**LESSON DEVELOPMENT TWO**

**MEANING OF TEMPERATURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction – Introductory Activities**  **(5 minutes)** | ***Asks pupils to –***  1. What is heat?  2. Mention 5 importance of heat.  3. State 5 sources of heat. | Heat is a form of energy. It increases the level of hotness of a body.  Heat is used for cooking, frying, drying, melting and molding metal. It is also used by plants.  Sources of heat are the sun, Burning of wood, Electric bulb, Candle, Engine, etc. | Linking the Previous knowledge to the new lesson |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials – warm, hot, cool and cold water. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development – Groups Activities**  **(5 minutes)** | ***Asks pupils the following questions –***  1. Describe the weather when the rain is falling and the sun is shining.  2. Can the weather be hot and cold at the same time?  3. If the weather is cold or hot, what happens to us? | The weather is always cool or cold when the rain is falling and hot or warm when the sun is shining.  The weather cannot be hot and warm at the same time.  Our body will be cold (shriving or (shaking). If the weather is hot, our body will be hot too.  ***Listen to teacher’s comments on hotness or coldness.*** | Atmospheric condition |
| **Step 4**  **Development – Groups Activities**  **(10 minutes)** | 1. Asks pupils if they have ever put a metal spoon in hot soup or hot water and then touch their mouth with the spoon.    2. This is hot or cold. Lets them to confirm the water.  3. Asks what is the different between hot and cold water. | Most of them will raise their hands. | Different between hot and cold water |
| **Step 5**  **Development**  **(10 minutes)** | Asks each group to present their results/solutions so that you can compare responses with those in other groups. | **Presentation** | Group Presentation |
| **Step 6**  **Conclusion**  **(10 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **SUMMARY**  When the weather is hot (warm) or cold (cool), we are referring to temperature. | The learners listen, ask and answer questions.  **KEY QUESTIONS**  What is temperature?  Temperature is how hot or cold a thing is. | Lesson Evaluation and Conclusion |

***Reference book – Primary 5 Basic Science & Technology***