**GRADE 2 ENVIRONMENTAL ACT. SCHEMES OF WORK TERM 1**

NAME OF THE TEACHER: SCHOOL:

**REFERENCE MATERIALS**

1. Focus on Hygiene and Nutrition Activities Grade 2.
2. Our lives Today Environmental Activities Grade 2.
3. New curriculum design for Environmental Activity Grade 2

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| **Week** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** |
| **1** | **1** | **SOCIAL ENVIRONMENT** | **Our home – Personal items** | By the End of the lesson, the learner should be able to:   1. differentiate between personal and common items used at home, 2. Observe pictures of personal items, 3. Appreciate the importance of personal items. | What personal items do you know? | The learner is guided to:  ● think, pair and share information on  personal items (combs, toothbrush, face towel, handkerchief, socks and shoes, towel, nail cutter, cotton buds)  and common items (cups, plates, spoons, bowls, jug) found at home, | Picture of personal items Materials for cleaning personal items: water, soap, brush.  Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation Oral questions written questions |  |
|  | **2** |  | **Personal items** | By the End of the lesson, the learner should be able to:   1. differentiate between personal and common items used at home, 2. Observe pictures of personal items, 3. Appreciate the importance of personal items. | What personal items do you know? | The learner is guided to:  ● think, pair and share information on  personal items (combs, toothbrush, face towel, handkerchief, socks and shoes, towel, nail cutter, cotton buds)  and common items (cups, plates, spoons, bowls, jug) found at home, | Picture of personal items Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
|  | **3** |  | **Personal items** | By the End of the lesson, the learner should be able to:   1. List some of the personal items, 2. Draw and colour personal and common items used at home and display, 3. Appreciate the importance of personal items. | What personal items do you know? | The learner is guided to:  ● draw and colour personal and common items used at home and display them in class (combs, toothbrush, face towel, handkerchief, socks and shoes, towel, nail cutter, cotton buds, cups, plates, spoons, bowls, jug), | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
|  | **4** |  | **Personal items** | By the End of the lesson, the learner should be able to:   1. List some of the personal items, 2. Recite poems or sing songs on personal items 3. Appreciate the importance of personal items. | What personal items do you know? | The learner is guided to:  ● recite poems or sing songs on personal items, | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
| **2** | **1** |  | **Sorting and grouping personal items** | By the End of the lesson, the learner should be able to:   1. Match personal and common items at home with their uses, 2. Sort and group personal and common items found at home according to their use, 3. Appreciate the importance of sorting and grouping personal items. | How do we sort and group personal items? | The learner is guided to:  ● match personal and common items at home with their uses,  ● sort and group personal and common items found at home according to their uses, | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
|  | **2** |  | **Sorting and grouping personal items** | By the End of the lesson, the learner should be able to:   1. Match personal and common items at home with their uses, 2. Sort and group personal and common items found at home according to their use, 3. Appreciate the importance of sorting and grouping personal items. | How do we sort and group personal items? | The learner is guided to:  ● match personal and common items at home with their uses,  ● sort and group personal and common items found at home according to their uses, | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
|  | **3** |  | **Materials used for cleaning personal items** | By the End of the lesson, the learner should be able to:   1. identify materials used for cleaning personal and common items at home, 2. observe pictures of materials used for cleaning personal items 3. Appreciate the importance of materials used for cleaning personal items. | What materials do we use to clean personal items? | The learner is guided to:  ● observe pictures or animations of different materials used for cleaning personal and common items  (Assorted cleaning agents, basin, brush,  sponge, assorted scourers, sisal fibre, ash, piece of cloth, assorted cleaning  agents), | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
