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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: COMPASS DIRECTION** - **FOUR CARDINAL POINTS OF A COMPASS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the four cardinal points of a compass
2. Use the four cardinal points to give direction of places
3. Appreciate the use of compass direction

**KEY INQUIRY QUESTION (S)**

How can we tell direction of places?

How can we give direction of places using cardinal points?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 1-4

Maps, local environment, pictures, charts, compass

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral question to introduce the lesson

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to read the story on page 1.

Teacher to ask oral questions based on the story

Guide the learners to identify the sitting position of the learners in class

**STEP 2**

Teacher to guide learners to observe the picture in activity 2 and indicate what they can see in picture

Let them discuss in groups the direction according the picture

* Communication and collaboration is promoted

**STEP 3**

Use the picture in activity to give the direction of where the sun rises from and sets

**STEP 4**

Guide the learners to identify the four cardinal points of a compass

**CONCLUSION:**

Teacher to conclude the lesson by asking oral questions about the four cardinal points of a compass

Review the summary note on the chalk board

**EXTENDED ACTIVITIES:**

Learners to draw a compass

**REFLECTION ON THE LESSON:**

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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: COMPASS DIRECTION** - **FOUR CARDINAL POINTS OF A COMPASS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the four cardinal points of a compass
2. Use the four cardinal points to give direction of places
3. Appreciate the use of compass direction

**KEY INQUIRY QUESTION (S)**

How can we tell direction of places?

How can we give direction of places using cardinal points?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 1-4

Maps, local environment, pictures, charts, compass

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to read the story on page 1.

Teacher to ask oral questions based on the story

Guide the them to identify the sitting position of the learners in class

**STEP 2**

Teacher to guide learners to observe the picture in activity 2 and indicate what they can see in picture

Let them discuss in groups the direction according the picture

* Communication and collaboration is promoted

**STEP 3**

Use the picture in activity to give the direction of where the sun rises from and sets

After identifying their east, let them face east and stretch their hands. Ask them to identify where their backs are facing and where their left and right hands are pointing to

**STEP 4**

Guide the learners to identify the four cardinal points of a compass

Learners to draw a compass

**CONCLUSION:**

Teacher to conclude the lesson by asking oral questions about the four cardinal points of a compass

Review the summary note on the chalk board

**EXTENDED ACTIVITIES:**

Learners to use the compass to give direction of different places in their class and parts of the school compound

**REFLECTION ON THE LESSON:**

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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: COMPASS DIRECTION** – **USING CARDINAL POINTS TO GIVE DIRECTION**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the four cardinal points of a compass
2. Use the four cardinal points to give direction of places
3. Appreciate the use of compass direction

**KEY INQUIRY QUESTION (S)**

How can we tell direction of places?

How can we give direction of places using cardinal points?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 4-7

Maps, local environment, pictures, charts, compass

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Take the learners to an open area

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in constructing a compass using a string and two sticks

Let the learners label the compass on the ground as east, west, south and north

**STEP 2**

Learners to work in pairs and name features found to the south, north, east and west of the school compound from where they are

Let the learners fill in the table in their notebooks.

**STEP 3**

Ask them to draw the 4 cardinal points of the compass in their notebooks. Ask one learner to draw the compass on the board from hi/her book.

This will enable the learner to see that north does not mean upwards towards the sky

**STEP 4**

Guide the learners in identify the features in the picture on page 7

Ask the learners to name features to the east, west and south of the flag post in the picture

**CONCLUSION:**

Teacher to conclude the lesson by asking oral questions about the four cardinal points of a compass

Review the summary note on the chalk board

**EXTENDED ACTIVITIES:**

Guide the learners to look at the picture on page 6 in the learner’s book

Name and give directions of various features in the picture

**REFLECTION ON THE LESSON:**

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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: COMPASS DIRECTION** - **EIGHT POINTS OF A COMPASS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the 8 points of a compass

Name the 8 points of a compass

1. Use the 8 points to give direction of places
2. Appreciate the use of compass direction

**KEY INQUIRY QUESTION (S)**

How can we tell direction of places?

How can we give direction of places using cardinal points?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 8-11

Maps, local environment, pictures, charts, compass

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral question to introduce the lesson

Review the previous lesson of the 4 cardinal points of a compass

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study the picture in activity 5 page 8

Let them tell the direction of the gazelle, goat and ostrich

**STEP 2**

Assist the learners to identify the direction between north and east, east and south, south and west and west and north

* Communication and collaboration is promoted

**STEP 3**

Guide the learners to draw and divide it into 4 equal parts. One learner to stand at the centre of the circle

Let the learner at the centre tell the direction of the 8 learners standing in the 8 points.

Let them change positions so that other members can tell different direction

**STEP 4**

Learners to draw a compass to show the 8 points of a compass

**CONCLUSION:**

Teacher to conclude the lesson by asking oral questions about the 8 points of a compass

Review the summary note on the chalk board

**EXTENDED ACTIVITIES:**

Guide the learners to play games of telling the direction of different features in class and outside the class using the 8 compass points

**REFLECTION ON THE LESSON:**

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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: COMPASS DIRECTION** – **using the 8 compass points to give direction**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the 8 points of a compass

Name the 8 points of a compass

1. Use the 8 points to give direction of places
2. Appreciate the use of compass direction

**KEY INQUIRY QUESTION (S)**

How can we tell direction of places?

How can we give direction of places using cardinal points?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 8-11

Maps, local environment, pictures, charts, compass

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Take the learners to an open area

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in constructing a compass using a string and two sticks

Let the learners label the compass on the ground using the 8 compass points

**STEP 2**

Learners to work in groups and name features found in different directions of the school compound from where they are

**STEP 3**

Ask them to draw the 8 points of the compass in their notebooks. Ask one learner to draw the compass on the board from his/her book.

This will enable the learner to see that north does not mean upwards towards the sky

**STEP 4**

Guide the learners in identify the features in the picture on page 10

Ask the learners to name features to the north east, south west and south east

**CONCLUSION:**

Teacher to conclude the lesson by asking oral questions about the eight points of a compass

Review the summary note on the chalk board

**EXTENDED ACTIVITIES:**

Guide the learners to look at the picture on page 10 in the learner’s book

Name and give directions of various features in the picture

**REFLECTION ON THE LESSON:**

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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: COMPASS DIRECTION** – **using the 8 compass points to give direction**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the 8 points of a compass

Name the 8 points of a compass

1. Use the 8 points to give direction of places
2. Appreciate the use of compass direction

**KEY INQUIRY QUESTION (S)**

How can we tell direction of places?

How can we give direction of places using cardinal points?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 8-11

Maps, local environment, pictures, charts, compass

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Take the learners to an open area

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in constructing a compass using a string and two sticks

Let the learners label the compass on the ground using the 8 compass points

**STEP 2**

Learners to work in groups and name features found in different directions of the school compound from where they are

**STEP 3**

Ask them to draw the 8 points of the compass in their notebooks. Ask one learner to draw the compass on the board from his/her book.

This will enable the learner to see that north does not mean upwards towards the sky

**STEP 4**

Guide the learners in identify the features in the picture on page 10

Ask the learners to name features to the north east, south west and south east

**CONCLUSION:**

Teacher to conclude the lesson by asking oral questions about the eight points of a compass

Review the summary note on the chalk board

**EXTENDED ACTIVITIES:**

Guide the learners to look at the picture on page 10 in the learner’s book

Name and give directions of various features in the picture

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: LOCATION AND SIZE OF THE COUNTY** – **SUB COUNTIES IN THE COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. identify sub-counties in the county
2. Name the sub-counties found in the county
3. Show interest in the location of his/her sub-county

**KEY INQUIRY QUESTION (S)**

How many sub-counties are found in your county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 11-14

Maps, local environment, pictures, charts, compass, ATLAS

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study the map of Kwake showing counties on page 11

Ask them to count and name counties in Kwake

**STEP 2**

Using the eight compass points, ask them to tell directions of other counties in relation to Sawa County.

**STEP 3**

Ask learners to identify the smallest and the largest counties in kwake

**STEP 4**

Guide the learners to identify the sub counties in Wewe county

**CONCLUSION:**

Review the summary note on the chalk board

Teacher to conclude the lesson by asking oral questions

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to define the terms county and sub county

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: LOCATION AND SIZE OF THE COUNTY** – **SUB COUNTIES IN THE COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. identify sub-counties in the county
2. Name the sub-counties found in the county
3. Show interest in the location of his/her sub-county

**KEY INQUIRY QUESTION (S)**

How many sub-counties are found in your county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 11-14

Maps, local environment, pictures, charts, compass, ATLAS

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to name the sub county in which their school is located

**STEP 2**

Guide the learners in identifying and naming their neighbouring sub counties

**STEP 3**

Ask learners to draw and colour the map of their sub county

**STEP 4**

Teacher to check learners drawing and let learners display their drawing in class

* Self efficacy as learners deep affection of their artworks
* Value of respect is enhanced as learners share their comments about the maps

**CONCLUSION:**

Review the summary note on the chalk board

Teacher to conclude the lesson by asking oral questions

**EXTENDED ACTIVITIES:**

Guide the learners to do group work activity on page 12

**REFLECTION ON THE LESSON:**

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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: LOCATION AND SIZE OF THE COUNTY** – **LOCATION OF OUR COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. locate their county in relation to neighbouring counties
2. Name counties that are neighbouring his/her county
3. Demonstrate interest in the location of his/her county

**KEY INQUIRY QUESTION (S)**

How many sub-counties are found in your county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 11-14

Maps, local environment, pictures, charts, compass, ATLAS

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to name the county in which their school is located

