

Second Term Basic Science E-Lesson Note

SECOND TERM LESSON PLAN FOR BASIC 2 – BASIC SCIENCE

WEEK: One

CLASS: Basic Two

SUBJECT: Basic Science

TOPIC: Air

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Define wind as air in motion
- ii. Describe the effects of wind on the body

BUILDING A BACKGROUND: Pupils are familiar with air

CONTENT:

AIR

Air is all around us. We can't see it but we can feel it. Wind can be defined as air in motion. It is wind that brings the air that we breathe. So air is very important. Wind can also blow away light objects like paper, nylon, cloth etc. However, when it moves with great force, air in motion could be dangerous

INSTRUCTIONAL MATERIAL: Pieces of paper, gum, plastic bottles etc

REFERENCE MATERIAL: STAN Basic Science and technology

EVALUATION: Pupils are evaluated thus

1. What is wind?
2. Can air be dangerous to us?
3. Why is air important to our body?

Second Term Basic Science E-Lesson Note

WEEK: Two

CLASS: Basic Two

SUBJECT: Basic Science

TOPIC: Objects that float in air

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Observe and identify things that float in the air

BUILDING A BACKGROUND: Pupils are familiar with some objects that float in the air

CONTENT:

FLOATING IN THE AIR

Objects that float in the air are those objects that can easily be carried by air. They include: paper, Nylon, thread, kite etc.



INSTRUCTIONAL MATERIAL: Balloon, old newspaper, thread, gum etc

REFERENCE MATERIAL: STAN Basic Science and technology

EVALUATION: Pupils are evaluated thus

1. Objects that float in air can easily be carried by
2. Mention three objects that can float in air.

Second Term Basic Science E-Lesson Note

WEEK: Three

CLASS: Basic Two

SUBJECT: Basic Science

TOPIC: Making of things that float in air

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Make things that float in the air

BUILDING A BACKGROUND: Pupils are familiar with some objects that float in the air which can be made e.g kite

CONTENT:

MAKING A KITE

Materials needed are: nylon, string, two sticks, scissors and ribbon

STEP 1 : Tie the frame

STEP 2: Tie the frame knot

STEP 3: Cut the sail and tie to the frame

STEP 4: Attach the flying string

STEP 5: Make a ribbon balance

STEP 6: Find wind and fly



INSTRUCTIONAL MATERIAL: nylon, sticks, scissors, ribbon etc

REFERENCE MATERIAL: STAN Basic Science and technology

EVALUATION: Pupils are evaluated thus:

1. Mention two materials used for making kite
2. State each of their uses

Second Term Basic Science E-Lesson Note

WEEK: Four

CLASS: Basic Two

SUBJECT: Basic Science

TOPIC: Water

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Mention at least three sources of water

BUILDING A BACKGROUND: Pupils are familiar with different sources of water

CONTENT:

SOURCES OF WATER

Sources of water include: rain water, well water, tap water, river water, stream water, lake water



INSTRUCTIONAL MATERIAL: Pictures showing some sources

REFERENCE MATERIAL: STAN Basic Science and technology

EVALUATION: Pupils are evaluated thus:

State three sources of water

Second Term Basic Science E-Lesson Note

WEEK: Five

CLASS: Basic Two

SUBJECT: Basic Science

TOPIC: Uses of water

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. State at least four uses of water at home and in the school

BUILDING A BACKGROUND: Pupils use water for different things at home and in the school

CONTENT:

USES OF WATER



INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: STAN Basic Science and technology

EVALUATION: Pupils are evaluated thus:

State three uses of water

Second Term Basic Science E-Lesson Note

WEEK: Six

CLASS: Basic Two

SUBJECT: Basic Science

TOPIC: Qualities of water

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

State the qualities of a good water

BUILDING A BACKGROUND: Pupils are familiar with some qualities of water

CONTENT:

QUALITIES OF WATER

A good water must be colourless, odourless and tasteless, while a dirty water is not pure, smells bad and tastes bad.



INSTRUCTIONAL MATERIAL: Clean water and dirty water

REFERENCE MATERIAL: STAN Basic Science and technology

EVALUATION: Pupils are evaluated thus:

1. State two qualities of a good water
2. State two features of a dirty water

Second Term Basic Science E-Lesson Note

WEEK: Seven

CLASS: Basic Two

SUBJECT: Basic Science

TOPIC: Objects that float in water

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Identify things that float in water
- ii. Demonstrate how to make things that float in water

BUILDING A BACKGROUND: Pupils are familiar with things that float in water

CONTENT:

FLOATING IN WATER

Objects that float in water are those objects that do not go deep down into the water. Examples are balloon, dry wood, tyre, life jacket, boat etc



INSTRUCTIONAL MATERIAL: Balloon, dry wood, meter ruler life jacket etc

REFERENCE MATERIAL: STAN Basic Science and technology

EVALUATION:

1. What are objects that float in water
2. Mention four objects that float in water

Second Term Basic Science E-Lesson Note

WEEK: Eight

CLASS: Basic Two

SUBJECT: Basic Science

TOPIC: Objects that sink in water

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Identify things that sink in water
- ii. Demonstrate how to make things that sink in water

BUILDING A BACKGROUND: Pupils are familiar with

CONTENT:

SINKING IN WATER

When an object sinks, it goes deep down into the water. Most objects that sink are heavy or made of metals. E.g cork, iron, pin, coins, hammer etc



INSTRUCTIONAL MATERIAL: Piece of iron, stone, cork, feather

REFERENCE MATERIAL: STAN Basic Science and technology

EVALUATION:

1. When an object sinks, it
2. Mention four objects that sink in water

Second Term Basic Science E-Lesson Note

WEEK: Nine

CLASS: Basic Two

SUBJECT: Basic Science

TOPIC: Colour

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Identify at least four colours
- ii. Colour objects with various colours

BUILDING A BACKGROUND: Pupils are familiar with different colours

CONTENT:

IDENTIFICATION OF COLOURS



INSTRUCTIONAL MATERIAL: Paper, crayon, colour, dyes, colour pencil

REFERENCE MATERIAL: STAN Basic Science and technology

EVALUATION:

Colour each of the following objects with the appropriate colours

Second Term Basic Science E-Lesson Note