|  | **4** |  | **Materials used for cleaning personal items** | By the End of the lesson, the learner should be able to:   1. identify materials used for cleaning personal and common items at home, 2. observe pictures of materials used for cleaning personal items 3. Appreciate the importance of materials used for cleaning personal items. | What materials do we use to clean personal items? | The learner is guided to:  ● observe pictures or animations of different materials used for cleaning personal and common items  (Assorted cleaning agents, basin, brush,  sponge, assorted scourers, sisal fibre, ash, piece of cloth, assorted cleaning  agents), | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
| **3** | **1** |  | **Improvising cleaning materials** | By the End of the lesson, the learner should be able to:   1. Name items that can be improvised as cleaning materials, 2. Improvise cleaning materials from locally available materials, 3. Appreciate improvising cleaning materials from locally available materials. | How do we improvise cleaning materials? | The learner is guided to:  ● enhance innovative thinking in improvising cleaning materials using locally available resources,  ● watch video clips or demonstrations from a resource person on cleaning personal and common items found  at home, | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
|  | **2** |  | **Improvising cleaning materials** | By the End of the lesson, the learner should be able to:   1. Name items that can be improvised as cleaning materials, 2. Improvise cleaning materials from locally available materials, 3. Appreciate improvising cleaning materials from locally available materials. | How do we improvise cleaning materials? | The learner is guided to:  ● enhance innovative thinking in improvising cleaning materials using locally available resources,  ● watch video clips or demonstrations from a resource person on cleaning personal and common items found  at home, | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
|  | **3** |  | **Using water sparingly** | By the End of the lesson, the learner should be able to:   1. State the uses of water at home 2. Practice using water sparingly when cleaning personal items 3. Appreciate using water sparingly when cleaning personal items. | How can we use water sparingly? | The learner is guided to:  ● use water sparingly to clean personal items (handkerchief, innerwear, socks, tooth brush, combs) and dry them in the sun, | Picture showing how  water get contaminated Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 25-28 | Observation 2.Oral questions 3.written questions |  |
|  | **4** |  | **Using water sparingly** | By the End of the lesson, the learner should be able to:   1. State the uses of water at home 2. Practice using water sparingly when cleaning personal items 3. Appreciate using water sparingly when cleaning personal items. | How can we use water sparingly? | The learner is guided to:  ● use water sparingly to clean personal items (handkerchief, innerwear, socks, tooth brush, combs) and dry them in the sun, | Picture showing how water get contaminated Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 25-28 | Observation 2.Oral questions 3.written questions |  |
| **4** | **1** |  | **Cleaning personal items** | By the End of the lesson, the learner should be able to:   1. Name some of the utensils found at home. 2. clean personal and common items using locally available materials 3. enjoy cleaning personal items at home. | How can we keep our home clean? | The learner is guided to:  ● enhance self-drive when cleaning utensils (cup, plate, spoon, bowls, jug) using suitable soap and soft material (cloth, sisal, knitted/crocheted pads), | Picture showing how water get contaminated Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 25-28 | Observation 2.Oral questions 3.written questions |  |
|  | **2** |  | **Cleaning personal items** | By the End of the lesson, the learner should be able to:   1. Name some of the utensils found at home. 2. clean personal and common items using locally available materials 3. enjoy cleaning personal items at home. | How can we keep our home clean? | The learner is guided to:  ● enhance self-drive when cleaning utensils (cup, plate, spoon, bowls, jug) using suitable soap and soft material (cloth, sisal, knitted/crocheted pads), | Picture of personal items Materials for cleaning personal items: water, soap, brush.  Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral questions 3.written questions |  |
|  | **3** |  | **Handling waste materials** | By the End of the lesson, the learner should be able to:   1. List safety measures to observe when handling wastes 2. Sort wastes appropriately for disposal 3. advocate for a clean home environment for self and others’ well-being | Why should we keep the home environment clean? | The learner is guided to:  ● observe safety and hygiene after handling waste materials to avoid communicable diseases,  ● sort and appropriately dispose of waste after cleaning personal and common items. | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
