-spelling words related to mammals</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Effective Communication</li> <li>-Creative thinking</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>-Appreciation</li> </ul>	<p>Chart showing classification on Table</p>	<p>Integrated Sc P/s BK 6 Pg</p> <hr/> <p>Fountain Sc P/s Bk 6 Pg</p> <hr/> <p>Comprehensive Sc P/s Bk 6</p>	

			hearts divided four chambers								
	5		<u>Groups and examples of mammals</u> - Primates -monkeys, man - Cetaceans – seals, whale - Rodents – rats, porcupines - Ungulates- cows, goats - Carnivores- dogs, lions - Insectivores – hedgehog, elephant shrew - Chiroptera –bats - Marsupials – kangaroo, koala bear - Monotremes –duck billed platypus, echidna - Lagomorphs – rabbits, hares, pikas	- The learner , - Names groups of mammals - Gives examples of each group of mammals	The learner -Names groups of mammals. -Spells out words related to mammals correctly -Act out the dialogue about groups of mammals	- Discussi on - Demon stration - Observ ation - Discove ry - Buzz or think pair share -	- Observi ng groups of mamm al and their exampl e - Spellin g out words correct ly	Critical Thinking -Problem Solving -Effective Communica on -Creative thinking -Making right choices -Responsib ility -Appreciati On confidence	Pictures Any Available Mammal e.g human	Integrat ed Sc P/s BK 6 Fountai n Sc P/s Bk 6 Pg – Compr ehensiv e Sc P/s Bk 6 Introdu ction to biology.	
2	1		<u>Meaning and Characteristics of birds</u> - Birds are warm blooded vertebrates with feathers <u>Characteristics of birds</u> - Birds have feathers on their bodies. - Birds have horny beaks without teeth	- The learner - Descri bes birds - States the chara cteristi cs of birds	The learner Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>feathers, hollow, streamlined</b> - reads, writes	- Discussi on - Demon stration - Observ ation - Discove ry - Buzz or think pair share	- Observi ng groups of birds - Describ e the charac teristics of birds - Spellin g out words	Critical Thinking Solving -Effective Communica on -Creative thinking Logic -Taking decision -Making right	Bird Chalk Board illustration	Integrat ed Sc P/s BK 6 Pg _____ Fountai n Sc P/s Bk 6 Pg –	

		<ul style="list-style-type: none"> <li>- Birds have streamlined bodies.</li> <li>- Birds reproduce by laying hard shelled eggs.</li> <li>- Birds are warm blooded vertebrates.</li> <li>- Birds breathe by means of lungs.</li> <li>- Birds have hollow bones</li> </ul>		and internalizes texts and questions related to birds	-	correctly	choices -Responsibility -Appreciation		Comprehensions Sc P/s Bk 6	
2		<u>Groups and examples of examples of birds</u> <ul style="list-style-type: none"> <li>- Birds of prey – eagles, hawks,</li> <li>- Swimming birds – ducks</li> <li>- Perching birds – pigeons</li> <li>- Climbing birds – parrots</li> <li>- Scavengers birds – crows</li> <li>- Scratching birds – chicken</li> <li>- Wading birds – flamingo</li> <li>- Flightless birds - ostriches</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names the groups of birds</li> <li>- Gives examples of birds in different groups</li> </ul>	The learner - Pronounces, spells, reads, writes and demonstrates meaning of the new words; perching, <b>wading, scavenger, scratching</b> - reads, writes and internalizes texts and questions related to birds	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Observing groups of birds</li> <li>- Spelling out words correctly</li> <li>- Reading words and sentences correctly</li> </ul>	Critical Thinking -Effective Communication - Creative thinking Logic - Taking decision - Making right choices - Responsibility - Appreciation	Textbook	Integrated Sc P/s BK 6 Pg -  Fountain Sc P/s Bk 6 Pg -  Comprehensive Sc P/s Bk 6	
3		<u>Meaning, characteristics groups and examples of reptiles</u> <ul style="list-style-type: none"> <li>- Reptiles are cold blooded vertebrates with scales on their</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Defines the term reptiles</li> </ul>	The learner - Pronounces, spells, reads, writes and demonstrates meaning of the new	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> </ul>	<ul style="list-style-type: none"> <li>- Observing group of reptiles</li> <li>- Spelling ,</li> </ul>	Critical Thinking - Decision Making - Problem Solving - Effective	Pictures And Newspaper articles	Integrated Sc P/s BK 6 Pg _  Fountain	

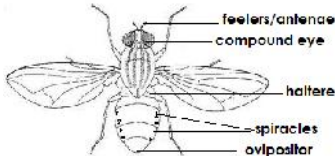
		bodies and move by crawling <u>Characteristics of reptiles</u> <ul style="list-style-type: none"> <li>• Reptiles are cold blooded</li> <li>• They move by crawling</li> <li>• Their bodies are covered by scales</li> <li>• They have three chambered hearts</li> <li>• They reproduce by laying eggs fertilized internally</li> <li>• They don't take care of their young ones.</li> </ul>	<ul style="list-style-type: none"> <li>- Describes characteristics reptiles</li> </ul>	words; crawling, <b>cold blooded, fertilization, scales</b> - reads, writes and internalizes texts and questions related to reptiles	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Buzz or think pair share</li> </ul>	pronouncing and reading words correctly - Describing mode of reproduction - Drawing	Communication -Creative thinking -Responsibility -Appreciation		n Sc P/s Bk 6 Pg –  Comprehensions Sc P/s Bk 6	
		<u>Groups of reptiles</u> <ul style="list-style-type: none"> <li>- Snakes</li> <li>- Tortoises and turtles</li> <li>- Lizards</li> <li>- Crocodiles and alligators</li> <li>- <u>Examples of reptiles</u></li> <li>- Snakes –cobra, mamba</li> <li>- Tortoises</li> <li>- Lizards –chameleon.</li> <li>- Crocodiles</li> </ul>	<ul style="list-style-type: none"> <li>- The learners</li> <li>- Names the groups of reptiles</li> <li>- Gives examples of reptiles</li> </ul>	- The learners Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>snake, reptiles, crocodile, tortoises</b> - reads, writes and internalizes texts and questions related to reptiles	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Classifying and naming groups of reptiles</li> <li>- Spelling different new words</li> </ul>	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative Thinking -Appreciation	Chart showing Different reptiles	Integrated Sc P/s BK 6 Pg –  Fountain Sc P/s Bk 6 Pg –  Comprehensive Sc P/s Bk 6	
4		<u>Meaning , examples and characteristics of</u>	<ul style="list-style-type: none"> <li>- The learner</li> </ul>	-The learner, Pronounces,	<ul style="list-style-type: none"> <li>- Guided discussion</li> </ul>	- Observing the	Critical Thinking	Pictures	Integrated Sc	

		<p><u>fish</u> Fish are coldblooded vertebrates with fin and move by swimming. <u>Examples of fish</u></p> <ul style="list-style-type: none"> <li>• Nile perch</li> <li>• Tilapia</li> <li>• Cat fish</li> <li>• Lung fish</li> <li>• Silvered fish</li> </ul> <p><u>Characteristics of fish</u></p> <ul style="list-style-type: none"> <li>✓ Fish live in water</li> <li>✓ Fish have fins used for swimming</li> <li>✓ They undergo external fertilization.</li> <li>✓ Fish have streamlined bodies to reduce friction in water</li> <li>✓ They use gills for breathing</li> <li>✓ They lay eggs</li> </ul> 	<ul style="list-style-type: none"> <li>- Define s fish</li> <li>- Names examples of fish</li> <li>- States characteristics of fish</li> <li>- Draws a diagram of fish.</li> <li>- Names parts of fish</li> </ul>	<p>spells, reads, writes and demonstrates meaning of the new words; <b>tilapia, fins, gills, streamlined, Nile perch</b></p> <p>- reads, writes and internalizes texts and questions related to fish</p>	<p>on</p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> </ul>	<p>parts of fish</p> <ul style="list-style-type: none"> <li>- Reading words and sentences about fish</li> <li>- Drawing parts of fish</li> </ul>	<ul style="list-style-type: none"> <li>-Problem Solving</li> <li>-Effective Communication</li> <li>-Creative thinking</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>-Appreciation</li> </ul>	<p>charts</p> <p>chalk board illustration</p> <p>real fish</p>	<p>P/s BK 6 Pg _____</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6</p>	
		<p><u>Meaning, examples and characteristics of amphibians</u> Amphibians are cold blooded vertebrates</p>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Gives meaning of</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li>- Pronounces, spells, reads, writes and demonstrates</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Observ</li> </ul>	<ul style="list-style-type: none"> <li>- Pronouncing</li> <li>- Defining amphi</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Problem</li> </ul>	<p>Some real Amphibians Like</p>	<p>Integrated Sc P/s BK 6 Pg _____</p>	

		<p>that can live both in water and on land</p> <p><u>Examples of amphibians</u></p> <ul style="list-style-type: none"> <li>• Frogs</li> <li>• Toads</li> <li>• Newts</li> <li>• Salamanders</li> </ul> <p><u>Characteristics of amphibians</u></p> <ul style="list-style-type: none"> <li>• They are cold blooded vertebrates</li> <li>• They can live both on land and in water.</li> <li>• Amphibians have more than one mechanism of breathing</li> <li>• They undergo external fertilization</li> <li>• They have three chambered hearts.</li> <li>• They have ear drums without external ears</li> </ul>	<p>amphibians</p> <ul style="list-style-type: none"> <li>- Names examples of amphibians</li> <li>- States characteristics of amphibians</li> </ul>	<p>meaning of the new words;</p> <p><b>amphibians, newts, external, salamanders, fertilization</b></p> <p>- reads, writes and internalizes texts and questions related to amphibians</p>	<p>ation</p> <ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Buzz or think pair share</li> </ul>	<p>bians</p> <ul style="list-style-type: none"> <li>- Giving of example of amphibians</li> </ul>	<p>Solving</p> <ul style="list-style-type: none"> <li>-Effective Communication</li> <li>-Creative thinking Logic</li> <li>-Taking decision</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>-Appreciation</li> </ul>	<p>ogs/toads</p> <p>Chalk Board Illustration</p> <p>Chart</p>	<p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6</p>	
		<p><u>Meaning and types of invertebrates</u></p> <p>Invertebrates are animals without backbones</p> <p><u>Types of invertebrates</u></p> <ul style="list-style-type: none"> <li>• Arthropods</li> <li>• Molluscs</li> <li>• Worms</li> <li>• Echinoderms</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Gives meaning of invertebrates</li> <li>- Names types</li> </ul>	<p>The learner Pronounces, spells, reads, writes and demonstrates meaning of the new words;</p> <p><b>arthropods, invertebrates,</b></p>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think</li> </ul>	<ul style="list-style-type: none"> <li>- Observing some common invertebrates in the locality</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Effective Communication</li> <li>-Creative thinking Logic</li> <li>-Taking</li> </ul>	<p>Some vertebrate</p> <p>Like grasshopper</p>	<p>Integrated Sc P/s BK 6 Pg _____</p> <p>Fountain Sc P/s Bk 6 Pg</p>	

			<ul style="list-style-type: none"> <li>Coelenterates</li> <li>Sponges</li> </ul>	of invertebrates	<b>backbone</b> reads, writes and internalizes texts and questions related to invertebrates	pair share -	- Naming different types of invertebrates	decision -Making right choices -Responsibility -Appreciation		- Comprehensive Sc P/s Bk 6	
		The world of living things	<u>Meaning characteristics and groups of arthropods</u> Arthropods are invertebrates with segmented bodies and jointed legs. <u>Characteristics of arthropods</u> -arthropods have jointed legs -they have segmented bodies -they have exoskeleton <u>Groups of arthropods</u> <ul style="list-style-type: none"> <li>Insects</li> <li>Arachnids</li> <li>Myriapods</li> <li>Crustaceans</li> </ul>	The learner - gives meaning of arthropods States characteristics of arthropods Names groups of arthropods	The learner Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>segmented, arachnids, myriapods, crustaceans, exoskeleton</b> reads, writes and internalizes texts and questions related to arthropods	Guided discussions  Guided discovery	- Giving meaning of arthropods - Stating characteristics	Critical Thinking -Creative thinking -Responsibility -Appreciation	Specimens  Realia	Integrated Sc P/s BK 6 Pg  Fountain Sc P/s Bk 6 Pg - Comprehensive Sc P/s Bk 6	
			<u>Meaning characteristics, examples and structure of an insect</u> Insects are arthropods with three main body parts and three pairs of jointed legs <u>Examples of insects</u> <ul style="list-style-type: none"> <li>Mosquitoes</li> </ul>	The learner - Defines insects - Draws diagram of an insect	The learner -Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>halteres, ovipositor, abdomen,</b>	- Discussion - Demonstration - Observation - Discovery - Buzz or think	- Observing diagrams of housefly pronouncing new words	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative	A chart Showing Parts of an insect chalkboard illustration	Fountain BK 6 Pg  MK Bk 6 Pg	



			<ul style="list-style-type: none"> <li>House flies</li> <li>Butterflies</li> <li>Bees tsetse flies</li> </ul> <p><u>Structure of a house fly</u></p> 	and names the common parts	<b>spiracle</b> -reads, writes and internalizes texts and questions related to insects	pair share	- Writing the new words - Naming parts of an insect	thinking Logic -Taking decision -Making right choices -Responsibility -Appreciation		Compr Pri Scie Bk 6	
			<p><u>Meanings, characteristics and examples of arachnids and myriapods.</u></p> <p><u>crustaceans and molluscs</u></p> <p><u>1. Arachnids.</u>          Arachnids are invertebrates with two main body parts and four pair of jointed legs  <i>Examples;</i> spider, scorpion</p> <p><u>2. myriapods.</u>          Myriapods are arthropods with many segments and many jointed legs on the segments.  <i>Examples;</i> millipede and centipede. A millipede has two pairs of jointed legs on each segment while a centipede has one</p>	<ul style="list-style-type: none"> <li>The learner</li> <li>Define s arachnids and myriapods</li> <li>Gives characteristics of arachnids and myriapods</li> <li>Gives examples of arachnids and myriapods</li> </ul>	The learner - Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>arachnids, spider, scorpion, millipede, centipede.</b> -reads, writes and internalizes texts and questions related arachnids and myriapods	- Discussi on - Demon stration - Observ ation - Discove ry - Buzz or think pair share	-	Critical Thinking -Decision Making -Problem Solving -Effective Communica -Creative thinking Logic -Taking decision -Making right choices -Responsib ility -Appreciati on	Specime Pictures	Integrat ed Sc P/s BK 6 Pg _____ Fountai n Sc P/s Bk 6 Pg - Compr ehensio ns Sc P/s Bk 6	

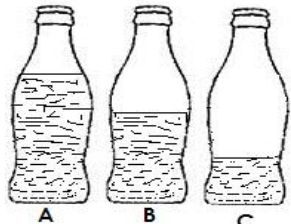
			pair of jointed legs on each segment.								
			<u>Meanings, characteristics and examples of crustaceans and molluscs</u> <u>3. crustaceans.</u> These are invertebrates with hard bodies with four pair of jointed legs <i>Examples;</i> crabs, lobsters <u>4.Molluscs</u> These are soft bodied invertebrates without segments <i>Examples;</i> snails, slugs, oysters, octopus	<ul style="list-style-type: none"> <li>- Describe the characteristic of molluscs</li> <li>- Names the examples of molluscs</li> </ul>	-Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>crabs, lobster, slug, oyster,</b> -reads, writes and internalizes texts and questions related to crustaceans and molluscs	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing example of mollusks and crustaceans</li> <li>- Observing characteristics of molluscs</li> <li>- Reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciation</li> <li>-Making right choices</li> <li>-Creative thinking</li> <li>-Effective Communication</li> <li>-Critical Thinking</li> </ul>	Specimens Pictures	Integrated Sc P/s BK 6 Pg _____  Fountain Sc P/s Bk 6 Pg –  Comprehensions Sc P/s Bk 6	

			<p><u>Meaning, characteristics, groups and examples of worms</u></p> <p>Worms are long, thin, soft bodied invertebrates.</p> <p><u>Characteristics of worms</u></p> <ul style="list-style-type: none"> <li>Worms have long thin and soft bodies.</li> <li>They live in moist environment like soil, water</li> <li>Most worms are parasites</li> <li>They breathe through their moist skins</li> <li>They reproduce by laying eggs</li> </ul> <p><u>Types/ groups of worms</u></p> <p><b>1.Flat worms</b> (platyhelminthes) <i>Examples;</i> tape worms, blood flukes, liver flukes</p> <p><b>2.Segmented worms</b> (annelids) <i>Examples;</i> earth worms, leeches, bristle worms.</p>	<p>The learner</p> <ul style="list-style-type: none"> <li>States the meaning of worms</li> <li>States the characteristics of worms</li> <li>Names groups of worms and their examples</li> </ul>	<p>The learner Pronounces, spells, reads, writes and demonstrates meaning of the new words;</p> <p><b>segmented, worms, tape, flukes, round</b></p> <ul style="list-style-type: none"> <li>reads, writes and internalizes texts and questions related to worms</li> </ul>	<ul style="list-style-type: none"> <li>Guided discussion</li> <li>Observation</li> <li>Guided discovery</li> <li>Buzz or think pair share</li> </ul>	<p>sentences about molluscs</p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Reading writing sentences about worms</li> <li>Observing the group of worms</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Decision Making</li> <li>Problem Solving</li> <li>Effective Communication</li> <li>Creative thinking Logic</li> <li>Taking decision choices</li> <li>Responsibility</li> <li>Appreciation</li> </ul>	<p>Worms</p> <p>Achart showing diagrams of intestinal worms.</p>	<p>Integrated Sc P/s BK 6 Pg</p> <p>_____</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensions Sc P/s Bk 6</p>	

			<b>3. Round worms</b> <i>Examples; hook worms, pin worms, thread worms, eel worms</i>								
			<u>Care for and protection of vertebrates and invertebrates</u> <i>Ways of caring for vertebrates and invertebrates</i> <ul style="list-style-type: none"><li>Regular vaccination</li><li>Providing shelter to vertebrates</li><li>Gazetting places for wild vertebrates</li><li>Controlling illegal hunting of wild life</li><li>Providing food</li><li>Enforcing laws against environmental pollution that endangers the life of vertebrates and invertebrates</li></ul>	<ul style="list-style-type: none"><li>The learner ;</li><li>States ways of caring for and protecting vertebrates and invertebrates</li></ul>	The learner; Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>wild life, hunting, illegal, pollution</b> - reads, writes and internalizes texts and questions related to care for vertebrates and invertebrates	<ul style="list-style-type: none"><li>Discussion</li><li>Demonstration</li><li>Observation</li><li>Discovery</li><li>Buzz or think pair share</li></ul>	<ul style="list-style-type: none"><li>Spelling new words about care for vertebrates and invertebrates</li><li>Giving different ways of caring for vertebrates</li></ul>	Critical Thinking -Decision Making -Problem Solving -Effective Communications -Creative thinking Logic -Taking decision -Making right choices -Responsibility -Appreciation	A drawn chart showing different groups of vertebrates and invertebrates	Integrated Sc P/s BK 6 Pg _____  Fountain Sc P/s Bk 6 Pg –  Comprehensions Sc P/s Bk 6 Primary six curriculum book page 42	

		Matter and energy Sound energy	<u>Meaning and sources of sound</u> Sound is the form of energy produced by vibration of an object <u>Sources of sound</u> i) <i>Natural sources of sound</i> <ul style="list-style-type: none"> <li>• Thunder</li> <li>• Storms</li> <li>• Wind</li> <li>• Water falls</li> </ul> ii) <i>Artificial sources of sound</i> <ul style="list-style-type: none"> <li>• Bells</li> <li>• Flutes</li> <li>• Drums</li> <li>• Bowharps</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Gives meaning of sound energy</li> <li>- Gives examples of natural and artificial sources of energy</li> </ul>	The learner - Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>sound, thunder, flute, storm.</b> reads, writes and internalizes texts and questions related to sound energy	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Carrying out experiment on sound energy</li> <li>- Reading words sentences and stories about sound</li> </ul>	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking Logic -Taking decision -Making right choices -Responsibility - Appreciation	Rulers -Drums -Bells -Stones -Desks -Sets	<ul style="list-style-type: none"> <li>- Integrated Sc P/s BK 6 Pg _____</li> <li>Fountain Sc P/s Bk 6 Pg –</li> <li>Comprehensions Sc P/s Bk 6</li> </ul>	
			<u>Properties of sound</u> -sound can be produced -sound can be reflected -sound can be stored and reproduced -sound travels in all directions from the source through sound waves.	<ul style="list-style-type: none"> <li>- The learner</li> <li>- States the properties of sound</li> </ul>	The learner Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>reflected, travels, waves,</b> reads, writes and internalizes texts and questions related to sound energy	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying different properties of sound</li> <li>- Pronouncing</li> <li>- Spelling and reading words</li> </ul>	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative Thinking listening to different sources of sound. - Appreciation	Real insects -Drums -Desks Text books -Tins -Threads clock	<ul style="list-style-type: none"> <li>Integrated Sc P/s BK 6 Pg ____</li> <li>Fountain Sc P/s Bk 6 Pg –</li> <li>Comprehensions Sc P/s Bk 6</li> </ul>	

								n			
		Matters and Energy	<u>Meaning and factors that affect the pitch of sound</u> -Pitch of sound is the highness or lowness of sound. <u>Factors that affect the pitch of sound</u> <ul style="list-style-type: none"><li>• Size of the vibrating object/surface</li><li>• Tension of the vibrating surface/object</li><li>• Thinness or thickness of the vibrating object.</li></ul>	<ul style="list-style-type: none"><li>- The learner</li><li>- Gives the meaning of the term pitch of sound</li><li>- States the factors that affect pitch of sound</li></ul>	The learner <ul style="list-style-type: none"><li>- Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>pitch, tension, vibration, highness,</b> reads, writes and internalizes texts and questions related to pitch of sound.</li></ul>	<ul style="list-style-type: none"><li>- Discussion</li><li>- Demonstration</li><li>- Observation</li><li>- Discovery</li><li>- Buzz or think pair share</li><li>-</li></ul>	<ul style="list-style-type: none"><li>- Giving the meaning of pitch of sound</li><li>- Stating factors that affect pitch of sound</li><li>- Reading and spelling new words correctly</li></ul>	Critical Thinking <ul style="list-style-type: none"><li>-Effective Communication</li><li>-Creative thinking</li><li>-Making right choices</li><li>-Responsibility</li><li>-Appreciation</li></ul>	Drums <ul style="list-style-type: none"><li>-Bottle</li><li>-Water</li><li>-Ropes</li><li>-Rubber</li><li>-Bands</li><li>-Shakers</li></ul>	<ul style="list-style-type: none"><li>- Integrated Sc P/s BK 6 Pg __</li><li>Fountain Sc P/s Bk 6 Pg -</li><li>Comprehensions Sc P/s Bk 6</li></ul>	
			<u>Experiments on pitch of sound</u> -How the size of the vibrating space affects the pitch of sound <u>Procedure</u> - get three bottles of the same size and material. -pour water of different volume in each of the bottle as shown below	<ul style="list-style-type: none"><li>- The learner</li><li>- Describes the experiment to show that the size of the vibrating space</li></ul>	The learner <ul style="list-style-type: none"><li>- Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>volume, pitch, intervals vibration, bottle</b> reads, writes and internalizes texts and questions</li></ul>	<ul style="list-style-type: none"><li>- Discussion</li><li>- Demonstration</li><li>- Observation</li><li>- Guided discovery</li><li>- Buzz or think pair</li></ul>	<ul style="list-style-type: none"><li>- Describing different experiments on pitch of sound</li><li>- Reading and spelling new words</li><li>- Writing</li></ul>	Critical Thinking <ul style="list-style-type: none"><li>-Effective Communication</li><li>-Creative thinking Logic</li><li>-Taking decision</li><li>-Making right choices</li><li>-Responsibility</li><li>-</li></ul>	<ul style="list-style-type: none"><li>-Bigs and Small drums</li><li>-Short and long strings</li><li>-Empty half full bottle of water</li></ul>	<ul style="list-style-type: none"><li>Integrated Sc P/s BK 6 Pg __</li><li>Fountain Sc P/s Bk 6 Pg -</li><li>Comprehensions Sc P/s Bk 6</li></ul>	