Provide the map of the county showing sub counties

In pairs, ask learners to identify their sub county

**STEP 2**

Guide the learners in identifying and naming their neighbouring sub counties

Learners also to count the number of the sub counties in the county

**STEP 3**

Ask learners to draw and colour the map of their county and colour their sub county

**STEP 4**

Teacher to check learners drawing and let learners display their drawing in class

* Self efficacy as learners deep affection of their artworks
* Value of respect is enhanced as learners share their comments about the maps

**CONCLUSION:**

Ask learners to identify the smallest and the largest sub counties in their county

Review the summary note on the chalk board

Teacher to conclude the lesson by asking oral questions

**EXTENDED ACTIVITIES:**

Guide the learners to give direction of other sub counties from their sub county

**REFLECTION ON THE LESSON:**

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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: LOCATION AND SIZE OF THE COUNTY** – **LOCATION OF OUR COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. locate their county in relation to neighbouring counties
2. Name counties that are neighbouring his/her county
3. Demonstrate interest in the location of his/her county

**KEY INQUIRY QUESTION (S)**

How many sub-counties are found in your county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 11-14

Maps, local environment, pictures, charts, compass, ATLAS

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to name the county in which their school is located

Provide the map of the county showing sub counties

In pairs, ask learners to identify their sub county

**STEP 2**

Guide the learners in identifying and naming their neighbouring sub counties

Learners also to count the number of the sub counties in the county

**STEP 3**

Ask learners to draw and colour the map of their county and colour their sub county

**STEP 4**

Teacher to check learners drawing and let learners display their drawing in class

* Self efficacy as learners deep affection of their artworks
* Value of respect is enhanced as learners share their comments about the maps

**CONCLUSION:**

Ask learners to identify the smallest and the largest sub counties in their county

Review the summary note on the chalk board

Teacher to conclude the lesson by asking oral questions

**EXTENDED ACTIVITIES:**

Guide the learners to give direction of other sub counties from their sub county

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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**STRAND**:  **NATURAL AND BUILT ENVIRONMENTS**

**SUB STRAND: LOCATION AND SIZE OF THE COUNTY** – **Location and size of the county in relation**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Locate their county in relation to neighbouring counties
2. Name counties that are neighbouring his/her county

Identify counties neighbouring their country

1. Appreciate the impact of neighbouring counties

Demonstrate interest in the location of his/her county

**KEY INQUIRY QUESTION (S)**

How many sub-counties are found in your county?

Which counties neighbour county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 11-14

Maps, local environment, pictures, charts, compass, ATLAS

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the number of counties in Kenya.

Provide the map of the country

In pairs, ask learners to name their county and the neighbouring counties

**STEP 2**

Using a compass guide the learners to identify the counties to the east, west, north and south of their county

They should also name those counties to the NE, SE, SW and NW of their counties

**STEP 3**

Ask learners to draw and colour the map of Kenya showing all the 47 counties

**STEP 4**

Teacher to check learners drawing and let learners display their drawing in class

* Self efficacy as learners deep affection of their artworks
* Value of respect is enhanced as learners share their comments about the maps

**CONCLUSION:**

Ask learners to identify the smallest and the largest counties in Kenya.

Review the summary note on the chalk board

Teacher to conclude the lesson by asking oral questions

**EXTENDED ACTIVITIES:**

Guide the learners to give direction of other counties from their county

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **PHYSICAL FEATURES IN OUR COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define physical features

2. List physical features found in our county

3. Value the physical features within the locality

**KEY INQUIRY QUESTION (S)**

What physical features are found in our locality?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 14-17

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

I**NTRODUCTION**

Teacher to review the previous lesson

Brainstorm in pairs on the meaning of physical features

**LESSON DEVELOPMENT**

**STEP 1**

Teacher to guide learners around the school to observe the physical features

Learners to identify the physical features found within the locality of the school

**STEP 2**

Ask the learners to use the cardinal points of the compass and identify the physical features found in the area

For example vegetation, mountains

**STEP 3**

Using digital devices, guide the learners to take photographs/pictures of the physical features

**STEP 4**

Back in class, organise them in pairs to sort out the physical features found in school compound and those found outside the school compound.

Let the learner’s list physical features and share their findings in class

**CONCLUSION:**

Review the summary note on the chalk board

Teacher to conclude the lesson by asking oral questions to identify features in the county

**EXTENDED ACTIVITIES:**

Learners to draw the physical features found near their school

REFLECTION ON THE LESSON:

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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **PHYSICAL FEATURES IN OUR COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define physical features

2. List physical features found in our county

3. Value the physical features within the locality

**KEY INQUIRY QUESTION (S)**

What physical features are found in our locality?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 14-17

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

I**NTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Teacher to guide learners to identify the physical features from the story on page 15 in the learner’s book

**STEP 2**

Ask the learners to name the physical features found in their homes

For example vegetation, mountains

**STEP 3**

Learners to study the pictures on page 16 in learner’s book

Ask the learners to identify the physical features

**STEP 4**

Learners to list any other physical features they know from their home place

Teacher to guide the learners in describe each of the physical features mentioned by the learner

**CONCLUSION:**

Review the summary note on the chalk board

Teacher to conclude the lesson by asking oral questions to identify features in the county

**EXTENDED ACTIVITIES:**

Learners to use model the physical features found near their locality

REFLECTION ON THE LESSON:

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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **IMPORTANCE OF PHYSICAL FEATURES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* List physical features found in our county
* Examine the importance of the main physical features in the county
* Appreciate the importance of physical features
* Value the physical features within the locality

**KEY INQUIRY QUESTION (S)**

What physical features are found in our locality?

How important are the physical features in our county

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 18

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

I**NTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Teacher to guide learners to identify and name physical features with the help of the pictures on page 18 in the learner’s book

**STEP 2**

Guide the learners in identify and stating the importance of the physical features

**STEP 3**

Learners to list the importance of the physical features as shown by the pictures in their book

**STEP 4**

In groups, guide the learners to compare the importance of the physical features in their different homesteads

**CONCLUSION:**

Review the summary note on the chalk board

Teacher to conclude the lesson by asking oral questions

**EXTENDED ACTIVITIES:**

With the help of the parents learners to use digital devices to search for importance of physical features

REFLECTION ON THE LESSON:

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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **IMPORTANCE OF PHYSICAL FEATURES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* List physical features found in our county
* Examine the importance of the main physical features in the county
* Appreciate the importance of physical features
* Value the physical features within the locality

**KEY INQUIRY QUESTION (S)**

What physical features are found in our locality?

How important are the physical features in our county

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 18

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

I**NTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Teacher to guide learners to identify and name physical features with the help of the pictures on page 18 in the learner’s book

**STEP 2**

Guide the learners in identify and stating the importance of the physical features

**STEP 3**

Learners to list the importance of the physical features as shown by the pictures in their book

**STEP 4**

In groups, guide the learners to compare the importance of the physical features in their different homesteads

**CONCLUSION:**

Review the summary note on the chalk board

Teacher to conclude the lesson by asking oral questions

**EXTENDED ACTIVITIES:**

With the help of the parents learners to use digital devices to search for importance of physical features

REFLECTION ON THE LESSON:

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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **Conserving the physical features within the locality**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. List physical features found in eastern Africa
2. Describe the ways of conserving the physical features
3. Value the physical features within the locality and desire to conserve the environment

KEY INQUIRY QUESTION (S)

How can we conserve the physical features in our county?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 19-21

Maps, local environment, pictures, charts

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Introduce the lesson by telling the learners what conservation

LESSON DEVELOPMENT

STEP 1

Teacher to guide learner’s to observing the diagrams/pictures in activity 12

Let them discuss in groups and share their findings in class

STEP 2

Guide the learners to discuss the importance of conserving the physical feature as guide by the teacher

**STEP 3**

Guide the learners to compose and sing a song that tell people how to conserve the physical features

**CONCLUSION:**

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners together with the parent to visit one of the physical features and take part of environmental conservation

**REFLECTION ON THE LESSON:**

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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **SEASONS IN OUR COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Recognise seasons experienced in the county
2. Name the various seasons in the county
3. Appreciate seasons in the county

KEY INQUIRY QUESTION (S)

Which seasons are experienced in our county?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 21-23

Maps, local environment, pictures, charts, Digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Take the learners outside and let them observe the weather.

Let them identify the season from what they have observed

STEP 2

Guide the learners to study the pictures on page 21 and 22 of the learner’s book showing different weather conditions

Learners to identify different seasons from the pictures

**STEP 3**

Guide the learners to compose a poem about the four seasons

**CONCLUSION:**

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search about the different seasons from the internet

**REFLECTION ON THE LESSON:**

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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **SEASONS IN OUR COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Recognise seasons experienced in the county
2. Name the various seasons in the county
3. Appreciate seasons in the county

KEY INQUIRY QUESTION (S)

Which seasons are experienced in our county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 21-23

Maps, local environment, pictures, charts, Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study the pictures on page 21 and 22 of the learner’s book showing different weather conditions

Learners to identify different seasons from the pictures

**STEP 2**

Guide the learners to discuss seasons experienced in the county in groups

Learners to present their findings in class

**STEP 3**

Guide the learners to use the chart on page 23 in the learner’s book to demonstrate how the seasons can be recorded

**CONCLUSION:**

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners guided by their parents to complete the chart on page23 by marking the weather conditions for the weekend

**REFLECTION ON THE LESSON:**

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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **ACTIVITIES IN DIFFERENT SEASONS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Recognise seasons experienced in the county

Name the various seasons in the county

1. Explain how seasons influence human activities in the county
2. Appreciate the different seasons experience in the county

KEY INQUIRY QUESTION (S)

Which seasons are experienced in our county?

