**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 lensesmicroscope | -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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