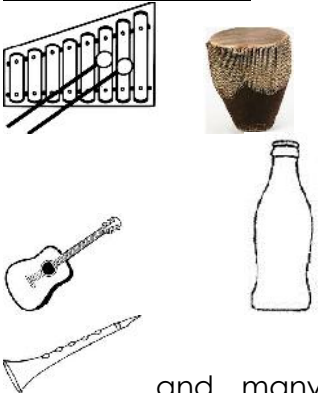
			 <p>A B C</p> <p>-blow air in each bottle at an angle at different intervals</p>	affects the pitch of sound	related pitch sound.	to of	share	and internalizing texts relating to pitch of sound	Appreciation			
		Matter and energy	<u>Movement and speed of sound in different states of matter</u> -sound move/travels through sound waves <u>-speed of sound</u> <ul style="list-style-type: none"> <li>In solids(iron) – 1500m/s</li> <li>liquids(water)– 1484m/s</li> <li>In gases(air)- 330m/s</li> </ul> Sound travels fastest in solids, faster in liquids and fast in through gases	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Explains how sound travels</li> <li>- Describes the speed of sound in the three states of matter</li> </ul>	The learner - Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>waves, matter, liquids</b> - reads, writes and internalizes texts and questions related to speed of sound.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Defining echoes</li> <li>- Starting the uses of echoes</li> <li>- Solving question related to echoes</li> </ul>	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility - Appreciation	-Empty classroom -Text books thick Curtains	Integrated Sc P/s BK 6 Pg __ Fountain Sc P/s Bk 6 Pg __ - Comprehensions Sc P/s Bk 6	I	
			<u>Factors that affects the speed of sound</u> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Heat</li> <li>• Wind</li> <li>• Altitude</li> </ul> Note: brief notes on how each of the factors affect sound be reflected in the notes.	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Mentions factors that affect the speed of sound</li> </ul>	The learner -Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>temperature, altitude, heat.</b> - reads,	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair</li> </ul>	<ul style="list-style-type: none"> <li>- Mentioning factors that affect the speed of sound</li> <li>- Pronouncing,</li> </ul>	Critical Thinking -Effective Communication -Creative thinking	Chalkboard illustration	Integrated Sc P/s BK 6 Pg __ Fountain Sc P/s Bk 6 Pg __ - Compr		

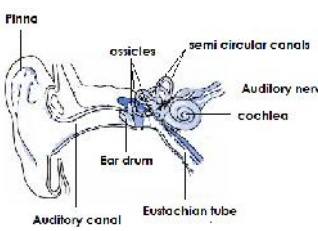
					writes and internalizes texts and questions related to speed of sound.	share -	spelling and writing new words.	-Making right choices -Responsibility -Appreciation		ehensions Sc P/s Bk 6	
		Matter and energy	<u>Meaning of volume and frequency of sound</u> <i>Volume of sound:</i> -Is the loudness or softness of sound <i>Frequency of sound:</i> -Is the number of vibrations of an object per second.	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Gives meanings of volume and frequency of sound</li> <li>- Explains how frequency affects pitch of sound</li> </ul>	The learner -Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>volume, frequency, vibration.</b> - reads, writes and internalizes texts and questions related to volume and frequency of sound.	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Demonstration</li> <li>- Guided discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Defining the words, volume and frequency of sound</li> <li>- Explaining how frequency affects pitch of sound</li> <li>- Reading, writing and spelling new words</li> </ul>	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking Logic -Taking decision -Making right choices -Responsibility -Appreciation	Text books  Chalkboard illustration	<ul style="list-style-type: none"> <li>- Integrated Sc P/s BK 6 Pg __</li> <li>- Fountain Sc P/s Bk 6 Pg __</li> <li>- Comprehensions Sc P/s Bk 6 Introduction to biology third edition.</li> </ul>	
			<u>How different things produce sound in the environment</u> i) <i>Human beings</i> -by vibration of vocal codes in the voice box. ii) <i>Flying bee</i> -by	<ul style="list-style-type: none"> <li>- The learner</li> <li>- States how different things in the</li> </ul>	The learner -Pronounces, spells, reads, writes and demonstrates meaning of the new words;	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Stating how different things in the environment</li> </ul>	Critical Thinking -Decision Making -Problem Solving -Effective Communication	Music instruments Charts  Textbook	<ul style="list-style-type: none"> <li>- Integrated Sc P/s BK 6 Pg __</li> <li>- Fountain Sc P/s Bk 6 Pg __</li> </ul>	



			<p>vibration of wing and the surrounding air when flapped.</p> <p>iii) <i>Bird</i> –by vibration of the rings of cartilage in the trachea</p> <p>iv) <i>String instruments</i> – vibration of the strings when plucked</p> <p>v) <i>Percussion instruments</i> –vibration of the surfaces when hit</p>	<p>environment produce sound</p>	<p><b>plucked, cartilage, percussion, vocal codes</b></p> <p>- reads, writes and internalizes texts and questions related to how things produce sound</p>	<p>- Buzz or think pair share</p>	<p>produce sound</p>	<p>on</p> <p>-Creative thinking</p> <p>-Making right choices</p> <p>-Responsibility</p> <p>- Appreciation</p>		<p>–</p> <p>Comprehensive Sc P/s Bk 6</p>	
		Matter and energy	<p><u>Ways of storing and reproducing sound.</u></p> <p><u>i) storing:</u></p> <p>-by recording</p> <p>-by writing notes in solfa and staff</p> <p><u>ii)Reproducing:</u></p> <p>-playing using compact disc players</p> <p>-playing using cassette players</p> <p>-playing using phones</p> <p>-by singing the music notes</p> <p>-by playing the notations using of musical instruments</p>	<p>- The learner</p> <p>- Gives the ways of storing sound</p> <p>- States the ways of reproducing stored sound</p>	<p>The learners</p> <p>-Pronounces, spells, reads, writes and demonstrates meaning of the new words; <b>notes, compact, disc, recording.</b></p> <p>- reads, writes and internalizes texts and questions related to storing and reproducing sound</p>	<p>- Discussion</p> <p>- Demonstration</p> <p>- Observation</p> <p>- Discovery</p> <p>- Buzz or think pair share</p> <p>-</p>	<p>- Pronouncing, spelling and reading new words.</p> <p>- Stating ways of reproducing sound</p> <p>- Giving ways of storing sound</p>	<p>Critical Thinking</p> <p>-Decision Making</p> <p>-Problem Solving</p> <p>-Effective Communication</p> <p>-Creative thinking</p> <p>-Making right choices</p> <p>-Responsibility</p> <p>- Appreciation</p>	<p>Textbook</p> <p>Chalk Board illustration</p>	<p>Integrated Sc P/s BK 6 Pg _</p> <p>Fountain Sc P/s Bk 6 Pg _</p> <p>Comprehensions Sc P/s Bk 6-</p>	
			<p><u>Importance of storing sound</u></p> <ul style="list-style-type: none"> <li>For future use</li> <li>For</li> </ul>	<p>- The learner</p> <p>- States the</p>	<p>The learner</p> <p>-pronounces, spells writes and</p>	<p>- Discussion</p> <p>- Demonstration</p>	<p>- Stating the importance</p>	<p>-Decision Making</p> <p>-Problem Solving</p>	<p>Chalkboard illustration</p>	<p>Integrated Sc P/s BK 6 Pg _</p>	

			<ul style="list-style-type: none"> <li>entertainment</li> <li>For evidence in courts of law</li> <li>For research purposes</li> </ul>	importance of storing sound	<p>demonstrates meaning of the words; <b>future, entertainment, evidence,</b> related to storing sound.</p> <p>-reads, internalizes and writes texts and questions related to importance of storing sound.</p>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discovery</li> <li>Buzz or think pair share</li> <li>-</li> </ul>	<p>of storing sound</p> <p>- Pronouncing, spelling, reading and writing new words</p>	<ul style="list-style-type: none"> <li>-Effective Communication</li> <li>-confidence</li> <li>-Creative thinking</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>-Appreciation</li> </ul>		<p>Fountain Sc P/s Bk 6 Pg __</p> <p>Comprehensions Sc P/s Bk 6</p>	
			<p><u>Groups of music instruments</u></p> <p>i) <i>percussion instruments</i></p> <ul style="list-style-type: none"> <li>Drum</li> <li>Xylophone</li> <li>Rattles</li> </ul> <p>ii) <i>String instruments</i></p> <ul style="list-style-type: none"> <li>Harp</li> <li>Guitar</li> <li>Bow harp</li> <li>Tube fiddle</li> </ul> <p>iii) <i>wind instruments</i></p> <ul style="list-style-type: none"> <li>Horn</li> <li>Flute</li> <li>Panpipes</li> <li>whistle</li> </ul>	<ul style="list-style-type: none"> <li>The learner</li> <li>Gives the groups of music instruments</li> <li>Gives examples of music instruments</li> </ul>	<p>The learner,</p> <p>-Pronounces, spells, reads, writes and demonstrates meaning of words; <b>string, harp, percussion</b> related to groups of music instruments.</p> <p>-Reads, internalizes and writes text and questions related to groups of musical instruments</p>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Observation</li> <li>Discovery</li> <li>Buzz or think pair share</li> </ul>	<p>- Giving groups and example of musical instruments</p> <p>- Reading, writing and pronouncing new words</p>	<p>Critical Thinking</p> <p>-Decision Making</p> <p>-Effective Communication</p> <p>-Taking decision</p> <p>-Making right choices</p> <p>-Responsibility</p> <p>-Appreciation</p>	<p>Drugs</p> <p>Aloevera</p> <p>Panadol</p> <p>syrups</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg __</p> <p>Comprehensions Sc P/s Bk 6</p>	

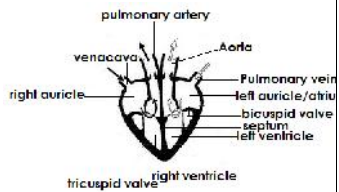
			<u>Diagrams of different music instruments</u>  <p>and many others please...</p>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Draws and names different music instruments</li> <li>- States how each instrument produces sound</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>- Pronounces, spells, reads, writes and demonstrates meaning of words; <b>flute, guitar, vibration</b> related to groups of music instruments.</li> <li>- Reads, internalizes and writes text and questions related to musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing and naming different musical instruments</li> <li>- Stating how they produce sound</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>- Effective Communication</li> <li>- Creative Thinking</li> <li>- Making right choices</li> <li>- Responsibility</li> <li>- Appreciation</li> </ul>	<p>Real Instruments</p> <p>Pictures charts</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg __</p> <p>Comprehensions Sc P/s Bk 6 pg 46</p>	
			<u>Devices used to store sound</u> <ul style="list-style-type: none"> <li>• Flash drives</li> <li>• Memory cards</li> <li>• Cassette tapes</li> <li>• Compact discs</li> <li>• Computer diskettes</li> </ul>	<ul style="list-style-type: none"> <li>- The learner , mentions the devices that store sound</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>- Pronounces, spells, reads, writes and demonstrates meaning of words; <b>flash, compact, diskettes</b>, related to devices that store sound.</li> <li>- Reads, internalizes and writes text and questions related to devices that</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Mentioning devices that store sound</li> <li>- Pronouncing, reading, writing, and demonstrating the meaning of the</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>- Decision Making</li> <li>- Confidence</li> <li>- Effective Communication</li> <li>- Making right choices</li> <li>- Responsibility</li> <li>- Appreciation</li> </ul>	<p>Real object</p> <p>Eg, memory cards Flash drives pictures</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg __</p> <p>Comprehensions Sc P/s Bk 6</p>	

					store sound		words				
			<u>Devices used to reproduce stored sound</u> <ul style="list-style-type: none"> <li>• Mobile phones</li> <li>• Gramophones</li> <li>• Compact disc players</li> <li>• Radio cassettes</li> <li>• Computer monitors</li> <li>• woofers</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- States the devices that reproduce stored sound</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Pronounces, spells, reads, writes and demonstrates meaning of words;</li> </ul> <p><b>compact cassettes, woofers, device</b> related to devices that produce sound</p> <ul style="list-style-type: none"> <li>-Reads, internalizes and writes text and questions related to devices that reproduce sound</li> </ul>	<ul style="list-style-type: none"> <li>- Group discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Guided discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Stating the devices used to reproduce sound</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Problem Solving</li> <li>-Effective Communications</li> <li>-Creative thinking</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>- Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>-mobile phones</li> <li>- CD players</li> </ul> <p>Wall chart</p>	<p>Integrated Sc P/s BK 6 Pg _____</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensions Sc P/s Bk 6 pg 51</p>	
			<u>Drawing and naming parts of the human ear</u> <i>Structure of the human ear</i> 	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Draws and names parts of the human ear.</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Pronounces, spells, reads, writes and demonstrates meaning of words;</li> </ul> <p><b>ear drum, pinna, ossicles,</b> related to the structure of the ear</p> <ul style="list-style-type: none"> <li>-Reads, internalizes and writes text</li> </ul>	<ul style="list-style-type: none"> <li>- Group discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Guided discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing the structure of the human ear</li> <li>- Naming parts of the human ear</li> <li>- Pronouncing,</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Problem Solving</li> <li>-Effective Communications</li> <li>-Creative thinking</li> <li>-Logic</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-wall charts</li> </ul> <p>Pictures of the ear</p>	<p>Integrated Sc P/s BK 6 Pg _</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensions Sc P/s Bk 6</p>	

					and questions related to the structure of the ear		spelling , and reading new words	Appreciation			
			<u>Functions of parts of the ear</u> i) <i>Pinna</i> –to collect sound waves ii) <i>Auditory canal</i> –to direct sound waves into the ear drum iii) <i>Ear drum</i> –changes sound waves into vibrations iv) <i>Ossicles</i> –amplify sound vibrations across the middle ear. v) <i>Semicircular canals</i> –to balance the body in its upright position vi) <i>cochlea</i> – changes waves into nerve signals/impulses vii) <i>Auditory nerve</i> – transmits impulses from the cochlea to the brain for interpretation	<ul style="list-style-type: none"> <li>- The learner ,</li> <li>- Mentions parts of the ear</li> <li>- States the functions of the parts of the ear</li> </ul>	The learner, -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>circular, cochlea, auditory, nerve, Eustachian tube,</b> related to the functions of the ear -Reads, internalizes and writes text and questions related to the structure of the ear	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Naming parts of the ear</li> <li>- Giving functions of the parts of the ear.</li> </ul>	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking Logic -Taking decision -Making right choices -Responsibility - Appreciation	Textbook  Chart models of the ear	Integrated Sc P/s BK 6 Pg ____ Fountain Sc P/s Bk 6 Pg ____ - Comprehensions Sc P/s Bk 6	
			<u>Diseases and disorders of the ear</u>  <i>Diseases</i> -Otitis media -Otitis externa  <i>Disorders</i> -deafness -too much wax in the	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Mentions the diseases and disorders of the ear</li> </ul>	The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>deafness, otitis, ringing</b> related to the	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think</li> </ul>	<ul style="list-style-type: none"> <li>- Mentioning diseases and disorders of the ears</li> <li>- Stating ways</li> </ul>	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative	Pictures of the sick ears  chalkboard illustrations	Integrated Sc P/s BK 6 Pg ____  Fountain Sc P/s	

			ear -discharging ears -ringing ears	<ul style="list-style-type: none"> <li>- States ways of controlling ear diseases and disorders</li> </ul>	diseases and disorders of the ear -Reads, internalizes and writes text and questions related to the ear diseases and disorders	pair share	of controlling ear diseases and disorders - Reading and writing new words	thinking Logic -Taking decision -Making right choices -Responsibility - Appreciation		Bk 6 Pg – Comprehensions Sc P/s Bk 6	
			<u>Care for the ear</u> -washing the ears regularly with clean water and soap -use soft materials to clean the ear -have regular medical checkups for the ears Remove the wax regularly from the ears - avoid putting sharp objects in the ears	<ul style="list-style-type: none"> <li>- The learner</li> <li>- States ways of caring for the ears</li> </ul>	The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>excess, temporary, regularly,</b> related to the care for the ear -Reads, internalizes and writes text and questions related to the care for the ear	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Observation</li> <li>- Discovery</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- .stating different ways of caring for the ear</li> <li>- Pronouncing, reading and writing new words</li> </ul>	appreciation  Care  Audibility  Effective Communication  confidence	Text books  Ear buds  Pictures of sick ears	Integrated Sc P/s BK 6 Pg __  Fountain Sc P/s Bk 6 Pg –  Comprehensions Sc P/s Bk 6	

