**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- responding to different weather conditions Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State different weather conditions
* State ways of responding to different weather conditions
* Respond appropriately to different weather conditions to limit risk to self, others and the environment.  Appreciate differences in weather conditions

**KEY INQUIRY QUESTION (s)**

* What are the different weather conditions?
* How could we respond to different weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Communication and collaboration Imagination and creativity** |      | **Respect Unity**  **integrity** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Real objects e.g. umbrella

Flash cards, video clips, learner’s tablets

Learner’s book page 3

Our lives today environmental activities Teachers guide pg. 2-4

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Ask learner’s what they learnt in Grade one

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Give learner’s time to recite the poem in activity 1 to help them recall what they learnt in grade 1.

***Step 2:*** Take learners outside so that they can do activity 2.

***Step 3:*** Use probing questions to know the observations the learners have of the day’s weather.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer information about the weather condition of the day.

**EXTENSION OF ACTIVITIES**

*Learners to observe pictures of different weather conditions.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- responding to different weather conditions Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State different weather conditions
* State ways of responding to different weather conditions
* Respond appropriately to different weather conditions to limit risk to self, others and the environment.  Appreciate differences in weather conditions

**KEY INQUIRY QUESTION (s)**

* What are the different weather conditions?
* How could we respond to different weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Communication and collaboration Critical thinking** |    | **Respect cooperation** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Real objects e.g. umbrella

Flash cards, video clips, learner’s tablets

Learner’s book page 4-5

Our lives today environmental activities Teachers guide pg. 4-5

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Ask learner’s what they learnt in Grade one

**LESSON DEVELOPMENT (Assessment as learning)**

Guide learners through activity 3 and let them talk about the picture and listen to other’s views.

Guide learners through activity 4 and let learners observe one another and how they are dressed.

Guide learners into discussing their dressing on that day in relation to the weather outside.

Learners to observe pictures of children dressed in the appropriate attire for different weather. (activity 5)

Guide learners to talk about what they wear in different weather conditions.

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer information about the weather condition of the day.

**EXTENSION OF ACTIVITIES**

*Learners to observe pictures of different weather conditions and write a journal.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- responding to different weather conditions Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State different weather conditions
* State ways of responding to different weather conditions
* Respond appropriately to different weather conditions to limit risk to self, others and the environment.  Appreciate differences in weather conditions

**KEY INQUIRY QUESTION (s)**

* What are the different weather conditions?
* How could we respond to different weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Learning to learn** |  | **Respect** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Real objects e.g. umbrella

Flash cards, video clips, learner’s tablets

Learner’s book page 6

Our lives today environmental activities Teachers guide pg. 5

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Ask learner’s what they learnt in Grade one

**LESSON DEVELOPMENT (Assessment as learning)**

Do recap of the previous lesson on how people dress in different weather

Guide learners to look outside and say the weather at the time of the lesson.

Guide learners to come up with activities people can do during such weather conditions.

Learners to observe pictures on page 6. Guide them to identify the activities taking place in the pictures.

Guide learners to talk about what they wear in different weather conditions.

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to suggest activities they carry out during different weather.

**EXTENSION OF ACTIVITIES**

*Learners to observe pictures of different weather conditions and write a journal.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- responding to different weather conditions Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State different weather conditions
* State ways of responding to different weather conditions
* Respond appropriately to different weather conditions to limit risk to self, others and the environment.  Appreciate differences in weather conditions

**KEY INQUIRY QUESTION (s)**

* What are the different weather conditions?
* How could we respond to different weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Digital literacy** |  | **Respect** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Real objects e.g. umbrella

Flash cards, video clips, learner’s tablets

Learner’s book page 7-8

Our lives today environmental activities Teachers guide pg. 5-6

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Ask learner’s questions about what they have worn on this day.

**LESSON DEVELOPMENT (Assessment as learning)**

Ask learners if what they have worn matches the weather condition for that day.

Guide learners to look at the pictures under activity 8. Let them talk about the pictures and say what they see.

Explain to the learners that we need to keep safe from harmful weather

Show learners a video clip on what people in different places do in different weather.

Guide learners to talk about how they should respond to different weather conditions.

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to suggest activities they carry out during different weather.

**EXTENSION OF ACTIVITIES**

*Learners to observe pictures of different weather conditions and write a journal.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- responding to different weather conditions Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State different weather conditions
* State ways of responding to different weather conditions
* Respond appropriately to different weather conditions to limit risk to self, others and the environment.  Appreciate differences in weather conditions

**KEY INQUIRY QUESTION (s)**

* What are the different weather conditions?
* How could we respond to different weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Digital literacy** |  | **Respect** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Real objects e.g. umbrella

Flash cards, video clips, learner’s tablets

Learner’s book page 8

Our lives today environmental activities Teachers guide pg. 6

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Ask learner’s questions about what they have worn on this day.

**LESSON DEVELOPMENT (Assessment as learning)**

Organize learners to perform a small skit on responding to weather

Organize learners into groups one could be rain and the other thunder and others lightning.

The rest of the group to show different responses to the weather conditions of the groups.

Guide learners to talk about what they have learnt.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to suggest activities they carry out during different weather.

**EXTENSION OF ACTIVITIES**

*Learners to engage their parents or guardians and find out about a bad weather event in the community.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- recording weather Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Describe weather conditions at different times of the day
* Draw weather symbols to represent various weather conditions
* Create a weather record using symbols for a period of one week
* Develop interest in recording weather conditions

**KEY INQUIRY QUESTION (s)**

* How is the weather today?
* What symbols are used to record weather conditions?  How could we record weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|      | **Communication and collaboration Critical thinking**  **Problem solving** |  | **Respect** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

A weather chat

Flash cards, learner’s tablets

Learner’s book page 9-11

Our lives today environmental activities Teachers guide pg. 9-11

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Recap on the previous lesson and find out what learners can remember.

***Step 2:*** Guide learners to look at the pictures on page 9 before embarking on activity 11

***Step 3:*** Guide learners to follow the strings in order to identify the names of the weather symbols.

Using flashcards introduce the learners to the weather symbols. Ask learners to draw the symbols in their exercise books.

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to talk about the weather condition of the day.

