**BASIC SCIENCE**

**BASIC SCIENCE AND TECHNOLOGY**

**SECOND TERM**

**WEEK 1**

**PRIMARY 2**

**THEME – UNDERSTANDING BASIC TECHNOLOGY**

**PREVIOUS LESSON –**[**FIRST TERM EXAMINATION**](https://clicksamplenote.com.ng/2019/10/07/first-term-examination-links-for-primary-schools/)

**TOPIC – DRAW OBJECTS OF CHOICE**

**PERFORMANCE OBJECTIVES**

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to draw objects of their interest.

**ENTRY BEHAVIOUR**

**INSTRUCTIONAL MATERIALS**

The teacher will teach the lesson with the aid of chart or picture.

**METHOD OF TEACHING – *Choose a suitable and appropriate methods for the lessons.***

*Note – Irrespective of choosing methods of teaching, always introduce an activities that will arouse pupil’s interest or lead them to the lessons.*

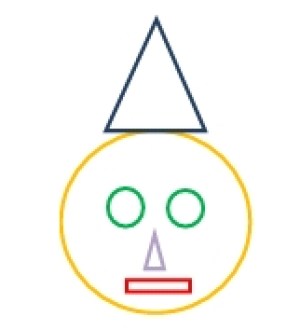
**REFERENCE MATERIALS**

1. Scheme of Work
2. 9 – Years Basic Education Curriculum
3. Course Book
4. All Relevant Material
5. Online Information

**CONTENT OF THE LESSON**

**ACTIVITIES – DRAW OBJECTS OF THEIR INTEREST**





**PRESENTATION**

* To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides pupils to draw objects of their interest.
3. Pupil’s Activities – Draw objects of their interest.

**CONCLUSION**

* To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.
* Next Lesson – [**Mould Objects of Interest with Clay**](https://clicksamplenote.com.ng/2019/11/27/plan-lesson-note-mould-objects-of-interest-with-clay-primary-2/)

**LESSON EVALUATION**

**Pupils to draw objects of their interest.**

**Mould Objects of Interest with Clay (Primary 2)**

**BASIC TECHNOLOGY**

**BASIC SCIENCE AND TECHNOLOGY**

**SECOND TERM**

**WEEK 2**

**PRIMARY 2**

**THEME – UNDERSTANDING BASIC TECHNOLOGY**

**PREVIOUS LESSON –**[**DRAW OBJECTS OF CHOICE**](https://clicksamplenote.com.ng/2019/11/27/plan-lesson-note-draw-an-object-of-choice-primary-2/)

**TOPIC – MOULD OBJECTS OF INTEREST WITH CLAY**

**PERFORMANCE OBJECTIVES**

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to mould object of their interest with clay.

**ENTRY BEHAVIOUR**

Clay pot/cup

**INSTRUCTIONAL MATERIALS**

The teacher will teach the lesson with the aid of:

1. Clay
2. Water

**METHOD OF TEACHING – *Choose a suitable and appropriate methods for the lessons.***

*Note – Irrespective of choosing methods of teaching, always introduce an activities that will arouse pupil’s interest or lead them to the lessons.*

**REFERENCE MATERIALS**

1. Scheme of Work
2. 9 – Years Basic Education Curriculum
3. Course Book
4. All Relevant Material
5. Online Information

**CONTENT OF THE LESSON**

**ACTIVITIES – MOULDING OBJECT DRAW**



**PRESENTATION**

* To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides pupils to mould the object draw.
3. Explains stages of moulding.
4. Pupil’s Activities – Make objects using clay.

**CONCLUSION**

* To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.
* Next Lesson – [**Dry the Objects Moulded**](https://clicksamplenote.com.ng/2019/11/27/plan-lesson-note-dry-the-objects-moulded-primary-2/)

**LESSON EVALUATION**

**Pupils to mould objects of their interest.**

Top of Form

Bottom of Form

**WEEK 3**

**PRIMARY 2**

**THEME – UNDERSTANDING BASIC TECHNOLOGY**

**PREVIOUS LESSON –**[**MOULD OBJECTS OF INTEREST**](https://clicksamplenote.com.ng/2019/11/27/plan-lesson-note-mould-objects-of-interest-with-clay-primary-2/)

**TOPIC – DRY THE OBJECTS MOULDED**

**PERFORMANCE OBJECTIVES**

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to dry the object moulded under the sun.