		<p><b>HUMAN BODY</b> The circulatory system</p>	<p><u>Blood circulation and components of the circulatory system</u></p> <ul style="list-style-type: none"> <li>• Blood circulation is the movement of blood round the body</li> </ul> <p><u>Organs or components of the circulatory system</u></p> <ul style="list-style-type: none"> <li>✓ The heart</li> <li>✓ Blood vessels</li> <li>✓ blood</li> </ul>	<p>The learner, -describes blood circulation -states the components of the circulatory system</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>circulation, vessels, blood,</b> related to blood circulation -Reads, internalizes and writes text and questions related to blood circulation</p>	<ul style="list-style-type: none"> <li>- guided discussion</li> <li>- brainstorming</li> <li>- question and answer technique</li> <li>- Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Defining blood circulation</li> <li>- Stating the components of the circulatory system</li> </ul>	<p>Appreciation</p> <p>Care</p> <p>Audibility</p> <p>Effective Communication</p>	<p>A chart showing some organs of the circulatory system</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensions Sc P/s Bk 6</p>	
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			<p><u>The heart</u></p> <p>The heart is the muscular organ made up of special muscles called cardiac muscles</p> <p>Its main function is to pump blood to all parts of the body</p> <p><u>Structure of the human heart</u></p> 	<p>The learner,</p> <ul style="list-style-type: none"> <li>-describes the heart</li> <li>- gives the function of the heart</li> </ul> <p>Draws and names the parts of the heart</p>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Pronounces, spells, reads, writes and demonstrates meaning of words; <b>aorta, auricle, ventricle, septum,</b> related to the heart</li> <li>-Reads, internalizes and writes text and questions related to the heart</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>Buzz or think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Describing the heart,</li> <li>- Stating functions of the heart</li> </ul>	<p>Appreciation</p> <p>Care</p> <p>Audibility</p> <p>Effective Communication</p> <p>confidence</p>	<p>A chart showing the structure of the heart</p> <p>Pictures of the heart</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg __</p> <p>Comprehensions Sc P/s Bk 6</p>	
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			<p><u>Functions of different parts of the heart</u></p> <p><b>Venacava</b> –transports deoxygenated blood from all parts of the body to the heart</p> <p><b>Aorta</b> –transports oxygenated blood from the heart to all parts of the body</p> <p><b>Pulmonary artery</b> – transports deoxygenated blood from the heart to the lungs</p> <p><b>Auricles</b> –receive blood entering the heart</p> <p><b>Ventricles</b> –pump blood out of the heart</p> <p><b>Note:</b> the walls of the left ventricles are thicker than those of the right ventricle because it pumps blood to long distances(all parts of the body)</p> <p><b>Functions of other parts should be added in the notes</b></p>	<p>The learner,</p> <p>-Identifies different parts of the heart</p> <p>-states the functions of the different parts of the heart.</p>	<p>The learner</p> <p>-Pronounces, spells, reads, writes and demonstrates meaning of words; <b>aorta, auricle, ventricle, septum,</b> related to the heart</p> <p>-Reads, internalizes and writes text and questions related to the heart</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Question and answers</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying parts of the heart</li> <li>- Stating the functions of the parts of the heart</li> <li>-</li> </ul>	<p>Fluency</p> <p>Care</p> <p>Confidence</p> <p>Effective Communication</p> <p>Critical Thinking</p> <p>-Decision Making</p>	<p>A chart showing the structure of the heart</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg 60-61</p>	
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			<u>Blood vessels</u> -blood vessels are muscular tubes which transport blood round the body <u>Types of blood vessels</u> ✓ Arteries ✓ Veins ✓ Capillaries Arteries –blood vessels that transport blood away from the heart <u>Characteristics of arteries</u> -transport blood away from the heart - they have thick walls -they have narrow lumen <u>Structure of the artery</u>	The learner, -Defines blood vessels -States types of blood vessels -Gives meaning of arteries -Mentions characteristics of arteries -Draws the structure of artery	The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>muscular, veins, capillary, lumen</b> related to blood vessels -Reads, internalizes and writes text and questions related to blood vessels	- Guided group discussion - Question and answers - Brain storming	- Defining blood vessels - Giving types of blood vessels - Describing arteries - Giving the characteristics of arteries	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking Logic -Taking decision -Making right choices -Responsibility - Appreciation	A chart showing an artery Pictures of other blood vessels	Integrated Sc P/s BK 6 Pg __ Fountain Sc P/s Bk 6 Pg – Comprehensive Sc P/s Bk 6 pg	
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			<p><u>Blood vessels</u>  <u>Veins</u> –blood vessels that transport blood towards the heart  <u>Characteristics of veins</u>          -they transport blood towards the heart          -they have thin walls          -they have wider lumen          -they have valves  <u>Structure of a vein</u></p> <p><u>Capillaries:</u>          - these are the smallest blood vessels that join veins to arteries          -they are where exchange of materials take place          -they have very thin walls about one cell thick; this enables easy diffusion of materials.  <u>Structure of capillaries</u></p>	<p>The learner,          -Defines veins          -Mentions characteristics of veins          -Draws the structure of a vein          Defines capillaries          Describes different characteristic of capillaries          - draws the structure of capillaries</p>	<p>The learner          -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>valves, wider, thin, diffusion</b> related to blood vessels          -Reads, internalizes and writes text and questions related to blood vessels</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Question and answers</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Defining veins</li> <li>- Describing veins</li> <li>- Giving the characteristics of veins and capillaries</li> <li>- Spelling, reading and pronouncing new words correctly</li> </ul>	<p>Critical Thinking          -Decision Making          -Problem Solving          -Effective Communication          -Creative thinking          Logic          -Taking decision          -Making right choices          -Responsibility          - Appreciation</p>	<p>A chart showing veins and capillaries</p> <p>Pictures of the blood vessels</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><u>Blood components and their structures</u>  <u>Blood</u> -blood is the transporting medium in the body  <u>Components of blood</u></p> <ul style="list-style-type: none"> <li>• Red blood cells</li> <li>• White blood cells</li> <li>• Platelets</li> <li>• Plasma</li> </ul> <p>a) Red blood cells</p> <ul style="list-style-type: none"> <li>- red blood cells contain a red pigment called Haemoglobin made of iron</li> <li>-they are made from bone marrow of short bones like sternum, scapular, ribs, pelvis</li> <li>-their main function is to transport oxygen in the body</li> </ul> <p><u>Adaptations of red blood cells to their functions</u></p> <ul style="list-style-type: none"> <li>-They have haemoglobin which enables them to carry oxygen</li> <li>-They have a bi-concave disc shape which enables them to trap and carry oxygen</li> <li>-They are produced in large numbers</li> </ul> <p><u>Structure of a red blood cell</u></p>	<p>The learner;</p> <p>defines blood</p> <ul style="list-style-type: none"> <li>- mentions the components of blood</li> <li>-describes red blood cells giving their characteristics</li> <li>-gives the adaptations of red blood cells</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Pronounces, spells, reads, writes and demonstrates meaning of words; <b>platelets, haemoglobin, plasma</b></li> <li>-Reads, internalizes and writes text and questions related to blood</li> </ul>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Question and answers</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Defining blood</li> <li>Mentioning components of blood</li> <li>Describing characteristics of red blood cells</li> <li>Giving adaptations of red blood cells to their function</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Problem Solving</li> <li>-Effective Communication</li> <li>-Creative thinking</li> <li>Logic</li> <li>-Taking decision</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>- Appreciation</li> </ul>	<p>A chart showing blood components</p> <p>Pictures of some blood components</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><u>White blood cells</u> -This is the blood component that fights against disease germs in the body They have nucleus They are made in lymph nodes and spleen They are destroyed by HIV <u>Structure of a white blood cell</u></p> <p>c) <b><u>Platelets</u></b> they help in blood clotting</p> <p>d) <b><u>Plasma</u></b> Plasma is a pale yellow liquid part of blood. It contains the following; water, blood proteins, carbon dioxide. Plasma transports digested food.</p>	<p>The learner; defines white blood cells</p> <p>-describes white blood cells giving their characteristics</p> <p>-describes platelets and plasma.</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>platelets, lymph nodes, clotting, spleen</b> related to white blood cells -Reads, internalizes and writes text and questions related to white blood cells</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Question and answers</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Defining white blood cells</li> <li>- drawing structures of white blood cells and platelets</li> <li>Spelling new words</li> </ul>	<p>Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking Logic -Taking decision -Making right choices -Responsibility -Appreciation</p>	<p>A chart showing blood components</p> <p>Pictures of some blood components</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<u>Functions of blood in the body</u> <ul style="list-style-type: none"> <li>Blood carries digested food and oxygen to all parts of the body</li> <li>Blood carries waste products from the body to the excretory organs</li> <li>Blood transports carbon dioxide from the body to the lungs.</li> <li>Blood distributes heat in the body</li> <li>Blood defends the body against germ infections</li> </ul>	The learner; -states the function of blood	The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>distributes, waste, defend</b> related to function of blood -Reads, internalizes and writes text and questions related to functions of blood	- Guided group discussion  - Question and answers  - Brain storming	- Giving functions of blood in the body  - Spelling new words	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking Logic -Taking decision -Making right choices -Responsibility -Appreciation	A chart showing blood components  Pictures of some blood components	Integrated Sc P/s BK 6 Pg __  Fountain Sc P/s Bk 6 Pg –  Comprehensive Sc P/s Bk 6 pg	
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			<p><b><u>Diseases and disorders of the circulatory system</u></b></p> <p><b><u>Diseases</u></b></p> <ul style="list-style-type: none"> <li>• Leukemia</li> <li>• Malaria</li> <li>• HIV/AIDS</li> <li>• Sickle cell anaemia</li> <li>• Hemophilia</li> <li>• Heart stroke</li> <li>• Hypertension</li> </ul> <p><b><u>Disorders</u></b></p> <ul style="list-style-type: none"> <li>✓ Bleeding</li> <li>✓ Blood clot</li> <li>✓ Poor blood clotting</li> <li>✓ Irregular heart beat</li> </ul>	<p>The learner,</p> <p>-Mentions the diseases of the circulatory system</p> <p>-Gives disorders of the circulatory system</p>	<p>The learner</p> <p>-Pronounces, spells, reads, writes and demonstrates meaning of words;</p> <p><b>leukemia, hypertension, heart stroke, hemophilia</b></p> <p>related to the circulatory system</p> <p>-Reads, internalizes and writes text and questions related to the circulation</p>	<p>- Guided group discussion</p> <p>- Question and answers</p> <p>- Brain storming</p>	<p>Mentioning diseases of the circulatory system</p> <p>Giving disorders of the system</p> <p>- Spelling new words</p>	<p>Critical Thinking</p> <p>-Decision Making</p> <p>-Problem Solving</p> <p>-Effective Communication</p> <p>-Creative thinking</p> <p>Logic</p> <p>-Taking decision</p> <p>-Making right choices</p> <p>-Responsibility</p> <p>-Appreciation</p>	<p>Illustrations on the chalkboard</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>HIV/AIDS and blood</u></b></p> <p>AIDS is a disease caused by HIV(Human Immuno-deficiency Virus)</p> <p>-The virus destroys the whites blood cells in the body</p> <p>-AIDS stands for Acquired Immune Deficiency Syndrome</p> <p><u>How is HIV/AIDS spreads</u></p> <ul style="list-style-type: none"> <li>• Through unprotected sexual intercourse with an infected person</li> <li>• Sharing unsterilized skin cutting or piercing instruments with an infected person</li> <li>• Through mother to child (MCT)</li> <li>• Transfusion of unscreened blood</li> </ul>	<p>The learner,</p> <ul style="list-style-type: none"> <li>- describes HIV/AIDS</li> <li>-writes HIV/AIDS in full</li> <li>-States ways AIDS spreads among people</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Pronounces, spells, reads, writes and demonstrates meaning of words;</li> <li><b>deficiency, syndrome, transfusion intercourse, acquired</b> related to HIV/AIDS</li> <li>-Reads, internalizes and writes text and questions related to HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Question and answers</li> <li>- Brain storming</li> </ul>	<p>describing HIV/AIDS</p> <p>Identifying component of blood destroyed by HIV</p> <p>Giving way AIDS spreads</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Problem Solving</li> <li>-Effective Communication</li> <li>-Creative thinking</li> <li>Logic</li> <li>-Taking decision</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>-Appreciation</li> </ul>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<u>Signs and symptoms of HIV/AIDS</u> ✓ Prolonged dry cough ✓ Skin rash ✓ General body weakness ✓ Excessive sweating at night ✓ Herpes zoster (kisipi) <u>Effects of HIV/AIDS</u> o Loss of income o Causes death o The individual is abandoned. <u>Prevention and control of HIV/AIDS</u> ▪ Abstinence ▪ Proper use of condoms ▪ Screening blood before transfusion ▪ Prevention of mother to child transmission (PMTCT)	The learner; - states signs and symptoms of HIV/AIDS -mentions effects of HIV/AIDS -gives ways of preventing and controlling HIV/AIDS	The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>herpes, abstinence, condoms, screening,</b> related to HIV/AIDS -Reads, internalizes and writes text and questions related to HIV/AIDS	- Guided group discussion - Question and answers - Brain storming	Describing the signs and symptoms of HIV/AIDS Stating effects of HIV/AIDS Giving the different ways of preventing and controlling HIV/AIDS	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking Logic -Taking decision -Making right choices -Responsibility -Appreciation	Illustrations on the chalkboard News papers Magazines	Integrated Sc P/s BK 6 Pg __ Fountain Sc P/s Bk 6 Pg __ Comprehensive Sc P/s Bk 6 pg	
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			<u>Ways of increasing blood in the body</u> <ul style="list-style-type: none"> <li>➤ By feeding on a balanced diet</li> <li>➤ Through blood transfusion with screen blood</li> <li>➤ Feeding on foods rich in iron like green leafy vegetables</li> </ul> <p>Organs related to the circulatory system -the lungs, the liver, kidneys</p>	<p>The learner, - identifies ways of increasing blood in the body</p> <p>Identifies organs related to the circulatory system</p>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Pronounces, spells, reads, writes and demonstrates meaning of words; <b>diet, liver, iron, kidney</b> related to HIV/AIDS</li> <li>-Reads, internalizes and writes text and questions related to HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Question and answers</li> <li>- Brain storming</li> </ul>	<p>Identifying different ways of increasing the amount of blood in the body</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Problem Solving</li> <li>-Effective Communication</li> <li>-Creative thinking</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>-Appreciation</li> </ul>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
		<p>HUMAN HEALTH</p> <p>Alcohol, Smoking and drugs in the society</p>	<u>Alcohol s and Alcoholism</u> -Alcohol is a liquid substance that makes people drunk when taken in excess <u>Types of alcohol</u> -Methyl alcohol(methanol) -Ethyl alcohol(ethanol) <u>Reasons why people drink alcohol</u> <ul style="list-style-type: none"> <li>• To celebrate achievements</li> <li>• To forget their problems</li> <li>• To fit in their social group</li> </ul>	<p>The learner;</p> <ul style="list-style-type: none"> <li>-describes what alcohol means</li> <li>-mentions the types of alcohol</li> <li>-gives reasons why people drink alcohol</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Pronounces, spells, reads, writes and demonstrates meaning of words; <b>alcohol, methanol, drunk, ethanol</b> related to HIV/AIDS</li> <li>-Reads, internalizes and writes text and questions related to HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Question and answers</li> <li>- Brain storming</li> </ul>	<p>Describing alcohol</p> <p>Mentioning types of alcohol</p> <p>Giving reasons for drinking alcohol</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Problem Solving</li> <li>-Effective Communication</li> <li>-Creative thinking</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>- Appreciation</li> </ul>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p>	<p>Integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	

			<u>Production of alcohol</u> Methods of making alcohol i) <b>Fermentation:</b> This is the process of turning sugar in liquids in to alcohol by the help of yeast Examples of drinks produced by fermentation -malwa, - kwete, - omunanasi ii) <b>Distillation:</b> this is a process of obtaining pure alcohol by evaporating and condensing alcohol vapour Examples of alcoholic drinks obtained by distillation -Uganda waragi, -Gins -Spirits	The learner, -identifies the methods of making alcohol -describes fermentation and distillation, -gives examples of alcoholic drinks made from fermentation and distillation	The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>fermentation, distillation, alcoholic, yeast</b> related to production of alcohol -Reads, internalizes and writes text and questions related to production of alcohol	- Guided group discussion - Guided discovery - Question and answers - Brain storming/ buzzing	Identifying methods of making alcohol  Describes fermentation and distillation  Giving example of alcoholic drinks	Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility - Appreciation	Real objects illustrating Distillation  Illustrations on the chalkboard	integrated Sc P/s BK 6 Pg __  Fountain Sc P/s Bk 6 Pg –  Comprehensive Sc P/s Bk 6 pg	
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			<p><b><u>Alcoholism:</u></b> This is a condition in which a person depends on alcohol for normal body function. It results from alcoholic addiction. <i>Addiction</i> is having a strong desire to drink alcohol daily <b>Factors which lead to alcoholism</b></p> <ul style="list-style-type: none"> <li>• Boredom</li> <li>• Family background</li> <li>• Misleading adverts</li> <li>• Peer pressure/ influence</li> </ul> <p>Note; explanation on the above cause alcoholism in the notes</p>	<p>The learner, -gives the meaning of alcoholism and addiction  -states the factors that can lead to alcoholism</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>alcoholism, addiction, misleading, boredom</b> related to alcoholism -Reads, internalizes and writes text and questions related to alcoholism</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>Describing the meaning of alcoholism and addiction on</p> <p>Mentioning factors that lead to alcoholism</p>	<p>Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility - appreciation</p>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p>	<p>integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Effects( dangers) of alcoholism</u></b></p> <p>i) <i>to an individual;</i></p> <ul style="list-style-type: none"> <li>• It leads to self-neglect</li> <li>• Damages body organs like, brain, liver, pancreas, stomach etc</li> </ul> <p>ii) <i>to the family;</i></p> <ul style="list-style-type: none"> <li>o Leads to family neglect</li> <li>o Leads to poverty</li> <li>o Family breakups</li> </ul> <p>iii) <i>to the community;</i></p> <ul style="list-style-type: none"> <li>✓ Leads to traffic accidents</li> <li>✓ Leads increase in criminal behaviours</li> <li>✓ Loss of useful human resource</li> </ul> <p>Ways of preventing the effects of alcohol in the lessn</p>	<p>The learner;</p> <p>-gives the effects of alcoholism to individual, family and community</p> <p>States ways of preventing the effects of alcohol especially life skills</p>	<p>The learner</p> <p>-Pronounces, spells, reads, writes and demonstrates meaning of words; <b>self-neglect, poverty, breakup</b> related to effects of alcoholism</p> <p>-Reads, internalizes and writes text and questions related to effects of alcoholism</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>Giving effects of alcohol to an individual, family and to the community</p> <p>Outline s different ways of preventing the dangers/ effects of alcohol</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Problem Solving</li> <li>-Effective Communication</li> <li>-Creative thinking</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>- appreciation</li> </ul>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p>	<p>integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Smoking</u></b> Smoking is the inhaling of tobacco smoke from a burning tobacco cigarette</p> <p><u>Types of smoking</u> i) active smoking ii) passive smoking</p> <p><u>Reasons why people smoke</u></p> <ul style="list-style-type: none"> <li>• To pastime</li> <li>• To concentrate in doing work</li> <li>• To feel confident</li> </ul> <p><u>Factors that lead to smoking</u></p> <ul style="list-style-type: none"> <li>✓ Peer pressure/influence</li> <li>✓ To feel warm in cold</li> </ul> <p><u>Chemicals in tobacco smoke</u></p> <ul style="list-style-type: none"> <li>▪ Nicotine</li> <li>▪ Tar</li> </ul>	<p>The learner, -defines smoking</p> <p>Gives types of smoking</p> <p>Mentions reasons why people smoke</p> <p>Identifies the chemicals found in tobacco smoke</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>smoking, pastime, nicotine</b> related to effects of alcoholism -Reads, internalizes and writes text and questions related to effects of alcoholism</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<ul style="list-style-type: none"> <li>- defining smoking</li> <li>- mentioning types of smoking</li> <li>Giving dangerous chemical</li> </ul>	<p>Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility - appreciation</p>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p>	<p>integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Drugs:</u></b> A drug is any chemical substance taken into the body to cause a desired effect. <i>Types of drugs</i></p> <ul style="list-style-type: none"> <li>▪ Narcotic drugs</li> <li>▪ Essential drugs</li> </ul> <p><b>Narcotic drugs</b> are addictive drugs that increase or lower down the body's activity <i>Examples of narcotic drugs</i></p> <ul style="list-style-type: none"> <li>• Marijuana</li> <li>• Cocaine</li> <li>• Heroin</li> <li>• Opium</li> <li>• Nicotine</li> </ul>	<p>The learner, -defines drugs</p> <p>Gives types of drugs</p> <p>Defines narcotics</p> <p>Identifies the examples narcotics</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>narcotic, essential, opium, addictive</b> related to drugs -Reads, internalizes and writes text and questions related to drugs</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>defining a drug</p> <p>- mentioning types of drugs</p> <p>Giving example of narcotic drugs</p> <p>Spelling new words</p>	<p>Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility - appreciation</p>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p>	<p>integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Essential drugs</u></b> These are drugs that meet the health care needs of majority of people in the community</p> <p><b>Characteristics of essential drugs</b></p> <ul style="list-style-type: none"> <li>• They are affordable</li> <li>• They are accessible</li> <li>• They are effective</li> <li>• They are safe</li> <li>• They have value for money</li> </ul> <p><b>Types of essential drugs</b> Traditional drugs Laboratory manufactured drugs</p>	<p>The learner; -Defines essential drugs</p> <p>-states the characteristic of essential drugs</p> <p>-Gives types of essential drugs</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>affordable, accessible, effective, safe</b> related to essential drugs -Reads, internalizes and writes text and questions related to drugs</p>	<p>- Guided group discussion</p> <p>- Guided discovery</p> <p>- Question and answers</p> <p>- Brain storming/ buzzing</p>	<p>defining essential drug mentioning x-tics of essential drugs</p> <p>Giving example of narcotic drugs</p> <p>Spelling new words</p>	<p>Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility -Appreciation</p>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p>	<p>integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Traditional drugs</u></b> These are drugs which have existed before the introduction of science and technology</p> <p><b>Characteristics of traditional drugs</b></p> <ul style="list-style-type: none"> <li>▪ Their strength, purity and stability changes</li> <li>▪ Their effects on the human body are not well known</li> <li>▪ They are obtained from local materials around</li> </ul> <p><b>Examples of traditional drugs</b></p> <ul style="list-style-type: none"> <li>✓ <b>Mululuuza</b></li> <li>✓ <b>Kigagi</b></li> <li>✓ <b>Eusuk</b></li> </ul>	<p>The learner; -Defines traditional drugs</p> <p>-states the characteristic of traditional drugs</p> <p>-Gives examples of traditional drugs</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>traditional, strength, purity, technology</b> related to traditional drugs</p> <p>-Reads, internalizes and writes text and questions related to traditional drugs</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>Defining traditional drugs</p> <p>Giving characteristics of traditional drugs</p> <p>Giving example of traditional drugs</p>	<p>Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility -Appreciation</p>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p> <p>Common drugs; kigagi aloe vera etc</p>	<p>integrated Sc P/s BK 6 Pg __</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Groups /classes of essential drugs</u></b></p> <p>Essential drugs are classified according to their uses as</p> <ul style="list-style-type: none"> <li>• <b>Preventive drugs</b> – these include vaccines</li> <li>• <b>Curative drugs</b> – these contain chemicals that kill germs. eg; coatem, fansidar and quinine –used to cure malaria.</li> <li>• <b>Pain killers</b> – these drugs help to relieve pain. eg; paracetamol(panadol), ibrufen, dichlofenac etc</li> <li>• <b>Contraceptives</b> – these are used to prevent unwanted pregnancies (for family planning)</li> </ul>	<p>The learner; Describes classes of essential drugs</p> <p>-Gives examples of drugs in each class.</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>curative, vaccines, contraceptive s, quinine</b> related to essential drugs -Reads, internalizes and writes text and questions related to essential drugs</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>Describing different classes of essential drugs</p> <p>Pronouncing and reading new words</p>	<p>Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility -Appreciation</p>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p> <p>Real drugs like panadol aspirin, quinine etc</p>	<p>MK integrated Sc P/s BK 6 Pg 71-72</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Laboratory manufactured drugs</u></b> These are drugs which are manufactured from the laboratories</p> <p><b><u>Characteristics of laboratory manufactured drugs</u></b></p> <ul style="list-style-type: none"> <li>• They are carefully made and tested</li> <li>• Their strength, stability and purity is known</li> <li>• Have manufactured and expiry dates</li> </ul> <p><b><u>Examples of laboratory Manufactured drugs</u></b></p> <ul style="list-style-type: none"> <li>• Panadol, coatem</li> <li>• Septrin, Aspirin</li> </ul>	<p>The learner; Describes laboratory manufactured drugs Gives x-tics of laboratory manufactured drugs</p> <p>-Gives examples of laboratory manufactured drugs.</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>laboratory, expiry, stability</b> related to lab. manufactured drugs -Reads, internalizes and writes text and questions related to drugs</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>Describing laboratory manufactured drugs</p> <p>Pronouncing and reading new words</p>	<p>Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility -Appreciation</p>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p> <p>Real drugs like panadol aspirin, quinine etc</p>	<p>MK integrated Sc P/s BK 6 Pg</p> <p>Fountain Sc P/s Bk 6 Pg</p> <p>–</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Drug prescription</u></b></p> <p>-The health worker's written information on how to use a given drug.</p> <p><u>Factors to consider before prescribing a drug</u></p> <ul style="list-style-type: none"> <li>• The age of the patient</li> <li>• The weight of the patient</li> <li>• The name and group of the drug</li> </ul> <p><u>Advantages of drug prescription</u></p> <ul style="list-style-type: none"> <li>• It prevents drug overdose or under dose</li> <li>• It prevents drug misuse</li> </ul> <p><u>Dangers of buying drugs from local shops</u></p> <p>-The drugs may be contaminated due to storage</p> <p>-The drugs may be expired</p>	<p>The learner;</p> <p>Describes laboratory manufactured drugs</p> <p>Gives x-tics of laboratory manufactured drugs</p> <p>-Gives examples of laboratory manufactured drugs.</p>	<p>The learner</p> <p>-Pronounces, spells, reads, writes and demonstrates meaning of words;</p> <p><b>prescription, over dose, expired</b></p> <p>related to drug prescription</p> <p>-Reads, internalizes and writes text and questions related to drug prescription</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>Describing drug prescription</p> <p>Giving factors considered during prescription</p> <p>Pronouncing and reading new words</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Problem Solving</li> <li>-Effective Communication</li> <li>-Creative thinking</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>-Appreciation</li> </ul>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p> <p>Real drugs like panadol aspirin, quinine etc</p>	<p>MK integrated Sc P/s BK 6 Pg</p> <p>Fountain Sc P/s Bk 6 Pg</p> <p>–</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Drug misuse:</u></b>          -this is the use of a drug without/against the health worker's advice  <u>Forms of drug misuse(ways of misusing drugs)</u></p> <ul style="list-style-type: none"> <li>• Sharing drugs meant for one patient with many patients at home</li> <li>• Taking less drugs than expected(under dose)</li> <li>• Taking drugs when one is not sick</li> <li>• Taking more drugs than expected(overdose)</li> </ul>	<p>The learner;          Describes laboratory manufactured drugs          Gives x-tics of laboratory manufactured drugs          -Gives examples of laboratory manufactured drugs.</p>	<p>The learner          -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>under dose, misuse, advice</b> related to drug misuse          -Reads, internalizes and writes text and questions related to drug misuse</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>Describing drug misuse</p> <p>Giving forms of drug misuse</p> <p>Pronouncing and reading new words</p>	<p>Critical Thinking          -Decision Making          -Problem Solving          -Effective Communication          -Creative thinking          -Making right choices          -Responsibility          -Appreciation</p>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p> <p>Real drugs like panadol aspirin, quinine etc showing prescription</p>	<p>MK integrated Sc P/s BK 6 Pg</p> <p>Fountain Sc P/s Bk 6 Pg</p> <p>–</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Drug abuse and drug Dependency</u></b>  <b>Drug abuse</b> –this is the use of a drug in the way that can be harmful to the body  <b>Drug dependency</b> – this is a condition when a person is addicted to taking a drug. <i>Addiction is a strong desire to take a given drug daily</i>          -drugs that cause addiction are called <b>drugs of dependence</b> also called <b>narcotic drugs</b>. They are the commonly abused drugs.</p> <p><b><u>Examples of commonly abused drugs(drugs of dependence)</u></b></p> <ul style="list-style-type: none"> <li>• Opium</li> <li>• Khart</li> <li>• Mira</li> <li>• Nicotine</li> <li>• Alcohol</li> <li>• Marijuana</li> <li>• Cocaine</li> <li>• Cannabis etc</li> </ul> <p><b><u>Factors that can lead to drug dependency and abuse</u></b></p> <ul style="list-style-type: none"> <li>• Misleading adverts</li> <li>• Boredom</li> <li>• Peer pressure</li> </ul>	<p>The learner; Describes drug abuse and dependency</p> <p>-Gives examples of commonly abused drugs</p> <p>Mentions factors that can lead to drug dependency</p>	<p>The learner -Pronounces, spells, reads, writes and demonstrates meaning of words; <b>abuse, dependency, addiction, narcotic, opium, cannabis, cocaine</b> related to drug abuse and dependency -Reads, internalizes and writes text and questions related to drug abuse and dependency</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>Describing drug abuse and dependency</p> <p>Giving example of commonly abused drugs</p> <p>Spelling, Pronouncing and reading new words</p>	<p>Critical Thinking -Decision Making -Problem Solving -Effective Communication -Creative thinking -Making right choices -Responsibility -Appreciation</p>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p> <p>Real drugs like packed alcohol, cigarette sticks</p>	<p>MK integrated Sc P/s BK 6 Pg</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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			<p><b><u>Effects(dangers) of drug abuse and dependency</u></b></p> <p>i) To effects to an individual  ii)To a family  iii) To the community</p> <p><i>life skills to safeguard against drug abuse and dependence</i></p> <ul style="list-style-type: none"> <li>• Making right decision</li> <li>• Peer resistance</li> <li>• Perseverance</li> <li>• Assertiveness</li> </ul>	<p>The learner,  -identifies the harmful effects of drug abuse and dependence to; an individual, family and community  -mentions life skills used to guard against drug abuse and dependence</p>	<p>The learner  -Pronounces, spells, reads, writes and demonstrates meaning of words;  <b>perseverance, safeguard, resistance</b>  related to drug abuse and dependency  -Reads, internalizes and writes text and questions related to drug abuse and dependency</p>	<ul style="list-style-type: none"> <li>- Guided group discussion</li> <li>- Guided discovery</li> <li>- Question and answers</li> <li>- Brain storming/ buzzing</li> </ul>	<p>Describing harmful effects of</p> <p>Giving example of common abused drugs</p> <p>Spelling, Pronouncing and reading new words</p>	<ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Problem Solving</li> <li>-Effective Communication</li> <li>-Creative Thinking</li> <li>-Making right choices</li> <li>-Responsibility</li> <li>- Appreciation</li> <li>-care</li> </ul>	<p>Illustrations on the chalkboard</p> <p>News papers</p> <p>Magazines</p> <p>Real drugs like packed alcohol, cigarette sticks</p> <p>Picture of a drunkard</p>	<p>MK integrated Sc P/s BK 6 Pg</p> <p>Fountain Sc P/s Bk 6 Pg –</p> <p>Comprehensive Sc P/s Bk 6 pg</p>	
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## #CREATIVE PRINTERS

