**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  |