How do different seasons influence human activities in our county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 24-26

Maps, local environment, pictures, charts, Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study the pictures on page 24 of the learner’s book

Learners to identify different the activities shown in the pictures

**STEP 2**

Guide the learners to discuss the activities that are likely to be carried out in each picture.

Ask them to talk about the activities that take place during each season

**STEP 3**

Guide the learners to record activities carried out for each of the four seasons by filling the table on page 24-26 in the learners book

**CONCLUSION:**

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to find out different activities carried out around the school during different seasons

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **ACTIVITIES IN DIFFERENT SEASONS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Recognise seasons experienced in the county

Name the various seasons in the county

1. Explain how seasons influence human activities in the county
2. Appreciate the different seasons experience in the county

KEY INQUIRY QUESTION (S)

Which seasons are experienced in our county?

How do different seasons influence human activities in our county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 24-26

Maps, local environment, pictures, charts, Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study the pictures on page 24 of the learner’s book

Learners to identify different the activities shown in the pictures

**STEP 2**

Guide the learners to discuss the activities that are likely to be carried out in each picture.

Ask them to talk about the activities that take place during each season

**STEP 3**

Guide the learners to record activities carried out for each of the four seasons by filling the table on page 24-26 in the learners book

**CONCLUSION:**

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to find out different activities carried out around the school during different seasons

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **The main Historic built environments in our county - Nakuru**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the main historic built environments in our county -Nakuru
2. Discuss the importance of the main historic built environments in our county
3. demonstrate interest in the historic built environments

KEY INQUIRY QUESTION (S)

1. Which are the main historic built environments in our county?

LEARNING RESOURCES

longhorn SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 27-29

Maps, local environment, pictures, charts

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to guide the learners in Activity 15 on page 27

LESSON DEVELOPMENT

STEP 1

Guide the learners to do activity 15, by identifying built environments from the picture and compare their answers

STEP 2

Teacher guide learners in naming and locating monuments, museums and historical buildings in our county

**STEP 3**

Teacher to guide learners in discussing about monuments, museums and historical buildings in our county

**CONCLUSION:**

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to use different types of media to identifying more built environments in our county

**REFLECTION ON THE LESSON:**

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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **The main Historic built environments in our county - Nakuru**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the main historic built environments in our county -Nakuru
2. Discuss the importance of the main historic built environments in our county
3. demonstrate interest in the historic built environments

KEY INQUIRY QUESTION (S)

1. Which are the main historic built environments in our county?

LEARNING RESOURCES

longhorn SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 27-29

Maps, local environment, pictures, charts

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Learners to visit the nearby historical built environment

**STEP 2**

Learners to take photos and videos of the historic built environment

Encourage the learners to ask oral questions

**STEP 3**

Teacher to guide learners discussing what they saw in the field and write a report

**CONCLUSION:**

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to draw any historic built environment in their county

**REFLECTION ON THE LESSON:**

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STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **Importance of the Main Historic built environments in our county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the main historic built environments in our county.
2. Discuss the importance of the main historic built environments in our county
3. Appreciate the importance of historic built environment in our county.

KEY INQUIRY QUESTION (S)

1. Which are the main historic built environments in our county?
2. What are the uses of museums?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 29-31

Maps, local environment, pictures, charts

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to guide the learners in Activity 16 on page 29

LESSON DEVELOPMENT

STEP 1

Teacher to guide learners in identifying the uses/importance of monuments, museums and historical buildings in our county

STEP 2

Guide the learners to do discuss the importance of historic built environment in our county

STEP 3

Learners to create their own poems on the importance of historic built environments in our county and recite them in class

CONCLUSION:

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

EXTENDED ACTIVITIES:

Learners to collect different cultural artefacts and display them in the cultural corner in class

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **Importance of the Main Historic built environments in our county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify the main historic built environments in our county.
2. Discuss the importance of the main historic built environments in our county
3. Appreciate the importance of historic built environment in our county.

KEY INQUIRY QUESTION (S)

1. Which are the main historic built environments in our county?
2. What are the uses of museums?
3. How are the historic built environments important in our county?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 29-31

Maps, local environment, pictures, charts

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to guide the learners in Activity 16 on page 29

LESSON DEVELOPMENT

STEP 1

Ask learners to talk about the importance of the historic built environment

STEP 2

Let the learners use the picture on page 29 to discuss the importance of historic built environment

STEP 3

Learners to prepare a report about the discussion by the whole class on the importance of historic built environment

Learners to present their findings in class

CONCLUSION:

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

EXTENDED ACTIVITIES:

Learners to collect different cultural artefacts and display them in the cultural corner in class

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **NATURAL AND BUILT ENVIRONMENTS**

SUB STRAND: **Ways of caring for Historical Buildings environment in the Locality**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. State ways of caring for historic built environments in the county
2. Participate in caring for the historic built environments in the county
3. Conserve historical buildings within the locality to promote patriotism

KEY INQUIRY QUESTION (S)

1. Which are the main historic built environments in our county?
2. What are the uses of museums?
3. Why should we conserve the historic built environment

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 30

Maps, local environment, pictures, charts, Digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson on importance of the main historic built environment

Teacher to guide the learners in Activity 17 on page 31

Let them read the story

LESSON DEVELOPMENT

STEP 1

Teacher to guide learners in talking about monuments, museums and historical buildings found in their locality

Teacher to guide learners in discussing ways in which their can conserve/care historical built environment

STEP 2

Guide the learners to write the reasons why we should care for the historic built envirinmen

STEP 3

Teacher together with the learners to identify historical built environment within their locality and plan for conservation activity

CONCLUSION:

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

EXTENDED ACTIVITIES:

Field visit to historical built environment to do conservation activities

Prepare posters with conservation messages

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE AND POPULATION**

SUB STRAND: **INTERDEPENDENCE OF PEOPLE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define interdependence
* Identify ways in which people depend on each other in the county
* Name things which people depend on each other in the county
* Appreciate interdependence in daily life situations

KEY INQUIRY QUESTION (S)

1. How do people in the County depend on each other?
2. Why should we support each other in the County?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 33

Maps, local environment, pictures, charts, Digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Guide the learners to use dictionary and digital devices to look for definition of interdependence.

LESSON DEVELOPMENT

STEP 1

Ask the learners to read the story on page 33 and 34 of the learner’s book

Ask oral questions based from the story

STEP 2

Guide the learners to talk about the two families from the story on how on how they depend on each other

STEP 3

Ask them to name other ways in which people depend on each other at home

CONCLUSION:

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

EXTENDED ACTIVITIES:

Learners to find out from their parents or caregivers how people depend on each other in the community

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE AND POPULATION**

SUB STRAND: **INTERDEPENDENCE OF PEOPLE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define interdependence
* Identify ways in which people depend on each other in the county
* Name things which people depend on each other in the county
* Appreciate interdependence in daily life situations

KEY INQUIRY QUESTION (S)

1. How do people in the County depend on each other?
2. Why should we support each other in the County?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 33

Maps, local environment, pictures, charts, Digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Guide the learners to brainstorm about the definition of interdependence

LESSON DEVELOPMENT

STEP 1

Ask the learners to read the story on page 33 and 34 of the learner’s book

Ask oral questions based from the story

STEP 2

Guide the learners to share experience of how they help each other in school

Let them share what they have discussed with the other learners

**STEP 3**

Guide them to write down the ways in which they depend on each other in school

**STEP**

Teacher to guide the learners to share on how people depend on each other in the community

**CONCLUSION:**

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to find out from their parents or caregivers how people depend on each other in the community

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE AND POPULATION**

SUB STRAND: **WAYS IN WHICH PEOPLE DEPEND ON EACH OTHER**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define interdependence
* Identify ways in which people depend on each other in the county
* Name things which people depend on each other in the county
* Appreciate interdependence in daily life situations

KEY INQUIRY QUESTION (S)

1. How do people in the County depend on each other?
2. Why should we support each other in the County?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 33-41

Maps, local environment, pictures, charts, Digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Learners to define interdependence

LESSON DEVELOPMENT

STEP 1

Teacher to lead the learners to visit the nearby market

STEP 2

Guide the learners to observe the different ways in which people depend on each other at the market

**STEP 3**

Guide them to take photos, draw pictures, record video clips and engage in the market and take notes

**STEP**

Teacher to guide the learners to write a report about how the people depend on each other

**CONCLUSION:**

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to find out from their parents or caregivers how people depend on each other in the community

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE AND POPULATION**

SUB STRAND: **WAYS IN WHICH PEOPLE DEPEND ON EACH OTHER**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define interdependence
* Identify ways in which people depend on each other in the county
* Name things which people depend on each other in the county
* Appreciate interdependence in daily life situations

KEY INQUIRY QUESTION (S)

1. How do people in the County depend on each other?
2. Why should we support each other in the County?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 33-41

Maps, local environment, pictures, charts, Digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Learners to define interdependence

LESSON DEVELOPMENT

STEP 1

Lead the learners to study the picture on page 35

Let them identify how people are depending on each other in the market

STEP 2

Guide the learners to name other ways in which people depend on each other in the county

**STEP 3**

Guide them to read the conversation on page 36 of the learner’s book in turns

Let them identify ways in which learners depend on each other from the conversation

Ask them also to identify other ways in which learners depend on each other in school

**STEP**

Teacher to guide learners to discuss how people depend on each other in the community

**CONCLUSION:**

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to role play how people depend on each other in the community