### PRIMARY SIX SCIENCE SCHEME OF WORK FOR TERM II,


W K	P D	TOPIC	TOPIC	CONTENT	SUBJ. COMP'NCES	LANG.COMP'NCES	METHODS	ACTIVITIES	IND. OF L.S.V	INST. MAT.	REF.	R E M
1	1	Classifi cation of plants	Simple classifica tion chart	<p><b>Simple Classification chart</b> - A plant is an organism that makes its own food by the use of sunlight energy trapped by chlorophyll</p> <p><b>A simple Classification chart about plants</b></p> <p>Plants are classified as flowering and non flowering</p>	<p><b>The learner</b> 1. Defines plants 2. Classifies plants</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to classification of plants. 2. Reads, internalize and writes texts and questions related to classification of plants</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observati on</p> <p>Illustration</p>	<p>Defining plants</p> <p>Classifyin g plants accordin g to the simple classifica tion chart</p>	<p>Critical Thinking</p> <p>Proble m Solving</p> <p>Effectiv e Comm unicati on</p> <p>Creativ e thinking</p> <p>Taking decisio n</p>	<p>The environ ment</p> <p>A chart showin g a simple classific ation chart</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
1	2		Flowering plants	<p><b>Flowering plants</b> ⇒ Flowering plants are plants that have flowers.</p> <p><b>Examples of flowering plants</b> 1. Beans 2. Soya beans</p>	<p><b>The learner;</b> 1. Defines flowering plants. 2. Gives examples of flowering plants.</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to flowering plants.</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observati</p>	<p>Defining flowering plants</p> <p>Giving examples of</p>	<p>Critical Thinking</p> <p>Proble m Solving</p>	<p>The environ ment</p> <p>A chart showin g a simple</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk</p>	





				<p><b>Groups of flowering plants</b></p> <p><b>Monocotyledonous plants</b>  ⇒ These are plants which bear seeds with one cotyledon.</p> <p><b>Characteristics of monocotyledonous plants</b>  ⇒ They have seeds with one cotyledon.  ⇒ They have a parallel leaf venation.</p> <p><b>Examples of monocotyledonous plants</b>  Maize, rice</p> <p><b>a) <u>Dicotyledonous plants</u></b>  ⇒ These are plants that have seeds with two cotyledons.</p> <p>• <b>CCCs of dicot. plants</b>  ⇒ They have seeds with two cotyledons.</p>	<p>3. Mentions groups of flowering plants.  4. States the CCCs of monocots and dicot with relevant examples plants.</p>	<p>2. Reads, internalize and writes texts and questions related to flowering plants</p>	<p>on</p> <p>Illustration</p>	<p>flowering plants.</p> <p>Mentioning groups of flowering plants.</p> <p>Stating the cccs of flowering plants.</p>	<p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	<p>classification chart</p>	<p>int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
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				<p>⇒ They have network leaf venation.</p> <p><b>Examples of dicotyledonous plants</b></p> <ol style="list-style-type: none"> <li>1. Beans</li> <li>2. Ground nuts</li> </ol>								
1	3	<b>Classification of plants</b>	<b>Cereals</b>	<p><b>Cereals</b></p> <p>⇒ Cereal crops also known as grains are monocots that can be ground into flour and eaten as food.</p> <p><b>Examples of cereals</b></p> <ol style="list-style-type: none"> <li>1. Maize</li> <li>2. Wheat</li> </ol> <p><b>Leguminous plants</b></p> <p>⇒ Legumes are plants that store their seeds in pods and have root nodules</p> <p>⇒ <b>Example of legumes</b></p> <ol style="list-style-type: none"> <li>1. Beans</li> <li>2. Ground nuts</li> </ol> <p><b>Structure of a Tap Root system</b></p>	<p><b>The learners;</b></p> <ol style="list-style-type: none"> <li>1. States the examples of cereals.</li> <li>2. Draws the root system of a legume and its pod.</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to cereals.</li> <li>2. Reads, internalize and writes texts and questions related to cereals</li> </ol>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Stating the examples of cereals.</p> <p>Drawing the root system of cereal crops.</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreci</p>	<p>The environment</p> <p>A chart showing a root system of a cereal crop.</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	

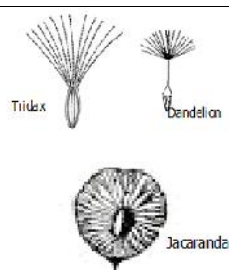
1	4	<b>Classification of plants</b>	<b>Non flowering plants</b>	<ul style="list-style-type: none"> <li>• <b>Non flowering plants</b> ⇒ These are plants that do not bear flowers</li> <li>• <b>Groups of non flowering plants</b> 1. Spore bearing plant 2. seed bearing plants (coniferous plants)</li> <li>• <b>Spore producing plants</b> ⇒ These are non-flowering plants that reproduce by the means of spores.</li> <li>• <b><u>Example of spore bearing plants or producing plants</u></b> 1. liver Worts 2. Mosses</li> <li>• <b><u>Seed bearing plants</u></b> ⇒ These are non-flowering plants that reproduce by means of</li> </ul>	<b>The learner;</b> 1. Defines non flowering plants.  2. States the groups of non flowering plants	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to non flowering plants. 2. Reads, internalize and writes texts and questions related to non flowering plants.	Discussion  Guided discovery  Observation  Illustration	Defining non flowering plants.  Stating groups of non flowering plants	ation  Critical Thinking  Problem Solving  Effective Communication  Creative thinking  Taking decision  Responsibility  Appreciation	The environment  A chart showing a root system of a cereal crop.	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	

				seeds. ⇒ <b>These are further grouped as;</b> <b>a) Conifers</b> ⇒ Pine ⇒ Fir <b>b) Gingko</b> <b>c) cycads</b>								
1	5	<b>Classification of plants</b>	<b>Non flowering plants</b>	<b>Ferns</b> ⇒ Ferns have underground stems and roots. ⇒ They have proper stem and roots. ⇒ Ferns reproduce by means of spores. <b>Structure of a fern</b> 	<b>The learner;</b> <b>1. states the CCCs of non flowering spore bearing plants</b>	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to non flowerings pore bearing plants. 2. Reads, internalize and writes texts and questions related to non spore flowering plants.	Discussion  Guided discovery  Observation  Illustration	Stating the cccs of non flowering spore bearing plants.	Critical Thinking  Problem Solving  Effective Communication  Creative thinking  Taking decision	The environment  A chart showing non flowering spore bearing plants such as ferns, mosses and liverworts.	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	

1	6		<b>Mosses &amp; Liver worts</b> <b>Mosses &amp; Liver worts</b> ⇒ These are simple green plants with few parts and do not highly develop. <u><b>Structure of a moss</b></u>  <b>Liverworts</b> ⇒ They are green and simple plant. ⇒ They live in damp places.	<b>The learner;</b> 1. Describes the cccs of Mosses and liver worts. 2. Draws the structure of a moss and liver worts.	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to non flowering spores bearing plants. 2. Reads, internalize and writes texts and questions related to non flowering spore bearing plants.	Discussion  Guided discovery  Observati on  Illustration	Describin g the structure of mosses and liverworts.	Critical Thinking  Proble m Solving  Effectiv e Comm unicati on  Creativ e thinking  Respon sibility  Appreci ation	The environ ment  A chart showin g mosses and liver worts.	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	
2	1	Classifi cation of plants	<b>Coniferous plants</b> ⇒ These are non-flowering plants that reproduce by means of seeds. ⇒ Conifers have small needle shaped leaves to reduce	<b>The learner;</b> 1. Defines conifers. 2. states the uses of conifers giving examples.	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to non flowering plants. 2. Reads, internalize	Discussion  Guided discovery  Observati on	Defining conifers  Giving example of conifers  Giving uses of conifer	Critical Thinking  Proble m Solving  Effectiv e	The environ ment  A chart showin g the structur e of a	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.	

				<p>transpiration.</p> <p><b>Structure of a cone</b></p>  <p><b>Uses of conifers</b></p> <p>⇒ They produce soft wood timber.</p> <p>⇒ They produce pulp for making paper.</p> <p>⇒ They are used as live fences.</p>		and writes texts and questions related to non flowering plants.	Illustration	s	Communication	conifer.	Pri. Six curr. Set 1	
2	2	Classification of plants	<p><b>Seed dispersal</b></p> <p>⇒ This is the scattering of seeds from the parent plant to other places</p> <p><b>Importance of seed dispersal</b></p> <p>⇒ It prevents overcrowding of the plant in the environment.</p> <p>⇒ It reduces competition for sunlight and nutrients.</p> <p><b>Agent of seed dispersal</b></p> <p>⇒ Animals</p>	<p><b>The learner;</b></p> <p>1. Defines seed dispersal.</p> <p>2. States the importance of seed dispersal.</p> <p>3. Names the agents of seed dispersal</p> <p>4. Describes the cccs of seed dispersed by animals.</p>	<p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to seed dispersal</p> <p>2. Reads, internalize and writes texts and questions related to seed dispersal.</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Defining seed dispersal</p> <p>Stating the importance of seed dispersal</p> <p>Naming agents of seed dispersal</p> <p>Describing the <b>CCCs</b> of seeds</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking</p>	<p>The environment</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>		

				⇒ Wind <b>Type of mechanisms of seed dispersal</b>  a) <b>Animal dispersal seeds</b>				dispersed by animals.	decision  Responsibility  Appreciation			
2	3	<b>Classification of plants</b>	<b>Wind dispersal</b>	<b><u>Wind dispersal</u></b> ⇒ This is the transfer of seeds from the parent plant to another area by wind. • <b><u>Characteristics of seed dispersed by wind</u></b> ⇒ Many are small and light. ⇒ Some seed have a tuft of hair.eg cotton seeds. ⇒ Some have a parachute hair structure e.g. dandelion and tridax. ⇒ Some seed have wing like structures e.g. jacaranda	<b>The learner;</b> 1. Describes wind dispersal.  2. States the CCCs of seeds dispersed by wind.  3. Gives examples of seeds dispersed by wind.	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to seed dispersal 2. Reads, internalize and writes texts and questions related to seed dispersal.	Discussion  Guided discovery  Observation  Illustration	Describing wind dispersal.   Stating CCC of seeds dispersed by wind.   Gives examples of seeds dispersed by wind.	Critical Thinking  Problem Solving  Effective Communication  Creative thinking  Taking decision  Responsibility  Appreciation	The environment  A chart showing a seeds dispersed by wind	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	



2	4	Classification of plants	<b>Water dispersal</b> ⇒ This is the transfer of seed from the parent plant to another by water • <b>Characteristics of seed dispersed by water</b> ⇒ They are light and this enables them to float on water. ⇒ They have husky coat with enclosed air spaces which helps them to float on water. • <b>Examples of seed dispersed by water</b> 1. Water lilies 2. Coconut <b>Self-dispersal</b>	<b>The learner;</b> 1. Defines dispersal by water and by explosive mechanism. 2. States the CCCs of seeds dispersed by water and by explosive mechanism.	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to seed dispersal 2. Reads, internalize and writes texts and questions related to seed dispersal.	Discussion  Guided discovery  Observation  Illustration	Defining water dispersal and explosive mechanism  Stating the CCCs of seeds dispersed by water and by explosive mechanism.	Critical Thinking  Problem Solving  Effective Communication  Creative thinking  Taking decision  Responsibility  Appreciation	The environment  A chart showing seeds dispersed by water and by explosive mechanism.	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	



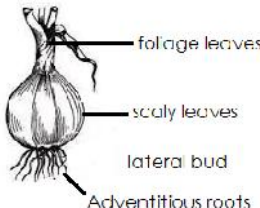
⇒ Seeds dispersed by self-mechanism split their pods when ripe and disperse their seeds.

**Illustration**



2	5	<b>Classification of plants.</b>	<b>Plant propagation</b>	<p><b>Plant propagation</b> ⇒ Plant propagation is a way of obtaining new plants.</p> <p><b><u>Types</u></b> <b>seed propagation</b> ⇒ This is a method of growing plants using seeds e.g. in beans, maize.</p> <p><b><u>Vegetative propagation</u></b> ⇒ This is the growing of plants using a part of a parent plant other than</p>	<p><b>The learner;</b> 1. Defines the term plant propagation.  2. States the types of plant propagation.</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to plant propagation 2. Reads, internalize and writes texts and questions related to plant propagation</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Defining non plant propagation.</p> <p>Stating the types of plant propagation.</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p>	<p>The environment</p> <p>A chart showing plant propagation.</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>

				<div>seeds</div> <div><b>Types</b></div> <div>1. Natural vegetative propagation</div> <div>2. Artificial vegetative propagation</div> <div><b>Methods of natural vegetative propagation</b></div> <div>a) Spore formation</div> <div>b) Suckers</div> <div><b>Methods of artificial vegetative propagation</b></div> <div>1. Stem cutting</div> <div>2. Budding</div>					Responsibility			
2	6	Classification of plants	Propagation	<div><b>Propagation using seed</b></div> <div>⇒ This is the growing of plants using seeds</div> <div><ul style="list-style-type: none"><li><b>Examples of plants using suckers</b></li></ul></div> <div>⇒ Banana</div> <div>⇒ Pineapple</div> <div><b>Structure</b></div> <div><b>Propagation using stem cuttings</b></div>	<div><b>The learner;</b></div> <div>1. Defines seed propagation.</div> <div>2. States examples of plants propagated using seeds.</div> <div>3. Draws structures to illustrate the above type of propagation.</div>	<div><b>The learner;</b></div> <div>1. Pronounces, spells, reads writes and demonstrates meaning of words related to plant propagation.</div> <div>2. Reads, internalize and writes texts and questions related to plant propagation.</div>	Discussion	Defining propagation.	Critical Thinking	The environment	New Fount. Pri. Sci. Pbk 6	
							Guided discovery		Problem Solving		A chart showing different illustrations of plant propagation	Mk int. Sci Pbk 6.
							Observation	Stating examples of plants propagated using seeds	Effective Communication			
							Illustration	Drawing structures to	Creativ			Pri. Six

				<p>⇒ This is the growing of a plant using stem cuttings.</p> <p><b>Examples of plants propagated using stem cuttings</b></p> <p>1. Cassava</p> <p>2. Sugar cane</p> <p><b><u>Structure</u></b></p>				illustrate propagation.	e thinking	ation.	curr. Set 1	
									Taking decision			
									Responsibility			
									Appreciation			
3	1	Classification of plants	Propagation using bulbs	<p><b>Propagation using bulbs like in</b></p> <p>1. Onions</p> <p>2. Garlic</p> <p>3. Shallot</p> <p><b><u>Illustration showing the bulb of an onion</u></b></p>  <p><b><u>Functions of the parts of the bulb</u></b></p> <ul style="list-style-type: none"><li>• Foliage leaves</li><li>• Fleshy leaves</li><li>• Stem</li><li>• Scale leaves</li><li>• Adventitious roots</li></ul>	<p><b>The learner;</b></p> <p>1. Defines bulbs.</p> <p>2. States examples of bulbs.</p> <p>3. Draws and names parts of an onion.</p>	<p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to non flowering plants.</p> <p>2. Reads, internalize and writes texts and questions related to non flowering plants.</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Defining bulbs.</p> <p>Stating examples of bulbs.</p> <p>Drawing an illustration of a bulb.</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Respons</p>	<p>The environment</p> <p>A chart showing a bulb</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	

									ibility Appreci ation			
3	2	Classifi cation of plants	propagat ion using stem tubers	<p><b>propagation using stem tubers</b> ⇒ Stem tubers are plants with swollen underground stems that store food for the plant</p> <p><b>Examples</b> Irish potatoes White yam</p> <p><b>Structure</b></p> <p><b>Propagation using rhizomes</b> Rhizomes are horizontal underground stems with stored food</p> <p><b>Examples</b> Ginger Canna lily</p> <p><b>Propagation using corms</b> A corm is a vertical underground stem swollen with stored food</p>	<p><b>The learners;</b> 1. Defines stem tubers. 2. States examples of stem tubers <b>3.</b> Draws an illustration of a stem tuber</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to stem tubers. 2. Reads, internalize and writes texts and questions related to non stem tubers.</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observati on</p> <p>Illustration</p>	<p>Defining bulbs.</p> <p>Stating exampl es of stem tubers</p> <p>Drawing an illustration of a stem tuber</p>	<p>Critical Thinking</p> <p>Proble m Solving</p> <p>Effectiv e Commu nication</p> <p>Creativ e thinking</p> <p>Taking decisio n</p> <p>Respons ibility</p> <p>Appreci ation</p>	<p>The environ ment</p> <p>A chart showin g a a stem tuber</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	

				<b>Examples</b> coco yam Gladiolus <b>Structure of a corm</b>								
3	3	Classifi- cation of plants		<b>Propagating using leaves</b> ⇒ This is the growing of a plant using leaves <b>Examples</b> 1. Bryophyllum 2. Cactus 3. African violet • <b>Budding</b> ⇒ Budding is a method of propagation where a bud of a plant is made to grow on another plant of the same species. 1. Lemon 2. Oranges 3. Avocado 4. tangerine <b>illustration</b>	<b>The learners;</b> 1. Defines propagation by leaves 2. States examples of plants whose leaves are propagated <b>3.</b> Draws an illustration to show propagation by leaves.	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to propagation by leaves. 2. Reads, internalize and writes texts and questions related to propagation by leaves..	Discussion  Guided discovery  Observation  Illustration	Defining propagation by leaves.  Stating examples of plants propagated by leaves.  Drawing an illustration to show propagation by leaves.	Critical Thinking  Problem Solving  Effective Communication  Creative thinking  Taking decision  Responsibility  Appreciation	The environment  A chart showing propagation by leaves	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	
3	4	Classifi- cation of plants	Grafting and layering	<b>Grafting</b> ⇒ This is a method of propagation where a shoot of	<b>The learners;</b> 1. Defines grafting 2. States examples of	<b>The learner;</b> 1. Pronounces, spells, reads writes and	Discussion  Guided	Defining propagation by grafting.	Critical Thinking	The environment	New Fount. Pri. Sci.	

				<p>one plant is made to grow on another plant of the same species.</p> <p><b>Examples of plant propagated by grafting</b></p> <p>1. Lemon</p> <p>2. Oranges</p> <p><b><u>Illustration</u></b></p> <p><b>Layering</b></p> <p>⇒ This is a method of propagation where a branch of a mature plant is bent into the soil Using pegs until adventitious roots develop from its nodes.</p> <p><b><u>Examples</u></b></p> <p>⇒ Oranges</p> <p>⇒ Lemons</p> <p><b><u>Illustration</u></b></p>	<p>plants propagated by grafting and layering.</p> <p><b>3.</b> Draws an illustration to show propagation by grafting and layering.</p>	<p>demonstrates meaning of words related to propagation by grafting layering.</p> <p>2. Reads, internalize and writes texts and questions related to propagation by grafting and layering.</p>	<p>discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Stating examples of plants propagated by grafting and layering.</p> <p>Drawing an illustration to show propagation by grafting and layering.</p>	<p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation.</p>	<p>A chart showing propagation by grafting</p>	<p>Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
3	5	Cattle keeping	Marcotting	<p><b><u>Marcotting</u></b></p> <p>⇒ This is a method of propagation where a ring is cut from the bark of a healthy branch and then covered with soil</p>	<p><b>The learners;</b></p> <p>1. Defines grafting</p> <p>2. States examples of plants propagated by marcotting</p> <p><b>3.</b> Draws an</p>	<p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to propagation by</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p>	<p>Defining propagation by marcotting</p> <p>Stating exampl</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective</p>	<p>The environment</p> <p>A chart showing propag</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk</p>	

				<p>in a plastic bag to allow growth of adventitious roots.</p> <p><b>Illustration</b></p> <p><b>Advantages of vegetative propagation</b></p> <p>⇒ It improves crop yields.</p> <p>⇒ Good characteristics from a mother plant are carried on to the off springs.</p> <p><b>Economic importance of plants</b></p> <p>⇒ Natural forests are tourist attraction</p> <p>⇒ Some plant are a source of timber</p>	<p>illustration to show propagation by marcotting</p> <p>3. States the economic importance of plants to people.</p>	<p>grafting.</p> <p>2. Reads, internalize and writes texts and questions related to propagation by grafting.</p>	<p>Illustration</p>	<p>es of plants propagated by marcotting</p> <p>Drawing an illustration to show propagation by marcotting</p> <p>Stating the economic importance of plants to people.</p>	<p>e Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	<p>ation by marcotting</p>	<p>int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
3	6	Cattle keeping	Importance of keeping	<p><b>Importance of keeping</b></p> <p>- A cattle keeping is the rearing and management of cattle.</p> <p><b><u>Terms used in cattle</u></b></p>	<p><b>The learners;</b></p> <p>1. Defines the terms used in cattle keeping.</p> <p>2. States the importance of keeping cattle.</p>	<p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to cattle keeping</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p>	<p>Defining the key terms used in cattle keeping.</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effectiv</p>	<p>The environment</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk</p>	

				<p><b>Bulls</b> ⇒ A bull is mature male cattle.</p> <p><b>Cow</b> ⇒ A cow is a mature female cattle</p> <p><b>Calves</b> ⇒ A calf is a young one of a cow.</p> <p><b><u>Importance of keeping cattle</u></b> ⇒ Cattle provide people with milk and meat. ⇒ Waste materials from cattle are used as manure.</p> <p><b><u>Reasons why people keep cattle</u></b> ⇒ To get milk. ⇒ To get beef. ⇒ Source of income when sold.</p>		2. Reads, internalize and writes texts and questions related to cattle keeping	Illustration	Stating the importance of cattle keeping.	e Communication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation		int. Sci Pbk 6.  Pri. Six curr. Set 1	
4	1	Cattle keeping	Type of cattle	<p><b><u>Type of cattle</u></b> 1. Beef cattle 2. Dairy cattle 3. Dual purpose cattle 4. Work type or</p>	<p><b>The learners;</b> 1. Defines the type of cattle.  2. States the types of keeping</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of</p>	Discussion Guided discovery  Observati	Defining the term "type of cattle.	Critical Thinking  Proble m Solving	The environ ment  The chart	New Fount. Pri. Sci. Pbk 6	



				<p>drought cattle.</p> <p><b><u>Dairy cattle</u></b> Dairy cattle are cattle purposely kept or milk production.</p> <p><b><u>Characteristics of dairy cattle</u></b> ⇒ Dairy cattle have triangular shapes. ⇒ They have wide hind quarters.</p> <p><b><u>Examples of dairy cattle</u></b> 1. Friesian 2. Ayrshire 3. Guernsey 4. Jersey 5. Brown Swiss 6. Jamaican hope</p> <p><b><u>Illustration of body formation of a dairy cattle</u></b></p>	<p>cattle.</p> <p>3. Describes the <b>CCCs</b> of dairy cattle.</p>	<p>words related to cattle keeping</p> <p>2. Reads, internalize and writes texts and questions related to cattle keeping.</p>	<p>on</p> <p>Illustration</p>	<p>Stating the types of cattle. Describing the <b>CCCs</b> of dairy cattle.</p>	<p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	<p>showing the body formation of dairy cattle.</p>	<p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
4	2	Cattle keeping	Beef cattle	<p><b>Beef cattle</b> ⇒ Beef cattle are the main cattle for beef production.</p> <p><b><u>Characteristics of beef cattle</u></b> ⇒ They have rectangular</p>	<p><b>The learners;</b> 1. Describes the <b>CCCs of</b> beef cattle, dual purpose cattle and Draught cattle. 2. Mentions</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to cattle keeping 2. Reads, internalize</p>	<p>Discussion Guided discovery</p> <p>Observation</p>	<p>Defining the term "type" of cattle.</p> <p>Stating the types</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective</p>	<p>The environment</p> <p>The chart showing the body</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci</p>	

