Grade 4 Social Studies

Term 1 - 31 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

31 complete, ready-to-teach Grade 4 Social Studies lesson plans for Term 1, covering compass direction, location and size of the county, physical features in the county, seasons in the county, historic built environments in the county and interdependence of people.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Compass Direction	6
1.2	Location and size of the County	5
1.3	Physical features in the County	5
1.4	Seasons in the County	4
1.5	Historic Built Environments in the County	5
2.1	Interdependence of people	6

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.

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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ELIMU254

Where the sun rises and sets

Strand 1.0 Natural and Built Environments > Sub-strand 1.1 Compass Direction | Lesson 1 of 6 | 35 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 that the sun rises in the east and sets in the west; b) use sunrise and sunset to find east and west

KEY INQUIRY QUESTION(S)

- How can we show direction of places?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Creative thinking**	Developed through the activities in this lesson.

LEARNING RESOURCES

A simple compass, if one is available | A large sheet of manila paper for a class compass rose | Chalk to draw a compass on the ground outside | A drawn or printed simple map of the school compound

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

compass | direction | north | south | east | west | sunrise | sunset | map

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 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	5	Greet the class and ask: "When you walk to school in the morning, on which side of you does the sun feel warmest?" 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	8	Work through the worked example on the next page, thinking aloud. Use a simple compass, if one is available, a large sheet of manila paper for a class compass rose, chalk to draw a compass on the ground outside. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "If you face the rising sun, which hand points north?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

The sun and direction

Every day, the sun rises (comes up) in the east and sets (goes down) in the west. This never changes, so we can use it to find direction.

Stand facing the rising sun in the morning: east is in front of you, west is behind you, and if your right hand points south, your left hand points north.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	In which direction does the sun rise?	**East**
2	In which direction does the sun set?	**West**
3	If you face the rising sun, which direction is behind you?	**West**
4	If you face the rising sun, which hand points north?	**The left hand**

WATCH OUT FOR

Learners think the sun rises in a different place each day. Point out that it always rises on the same side, in the east.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Take learners outside in the morning to actually watch and point at where the sun is.
Learners ready for more	If you face west, which direction is on your right hand? (Answer: North)
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 the sun rises and sets" 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

The four cardinal points

Strand 1.0 Natural and Built Environments > Sub-strand 1.1 Compass Direction | Lesson 2 of 6 | 35 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 four cardinal points of a compass; b) arrange the four cardinal points correctly on a compass rose

KEY INQUIRY QUESTION(S)

- How can we show direction of places?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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ORGANISATION OF LEARNING

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KEY WORDS

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Have you ever seen an arrow with N, S, E, W on a map? What do you think those letters mean?" 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	8	Work through the worked example on the next page, thinking aloud. Use a simple compass, if one is available, a large sheet of manila paper for a class compass rose, chalk to draw a compass on the ground outside. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What is at the bottom of a compass rose?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

The compass rose

The four cardinal points are North (N), South (S), East (E) and West (W). They are always arranged the same way on a compass rose: North at the top, South at the bottom, East on the right, West on the left.

A simple way to remember the order going clockwise from the top: Never Eat Soggy Weetabix (North, East, South, West).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name the four cardinal points.	**North, South, East, West**
2	On a compass rose, which direction is at the top?	**North**
3	On a compass rose, which direction is on the right?	**East**
4	What is at the bottom of a compass rose?	**South**

WATCH OUT FOR

Learners mix up East and West on the compass rose. Remind them: East is where the sun rises, on the right when North is at the top.