**EXTENSION OF ACTIVITIES**

*Learners to engage their parents or guardians and find out about a bad weather event in the community.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- recording weather Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Describe weather conditions at different times of the day
* Draw weather symbols to represent various weather conditions
* Create a weather record using symbols for a period of one week
* Develop interest in recording weather conditions

**KEY INQUIRY QUESTION (s)**

* How is the weather today?
* What symbols are used to record weather conditions?  How could we record weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|      | **Communication and collaboration Critical thinking**  **Problem solving** |  | **Respect** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

A weather chat

Flash cards, learner’s tablets

Learner’s book page 9-11

Our lives today environmental activities Teachers guide pg. 11

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Recap on the previous lesson and find out what learners can remember.

***Step 2:*** Organize the learners into groups and let the study Maria’s weather chart on page 10.

***Step 3:*** Guide learners to recall how the weather was in the school the previous week.

Guide learners to draw a blank weather chart in their exercise books

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to talk about the weather condition of the day.

**EXTENSION OF ACTIVITIES**

*Learners to record weather at home with their parents and bring to school the following day.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



*ENVIRONMENT AND ITS RESOURCES* **SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- recording weather Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Describe weather conditions at different times of the day
* Draw weather symbols to represent various weather conditions
* Create a weather record using symbols for a period of one week
* Develop interest in recording weather conditions

**KEY INQUIRY QUESTION (s)**

* How is the weather today?
* What symbols are used to record weather conditions?  How could we record weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|      | **Communication and collaboration Critical thinking**  **Problem solving** |  | **Respect** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

A weather chat

Flash cards, learner’s tablets

Learner’s book page 9-11

Our lives today environmental activities Teachers guide pg. 12

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Give learners an opportunity to present their charts in class.

***Step 2:*** Guide learners to compare their work in groups.

***Step 3:*** Check if the learners have used symbols correctly in their charts. Appreciate the learners for their work.

Guide learners to draw a blank weather chart in their exercise books

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Give learners an exercise

**EXTENSION OF ACTIVITIES**

*Learners to record weather at home with their parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- recording weather Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Describe weather conditions at different times of the day
* Draw weather symbols to represent various weather conditions
* Create a weather record using symbols for a period of one week
* Develop interest in recording weather conditions

**KEY INQUIRY QUESTION (s)**

* How is the weather today?
* What symbols are used to record weather conditions?  How could we record weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Creativity and imagination** |  | **Respect** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

A weather chat

Flash cards, learner’s tablets

Learner’s book page 9-11

Our lives today environmental activities Teachers guide pg. 12

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Organize the learners into groups.

***Step 2:*** Guide learners to do the activity.

***Step 3:*** Learners to display their work in the classroom wall or noticeboard.

***Step 4:*** Guide learners to draw a blank weather chart in their exercise books

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Guide learners to cut out images they have drawn.

**EXTENSION OF ACTIVITIES**

*Learners to record weather at home with their parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- recording weather Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Describe weather conditions at different times of the day
* Draw weather symbols to represent various weather conditions
* Create a weather record using symbols for a period of one week
* Develop interest in recording weather conditions

**KEY INQUIRY QUESTION (s)**

* How is the weather today?
* What symbols are used to record weather conditions?  How could we record weather conditions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Creativity and imagination** |  | **Respect** | **Health education**  **Life skills**  **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

A weather chat

Flash cards, learner’s tablets

Learner’s book page 9-11

Our lives today environmental activities Teachers guide pg. 12

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Organize the learners into groups.

***Step 2:*** Guide learners to do the activity.

***Step 3:*** Learners to display their work in the classroom wall or noticeboard.

***Step 4:*** Guide learners to draw a blank weather chart in their exercise books

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Guide learners to cut out images they have drawn.

**EXTENSION OF ACTIVITIES**

*Learners to record weather at home with their parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- Understanding weather messages Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Interpret weather charts correctly
* Communicate weather messages accurately
* Develop interest in interpreting and communicating weather messages

**KEY INQUIRY QUESTION (s)**

 How could we use symbols to communicate weather messages?  How could we communicate weather messages to others?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Digital literacy** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Televisions, radios, mobile phones and tablet

Video clips of weather forecast

Learner’s book page 12

Our lives today environmental activities Teachers guide pg. 13-15

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of what the learners know about weather symbols and recording weather.

***Step 2:*** Guide learners to form groups. Let them observe the picture on page 12 of the learner’s book.

***Step 3:*** Learners to interpret weather chart as shown on the television If not use a video clip

**SUMMARY**

# Make summary notes/points

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to interpret different weather conditions with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- Understanding weather messages Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Interpret weather charts correctly
* Communicate weather messages accurately
* Develop interest in interpreting and communicating weather messages

**KEY INQUIRY QUESTION (s)**

 How could we use symbols to communicate weather messages?  How could we communicate weather messages to others?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Digital literacy** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Televisions, radios, mobile phones and tablet

Video clips of weather forecast

Learner’s book page 12

Our lives today environmental activities Teachers guide pg. 13-15

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of what the learners know about weather symbols and recording weather.

***Step 2:*** Guide learners to form groups. Let them observe the picture on page 12 of the learner’s book.

***Step 3:*** Learners to interpret weather chart as shown on the television If not use a video clip

**SUMMARY**

# Make summary notes/points

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to interpret different weather conditions with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



*ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- Understanding weather messages Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Interpret weather charts correctly
* Communicate weather messages accurately
* Develop interest in interpreting and communicating weather messages

**KEY INQUIRY QUESTION (s)**

 How could we use symbols to communicate weather messages?  How could we communicate weather messages to others?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Digital literacy** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Televisions, radios, mobile phones and tablet

Video clips of weather forecast

Learner’s book page 13

Our lives today environmental activities Teachers guide pg. 15

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to form groups and let them look at the weather clock and form a story.