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE AND POPULATION**

SUB STRAND: **BENEFITS OF INTERDEPENDENCE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define interdependence
* Identify ways in which people depend on each other in the county
* Investigate the benefits of interdependence of people in the county
* Appreciate interdependence in daily life situations

KEY INQUIRY QUESTION (S)

1. How do people in the County depend on each other?
2. Why should we support each other in the County?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 33-41

Maps, local environment, pictures, charts, Digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Learners to define interdependence

LESSON DEVELOPMENT

STEP 1

Lead the learners to read the story on page 38 of the learner’s book

Ask them identify benefits of interdependence from the story

**STEP 2**

Teacher to guide the learners to name other benefits of interdependence

**STEP 3**

Guide the learners to share experiences of how they have benefited from others

Let them compare their experiences in class

**CONCLUSION:**

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to role play how people depend on each other in the community

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE AND POPULATION**

SUB STRAND: **BENEFITS OF INTERDEPENDENCE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define interdependence
* Identify ways in which people depend on each other in the county
* Investigate the benefits of interdependence of people in the county
* Appreciate interdependence in daily life situations

KEY INQUIRY QUESTION (S)

1. How do people in the County depend on each other?
2. Why should we support each other in the County?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 33-41

Maps, local environment, pictures, charts, Digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Learners to define interdependence

LESSON DEVELOPMENT

STEP 1

Lead the learners to look for pictures and drawings from the internet through digital devices showing benefits of interdependence

Ask them identify benefits of interdependence from the pictures

**STEP 2**

Teacher to guide the learners to discuss the benefits of interdependence

**STEP 3**

Guide the learners to create a chart showing benefits of interdependence among people at school, at home and in the county

Ask them to use the chart to explain the benefits of interdependence among people and present their findings in class

**CONCLUSION:**

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to hold a debate about interdependence

Topic – two are better than one

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE and POPULATION**

SUB STRAND: **Population distribution**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define population distribution
* Describe population distribution in the county
* Describe population of places
* Demonstrate interest in population distribution in his/her county

KEY INQUIRY QUESTION (S)

How are population spread out in our county?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 41-43

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Introduce the lesson by guiding learners to find out the meaning of population, population distribution

**LESSON DEVELOPMENT**

**STEP 1**

Take the learners around the school. Ask them to observe the number of people in the area

Take them to areas with few people and those with many people

**STEP 2**

Ask them to observe how houses in the school neighbourhood are distributes

Let them identify areas that have many houses and those with few houses

**STEP 3**

Guide the learners to describe population distribution using the words like sparsely, uneven and densely populated

**STEP 4**

Assist learners to describe population of the pictures shown on page of the learner’s book

Teacher to conclude the lesson by asking oral question

**CONCLUSION:**

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to draw and record what they have observed from their home area about population distribution and fill in the table on page 41 of the learner’s book

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE and POPULATION**

SUB STRAND: **POPULATION DISTRIBUTION IN THE COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define population distribution
* Describe population distribution in the county
* Describe population of places
* Demonstrate interest in population distribution in his/her county

KEY INQUIRY QUESTION (S)

How are population spread out in our county?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 43-46

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Introduce the lesson by guiding learners to find out the meaning of population, population distribution

**LESSON DEVELOPMENT**

**STEP 1**

Ask them to observe how houses in the school neighbourhood are distributes

Let them identify areas that have many houses and those with few houses

Ask learners to describe the population distribution of their county

**STEP 2**

Teacher to provide a map showing distribution in the county to the learners

Let them use the map to identify

1. How population is spread out in the county
2. Areas that are A. Sparsely populated B. Unevenly populated C. Densely populated

**STEP 3**

Guide the learners to draw a map of their county in their exercise books showing population distribution

**CONCLUSION:**

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to find out the population and population distribution of their county.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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STRAND:  **PEOPLE and POPULATION**

SUB STRAND: **POPULATION DISTRIBUTION IN THE COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define population distribution
* Describe population distribution in the county
* Describe population of places
* Demonstrate interest in population distribution in his/her county

KEY INQUIRY QUESTION (S)

How are population spread out in our county?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 43-46

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Introduce the lesson by guiding learners to find out the meaning of population, population distribution

**LESSON DEVELOPMENT**

**STEP 1**

Ask them to observe how houses in the school neighbourhood are distributes

Let them identify areas that have many houses and those with few houses

Ask learners to describe the population distribution of their county

**STEP 2**

Teacher to provide a map showing distribution in the county to the learners

Let them use the map to identify

1. How population is spread out in the county
2. Areas that are A. Sparsely populated B. Unevenly populated C. Densely populated

**STEP 3**

Guide the learners to draw a map of their county in their exercise books showing population distribution

**STEP 4**

In groups, learners to discuss why some areas are sparsely, densely and uneven populated

Ask them to present their findings

**CONCLUSION:**

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to find out the population and population distribution of their county.

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE and POPULATION**

SUB STRAND: **COMMON PATTERNS OF** **POPULATION DISTRIBUTION**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Recognise common patterns of population distribution in the county
* Describe patterns of population distribution in the county
* Appreciate population distribution in the county

KEY INQUIRY QUESTION (S)

How are population spread out in our county?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 47-51

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Introduce the lesson by guiding learners to find out the meaning of population, population distribution

**LESSON DEVELOPMENT**

**STEP 1**

Lead the learners to read the conservation on page 47 of the learner’s book

Let them identify common patters of population distribution in the county from the conservation

**STEP 2**

In groups, let learners observe the picture on page 48 of the learners

Ask them to identity the differences in the three pictures

**STEP 3**

Guide the learners to describe the population patterns of the three pictures.

Guide them to use words such as linear, clustered and scattered

**STEP 4**

Guide the learners to identify a pattern that is common in their home area

**CONCLUSION:**

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let the learners play the game “mingle mingle”

Let them mingle and form common patterns or population

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEOPLE and POPULATION**

SUB STRAND: **COMMON PATTERNS OF** **POPULATION DISTRIBUTION**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Recognise common patterns of population distribution in the county
* Describe patterns of population distribution in the county
* Appreciate population distribution in the county

KEY INQUIRY QUESTION (S)

How are population spread out in our county?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 47-51

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Introduce the lesson by guiding learners to find out the meaning of population, population distribution

**LESSON DEVELOPMENT**

**STEP 1**

Lead the learners to read the conservation on page 47 of the learner’s book

Let them identify common patters of population distribution in the county from the conservation

**STEP 2**

In groups, let learners study the map of Usalama area on page 50

Ask them to identity the patterns of population in the area

**STEP 3**

Guide the learners to describe the population patterns of the area

Guide them to use words such as linear, clustered and scattered

**STEP 4**

Guide the learners to identify a pattern that is common in their home area

**CONCLUSION:**

Review the chalkboard summary

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to take photos and videos of the population patterns within their home area

* Digital literacy will be enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CULTURE AND SOCIAL ORGANISATION**

SUB STRAND: **ASPECTS OF TRADITIONAL CULTURE IN THE COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify aspects of traditional culture in the county
* Describe aspects of the traditional culture in the county
* Appreciate the diverse cultures in the county

KEY INQUIRY QUESTION (S)

What are the aspects of traditional culture?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 52-56

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Introduce the lesson by guiding learners to brainstorm the meaning of culture

**LESSON DEVELOPMENT**

**STEP 1**

Lead the learners to read the story on page 52 and 53 of the learner’s book

Let them identify the kind of hut Tom and Mary’s grandparents lived in

Learners to identify the items they saw in their grandparents hut and hoe they were dressed

**STEP 2**

Guide the learners to name traditional things found in the county

Let them name the aspects of traditional culture they like

**STEP 3**

In pairs let the learners talk about the food they ate in the last 2 days and list them

Let them identify the traditional foods from the list

**STEP 4**

Ask them to talk about traditional food found in their county and share their discusiions in class

**CONCLUSION:**

Review the chalkboard summary

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to make a list of other traditional things found in their county

* Digital literacy will be enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CULTURE AND SOCIAL ORGANISATION**

SUB STRAND: **ASPECTS OF TRADITIONAL CULTURE IN THE COUNTY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify aspects of traditional culture in the county
* Describe aspects of the traditional culture in the county
* Appreciate the diverse cultures in the county

KEY INQUIRY QUESTION (S)

What are the aspects of traditional culture?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 52-56

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Introduce the lesson by guiding learners to brainstorm the meaning of culture

**LESSON DEVELOPMENT**

**STEP 1**

Lead the learners to read the story on page 52 and 53 of the learner’s book

Let them identify the kind of hut Tom and Mary’s grandparents lived in

Learners to identify the items they saw in their grandparents hut and hoe they were dressed

**STEP 2**

Guide the learners to study the picture on page 54 of the learner’s book

Let them name the aspects of traditional culture shown in the pictures

**STEP 3**

Guide the learners to list traditional things that are common in their county in a table like the one on page 55

**STEP 4**

Learners to discuss aspects of traditional culture in the county

* **Communication and collaboration** as learners discuss in groups

**CONCLUSION:**

Review the chalkboard summary

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let the learners sing and perform a traditional song that is common in their county

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CULTURE AND SOCIAL ORGANISATION**

SUB STRAND: **IMPORTANCE OF TRADITIONAL CULTURE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify aspects of traditional culture in the county
* Describe aspects of the traditional culture in the county
* Examine the importance of traditional culture in the county
* Appreciate the diverse cultures in the county

**KEY INQUIRY QUESTION (S)**

What are the aspects of traditional culture?