**ENTRY BEHAVIOUR**

Moulding

**INSTRUCTIONAL MATERIALS**

The teacher will teach the lesson with the aid of:

1. Open field
2. Playground.

**METHOD OF TEACHING – *Choose a suitable and appropriate methods for the lessons.***

*Note – Irrespective of choosing methods of teaching, always introduce an activities that will arouse pupil’s interest or lead them to the lessons.*

**REFERENCE MATERIALS**

1. Scheme of Work
2. 9 – Years Basic Education Curriculum
3. Course Book
4. All Relevant Material
5. Online Information

**CONTENT OF THE LESSON**

**ACTIVITIES – DRYING THE OBJECT MOULDED UNDER THE SUN**



**PRESENTATION**

* To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides pupils to arrange the objects under the sun.
3. Pupil’s Activities – Arrange objects in the sun.
4. Supervises them.
5. Pupil’s Activities – Watch the objects under the sun.

**CONCLUSION**

* To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.
* Next Lesson – [**Heat Objects Moulded with Fire**](https://clicksamplenote.com.ng/2019/11/27/plan-lesson-note-heat-moulded-objects-with-fire-primary-2/)

**LESSON EVALUATION**

**Pupils to dry moulded objects under the sun.**

**WEEK 4**

**PRIMARY 2**

**THEME – UNDERSTANDING BASIC TECHNOLOGY**

**PREVIOUS LESSON –**[**DRY THE OBJECTS MOULDED UNDER THE SUN**](https://clicksamplenote.com.ng/2019/11/27/plan-lesson-note-dry-the-objects-moulded-primary-2/)

**TOPIC – HEAT MOULDED OBJECTS WITH FIRE**

**PERFORMANCE OBJECTIVES**

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to heat the Moulded object with fire.

**ENTRY BEHAVIOUR**

**INSTRUCTIONAL MATERIALS**

The teacher will teach the lesson with the aid of stove and match.

**METHOD OF TEACHING – *Choose a suitable and appropriate methods for the lessons.***

*Note – Irrespective of choosing methods of teaching, always introduce an activities that will arouse pupil’s interest or lead them to the lessons.*

**REFERENCE MATERIALS**

1. Scheme of Work
2. 9 – Years Basic Education Curriculum
3. Course Book
4. All Relevant Material
5. Online Information

**CONTENT OF THE LESSON**

**ACTIVITIES – HEATING MOULDED OBJECTS WITH FIRE**

***Make sure all the pupils are under adequate supervision.***

**PRESENTATION**

* To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides pupils to heat the object with fire.
3. Pupil’s Activities – Heat Moulded object with fire.
4. Supervises their work.

**CONCLUSION**

* To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.
* Next Lesson – [**Exhibit Moulded Objects**](https://clicksamplenote.com.ng/2019/11/27/plan-lesson-note-exhibit-objects-moulded-primary-2/)

**LESSON EVALUATION**

**Pupils to heat Moulded object with fire.**

**WORK BOOK**

**Attempt all the questions**

**WEEK 5**

**PRIMARY 2**

**THEME – UNDERSTANDING BASIC TECHNOLOGY**

**PREVIOUS LESSON –**[**HEAT OBJECTS MOULDED WITH FIRE**](https://clicksamplenote.com.ng/2019/11/27/plan-lesson-note-heat-moulded-objects-with-fire-primary-2/)

**TOPIC – EXHIBIT OBJECTS MOULDED**

**PERFORMANCE OBJECTIVES**

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to show the object moulded.

**ENTRY BEHAVIOUR**

**INSTRUCTIONAL MATERIALS**

The teacher will teach the lesson with the aid of open space for exhibition.

**CONTENT OF THE LESSON**

**ACTIVITIES – EXHIBITION OF OBJECTS MOULDED**



**PRESENTATION**

* To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides pupils to arrange all Moulded object in front of the class.
3. Pupil’s Activities – Arrange moulded object for exhibition.

**CONCLUSION**

* To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.
* Next Lesson – [**Meaning of Energy**](https://clicksamplenote.com.ng/2019/11/28/plan-lesson-note-meaning-of-energy-primary-4/)

**LESSON EVALUATION**

**Pupils to show the object moulded.**

**WEEK 6**

**PRIMARY 2**

**TOPIC – ENERGY**

**PERFORMANCE OBJECTIVES**

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to define energy.

**ENTRY BEHAVIOUR**

**INSTRUCTIONAL MATERIALS**

The teacher will teach the lesson with the aid of:

1. Charts
2. Pictures
3. Textbooks

**CONTENT OF THE LESSON**

**ACTIVITIES 1 – CARRYING THREE TO FOUR OBJECTS OF DIFFERENT SIZES – BUCKETS OF WATER**



***Note the bucket of water they are unable to carry.***

**ACTIVITIES 2 – MEANING OF ENERGY**

***Ask the pupils some questions,***

1. Why are you unable to carry this bucket of water? *Expect response, we don’t have power. Tell the pupils, the power needed to carry this bucket of water is called energy.*
2. Touch light needs \_\_\_\_\_\_\_\_\_\_ to light up. Expected response – batteries. *The batteries are called energy.*
3. Car needs \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ to work – engine and petroleum/fuel. *The engine and petroleum/fuel are called energy.*
4. Television, radio, fridge, etc. need \_\_\_\_\_\_\_\_\_\_ to work – electricity. *The electricity is called energy.*
5. To dry a fish, we need \_\_\_\_\_\_\_\_\_\_ – fire or sun. Fire and sun are called energy.