***Step 2:*** Guide learners to choose a day and write a story about the weather conditions for that day.

***Step 3:*** Guide learners through the take home activity.

**SUMMARY**

# Make summary notes/points

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to interpret different weather conditions with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- Understanding weather messages Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Interpret weather charts correctly
* Communicate weather messages accurately
* Develop interest in interpreting and communicating weather messages

**KEY INQUIRY QUESTION (s)**

 How could we use symbols to communicate weather messages?  How could we communicate weather messages to others?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Digital literacy** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Televisions, radios, mobile phones and tablet

Video clips of weather forecast

Learner’s book page 13

Our lives today environmental activities Teachers guide pg. 15

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to form groups and let them look at the weather clock and form a story.

***Step 2:*** Guide learners to choose a day and write a story about the weather conditions for that day.

***Step 3:*** Guide learners through the take home activity.

**SUMMARY**

# Make summary notes/points

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to interpret different weather conditions with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather- Understanding weather messages Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Interpret weather charts correctly
* Communicate weather messages accurately
* Develop interest in interpreting and communicating weather messages

**KEY INQUIRY QUESTION (s)**

 How could we use symbols to communicate weather messages?  How could we communicate weather messages to others?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Digital literacy** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Televisions, radios, mobile phones and tablet

Video clips of weather forecast

Learner’s book page 14

Our lives today environmental activities Teachers guide pg. 15

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Give learners time to report back their findings from the take home activity.

***Step 2:*** Guide learners to discuss their findings in groups.

***Step 3:*** Do a summary on weather and find out if the learners can still remember what they learnt from the first topic.

**SUMMARY**

# Make summary notes/points

Give learners time to do the summative exercise on page 14 of the learners book.

**EXTENSION OF ACTIVITIES**

*Learners to interpret different weather conditions with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Storing water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State the importance of storing water at home and school
* Identify ways of storing water in the home and school
* Store water appropriately in the home and school
* Appreciate safe water storage to prevent health risks to self and others

**KEY INQUIRY QUESTION (s)**

* Why do we store water at home and school?
* How do we store water at home and school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Digital literacy** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Real objects, pictures of water containers

Learners tablets, crayons and Coloured pencils

Learner’s book page 15-17

Our lives today environmental activities Teachers guide pg. 18-19

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to observe pictures of the water containers on page 15 of the learner’s book

***Step 2:*** Guide learners as they respond to the questions in activity 1

***Step 3:*** Show learners a video or pictures of other containers that are used to store water. Learners to talk about the video or pictures.

***Step 4:*** Take learners for a walk around the school and observe how water has been stored in school.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to mention other things used to store water

**EXTENSION OF ACTIVITIES**

*Learners to assist their parents to store water safely at home.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Storing water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State the importance of storing water at home and school
* Identify ways of storing water in the home and school
* Store water appropriately in the home and school
* Appreciate safe water storage to prevent health risks to self and others

**KEY INQUIRY QUESTION (s)**

* Why do we store water at home and school?
* How do we store water at home and school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Digital literacy** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Real objects, pictures of water containers

Learners tablets, crayons and Coloured pencils

Learner’s book page 15-17

Our lives today environmental activities Teachers guide pg. 18-19

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to observe pictures of the water containers on page 15 of the learner’s book

***Step 2:*** Guide learners as they respond to the questions in activity 1

***Step 3:*** Show learners a video or pictures of other containers that are used to store water. Learners to talk about the video or pictures.

***Step 4:*** Take learners for a walk around the school and observe how water has been stored in school.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to mention other things used to store water

**EXTENSION OF ACTIVITIES**

*Learners to assist their parents to store water safely at home.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Storing water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State the importance of storing water at home and school
* Identify ways of storing water in the home and school
* Store water appropriately in the home and school
* Appreciate safe water storage to prevent health risks to self and others

**KEY INQUIRY QUESTION (s)**

* Why do we store water at home and school?
* How do we store water at home and school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Critical thinking and problem solving** |  | **responsibility** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Real objects, pictures of water containers

Learners tablets, crayons and Coloured pencils

Learner’s book page 16-17

Our lives today environmental activities Teachers guide pg. 19

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Highlight the various ways of storing water as discussed in the previous lesson

***Step 2:*** Guide learners to read the story as a class and guide them as they respond to the questions in Activity 2

***Step 3:*** Allow learners to read the summary on the importance of storing water on page 17 of the learners book.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Emphasize on the importance of storing water for later use.

**EXTENSION OF ACTIVITIES**

*Learners to assist their parents to store water safely at home.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Storing water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State the importance of storing water at home and school
* Identify ways of storing water in the home and school
* Store water appropriately in the home and school
* Appreciate safe water storage to prevent health risks to self and others

**KEY INQUIRY QUESTION (s)**

* Why do we store water at home and school?
* How do we store water at home and school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Critical thinking and problem solving** |  | **responsibility** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Real objects, pictures of water containers

Learners tablets, crayons and Coloured pencils

Learner’s book page 16-17

Our lives today environmental activities Teachers guide pg. 19

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Highlight the various ways of storing water as discussed in the previous lesson

***Step 2:*** Guide learners to read the story as a class and guide them as they respond to the questions in Activity 2

***Step 3:*** Allow learners to read the summary on the importance of storing water on page 17 of the learners book.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Emphasize on the importance of storing water for later use.

**EXTENSION OF ACTIVITIES**

*Learners to assist their parents to store water safely at home.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Storing water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* State the importance of storing water at home and school
* Identify ways of storing water in the home and school
* Store water appropriately in the home and school
* Appreciate safe water storage to prevent health risks to self and others

**KEY INQUIRY QUESTION (s)**

* Why do we store water at home and school?
* How do we store water at home and school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Critical thinking and problem solving** |  | **responsibility** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, Learners book

Real objects, pictures of water containers

Learners tablets, crayons and Coloured pencils

Learner’s book page 17

Our lives today environmental activities Teachers guide pg. 19

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to draw and show their work to their classmates. Provide them with manila papers and crayons or marker pens.

***Step 2:*** Guide learners to discuss what they think about what their classmates have drawn.

***Step 3:*** Guide learners to put their drawings on the classroom wall or take home and show parents.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Emphasize on the importance of storing water for later use.