Why is culture important to us?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 57-59

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Introduce the lesson by guiding learners to brainstorm the meaning of culture

**LESSON DEVELOPMENT**

**STEP 1**

Lead the learners to study the pictures on page 57 of the learner’s book

Let them identify the aspects of culture shown in the pictures

**STEP 2**

Guide the learners to discuss the importance of the aspects of culture in the pictures

**STEP 3**

Guide the learners to discuss other important aspects of the culture of traditional culture in the county and share their findings in class

* **Communication and collaboration** as learners discuss in groups

**CONCLUSION:**

Review the chalkboard summary

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Lead the learners to draw and write either true or false on a table like the one given on page 58 to test their ability to understand the importance of the given aspects of traditional culture

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CULTURE AND SOCIAL ORGANISATION**

SUB STRAND: **IMPORTANCE OF TRADITIONAL CULTURE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify aspects of traditional culture in the county
* Describe aspects of the traditional culture in the county
* Examine the importance of traditional culture in the county
* Appreciate the diverse cultures in the county

**KEY INQUIRY QUESTION (S)**

What are the aspects of traditional culture?

Why is culture important to us?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 57-59

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Introduce the lesson by guiding learners to brainstorm the meaning of culture

**LESSON DEVELOPMENT**

**STEP 1**

Lead the learners to study the pictures on page 57 of the learner’s book

Let them identify the aspects of culture shown in the pictures

**STEP 2**

Guide the learners to discuss the importance of the aspects of culture in the pictures

**STEP 3**

Guide the learners to discuss other important aspects of the culture of traditional culture in the county and share their findings in class

* **Communication and collaboration** as learners discuss in groups

**CONCLUSION:**

Review the chalkboard summary

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Lead the learners to use digital devices to search about the importance of culture in the county from the internet

* Digital literacy is enhanced

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CULTURE AND SOCIAL ORGANISATION**

SUB STRAND: **HISTORY OF THE SCHOOL**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Narrate the history of the school
2. Uphold the core values of the school

**KEY INQUIRY QUESTION (S)**

How was our school started?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 59-61

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Guide the learners to sing the song on page 59 of the learner’s book

Let them sing it in turns. Allow them to dance to the song for enjoyment

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to name their school

Teacher to guide them to talk about when their school was started

**STEP 2**

Guide the learners to talk about the history of their school

**STEP 3**

Guide the learners to draw and colour their school

**STEP 4**

Learners to display and talk about their work

* Self efficacy as learners deep affection of their drawings
* Value of respect is enhanced as learners share their comments about their drawings

**CONCLUSION:**

Review the chalkboard summary

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Lead the learners to visit head teacher office and enquire about the history of the school

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CULTURE AND SOCIAL ORGANISATION**

SUB STRAND: **SCHOOL MOTTO AND CORE VALUES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Narrate the history of the school
* Interpret the school motto and core values of the school
* Uphold the core values of the school

**KEY INQUIRY QUESTION (S)**

How was our school started?

In which ways can we exhibit core values of our school?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 62-66

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

Guide the learners to recite their school motto

**LESSON DEVELOPMENT**

**STEP 1**

Lead the learners to observe the picture on page 62 of the learner’s book

Let them name the things shown in the picture

**STEP 2**

Guide the learners to name the core values of their school

Ask them to write down their school vision

**STEP 3**

Guide the learners to read the words on page 63 in the learner’s book aloud

Let them pick the core values that match those of their school

**STEP 4**

Guide the learners to explain how they practise core values

**CONCLUSION:**

Review the chalkboard summary

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Lead the learners to develop a poster of the school motto and core values

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CULTURE AND SOCIAL ORGANISATION**

SUB STRAND: **THE SCHOOL ROUTINE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Narrate the history of the school
* Interpret the school motto and core values of the school
* Describe the daily routine of the school
* Uphold the core values of the school

**KEY INQUIRY QUESTION (S)**

How was our school started?

In which ways can we exhibit core values of our school?

How is our school daily routine?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 62-66

Maps, local environment, pictures, charts

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Lead the learners to observe the picture on page 67 of the learner’s book

Let them identify the activities shown in the picture.

**STEP 2**

Learners to give the time they carry out the activities and arrange them in order of their occurrence

Guide the learners to mention activities they do in school

**STEP 3**

Guide the learners to talk about the activities they do from the tie they get to school to the time they leave the school

Ask learners to tell each other the activities they enjoy doing most

**STEP 4**

Guide the learners to compose a poem about their school routine

**CONCLUSION:**

Review the chalkboard summary

Ask the learners to share what they have learnt. Assess them based on their responses

Conclude the lesson by emphasizing the main points

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Lead the learners to develop best describes their school routine

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **RESOURCES IN THE COUNTY – Main resources in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term resources
2. Identify the main resources found in the county
3. Develop desire to conserve resources in the county

KEY INQUIRY QUESTION (S)

How could we conserve resources found in the county?

LEARNING RESOURCES

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 69-

Maps, local environment, pictures, charts, newspaper cuttings

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners in activity 1.

Let the learners identify resources in the pictures A and D

Guide the learners to use digital devices to find meaning of resources, examples of resources

* Digital literacy – will be enhanced as learners manipulate digital devices

STEP 2

In groups guide the learners identify and name some of the resources found in our county

* Communication and collaboration- is developed as learners work in groups

**STEP 3**

Teacher to guide the learners for a nature walk around the school compound and school neighbourhood.

Let them identify the main resources in the area

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Take pictures and photographs of resources found in their county

Learners to use dictionary to find the meaning of new words

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **RESOURCES IN THE COUNTY –Ways in which resources are conserved in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term resources
2. Identify the main resources found in the county
3. Develop desire to conserve resources in the county

**KEY INQUIRY QUESTION (S)**

How could we conserve resources found in the county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 69-

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners in activity 1.

Let the learners identify resources in the pictures A and D

Guide the learners to use digital devices to find meaning of resources, examples of resources

* Digital literacy – will be enhanced as learners manipulate digital devices

STEP 2

In groups guide the learners identify and name some of the resources found in our county

* Communication and collaboration- is developed as learners work in groups

**STEP 3**

Guide the learners to discuss the importance of conserving natural resources

**STEP 4**

Let the learners present their findings in class

Teacher to highlight the different ways of protecting resources in their own county

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Take pictures and photographs of resources found in their county

Ask learners to write a report of ways of conserving the resources in their county

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ECONOMIC ACTIVITIES IN THE COUNTY – Main economic activities in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

a) identify the main economic activities carried out in the county
b) explain the importance of main economic activities carried out in the county
c) develop desire to participate in economic activities in the county

**KEY INQUIRY QUESTION (S)**

How important are the economic activities in the county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 75-80

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners in activity 3.

Let the learners identify economic activities in the pictures A and D

Guide the learners to use digital devices to find meaning of economic activities, examples of economic activities

* Digital literacy – will be enhanced as learners manipulate digital devices

STEP 2

In groups guide the learners identify and name some of the economic activities practised in our county

* Communication and collaboration- is developed as learners work in groups

**STEP 3**

Guide the learners to take a nature walk around the school

Let them observe the economic activities that are taking place in the locality

* Digital literacy – will be enhanced as learners manipulate digital devices by taking pictures of the economic activities

**STEP 4**

Learners to discuss the main economic activities carried out in their county and share what they have discussed with other groups

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Take pictures and photographs of economic activities in their county

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ECONOMIC ACTIVITIES IN THE COUNTY – Importance of economic activities**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

a) identify the main economic activities carried out in the county
b) explain the importance of main economic activities carried out in the county
c) develop desire to participate in economic activities in the county

**KEY INQUIRY QUESTION (S)**

How important are the economic activities in the county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 75-80

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners in activity 3.

Let the learners identify economic activities in the pictures A and D

Guide the learners to use digital devices to find meaning of economic activities, examples of economic activities

* Digital literacy – will be enhanced as learners manipulate digital devices

STEP 2

In groups guide the learners identify and name some of the economic activities practised in our county

* Communication and collaboration- is developed as learners work in groups

**STEP 3**

Guide the learners to read the story on page 77/78 and answer the questions

Let the learners identify the importance of economic activities

**STEP 4**

Guide the learners to discuss the importance of economic activities in the story

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Take pictures and photographs of economic activities in their county

Ask learners to write a 5 importance of economic activities on manila paper and hang at the learning corner

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **TRADE IN THE COUNTY – Methods of trade in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term trade
2. Identify methods of trade in the county

Explore the benefits of trade in the County

1. Appreciate lawful trading activities in the county

**KEY INQUIRY QUESTION (S)**

What are the benefits of trade in the county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 81-87

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of trade and methods of trade

* Digital literacy – will be enhanced as learners manipulate digital devices

STEP 2

In groups guide the learners to read the story on pages 81 and 82 of the leaner’s book

Ask learners to identify methods of trade from the story

Ask them to name other methods of trade in the county

* Communication and collaboration- is developed as learners work in groups

**STEP 3**

Guide the learners to talk about the pictures on page 82 of the learner’s book

Let the learners identify methods of trade shown in the pictures

**STEP 4**

Guide the learners in groups to discuss the methods of trade in their county

Let them share what they have discussed with members of the groups

Learners to write down the methods of trade found in their county

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Take pictures and photographs of methods of trade practised in their locality

Role play selling avocado seedling to each other

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **TRADE IN THE COUNTY – benefits of trade in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term trade
2. Identify methods of trade in the county

Explore the benefits of trade in the County

1. Appreciate lawful trading activities in the county

**KEY INQUIRY QUESTION (S)**

What are the benefits of trade in the county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 81-87

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of trade and methods of trade

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Take learners to the shopping centre and let them observe trading activities being carried out in the shopping centre

* Communication and collaboration- is developed as learners work in groups

**STEP 3**

In pairs, ask learners to talk about the importance of trade in their county

* Patriotism as learners are made aware of the diversity and richness of resources in the county

**STEP 4**

In groups, ask learners to discuss the benefits of trade and the benefits of engaging in trading activities

Allow them to present their findings in class

* Promotion of responsibility as they work together

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Take pictures and photographs of methods of trade practised in their locality

Let the learners write an essay on the benefits of trade in their county and present it in class

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **TRADE IN THE COUNTY – lawful trading activities in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term trade
2. Identify methods of trade in the county

Explore the benefits of trade in the County

1. Appreciate lawful trading activities in the county

**KEY INQUIRY QUESTION (S)**

What are the benefits of trade in the county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 81-87

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of trade and methods of trade

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Let the learners read the story on page 85 of the learner’s book

Let them identify a lawful and unlawful trader.

