**LESSON DEVELOPMENT FOUR**

**USES OF ACIDS AND BASES**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Ask the pupils – what is the difference between acids and bases? | Acids and bases are chemical substances opposite to each other.  Acids turn blue litmus paper to blue while bases turn red litmus paper to blue. | Linking the Previous knowledge to the new lesson |
| **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. – chart/sample of products made with acids and bases. | 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)** | Guides the groups to identify each product on the chart.  Lets them know that each of the products identified are made with acids and bases. | The groups identified fertilisers, dyes and explosives, cleaning agents, laxatives, soaps, rayon and paper.  The pupils understand products made with acids and bases. | Identify bye product of acids and bases. |
| **Step 4**  **Development**  **(10 minutes)** | Writes the uses of acids and bases –  **Uses of acids**  1. It is used for bodies building – fruits and vitamins.  2. It used for manufacturing fertilizer, dye and explosives.  **Uses of bases**  1. It is used for cleaning.  2. It is used for manufacturing soaps, rayon and paper. | The pupils write the uses of acids and bases and ask relevant questions. | Uses of acids and bases. |
| **Step 5**  **Conclusion**  **(10 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  What are the uses of acids and bases? | Pupils listen, ask and answer questions. | Evaluation and Conclusion |