**EXTENSION OF ACTIVITIES**

*Learners to be assisted by their parents on the take home section.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Transporting water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* identify different ways of transporting water at home and school
* demonstrate suitable ways of carrying small quantities of water at home and school
* appreciate different means used in transporting water to school and home

**KEY INQUIRY QUESTION (s)**

 How is water transported at home and in school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Learning to learn Digital literacy** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Water, drums

Pictures showing the various ways of storing water

Video clips of the various ways of storing water, learners’ tablet

Learner’s book page 18-20

Our lives today environmental activities Teachers guide pg. 21-23

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to form groups to observe pictures

***Step 2:*** Show learners other pictures of transporting water and let them talk about it.

***Step 3:*** Learners to list all the ways of transporting water that they have learnt.

***Step 4:*** Guide learners on a general discussion about ways of transporting water.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Show learners a video of the various ways of transporting water

**EXTENSION OF ACTIVITIES**

*Learners to walk around the school and identify any means of transporting*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Transporting water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* identify different ways of transporting water at home and school
* demonstrate suitable ways of carrying small quantities of water at home and school
* appreciate different means used in transporting water to school and home

**KEY INQUIRY QUESTION (s)**

 How is water transported at home and in school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Learning to learn Digital literacy** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Water, drums

Pictures showing the various ways of storing water

Video clips of the various ways of storing water, learners’ tablet

Learner’s book page 18-20

Our lives today environmental activities Teachers guide pg. 21-23

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to form groups to observe pictures

***Step 2:*** Show learners other pictures of transporting water and let them talk about it.

***Step 3:*** Learners to list all the ways of transporting water that they have learnt.

***Step 4:*** Guide learners on a general discussion about ways of transporting water.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Show learners a video of the various ways of transporting water

**EXTENSION OF ACTIVITIES**

*Learners to walk around the school and identify any means of transporting*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Transporting water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* identify different ways of transporting water at home and school
* demonstrate suitable ways of carrying small quantities of water at home and school
* appreciate different means used in transporting water to school and home

**KEY INQUIRY QUESTION (s)**

 How is water transported at home and in school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Critical thinking and creativity** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Water, drums

Pictures showing the various ways of storing water

Video clips of the various ways of storing water, learners’ tablet

Learner’s book page 18-20

Our lives today environmental activities Teachers guide pg. 21-23

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Copy the maze on the chalkboard

Guide learners through the maze in groups/pairs.

Guide the learners through finding the path on the maze you drew on the blackboard.

Show learners a video of the various ways of transporting water

**EXTENSION OF ACTIVITIES**

*Learners to walk around the school and identify any means of transporting*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Transporting water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* identify different ways of transporting water at home and school
* demonstrate suitable ways of carrying small quantities of water at home and school
* appreciate different means used in transporting water to school and home

**KEY INQUIRY QUESTION (s)**

 How is water transported at home and in school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Critical thinking and creativity** |    | **Respect Unity** | **Disaster risk education** |

**LEARNING RESOURCES**

Water, drums

Pictures showing the various ways of storing water

Video clips of the various ways of storing water, learners’ tablet

Learner’s book page 18-20

Our lives today environmental activities Teachers guide pg. 23-24

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to develop a rhythm of the poem about appreciation for water.

Guide learners to recite the poem

Learners to present the poem through dramatization.

Show learners a video of the various ways of transporting water

**EXTENSION OF ACTIVITIES**

*Learners to observe the picture with their parents in the take home activity.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Water- Transporting water Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* identify different ways of transporting water at home and school
* demonstrate suitable ways of carrying small quantities of water at home and school
* appreciate different means used in transporting water to school and home

**KEY INQUIRY QUESTION (s)**

 How is water transported at home and in school?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Communication and collaboration** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Water, drums

Pictures showing the various ways of storing water

Video clips of the various ways of storing water, learners’ tablet

Learner’s book page 18-20

Our lives today environmental activities Teachers guide pg. 24

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Allow learners to share their home discussion in class Use probing questions to find out what learners can remember

Learners to answer the questions in the exercise.

Collect and mark learners exercise books

**EXTENSION OF ACTIVITIES**

*Learners to observe the picture with their parents in the take home activity.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Communication and collaboration** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 21

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Find out what learners can remember by asking questions on what they learnt in Grade one.

***Step 2:***

***Step 3:***

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Communication and collaboration** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 21

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Find out what learners can remember by asking questions on what they learnt in Grade one.

***Step 2:***

***Step 3:***

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Communication and collaboration** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 21

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Find out what learners can remember by asking questions on what they learnt in Grade one.

***Step 2:***

***Step 3:***

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 22

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

Do recap with the learners on what they have learnt about in the previous lesson.

Guide learners to an area where they will do the practical

Demonstrate to learners how to make a soil ball

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to transfer the soil balls to the class learning area

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 22

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

Do recap with the learners on what they have learnt about in the previous lesson.

Guide learners to an area where they will do the practical

Demonstrate to learners how to make a soil ball

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to transfer the soil balls to the class learning area

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 22

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

Do recap with the learners on what they have learnt about in the previous lesson.

Guide learners to an area where they will do the practical

Demonstrate to learners how to make a soil ball

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



*ENVIRONMENT AND ITS RESOURCES* **SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 22

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

Do recap with the learners on what they have learnt about in the previous lesson.

Guide learners to an area where they will do the practical

Demonstrate to learners how to make a soil ball

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



*ENVIRONMENT AND ITS RESOURCES* **SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 22

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

Do recap with the learners on what they have learnt about in the previous lesson.

Guide learners to an area where they will do the practical

Demonstrate to learners how to make a soil ball

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



*ENVIRONMENT AND ITS RESOURCES* **SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 23-24

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

Do recap with the learners on what they have learnt about in the previous lesson.

Guide learners to an area where they will do the practical

Demonstrate to learners how to make the soil ribbons

Learners in groups to make soil ribbons and put them on a flat surface

Learners to observe safety measures

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to transfer the soil balls to the class learning area

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 23-24

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

Do recap with the learners on what they have learnt about in the previous lesson.

Guide learners to an area where they will do the practical

Demonstrate to learners how to make the soil ribbons

Learners in groups to make soil ribbons and put them on a flat surface

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to transfer the soil balls to the class learning area

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 23-24

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

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**CONCLUSION (Assessment of Learning)**

Learners to transfer the soil balls to the class learning area

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



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* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 23-24

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

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Do recap with the learners on what they have learnt about in the previous lesson.