Guide them to understand that traders should pay taxes, have permits and carry out legal trade

**STEP 3**

Let learners in groups read the conservation and identify lawful and unlawful trading activities

**STEP 4**

In groups, ask learners to discuss lawful and unlawful trading activities in the county

Allow them to present their findings in class

* Promotion of responsibility as they work together

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask learners to find out from their parents the examples of lawful and unlawful trading activities in their county

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **INDUSTRIES IN THE COUNTY –**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term industry
2. Identify industries in the county

 Explain the benefits of industries in the county

1. Appreciate products from industries in the county

**KEY INQUIRY QUESTION (S)**

How could we benefit from industries in the county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 88-94

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of industry

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Let the learners read the story on page 88 of the learner’s book

 Let them identify industries mentioned in the story

**STEP 3**

Ask them to talk about industries found in their county

Let them their findings in class

**STEP 4**

In groups, ask learners to discuss the industries found in their county

Guide the learners to name raw materials used in the industries

They can also talk about the end product of the industries they have named

* Promotion of responsibility as they work together

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to fill in the table on page 89 of the learner’s book

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **INDUSTRIES IN THE COUNTY –**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term industry
2. Identify industries in the county

 Explain the benefits of industries in the county

1. Appreciate products from industries in the county

**KEY INQUIRY QUESTION (S)**

How could we benefit from industries in the county?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 88-94

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of industry

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Let the learners read the story on page 88 of the learner’s book

 Let them identify industries mentioned in the story

**STEP 3**

Ask them to talk about industries found in their county

Let them their findings in class

**STEP 4**

In groups, ask learners to discuss the industries found in their county

Guide the learners to name raw materials used in the industries

They can also talk about the end product of the industries they have named

* Promotion of responsibility as they work together

**STEP 4**

Ask the learners to look at the pictures on page 89/90 of the learner’s book.

Let them name the items shown in the pictures

Ask the learners to identify where the items are made in. Guide them to name other products of an industry.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to fill in the table on page 89 of the learner’s book

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **INDUSTRIES IN THE COUNTY – Products from industries in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term industry
2. Identify industries in the county

 Explain the benefits of industries in the county

1. Appreciate products from industries in the county

**KEY INQUIRY QUESTION (S)**

How could we benefit from industries in the county?

What products of industries?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 88-94

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of industry

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Ask learners to name products of industries found in their class. Let them name other products of industries they know

**STEP 3**

In pairs, ask learners to name products of industries found at home. Let them share their work with others in class

**STEP 4**

Ask learners to look at the pictures on page 91 of the learner’s book

Let them talk about the items are made.

Ask them to discuss other products of in industries in the county

* Promotion of responsibility as they work together

**STEP 4**

Ask the learners to draw some of the products of industries

* .

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learner’s to collect products of industries at home and display them at the learning corner

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ENTERPRISE PROJECT IN SCHOOL**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Actively participate in initiating an enterprise project at school
* Actively participate in an enterprise project at the school
* Uphold ethics in managing the enterprise project money at school
* Appreciate collective efforts in the success of enterprise project in school

**KEY INQUIRY QUESTION (S)**

1. How could we start an enterprise project at school?
2. How could we manage enterprise project in an honest way?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 95-96

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of enterprise project

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Let learners read the story on page 95 of the leaner’s book. Ask then to name activities that carry out in school to earn money.

Guide the learners to understand what an enterprise project is

**STEP 3**

In pairs, ask learners to talk about enterprise projects that can be undertaken in school.

Let the learners share some of the projects that can be done in school

(chicken rearing, rabbit rearing, planting trees)

**STEP 4**

In groups, guide the learners to brainstorm and identify enterprise projects that can be undertaken in school

* Promotion of responsibility as they work together

**STEP 4**

Ask them to chose a project they can carry out as a group.

Allow them to present their findings in class

* .

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Using digital device learners to find out other enterprise projects that can be carried in school

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ENTERPRISE PROJECT IN SCHOOL – identifying an enterprise project**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Actively participate in initiating an enterprise project at school
* Actively participate in an enterprise project at the school
* Uphold ethics in managing the enterprise project money at school
* Appreciate collective efforts in the success of enterprise project in school

**KEY INQUIRY QUESTION (S)**

1. How could we start an enterprise project at school?
2. How could we manage enterprise project in an honest way?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 95-96

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of enterprise project

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Let learners read the story on page 95 of the leaner’s book. Ask then to name activities that carry out in school to earn money.

Guide the learners to understand what an enterprise project is

**STEP 3**

In pairs, ask learners to talk about enterprise projects that can be undertaken in school.

Let the learners share some of the projects that can be done in school

(chicken rearing, rabbit rearing, planting trees)

**STEP 4**

In groups, guide the learners to brainstorm and identify enterprise projects that can be undertaken in school. Ask them to choose a project they can carry out as a group.

* Promotion of responsibility as they work together

**STEP 4**

Discuss how the projects can be managed

* .

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Using digital device learners to find out other enterprise projects that can be carried in school

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ENTERPRISE PROJECT IN SCHOOL – planning an enterprise project at school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Actively participate in initiating an enterprise project at school
* Actively participate in an enterprise project at the school
* Uphold ethics in managing the enterprise project money at school
* Appreciate collective efforts in the success of enterprise project in school

**KEY INQUIRY QUESTION (S)**

1. How could we start an enterprise project at school?
2. How could we manage enterprise project in an honest way?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 95-96

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of enterprise project

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Let learners observe the items shown in the pictures on page 97

Let them talk about an enterprise project that can be started using materials shown in the pictures

**STEP 3**

In pairs, ask learners to identify and talk about materials needed to start various enterprise projects at school

Let them talk about how they will carry out the projects

**STEP 4**

In groups, ask the learners to choose an enterprise project that they will carry out in school.

Let them talk about the materials they require to start the project

* Promotion of responsibility as they work together

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Using digital device learners to find out other enterprise projects that can be carried in school

Search also for plans to start the project

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ENTERPRISE PROJECT IN SCHOOL – planning an enterprise project at school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Actively participate in initiating an enterprise project at school
* Actively participate in an enterprise project at the school
* Uphold ethics in managing the enterprise project money at school
* Appreciate collective efforts in the success of enterprise project in school

**KEY INQUIRY QUESTION (S)**

1. How could we start an enterprise project at school?
2. How could we manage enterprise project in an honest way?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 95-96

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Let learners observe the items shown in the pictures on page 97

Let them talk about an enterprise project that can be started using materials shown in the pictures

**STEP 2**

In pairs, ask learners to identify and talk about materials needed to start various enterprise projects at school

Let them talk about how they will carry out the projects

**STEP 3**

In groups, ask the learners to choose an enterprise project that they will carry out in school.

Let them talk about the materials they require to start the project

* Promotion of responsibility as they work together

**STEP 3**

Guide the learners to write their plan about the project

Let the learners share responsibilities among the members in each group

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Using digital device learners to find out other enterprise projects that can be carried in school

Search also for plans to start the project

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ENTERPRISE PROJECT IN SCHOOL – sharing responsibilities for an enterprise project at school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Actively participate in initiating an enterprise project at school
* Actively participate in an enterprise project at the school
* Uphold ethics in managing the enterprise project money at school
* Appreciate collective efforts in the success of enterprise project in school

**KEY INQUIRY QUESTION (S)**

1. How can we share responsibilities in an enterprise project in school
2. How could we manage enterprise project in an honest way?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 95-96

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In pairs, let the learners study the pictures on page 98 of the learner’s book

Let them say how the people in the pictures are sharing responsibilities

**STEP 2**

In pairs, ask learners to talk about how project work can be made easier.

Teacher to walk around the class and listen to them as they talk in pairs

Guide them to understand that project work can be made easier by sharing responsibilities

**STEP 3**

In groups, guide the learners to discuss and identify how they can share responsibilities of the enterprise project they are undertaking

Let them talk about the importance of sharing responsibilities

* Promotion of responsibility as they work together

**STEP 4**

Allow learners to share responsibilities of their enterprise project in class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to find out from their parents how they can best perform duties they have been assigned for the enterprise project

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ENTERPRISE PROJECT IN SCHOOL – managing an enterprise project at school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Actively participate in initiating an enterprise project at school
* Actively participate in an enterprise project at the school
* Uphold ethics in managing the enterprise project money at school
* Appreciate collective efforts in the success of enterprise project in school

**KEY INQUIRY QUESTION (S)**

1. How could we start an enterprise project at school?
2. How can we share responsibilities in an enterprise project in school
3. How could we manage enterprise project in an honest way?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 99-106

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In pairs, guide the learners to study the pictures on page 99 of the learner’s book and attempt the questions that follow

**STEP 2**

In groups, guide the learners to discuss and identify how best they can monitor and control the enterprise project they are undertaking at school and present their findings in class

Guide the learners to come up with rules to be followed to make that the project money is used responsibly

* Promotion of responsibility as they work together

**STEP 3**

Guide the learners to note down the ways of monitoring and controlling the enterprise project.

