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FORM 3
TERM 1
SUBJECT: CHEMISTRY.
TOPIC 1: GAS LAWS.
TEACHER'S NAME: …… TSC NO: …….

SCHOOL/ INSTITUTION : …….

FORM: 3 TERM: 1 YEAR……..

NUMBER OF STUDENTS……. SUBJECT: CHEMISTRY

TOPIC: GAS LAWS.
SUB-TOPIC: BOYLE'S LAW.
WEEK: …….. LESSON NUMBER: ……..

DATE: …….. TIME: …….

OBJECTIVES: **By the end of the lesson the learner should be able to;**

-State Boyle's law.

-Explain Boyle's law using kinetic theory of matter.

-Represent Boyle's law mathematically and graphically.

-Solve further problems involving Boyle's law.

-Plot and interpret graphs involving pressure and volume of gases.

LESSON PRESENTATION

TIME	CONTENT	LEARNING ACTIVITIES	RESOURCES	REFERENCE
5 MINUTES	**INTRODUCTION** State the Boyle's law.	Discussion. Questions and answers.	-Chalk board/white board. -A piece of chalk/ marker pen.	***K.L.B. BK III*** *PP. 1-5*
30 MINUTES	**BODY DEVELOPMENT** -State Boyle's law. -Explain Boyle's law using kinetic theory of	-State Boyle's law. -Explain Boyle's law using kinetic theory of matter. -Represent Boyle's law	Chart Volume-pressure relationship. Syringes.	***K.L.B. BK III*** *PP. 1-5* ***Longhorn Book III***

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	matter. -Represent Boyle's law mathematically and graphically. -Solve further problems involving Boyle's law. -Plot and interpret graphs involving pressure and volume of gases.	mathematically and graphically. -Solve further problems involving Boyle's law. -Plot and interpret graphs involving pressure and volume of gases.	Calculators. Graph papers.	*PP 1 -8*
5 MINUTES	**CONCLUSION** Giving assignments.	Questions and answers.	-Chalk board/white board. -A piece of chalk/ marker pen.	***K.L.B. BK III*** *PP. 1-5*

SELF-EVALUATION:-

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TEACHER'S NAME: …… TSC NO: …….

SCHOOL/ INSTITUTION : …….

FORM: 3 TERM: 1 YEAR……..

NUMBER OF STUDENTS……. SUBJECT: CHEMISTRY

TOPIC: GAS LAWS.
SUB-TOPIC: CHARLE'S LAW.
WEEK: …….. LESSON NUMBER: ……..

DATE: …….. TIME: …….

OBJECTIVES: **By the end of the lesson the learner should be able to;**

State Charles' law.

Explain Charles' law using kinetic theory of matter.

Convert temperature in degree Celsius to Kelvin and vice-versa.

Express Charles' law with equations.

Give a graphical representation of Charles' law.

Solve numerical problems based on Charles' Law.

LESSON PRESENTATION

TIME	CONTENT	LEARNING ACTIVITIES	RESOURCES	REFERENCE
5 MINUTES	**INTRODUCTION** -State Charles' law.	Discussion. Questions and answers.	-Chalk board/white board. -A piece of chalk/ marker pen.	*Longhorn Book III PP 9-14*
30 MINUTES	**BODY DEVELOPMENT** Teacher demonstration:- To show expansion of air when heated and contraction when	Teacher demonstration:- To show expansion of air when heated and contraction when pressure is constant. Explain increase in	Calculators. Colored water, Glass tube, Warm water, Cork and	***K.L.B.*** ***BK III*** *P. 6-12* *Longhorn Book III PP 9-14*

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	pressure is constant. Explain increase in volume when temperature is raised. Q/A: - relation between volume and temperature, leading to Charles' law. Teacher explains inter-conversion of the units. Students complete a table of temperature in the two units Derive equations from volume and temperature relationship. Exposition: - Teacher exposes a volume-temperature graph and extrapolates it to obtain the absolute temperature. The definition of absolute temperature is exposed. Worked examples. Supervised exercise.	volume when temperature is raised. Q/A: - relation between volume and temperature, leading to Charles' law. Teacher explains inter-conversion of the units. Students complete a table of temperature in the two units Derive equations from volume and temperature relationship. Exposition: - Teacher exposes a volume-temperature graph and extrapolates it to obtain the absolute temperature. The definition of absolute temperature is exposed. Worked examples. Supervised exercise.	Flask.	
5 MINUTES	**CONCLUSION** Giving assignment on the sub-topic.	Questions and answers.	-Chalk board/white board. -A piece of chalk/ marker pen.	*Longhorn Book III PP 9-14*

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SELF-EVALUATION:-

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TEACHER'S NAME: …… TSC NO: …….

SCHOOL/ INSTITUTION : …….

FORM: 3 TERM: 1 YEAR……..

NUMBER OF STUDENTS……. SUBJECT: CHEMISTRY

TOPIC: GAS LAWS.
SUB-TOPIC: COMBINED LAW.
WEEK: …….. LESSON NUMBER: ……..

DATE: …….. TIME: …….

OBJECTIVES: **By the end of the lesson the learner should be able to;**

-Derive the Gas Law.

-Derive the combined gas law equation.

-Solve numerical problems using the equation.

LESSON PRESENTATION

TIME	**CONTENT**	**LEARNING ACTIVITIES**	**RESOURCES**	**REFERENCE**
5 MINUTES	**INTRODUCTION** Explain and deduce a formulae for the combined gas equation.	Discussion. Questions and answers.	-Chalk board/white board. -A piece of chalk/ marker pen.	***K.L.B.*** ***BK III*** *P. 12*
30 MINUTES	**BODY DEVELOPMENT** Q/A: - Combining Boyle's and Charles' Laws. Worked examples.	Q/A: - Combining Boyle's and Charles' Laws. Worked examples.	Calculators.	***K.L.B.*** ***BK III*** *P. 12* *Longhorn Book III PP 14-16*

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5 MINUTES	**CONCLUSION** Oral evaluation on the sub-topic.	Questions and answers.	-Chalk board/white board. -A piece of chalk/ marker pen.	***K.L.B.*** ***BK III*** *P. 12*

SELF-EVALUATION:-

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