Grade 1 Environmental Activities

Term 1 - 43 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

43 complete, ready-to-teach Grade 1 Environmental Activities lesson plans for Term 1, covering cleaning my body, our home, family needs and our school.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Cleaning My Body	13
1.2	Our Home	8
1.3	Family Needs	13
1.4	Our School	9

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Parts of the body we keep clean

By the end of the lesson, the learner should be able to: a) name the parts of the body we wash every day; b) say why we keep the body clean

> **We clean our body every day**
> We wash our face, teeth, hands, feet and hair. A clean body smells nice, looks neat and stays healthy.
> Dirt carries germs. Germs are too small to see, but they can make us sick with stomach aches, coughs and skin rashes.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Parts of the body we keep clean

Strand 1.0 Social environment > Sub-strand 1.1 Cleaning My Body | Lesson 1 of 13 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) name the parts of the body we wash every day; b) say why we keep the body clean

KEY INQUIRY QUESTION(S)

- How do you clean your body parts?
- Why should we clean our body parts?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills (self-awareness)**	Learners practise decision making and working with others.
PCI	**Health promotion issues**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Pictures of body parts and cleaning materials | Drawing paper and crayons | A chart of handwashing steps

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

soap | water | towel | toothbrush | toothpaste | comb | basin | clean | germs

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Sing "Head, shoulders, knees and toes." Ask: which of these parts do we wash?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "We clean our body every day" (key ideas on the next page), explaining as you go. Use pictures of body parts and cleaning materials, drawing paper and crayons, a chart of handwashing steps. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Can we see germs with our eyes?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

We clean our body every day

We wash our face, teeth, hands, feet and hair. A clean body smells nice, looks neat and stays healthy.

Dirt carries germs. Germs are too small to see, but they can make us sick with stomach aches, coughs and skin rashes.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three parts of the body we wash.	**Any three of: face, teeth, hands, feet, hair**
2	Why should we keep our body clean?	**To stay healthy, smell nice and look neat**
3	What can germs do to us?	**Make us sick**
4	Can we see germs with our eyes?	**No, they are too small**

WATCH OUT FOR

Never point out a learner who looks unwashed. Some children have little water at home; talk about what everyone can do.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can name the parts of the body we wash every day confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can name the parts of the body we wash every day accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly name the parts of the body we wash every day, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet name the parts of the body we wash every day without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Point to each body part on a picture and say its name together.
Learners ready for more	Tell your partner which part of your body you clean first in the morning. (Answer: Answers vary; for example "My face")
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "parts of the body we keep clean" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Materials we use to clean our body

Strand 1.0 Social environment > Sub-strand 1.1 Cleaning My Body | Lesson 2 of 13 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) name materials used to clean the body; b) match each material to the body part it cleans

KEY INQUIRY QUESTION(S)

- How do you clean your body parts?
- Why should we clean our body parts?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

soap | water | towel | toothbrush | toothpaste | comb | basin | clean | germs

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Show soap, a towel, a toothbrush and a comb. Ask: what do we use each one for?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Cleaning materials" (key ideas on the next page), explaining as you go. Use pictures of body parts and cleaning materials, drawing paper and crayons, a chart of handwashing steps. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Match "soap" to a body part."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Cleaning materials

Soap and water clean the face, hands, feet and body. A toothbrush with toothpaste cleans teeth; where there is no brush, many families use a chewing stick (mswaki). A comb tidies hair. A towel or clean cloth dries the body. Match: toothbrush - teeth; comb - hair; soap - hands; towel - face.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do we use to clean our teeth?	**A toothbrush and toothpaste (or a chewing stick)**
2	What do we use to tidy our hair?	**A comb**
3	What do we use to dry our face?	**A towel or clean cloth**
4	Match "soap" to a body part.	**Hands (or face, feet)**

WATCH OUT FOR

Learners think water alone cleans well. Explain that soap lifts off dirt and germs that water leaves behind.