Ask them to use some of the ways to monitor and control the enterprise project they are undertaking

**STEP 4**

Learners to create a daily record book and record every day activities of their project

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to find out from their parents how they can manage an enterprise project well.

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ENTERPRISE PROJECT IN SCHOOL – upholding ethics in managing the enterprise project money at school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Actively participate in initiating an enterprise project at school
* Actively participate in an enterprise project at the school
* Uphold ethics in managing the enterprise project money at school
* Appreciate collective efforts in the success of enterprise project in school

**KEY INQUIRY QUESTION (S)**

1. How could we start an enterprise project at school?
2. How can we share responsibilities in an enterprise project in school
3. How can we manage enterprise project in an honest way?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 99-106

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to talk about the things that bring trust among the members of a group in any enterprise project

**STEP 2**

In pairs ask learners to look at the pictures on page 101 of the learner’s book and identify the importance of having such qualities when managing an enterprise project at school

**STEP 3**

In groups, guide the learners to discuss and identify ways of ensuring that the enterprise project money at school is handled well

Ask them to share their findings in class

**STEP 4**

In pairs let the learners read the story on page 102 of the learner’s book and discuss the benefits of upholding ethics when undertaking an enterprise project.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to research from the internet other ethical practises that should be observed when handling enterprise project money with the help of their parents

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES IN OUR COUNTY**

SUB STRAND: **ENTERPRISE PROJECT IN SCHOOL – evaluating the success of an enterprise project in school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Actively participate in initiating an enterprise project at school
* Actively participate in an enterprise project at the school
* Uphold ethics in managing the enterprise project money at school
* Appreciate collective efforts in the success of enterprise project in school

**KEY INQUIRY QUESTION (S)**

1. How could we start an enterprise project at school?
2. How can we share responsibilities in an enterprise project in school
3. How can we manage enterprise project in an honest way?
4. How can we evaluate the success of an enterprise project?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 99-106

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Pair the learners and guide them to visit the enterprise project they initiated at the school and asses its achievement in relation to the intended goals

**STEP 2**

In groups, guide the learners in discussing and identifying whether the enterprise project achieved the intended goals and why this was possible

**STEP 3**

Let them present their findings in class. Guide the class to note down the major points

**STEP 4**

Guide the learners in appreciating each member’s effort towards the success of the enterprise project initiated at school.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to find out from their parents how to evaluate an enterprise project

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **POLITICAL SYSTEMS AND CHANGE**

SUB STRAND: **COMMUNITY LEADERSHIP – Community leaders in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify community leaders in the County
2. State the duties of community leaders in the county
3. Desire to support good community leadership in the County

**KEY INQUIRY QUESTION (S)**

Who is a community leader?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 107-118

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of the words: leader, community, leadership, community leaders and community leadership

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

In groups, ask the learners to list down the name of leaders found in school

**STEP 3**

Ask learners to discuss in groups and identify as many leaders in their community

**STEP 4**

Write down the leaders that the learners have identified on the board

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for community leaders found in their county

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **POLITICAL SYSTEMS AND CHANGE**

SUB STRAND: **COMMUNITY LEADERSHIP – Community leaders in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify community leaders in the County
2. State the duties of community leaders in the county
3. Desire to support good community leadership in the County

**KEY INQUIRY QUESTION (S)**

Who is a community leader?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 107-118

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of the words: leader, community, leadership, community leaders and community leadership

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

In groups, ask the learners to list down the name of leaders found in school

**STEP 3**

Ask learners to discuss in groups and identify as many leaders in their community

Write down the leaders that the learners have identified on the board

**STEP 4**

Pair the learners and ask them to identify the leaders shown in the pictures on page 107 and 108 of the learner’s book

Let the learners group the leaders into different categories. ( at school, at home, in the community and in the county)

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to use digital devices to search for community leaders found in their county

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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STRAND:  **POLITICAL SYSTEMS AND CHANGE**

SUB STRAND: **COMMUNITY LEADERSHIP – Community leaders in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify community leaders in the County
2. State the duties of community leaders in the county
3. Desire to support good community leadership in the County

**KEY INQUIRY QUESTION (S)**

What are the duties of a good leader in the community?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 107-118

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to read the story on page 110 of the learners book

Find out from them if they know of a leader that performs duties like those of Ms Halima in the story

Let them name leaders found in their community and give their duties

**STEP 2**

Ask the learners to look at the pictures on page 11 of the learner’s book.

Let them identify the leaders shown in the pictures

Ask them to give duties of the leaders they have identified

**STEP 3**

Ask the learners to read the word bubbles on page 112 loudly.

Let them identify the leaders and duties they perform.

Let them talk about what they would like to be when they grow up.

**STEP 4**

In groups let learners choose a name of a community leader

Ask them to write down the duties they expect their leader to perform.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to play the game in class activity on page 109 guided by the teacher

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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STRAND:  **POLITICAL SYSTEMS AND CHANGE**

SUB STRAND: **COMMUNITY LEADERSHIP – Community leaders in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify community leaders in the County
2. State the duties of community leaders in the county

State qualities of a good leader in the community

1. Desire to support good community leadership in the County

**KEY INQUIRY QUESTION (S)**

What are the duties of a good leader in the community?

What are the qualities of a good leader in the community?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 107-118

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to talk about the qualities of a good leader

Teacher to narrow down to discussing the qualities of the school chairperson

**STEP 2**

Using the guide chart in the learner’s book page 113, let them complete the sentences for the chart

Teacher to check the learners responses, let them also compare their answers with those of the other learners

**STEP 3**

Ask the learners to read the qualities given on page 114 of the learner’s book

Let them put the good qualities in a box and the bad qualities in the dustbin

**STEP 4**

Find out from the learners the qualities they like in a good leader

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to play the game in class activity on page 109 guided by the teacher

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND:  **POLITICAL SYSTEMS AND CHANGE**

SUB STRAND: **COMMUNITY LEADERSHIP – Community leaders in the county**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify community leaders in the County
2. State the duties of community leaders in the county

State qualities of a good leader in the community

1. Desire to support good community leadership in the County

**KEY INQUIRY QUESTION (S)**

What are the duties of a good leader in the community?

What are the qualities of a good leader in the community?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 107-118

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Pair the learners and ask them to read the story on pages 115-116 of the learners book.

Ask them to identify qualities of a good leader from the story

**STEP 2**

Guide the learners to name qualities of the leader they like most

**STEP 3**

Guide the learners to role play the qualities of a good leader

* Organise them into different groups
* Each group to role play at its respective time as other members of the class watch
* Ask the learners to watch and comment
* Have the groups role play in turns

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask learners to design a poster showing qualities of a good leader

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CITIZENSHIP**

SUB STRAND: **GOOD CITIZENSHIP IN SCHOOL – Good citizenship in school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term good citizenship in school
2. Explain the qualities of a good citizenship in school
3. Desire to be a good citizen in school

**KEY INQUIRY QUESTION (S)**

What is citizenship?

What are the qualities of good citizenship in school?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 119-125

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of the words: citizen and citizenship

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Tell the learner’s to read the story of Uzalendo primary school on pages 119-120 of the learner’s book.

Let the learners identify qualities of a good citizen from the story

Guide the learners to explain who a citizen is from the story of Uzalendo primary school

**STEP 3**

In groups, let the learners discuss the qualities of a good citizen and write them on a manila paper

*

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let the learners seek to know from the parents, siblings or caregivers about the qualities of good citizen in the county

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CITIZENSHIP**

SUB STRAND: **GOOD CITIZENSHIP IN SCHOOL – Good citizenship in school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the term good citizenship in school
2. Explain the qualities of a good citizenship in school
3. Desire to be a good citizen in school

**KEY INQUIRY QUESTION (S)**

What is citizenship?

What are the qualities of good citizenship in school?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 119-125

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of the words: citizen and citizenship

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Tell the learner’s to read the story of Uzalendo primary school on pages 119-120 of the learner’s book.

Let the learners identify qualities of a good citizen from the story

Guide the learners to explain who a citizen is from the story of Uzalendo primary school

**STEP 3**

In groups, let the learners discuss the qualities of a good citizen and write them on a manila paper

*

**STEP 4**

Guide the learners to identify qualities of good citizenship in school

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let the learners seek to know from the parents, siblings or caregivers about the qualities of good citizen in the county

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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STRAND:  **CITIZENSHIP**

SUB STRAND: **GOOD CITIZENSHIP IN SCHOOL – Demonstrating Good citizenship in school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Name qualities f good citizenship.
2. Demonstrate good citizenship in school
3. Appreciate qualities of good citizenship

**KEY INQUIRY QUESTION (S)**

What is citizenship?

What are the qualities of good citizenship in school?

What can learners do to demonstrate good citizenship?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 119-125

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Let the learner read the story on page 121 of the learner’s book.

In pairs, let them identify how Orwaru and Zawadi are demonstrating good citizenship in school.

Let them talk about other ways of demonstrating good citizenship in school.

**STEP 2**

Ask the learners to share experiences of how they demonstrated good citizenship in school

**STEP 3**

Guide the learners to role play qualities of good citizenship in school.

Let them write down what they admire in their friends and share their findings with other groups

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let the learners seek to know from the parents, siblings or caregivers ways of becoming good citizens

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CITIZENSHIP**

SUB STRAND: **GOOD CITIZENSHIP IN SCHOOL – A good digital citizen**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Explain the meaning of a good digital citizen
2. Us digital devices positively in school
3. Demonstrate willingness to become good digital citizens

**KEY INQUIRY QUESTION (S)**

Who is a good digital citizen?