Guide learners to an area where they will do the practical

Demonstrate to learners how to make the soil ribbons

Learners in groups to make soil ribbons and put them on a flat surface

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to transfer the soil balls to the class learning area

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

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**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|      | **Critical thinking and problem solving Digital literacy**  **Self-efficacy** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 23-24

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

Do recap with the learners on what they have learnt about in the previous lesson.

Guide learners to an area where they will do the practical

Demonstrate to learners how to make the soil ribbons

Learners in groups to make soil ribbons and put them on a flat surface

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to transfer the soil balls to the class learning area

**EXTENSION OF ACTIVITIES**

*Learners to play with soil for fun*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Creativity**  **Communication skills** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 24

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do recap with the learners on what they have learnt about in the previous lesson.

***Step 2:*** Explain to learners the soil that is best for modelling

***Step 3:*** Learners to read the words of the poem under fun spot and come up with a tune for the poem. ***Step 4:*** Guide learners to recite the poem

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to play with soil for fun.

**EXTENSION OF ACTIVITIES**

*Learners to observe the use of soil around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring soil Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Model objects with different types of soil
* Determine the soil that makes long smooth ribbons
* Appreciate different types of soil In the immediate environment

**KEY INQUIRY QUESTION (s)**

* What objects could we make with soil?
* Which type of soil makes good ribbons?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Creativity**  **Communication skills** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Local environment

Soil, water, containers

Pictures of types of soil, flash cards

Soap and water for washing hands, manila papers

Learner’s book page 25

Our lives today environmental activities Teachers guide pg. 26-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do recap with the learners on what they have learnt about in the previous lesson.

***Step 2:*** summarize the topic by referring learners to the pictures or actual soil samples.

***Step 3:*** Guide learners through the summative exercise.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to play with soil for fun.

**EXTENSION OF ACTIVITIES**

*Learners to observe the use of soil around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Learning to learn** |    | **Respect Unity** | **Citizenship** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do recap with the learners on what they have learnt about in the previous Grade.

***Step 2:*** Guide learners to observe pictures in the learner’s book and let them talk about them

***Step 3:*** Ask learners to read out the parts. Write the names of the parts of a plant as the learners read them out.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to go out and collect some plants so that they can study it.

**EXTENSION OF ACTIVITIES**

*Learners to observe different plants around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Self-efficacy** |  | **responsibility** | **Disaster risk education** |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learner through precautionary measures while exploring plants.

Guide learners as they pick the plants

Back to class learners to draw and name the parts of the plant.

Learners to keep the plants safely for the next lesson.

Learners to go out and collect some plants so that they can study it.

**EXTENSION OF ACTIVITIES**

*Learners to observe different plants around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Self-efficacy** |  | **responsibility** | **Disaster risk education** |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learner through precautionary measures while exploring plants.

Guide learners as they pick the plants

Back to class learners to draw and name the parts of the plant.

Learners to keep the plants safely for the next lesson.

Learners to go out and collect some plants so that they can study it.

**EXTENSION OF ACTIVITIES**

*Learners to observe different plants around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Learning to learn Creativity** |  | **Respect** | **Environmental awareness** |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson

Organize learners in groups and let them get the plants from the learning area.

Guide learners to observe and draw roots as instructed

Learners to observe safety measure e.g. washing hands

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe different plants around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



*ENVIRONMENT AND ITS RESOURCES* **SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Learning to learn Creativity** |  | **Respect** | **Environmental awareness** |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

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**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

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***Step 1:*** Do a recap of the previous lesson

Organize learners in groups and let them get the plants from the learning area.

Guide learners to observe and draw roots as instructed

Learners to observe safety measure e.g. washing hands

*to observe different plants around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



*ENVIRONMENT AND ITS RESOURCES* **SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

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* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Communication and collaboration**  **Digital literacy** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners as they go for the nature walks

***Step 2:*** Learners to read and understand the steps provided in the learners book

***Step 3:*** Guide learners to make observations in the environment.

*to observe different plants around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



*ENVIRONMENT AND ITS RESOURCES* **SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

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**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Communication and collaboration**  **Digital literacy** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

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**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners as they go for the nature walks

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***Step 3:*** Guide learners to make observations in the environment.

*to observe different plants around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

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**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Communication and collaboration**  **Digital literacy** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners as they go for the nature walks

***Step 2:***

***Step 3:***

**EXTENSION OF ACTIVITIES**

*Learners*

**REFLECTION ON THE LESSON/SELF**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

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* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Communication and collaboration**  **Digital literacy** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners as they go for the nature walks

***Step 2:***

***Step 3:***

**EXTENSION OF ACTIVITIES**

*Learners*

**REFLECTION ON THE LESSON/SELF**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

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* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Communication and collaboration**  **Digital literacy** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

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**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners as they go for the nature walks

***Step 2:***

***Step 3:***

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners*

**REFLECTION ON THE LESSON/SELF**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Communication and collaboration**  **Digital literacy** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners as they go for the nature walks

***Step 2:***

***Step 3:***

***Step 4:***

**SUMMARY**

# Make summary notes/points



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Communication and collaboration**  **Digital literacy** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners as they go for the nature walks



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|    | **Communication and collaboration**  **Digital literacy** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners as they go for the nature walks

Learners to read and understand the steps provided in the learners book Guide learners to make observations in the environment.

Guide learners to draw and discuss about what they have observed



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Creativity and imagination** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to do as instructed in the learners book and get leaves from the local environment.

Learners to observe safety precautions as they collect the leaves

Provide learners with the necessary materials they require

Guide learners to make their scrapbooks and show their classmates.



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Exploring parts of Plants Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify parts of a plant
* Draw different parts of a plant from the immediate environment  Show interest in parts of a plant for learning and enjoyment.

**KEY INQUIRY QUESTION (s)**

 What are the different parts of a plant?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Creativity and imagination** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Real plants, photographs

Crayons and Coloured pencils

Learners’ tablets

Learner’s book page 26-31

Our lives today environmental activities Teachers guide pg. 33-37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to do as instructed in the learners book and get leaves from the local environment.