				<p>block shapes. ⇒ They have short legs with long broad backs.</p> <p><b>Examples of beef cattle</b></p> <ol style="list-style-type: none"> <li>1. Hereford</li> <li>2. Charolaise</li> </ol> <p><b>Body format of a beef cattle</b></p> <p><b><u>Dual purpose cattle</u></b></p> <p>Dual purpose cattle are cattle kept for both meat and milk production.</p> <p><b><u>Examples</u></b></p> <ol style="list-style-type: none"> <li>1. Red poll</li> <li>2. Short horn</li> </ol> <p><b><u>Draught cattle</u></b></p> <p>⇒ These are cattle kept for doing work on the farm.</p> <p>⇒ They are used for ploughing land and carrying harvested crops from fields.</p> <ul style="list-style-type: none"> <li>• <b><u>Example</u></b></li> </ul> <p>⇒ Oxen</p>	<p>examples of beef cattle, dual purpose cattle and draught cattle.</p>	<p>and writes texts and questions related to cattle keeping</p>	<p>Illustration</p>	<p>of cattle.</p>	<p>Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	<p>formation of Beef cattle.</p>	<p>Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
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				<ul style="list-style-type: none"><li>• <b><u>Importance of the draught cattle</u></b></li></ul> <p>⇒ They are used for ploughing land.</p> <p>⇒ They are used for pulling carts.</p>								
4	3	Cattle keeping	Breeds of cattle	<p><b><u>Breeds of cattle</u></b></p> <p>⇒ A breed of cattle is a family of cattle having specific/ similar characteristics.</p> <ul style="list-style-type: none"><li>• <b><u>Types of breeds of cattle</u></b></li></ul> <p>⇒ Local breeds / indigenous cattle.</p> <p>⇒ Exotic breeds.</p> <p>⇒ Cross breeds.</p> <ul style="list-style-type: none"><li>• <b><u>Local or indigenous breeds</u></b></li></ul> <p>⇒ These are breeds of cattle that have lived in Uganda for a long time.</p> <p>⇒ <b><u>Examples of local breeds</u></b></p> <p>Zebu cattle</p> <p>⇒ Boron</p> <ul style="list-style-type: none"><li>• <b><u>Characteristics of</u></b></li></ul>	<p><b>The learner</b></p> <p>1. Defines the breed of cattle.</p> <p>2. Identifies the breeds of cattle.</p> <p>3. States the <b>CCCs</b> of local breeds of</p>	<p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to breeds of cattle</p> <p>2. Reads, internalize and writes texts and questions related to breeds of cattle</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Defining breeds of cattle.</p> <p>Identifying the CCCs of local breeds of cattle.</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	<p>The environment</p> <p>A chart showing different breeds of cattle</p>	<p>New Found. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	

				<p><b><u>local breeds</u></b>  ⇒ They have big humps.  ⇒ They have different colours.  <b>Advantages and disadvantages of local breeds</b></p>								
4	4	Cattle keeping	Exotic breed of cattle	<p>• <b><u>Exotic breed of cattle</u></b>  ⇒ These are breeds which imported into Uganda from outside countries.  • <b><u>Example of exotic breeds of cattle</u></b>  ○ Friesian  ○ brown Swiss  • <b><u>Characteristics of exotic breeds</u></b>  ⇒ They have thin dewlaps.  <b>Advantages and disadvantages of exotic breeds.</b></p>	<p><b>The learner;</b>  1. Gives the examples of exotic breeds of cattle.  2. States the characteristics of exotic breeds of cattle.  3. Mentions the advantages of exotic breeds of cattle.</p>	<p><b>The learner;</b>  1. Pronounces, spells, reads writes and demonstrates meaning of words related to Breeds of cattle.  2. Reads, internalize and writes texts and questions related to breeds of cattle.</p>	<p>Discussion   Guided discovery   Observation   Illustration</p>	<p>Giving examples of exotic breeds of cattle.   Stating the CCCs of exotic breeds of cattle.   Mentioning the advantages of exotic breeds of cattle.</p>	<p>Critical Thinking   Problem Solving   Effective Communication   Creative thinking   Taking decision   Responsibility   Appreciation</p>	<p>The environment   A chart showing exotic breeds of cattle</p>	<p>New Fount. Pri. Sci. Pbk 6   Mk int. Sci Pbk 6.   Pri. Six curr. Set 1</p>	

4	5	Cattle keeping	External parts of a cow and a bull	<p><b>a) External features of a cow and a bull</b></p> <p><b>b) Parts of a cow</b> <b>External Parts of a bull</b></p> <p><b>Care for cattle</b>            ⇒ Proper feeding/ grazing.            ⇒ Providing shelter to cattle.            ⇒ Providing medication to cattle such as regular            ⇒ Vaccination and treating.</p>	<p><b>The learner;</b>            1. Draws and names the parts of a cow and a bull.            2. Gives the ways of caring for cattle.</p>	<p><b>The learner;</b>            1. Pronounces, spells, reads writes and demonstrates meaning of words related to cattle.            2. Reads, internalize and writes texts and questions related to cattle.</p>	Discussion  Guided discovery  Observation  Illustration	Drawing and naming parts of a bull and a cow.  Giving ways of caring for cattle.	Critical Thinking  Problem Solving  Effective Communication  Creative thinking  Taking decision  Responsibility  Appreciation	The environment  A chart showing parts of a cow and a bull	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	
4	6	Cattle keeping	Grazing cattle	<p><b>Methods of grazing</b>            1. Rotation            2. Zero grazing            3. Herding or free range  <b>Rotational grazing</b>            ⇒ This is the type of</p>	<p><b>The learners;</b>            1. Mentions ways of grazing cattle.            2. Describes rotational grazing.</p>	<p><b>The learner;</b>            1. Pronounces, spells, reads writes and demonstrates meaning of words related to grazing cattle.</p>	Discussion  Guided discovery  Observation	Mentioning ways of grazing cattle.  Describing rotational grazing.	Critical Thinking  Problem Solving	The environment  A chart showing	New Fount. Pri. Sci. Pbk 6  Mk	

				<p>grazing where animal graze on one portion of pasture at a time.</p> <p><b>Systems of rotational grazing</b></p> <ol style="list-style-type: none"> <li>1. Paddock grazing</li> <li>2. Strip grazing</li> <li>3. Tethering</li> </ol> <p>❖ <b>Paddock grazing</b></p> <p>⇒ This is when a farmer feeds his animal on a big pasture land divided into paddocks.</p> <p><b>Advantages &amp;disadvantages</b></p>	3. States the advantages of paddock grazing.	2. Reads, internalize and writes texts and questions related to grazing cattle.	on  Illustration	Stating the advantage of paddock grazing.	<p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	paddock grazing	<p>int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
5	1	<b>Cattle keeping</b>	<b>Tethering</b>	<p><b>Tethering</b></p> <p>⇒ Tethering is the tying of cattle to peg or trees using ropes.</p> <p><b><u>Advantages of tethering system</u></b></p> <p>⇒ Animals do not stray to destroy people's gardens.</p> <p>• <b><u>Disadvantages of tethering</u></b></p>	<p><b>The learner</b></p> <ol style="list-style-type: none"> <li>1. Describes tethering.</li> <li>2. States the advantages and disadvantages of tethering.</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to tethering</li> <li>2. Reads, internalize and writes texts and questions related to tethering.</li> </ol>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Describing tethering.</p> <p>Stating the advantage and disadvantages of tethering.</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p>	<p>The environment</p> <p>A chart showing a cow on tethering</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p>	

				<p>⇒ Animals can get strangled by ropes if not monitored.</p> <p>⇒ The ropes can damage the animals' hides.</p> <p>⇒ Animals lack enough physical body exercises.</p> <p><b><u>Illustration of a tethered cow</u></b></p>					<p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>		Pri. Six curr. Set 1	
5	2	Cattle keeping	Herding and free range grazing	<p><b>Herding and free range grazing</b></p> <p>⇒ This is a method of grazing where the animals are allowed to graze freely under the guidance of a herdsman.</p> <p><b>a) <u>Advantages of herding</u></b></p> <p>⇒ Herding is cheap in terms of feeding.</p> <p><b>b) <u>Disadvantages of herding</u></b></p> <p>⇒ There is easy spread of diseases.</p>	<p><b>The learner</b></p> <ol style="list-style-type: none"> <li>1. Describes herding</li> <li>2. States the advantages and disadvantages of herding.</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to herding.</li> <li>2. Reads, internalize and writes texts and questions related to herding</li> </ol>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Describing herding</p> <p>Stating the advantages and disadvantages of herding.</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p>	<p>The environment</p> <p>A chart showing a cows under herding</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	

				<p>⇒ Animals can stray and destroy crops.</p> <p>❖ <b><u>Zero grazing</u></b></p> <p>⇒ This is the method of grazing where the animal is housed and the feeds are brought to them.</p> <p><b>Advantages and disadvantages</b></p>					Responsibility			
5	2	Cattle keeping	Feeding and watering cattle	<p><b>Feeding and watering cattle</b></p> <p>⇒ Cattle should be well fed in order to get the right amount of meat and milk wanted.</p> <p><b><u>Types of cattle feeds</u></b></p> <p>1. Concentrates</p> <p>2. Roughages</p> <p>3. Succulent</p> <p>• <b><u>Concentrates</u></b></p> <p>⇒ These are feeds with high value nutrients and less moisture.</p> <p>• <b><u>Examples of concentrates</u></b></p>	<p><b>The learner</b></p> <p>1. Mentions types of cattle feeds.</p> <p>2. Identifies the different examples of feeds given to cattle.</p>	<p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to feeding cattle</p> <p>2. Reads, internalize and writes texts and questions related to feeding cattle.</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Mentioning the types of cattle feeds</p> <p>Identifying the different examples of cattle feeds.</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p>	<p>The environment</p> <p>A chart showing a person feeding cattle.</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	



				<p>⇒ Bone meals (source of calcium).</p> <p>⇒ Legumes</p> <p><b><u>Roughages</u></b></p> <p>⇒ These are fibrous feeds with a low food value.</p> <p>• <b><u>Succulent feeds</u></b></p> <p>⇒ These are feeds with highly moisture content and low fiber.</p> <p>• <b><u>Examples of succulent feeds</u></b></p> <ol style="list-style-type: none"> <li>1. Sweet potato veins</li> <li>2. Banana stems</li> <li>3. Grass</li> </ol>					Responsibility			
5	3	Cattle keeping	Housing cattle	<p><b>a) <u>Housing cattle</u></b></p> <p><b><u>Qualities of a good house for cattle</u></b></p> <p>⇒ It should be well ventilated.</p> <p><b><u>Advantages of houses on a farm</u></b></p> <p>⇒ Used to keep animal feeds.</p> <p>⇒ Used to store farm tools.</p> <p><b>b) <u>Reproduction in cattle</u></b></p>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. States the qualities of a good cattle house.</li> <li>2. Mentions the advantages of housing cattle.</li> <li>3. Defines insemination.</li> <li>4. States the advantages of</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to housing and insemination in cattle.</li> <li>2. Reads, internalize and writes texts and questions</li> </ol>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Stating the qualities of a good cattle house</p> <p>Mentioning the advantages of housing cattle.</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p>	<p>The environment</p> <p>A chart showing cattle's house.</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p>	

				<ul style="list-style-type: none"> <li>• <b><u>Mating</u></b> ⇒ This is where a bull mounts a female cow to deposit semen into its reproductive tract.</li> <li><b><u>Type of mating</u></b> 1. Hand mating 2. Pasture mating</li> <li><b><u>Insemination</u></b> ⇒ This is the process where semen is deposited into the reproductive tract of a cow.</li> <li><b><u>Methods of insemination</u></b> ⇒ Natural insemination ⇒ Artificial insemination</li> </ul>	natural and artificial insemination.	related to housing and insemination in cattle.		Defining insemination.  Stating the advantages of artificial and natural insemination.	Creative thinking  Taking decision  Responsibility  Appreciation		Pri. Six curr. Set 1	
5	4	<b>Cattle keeping</b>	<b>Fertilization, artificial and steaming up</b>	<b>Fertilization</b> ⇒ This is the union of a male and a female gamete to form a zygote.  <b>Structure of an ovum and a sperm</b>	<b>The learner;</b> 1. Defines the term fertilization. 2. Draws the structure of the male and female reproductive	<b>The learner;</b> 1. Pronounces, spells, reads and demonstrates meaning of words related to fertilization in cattle.	Discussion  Guided discovery  Observation	Defining fertilization  Drawing the male and female reproductive cells in	Critical Thinking  Problem Solving  Effectiveness	The environment  A chart showing the male	New Fount. Pri. Sci. Pbk 6  Mk int. Sci	

				<p><b><u>Gestation period</u></b> ⇒ Gestation is a period of pregnancy.</p> <p><b><u>Signs of pregnancy</u></b> ⇒ The udder increases in size and filled up with milk.</p> <p><b><u>Steaming up</u></b> ⇒ Steaming up is the act of feeding an in calf on feeds rich in protein.</p> <p><b><u>Advantages of steaming up</u></b> ⇒ It enables the foetus to grow well.</p>	<p>gametes in cattle.</p> <p>3. states the signs of pregnancy in cattle.</p>	<p>2. Reads, internalize and writes texts and questions related to fertilization in cattle.</p>	<p>Illustration</p>	<p>cattle.</p> <p>Stating the signs of pregnancy in cattle.</p>	<p>e Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	<p>and female reproductive cells in cattle.</p>	<p>Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
5	5	<b>Cattle keeping</b>	<b>Calving in cattle</b>	<p><b><u>Calving in cattle</u></b> ⇒ New born calves should be fed on Colostrum.</p> <p><b><u>Colostrum</u></b> ⇒ Colostrum is the milk produced by a cow that has just given birth in the first 4 days.</p>	<p><b>The learner;</b> 1. Defines calving. 2. Defines Colostrum. 3. States the importance of Colostrum.</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to calving in cattle. 2. Reads, internalize and writes texts and questions related to calving in cattle.</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Defining calving.</p> <p>Defining Colostrum .</p> <p>Stating the importance of Colostrum</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p>	<p>A chart showing hand milking</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p>	

				<p><b><u>Importance of Colostrum</u></b> ⇒ Opens the digestive tract of a calf.</p> <p><b><u>Feeding the calf</u></b> ⇒ There are two methods commonly used to feed calves. i) Natural method ii) Bucket feeding</p> <p><b><u>Natural feeding method</u></b> ⇒ The calf is left to take milk from teats directly.</p> <p><b><u>Bucket feeding method</u></b> ⇒ The calf takes milk from the bucket by licking it.</p> <p><b><u>Foster mother feeding method</u></b></p>					<p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>		Pri. Six curr. Set 1	
5	6	Cattle keeping	milking	<p><b>Milking</b> ⇒ Milking is the method of obtaining milk from a cow's udder.</p>	<p><b>The learner;</b> 1. Defines milking 2. identifies the types of milking 3. States the advantages and</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of</p>	<p>Discussion</p> <p>Guided discovery</p>	<p>Defining milking.</p> <p>Identifying the types</p>	<p>Critical Thinking</p> <p>Problem</p>	<p>A chart showing hand milking in a milking</p>	<p>New Fount. Pri. Sci. Pbk 6</p>	

			<ul style="list-style-type: none"> <li>• <b><u>Types of milking</u></b> ⇒ Hand milking. ⇒ Machine milking.</li> <li>• <b><u>Hand milking</u></b> ⇒ This is the squeezing the teats of a cow using hands.</li> <li>• <b><u>Advantages of hand milking</u></b> ⇒ It is cheap to carry out <b>A strip cup</b></li> <li><b><u>Disadvantages of hand milking</u></b> ⇒ It leads to easy contamination of the milk</li> <li>• <b><u>Machine milking</u></b> ⇒ This is a method where machines are used to squeeze the teats of a cow</li> <li>• <b><u>Advantages of machine milking</u></b> ⇒ Machine milking is faster than hand milking.</li> <li>• <b><u>Disadvantages of machine</u></b></li> </ul>	disadvantages of the two types of milking.	<p>words related to milking</p> <p>2. Reads, internalize and writes texts and questions related to milking</p>	<p>Observation</p> <p>Illustration</p> <p>Discussion</p> <p>Guided discovery</p>	<p>of milking</p> <p>Stating the advantaged and disadvantages of each types of milking</p> <p>Defining milking.</p> <p>Identifying</p>	<p>Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p> <p>Critical Thinking</p>	<p>places.</p> <p>A chart showing hand</p>	<p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p> <p>New Fount. Pri. Sci. Pbk 6</p>	
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				<p><b><u>milking</u></b> ⇒ Needs a trained person to operate the machine.</p> <p>• <b><u>Ways of obtaining clean milk</u></b> ⇒ Prepare the milking place clean and free from dust.</p> <p><b>A lactometer</b></p>	<p><b>The learner;</b> 1. Defines milking 2. identifies the types of milking 3. States the advantages and disadvantages of the two types of milking.</p>	<p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to milking 2. Reads, internalize and writes texts and questions related to milking</p>	<p>Observation</p> <p>Illustration</p>	<p>the types of milking</p> <p>Stating the advantaged and disadvantages of each types of milking</p>		<p>milking</p>	<p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
7	1	Cattle keeping	Milk products	<p><b>Milk products</b></p> <ul style="list-style-type: none"><li>- Cheese</li><li>- Fresh milk</li><li>- Skimmed milk</li><li>- Yogurt</li></ul> <p><b><u>Preservation of milk</u></b> ⇒ This can be done by; 1. Pasteurization 2. Sterilization 3. Refrigeration</p>	<p><b>The learner;</b> 1. Mentions the products got from milk. 2. Stating the ways of preserving milk.</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to milk products. 2. Reads, internalize and writes texts and questions related to milk products.</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Mentioning the products got from milk</p> <p>Stating the ways of preserving milk</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p>	<p>Yogurt</p> <p>Cheese</p> <p>Butter</p> <p>Ice cream</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
7	2		Cattle parasites	<p><b>Cattle parasites</b> ⇒ A parasite is an organism that depends on its host for food</p>	<p>The learner; 1. Describes parasites 2. States the types of</p>	<p><b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates</p>	<p>Discussion</p> <p>Guided discovery</p>	<p>Describing parasite</p> <p>Stating</p>	<p>Critical Thinking</p> <p>Problem</p>	<p>A chart showing some ecto parasit</p>	<p>New Fount. Pri. Sci. Pbk 6</p>	

				<p>• <b><u>Types of parasites</u></b>  ⇒ Ecto <u>external</u> Parasites <u>endo parasites</u>  <b><u>Ecto external</u></b>  ⇒ These are parasites that live in the body of the host.</p> <p>• <b><u>examples include</u></b>  1. Ticks  2. Mites</p> <p>• <b><u>internal parasites ( Endo parasites)</u></b>  ⇒ These are parasites that live inside the body of the host</p> <p>• <b><u>Example include</u></b>  ⇒ Tape worms  ⇒ Liver flukes</p> <p>• <b><u>Ways of controlling cattle parasites</u></b>  ⇒ Spraying the animals using acaricides.</p>	<p>3. parasites  Gives examples of parasites</p>	<p>meaning of words related to cattle parasites.  2. Reads, internalize and writes texts and questions related to cattle parasites.</p>	<p>Observation   Illustration</p>	<p>the types of parasites   Giving example of parasite</p>	<p>m Solving   Effective Communication   Creative thinking   Taking decision   Responsibility   Appreciation</p>	<p>es in cattle.   Structure of a cattle dip.   Structure of a spray race.</p>	<p>Mk int. Sci Pbk 6.   Pri. Six curr. Set 1</p>	
7	3	Cattle keeping	Cattle diseases	<p><b><u>Cattle diseases</u></b>  ⇒ Cattle diseases are classified into three groups</p>	<p>The learners;  1. Mentions the groups of cattle disease  2. States the</p>	<p><b>The learner;</b>  1. Pronounces, spells, reads writes and demonstrates</p>	<p>Discussion   Guided discovery</p>	<p>Mentioning the groups of cattle diseases</p>	<p>Critical Thinking   Proble</p>	<p>Chalkboard illustration</p>	<p>New Fount. Pri. Sci. Pbk 6</p>	

				<p>according to the causative agent</p> <p><b><u>Viral diseases</u></b>  <b>Examples include</b>  1. Foot and mouth disease</p> <p><b><u>Bacteria disease</u></b>  <b>Examples include:</b>  1. Anthrax  2. Mastitis  Anaplasmosis</p> <p><b><u>Protozoa disease</u></b>  <b>Example include</b>  1. Nagana (trypanosomiasis)</p> <p><b><u>Tick borne diseases</u></b>  ⇒ These are diseases spread by ticks</p> <p><b>Examples include:</b>  1. East coast fever  2. Red water</p>	examples of cattle diseases	<p>meaning of words related to cattle diseases</p> <p>2. Reads, internalize and writes texts and questions related to cattle diseases.</p>	<p>Observation</p> <p>Illustration</p>	<p>Stating the examples of cattle diseases</p>	<p>m Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>		<p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
7	4	Cattle keeping	Protozoa diseases	<p><b>Disease</b>  Coccidiosis</p> <p><b>How it is spread</b></p> <ul style="list-style-type: none"> <li>Infected dang in cattle shed</li> </ul> <p><b>Prevention</b></p> <ul style="list-style-type: none"> <li>Diarrhea</li> </ul>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>states the examples of protozoan</li> <li>Gives the ways cattle diseases are prevented.</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>Pronounces, spells, reads writes and demonstrates meaning of words related to cattle diseases.</li> <li>Reads, internalize and writes texts</li> </ol>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p>	<p>Stating the examples of protozoan</p> <p>Giving the ways cattle diseases</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective</p>	<p>The environment</p> <p>Chalkboard illustration</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p>	



				<ul style="list-style-type: none"> <li>Dung stained with blood</li> </ul>		and questions related to cattle diseases.	Illustration	are prevented	Communication		Pri. Six curr. Set 1	
7	5	<b>Cattle keeping</b>	<b>practices that harm cattle and other domestic animals at home</b>	<b>Practice</b> Castration <b>Advantages</b> A bull grows faster. It fatten Prevents in breeding. <b>Effects of the animal</b> It removes bad smell from the meat of Billy goats. It is pain full to the animals.	The learner; 1. Names the practices that harm animals 2. Defines live stock 3. Identifies requirement for starting a livestock farm	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to practices that harm cattle. 2. Reads, internalize and writes texts and questions related to practices that harm cattle.	Discussion Guided discovery Observati on Illustration	Naming the practices that harm animals Defining livestock Identifying requireme nts for starting a livestock farm	Critical Thinking Proble m Solving Effectiv e Commu nication Creativ e thinking	The environ ment A chart showin g cattle in transit	New Fount. Pri. Sci. Pbk 6 Mk int. Sci Pbk 6. Pri. Six curr. Set 1	
7	6	<b>Resources in the environment</b>	<b>Resources in the environment</b>	<ul style="list-style-type: none"> <li><b>Resources</b> ⇒ A resource is anything that satisfies people's needs.</li> <li><b>Types of resources</b> 1. Renewable resources (inexhaustible)</li> </ul>	The learner; 1. Defines resources 2. Mentions the types of resources 3. States the examples of nonrenewable resources	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to resources. 2. Reads, internalize and writes texts and questions	Discussion Guided discovery Observati on	Defining resources Mentionin g the types of resources Stating the examples of	Critical Thinking Proble m Solving Effectiv e Commu	The environ ment	New Fount. Pri. Sci. Pbk 6 Mk int. Sci Pbk 6.	