|  | **4** |  | **Handling waste materials** | By the End of the lesson, the learner should be able to:   1. List safety measures to observe when handling wastes 2. Sort wastes appropriately for disposal 3. advocate for a clean home environment for self and others’ well-being | Why should we keep the home environment clean? | The learner is guided to:  ● observe safety and hygiene after handling waste materials to avoid communicable diseases,  ● sort and appropriately dispose of waste after cleaning personal and common items. | Picture of personal items  Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 29-35 | Observation 2.Oral  questions    3.written questions |  |
| **5** | **1** | **Family needs and wants** | **Places where family needs are met** | By the End of the lesson, the learner should be able to:   1. identify places within the locality where family needs are met, 2. draw and colour places where family needs are met. 3. Appreciate the importance of meeting family needs. | How can we meet our family needs? | The learner is guided to:  ● observe pictures and photographs of different places where family needs are met (farm, grazing places, sources of water, hospital, market/shopping  centers),  ● draw and colour places where family needs are met, | Learners, dictionary, local environment, resource person, flash cards, video clips page 108  Our lives today environmental activities Teachers guide pg. 118-119 | Observation Oral questions Written  questions |  |
|  | **2** |  | **Places where family needs are met** | By the End of the lesson, the learner should be able to:   1. identify places within the locality where family needs are met, 2. draw and colour places where family needs are met. 3. Appreciate the importance of meeting family needs. | How can we meet our family needs? | The learner is guided to:  ● observe pictures and photographs of different places where family needs are met (farm, grazing places, sources of water, hospital, market/shopping  centers),  ● draw and colour places where family needs are met, | Learners, dictionary, local environment, resource person, flash cards, video clips page 108  Our lives today environmental activities Teachers guide pg. 119-120 | Observation Oral questions Written  questions |  |
|  | **3** |  | **Facilities within the locality** | By the End of the lesson, the learner should be able to:   1. identify facilities within the locality where family needs are met, 2. match place or facilities within the locality, 3. Appreciate the importance of meeting family needs. | What are the facilities in our locality? | The learner is guided to:  ● match places or facilities within the locality where family needs are met, | Learners, dictionary, local environment, resource person, flash cards, video clips page 108  Our lives today environmental activities Teachers guide pg. 118-119 | Observation Oral questions Written  questions |  |
|  | **4** |  | **Family needs and wants** | By the End of the lesson, the learner should be able to:   1. Name the different family needs and wants 2. classify family needs and wants for financial literacy awareness, 3. Appreciate the importance of meeting family needs. | What are family needs and wants? | The learner is guided to:  ● watch video clips/listen to a resource person on different ways of meeting  family needs,  ● draw and colour different family needs and wants, | Pictures of utensils, charts, art supplies, school kitchen  Enrich Yourself Env. Activities Learners Bk. Grd. 1 page 33 | Observation  written exercise  oral questions |  |
| **6** | **1** |  | **Family needs and wants** | By the End of the lesson, the learner should be able to:   1. Name the different family needs and wants 2. Draw and colour different family needs and wants, 3. Appreciate the importance of meeting family needs. | What are family needs and wants? | The learner is guided to:  ● watch video clips/listen to a resource person on different ways of meeting  family needs,  ● draw and colour different family needs and wants, | Pictures of utensils, charts, art supplies, school kitchen  Enrich Yourself Env. Activities Learners Bk. Grd. 1 page 33-34 | Observation  written exercise  oral questions |  |
|  | **2** |  | **Meals taken at different time of the day** | By the End of the lesson, the learner should be able to:   1. prioritize family needs over family wants, 2. observe pictures of different meals taken at different times of the day 3. Appreciate the importance of meeting family needs. | How many meals are taken in day? | The learner is guided to:  ● observe video clips and pictures of different meals taken at different times of the day,  ● keep a daily record of meals eaten at home or school for one week, | pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and meals  Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 40-41 | Oral questions |  |