***Step 2:*** Learners to observe safety precautions as they collect the leaves

***Step 3:*** Provide learners with the necessary materials they require

***Step 4:*** Guide learners to make their scrapbooks and show their classmates.

***Step 5:*** Allow learner’s to share what they drew and guide learners to do the summative exercise.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe different plants around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-categorizing animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Recognize animals in the immediate environment
* Categorize different animals in the environment
* Appreciate different animals in the environment

**KEY INQUIRY QUESTION (s)**

* What animals are found in the immediate environment?
* How could we categorize animals in the immediate environment?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|        | **Creativity and imagination**  **Self-efficacy**  **Communication skills**  **Learning to learn** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Flash cards, modelling materials such as clay, paper or Plascticine

Learner’s book page 32-36

Our lives today environmental activities Teachers guide pg. 39-43

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to remember what they learnt about animals in the previous grade.

***Step 2:*** Guide learners to write the names of the animals as they mention.

***Step 3:*** Learners to compare the names mentioned and the ones on the pictures of the learner’s book.

***Step 4:*** Guide learners to learn the words of the poem and recite it as a class.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe different animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-categorizing animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Recognize animals in the immediate environment
* Categorize different animals in the environment
* Appreciate different animals in the environment

**KEY INQUIRY QUESTION (s)**

* What animals are found in the immediate environment?
* How could we categorize animals in the immediate environment?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|        | **Creativity and imagination**  **Self-efficacy**  **Communication skills**  **Learning to learn** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Flash cards, modelling materials such as clay, paper or Plascticine

Learner’s book page 32-36

Our lives today environmental activities Teachers guide pg. 39-43

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Explain to the learners the concept of size before they start answering the questions in activity 2.

***Step 2:*** Guide learners through the activity

***Step 3:*** As the learners name the big and small animals use a table to separate them.

***Step 4:*** Allow learners to give names of animals in their local language if they do not know in English.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe different animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-categorizing animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Recognize animals in the immediate environment
* Categorize different animals in the environment
* Appreciate different animals in the environment

**KEY INQUIRY QUESTION (s)**

* What animals are found in the immediate environment?
* How could we categorize animals in the immediate environment?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Learning to learn** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Flash cards, modelling materials such as clay, paper or Plascticine

Learner’s book page 32-36

Our lives today environmental activities Teachers guide pg. 39-43

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Explain to the learners what domestic and wild animals are. Use local examples.

***Step 2:*** Guide learners to study the pictures in the learners’ book and fill the blank spaces as instructed in activity 3.

***Step 3:*** Ask learners to name other wild and domestic animals.

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe different animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-categorizing animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Recognize animals in the immediate environment
* Categorize different animals in the environment
* Appreciate different animals in the environment

**KEY INQUIRY QUESTION (s)**

* What animals are found in the immediate environment?
* How could we categorize animals in the immediate environment?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Learning to learn** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Flash cards, modelling materials such as clay, paper or Plascticine

Learner’s book page 32-36

Our lives today environmental activities Teachers guide pg. 39-43

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Explain to the learners what harmful and non-harmful

***Step 2:*** Mention ways in which animals cause harm

***Step 3:*** Guide learners to mention some harmful animals

*to observe different animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-categorizing animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Recognize animals in the immediate environment
* Categorize different animals in the environment
* Appreciate different animals in the environment

**KEY INQUIRY QUESTION (s)**

* What animals are found in the immediate environment?
* How could we categorize animals in the immediate environment?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** |  | **PCIs** |
|  | **Learning to learn** |      | **Love**  **Unity**  **Responsibility** | **ESD** |  |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Flash cards, modelling materials such as clay, paper or Plascticine

Learner’s book page 32-36

Our lives today environmental activities Teachers guide pg. 39-43

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to model animals they saw during activity 5

***Step 2:*** Play the song Old Macdonald had a farm and ask learners to listen carefully

***Step 3:*** Guide learners to learn and sing the song in class.

*to observe different animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-safety when handling animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify possible dangers when handling animals
* Practice safety measures when handling animals
* Appreciate the importance of safety when dealing with animals to avoid risk to self, others and the animals.

**KEY INQUIRY QUESTION (s)**

 How could we protect ourselves from harm when handling animals?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Learning to learn** |  | **Responsibility** | **Safety and security** |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Video clips of ways of handling animals safely

Learner’s book page 37-42

Our lives today environmental activities Teachers guide pg. 44-47

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to discuss about domestic animals.

***Step 2:*** Guide learners to form groups and do activity 6 by choosing one person in the group to read aloud what they have written

***Step 3:*** Learners to do activity 7 and discuss what mother hen will do.

***Step 4:*** Emphasize to learners that they should not do things that can make animals at home to hurt us.

**SUMMARY**

# Make summary notes/points

*to observe safety measures when handling animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-safety when handling animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify possible dangers when handling animals
* Practice safety measures when handling animals
* Appreciate the importance of safety when dealing with animals to avoid risk to self, others and the animals.

**KEY INQUIRY QUESTION (s)**

 How could we protect ourselves from harm when handling animals?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Learning to learn** |  | **Respect** | **Safety and security** |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Video clips of ways of handling animals safely

Learner’s book page 37-42

Our lives today environmental activities Teachers guide pg. 44-47

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to share their experience on how they treat animals at home.

***Step 2:*** Guide learners to tell stories as others listen.

***Step 3:*** Explain to learners that they should treat animals with respect.

***Step 4:*** Organize learners in groups and let them read Juma’s story in activity 9

**SUMMARY**

# Make summary notes/points

Learners to always wash their hands after touching animals

**EXTENSION OF ACTIVITIES**

*Learners to observe safety measures when handling animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-safety when handling animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify possible dangers when handling animals
* Practice safety measures when handling animals
* Appreciate the importance of safety when dealing with animals to avoid risk to self, others and the animals.