				2. Nonrenewable resource (exhaustible) <ul style="list-style-type: none"> <li>• <b>Non-living things as resources</b> <ol style="list-style-type: none"> <li>1. Oil mineral salts</li> <li>2. The sun</li> </ol> </li> <li>• <b>soil as a resource</b> <p>⇒ Soil can be used as a resource in the following ways;</p> </li> </ul>		related to resources.	Illustration	nonrenewable resources	Creativ e thinking  Taking decisio n  Respons ibility		Pri. Six curr. Set 1	
8	1	<b>Resources in the environment</b>	<b>Minerals as resources</b>	<b>Minerals as resources</b> ⇒ Minerals are natural useful solid or liquid materials obtained from ground <ul style="list-style-type: none"> <li>• <b>Examples of minerals include</b>            Iron            Copper            Gold         </li> </ul>	The learner; <ol style="list-style-type: none"> <li>1. Defines minerals</li> <li>2. Gives examples of minerals</li> <li>3. States the uses of minerals</li> </ol>	<b>The learner;</b> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to mineral resources</li> <li>2. Reads, internalize and writes texts and questions related to mineral resources.</li> </ol>	Discussion  Guided discovery  Observati on  Illustration	Defining minerals  Giving examples of minerals  Stating the uses of minerals	Critical Thinking  Proble m Solving  Effectiv e Communi cation  Creativ e thinking	The environ ment  A chart showin g comm on mineral such as copper ore, gold and diamo nds.	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	
8	2	<b>Resources in the</b>	<b>The sun as a resource</b>	<ul style="list-style-type: none"> <li>• <b><u>The sun as a resource</u></b> <p>⇒ The sun is the</p> </li> </ul>	The learner; <ol style="list-style-type: none"> <li>1. States the uses of the</li> </ol>	<b>The learner;</b> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads</li> </ol>	Discussion	Stating the uses of the sun	Critical Thinking	The environ ment	New Fount. Pri.	

		<b>enviro nment</b>		<p>natural source of energy. ⇒ <b><u>Fossil fuels as resources</u></b> ⇒ Fossil are remains of plants and animals that were buried in soil millions of years ago.</p> <ul style="list-style-type: none"> <li>• <b><u>Examples of fossils</u></b> ⇒ Petroleum (crude oil) ⇒ Natural gas ⇒ Coal</li> <li>• <b>Fossil fuels are for</b> 1. Lighting 2. Cooking</li> </ul>	<p>sun as a resource</p> <p>2. Gives the examples of fossils</p>	<p>writes and demonstrates meaning of words related to the sun as resources.</p> <p>2. Reads, internalize and writes texts and questions related to the sun as a resources.</p>	<p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>as a resource</p> <p>Giving the examples of fossils</p>	<p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p>		<p>Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
8	3	<b>Resources in the environment</b>	<b>Water as a resource</b>	<ul style="list-style-type: none"> <li>• <b>Uses water as a resource</b> ⇒ Cooling engines for example motor vehicles. ⇒ For drinking. <b><u>Air as a resource</u></b> ⇒ Air is a mixture of gasses.</li> </ul> <p><b>Note:</b> ❖ Wind is air in</p>	<p>The learner;</p> <p>1. Identifies the uses of water as a resource</p> <p>2. States the uses of wind</p> <p>3. Mentions the dangers of wind</p>	<p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to Water as a resource.</p> <p>2. Reads, internalize and writes texts and questions related to Water</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Identifying the uses of water as a resource</p> <p>States the uses of wind</p> <p>Mentions the dangers</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p>	<p>The environment</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p>	

				<p>motion ⇒ Air can be used as a resource in the following ways;</p> <ul style="list-style-type: none"><li>• <b>Dangers of air</b></li></ul> <ol style="list-style-type: none"><li>1. Strong wind capsizes boats</li><li>2. Strong wind destroys crops and houses</li></ol>		as a resource.		of wind	<p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p>		Pri. Six curr. Set 1	
8	4	Resources in the environment	<p><u>Living things as resources</u></p> <p>⇒ There are mainly two living things in the environment</p> <ol style="list-style-type: none"><li>1. Plant</li><li>2. Animals</li></ol> <p><u>Plants as resources</u></p> <p>⇒ Plants are used as resources in the following ways.</p> <p><u>Examples of plant fibres</u></p> <ol style="list-style-type: none"><li>1. Cotton</li><li>2. Sisal</li><li>3. Jute</li></ol>	<p>The learner;</p> <ol style="list-style-type: none"><li>1. Mentions examples of living things</li><li>2. States the uses of plants as resources</li></ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"><li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to living things as resources.</li><li>2. Reads, internalize and writes texts and questions related to living things as resources.</li></ol>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Mentioning examples of living things</p> <p>Stating the uses of plants as resources</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p>	The environment	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>		
8	5	Resources in the environment	<p><u>Animals as resources</u></p> <ul style="list-style-type: none"><li>• <b>Animals as resources</b></li></ul> <p>⇒ Animals are used for the following</p>	<p><b>The learner</b></p> <ol style="list-style-type: none"><li>1. States the use of animals as resources</li></ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"><li>1. Pronounces, spells, reads writes and demonstrates</li></ol>	<p>Discussion</p> <p>Guided discovery</p>	<p>Stating the use of animals as resources</p>	<p>Critical Thinking</p> <p>Problem</p>	The environment	<p>New Fount. Pri. Sci. Pbk 6</p>		

				<p>purposes.</p> <p>⇒ Many animals are a source of food.</p> <p>⇒ Some animals are used to plough gardens.</p>		<p>meaning of words related to non flowering plants.</p> <p>2. Reads, internalize and writes texts and questions related to animals as resources.</p>	<p>Observation</p> <p>Illustration</p>		<p>m Solving</p> <p>Effective Communication</p> <p>Creative thinking</p>		<p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
8	6	Resources in the environment	Harvesting resources in the environment	<p><b>Resources</b></p> <p>Minerals</p> <p><b>How they are harvested</b></p> <p>Heavy machines used to extract them from the ground.</p> <p><b>Resources</b></p> <p>Rain water</p> <p><b>How they are harvested</b></p> <ul style="list-style-type: none"><li>• Tanks and drums are used to collect water from the roofs of houses.</li></ul> <p>Farmers dig pits in the garden to trap running water.</p>	<p>The learner;</p> <p>1. States the ways of harvesting resources in the environment</p>	<p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to harvesting resources.</p> <p>2. Reads, internalize and writes texts and questions related to harvesting resources.</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>		<p>The environment</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>		
9	1	Resour	How	<ul style="list-style-type: none"><li>• Air</li></ul>	<p>The learner;</p>	<p>The learner;</p>	<p>Discussion</p>	<p>Stating</p>	<p>Critical</p>	<p>The</p>	<p>New</p>	

		<p><b>ces in the environment</b></p>	<p><b>people use resources</b></p>	<p>⇒ Wind is used to turn turbines which run generators. generators produce electricity</p> <ul style="list-style-type: none"> <li>• <b>Water energy</b></li> </ul> <p>⇒ Fast flowing water is used to produce hydroelectric power</p> <ul style="list-style-type: none"> <li>• <b><u>Energy from the sun</u></b></li> </ul> <p>⇒ Heat from the sun is used to dry things like harvested crops wet clothes hides.</p> <ul style="list-style-type: none"> <li>• <b><u>Fossil fuel</u></b></li> </ul> <p>⇒ Fossil fuels are used for lighting e.g. kerosene lamps, and lanterns.</p> <ul style="list-style-type: none"> <li>• <b><u>Biogas</u></b></li> </ul> <p>⇒ Bio gas is obtained by having waste plants or animal decomposed in</p>	<p>1. States the importance of wind as a resource in the environment.</p>	<p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to how people use resources.</p> <p>2. Reads, internalize and writes texts and questions related to resources.</p>	<p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>the importance of wind as a resource in the environment.</p>	<p>Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	<p>environment</p>	<p>Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
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				a biogas digester.								
9	2	Resources in the environment	Renewable and non-renewable resources	<ul style="list-style-type: none"> <li>• <b><u>Renewable resources</u></b> ⇒ These are resources that can be replaced naturally when used.</li> <li>• <b>Examples of renewable resources</b> <ol style="list-style-type: none"> <li>1. Plants</li> <li>2. soil</li> </ol> </li> <li>• <b>The sun</b></li> <li><b>Note</b> <ul style="list-style-type: none"> <li>❖ Plants and animals are naturally replaced by reproduction.</li> </ul> </li> <li>• <b><u>Nonrenewable resources</u></b> ⇒ These are resources that cannot be replaced naturally when used up</li> <li>• <b>Examples of non-renewable resources</b> <ol style="list-style-type: none"> <li>1. Minerals</li> </ol> </li> </ul>	<p>The learner;</p> <ol style="list-style-type: none"> <li>1. Mentions types of resources</li> <li>2. Gives examples of renewable resources</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to resource</li> <li>2. Reads, internalize and writes texts and questions related to resources.</li> </ol>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Mentioning the types of resources</p> <p>Giving examples of renewable resources</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	<p>The environment</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	

				<b>2. Copper</b>								
<b>9</b>	<b>3</b>	<b>Resources in the environment</b>	<b>Care and conservation of resources</b>	<b>Care and conservation of resources</b> - Controlled harvesting. - Replacing harvested plants. - Using heat energy saving equipment for - Protecting of wetlands. - Planting trees. <b>Conservation of resources</b> - This is the protection and preservation of resources in the environment. - <b>Refer to the lesson notes.</b>	<b>The learner;</b> 1. States the ways of caring for resources in the environment. 2. Defines conservation of resources of resources. 3. Give ways of conserving resources in the environment.	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to resources. 2. Reads, internalize and writes texts and questions related to conservation of resources.	Discussion  Guided discovery  Observation  Illustration	Stating ways of caring for resources.  Defining conservation of resources.  Giving ways of conserving resources.	Critical Thinking  Problem Solving  Effective Communication  Creative thinking  Taking decision  Responsibility	The environment	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	
<b>9</b>	<b>4</b>	<b>The respiratory system</b>	<b>Respiration</b>	<b>The respiratory system</b> ⇒ This system is made up of all the organs that work together to carry out respiration	<b>The learner;</b> 1. Defines respiratory system. 2. Gives the types of respiration. 3. Identifies the raw materials, product and bi products of respiration.	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to respiration. 2. Reads, internalize and writes texts	Discussion  Guided discovery  Observation	Defining respiratory system.  Giving the types of respiration  Identifies	Critical Thinking  Problem Solving  Effective	Chalkboard illustration.	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.	



				<b>Respiration</b> ⇒ Respiration is the process by which the body uses food and oxygen to release energy <b>Type of respiration</b> ⇒ Aerobic respiration ⇒ Anaerobic respiration <b>Raw materials for respiration</b> ⇒ Carbohydrates ⇒ Oxygen <b>Main products for respiration</b> ⇒ Energy <b>By-product for respiration</b> ⇒ Carbon dioxide		and questions related to respiration	Illustration	the raw materials, product and bi products of respiration	Communication  Creative thinking  Taking decision  Responsibility  Appreciation		Pri. Six curr. Set 1	
9	5	The respiratory system	<b>Respiration system</b> <b>Respiratory organs</b>  <b><u>The respiratory organs</u></b> ⇒ This system is made up of all the organs that work together to carry out respiration <b><u>Respiration</u></b> ⇒ Respiration is the process by	<b>The learner;</b> 1. Identifies parts of the respiratory system 2. Draws the structures of the respiratory system 3. States functions of parts	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to organs. 2. Reads, internalize and writes texts and questions	Discussion  Guided discovery  Observation	Identifying the parts of the respiratory system  Drawing the structures of the respiratory	Critical Thinking  Problem Solving  Effective Communication	The environment  A chart showing the respiratory system.	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.		

				<p>which the body uses food and oxygen to release energy</p> <p><b><u>Type of respiration</u></b></p> <p>⇒ Aerobic respiration</p> <ul style="list-style-type: none"> <li>• Raw materials for respiration</li> </ul> <p>⇒ Carbon dioxide</p>		related to Respiratory system organs.	Illustration	system	nication		Pri. Six curr. Set 1	
9	6	<b>Respiratory system</b>	<b>Lungs and Breathing in</b>	<p><b><u>Lungs and breathing</u></b></p> <p>⇒ Breathing is the act of taking in and out air.</p> <p><b><u>Types of breathing</u></b></p> <p>⇒ Breathing in /inhalation/inspiration.</p> <p>⇒ Breathing out/expiration/exhalation.</p> <p><b><u>Breathing in</u></b></p> <p>⇒ This is the taking in of air into the lungs.</p> <p><b>During breathing the following happens</b></p> <p>⇒ The lungs increase in size.</p> <p>⇒ The diaphragm contract.</p>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines breathing</li> <li>2. Identifies types of breathing</li> <li>3. Describes the experiment showing breathing in.</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to breathing in.</li> <li>2. Reads, internalize and writes texts and questions related to breathing in.</li> </ol>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Defining breathing</p> <p>Identifying types of breathing</p> <p>Describing experiment showing breathing in</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p>	<p>A chart showing an illustration to show breathing in.</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	

				⇒The ribs move upward and out words.					Appreciation			
10	1	<b>Respiratory system</b>	<b>Breathing out</b>	<b>Breathing out</b> - This is the act of taking out air from the body.  <b>The following happens during breathing out</b>  ⇒The lungs go back to their original size.  ⇒The lungs increase in size.  ⇒The diaphragm contract.	The learner; 1. Defines breathing out 2. Describes experiment to show breathing out	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to non flowering plants. 2. Reads, internalize and writes texts and questions related to non flowering plants.	Discussion  Guided discovery  Observation  Illustration	Defining breathing out.  Describing experiment to show breathing out.	Critical Thinking  Problem Solving  Effective Communication  Creative thinking  Taking decision  Responsibility	The environment  A chart showing exhalation mechanism.	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	
10	2	<b>Respiratory system</b>	<b>Gaseous exchange</b>	<b>Gaseous exchange in the alveoli</b>  ⇒ Gaseous exchange takes place in the alveoli (air sac)	<b>The learner;</b> 1. Mentions where gaseous exchange takes place in the body. 2. States the adaptations of	<b>The learner;</b> 1. Pronounces, spells, reads writes and demonstrates meaning of words related to gaseous	Discussion  Guided discovery  Observation	Mentioning where gaseous exchange take place.  Stating	Critical Thinking  Problem Solving	The environment  A chart showing the	New Fount. Pri. Sci. Pbk 6  Mk	

				<p>found in the lungs.</p> <p><b>How are air sacs suitable for gaseous exchange</b></p> <p>⇒ They are surrounded by a network of blood capillaries.</p> <p>⇒ They are numerous in number to increase the surface areas of gaseous exchange.</p>	<p>the alveoli to their function</p> <p>3. Describes the summary of the composition inhaled and exhaled.</p>	<p>exchange</p> <p>2. Reads, internalize and writes texts and questions related to gaseous exchange.</p>	<p>on</p> <p>Illustration</p>	<p>the adaptations of the alveoli to their function.</p>	<p>Effective Communication</p> <p>Creative thinking</p> <p>Taking decision</p> <p>Responsibility</p> <p>Appreciation</p>	<p>structure of the alveoli</p>	<p>int. Sci Pbk 6.</p> <p>Pri. Six curr. Set 1</p>	
10	3	<b>Respiratory system</b>	<b>Respiration in relation to food and oxygen And disorders of the respiratory system</b>	<p><b>Respiration in relation to food and oxygen</b></p> <p>⇒ Human beings eat food which is then absorbed for body use.</p> <p>⇒ After digestion different nutrients are absorbed into the body for different uses.</p> <p><b>Diseases and</b></p>	<p><b>The learner;</b></p> <p>1. Describes the process of respiration.</p> <p>2. Identifies the disorders of the respiratory system.</p>	<p><b>The learner;</b></p> <p>1. Pronounces, spells, reads writes and demonstrates meaning of words related to respiration in relation to food and disorders of the respiratory system.</p> <p>2. Reads, internalize and writes texts</p>	<p>Discussion</p> <p>Guided discovery</p> <p>Observation</p> <p>Illustration</p>	<p>Describing the process of respiration.</p> <p>Identifying the disorders of the respiratory</p>	<p>Critical Thinking</p> <p>Problem Solving</p> <p>Effective Communication</p> <p>Creative</p>	<p>Chalkboard illustration.</p>	<p>New Fount. Pri. Sci. Pbk 6</p> <p>Mk int. Sci Pbk 6.</p> <p>Pri. Six</p>	

				<b>disorders or the respiratory system</b> <ol style="list-style-type: none"> <li>1. Diseases</li> <li>2. Tuberculosis</li> <li>3. Pneumonia</li> <li>4. Diphtheria</li> </ol> <b>Disorder</b> <ol style="list-style-type: none"> <li>1. Accumulation of mucus in the Air Sacs</li> <li>2. Chocking</li> <li>3. Hiccups</li> <li>4. Cough</li> <li>5. Nasal congestion.</li> </ol>		and questions related to respiration in relation to food and disorders of the respiratory system.		system.	e thinking  Taking decision  Responsibility  Appreciation		curr. Set 1	
10	4		<b>Diseases of the respiratory system and Care for respiratory system</b>	<b>Diseases of the respiratory system and Care for respiratory system</b>  <b>Diseases of the respiratory system</b> <ul style="list-style-type: none"> <li>- Tuberculosis</li> <li>- Pneumonia</li> <li>- Diphtheria</li> <li>- Pertussis</li> <li>- Lung cancer</li> <li>- Bronchitis</li> <li>- Asthma</li> <li>- Emphysema</li> <li>- Influenza</li> </ul> <b>Care for the</b>	<b>The learner;</b> <ol style="list-style-type: none"> <li>1. Describes the diseases of the respiratory system.</li> <li>2. Discusses the ways of caring for the respiratory system.</li> </ol>	<b>The learner;</b> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to diseases of the respiratory system.</li> <li>2. Reads, internalize and writes texts and questions related to diseases of the respiratory system.</li> </ol>	Discussion  Guided discovery  Observation  Illustration	Defining non flowering plants.  Stating groups of non flowering plants	Critical Thinking  Problem Solving  Effective Communication  Creative thinking	Chalkboard illustration   	New Fount. Pri. Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1	

				<b>respiratory system</b> ⇒ Eat a balanced diet. ⇒ Doing physical exercises. ⇒ Breathing through the nose. ⇒ Having enough rest.					Taking decision  Responsibility  Appreciation			
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## #CREATIVE PRINTERS

### P.6 SCHEME OF WORK FOR TERM THREE SCIENCE

W K	P D	TOPI C	S/TO PIC	CONTENT	SUBJ. COMP'NCES	LANG. COMP'NCES	METHOD S	ACTIVIT IES	IND. OF LSV	INST.MA T	REF .	RE M
1	1	SCIEN CE IN	Prepar ation of clean water for drinki ng and washi ng	<u>Preparation of clean water for drinking and washing</u> Clean water refers to water free from impurities. <u>Ways of making water clean :</u> ✓ Filtration ✓ Decantation ✓ Distillation ✓ Treating water with chemicals	The learner; 1. Defines Clean water. 2. Identifies ways of making water clean.	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrat es meaning of words related to filtration. 2.	Brain storming Guided discovery Class discussion	Identifies ways of making water clean.	Aware ness Care Appre ciation Love Care Proble m solving	Dirty water Containe r Piece of cloth.	Co mp reh ensi ve sch ool sci en ce bk 6 pa ge2 60 .	
1	2		Filtrati on	a) <u>Filtration</u>	<b>The learner;</b> 1. Defines	<b>The learner;</b> Reads,	Brain	Purifying water by	Aware ness	Containe r	Co mp	

				<p><b><u>method:</u></b></p> <p>Filtration is a method of removing suspended impurities (solid particles) from water.</p> <p>Filtration can be done using a clean cloth, sand, filter paper, and funnel.</p> <p><b><u>Illustrations:</u></b></p>	Filtration	internalize and writes texts and questions related to filtration.	storming Guided discovery Class discussion observati on	Filtration	Care Appreciation Love Care Problem solving	Dirty water143	reh ensi ve sch ool sci en ce bk 6 pa ge2 61	
1	3		<b>Deca ntatio n</b>	<p><b>Decantation:</b></p> <p>Decantation is a method where solid particles in water are allowed to settle at the bottom of a container and clean water is then poured in another clean container.</p> <p><b>Steps followed when</b></p>	<b>The learner;</b> 1. Definesdecant ation 2. Describes the steps involved during decantation	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrat es meaning of words related to decantatio n. 2. Reads, internalize and writes	Brain storming Guided discovery Class discussion observati on	Obtainin g water by decanta tion.	Aware ness Care Appreciation Love Care Problem solving	Kettle Water.	co mp reh ensi ve sch ool sci en ce bk 6 pa ge2 61	



				<b>carrying out decantation:</b> ✓ Collect dirty water in the container. ✓ Leave the dirty water to stay undisturbed for some time for the solid particles to settle at the bottom of the container.		texts and questions related to decantation.					fountain integrated science bk 6 page 261	
1	4		<b>Safe water.</b> <b>Safe water:</b> Safe water refers to water free from germs. <b><u>Ways of making water safe for drinking:</u></b> ✓ By boiling ✓ Chemical treatment ✓ distillation  Boiling; makes water	The learner; 1. Defines safe water. 2. Identifies ways of making water safe for drinking.	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to safe water. 2. Reads, internalize texts and questions related to	Brain storming Guided discovery Class discussion observation	Preparing safe water.	Awareness Care Appreciation Love Care Problem solving	Clean water Chlorine Potassium permanganate	Comprehensive school science bk 6 page 260 fountain		

				<p>safe for drinking by killing germs in it. Chemical treatment; chemicals are used to kill germs.</p> <p><b><u>Examples of chemicals used in water treatment:</u></b></p> <ul style="list-style-type: none"> <li>✓ Chlorine</li> <li>✓ Calcium chloride</li> </ul>		safe water.					ntain integrated Science bk 6 page 242 .	
1	5		<p><b><u>Water impurities:</u></b></p>	<p><b><u>Water impurities:</u></b> Impurities are substances present in water that makes it of low quality. Water contamination is the act in which water gets into contact with germs and other impurities.</p> <p><b><u>Examples of water impurities/pollutants:</u></b></p> <ul style="list-style-type: none"> <li>✓ Faecal matter</li> <li>✓ Oil</li> </ul>	<p>The learner;</p> <ol style="list-style-type: none"> <li>1. Defines water impurities.</li> <li>2. Gives examples of water impurities.</li> <li>3. Mentions ways water gets contaminated .</li> </ol>	<p>The learner;</p> <ol style="list-style-type: none"> <li>1. Pronounces , spells, reads writes and demonstrates meaning of words related to water impurities.</li> <li>2. Reads, internalize texts and questions related to</li> </ol>	Brain storming Guided discovery Class discussion observation	Defining water impurities Giving examples of water impurities .	Awareness Care Appreciation Love Care Problem solving	Dirty waster	Int. science bk 6 page	

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|  |  |  |  | <ul style="list-style-type: none"><li>✓ Soil</li><li>✓ Silt</li><li>✓ Agro-chemicals</li><li>✓ Urine</li><li>✓ Household refuse</li></ul> |  | impurities. |  |  |  |  |  |  |
|--|--|--|--|---|--|-------------|--|--|--|--|--|--|

**Ways water gets  
contaminated from  
sources:**

- ✓ Defecating in  
water sources.
- ✓ Urinating in water  
sources

1	6		<p><b><u>Effects of water impurities:</u></b></p>	<p><b><u>Effects of water impurities:</u></b></p> <ul style="list-style-type: none"> <li>✓ Water impurities lead to water associated diseases i.e. water borne diseases, water cleaned diseases, water habitat vector diseases and water contact diseases.</li> </ul> <p>a)<b><u>water borne diseases:</u></b></p> <p>These are diseases spread through drinking contaminated water.</p> <p><b><u>Examples;</u></b></p> <ul style="list-style-type: none"> <li>✓ Polio</li> <li>✓ Bilharziasis</li> <li>✓ Typhoid</li> <li>✓ Diarrhoea</li> <li>✓ Dysentery</li> <li>✓ Cholera</li> </ul>	<p><b>The learner;</b></p> <p>1. describes different water associated diseases.</p> <p>2 gives examples of water associated diseases.</p>	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrates meaning of words related to effects of water impurities.</p> <p>2. Reads, internalize and writes texts and questions related to water impurities.</p>	<p>observati on, guided discovery, guided class discussion question and answer</p>	<p>Describin g different water associat e diseases. Giving example s of water associat ed diseases.</p>	<p>Aware ness Care Appreciation Love Care Proble m solving</p>	<p>Chalkb oard illustrati on.</p>	<p>Mk integr ated scien ce bk 6</p>	
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2	1		<p><b><u>Cleaning clothes at home</u></b></p>	<p><b><u>Cleaning clothes at homes</u></b></p> <p><b>Steps taken to clean clothes;</b></p> <p><b>a) <u>Sorting clothes</u></b></p> <p>This involves separating clothes by colour, material etc.</p> <p><b><u>Factors followed when sorting</u></b></p> <ul style="list-style-type: none"> <li>✓ Colour</li> <li>✓ Nature of Fabric</li> <li>✓ How dirty the cloth is.</li> </ul> <p><b><u>Importance of sorting</u></b></p> <ul style="list-style-type: none"> <li>✓ To prevent the body clothes from contaminating table clothes.</li> <li>✓ To prevent</li> <li>✓ clothes with high i</li> </ul>	<p><b>The learner;</b></p> <p>1. Describes different steps taken when cleaning clothes.</p> <p>2. States the importance of the different steps taken in cleaning clothes.</p>	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrates meaning of words related to washing clothes.</p> <p>2. Reads, internalize and writes texts and questions to related to words like sorting, staining.</p>	<p>observati on, guided discovery, guided class discussion question and answer</p>	<p>Describin g steps taken in washing clothes. . Stating the importan ce of the different steps taken in cleaning clothes.</p>	<p>Proble m solving Effectiv e comm unicati on.</p>	<p>Clothe s Water Soap</p>	<p>Mk integr ated scien ce bk 6 pg. 160</p>	
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[illegible]

