Grade 1 Environmental Activities

Term 2 - 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 2, covering our market, weather and the sky, soil and sound.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.5	Our Market	9
2.1	Weather and the Sky	12
2.2	Soil	10
2.3	Sound	12

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

What is a market?

By the end of the lesson, the learner should be able to: a) say what a market is; b) say why people go to the market

> **A market**
> A market is a place where people buy and sell things. Many markets have a market day once or twice a week; some are open every day.
> At a market we find food, clothes, animals, pots and other things. People go there to buy what they need and to sell what they have grown or made.

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.

CONTENTS

No.	Lesson	Topic	Page
1	What is a market?	1.5 Our Market	4
2	People found in a market	1.5 Our Market	7
3	Food items in a market	1.5 Our Market	10
4	Fruits and vegetables	1.5 Our Market	13
5	Drawing food from the market	1.5 Our Market	16
6	Picture cut-outs and a market portfolio	1.5 Our Market	19
7	Pretend market: buying and selling	1.5 Our Market	22
8	Songs and poems about the market	1.5 Our Market	25
9	Why we have markets	1.5 Our Market	28
10	The sky during the day	2.1 Weather and the Sky	31
11	The sky at night	2.1 Weather and the Sky	34
12	Drawing the day and night sky	2.1 Weather and the Sky	37
13	Kinds of weather	2.1 Weather and the Sky	40
14	Weather symbols	2.1 Weather and the Sky	43
15	Observing the weather outside	2.1 Weather and the Sky	46
16	Making a class weather chart	2.1 Weather and the Sky	49
17	Reading our weather chart	2.1 Weather and the Sky	52
18	Weather changes during the day	2.1 Weather and the Sky	55
19	How weather affects what we do	2.1 Weather and the Sky	58
20	Weather stories	2.1 Weather and the Sky	61
21	The sky and weather: what we know	2.1 Weather and the Sky	64
22	Ways we play with soil	2.2 Soil	67
23	Feeling different soils	2.2 Soil	70
24	Filling and emptying tins in turns	2.2 Soil	73
25	Drawing patterns in soil	2.2 Soil	76
26	Soil paint	2.2 Soil	79
27	Things made from soil	2.2 Soil	82
28	Modelling with clay: balls and snakes	2.2 Soil	85
29	Modelling objects with soil	2.2 Soil	88
30	Songs while playing and tidying up	2.2 Soil	91
31	Why playing with soil is good for us	2.2 Soil	94
32	Listening to sounds around us	2.3 Sound	97

33	A sound walk	2.3 Sound	100
34	Sounds made by animals	2.3 Sound	103
35	Making sounds with our body and voice	2.3 Sound	106
36	Making shakers and drums	2.3 Sound	109
37	Playing music for enjoyment	2.3 Sound	112
38	Sounds that warn us of danger	2.3 Sound	115
39	Responding to vehicle sounds	2.3 Sound	118
40	Loud sounds and our ears	2.3 Sound	121
41	Protecting our ears	2.3 Sound	124
42	Practising our response to danger sounds	2.3 Sound	127
43	Why sounds are important	2.3 Sound	130

ELIMU254

What is a market?

Strand 1.0 Social environment > Sub-strand 1.5 Our Market | Lesson 1 of 9 | 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) say what a market is; b) say why people go to the market

KEY INQUIRY QUESTION(S)

- Why do we have markets?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Social-economic issues**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures of a market and people working there | Flashcards of fruits and vegetables | Drawing paper, crayons, scissors and glue

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

market | seller | buyer | trader | fruit | vegetable | stall | basket | money

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: "Ask: have you been to a market? What did you see there?" 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 "A market" (key ideas on the next page), explaining as you go. Use pictures of a market and people working there, flashcards of fruits and vegetables, drawing paper, crayons, scissors and glue. 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: "Why do people go to the market?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

A market

A market is a place where people buy and sell things. Many markets have a market day once or twice a week; some are open every day.

At a market we find food, clothes, animals, pots and other things. People go there to buy what they need and to sell what they have grown or made.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a market?	**A place where people buy and sell things**
2	Name two things sold at a market.	**Any two; for example food, clothes, animals**
3	Why do farmers take crops to the market?	**To sell them**
4	Why do people go to the market?	**To buy what they need**

WATCH OUT FOR

Some learners have never been to a market. Use pictures or a video and let others describe theirs.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show a market picture and name three things in it together.
Learners ready for more	Name the market nearest to our school. (Answer: Answers vary)
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 "what is a market?" 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.

ELIMU254

People found in a market

Strand 1.0 Social environment > Sub-strand 1.5 Our Market | Lesson 2 of 9 | 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 people found in a market; b) say what each one does

KEY INQUIRY QUESTION(S)

- Why do we have markets?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Social-economic issues**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures of a market and people working there | Flashcards of fruits and vegetables | Drawing paper, crayons, scissors and glue

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

market | seller | buyer | trader | fruit | vegetable | stall | basket | money

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 a picture of a busy market. Ask: who can you see?" 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 "People in a market" (key ideas on the next page), explaining as you go. Use pictures of a market and people working there, flashcards of fruits and vegetables, drawing paper, crayons, scissors and glue. 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: "Who keeps the market clean?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

People in a market

Sellers (traders) sell goods at stalls. Buyers (customers) buy goods. Porters or mkokoteni pushers carry heavy loads. Cleaners keep the market clean. Askaris or market officers keep order and collect market fees. Drivers bring goods from farms.

Each person has a job, and the market works because they all do their part.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who sells goods?	**A seller (trader)**
2	Who buys goods?	**A buyer (customer)**
3	Who carries heavy loads?	**A porter (or mkokoteni pusher)**
4	Who keeps the market clean?	**Cleaners**

WATCH OUT FOR

Learners laugh at porters or cleaners. Every job is important and deserves respect.