**KEY INQUIRY QUESTION (s)**

 How could we protect ourselves from harm when handling animals?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Learning to learn Digital literacy** |  | **Respect** | **Safety and security Life skills** |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Video clips of ways of handling animals safely

Learner’s book page 37-42

Our lives today environmental activities Teachers guide pg. 44-47

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to observe the two pictures of animals and discuss them

***Step 2:*** Show learners videos of various ways of handling animals safely. Learners to talk about the video.

***Step 3:*** Learners to discuss ways they handle animals safely at home.

**SUMMARY**

# Make summary notes/points

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe safety measures when handling animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-safety when handling animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify possible dangers when handling animals
* Practice safety measures when handling animals
* Appreciate the importance of safety when dealing with animals to avoid risk to self, others and the animals.

**KEY INQUIRY QUESTION (s)**

 How could we protect ourselves from harm when handling animals?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|      | **Critical thinking Creativity and imagination Problem solving** |    | **Respect Unity** | **Safety and security Life skills** |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Video clips of ways of handling animals safely

Learner’s book page 37-42

Our lives today environmental activities Teachers guide pg. 44-47

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners to study the poster that Amina and her friends made. Ask them to make observations about the poster.

***Step 2:*** Give learners materials for making posters and guide them through the process.

***Step 3:*** Learners to display their work on the classroom wall or noticeboard.

***Step 4:*** Guide learners to share their experiences about the activity.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe safety measures when handling animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Animals-safety when handling animals Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify possible dangers when handling animals
* Practice safety measures when handling animals
* Appreciate the importance of safety when dealing with animals to avoid risk to self, others and the animals.

**KEY INQUIRY QUESTION (s)**

 How could we protect ourselves from harm when handling animals?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|      | **Critical thinking Creativity and imagination Problem solving** |    | **Respect Unity** | **Safety and security Life skills** |

**LEARNING RESOURCES**

Pictures of the different types of animals, real animals

Photographs, resource person

Video clips of ways of handling animals safely

Learner’s book page 37-42

Our lives today environmental activities Teachers guide pg. 44-47

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners to mention ways of keeping safe when handling animals

***Step 2:*** Choose a few learners to demonstrate how to hold a cat safely. Guide them accordingly

***Step 3:*** Guide learners to do the summative exercise

***Step 4:*** Guide learners through the take home exercise

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe safety measures when handling animals around the village with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Sources of light Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify different sources of light in the environment
* Produce light using different objects for enjoyment
* Develop interest in using light energy appropriately

**KEY INQUIRY QUESTION (s)**

 What are the sources of light?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Creativity and imagination**  **Communication and collaboration** |      | **Respect**  **Unity**  **Responsibility** | **Safety and security**  **Disaster risk education** |

**LEARNING RESOURCES**

Dictionary, charts

Local environment, pictures

Real objects such as a torch, candle, lamp

Video clips of sources of light

Learner’s book page 43-57

Our lives today environmental activities Teachers guide pg. 50-55

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of what the learners learnt in Grade one.

***Step 2:*** Introduce the concept of light to the learners by using the sun and the moon as they already know about them

***Step 3:*** Guide learners to observe the pictures on the learner’s book page 43. Learners to attempt activity 1 ***Step 4:*** Guide learners as they do activity 2. Allow them to study the puzzle.

***Step 5:*** After they have filled the puzzle learners to talk about other things that give them light.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to study what gives them light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



*ENVIRONMENT AND ITS RESOURCES* **SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Sources of light Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify different sources of light in the environment
* Produce light using different objects for enjoyment
* Develop interest in using light energy appropriately

**KEY INQUIRY QUESTION (s)**

 What are the sources of light?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|      | **Creativity and imagination**  **Communication and collaboration Learning to learn** |        | **Respect**  **Unity**  **Responsibility cooperation** | **Safety and security**  **Disaster risk education** |

**LEARNING RESOURCES**

Dictionary, charts

Local environment, pictures

Real objects such as a torch, candle, lamp

Video clips of sources of light

Learner’s book page 43-57

Our lives today environmental activities Teachers guide pg. 50-55

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do activity 3 and let learners to observe as you produce light using a candle.

***Step 2:*** Guide learners to make observations including saying things you are using.

***Step 3:*** Guide learners to repeat the activity but under guidance. Blow off the candle after the activity.

***Step 4:*** Repeat the steps using a torch and battery

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to study what gives them light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Sources of light Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify different sources of light in the environment
* Produce light using different objects for enjoyment
* Develop interest in using light energy appropriately

**KEY INQUIRY QUESTION (s)**

 What are the sources of light?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|      | **Creativity and imagination**  **Communication and collaboration Learning to learn** |        | **Respect**  **Unity**  **Responsibility cooperation** | **Safety and security**  **Disaster risk education** |

**LEARNING RESOURCES**

Dictionary, charts

Local environment, pictures

Real objects such as a torch, candle, lamp

Video clips of sources of light

Learner’s book page 43-57

Our lives today environmental activities Teachers guide pg. 50-55

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Ask the learners to identify the switch and the bulb in the classroom

***Step 2:*** Demonstrate to the learners how to switch the light on and off. Learners to observe what happens to bulb as you turn the switch on and off.

***Step 3:*** Guide learners to practice switching the light on and off.

***Step 4:*** Let learners learn the words of the song and sing it in class. If time is limited you can play them the audio or video song.

***Step 5:*** Learners to read the sentences on page 47 of the learner’s book as a class.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to study what gives them light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Forming shadows Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Explain how shadows are formed in presence of light
* Manipulate objects to form shadows in presence of light for enjoyment
* Categorize objects into those that can form shadows and those that cannot in presence of light.

**KEY INQUIRY QUESTION (s)**

* How are shadows formed?
* What objects form shadows?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Communication and collaboration Learning to learn** |    | **Respect Unity** | **Safety and security**  **Disaster risk education** |

**LEARNING RESOURCES**

Dictionary, charts

Local environment, pictures, flash cards

Real objects such as bottles, sticks, desks

Sources of light such as a torch, sun or candle

Learner’s book page 43-57

Our lives today environmental activities Teachers guide pg. 56-61

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do recap of the previous lesson.