2	3	Accident and first aid	Accidents and first aid	<p><b>Burns</b> A burn is an injury caused by dry heat.</p> <p><b><u>Sources of dry heat</u></b></p> <ul style="list-style-type: none"> <li>✓ Fire flames</li> <li>✓ Hot charcoal stove</li> <li>✓ Cooker</li> <li>✓ Electric heaters</li> <li>✓ Hot iron nails</li> <li>✓ Acid</li> </ul> <p><b><u>Prevention of burns</u></b></p> <ul style="list-style-type: none"> <li>✓ Keep hot objects far from children's reach.</li> <li>✓ Construct fire guards around areas where cooking is done.</li> <li>✓ Avoid playing near things that can cause burns.</li> <li>✓ Always use heat insulators while carrying hot objects.</li> <li>✓ Never leave candles or wick lamps burning in a room where there are many clothes.</li> </ul> <p><b><u>First aid for burns:</u></b></p> <ul style="list-style-type: none"> <li>✓ Dip the injured part in cold clean</li> </ul>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines burns.</li> <li>2. States the causes of burns.</li> <li>3. Identifies the ways of preventing burns.</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces , spells, reads writes and demonstrates meaning of words related to burns.</li> <li>2. Reads, internalize and writes texts and questions to related burns.</li> </ol>	observati on, guided discovery, guided class discussion question and answer	Defining burns. Stating the causes of burns. Identifying the ways of preventing burns.	Aware ness Care Appreciation Love Care Problem solving	Hot charcoal Hot flat iron.	Mk integrated science bk 6 pg. 163	
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2	4		scalds	<p><b>A scald:</b> A scald is an injury caused by wet heat.</p> <p><b>Causes of scald:</b></p> <ul style="list-style-type: none"> <li>✓ Body contact with steam</li> <li>✓ Body contact with hot water</li> <li>✓ Body contact with hot soup</li> <li>✓ Body contact with hot milk.</li> </ul> <p><b>Prevention of scalds:</b></p> <ul style="list-style-type: none"> <li>✓ Keep hot objects out of children's reach.</li> <li>✓ Avoid playing near hot liquid substances.</li> </ul> <p><b>First aid for scalds:</b></p> <ul style="list-style-type: none"> <li>✓ Dip the injured part in cold clean water for 10 – 15 minutes to cool the temperature of the injured part.</li> </ul>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines a scald.</li> <li>2. States the causes of scalds.</li> <li>3. states the ways of preventing scalds</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces , spells, reads writes and demonstrates meaning of words related to scalds.</li> <li>2. Reads, internalize and writes texts and questions related to scalds.</li> </ol>	<p>observati on, guided discovery, guided class discussion question and answer</p>	<p>Defining scalds. Spelling words related to scalds.</p>	<p>Aware ness Care Appre ciation Love Care Proble m solving</p>	<p>water</p>	<p>Mk integr ated scien ce bk 6 pg. 163</p>	
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2	5		<p><b>Fever and convulsion</b></p>	<p><b>Fever and convulsion:</b></p> <p><b>Fever:</b> Fever is a condition where the person's body temperature goes beyond the normal (37°C or 98.6°F)</p> <p><b>Causes of fever:</b> ⇒ Fever is caused by an illness or a disease like; malaria, measles, meningitis, and typhoid.</p> <p><b>First aid for fever:</b></p> <ul style="list-style-type: none"> <li>✓ Remove most of the person's clothes.</li> <li>✓ Carry out tepid sponging</li> </ul> <p>Tepid sponging is where a piece of cloth is soaked in lukewarm water and mopped on the undressed parts of the body.</p> <p><b>NB;</b> The cold wet cloth should not be left on the body of the victim because it can cause shivering.</p>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines fever.</li> <li>2. States the causes of fever.</li> <li>3. Gives the first aid for fever</li> <li>4. Defines convulsions and its causes.</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces, spells, reads writes and demonstrates meaning of words related to fever and convulsion</li> <li>2. Reads, internalize and writes texts and questions related to fever and convulsion.</li> </ol>	<p>observation, guided discovery, guided class discussion question and answer</p>	<p>Defining fever and convulsion</p>	<p>Awareness Care Appreciation Love Care Problem solving</p>	<p>Pupils.</p>	<p>Mk integrated science bk 6 pgs. 171.</p>	
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6		<p><b>Near drowning</b></p> <p><b><u>Near drowning and drowning</u></b>  <b>Drowning;</b>  Drowning is dying as a result of having lungs being filled with water.</p> <p><b>Near drowning:</b>  Near drowning is the temporary loss breath due to having ones' lungs filled with water.  OR; This is the condition when the person's lungs are filled with water and has stopped breathing but not yet dead.</p> <p><b><u>Common places/sites where drowning can occur;</u></b>  <b>At home;</b></p> <ul style="list-style-type: none"> <li>✓ Bath tubs</li> <li>✓ Water tanks</li> <li>✓ Swimming pools</li> <li>✓ Pits dug by builders to trap rain water.</li> <li>✓ Big basins filled with water.</li> </ul>	<p><b>The learner;</b>  1. describes drowning and near drowning.  2.names the common sites for near drowning</p>	<p><b>The learner;</b>  1. Pronounces , spells, reads writes and demonstrates meaning of words related to drowning and near drowning  2. Reads, internalize and writes texts and questions related to drowning and near drowning.</p>	<p>observati on, guided discovery, guided class discussion question and answer</p>	<p>Defining drownin g and near drownin g. Spelling words related to near drownin g.</p>	<p>Aware ness  Care  Appre ciation  Love  Care  Proble m solving</p>	<p>Chalk board illustrati on.</p>	<p>Mk integr ated scien ce bk 6 pgs. 68.</p>	
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3	1		<p><b>fainting</b></p> <p>Fainting is the brief loss of consciousness.</p> <p><b>Cause of fainting:</b> Fainting is caused due to limited supply of oxygen/oxygenated blood to the brain.</p> <p><b><u>Factors/conditions that can lead to fainting</u></b></p> <ul style="list-style-type: none"> <li>✓ Prolonged hunger.</li> <li>✓ Standing under too much sunshine for a long time.</li> <li>✓ Sudden sad news.</li> <li>✓ Doing vigorous exercise.</li> <li>✓ An illness</li> <li>✓ Extreme pain.</li> </ul> <p><b><u>Signs and symptoms of fainting</u></b></p> <ul style="list-style-type: none"> <li>✓ A person is unable to balance on his/her back.</li> <li>✓ A person is weak.</li> </ul> <p><b><u>First aid for fainting:</u></b> <b>a)due to limited supply of oxygen to</b></p>	<p><b>The learner;</b> 1. defines fainting. 2. Mentions the cause of fainting. 3. States the factors that can lead to fainting.</p>	<p><b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to fainting 2. Reads, internalize and writes texts and questions related to fainting.</p>	<p>Brain storming Guided discovery Class discussion</p>	<p>Spelling words related to fainting. Defining fainting.</p>	<p>Awareness Care Appreciation Love Care Problem solving</p>	<p>Piece of cloth.</p>	<p>Comprehensive scibk 6 page 68.</p>	
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3	2	<p><b>Foreign bodies</b></p> <p>A foreign body is any external matter that enters the body through natural body openings or a wound.</p> <p><b>Examples of natural openings</b></p> <ul style="list-style-type: none"> <li>✓ Mouth/throat</li> <li>✓ Vagina</li> <li>✓ Nose</li> <li>✓ Anus</li> <li>✓ Eyes</li> <li>✓ Ears</li> </ul> <p><b><u>Foreign bodies in the mouth/throat.</u></b></p> <p><b>Examples;</b></p> <ul style="list-style-type: none"> <li>✓ Food</li> <li>✓ Large pieces of food can block the air passage and prevent breathing and the person gets choked.</li> </ul> <p><b><u>First aid for choking</u></b></p> <ul style="list-style-type: none"> <li>✓ Make the choking person bend and give a number of sharp blows on the back.</li> <li>✓ If choking</li> </ul>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Defines a foreign body.</li> <li>2. Mentions the natural body openings.</li> <li>3. States the first aid for choking.</li> </ol>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces , spells, reads writes and demonstrates meaning of words related to foreign bodies.</li> <li>2. Reads, internalize and writes texts and questions related foreign bodies.</li> </ol>	<p>Brain storming Guided discovery Class discussion</p>	<p>Defining foreign bodies. Mentioning examples of foreign bodies.</p>	<p>Critical thinking  Appreciation  Fluency  Care</p>	<p>Food Chalkboard illustration</p>	<p>Mk integrated science bk 6 pgs. 173</p>	
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[illegible]

3	4		<p><b>Foreign bodies in eyes ,anus and vagina</b></p>	<p><b><u>Foreign bodies in the eyes.</u></b></p> <p><b>a)in the eyes;</b></p> <ul style="list-style-type: none"> <li>✓ Dirt or dust</li> <li>✓ Small insects</li> <li>✓ Small stones</li> <li>✓ Eye lashes.</li> </ul> <p><b><u>First aid for foreign bodies in the eyes</u></b></p> <ul style="list-style-type: none"> <li>✓ Wash the eyes with plenty of clean water.</li> <li>✓ Use a clean soft piece of cloth to remove the foreign bodies.</li> <li>✓ If the object is an insect, bend the victim forward and blow air into the eyes.</li> <li>✓ If the particle remains in the eyes, take the victim to a health worker.</li> </ul> <p><b><u>b)foreign bodies in the anus and vagina:</u></b></p> <ul style="list-style-type: none"> <li>✓ Small Seeds</li> <li>✓ Small stones e.g. sand</li> </ul>	<p><b>The learner;</b></p> <p>1.mentions examples of foreign bodies in eyes ,anus and vagina</p> <p>2. State the first aid for foreign bodies in the vagina, eyes and anus.</p>	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrates meaning of words related to foreign bodies.</p> <p>2. Reads, internalize and writes texts and questions related to foreign bodies.</p>	<p>Observation. Guided discovery Class discussion</p>	<p>Mentioning examples of foreign bodies in eyes, anus and vagina.</p>	<p>Fluency</p> <p>Appreciation</p> <p>Care</p> <p>Kindness</p>	<p>Small stones Insects Seeds.</p>	c	
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3	5	sanitation	<p><b>Toilets and latrines</b></p> <p><b><u>Latrines:</u></b> A latrine is a place where human faeces and urine are deposited.</p> <p><b>Types of latrines:</b></p> <ul style="list-style-type: none"> <li>✓ Pit latrines</li> <li>✓ Toilets</li> <li>✓ Ecosan</li> <li>✓ Potties</li> </ul> <p><b>Pit latrines:</b> A pit latrine is a structure made by digging a pit in the ground and used for depositing faecal matter.</p> <p><b>Types of pit latrines:</b></p> <ul style="list-style-type: none"> <li>✓ Conventional (ordinary) pit latrine.</li> <li>✓ The V.I.P latrine</li> </ul>	<p><b>The learner;</b> 1. Defines a latrine. 2. Mentions the types of latrines. 3. Defines a pit latrine.</p>	<p><b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to latrines. 2. Reads, internalize and writes texts and questions related to latrines. .</p>	<p>Observation. Guided discovery Class discussion</p>	<p>Spelling words related to latrines. Defining latrines.</p>	<p>fluency</p> <p>Appreciation</p> <p>Care</p> <p>Kindness</p>	<p>A chart showing latrines .</p>	<p>Comprehensive scibk 6 page 176-178.</p>	
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		sanitation	<p><b>Ordinary pit latrines (conventional pit latrine)</b></p>	<p><b>Ordinary pit latrines (conventional pit latrine):</b> This is the most common pit latrine.</p> <p><b>Features of ordinary pit latrine:</b></p> <ul style="list-style-type: none"> <li>✓ It has a wall and door for privacy.</li> <li>✓ It has a pit dug in the ground.</li> <li>✓ It has a lid to cover the hole to prevent flies from entering into the pit.</li> <li>✓ It has a roof to protect the user from rain and direct sunshine.</li> </ul> <p><b><u>Structure of a conventional pit latrine</u></b></p>	Describes the features of the ordinary pit latrines	2. Reads, internalize and writes texts and questions related to latrines. .	Observation. Guided discovery Class discussion	Describing the features of the ordinary pit latrines	<p>fluency</p> <p>Appreciation</p> <p>Care</p> <p>Kindness</p>	A chart showing latrines .	Comprehensive scibk 6 page 176-178.	
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3	6	<p><u>Ventilated improved pit latrines</u></p>	<p><b><u>Ventilated Improved Pit latrine (V.I.P)</u></b></p> <p><b>Feature of a V.I.P latrine.</b></p> <ul style="list-style-type: none"> <li>✓ It has a vent pipe to let out bad smelling air.</li> <li>✓ It has a screen on top of a vent pipe to trap flies until they die.</li> </ul> <p><b>Note;</b></p> <p>⇒ Once the flies are in the pit, they are attracted by the light that comes through the vent.</p> <ul style="list-style-type: none"> <li>✓ It has a spiral shaped wall without a door to allow easy circulation of fresh air through the pit and up the vent pipe.</li> <li>✓ It has no lid or cover on the hole such that moving air enters into the pit and drives out the bad smelling air through the vent pipe.</li> </ul>	<p><b>The learner;</b></p> <p>1.mentions the features of a VIP latrine</p> <p>2. Describes the site for a VIP latrine.</p>	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrates meaning of words related to VIP latrines.</p> <p>2. Reads, internalize and writes texts and questions related to VIP latrines.</p> <p>.</p>	<p>Observation.</p> <p>Guided discovery</p> <p>Class discussion</p>	<p>Spelling words related to VIP latrines.</p>	<p>Critical thinking</p> <p>Appreciation</p> <p>fluency</p>	<p>Chart showing the structure of a VIP latrine.</p>	<p>Comprehensive scibk 6 page 177.</p>	
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4	1		<p><b>Differences between a VIP latrine and an ordinary pit latrine</b></p>	<p><b><u>Differences between V.I.P and ordinary pit latrine:</u></b></p> <ul style="list-style-type: none"> <li>✓ V.I.P latrines have vent pipes while ordinary pit latrines do not have a vent.</li> <li>✓ V.I.P latrines have screens while ordinary pit latrines do not have screens.</li> <li>✓ V.I.P latrines have spiral walls with no door while ordinary pit latrines have a door.</li> <li>✓ Ordinary pit latrines have lids to cover the hole while V.I.P latrines have no lids.</li> <li>✓ It uses a natural biological process to breakdown human wastes into compost like material.</li> <li>✓ It has a shallow pit so that after defecating, ash is poured to dry up the faeces.</li> </ul>	<p><b>The learner;</b></p> <p>1. States the differences between a VIP latrine and an ordinary pit latrine.</p>	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrates meaning of words related to VIP latrines</p> <p>2. Reads, internalize and writes texts and questions related to VIP.</p>	<p>Guided discovery</p> <p>Discussion</p> <p>observati on</p>	<p>Spelling words related to VIP latrines.</p>	<p>Appre ciation</p> <p>Care</p> <p>Aware ness</p> <p>Fluenc y</p> <p>Conce rn</p>	<p>Chalk board illustrati on</p>	<p>Com preh ensiv e scibk 6 page 177</p>	
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4	2		<p><b>Ecosan latrines</b></p> <p><b><u>Ecosan toilets (ecological sanitation toilets)</u></b>  These are toilets which help to separate urine from faeces at the source and faeces are not mixed with water.</p> <p><b><u>Features of Ecosan</u></b>  ✓ It uses a natural biological process to breakdown human wastes into compost like material.</p>	<p><b>The learner;</b>  1. defines Ecosan  2. States the features of Ecosan.</p>	<p><b>The learner;</b>  1. Pronounces , spells, reads writes and demonstrates meaning of words related to how the human body works.  2. Reads, internalize and writes texts and questions to relate how the human body works.</p>	<p>Guided discovery  Discussion  observati on</p>	<p>Spelling words related to Ecosan.</p>	<p>Awareness  Care  Appreciation  Love  Care  Problem solving</p>	<p>Picture s of Ecosan</p>	<p>Com preh ensiv e scibk 6 page 180.</p>	
4	3		<p><b>Urinary diversion dry toilet</b>  <b>Features of UDDT</b>  It is constructed above the ground  It has two chambers which are used in turns  There is no mixing of</p>	<p>states the features of UDDT  draws the structure of UDDT</p>	<p>Reads, internalize and writes texts and questions to relate UDDT</p>	<p>Guided discovery  Discussion  observati on</p>	<p>stating the features of UDDT  drawing the structure of UDDT</p>	<p>Appreciation  Care  Awareness  Fluency</p>	<p>Picture s of Ecosan</p>	<p>Com preh ensiv e scibk 6 page 180.</p>	

				faeces and urine <b>Structure of UDDT</b>					Conce rn			
<b>4</b>	<b>4</b>		<b>Arborloo Ecosan toilet</b>	<b>Arborloo Ecosan toilet Features</b> It is made up of four chambers It is dug It has a ring beam It has a concrete slab <b>Constructing Arborloo</b> Dig a shallow pit of about 1-2 metres deep Place a concrete slab on a ring beam When the pit is almost full, remove the slab Plant the seedlings over the pit	The learner; 1. identifies the features of Arborloo 2. Describes how Arborloo is constructed.	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to Arborloo Ecosan	Guided discovery  Discussion  Observati on	Spelling words related to Arborloo.	Aware ness Care Appreciation Love Care Problem solving	Chart showing Arborloo latrine.	Comprehensive scibk 6 page 180.	
<b>4</b>	<b>5</b>		<b>Fossa alterna Ecosan</b>	<b>Fossa alterna Ecosan</b> This is a permanent system on two shallow pits being used alternatively <b>Constructing FAET</b> Two pits are dug in	Defines fossa alterna Draws the structure of fossa alterna	Pronounces, spells, reads writes and demonstrates meaning of words related to fossa	Guided discovery  Discussion	Defining fossa alterna Drawing the structure of fossa	Appreciation .  Care	Chart showing fossa alterna .	Comprehensive scibk 6 page	

				the soil f length one metre with width of 0.7 and depth of 1-2 metres It is protected on top using baked bricks <b>Structure of FAET</b>		alternaEcosan	Observation		Awareness		180.	
4	6		<b>Advantages of constructing Ecosan latrines</b>	<p><b><u>Advantages of using Ecosan latrine.</u></b></p> <ul style="list-style-type: none"> <li>✓ They can be constructed in a small place.</li> <li>✓ They do not produce any bad smell, since faeces dry by the help o</li> </ul> <p><b><u>How to maintain Ecosan latrine.</u></b></p> <ul style="list-style-type: none"> <li>⇒ Avoid dirtying the floor with ash.</li> <li>⇒ Use Ecosan latrine properly by pouring ash after every defecation</li> </ul>	<b>The learner;</b> 1. States the advantages of using Ecosan. 2. Gives the disadvantages of using Ecosan latrines.	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to Ecosan latrines 2. Reads, internalize and writes texts and questions to Ecosan latrines .etc.	Guided discovery  Discussion  Observation	Stating the advantages of using Ecosan. 2. Giving the disadvantages of using Ecosan latrines.	Awareness Care Appreciation Love Care Problem solving	Chart showing Ecosan latrine	Mk integrated science bk 6 pgs. 178.	

5	1		<p><b>Water borne toilets</b></p>	<p><b><u>Water borne toilets/water closet toilets</u></b></p> <p>Toilets are found inside modern houses or buildings in cities, towns and places where there is piped water system.</p> <p><b>Features of a toilet</b></p> <ul style="list-style-type: none"> <li>✓ Bowl</li> <li>✓ Seat</li> <li>✓ Water closet</li> <li>✓ Handle</li> <li>✓ Pipes</li> <li>✓ Septic tank.</li> </ul> <p><b><u>Structure of a toilet</u></b></p> <p><b>a) A squat on flash toilet</b></p>	<p><b>The learner;</b></p> <p>1.draws the structure of a waterborne toilet</p>	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrates meaning of words related to how the human body works.</p> <p>2. Reads, internalize and writes texts and questions to relate how the human body works.</p>	<p>Guided discovery</p> <p>Discussion</p> <p>Observation</p>	<p>drawing the structure of a waterborne toilet</p>	<p>Awareness Care Appreciation Love Care Problem solving</p>	<p>Chart showing water borne toilet.</p>	<p>Mk integrated science bk 6 pg. 171</p>	
5	2		<p><b>Uses of parts of a toilet</b></p>	<p><b><u>Uses of parts of a toilet:</u></b></p> <p><b>Bowl</b></p> <p>This is where faeces are deposited. It is connected to the</p>	<p>The learner;</p> <p>1.gives the uses of the parts of a toilet</p> <p>2.t</p>	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrates meaning</p>	<p>Guided discovery</p> <p>Discussion</p>	<p>Pronouncing words related to waterborne toilet</p>	<p>Awareness Care Appreciation Love Care Problem</p>	<p>Chart showing water borne toilet.</p>	<p>Mk integrated science bk 6 pg. 171.</p>	

				<p>septic tank by pipes</p> <p><b>Seat</b> It is where the user seats while defecating.</p> <p><b>Water closet:</b> It stores water for flushing</p> <p><b>Handle</b> It is pulled or pushed to release water for flushing faeces and urine away down the septic tank.</p> <p><b>Pipes</b> Carry faeces and urine to the septic tank.</p> <p><b>Septic tank</b> Store faeces and urine until they are carried away by cesspool emptier to the sewage tank for treatment.</p> <p>Uganda <b>National Water and Sewerage</b></p>		<p>of words related to toilets.</p> <p>2. Reads, internalize and writes texts and questions related to toilets.</p>	<p>Observation</p>		<p>m solving</p>			
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5	3		<b>Problems of Water borne toilets</b>	<p><b><u>Problems faced by water borne toilets</u></b></p> <ul style="list-style-type: none"> <li>✓ Shortage of water for flushing.</li> <li>✓ Blockage of pipes by hard materials.</li> <li>✓ Spilling occurs when pipes are blocked which attract vectors that may carry germs.</li> </ul> <p><b><u>Proper use and maintenance of toilets and latrines</u></b></p> <ul style="list-style-type: none"> <li>✓ Flush the toilet after use.</li> <li>✓ The floor should</li> </ul>	<b>The learner;</b> 1.states problems faced by waterborne toilets 2.mentions the ways of maintaining the toilets	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to how the human body works. 2. Reads, internalize and writes texts and questions to relate how the human body works.	Guided discovery  Discussion  Observation	stating problems faced by waterborne toilets mentioning the ways of maintaining the toilets	Awareness Care Appreciation Love Care Problem solving	Chalkboard illustration	Mk integrated science bk 6 pgs. 1.	
5	4	Reproductive system	Growth and development in human	<p><b><u>Growth and development in human beings</u></b></p> <p>a)growth: Is the increase in body weight, size</p>	The learner; 1.describes growth and development 2.states the primary sex characteristics	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates	Guided discovery  Discussion	Pronouncing words related to growth and	Awareness Care Appreciation Love Care	Chalkboard illustration.	Mk int. science bk 6 pgs.186	