|  | **3** |  | **Meals taken at different time of the day** | By the End of the lesson, the learner should be able to:   1. prioritize family needs over family wants, 2. observe pictures of different meals taken at different times of the day 3. Appreciate the importance of meeting family needs. | How many meals are taken in day? | The learner is guided to:  ● observe video clips and pictures of different meals taken at different times of the day,  ● keep a daily record of meals eaten at home or school for one week, | pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and meals  Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 40-41 | Oral questions |  |
|  | **4** |  | **Grouping of different food items** | By the End of the lesson, the learner should be able to:   1. State the different groupings of food. 2. Sort and group different food items into meals and snacks 3. acknowledge different ways of meeting family needs |  | The learner is guided to:  ● sort and group different food items into meals and snacks,  ● draw and colour different foods that make a balanced diet in groups,  ● portray a caring attitude when playing a game of picking out flash cards/paper cuttings/pictures that show family needs. | pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and meals  ***Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44*** | Oral questions |  |
| **7** | **1** | **Our school** | **Keeping the school environment clean** | By the End of the lesson, the learner should be able to:   1. name ways of keeping the school environment clean, 2. watch a video clip on environmental cleanliness, 3. appreciate a clean environment. | How can you keep the school environment safe? | The learner is guided to:  ● use video clips or pictures to find out how to keep the school environment clean, | Learners, dictionary, books, school environment, flash card, video clips, pictures  Learner’s book page 66-67  Our lives today environmental activities Teachers guide pg. 72-73 | Observation Oral questions Written  questions |  |
|  | **2** |  | **Keeping the school environment clean** | By the End of the lesson, the learner should be able to:   1. name ways of keeping the school environment clean, 2. watch a video clip on environmental cleanliness, 3. appreciate a clean environment. | How can you keep the school environment safe? | The learner is guided to:  ● use video clips or pictures to find out how to keep the school environment clean, | Learners, dictionary, books, school environment, flash card, video clips, pictures  Learner’s book page 68  Our lives today environmental activities Teachers guide pg. 74 | Observation Oral questions Written  questions |  |
|  | **3** |  | **Dangerous places and items at school** | By the End of the lesson, the learner should be able to:   1. identify dangerous places and items in the school 2. draw and colour dangerous places at school 3. appreciate a clean environment. | What are the dangerous places in school? | The learner is guided to:  ● develop the skill of knowing the school by walking around the school  compound to find out dangerous places and items (fire places, sharp objects,  slippery floors, open pits, plastic bags),  ● take pictures, draw or write down dangerous places and items in school, | Learners, dictionary, books, school environment, flash card, video clips, pictures  Learner’s book page 73-74  Our lives today environmental activities Teachers guide pg. 78 | Observation Oral questions Written  questions |  |
|  | **4** |  | **Dangerous places and items at school** | By the End of the lesson, the learner should be able to:   1. identify dangerous places and items in the school 2. draw and colour dangerous places at school. 3. appreciate a clean environment. | What are the dangerous places in school? | The learner is guided to:  ● develop the skill of knowing the school by walking around the school  compound to find out dangerous places and items (fire places, sharp objects,  slippery floors, open pits, plastic bags),  ● take pictures, draw or write down dangerous places and items in school, | Learners, dictionary, books, school environment, flash card, video clips, pictures  Learner’s book page 75  Our lives today environmental activities Teachers guide pg. 78-79 | Observation Oral questions Written  questions |  |
| **8** | **1** |  | **Cleaning the school environment** | By the End of the lesson, the learner should be able to:   1. identify the items used in cleaning the school environment. 2. clean the school environment for the wellbeing of self and others, 3. appreciate a clean environment. | **What items do we use to clean the school compound?** | The learner is guided to:  ● enhance cooperation when cleaning the school environment, (sweeping,  disposing of waste, mopping the floor, wiping the windows and furniture)  in groups,  ● recite poems or sing songs about a clean school environment in groups, | Learners, dictionary, books, school environment, flash card, video clips, pictures  Learner’s book page 69  Our lives today environmental activities Teachers guide pg. 74-75 | Observation Oral questions Written  questions |  |
