**TEACHER’S NAME: ………………………………………… TSC NO: …………….**

**SCHOOL/INSTITUTION: ……………………………………………**

**FORM: 3 TERM: ……… YEAR……………..**

**NUMBER OF STUDENTS……. SUBJECT: BIOLOGY**

**TOPIC: CLASSIFICATION II**

**SUB-TOPIC: REVIEW OF BINOMIAL NOMENCLATURE.**

**WEEK: …….. LESSON NUMBER: ……..**

**DATE: …….. TIME: ……….**

**OBJECTIVES**: **By the end of the lesson the learner should be able to;**

-Classify common organisms into their main taxonomic units

-Write scientific names of organisms correctly

-List the kingdoms of organisms

LESSON PRESENTATION

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| **TIME** | **CONTENT** | **LEARNING ACTIVITIES** | **RESOURCES** | **REFERENCE** |
| 5 MINUTES | **INTRODUCTION**  Ask questions to test the extent to which the learners remember the binomial nomenclature learnt in form 1. | Discussion.  Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | KLB biology students’ book 1. |
| 30 MINUTES | **BODY DEVELOPMENT**  -Reviewing the work done in classification 1  -Classifying and naming common organisms like maize, beans, domestic dog and jack | -Reviewing the work done in classification 1  -Classifying and naming common organisms like maize, beans, domestic dog and jack | -Local environment  -Potted plant  -Use of preserved specimen of plants and animals | -KLB secondary Biology Students book 3 Page 1-3  -KLB teachers book 3 pages 1-3  -Principles of biology vol. 2 pages 1-4 |
| 5 MINUTES | **CONCLUSION**  Oral evaluation on the sub-topic’s objectives. | Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | -Principles of biology vol. 2 pages 1-4 |

SELF-EVALUATION:­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEACHER’S NAME: ………………………………………… TSC NO: …………….**

**SCHOOL/INSTITUTION: ……………………………………………………**

**FORM: 3 TERM: ……… YEAR……………..**

**NUMBER OF STUDENTS……. SUBJECT: BIOLOGY**

**TOPIC: CLASSIFICATION II**

**SUB-TOPIC: KINGDOM MONERA.**

**WEEK: …….. LESSON NUMBER: ……..**

**DATE: …….. TIME: ……….**

**OBJECTIVES**: **By the end of the lesson the learner should be able to;**

-Describe the general characteristics of Kingdom monera

LESSON PRESENTATION

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| **TIME** | **CONTENT** | **LEARNING ACTIVITIES** | **RESOURCES** | **REFERENCE** |
| 5 MINUTES | **INTRODUCTION**  Give examples of the members of the kingdom monera giving a brief explanation. | Discussion.  Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | -Principles of biology vol. 2 pages 5-6 |
| 30 MINUTES | **BODY DEVELOPMENT**  -Discussion on the general characteristics of Kingdom monera | -Discussion on the general characteristics of Kingdom monera | -Local environment on a typical bacteria cell and different types of bacteria | -KLB secondary Biology Students book 3 Page 3-4  -KLB teachers book 3 pages 12-27  -Principles of biology vol. 2 pages 5-6 |
| 5 MINUTES | **CONCLUSION**  Answering questions from the learners for clarity purposes. | Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | -Principles of biology vol. 2 pages 5-6 |

SELF-EVALUATION:­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEACHER’S NAME: ………………………………………… TSC NO: …………….**

**SCHOOL/INSTITUTION: …………………………………………………………**

**FORM: 3 TERM: ……… YEAR……………..**

**NUMBER OF STUDENTS……. SUBJECT: BIOLOGY**

**TOPIC: CLASSIFICATION II**

**SUB-TOPIC: KINGDOM PROTOCTISTA.**

**WEEK: …….. LESSON NUMBER: ……..**

**DATE: …….. TIME: ……….**

**OBJECTIVES**: **By the end of the lesson the learner should be able to;**

-Describe the general characteristics of Kingdom protoctista.

-Observe, draw and name parts of spirogyra, amoeba, paramecium and euglena.