				<p>✓ It uses a natural biological process to breakdown human wastes into compost like material.</p> <p><b>Primary sex characteristics</b> These are changes that take place in sex organs e.g. uterus, testes, penis, and ovaries</p> <p><b><u>Primary sex characteristics/puberty changes in</u></b>  <b>a)boys;</b>          ✓ The penis enlarges in size  <b>b)in girls;</b>          ✓ Thickening of the uterus walls.</p>	in boys and girls	es meaning of words related to g		develop ment.	Proble m solving			
5	5		<b>Secon dary sex chara cteristi</b>	<p><b><u>Secondary sex characteristics</u></b> These are changes that involve physical</p>	<b>The learner;</b> 1. Defines secondary sex characteristics .	<b>The learner;</b> 1. Pronounces , spells, reads writes	Guided discovery	Pronoun cing words related to	Aware ness Care Appre ciation	Chalkb oard illustrati on.	Mk int. Scien ce bk 6	

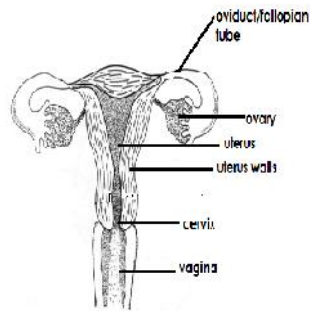
			<p><b>cs</b></p> <p>development of the body.</p> <p><b>NB;</b> Secondary sex characteristics differentiate a grown up woman from a grown up man.</p> <p><b><u>Examples of secondary sex characteristic</u></b></p> <p><b>a)in boys :</b></p> <ul style="list-style-type: none"> <li>✓ The voice deepens and breaks.</li> <li>✓ .</li> </ul> <p><b>b)in girls :</b></p> <ul style="list-style-type: none"> <li>✓ Enlargement of the hips</li> <li>✓ Development of</li> <li>✓ hair</li> </ul>	<p>2. Gives examples of secondary sex characteristics in adolescent boys and girls.</p>	<p>and demonstrates meaning of words related to growth and development.</p> <p>2. Reads, internalize and writes texts and questions to relate to growth and development.</p>	<p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>growth and development.</p>	<p>Love Care Problem solving</p>		<p>pgs. 186</p>	
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5	6		<p><b>Social and emotional changes</b></p>	<p><b>Social and emotional changes</b>  <b>a)Emotional (psychological) changes;</b>  These are changes that take place in the adolescent's mind.</p> <p><b><u>Examples of emotional changes:</u></b>  ✓ Adolescents change the way they view themselves.</p> <p><b>b)social changes:</b>  These are changes related with the way we associate with others.</p> <p><b><u>Examples of social changes:</u></b>  - Attraction to the opposite</p>	<p>The learner;  1.defines emotional changes  2. Gives examples of emotional changes.</p>	<p><b>The learner;</b>  1. Pronounces , spells, reads writes and demonstrates meaning of words related to emotional changes  2. Reads, internalize and writes texts and questions to related to emotional changes</p>	<p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>Pronouncing words related to growth and development.</p>	<p>Awareness  Care Appreciation  Love Care Problem solving</p>		<p>Mk int. science bk 6 pgs. 186</p>	
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6	1		Reproductive organs and cells	<p><b><u>Reproductive organs and cells:</u></b></p> <p><b>Reproduction:</b> Reproduction is the process by which living things multiply in number by producing off springs of their own kind. Human beings undergo sexual reproduction. In animals the male gametes are sperms and female gametes are ova(eggs)</p> <p><b>N</b></p> <p><b><u>Reproductive organs and cells:</u></b></p> <p><b>Reproduction:</b></p>	<p><b>The learner;</b> 1.defines reproduction 2. Draws the structure of male reproductive system.</p>	<p><b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to how the human body works. 2. Reads, internalize and writes texts and questions to relate how the human body works.</p>	<p>Guided discovery</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>defining reproduction Drawing the structure of male reproductive system.</p>	<p>Awareness Care Appreciation Love Care Problem solving</p>	<p>Chalkboard illustration</p>	<p>Mk int. science bk 6 pgs. 186</p>	
6	2		Functions of parts of the male reproductive	<p><b><u>Function of parts of the male reproductive organ</u></b></p> <p><b>1.The testes (testicles);</b> ✓ To manufacture</p>	<p><b>The learner;</b> 1.states the functions of parts of the male reproductive system</p>	<p><b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates</p>	<p>Observation</p> <p>Illustration</p>	<p>stating the functions of parts of the male reproductive</p>	<p>Audibility Critical thinking fluency</p>	<p>Chart showing male reproductive organs</p>	<p>Mk integrated science bk 6 pgs.</p>	

			<b>e syste m</b>	<p>sperms.</p> <ul style="list-style-type: none"> <li>✓ To produce testosterone hormone which controls secondary sex characteristics in males</li> </ul> <p><b>2.The epididymis;</b></p> <ul style="list-style-type: none"> <li>✓ The epididymis stores sperms.</li> </ul> <p><b>3.The scrotum:</b></p> <ul style="list-style-type: none"> <li>✓ The scrotum protects the testes.</li> </ul> <p><b>4.Urinary bladder:</b></p> <ul style="list-style-type: none"> <li>✓ The urinary bladder stores urine.</li> </ul>		<p>es meaning of words related to male reproductive system the</p> <p>2. Reads, internalize and writes texts and questions related to the male reproductive system</p>	<p>Demonstration</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>ctive system</p>			188	
6	3		<b>The female reproductive system</b>	<p><b><u>The female reproductive organ:</u></b></p> <p><b>Structure of the female reproductive organ;</b></p>	<p><b>he learner;</b></p> <p>1.states the functions of parts of the female reproductive system</p>	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrat</p>	<p>Demonstration</p> <p>Discussion</p>	<p>.stating the functions of parts of the female reprodu</p>	<p>Audibility</p> <p>Critical thinking fluency</p>	<p>Chart showing male reproductive organs</p>	<p>Mk integrated science bk 6 pgs.</p>	

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**Functions of parts of a female reproductive organ**

**a)Vagina**

- ✓ It is where sperms are deposited by the penis.
- ✓ It is a birth canal through which a baby passes during birth.

**b)Cervix**

es meaning of words related to female reproductive system the  
2. Reads, internalize and writes texts and questions related to the female reproductive system

Observation

Illustration

Demonstration

ctive system

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6	4	fertilization	<b><u>FERTILISATION IN HUMAN:</u></b> Fertilization is the union of the male and female gametes	<b>The learner;</b> 1.defines fertilization 2.states the types of fertilization	<b>The learner;</b> 1. Pronounces , spells, reads writes and	Discussion  Observati	Pronouncing words related to fertilization	audibility Critical thinking g fluency	Chalkboard illustration	Mk int. science bk 6 pgs.	
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				<p>to form a zygote.</p> <p><b><u>Types of fertilization</u></b></p> <p><b>a)internal fertilization</b> This is the type of fertilization where the nucleus of the male unites with that of the female one inside female's body.</p> <p><b><u>Examples of animals which undergo internal fertilization</u></b> Rats, rabbits, cattle, dogs, cats, human beings etc.</p>		<p>demonstrates meaning of words related to fertilization</p> <p>2. Reads, internalize and writes texts and questions to related</p>	<p>on</p> <p>Illustration</p> <p>Demonstration</p>	n.			189	
6	5		<p><b>Conception and pregnancy</b></p>	<p><b>Conception</b> Conception is a period when a female animal become pregnant.</p> <p><b>Implantation:</b> Implantation is the</p>	<p><b>The learner;</b> 1.defines implantation, conception and pregnancy</p>	<p><b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words</p>	<p>Discussion</p> <p>Observation</p> <p>Illustration</p>	<p>Pronouncing words related to fertilization</p>	<p>audibility</p> <p>Critical thinking</p> <p>fluency</p>	<p>Chalkboard illustration</p>	<p>bk 6</p> <p>pg. 189</p>	

				<p>process where the fertilized ovum (zygote) attaches itself on the uterine lining.</p> <p><b>Pregnancy:</b> Pregnancy is the period in human between fertilization and birth. In man it lasts for 9 months.</p> <p><b><u>Signs of pregnancy</u></b></p> <ul style="list-style-type: none"> <li>✓ Breasts grow bigger.</li> <li>✓ The monthly periods or menstruation month of pregnancy.</li> </ul>		<p>related to how the human body works.</p> <p>2. Reads, internalize and writes texts and questions to relate how the human body works.</p>	Demonstration						
6	6		Human	<b><u>Human foetus in the</u></b>	<b>The learner;</b> 1.draw the	<b>The learner;</b> 1.	Discussion	Pronouncing	audibility	Chart showing	Mk int.		



			<b>foetus in the womb</b>	<u><b>uterus</b></u>  <b>Functions of parts:</b> <b>a)Umbilical cord;</b> ✓ Transport food nutrients and oxygen from the placenta to the <b>b)Placenta;</b>	human foetus in the uterus 2.states the functions of the parts of the foetus	Pronounces , spells, reads writes and demonstrates meaning of words related to foetus 2. Reads, internalize and writes texts and questions to related to foetus s	Observation  Illustration  Demonstration	words related to fertilization	Critical thinking fluency	g the human foetus in the womb	bk 6 pg. 189	
7	1		<b>Reproductive health</b>	<u><b>Reproductive Health</b></u> Reproductive health is the general wellbeing in all matters relating to the reproductive system at all stages of life. <b>Reproductive health is concerned with</b> ✓ Health and	<b>The learner;</b> Describes reproductive health. 2.identifies problems associated with pregnancy	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to teenage pregnancy. 2. Reads,	Discussion  Observation  Illustration  Demonstration	Pronouncing words related to reproductive health.	audibility Critical thinking fluency	Chalkboard illustration	Mk int. science bk 6 pg. 189	

				<p>functioning of the female and male reproductive system.</p> <ul style="list-style-type: none"> <li>✓ Fertility and infertility.</li> <li>✓ Menstruation and menopause.</li> <li>✓ Pregnancy</li> <li>✓ Contraception or family planning</li> </ul>		<p>internalize and writes texts and questions to relate to teenage pregnancy.</p>						
7	2		<p><b>Teenage pregnancy</b></p>	<p><b><u>TEENAGE PREGNANCY</u></b></p> <p>This is the pregnancy that occurs to persons who are below twenty years of age.</p> <p><b><u>Causes of teenage pregnancy</u></b></p> <ul style="list-style-type: none"> <li>✓ Rape</li> <li>✓ Peer influence</li> </ul>	<p><b>The learner</b></p> <p>Defines teenage pregnancy</p>	<p><b>The learner;</b></p> <ol style="list-style-type: none"> <li>1. Pronounces , spells, reads writes and demonstrates meaning of words related to reproductive health.</li> <li>2. Reads,</li> </ol>	<p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>Defining teenage pregnancy</p>	<p>audibility</p> <p>Critical thinking</p> <p>fluency</p>	<p>Chalkboard illustration</p>	<p>Mk int. science bk 6 pgs. 189</p>	

				<ul style="list-style-type: none"><li>✓ Forced early</li></ul> <b><u>Consequences of teenage pregnancy</u></b> <ul style="list-style-type: none"><li>✓ Obstructed labour</li><li>✓ Obstetric fistula</li></ul>		internalize and writes texts and questions related to reproductive health.						
7	3		<b>Care for pregnant women</b>  <b><u>Care for pregnant women</u></b> <ul style="list-style-type: none"><li>✓ Feeding her on a balanced diet.</li><li>✓ Taking her for antenatal care.</li><li>✓ Encouraging her to have physical exercises.</li><li>✓ Helping her with house work.</li></ul> <b><u>Requirements of a pregnant woman</u></b> <ul style="list-style-type: none"><li>✓ She needs appropriate clothing/dressing</li><li>✓ She needs nutrition</li><li>✓ She needs</li></ul>	<b>The learner</b>  1.mentions the ways of caring for pregnant mothers Defines antenatal care.	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to teenage pregnancy. 2. Reads, internalize and writes texts and questions to relate to teenage pregnancy.	Discussion  Observation  Illustration  Demonstration	Pronouncing words related to reproductive health	audibility Critical thinking fluency	Chalkboard illustration	Mk int. science bk 6 pgs. 189		

				<p>enough physical exercises.</p> <ul style="list-style-type: none"> <li>✓ She needs enough rest and sleep.</li> <li>✓ Needs antenatal care.</li> </ul> <p><b>Antenatal care</b>  <b>Antenatal care</b> is the special care giver.</p>								
7	4		<p><b>Common diseases and disorders of the reproductive system</b></p>	<p><b><u>Common diseases and disorders of the reproductive system:</u></b></p> <p><b>Diseases;</b>  Most diseases of the reproductive system are STDs and STI's.  STDs – Sexually Transmitted Diseases.  STI's – Sexually Transmitted Infections</p> <p><b>Examples of STDs and STIs:</b></p>	<p><b>The learner;</b>  Mentions the diseases and disorders of the reproductive system  Gives the signs of gonorrhea.  3.states the ways of preventing gonorrhea</p>	<p><b>The learner;</b>  1. Pronounces , spells, reads writes and demonstrates meaning of words related to disease of the reproductive system  2. Reads, internalize</p>	<p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>Pronouncing words related to common disease and disorders of the reproductive system</p>	<p>audibility  Critical thinking  fluency</p>	<p>Chalkboard illustration</p>	<p>Mk int. science bk 6 pgs. 189</p>	

				<ul style="list-style-type: none"><li>✓ HIV/AIDS</li><li>✓ Gonorrhea</li><li>✓ Syphilis</li><li>✓ Candidiasis</li><li>✓ Genital warts and herpes</li><li>✓ Trichomoniasis.</li></ul>		and writes texts and questions to relate to diseases of the reproductive system.						
7	5		<b>syphilis</b>	<b>Syphilis:</b> Syphilis is caused by bacteria It is spread through unprotected sexual intercourse with an infected person. It can also be spread through blood transfusion.  <b><u>Signs and symptoms of syphilis</u></b> <ul style="list-style-type: none"><li>✓ Painless sores around the genitals and lips, fingers, anus and tongue.</li><li>✓ Syphilis appears</li></ul>	<b>The learner;</b> States the cause of syphilis. 2. Mentions ways of preventing syphilis. 3. Gives the effects of syphilis.	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to disease of the reproductive system 2. Reads, internalize and writes texts and questions to relate to diseases of the	Discussion  Observation  Illustration  Demonstration	Pronouncing words related to common disease and disorders of the reproductive system	audibility Critical thinking fluency	Chalkboard illustration	Mk int. science bk 6	

				<p>as painful rashes on the b.</p> <p><b>Prevention of syphilis:</b></p> <ul style="list-style-type: none"><li>✓ Early treatment if infected.</li><li>✓ Use ABC formula.</li></ul> <p><b>Effects of syphilis:</b></p>		reproductive system.						
7	6		<p><b>Trichomoniasis</b></p> <p><b>c)Trichomoniasis</b> it is caused by protozoa</p> <p><b>signs and symptoms:</b></p> <ul style="list-style-type: none"><li>✓ Smelly discharge from the vagina.</li><li>✓ Itching in the vagina.</li></ul> <p><b>Prevention:</b></p> <ul style="list-style-type: none"><li>✓ Keep the reproductive organs clean.</li><li>✓ Get early treatment.</li></ul> <p><b>d)GENITAL HERPES</b> It is caused by a virus. Small but very painful blisters on the penis, vagina, anus and buttocks.</p>	<p><b>The learner;</b> 1.states the cause of Trichomoniasis States the signs and symptoms of Trichomoniasis</p>	<p><b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to disease of the reproductive system 2. Reads, internalize and writes texts and questions to related to</p>	<p>Observation</p> <p>Illustration</p> <p>Demonstration</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p>	<p>Stating the causes of Trichomoniasis. Stating the signs and symptoms of Trichomoniasis. Pronouncing words related to Trichomoniasis</p>	<p>audibility</p> <p>Critical thinking</p> <p>fluency</p>	<p>Chalkboard illustration</p>	<p>Mk int. science bk 6 pg19 5-196</p>		

**e)CANDIDIASIS**

It is caused by a fungus.  
Itchy discharge with bad smell from the vagina.  
Burning pain when urinating.  
Itching of the penis.  
Sore genital organs.

**Prevention:**

- ✓ Keep the reproductive organs clean.
- ✓ Wash the vagina with warm water and lemon juice in water.

**f)GENITAL WARTS:**

It is caused by virus.

**Signs:**

- ✓ Smelly hard brownish skin grows with rough surfaces appear on the penis, scrotum, vagina or near the anus.

diseases of the reproductive system..

Demonstration

				<b>Control/prevention:</b> <ul style="list-style-type: none"> <li>✓ Get treatment from a health worker.</li> </ul>								
8	1 s s s s			<p><b><u>HIV/AIDS (Acquired Immune Deficiency Syndrome)</u></b></p> <ul style="list-style-type: none"> <li>✓ AIDS is caused by HIV(Human Immunodeficiency Virus)</li> <li>✓ HIV destroys the white blood cells.</li> </ul> <p><b>Common ways through which HIV spreads:</b></p> <ul style="list-style-type: none"> <li>✓ Through having unprotected sex with an infected person.</li> <li>✓ Sharing skin cutting or piercing objects with an infected person.</li> </ul> <p><b><u>Signs and symptoms of AIDS</u></b></p>							Mk int. scien ce bk 6	



				<ul style="list-style-type: none"> <li>✓ Persistent fever</li> <li>✓ Severe diarrhea</li> </ul> <p><b>Prevention</b></p> <ul style="list-style-type: none"> <li>✓ Use the ABC formula.</li> </ul> <p><b>Effects of AIDS on one's body:</b></p> <p>Weakens one's immune system because it attacks and destroys the white blood cells</p>								
8	2		<p><b>disorders of the reproductive system</b></p>	<p><b><u>Disorders to the reproductive system:</u></b></p> <p><b>a) in men;</b></p> <ul style="list-style-type: none"> <li>✓ Low sperm count</li> <li>✓ Abnormal sperms</li> </ul> <p><b>b) in females;</b></p> <ul style="list-style-type: none"> <li>✓ Barrenness</li> <li>✓ Ovarian cysts</li> </ul> <p><b>NB;</b></p> <p><b>Ectopic pregnancy</b> is the type of pregnancy where implantation of the zygote takes place in the oviduct.</p> <p><b>Control and prevention:</b></p>	<p>the learner;</p> <p>1. States the disorders of the male and female reproductive system.</p>	<p><b>The learner;</b></p> <p>1.</p> <p>Pronounces , spells, reads writes and demonstrates meaning of words related to disorders of male and female reproductive system reproductive system</p> <p>2. Reads, internalize</p>	<p>Demonstration</p> <p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>stating the disorders of the male reproductive system stating the disorders of the female reproductive system</p>	<p>audibility</p> <p>Critical thinking fluency</p>	<p>chart showing some disorders of the reproductive system</p>	<p>Mk int. science bk 6 pgs. 201</p>	

				<ul style="list-style-type: none"><li>✓ Personal hygiene</li><li>✓ Seek medical help</li><li>✓ Avoid having many sexual partners</li></ul>		and writes texts and questions to relate to disorders of male and female reproductive system.						
8	3		<b>family planning</b>	<b><u>FAMILY PLANNING</u></b> Family planning is the use of birth control methods to determine when to have or not have a child in the family.  <b><u>Importance of family planning</u></b> <ul style="list-style-type: none"><li>✓ It enables the child to get enough care.</li><li>✓ It prevents a woman from being weakened</li></ul> <b><u>Methods of family planning</u></b>	the learner; 1.describes family planning 2. States the importance of family planning. 3 .mentions natural methods of family planning	<b>The learner;</b> 1. Pronounces , spells, reads writes and demonstrates meaning of words related to family planning. 2. Reads, internalize and writes texts and questions to relate to family planning.	Discussion  Observation  Illustration  Demonstration	describing family planning Stating the importance of family planning .	audibility Critical thinking fluency Problem solving.	Family planning devices like condoms.	Mk int. science bk 6 pgs. 201	

**(contraception)**

Contraception is a process of preventing a woman from becoming pregnant.

**Natural methods:**

- ✓ The withdrawal method
- ✓ The rhythm method

**Artificial methods:**

- ✓ Use of condoms
- ✓ Use of oral contraceptives
- ✓ Use of Norplant

**Permanent methods of birth control:**

- ✓ Vasectomy in men.
- ✓ Tubal ligation in women.

8	4		<p><b>advantages and disadvantages of family planning</b></p>	<p><b><u>Advantages of family planning</u></b></p> <ul style="list-style-type: none"> <li>✓ Enables the parents to produce a child at the time they are ready for it.</li> <li>✓ Enables the parents to produce the number of children they can manage to look after well.</li> </ul> <p><b><u>Disadvantages of family planning</u></b></p> <ul style="list-style-type: none"> <li>✓ Due to pills, some women get swelling of breasts and morning sickness.</li> <li>✓ The use of pills cannot stop sexually transmitted disease</li> </ul>	<p>the learner;</p> <p>1. States the advantages and disadvantages of family planning.</p>	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrates meaning of words related to advantages of family planning</p> <p>2. Reads, internalize and writes texts and questions to relate to advantages of family planning.</p>	<p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>Stating the advantages of family planning .</p>	<p>audibility</p> <p>Critical thinking</p> <p>fluency</p> <p>Problem solving.</p>	<p>chalk board illustration</p>	<p>comprehensive primary school science bk 6 page</p>	
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8	5		<p><b>child spacing</b></p> <p><b><u>CHILD SPACING</u></b>  Child spacing is the provision of adequate time between the births of children in the family  Or  Child spacing is when parents agree to give reasonable time between the births of children in the family.</p> <p><b><u>Advantages of child spacing to the baby</u></b>  ✓ The baby gets enough time to breast feed.</p> <p><b><u>Advantages of child spacing to the mother</u></b>  ✓ Prevents the mother from being worn out by child bearing.</p>	<p>the learner;  1. defines child spacing.  2. Gives advantages of child spacing to a baby.  3. Gives advantages of child spacing to a mother.</p>	<p><b>The learner;</b>  1. Pronounces , spells, reads writes and demonstrates meaning of words related to advantages of child spacing to a mother.  2. Reads, internalize and writes texts and questions to relate to advantages of child spacing.</p>	<p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>defining child spacing  Stating the importance of child spacing.</p>	<p>audibility  Critical thinking  fluency  Problem solving.</p>	<p>chalk board illustration</p>	<p>Mk integrated sci bk6 pgs. 204</p>	
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				<ul style="list-style-type: none"> <li>✓ Enables the mother to get enough time to care and show love to the baby.</li> <li>✓</li> </ul>								
8	6		PIASCY	<p><b>PIASCY:</b> Presidential Initiative on AIDS Strategy for Communication to Youth.</p> <p><b><u>PIASCY messages</u></b></p> <ul style="list-style-type: none"> <li>✓ Virginity is healthy for both boys and girls.</li> <li>✓ religion and stay safer</li> <li>✓ Say no to early marriages</li> <li>✓ Choose to abstain from sex</li> </ul> <p><b><u>Importance of PIASCY messages</u></b></p> <ul style="list-style-type: none"> <li>✓ They create awareness about</li> </ul>	the learner; 1.identifies PIASCY messages 2. Mentions the advantages of PIASCY messages.	<p><b>The learner;</b></p> <p>1. Pronounces , spells, reads writes and demonstrates meaning of words related to PIASCY messages</p> <p>2. Reads, internalize and writes texts and questions to relate to advantages of PIASCY messages.</p>	<p>Discussion</p> <p>Observation</p> <p>Illustration</p> <p>Demonstration</p>	<p>Defining PIASCY message</p> <p>s2.stating PIASCY messages.</p>	<p>audibility</p> <p>Critical thinking care Problem solving.</p>	<p>chart showing PIASCY messages</p>	<p>Mk integrated science bk 6 pgs. 204</p>	

				HIV/AIDS among youth(prevents the spread of HIV/AIDS)								
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