|  | **2** |  | **Cleaning the school environment** | By the End of the lesson, the learner should be able to:   1. identify the items used in cleaning the school environment. 2. clean the school environment for the wellbeing of self and others, 3. appreciate a clean environment. | **What items do we use to clean the school compound?** | The learner is guided to:  ● enhance cooperation when cleaning the school environment, (sweeping,  disposing of waste, mopping the floor, wiping the windows and furniture)  in groups,  ● recite poems or sing songs about a clean school environment in groups, | Learners, dictionary, books, school environment, flash card, video clips, pictures  Learner’s book page 71-72  Our lives today environmental activities Teachers guide pg. 76-77 | Observation Oral questions Written  questions |  |
|  | **3-4** | **HALF TERM** | | | | | | | |
| **9** | **1** |  | **First aid** | By the End of the lesson, the learner should be able to:   1. identify common accidents at school, 2. role play ways of giving first aid to common accidents in school 3. appreciate the importance of first aid. | How do we conduct first aid? | The learner is guided to:  ● role play ways of giving first aid to common accidents in school  (Suffocation, falls, burns, cuts, choking), | pictures, charts, video clips, first aid kit  Focus on Hygiene and nutrition activities learners book pg. 60-70 | observation, oral reports, oral questions |  |
|  | **2** |  | **Waste management** | By the End of the lesson, the learner should be able to:   1. identify the different types of waste in the school compound 2. sort paper waste and recycle to make papier-mache art 3. advocate for a clean and safe school environment. | How do we make papier-mache art? | The learner is guided to:  ● sort paper waste and recycle to make papier-mâché art. | Learners, dictionary, local environment, resource person, flash cards, video clips page 125-126  Our lives today environmental activities Teachers guide pg. 137-139 | Observation Oral questions Written  questions |  |
|  | **3** | **Our National Flag** | **Colours of the Kenyan National flag** | By the End of the lesson, the learner should be able to:   1. identify colours of the Kenya National flag, 2. watch a video clip on the colours of the Kenyan National anthem. 3. Appreciate the importance of the Kenyan flag. | *What are the colours of the Kenya National anthem?* | The learner is guided to:  ● watch videos or observe pictures with  colours of the Kenya National flag in  groups, | Learners, dictionary, books, local environment, crayons, coloured pencils clips, real objects  Learner’s book page 77-79  Our lives today environmental activities Teachers guide pg. 81-83 | Observation Oral questions Written  questions |  |
|  | **4** |  | **Colours of the Kenyan National flag** | By the End of the lesson, the learner should be able to:   1. identify colours of the Kenya National flag, 2. draw and colour the national flag. 3. Appreciate the importance of the Kenyan flag. | *What are the colours of the Kenya National anthem?* | The learner is guided to:  ● draw and colour the national flag in pairs, | Learners, dictionary, books, local environment, crayons, coloured pencils clips, real objects  Learner’s book page 77-79  Our lives today environmental activities Teachers guide pg. 81-83 | Observation Oral questions Written  questions |  |
| **10** | **1** |  | **Reciting the national anthem** | By the End of the lesson, the learner should be able to:   1. State the number of stanzas our Kenya national anthem has. 2. Sing the Kenya national anthem. 3. Appreciate the importance of the National anthem. | *How many stanzas does a Kenyan national anthem has?* | The learner is guided to:  ● enhance loyalty when rehearsing and singing the national anthem, | Learners, dictionary, books, audio clips  Posters, resource person  Learner’s book page 80-83  Our lives today environmental activities Teachers guide pg. 84-86 | Observation Oral questions Written  questions |  |
|  | **2** |  | **Reciting the national anthem** | By the End of the lesson, the learner should be able to:   1. State the number of stanzas our Kenya national anthem has. 2. Sing the Kenya national anthem. 3. Appreciate the importance of the National anthem. | *How many stanzas does a Kenyan national anthem has?* | The learner is guided to:  ● enhance loyalty when rehearsing and singing the national anthem, | Learners, dictionary, books, audio clips  Posters, resource person  Learner’s book page 80-83  Our lives today environmental activities Teachers guide pg. 84-86 | Observation Oral questions Written  questions |  |