LESSON PRESENTATION

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| **TIME** | **CONTENT** | **LEARNING ACTIVITIES** | **RESOURCES** | **REFERENCE** |
| 5 MINUTES | **INTRODUCTION**  Ask probing questions leading in the knowledge of the kingdom protoctista. | Discussion.  Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | -KLB secondary Biology Students book 3 Page 4-5 |
| 30 MINUTES | **BODY DEVELOPMENT**  -Describe the general characteristics of Kingdom protoctista.  -Observe, draw and name parts of spirogyra, amoeba, paramecium and euglena. | -Observing, drawing and naming parts of spirogyra, amoeba, paramecium and euglena | -Local environment  -Hand lenses  -Microscope  -Protozoa infusion (cultured) | -KLB secondary Biology Students book 3 Page 4-5  -KLB teachers book 3 pages 12-27  -Principles of biology vol. 2 pages 6-8 |
| 5 MINUTES | **CONCLUSION**  Giving assignment on the sub-topic. | Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | -KLB secondary Biology Students book 3 Page 4-5 |

SELF-EVALUATION:­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEACHER’S NAME: ………………………………………… TSC NO: …………….**

**SCHOOL/INSTITUTION: …………………………………………………………**

**FORM: 3 TERM: ……… YEAR……………..**

**NUMBER OF STUDENTS……. SUBJECT: BIOLOGY**

**TOPIC: CLASSIFICATION II**

**SUB-TOPIC: KINGDOM FUNGI.**

**WEEK: …….. LESSON NUMBER: ……..**

**DATE: …….. TIME: ……….**

**OBJECTIVES**: **By the end of the lesson the learner should be able to;**

-Describe the general characteristics of Kingdom fungi.

-List down all the members of kingdom fungi.

-Draw and name parts of bread mold (mucor), yeast and mushrooms.

LESSON PRESENTATION

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| **TIME** | **CONTENT** | **LEARNING ACTIVITIES** | **RESOURCES** | **REFERENCE** |
| 5 MINUTES | **INTRODUCTION**  Give some examples of the members of the kingdom fungi. | Discussion.  Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | -Principles of biology vol. 2 pages 11-14 |
| 30 MINUTES | **BODY DEVELOPMENT**  -Describe the general characteristics of Kingdom fungi.  -List down all the members of kingdom fungi.  -Draw and name parts of bread mold (mucor), yeast and mushrooms. | -Describing the general characteristics of Kingdom fungi  -Naming and drawing organisms in this kingdom. | -Local environment  -Wall charts on fungi  -Specimen of fungi  -Hand lenses  microscope | -KLB secondary Biology Students book 3 Page 6  -KLB teachers book 3 pages 12-27  -Principles of biology vol. 2 pages 11-14 |
| 5 MINUTES | **CONCLUSION**  Oral evaluation to test the achievement of the sub-topic’s objectives. | Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | -Principles of biology vol. 2 pages 11-14 |

SELF-EVALUATION:­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEACHER’S NAME: ………………………………………… TSC NO: …………….**

**SCHOOL/INSTITUTION: …………………………………………………………**

**FORM: 3 TERM: ……… YEAR……………..**

**NUMBER OF STUDENTS……. SUBJECT: BIOLOGY**

**TOPIC: CLASSIFICATION II**

**SUB-TOPIC: KINGDOM PLANTAE-BRYOPHYTA.**

**WEEK: …….. LESSON NUMBER: ……..**

**DATE: …….. TIME: ……….**

**OBJECTIVES**: **By the end of the lesson the learner should be able to;**

-Describe the main characteristics of kingdom plantae.

-Describe the main characteristics of bryophyte.

LESSON PRESENTATION

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| **TIME** | **CONTENT** | **LEARNING ACTIVITIES** | **RESOURCES** | **REFERENCE** |
| 5 MINUTES | **INTRODUCTION**  Ask probing questions. | Discussion.  Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | -Principles of biology vol. 2 pages 15 |
| 30 MINUTES | **BODY DEVELOPMENT**  -Discussion on the main characteristics of kingdom plantae  -Describing and stating the main characteristics of bryophyta | -Discussion on the main characteristics of kingdom plantae  -Describing and stating the main characteristics of bryophyta | -Local environment  -Wall charts  -Live specimens of moss | -KLB secondary Biology Students book 3 Page 7  -KLB teachers book 3 pages 12-27  -Principles of biology vol. 2 pages 15 |
| 5 MINUTES | **CONCLUSION**  Answering questions from the learners for clarity purposes. | Questions and answers. | -Chalk board/white board.  -A piece of chalk/ marker pen. | -Principles of biology vol. 2 pages 15 |

SELF-EVALUATION:­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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