Teacher’s remark – We need energy to work. Touch light, cars, television, radio, generators, etc. need energy to work.

***Now, ask them – what is energy? Let the pupils define energy and summarize as the ability to do work.***

**PRESENTATION**

* To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides the pupils through different activities that lead to what energy is about.
3. Pupil’s Activities – Listen, ask questions and define energy.

**CONCLUSION**

* To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.
* Next Lesson – [**Forms of Energy**](https://clicksamplenote.com.ng/2019/11/28/forms-of-energy-primary-2/)

**LESSON EVALUATION**

**Pupils to define energy.**

**WEEK 7 – FORMS OF ENERGY**

**WEEK 8 – REPEAT THE ACTIVITIES IN WEEK 7**

**PRIMARY 2**

**THEME – UNDERSTANDING BASIC TECHNOLOGY**

**PREVIOUS LESSON –**[**MEANING OF ENERGY**](https://clicksamplenote.com.ng/2019/11/28/plan-lesson-note-meaning-of-energy-primary-4/)

**TOPIC – FORMS OF ENERGY**

**PERFORMANCE OBJECTIVES**

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to identify different forms of energy.

**ENTRY BEHAVIOUR**

Energy from the sun, electricity, petroleum, fire, etc.

**INSTRUCTIONAL MATERIALS**

The teacher will teach the lesson with the aid of:

1. Chart
2. Pictures

**CONTENT OF THE LESSON**

**ACTIVITIES 1 – WHAT IS ENERGY?**

Energy is the ability to get work done.

**ACTIVITIES 2 – IDENTIFY FORMS OF ENERGY**

1. Cars need \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ to work (Engine and petroleum). *The engine is known as mechanical energy while petroleum is known as chemical energy. Other chemical energy include kerosene, diesel, etc.*
2. To dry a fish, we \_\_\_\_\_\_\_\_\_ (sun or fire). *Sun and fire produced heat called heat energy.*
3. Speaker produce \_\_\_\_\_\_\_\_\_ (Sound). *The sound called sound energy.*
4. Television, radio, etc. need \_\_\_\_\_\_\_\_\_ (Electricity). *The electricity is called electrical energy.*
5. Touch light produce \_\_\_\_\_\_\_\_\_ (Light). The light is called light energy.

**PRESENTATION**

* To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides pupils to identify forms of energy.
3. Pupil’s Activities – Participation in class discussion.

**CONCLUSION**

* To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.
* Next Lesson – [**Source of Energy**](https://clicksamplenote.com.ng/2019/11/29/plan-lesson-note-source-of-energy-primary-2/)

**LESSON EVALUATION**

**Pupils to mention the different forms of energy.**

**WEEK 9**

**PRIMARY 2**

**THEME – UNDERSTANDING BASIC TECHNOLOGY**

**PREVIOUS LESSON –**[**FORMS OF ENERGY**](https://clicksamplenote.com.ng/2019/11/28/forms-of-energy-primary-2/)

**TOPIC – SOURCE OF ENERGY**

**PERFORMANCE OBJECTIVES**

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to mention at least two sources of energy.

**ENTRY BEHAVIOUR**

**INSTRUCTIONAL MATERIALS**

The teacher will teach the lesson with the aid of:

1. Chart
2. Pictures
3. View nature, e.g. sun.

**CONTENT OF THE LESSON**

**ACTIVITIES 1 – STATE 5 FORMS OF ENERGY**

1. Light energy
2. Chemical
3. Electrical energy
4. Solar energy
5. Heat energy

**ACTIVITIES 2 – IDENTIFY AND MENTION SOURCE OF LIGHT, CHEMICAL, ELECTRICAL, SOLAR AND HEAT ENERGY**

***Guide the pupils to identify source of all forms of energy.***

**LIGHT ENERGY**

1. Fire
2. Sun
3. Starsm
4. Mood
5. Battery – touch light
6. Petroleum – generator
7. Electricity
8. Solar
9. Flies
10. Plants and Animals

**CHEMICAL ENERGY**

1. Wood
2. Coal
3. Gasoline – petroleum, diesel, etc.
4. Organic materials

**ELECTRICAL ENERGY**

1. Coal
2. Natural gas
3. Hydroelectric
4. Solar
5. Wind
6. Battery

**SOLAR ENERGY – Sun**

**PRESENTATION**

* To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides the pupils to identify sources of each energy.
3. Pupil’s Activities – Identify the source of each energy.

