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| Name of teacher | FR. MICHAEL NNAMANI |
| Date | 9/10/2024 |
| Class | SS1 |
| Subject | GEOGRAPHY | No of contacts/week | 1 |
| Topic | THE EARTH AND OTHER PLANETS | Current contact for the week | 1 |
| Objectives | AT THE END OF THIS CLASS, STUDENTS SHOULD BE ABLE TO: | Evaluation | STUDENTS TO: | Yes | No |
|  | IDENTIFY THE COMPONENTS OF THE SOLAR SYSTEM | NAME THE COMPONENTS OF THE SOLAR SYSTEM |  |  |
|  | MENTION SOME OF THE CHARACTERISTICS OF THE PLANETS | STATE AT LEAST ONE CHARACTERISTIC OF EACH OF THE PLANETS |  |  |
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| Previous Knowledge |  |  |
| PREVIOUSLY, THE STUDENTS WERE EXPOSED TO THE CONCEPT OF THE VILLAGE, TOWN AND LOCAL GOVERNMENT AREA IN AN ATTEMPT TO DESCRIBE THE EARTH WHICH IS ONE OF THE PLANETS  |  |
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| Entry Behavior |  | Time | 5 MINS |
| THE TEACHER ASKS THE STUDENTS TO NAME ANY COMPONENT OF THE SOLAR SYSTEM OR ANY PLANET KNOWN TO THEM. |
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| Set Induction | ON THE BOARD, THE TEACHER DRAWS A CIRCLE REPRESNTING THE SUN. THEN ASKS STUDENTS  | 10 MINS |
| TO NAME ANYTHING THEY KNOW THAT EXIST IN SPACE OR THAT REVOLVES AROUND THE SUN (PLANETS, MOON, ETC) |  |
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| **Exploration** | Teachers role | Students’ role | Teaching technique | Teaching aid | Time | Yes | No |
| GUIDES THE STUDENTS TO MODEL THE SOLAR SYSTEM | MODEL THE SOLAR SYSTEM | ILLUSTRATION | PHOTO OF THE EARTH | 30MINS |  |  |
| USES THE MODEL TO GUIDE THE STUDENTS TO IDENTIFY AND DESCRIBE COMPONENTS OF THE SOLAR SYSTEM | PARTICIPATE IN CLASS DISCUSSIONS |  |  |  |  |  |
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| **Engagement** | Teachers role | Students’ role | Teaching technique | Teaching aid | Time | Yes | No |
| Discussion | LISTS THE PLANETS AND ASKS THE STUDENTS TO IDENTIFY THEM IN THE ORDER OF THEIR CLOSENESS TO THE SUN | MENTION THE PLANETS IN THE ORDER OF THEIR CLOSENESS TO THE SUN (E.G MERCURY, VENUS, EARTH, MARS, ETC) |  |  |  |  | 10 MINS |
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| Application | EXPLAINS TO THE STUDENTS HOW THE SUN SEEMS TO BE THE ULTIMATE SOURCE OF LIGHT TO THE PLANETS | RELATES IT TO THE ACTION OF DAY AND NIGHT WHICH OCCURS DAILY |  |  |  |  | 10 MINS |
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