Grade 1 Environmental Activities

Term 3 - 34 complete lesson plans

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

ABOUT THIS PACK

34 complete, ready-to-teach Grade 1 Environmental Activities lesson plans for Term 3, covering water, plants and animals.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.1	Water	14
3.2	Plants	10
3.3	Animals	10

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

Where water comes from

By the end of the lesson, the learner should be able to: a) name sources of water near home and school; b) say where our school gets its water

> **Sources of water**
> Water comes from: rain, rivers and streams, lakes, springs, wells, boreholes, dams and water pans, and taps (tap water comes from a river, dam or borehole through pipes). Some homes collect rainwater in tanks.
> Our school gets its water from ... (the teacher fills in the real source).

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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Where water comes from

Strand 3.0 Resources in our environment > Sub-strand 3.1 Water | Lesson 1 of 14 | 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 sources of water near home and school; b) say where our school gets its water

KEY INQUIRY QUESTION(S)

- How can you use water without wasting it?
- Why do we care for water sources?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Health promotion issues**	Examples link to healthy habits at home and at school.
PCI	**Environmental education and climate change**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Pictures of water sources (river, lake, well, borehole, tap, rain, spring, dam) | Drawing paper and crayons | A simple word puzzle on water sources

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

water | river | lake | well | borehole | tap | rain | spring | dam | save | waste

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Ask: where did the water you drank this morning come from?" 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 "Sources of water" (key ideas on the next page), explaining as you go. Use pictures of water sources (river, lake, well, borehole, tap, rain, spring, dam), drawing paper and crayons, a simple word puzzle on water sources. 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: "How can we collect rainwater?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Sources of water

Water comes from: rain, rivers and streams, lakes, springs, wells, boreholes, dams and water pans, and taps (tap water comes from a river, dam or borehole through pipes). Some homes collect rainwater in tanks.

Our school gets its water from ... (the teacher fills in the real source).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three sources of water.	**Any three of: rain, river, lake, spring, well, borehole, dam, tap**
2	Where does our school get its water?	**Answers depend on the school**
3	Where does tap water come from?	**A river, dam or borehole, through pipes**
4	How can we collect rainwater?	**In a tank or container from the roof**

WATCH OUT FOR

Some learners walk far to fetch water. Talk about sources, not about who has a tap.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show pictures of each source and name them together.
Learners ready for more	Name the water source your family uses most. (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 "where water comes from" 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.

Natural and man-made water sources

Strand 3.0 Resources in our environment > Sub-strand 3.1 Water | Lesson 2 of 14 | 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) sort water sources into natural and made by people; b) look at pictures or a video of water sources

KEY INQUIRY QUESTION(S)

- How can you use water without wasting it?
- Why do we care for water sources?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
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LEARNING RESOURCES

Pictures of water sources (river, lake, well, borehole, tap, rain, spring, dam) | Drawing paper and crayons | A simple word puzzle on water sources

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

water | river | lake | well | borehole | tap | rain | spring | dam | save | waste

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Show a river and a borehole picture. Ask: which one did people make?" 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 "Two groups" (key ideas on the next page), explaining as you go. Use pictures of water sources (river, lake, well, borehole, tap, rain, spring, dam), drawing paper and crayons, a simple word puzzle on water sources. 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: "Is rain natural?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Two groups
Natural sources (not made by people): rain, rivers, lakes, springs, the sea.
Sources made by people: wells, boreholes, dams, water pans, taps and water tanks.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Is a river natural or made by people?	**Natural**
2	Is a borehole natural or made by people?	**Made by people**
3	Sort: lake, tap, spring, well.	**Natural: lake, spring. Made by people: tap, well**
4	Is rain natural?	**Yes**

WATCH OUT FOR

A dam can be natural or built. At this level, say most dams are built by people.