**CONCLUSION**

* To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.
* Next Lesson – [**Uses of Energy**](https://clicksamplenote.com.ng/2019/11/29/plan-lesson-note-uses-of-energy-primary-2/)

**LESSON EVALUATION**

**Pupils to list two sounds of energy.**

**WEEK 10**

**PRIMARY 2**

**THEME – UNDERSTANDING BASIC TECHNOLOGY**

**PREVIOUS LESSON –**[**FORMS OF ENERGY**](https://clicksamplenote.com.ng/2019/11/28/forms-of-energy-primary-2/)

**TOPIC – USES OF ENERGY**

**PERFORMANCE OBJECTIVES**

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to mention some of the uses of energy.

**ENTRY BEHAVIOUR**

**INSTRUCTIONAL MATERIALS**

The teacher will teach the lesson with the aid of:

1. Chart
2. Pictures
3. View nature, e.g. sun.

**METHOD OF TEACHING – *Choose a suitable and appropriate methods for the lessons.***

*Note – Irrespective of choosing methods of teaching, always introduce an activities that will arouse pupil’s interest or lead them to the lessons.*

**REFERENCE MATERIALS**

1. Scheme of Work
2. 9 – Years Basic Education Curriculum
3. Course Book
4. All Relevant Material
5. Online Information

**CONTENT OF THE LESSON**

**ACTIVITIES 1 – STATE 5 FORMS OF ENERGY**

1. Light energy
2. Chemical energy
3. Electrical energy
4. Mechanical energy
5. Solar energy
6. Heat energy

**ACTIVITIES 2 – IDENTIFY THE**[**USES OF ENERGY**](https://c03.apogee.net/mvc/home/hes/land/el?spc=kids&utilityname=southside)

1. We use energy for lights and appliances. For example – electrical energy, solar energy, etc.
2. We use energy to heat and cool our homes, schools, and businesses.
3. Energy makes our vehicles go, planes fly, boats sail, and machines run. For example, mechanical energy and chemical energy
4. All living things need energy too. For example, organic and heat energy
5. Plants use the light from the sun to grow. For heat and light energy.

**PRESENTATION**

* To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides the pupils to identify the uses of energy.
3. Pupil’s Activities – State the uses of energy.

**CONCLUSION**

* To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.
* Next Lesson – Revision (Week 11) and [**Second Term Examination**](https://clicksamplenote.com.ng/2019/03/14/basic-science-3/) (Week 12)

**LESSON EVALUATION**

**Pupils to mention three uses of energy.**

**BASIC 2**

**SECTION A**

### [*****BASIC SCIENCE*****](https://clicksamplenote.com.ng/2019/03/04/basic-science-2/)

***Choose the correct answer from the options.***

1. Harmful substances damage the tissue

[a] True

[b] false

[c] Maybe

2. Taking drugs when not prescribed by a doctor is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[a] drug good

[b] drug abuse

[c] drug making

3. Plants serve as food for man and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[a] stone

[b] sun

[c] animals

4. All these animals feed on plants except \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[a] lion

[b] sheep

[c] cow

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a plant use for decoration.

[a] Water leaf

[b] Mango leaf

[c] Flower

6. Which of these animals can be found in our school farm?

[a] Tiger

[b] Lion

[c] Earthworm

7. Photosynthesis is a process whereby green plants manufacture their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[a] food

[b] water

[c] soil

8. Are plants living things?

[a] Yes

[b] No

[c] Maybe

9. Plant produces \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for man and animals.

[a] sun

[b] oxygen

[c] oil

10. Snake is a dangerous animal.

[a] Yes

[b] No

[c] Maybe

11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ help in light absorption.

[a] Root

[b] Leaf

[c] Stem

12. All these are parts of plants expect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[a] stem

[b] root

[c] nose

13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ helps to taste food.

[a] Skin

[b] Tongue

[c] Mouth

14. Alcohol is a harmful substance that get into the body through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[a] nose

[b] mouth

[c] skin

15. Plants have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sizes and shapes.

[a] small

[b] different

[c] big

***SECTION B***

***Attempt all questions in this section.***

1. Human is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. List five parts of the human body.

I. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IV. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

V. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. State five parts of human parts

I. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IV. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

V. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Mention five animals in the Locality.

I. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IV. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. List 4 common uses of plants.

I. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IV. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_