PP1 Environmental Activities

Term 3 - 55 complete lesson plans

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

ABOUT THIS PACK

55 complete, ready-to-teach PP1 Environmental Activities lesson plans for Term 3, covering water, soil, sound, smell, light, care and safety.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.4	Water	10
3.5	Soil	5
3.6	Sound	5
3.7	Smell	5
3.8	Light	5
4.1	Care	10
4.2	Safety	15

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

Water at our school

By the end of the lesson, the learner should be able to identify sources of water at school

> **Water walk**
> Visit with the teacher: the tap, water tank, hand washing point, and a borehole or well if the school has one.

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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Water at our school

Strand 3.0 Natural environment > Sub-strand 3.4 Water | Lesson 1 of 10 | 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 identify sources of water at school

KEY INQUIRY QUESTION(S)

- Where do we get water in the school and at home?
- What are the uses of water?
- How do we conserve water at home and at school?
- Why is it important to conserve water?

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.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
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.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Environmental education (water conservation)**	Examples link to caring for the school and home environment.
PCI	**Personal safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Basins of water | Cups, jugs and containers | Objects that sink and float (stone, cork, leaf, spoon, plastic bottle top) | Pictures of 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 | tap | tank | well | river | rain | save | sink | float

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: "Key question: where do we get water in the school? Let us find out." 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 "Water walk" (learning activity on the next page), explaining as you go. Use basins of water, cups, jugs and containers, objects that sink and float (stone, cork, leaf, spoon, plastic bottle top). 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: "Name one water source at school."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Water walk

Visit with the teacher: the tap, water tank, hand washing point, and a borehole or well if the school has one. Look from a safe place; never climb tanks or lean over wells.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where does our water come from?	**The tap or tank (answers vary)**
2	Can we climb the water tank?	**No**
3	Where do we wash hands?	**At the hand washing point**
4	Name one water source at school.	**A tap (answers vary)**

WATCH OUT FOR

Wells and tanks are dangerous; stay back.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Hold hands.
Learners ready for more	Draw our school tap or tank. (Answer: Child draws)
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 "water at our school" 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.

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Water at home

Strand 3.0 Natural environment > Sub-strand 3.4 Water | Lesson 2 of 10 | 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 identify sources of water at home

KEY INQUIRY QUESTION(S)

- Where do we get water in the school and at home?
- What are the uses of water?
- How do we conserve water at home and at school?
- Why is it important to conserve water?

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.
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PCI	**Personal safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Basins of water | Cups, jugs and containers | Objects that sink and float (stone, cork, leaf, spoon, plastic bottle top) | Pictures of 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 | tap | tank | well | river | rain | save | sink | float

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: "Where does your family get water?" 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 "Water sources" (learning activity on the next page), explaining as you go. Use basins of water, cups, jugs and containers, objects that sink and float (stone, cork, leaf, spoon, plastic bottle top). 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: "Can children go to the river alone?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Water sources

Tap, tank (rain water), well, borehole, river, spring, dam, water vendor or kiosk.

Match pictures of sources.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where does your family get water?	**Answers will vary**
2	Where does rain water collect?	**In a tank**
3	Name a water source in nature.	**A river (answers vary)**
4	Can children go to the river alone?	**No**

WATCH OUT FOR

Children who fetch water from rivers; stress going with an adult.