PP2 Environmental Activities

Term 2 - 44 complete lesson plans

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

ABOUT THIS PACK

44 complete, ready-to-teach PP2 Environmental Activities lesson plans for Term 2, covering feeding, utensils used at home, furniture used at home and my classmates.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.2	Feeding	12
3.1	Utensils Used at Home	12
3.2	Furniture Used at Home	10
4.1	My Classmates	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

Foods eaten at home

By the end of the lesson, the learner should be able to identify foods eaten at home

> **Our foods**
> Ugali, rice, chapati, githeri, matoke, sweet potatoes, beans, sukuma wiki, cabbage, fish, eggs, milk, fruits.
> Food gives us energy to play and learn and helps us grow.

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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Foods eaten at home

Strand 2.0 My Family > Sub-strand 2.2 Feeding | Lesson 1 of 12 | 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 foods eaten at home

KEY INQUIRY QUESTION(S)

- Why do we have food?
- How do we feed?

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	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Sharing**	Developed through the activities in this lesson.
PCI	**Health education (nutrition and hygiene)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Pictures of local foods | Play food or real fruits | Plates, cups and spoons | Water and soap | Crayons

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

food | ugali | rice | beans | vegetables | fruits | milk | plate | spoon | manners

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: why do we have food?" 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 "Our foods" (learning activity on the next page), explaining as you go. Use pictures of local foods, play food or real fruits, plates, cups and spoons. 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: "What do you drink?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Our foods

Ugali, rice, chapati, githeri, matoke, sweet potatoes, beans, sukuma wiki, cabbage, fish, eggs, milk, fruits.

Food gives us energy to play and learn and helps us grow.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name a food eaten at home.	**Ugali (answers vary)**
2	Why do we eat food?	**To grow and get energy**
3	Name a fruit.	**A banana (answers vary)**
4	What do you drink?	**Milk or water (answers vary)**

WATCH OUT FOR

Children who go hungry; never compare foods.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Pictures.
Learners ready for more	Name three foods. (Answer: Child names)
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 "foods eaten at home" 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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Picture reading foods

Strand 2.0 My Family > Sub-strand 2.2 Feeding | Lesson 2 of 12 | 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 picture read foods

KEY INQUIRY QUESTION(S)

- Why do we have food?
- How do we feed?

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	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Sharing**	Developed through the activities in this lesson.
PCI	**Health education (nutrition and hygiene)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

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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

food | ugali | rice | beans | vegetables | fruits | milk | plate | spoon | manners

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: "Look at this market picture. What foods can you see?" 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 "Food pictures" (learning activity on the next page), explaining as you go. Use pictures of local foods, play food or real fruits, plates, cups and spoons. 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: "Which food do you like?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Food pictures
Read a picture of a family meal and a food market: name each food.
Sort food pictures into fruits, vegetables and other foods.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What food is this?	**Child names**
2	Is a tomato a fruit or vegetable?	**Accept either; it is used as a vegetable**
3	Sort these pictures.	**Child sorts**
4	Which food do you like?	**Answers will vary**

WATCH OUT FOR

Accept local names.