***Step 2:*** Learners to observe the picture on page 49 of the learner’s book

***Step 3:*** Using the picture and the text provided introduce the learners to the concept of shadow.

***Step 4:*** Guide learners to form groups and go outside the classroom to do activity 7

***Step 5:*** Learners to talk and write about the shadows they have observed

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to study what gives them light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Forming shadows Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Explain how shadows are formed in presence of light
* Manipulate objects to form shadows in presence of light for enjoyment
* Categorize objects into those that can form shadows and those that cannot in presence of light.

**KEY INQUIRY QUESTION (s)**

* How are shadows formed?
* What objects form shadows?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Creativity and imagination** |      | **Respect Unity love** | **Safety and security**  **Disaster risk education** |

**LEARNING RESOURCES**

Dictionary, charts

Local environment, pictures, flash cards

Real objects such as bottles, sticks, desks

Sources of light such as a torch, sun or candle

Learner’s book page 43-57

Our lives today environmental activities Teachers guide pg. 56-61

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Take learners out of the classroom and guide them to stand in different positions and ask them questions.

***Step 2:*** Guide learners to make a circle and hold hands. Let them stretch, jump. Learners to observe their shadows

***Step 3:*** Take learners to an area where the ground is bare, Using sticks, guide them to make objects that can stand upright on the ground.

***Step 4:*** Guide learners to trace the shadows of the objects on the ground using their fingers.

***Step 5:*** Learners to discuss about the activities.

**SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to study what gives them light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Forming shadows Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Explain how shadows are formed in presence of light
* Manipulate objects to form shadows in presence of light for enjoyment
* Categorize objects into those that can form shadows and those that cannot in presence of light.

**KEY INQUIRY QUESTION (s)**

* How are shadows formed?
* What objects form shadows?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Creativity and imagination Learning to learn** |    | **Respect Unity** | **Safety and security**  **Disaster risk education** |

**LEARNING RESOURCES**

Dictionary, charts

Local environment, pictures, flash cards

Real objects such as bottles, sticks, desks

Sources of light such as a torch, sun or candle

Learner’s book page 43-57

Our lives today environmental activities Teachers guide pg. 56-61

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Demonstrate activity 9 to the learners

***Step 2:*** Guide learners to repeat this activity using various objects in the classroom like bags.

***Step 3:*** Guide learners through activity 10 to observe the objects that do not form shadows

***Step 4:*** Provide learners with the materials to do the activity and demonstrate to them first.

***Step 5:*** Guide learners to repeat the activity with the objects one at a time and record their observations **SUMMARY**

# Make summary notes/points

**CONCLUSION (Assessment of Learning)**

Learners to discuss the observation with learners. Use activity 4 to reinforce the discussion

**EXTENSION OF ACTIVITIES**

*Learners to study what gives them light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Forming shadows Specific lesson learning outcome.**

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**KEY INQUIRY QUESTION (s)**

* How are shadows formed?
* What objects form shadows?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Creativity and imagination** |    | **Respect Unity** | **Safety and security**  **Disaster risk education** |

**LEARNING RESOURCES**

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Real objects such as bottles, sticks, desks

Sources of light such as a torch, sun or candle

Learner’s book page 43-57

Our lives today environmental activities Teachers guide pg. 56-61

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do recap of the previous lesson.

***Step 2:*** Guide learners to learn the poem and recite it in class.

***Step 3:*** Guide learners through the take home activity.

Learners to discuss the observation with learners. Use activity 4 to reinforce the discussion

**EXTENSION OF ACTIVITIES**

*Learners to study what gives them light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Precautions when using light Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify practices in which light energy could harm eyes
* Take safety measures against harmful light energy to reduce risk to self and other  Appreciate safety precautions when using light energy

**KEY INQUIRY QUESTION (s)**

* How could light energy harm us?
* How could we protect ourselves from harmful energy?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Communication and collaboration** |    | **Respect Unity** | **Safety and security**  **ESD** |

**LEARNING RESOURCES**

Local environment

Learner’s tablet, real objects

Resource person, dictionary

Learner’s book page 43-57

Our lives today environmental activities Teachers guide pg. 62-65

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do recap of the previous lesson by asking questions

***Step 2:*** Give learner’s time to observe the pictures in activity 12 on page 54 of the learner’s book.

***Step 3:*** Talk about dangers shown in the pictures and allow learners some time to read the statements in activity 13 on page 54

***Step 4:*** Emphasize that we should take care of ourselves when using light.

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe precautions when using light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Precautions when using light Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify practices in which light energy could harm eyes
* Take safety measures against harmful light energy to reduce risk to self and other
* Appreciate safety precautions when using light energy

**KEY INQUIRY QUESTION (s)**

* How could light energy harm us?
* How could we protect ourselves from harmful energy?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|  | **Learning to learn** |    | **Respect Unity** | **Safety and security**  **ESD** |

**LEARNING RESOURCES**

Local environment

Learner’s tablet, real objects

Resource person, dictionary

Learner’s book page 43-57

Our lives today environmental activities Teachers guide pg. 62-65

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do recap of the previous lesson by asking questions

***Step 2:*** Copy the sentences on page 55 on the chalkboard and ask the learners to read them aloud

***Step 3:*** Discuss with learners other ways of protecting ourselves from light energy

***Step 4:*** If a resource person is available invite him/her to reinforce the knowledge on safety.

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe precautions when using light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**



**SUBSTRAND/SUB-THEME/SUB-TOPIC: Energy light-Precautions when using light Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Identify practices in which light energy could harm eyes
* Take safety measures against harmful light energy to reduce risk to self and other
* Appreciate safety precautions when using light energy

**KEY INQUIRY QUESTION (s)**

* How could light energy harm us?
* How could we protect ourselves from harmful energy?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core competencies** |  | **Values** | **PCIs** |
|    | **Creativity and imagination Self-efficacy** |    | **Respect Unity** | **Safety and security**  **ESD** |

**LEARNING RESOURCES**

Local environment

Learner’s tablet, real objects

Resource person, dictionary

Learner’s book page 43-57

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**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do brainstorming activities with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Provide learners with materials to make a poster

***Step 2:*** Guide learners as they make the poster and put them in the classroom wall or noticeboard.

***Step 3:*** Guide learners through the take home activity.

**SUMMARY**

# Make summary notes/points

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to observe precautions when using light at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