|  | **3** |  | **Expected behaviour when singing the national anthem** | By the End of the lesson, the learner should be able to:   1. Name some of the behavious expected during raising of the flag and singing the national anthem. 2. conduct raising and lowering of the Kenya National flag with etiquette, 3. Appreciate the importance of the National anthem. | How can you show respect for the Kenya National flag? | The learner is guided to:  ● develop active community skills when role playing the expected behaviour (stand at attention, silence, removing hats/caps, facing the flag as a sign of respect) when raising and lowering the National Flag, | Learners, dictionary, books, audio clips  Posters, resource person  Learner’s book page 80-83  Our lives today environmental activities Teachers guide pg. 84-86 | Observation Oral questions Written  questions |  |
|  | **4** |  | **Expected behaviour when singing the national anthem** | By the End of the lesson, the learner should be able to:   1. Name some of the behavious expected during raising of the flag and singing the national anthem. 2. conduct raising and lowering of the Kenya National flag with etiquette, 3. Appreciate the importance of the National anthem. | How can you show respect for the Kenya National flag? |  | Learners, dictionary, books, audio clips  Posters, resource person  Learner’s book page 80-83  Our lives today environmental activities Teachers guide pg. 84-86 | Observation Oral questions Written  questions |  |
| **11** | **1** |  | **Occasions when the Kenyan National anthem is sung** | By the End of the lesson, the learner should be able to:   1. name events in which Kenya National Anthem is sung 2. watch a video clip on occasions when the Kenyan national anthem is sung, 3. Appreciate the importance of the National anthem. | *What occasions do we sing the Kenya National Anthem?* | The learner is guided to:  ● watch and listen audio visual clips or read print media to identify occasions when the Kenya National Anthem is sung, | Learners, dictionary, books, audio clips  Posters, resource person  Learner’s book page 80-83  Our lives today environmental activities Teachers guide pg. 84-86 | Observation Oral questions Written  questions |  |
|  | **2** |  | **Importance of Kenya National anthem** | By the End of the lesson, the learner should be able to:   1. Identify the importance of the Kenyan national anthem 2. Write down stanza one of the Kenyan national anthem, 3. appreciate the importance of the National Anthem. | What is the importance of the Kenyan National Anthem? | The learner is guided to:  ● find out from parents or guardians the importance of the National Anthem of Kenya. | Learners, dictionary, books, audio clips  Posters, resource person  Learner’s book page 80-83  Our lives today environmental activities Teachers guide pg. 84-86 | Observation Oral questions Written  questions |  |
|  | **3** | **Our rights and responsibilities** | **Child rights and responsibilities** | By the End of the lesson, the learner should be able to:   1. outline Child Rights and Responsibilities at home and in the school, 2. demonstrate the child rights and responsibilities, 3. appreciate the importance of child rights and responsibilities. | Why are child rights and responsibilities important at home and school? | The learner is guided to:  ● share expectations and experiences with peers on Child Rights and  Responsibilities using age-appropriate stories (parental care, health care, protection from exploitation and  cruelty),  ● listen to a resource person on  Child Rights and responsibilities in a home or school. | Learners, dictionary, books, audio clips  Posters, resource person, a copy of the constitution, manila paper, crayons  Learner’s book page 84-86  Our lives today environmental activities Teachers guide pg. 87-89 | Observation Oral questions Written  questions |  |
|  | **4** |  | **Child rights and responsibilities** | By the End of the lesson, the learner should be able to:   1. outline Child Rights and Responsibilities at home and in the school, 2. demonstrate the child rights and responsibilities, 3. appreciate the importance of child rights and responsibilities. | Why are child rights and responsibilities important at home and school? | The learner is guided to:  ● share expectations and experiences with peers on Child Rights and  Responsibilities using age-appropriate stories (parental care, health care, protection from exploitation and  cruelty),  ● listen to a resource person on  Child Rights and responsibilities in a home or school. | Learners, dictionary, books, audio clips  Posters, resource person, a copy of the constitution, manila paper, crayons  Learner’s book page 87-89  Our lives today environmental activities Teachers guide pg. 89-90 | Observation Oral questions Written  questions |  |
