**LESSON DEVELOPMENT ONE**

**MEANING OF ROCK**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(5 minutes)** | Brings a sample of rock and lets the pupils identify the rock. Selects two pupils each from the previous groups. Lets them to go out and pick 5 different of stones and a handful of sand.  | The rock was identify as stones. The pupils selected picked 5 different types of stones and a handful of sand.   | Previous knowledge  |
| **Step 2** **Development** **(5 minutes)** **Grouping** | 1. Groups the pupils into four groups – A, B, C, and D. 2. Guide the pupils to choose a leader and secretary for your group. 3. Gives each group learning materials – sample of stones picked by the pupils and chart of different rocks.  | 1. Belong to a group. 2. Choose their leader and secretary. 3. Received learning materials for their group.  | Pupil’s group, leader and secretary confirmed. |
| **Step 3****Development** **(10 minutes)** | Lets the pupils take two large stones and continuously hit against each other. Lets them collect, filter and feel the smallest pieces of rocks. Guides them to compare with the sand. Lets the pupils understand that rocks are also called stones. The sand are the smallest particles of rocks.  | The Pupils hit the stone against another and collected, filter and feel the smallest pieces of the rocks, compare with the sand. The pupils understand that the sand are rocks. The smallest particles of the rocks.  | Sand and rocks  |
| **Step 4** **Development** **(10 minutes)** | Guides pupils – 1. To separate the rocks picked from blocks. 2. Identify the kind of rocks picked. 3. Separate the rocks according to their colors and lets them state additional color from the chart.4. Leads the pupils to identify different kinds of rock. 4. Separate the stones according to their textures – hard or soft.  | 1. Understand that rocks are also known as stones.2. Separate rocks according to colors – black, grey, brown, yellow, white, etc. 3. Identify granite, marble, sandstone, sand and clay. 4. Granite and marble are hard. Sandstone and sand are loose rocks. Clay is soft when wet and hard when dry.  | Separation of rocks according to colors and textures.  |
| **Step 5****Development****(5 minutes)** | Rocks are everywhere. Lets the pupils identify identity places where rocks found.  | Rocks are found along the road sides, the river banks and stream, construction sites, beach, etc.  |   |
| **Step 6****Conclusion/Evaluation** **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and links it to the next lesson, and asks the key questions.What is rocks? | Pupils listen, ask and answer questions.  |  Conclusion  |