PP2 Environmental Activities

Term 3 - 56 complete lesson plans

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

ABOUT THIS PACK

56 complete, ready-to-teach PP2 Environmental Activities lesson plans for Term 3, covering my friends, parts of a plant, my class, care for my class and cleanliness and toileting.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.2	My Friends	10
4.3	Parts of a Plant	10
5.1	My Class	10
5.2	Care for My Class	12
5.3	Cleanliness and Toileting	14

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

My friends

By the end of the lesson, the learner should be able to identify friends as neighbours

> **Friends**
> A friend is someone we like to be with, who is kind to us and to whom we are kind. Friends can be at school or at home (neighbours).
> Children name a friend and say why they like them.

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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My friends

Strand 4.0 My Neighbourhood > Sub-strand 4.2 My Friends | 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 friends as neighbours

KEY INQUIRY QUESTION(S)

- How do we use courteous words?

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	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Sharing**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Friendship**	Developed through the activities in this lesson.

LEARNING RESOURCES

Puppets | Picture cards of situations | Songs about friends

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

friend | please | thank you | sorry | excuse me | share

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: "Who is your friend?" 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 "Friends" (learning activity on the next page), explaining as you go. Use puppets, picture cards of situations, songs about friends. 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 a neighbour be a friend?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Friends

A friend is someone we like to be with, who is kind to us and to whom we are kind. Friends can be at school or at home (neighbours).

Children name a friend and say why they like them.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who is your friend?	**Child names**
2	Why do you like your friend?	**Answers will vary**
3	Where does your friend live?	**Answers will vary**
4	Can a neighbour be a friend?	**Yes**

WATCH OUT FOR

Children who say they have no friends; pair them kindly.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Suggest a classmate.
Learners ready for more	Name a friend at home. (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 "my friends" 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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Friendship news

Strand 4.0 My Neighbourhood > Sub-strand 4.2 My Friends | 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 tell news about friends

KEY INQUIRY QUESTION(S)

- How do we use courteous words?

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	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Sharing**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Friendship**	Developed through the activities in this lesson.

LEARNING RESOURCES

Puppets | Picture cards of situations | Songs about friends

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

friend | please | thank you | sorry | excuse me | share

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: "What did you do with a friend this week?" 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 "News" (learning activity on the next page), explaining as you go. Use puppets, picture cards of situations, songs about friends. 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: "How did you feel?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

News
Children tell news: "I played football with my friend Kevin." "My friend shared her mango with me."
Others ask one question.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Tell your friend news.	**Child tells**
2	Ask a question.	**Child asks**
3	What did your friend share?	**Answers will vary**
4	How did you feel?	**Answers will vary**

WATCH OUT FOR

Sensitive news.