| **12** | **1** |  | **Responsibilities of children at home and school** | By the End of the lesson, the learner should be able to:   1. List Child Rights and Responsibilities at home and in the school, 2. Observe pictures of child responsibilities at school and at home, 3. appreciate the importance of child rights and responsibilities. | Why are child rights and responsibilities important at home and school? | The learner is guided to:  ● use multimedia resources to explore responsibilities of children at home and in school (keeping peace, caring for one another, respect, keeping the environment clean, caring for home and school property), | Learners, dictionary, books, audio clips  Posters, resource person, a copy of the constitution, manila paper, crayons  Learner’s book page 89  Our lives today environmental activities Teachers guide pg. 90-91 | Observation Oral questions Written  questions |  |
|  | **2** |  | **Responsibilities of children at home and school** | By the End of the lesson, the learner should be able to:   1. List Child Rights and Responsibilities at home and in the school, 2. Observe pictures of child responsibilities at school and at home, 3. appreciate the importance of child rights and responsibilities. | Why are child rights and responsibilities important at home and school? | The learner is guided to:  ● use multimedia resources to explore responsibilities of children at home and in school (keeping peace, caring for one another, respect, keeping the environment clean, caring for home and school property), | Learners, dictionary, books, audio clips  Posters, resource person, a copy of the constitution, manila paper, crayons  Learner’s book page 89  Our lives today environmental activities Teachers guide pg. 90-91 | Observation Oral questions Written  questions |  |
|  | **3** |  | **Role playing responsibilities of children in school** | By the End of the lesson, the learner should be able to:   1. state the responsibilities of a child, 2. carry out responsibilities of a child at home and in school, 3. appreciate the importance of child rights and responsibilities. | Why are child rights and responsibilities important at home and school? | The learner is guided to:  ● develop teamwork when role playing responsibilities of children in school,  ● enhance social equity when performing age-appropriate responsibilities at school. | Learners, dictionary, books, audio clips  Posters, resource person, a copy of the constitution, manila paper, crayons  Learner’s book page 89  Our lives today environmental activities Teachers guide pg. 90-91 | Observation Oral questions Written  questions |  |
|  | **4** |  | **Role playing responsibilities of children In school** | By the End of the lesson, the learner should be able to:   1. state the responsibilities of a child, 2. carry out responsibilities of a child at home and in school, 3. appreciate the importance of child rights and responsibilities. | Why are child rights and responsibilities important at home and school? | The learner is guided to:  ● develop teamwork when role playing responsibilities of children in school,  ● enhance social equity when performing age-appropriate responsibilities at school. | Learners, dictionary, books, audio clips  Posters, resource person, a copy of the constitution, manila paper, crayons  Learner’s book page 89  Our lives today environmental activities Teachers guide pg. 90-91 | Observation Oral questions Written  questions |  |
| **13** | **1** | **Our Market** | **Physical features on the ways to the market** | By the End of the lesson, the learner should be able to:   1. identify physical features on the way to the market, 2. draw and colour physical features 3. appreciate the importance of physical features. | How can you locate your local market? | The learner is guide to:  ● think, pair and share physical features on the way to the market,  ● find out from a parent or guardian some of the main physical features found on the way to the local market,  ● draw and colour physical features  (Rivers, bridges, buildings, worship  places) found on the way to the local  market, | Learners, dictionary, books, real objects  Flash cards, pictures  Learner’s book page 59-60  Our lives today environmental activities Teachers guide pg. 67-68 | Observation Oral questions Written  questions |  |
|  | **2** |  | **Physical features on the ways to the market** | By the End of the lesson, the learner should be able to:   1. identify physical features on the way to the market, 2. draw and colour physical features 3. appreciate the importance of physical features. | How can you locate your local market? | The learner is guide to:  ● think, pair and share physical features on the way to the market,  ● find out from a parent or guardian some of the main physical features found on the way to the local market,  ● draw and colour physical features  (Rivers, bridges, buildings, worship  places) found on the way to the local  market, | Learners, dictionary, books, real objects  Flash cards, pictures  Learner’s book page 61-62  Our lives today environmental activities Teachers guide pg. 69 | Observation Oral questions Written  questions |  |
|  | **3-4** | **ASSESSMENT/CLOSING** | | | | | | | |