### SAMPLE LESSON PLAN FOR GAGNE’S THEORY OF LEARNING

Name of the teacher _________________________                                           Date _______________

Name of the School _______________________________                                Duration of the period :40'

Subject : chemistry                                 Topic of the lesson : Air                       sub-topic : air supports burning  Grade 7 (seven )

<table>
<thead>
<tr>
<th>phases</th>
<th>Event</th>
<th>Instruction</th>
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<tbody>
<tr>
<td>Pre-instructional phase</td>
<td>Gain attention</td>
<td>The teacher will greet the students before starting the lesson and will show them video about the burning of materials Intriducing the topic of the lesson</td>
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<td>Infrom objectives</td>
<td>At the end of the lesson, the pupils will be able to: 1. Demonstrate that air supports burning. 2. State other two uses of Air</td>
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<td>Recall pervious knowledge</td>
<td>revising by asking questions from previous lesson about air  a. What is air? b. what are the components of air?</td>
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<td>Instructional phase</td>
<td>Presenting stimulus materials</td>
<td>Asking Children to predict what happens when two charcoal pots of fire used for cooking; one is fanned while the second one is not fanned Presenting TLMs to the students, such as Matches, Candles, beakers/transparent materials</td>
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| Providing learning guidance | Explaining and demonstrating how air supports burning by performing activities
Students will take notes while demonstrating and presenting the activities |
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<td>Eliciting the performance (practice)</td>
<td>Students will be invited to perform and explain the activities demonstrated by the teacher. The teacher supervises the students while they are performing and explaining the activities.</td>
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<td>Post instructional phase</td>
<td>Providing feedback</td>
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| Assessing the performance | Based on the explanation given, asking the students questions about the activity performed
A. What is the importance of air?
B. Which of the two candles burn for a longer time? The candle in the smaller container or larger container? Why? |
| Enhancing retention and transfer | The candle which is covered goes off while the candle left uncovered and covered with a hole continues to burn.
The following questions will be given to the students as a homework
1. Draw the diagrams for burning of candles in different containers and label them
2. Mention uses of air
2. What would you do if the clothes you were wearing caught fire accidentally? |
Procedures

1. Place 3 candles on the desk and light them at the same time.

2. Cover two burning candles with two transparent containers and one with a metrial with holes.
WHAT TO DO:
1. Place four short candles of equal height firmly on top of your desk and label them as A, B, C and D.
2. Light the candles and allow them to burn for some time.
3. Cover two of the burning candles with the transparent containers and one with transparent material with holes, at the same time. Leave one uncovered.
4. Observe what happens and record your findings.