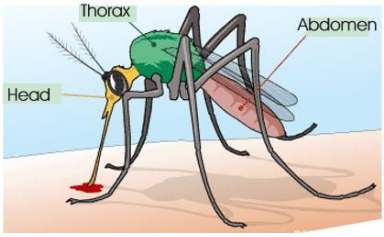
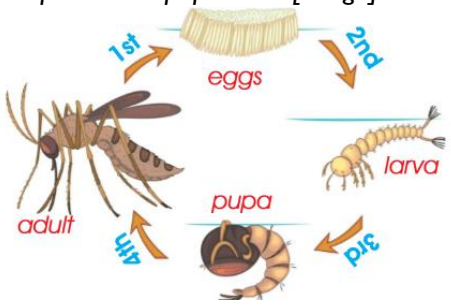
FIRST TERM
WEEKLY LESSON NOTES
WEEK 4

Week Ending: 03-02-2023	**DAY:**	**Subject:** Science
Duration: 100mins		**Strand:** Cycles
Class: B8	**Class Size:**	**Sub Strand:** Life Cycle Of The Anopheles Mosquito

Content Standard: B8.2.2.1 Demonstrate an activity to show the life cycle of the Anopheles mosquito and show how the effects of the mosquito on humans can be managed	**Indicator:** B8.2.2.1.1 Describe the life cycle and economic importance of the Anopheles mosquito	**Lesson:** 1 of 1
Performance Indicator: Learners can describe the life cycle and economic importance of the Anopheles mosquito	**Core Competencies:** DL 5.3: CI 6.8: DL 5.1: CI 6.6:	
References: Science Curriculum Pg. 59		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Ask learners to mention some common insects in their home and why they dislike them. Share learning indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Paste a chart of pictures of common insects on the board. Let learners identify the names of these insects. Have learners relate to these insects and tell which are harmful and not harmful. Brainstorm learners to describe a mosquito. *The mosquito is a parasite that breeds in stagnant water bodies like; chocked gutters ponds bushy, and even in surroundings*  Explain to learners that, most of these species of mosquitoes do not bite humans nor transmit any kind of a disease, but the female anopheles mosquito does. In groups, have learners research on the internet to find more information on the female anopheles mosquito. Example: *The female anopheles mosquito is the vector/carrier of plasmodium which is the causative agent; i.e. causes the disease malaria.* Observe and draw the different stages of the life cycle of the Anopheles mosquito e.g. by breeding the mosquito in a glass jar.	Pictures and Charts

	1. The adult female anopheles mosquito adult lays eggs onto the surface of a stagnant water body. *2. The eggs hatch into larvae in eggs 2-5 days after they are laid.* *3. The larvae grows to become the larvae pupa.* *4. The pupa develops into the pupa adult [imago].*  Guide learners to describe the economic importance of the Anopheles mosquito. Example: *1. Mosquitoes visit flowers for nectar and in the process cause pollination of the flowers of such plants* *2. Mosquitoes help to preserve fossil when their larvae feed on microorganisms such as algae and microbes that speed the decay of organic matter.* *3. Mosquito larvae aquatic food chain by serving as food sources for many predators like fish and birds.* <u>Assessment</u> • Describe the stages in the life cycle of a mosquito • State three economic importance of the Anopheles mosquito	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

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Duration: 100mins		**Strand:** Cycles	
Class: B8	**Class Size:**	**Sub Strand:** Life Cycle Of The Anopheles Mosquito	
Content Standard: B8.2.2.1 Demonstrate an activity to show the life cycle of the Anopheles mosquito and show how the effects of the mosquito on humans can be managed	**Indicator:** B8.2.2.1. 2 Discuss the impact of the Anopheles mosquito on humans and how it can be controlled	**Lesson:** 1 of 1	
Performance Indicator: Learners can discuss the impact of the Anopheles mosquito on humans and how it can be controlled		**Core Competencies:** DL 5.3: CI 6.8: DL 5.1: CI 6.6:	
References: Science Curriculum Pg. 59			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share learning indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Put learners in groups of four. Let them discuss the impact of the female Anopheles mosquito as a vector of plasmodium on humans. Give learners enough time for this activity. Have them present their findings to the whole class for discussion. Example: 1. Mosquitoes cause various diseases in humans and other animals Brainstorm learners to mention some methods to control malaria. • the environmental control method, • the chemical control method • the biological control method • The genetic method. Guide learners to discuss each of the methods of controlling malaria in Ghana. *1. The environmental method of mosquito control involves; the draining of chocked gutters [stagnant/standing water] and the weeding/clearing of bushes in order to destroy the breeding grounds of the female anopheles mosquito.* *2. The chemical method of controlling mosquitoes involves the use of chemicals like; insecticides or pesticides to kill the mosquitoes during the various stages of their development.* *3. The biological method involves the use of the natural enemy mosquito parasite to control its population. For instance, mosquito eating fishes like; Tilapia and Guppies could be introduced into mosquito infested ponds to feed on the mosquito eggs and larvae and thus control their population* 4. *The genetic method involves the breeding [producing] and the release of sterile [infertile] male mosquitoes; i.e. male anopheles mosquitoes into the environment [surroundings].* When the sterile	Pictures and Charts

	male mosquitoes mate with the fertile female mosquitoes, there are no eggs laid. Have learners role play to generate solutions to control malaria in Ghana. <u>Assessment</u> 1. State and explain the methods to control malaria in Ghana. 2. Write two advantages and two disadvantages each for the following; I. the environmental control method, II. the chemical control method III. the biological control method IV. The genetic method	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	