What benefits o digital devices have in life today

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 119-125

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Let the learner observe the pictures on page 123 of the learner’s book and identify digital devices shown in the pictures

Guide the learners to name other digital devices that they know

Guide the learners to use digital devices to search the meaning of good digital citizen

**STEP 2**

Ask the learners to draw some of the digital devices that are used in school.

**STEP 3**

Guide the learners to discuss how digital devices can be used for research, helpingin projects of information

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let the learners use their parents’ mart phones to play games, record videos and take photographs

Let them write an easy on how to use digital devices in a good way

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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STRAND:  **CITIZENSHIP**

SUB STRAND: **HUMAN RIGHTS – Cultural practices that violate child rights in the community**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Explain the meaning of cultural practices
2. Identify cultural practises that are harmful to children
3. Desire to lead about different cultural practises

**KEY INQUIRY QUESTION (S)**

What are cultural practices?

Which cultural practises are harmful to children?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 125-127

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of the words: cultural practises

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Ask the learners to read the story on page 125/126 of the learner’s book.

Let them identify cultural practises in the story

Guide them to name other cultural practises

**STEP 3**

In pairs, let the learners talk about the cultural practises

Let them write down the cultural practises

Guide the learners to identify good and the bad cultural practises among the one identified.

**STEP 4**

In groups, ask learners to discuss cultural practises that are harmful to children.

Let them present their findings in class.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let the learners use their parents’ mart phones to research on cultural practises that violate child rights

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CITIZENSHIP**

SUB STRAND: **HUMAN RIGHTS – how children are abused in the community**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Explain the meaning of child abuse
2. Discuss ways through which children are abused
3. Desire to protect children from abuse

**KEY INQUIRY QUESTION (S)**

How are children abused in the community?

How cal protect myself and others from abuse?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 128-129

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of the words: child abuse

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Ask the learners to talk about what is happening in the pictures, learner’s book page 128

Let them identify the forms of abuse shown in the pictures

Ask them to name other forms of child abuse

Guide them to identify what they should do to prevent child abuse

**STEP 3**

In pairs, ask learners to talk about forms of child abuse.

Let them list them in their notebooks.

Guide them to identify where cases can be reported

**STEP 4**

In groups, ask learners to discuss forms of child abuse.

Let them talk about places to report cases of child abuse

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let the learners design posters discouraging child abuse and hang them at the learning corner

Discuss with their parents the effects of child abuse in the community

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CITIZENSHIP**

SUB STRAND: **HUMAN RIGHTS – how children are abused in the community**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify effects of child abuse in the society
2. Give ideas on how we can assist children who have been abused in the society
3. Be willing to educate the society against this vice

**KEY INQUIRY QUESTION (S)**

What are the effects of child abuse?

What can be done to help the children who have been abused in the society?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 130-132

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to read the story on page 130 of the learner’s book.

Let them identify effects of child abuse from the story

Ask them to talk about what they should do when their rights are abused.

**STEP 2**

In pairs, ask learners to talk about effects of child abuse.

Let them write down what they have discussed with their classmates

**STEP 3**

In groups, let the learners discuss the effects of child abuse

Let them make a class presentation on their findings

**STEP 4**

In groups, guide the learners to use digital devices to find out ways in which children can be protected from abuse

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to role play the effects of child abuse

Ask learners to find out from their parents or caregivers, how children can be protected from child abuse

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **CITIZENSHIP**

SUB STRAND: **HUMAN RIGHTS – Child rights**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. State the meaning of child rights
2. Explain why children need to be given responsibilities
3. Participate in campaign against child abuse

**KEY INQUIRY QUESTION (S)**

What are some of the child rights?

What are some of responsibilities that can be given to children?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 133-136

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of the words: child abuse

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Ask the learners to look at the pictures in the learner’s book page 133

Let learners identify child rights from the pictures

Ask the learners to name other child rights.

**STEP 3**

In pairs, let the learners discuss child rights.

Learners to write the rights on a manila paper and hang them in the learning area

**STEP 4**

Ask the learners to look at the pictures on page 135 of the learner’s book and say what the children in the pictures are doing

Guide the learners in identifying other responsibilities of children

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask the learners to discuss the responsibilities of children and write them down. Let them hang them at the learning area

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEACE**

SUB STRAND: **FACTORS THAT PROMOTE PEACE IN SCHOOL**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify factors that promote peace in the school
2. Uphold peace in the school
3. Appreciate living together in peace together in school

**KEY INQUIRY QUESTION (S)**

How can we live in peace with others at school?

What are the benefits of living in peace at school?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 137-140

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to find meaning of the word: peace

* Digital literacy – will be enhanced as learners manipulate digital devices

**STEP 2**

Let the learners look at the pictures on page 137 and talk about how the pictures show promotion of peace

Ask the learners to share their thoughts on how the children in the pictures are promoting peace

**STEP 3**

In pairs, let the learners share experiences on how to promote peace in school

Learners to talk about ways of promoting peace

In groups, learners to discuss ways of promoting peace in school and present their findins in class

**STEP 4**

In pairs let the learners talk about the importance of upholding peace in school

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to engage their caregivers or parents on the importance of upholding peace

Learners to report to the class about their findings

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEACE**

SUB STRAND: **CREATING COMMMUNICATION MESSAGES ON PEACE**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. EXPALIN WAYS OF PASSING PEACE MESAGE IN SCHOOL
2. CREATE COMMUNICATION MESSAGE ON PEACE
3. DESIRE TO BE PEACE AMBASSADOR IN SCHOOL

**KEY INQUIRY QUESTION (S)**

How could the message of peace be spread in school?

What are the materials that we need in school to create communication messages on peace?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 141-144

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Let the learners read aloud the messages about peace and answer the questions that follow, learner’s book page 141

Talk about the pictures and why the activities in the pictures are successful

**STEP 2**

While in groups, learners to use computers and tablets to create communication messages on peace

Learners also to use locally available resources to create messages on peace by cutting out peace messages from magazines and newspaper and paste in their picture booklets

**STEP 3**

Learners to display the finished work

**STEP 4**

In pairs let the learners talk about the importance of upholding peace in school

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Alternatively, learners can use collage, mosaic , cutting and pasting or paper mache to create peace messages.

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND:  **PEACE EDUCATION PROJECT**

SUB STRAND: **Identifying a peace education project that can be undertaken at school**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. List some of the peace projects that can be undertaken in school
2. State the importance of peace project in school
3. Desire to undertake peace project in school

**KEY INQUIRY QUESTION (S)**

What is a peace project?

How could we plan for peace education project in school?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 145-148

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Let the learners look at the picture on page 145 of the learner’s book

Ask them to name the cases where such a conversation takes place.

Ask the learners to explain why such a conversations are important.

**STEP 2**

Guide the learners through “class activity” on page 146

**STEP 3**

Guide the learners to discuss about the importance of the class activity they have done

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask the learners to be guided by their parents or caregivers to identify a peace garden at home and decorate it.

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEACE EDUCATION PROJECT**

SUB STRAND: **Identifying a peace education project that can be undertaken at school**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. List some of the peace projects that can be undertaken in school
2. State the importance of peace project in school
3. Desire to undertake peace project in school

**KEY INQUIRY QUESTION (S)**

What is a peace project?

How could we plan for peace education project in school?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 145-148

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Let the learners look at the picture on page 145 of the learner’s book

Ask them to name the cases where such a conversation takes place.

Ask the learners to explain why such a conversations are important.

**STEP 2**

Ask learners to be in groups and identify peace project that can be undertaken in school

Ask the groups to share their findings with the rest of the class

**STEP 3**

Guide the learners through “project work” on page 147

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask the learners to use a smart phone to research about how the peace projects they chose can be undertaken

**REFLECTION ON THE LESSON:**

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STRAND:  **PEACE EDUCATION PROJECT**

SUB STRAND: **Initiating the peace project at school**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify the peace project to be undertaken in school
2. Formulate the goals for the peace project
3. Be willing to see the success of the peace project

**KEY INQUIRY QUESTION (S)**

What is the objective of the peace project?

How can we achieve these objectives?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 148-149

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Group the learners and guide them to discuss and identify the values and goals of the project to be undertaken in school

Let the various groups share their findings with the entire class

**STEP 2**

Guide the class to write down the main goals of the peace project to be undertaken at school.

Ensure that the goals written are followed

**STEP 3**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask the learners to use a smart phone to research more about the goals and objectives of the peace project to be undertaken

**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | SOCIAL STUDIES | 4 |  |  |  |

STRAND:  **PEACE EDUCATION PROJECT**

SUB STRAND: **Planning the peace project at school**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Plan for the peace project to be undertaken in school
2. Undertake the peace project in school
3. Participate actively in the activities

**KEY INQUIRY QUESTION (S)**

What is the objective of the peace project?

How can we achieve these objectives?

**LEARNING RESOURCES**

LONGHORN SOCIAL STUDIES PUPILS BOOK GRADE 4 PAGE 149-150

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Teacher to ask oral questions to review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups, let the learners observe some of the materials that could be used while undertaking the planned project.

The teacher to provide examples of such materials found in the locality

Guide the learners to discuss and understand the skills which would be needed for the project

**STEP 2**

Let the learners talk about the steps to follow in undertaking the project

Guide them such that they be within the available resources and time

Ask the group leaders to present their findings to the whole class

**STEP 3**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask the learners to use a smart phone to research more about the peace project they will be undertaking

**REFLECTION ON THE LESSON:**

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