Grade 4 Social Studies

Term 2 - 29 complete lesson plans

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

ABOUT THIS PACK

29 complete, ready-to-teach Grade 4 Social Studies lesson plans for Term 2, covering population distribution, aspects of traditional culture in the county., the school, economic activities in the county, industries in the county and enterprise project at school.

TOPICS IN THIS PACK

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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

What population distribution means

Strand 2.0 People and Population > Sub-strand 2.2 Population Distribution | Lesson 1 of 5 | 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) explain what population distribution means; b) compare a crowded area with a sparsely populated area

KEY INQUIRY QUESTION(S)

- How is population spread out in the county?

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	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Critical thinking and problem solving**	Developed through the activities in this lesson.
PCI	**Effective communication**	Developed through the activities in this lesson.

LEARNING RESOURCES

A population distribution map of the county, if available | Manila paper and marker pens | Small stickers or dots for a mapping activity

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

population | distribution | crowded | sparse | settlement

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Is your school compound more crowded during break time or during a lesson? Why?" 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 population distribution map of the county, if available, manila paper and marker pens, small stickers or dots for a mapping activity. 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: "Is a town centre usually crowded or sparsely populated?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Population distribution

Population distribution means how people are spread out across an area. Some places are crowded (many people living close together), and some places are sparsely populated (few people spread over a large area).

A town centre is usually crowded, with many homes, shops and offices close together. A remote farming area may have few people spread over a large area of land.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does "population distribution" mean?	**How people are spread out across an area**
2	What word describes an area with many people living close together?	**Crowded**
3	What word describes an area with few people spread over a large area?	**Sparsely populated**
4	Is a town centre usually crowded or sparsely populated?	**Crowded**

WATCH OUT FOR

Learners confuse "population distribution" with "population size" (the total number of people). Distribution is about how spread out people are, not just how many there are.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show two pictures - a crowded market and an empty rural field - and ask which is more crowded.
Learners ready for more	Give a reason why a town centre usually has more people living close together than a farming area. (Answer: Towns have more jobs, shops and services in a small area, which draws many people to live close by; farming needs more land per person, spreading people out)
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 population distribution means" 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

Population distribution in our own county

Strand 2.0 People and Population > Sub-strand 2.2 Population Distribution | Lesson 2 of 5 | 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) describe patterns of population distribution in the county; b) identify crowded and sparsely populated areas in the county

KEY INQUIRY QUESTION(S)

- How is population spread out in the county?

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	**Responsibility**	Learners look after shared materials and finish every task.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

population | distribution | crowded | sparse | settlement

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Which area in your own county do you think has more people living close together: the town centre, or a farming area far from town?" 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 population distribution map of the county, if available, manila paper and marker pens, small stickers or dots for a mapping activity. 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: "Why might fewer people live near a very dry or hilly area?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Population patterns in Nakuru County

In Nakuru County, Nakuru town and the areas around it are crowded, with many homes, businesses and offices. Areas further out, especially farming areas and parts near forests or the Rift Valley escarpment, tend to have fewer people spread over more land. (Describe your own county's real pattern here.)

People often settle where there are jobs, good land for farming, water, and services like schools and hospitals.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which area of Nakuru County is more crowded: the town centre, or the surrounding rural farming areas?	**The town centre**
2	Name one reason people settle in a particular area.	**Jobs, good farming land, water, or services like schools and hospitals**
3	Describe the population pattern of your own county in one sentence.	**Answers vary; check it is a real, sensible description of the county.**
4	Why might fewer people live near a very dry or hilly area?	**It may be harder to farm, build, or find water there, so fewer people choose to settle.**