Grade 7 Social Studies

Term 3 - 40 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

40 complete, ready-to-teach Grade 7 Social Studies lesson plans for Term 3, covering weather, fieldwork, political development in Africa, the Constitution of Kenya, human rights, African diasporas and citizenship.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.5	Weather	5
4.6	Fieldwork	10
5.1	Political Development in Africa	5
5.2	The Constitution of Kenya	5
5.3	Human Rights	5
5.4	African Diasporas	5
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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

Elements of weather

Strand 4.0 Natural and Historic Built Environments > Sub-strand 4.5 Weather | Lesson 1 of 5 | 40 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 describe the elements of weather

KEY INQUIRY QUESTION(S)

- Why are elements of weather in the environment important?
- How can we predict change in weather conditions?

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.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.
PCI	**Decision-making**	Developed through the activities in this lesson.

LEARNING RESOURCES

A thermometer | Weather forecast from radio, newspaper or phone | A compass | Learners' exercise books

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

weather | climate | temperature | rainfall | humidity | wind vane | rain gauge | windsock | weather station

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 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	6	Greet the class and ask: "Key question: why are elements of weather in the environment important? Describe today's weather." 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	9	Take learners through the key ideas on the next page, explaining as you go. Use a thermometer, weather forecast from radio, newspaper or phone, a compass. 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What is humidity?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Weather is the condition of the atmosphere at a place for a short time (hours or days). Climate is the average weather over many years.
Elements of weather: temperature (hot or cold), rainfall, humidity (moisture in the air), wind (direction and speed), air pressure, sunshine, and cloud cover.
Activity: observe and record today's weather in a table.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is weather?	**The condition of the atmosphere at a place for a short time**
2	How is climate different from weather?	**Climate is the average weather over many years**
3	Name four elements of weather.	**Temperature, rainfall, humidity and wind**
4	What is humidity?	**The amount of moisture in the air**

WATCH OUT FOR

Using weather and climate as the same word.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use weather symbols cards.
Learners ready for more	Describe the climate of your area in two sentences. (Answer: Answers will 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 "elements of weather" 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

Making a rain gauge

Strand 4.0 Natural and Historic Built Environments > Sub-strand 4.5 Weather | Lesson 2 of 5 | 40 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 construct a simple rain gauge and measure rainfall

KEY INQUIRY QUESTION(S)

- Why are elements of weather in the environment important?
- How can we predict change in weather conditions?

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.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.
PCI	**Decision-making**	Developed through the activities in this lesson.

LEARNING RESOURCES

Clear plastic bottles (cut by the teacher) | A ruler and masking tape | Cardboard, a pencil with an eraser, a pin and a straw (wind vane) | Light cloth and a stick (windsock) | Sand or stones for weight

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

weather | climate | temperature | rainfall | humidity | wind vane | rain gauge | windsock | weather station

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "How do we know how much rain has fallen?" 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	9	Take learners through "Practical: a bottle rain gauge" (key ideas on the next page), explaining as you go. Use clear plastic bottles (cut by the teacher), a ruler and masking tape, cardboard, a pencil with an eraser, a pin and a straw (wind vane). 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What does the funnel do?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Practical: a bottle rain gauge

Materials: clear plastic bottle cut by the teacher, ruler, tape, stones.

1. The teacher cuts the top off the bottle; turn it upside down to act as a funnel.
2. Put stones at the bottom for weight; tape a ruler on the side, with 0 at the level above the stones.
3. Place it in an open area away from trees and roofs, partly buried so it stands firm.
4. Read the water level every morning at the same time, record it in millimetres, then empty it.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What unit is rainfall measured in?	**Millimetres**
2	Why place the gauge away from trees?	**Leaves and drips would give wrong readings**
3	Why read it at the same time each day?	**For fair comparison**
4	What does the funnel do?	**Collects rain into the bottle and reduces evaporation**