PP1 LONGHORN ENVIRONMENTAL ACT.SCHEMES OF WORK TERM 2

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| W  K | LS  N | STRANDS | S-STRAND | SPECIFIC LEARNING  OUTCOMES | KEY INQURY QUESTIONS | LEARNING  EXPERIENCES | LEARNING RESOURCES | ASSESSMEN  T | REF |
| 1 | 1 | Foods/Feeding | Food we eat | By the end of the lesson the learner should be able to   1. Talk about different food eaten at home. 2. Talk about the importance of eating clean food 3. Appreciate different foods eaten at home | How do we eat?  Why do we eat clean food?  Why do we eat food? | Learners to be guided in telling of cleaning foods before eating  watch videos on  different feeding  habits, cleaning  foods (fruits and vegetable? | Longhorn Environmental activities Learners book pg. 33-34  Charts  realia | Oral questions  Observation  Portfolio  Checklist |  |
|  | 2 |  | Food we eat | By the end of the lesson the learner should be able to   1. Talk about different food eaten at home. 2. Talk about the importance of eating clean food 3. Appreciate different foods eaten at home | How do we eat?  Why do we eat clean food?  Why do we eat food? | Learners to be guided in telling of cleaning foods before eating  watch videos on different feeding habits, cleaning foods (fruits and vegetable? | Longhorn Environmental activities Learners book pg.33-34  Charts  realia | Oral questions  Observation  Portfolio  Checklist |  |
|  | 3 |  | Food we eat | By the end of the lesson the learner should be able to   1. Talk about different food eaten at home. 2. Talk about the importance of eating clean food 3. Appreciate different foods eaten at home | How do we eat?  Why do we eat clean food?  Why do we eat food? | Learners to be guided in telling of cleaning foods before eating  watch videos on  different feeding  habits, cleaning foods (fruits and vegetable? | Longhorn Environmental activities Learners book pg.33-34  Charts  realia | Oral questions  Observation  Portfolio  Checklist |  |
|  | 4 |  | Eating food | By the end of the lesson the learner should be able to   1. Tell the importance of eating food 2. Talk about the dangers of sharing food from someone else’s mouth 3. Feeding self-using clean hands or feeding items appropriately | How should we behave when eating?  Why should we use clean feeding items when feeding ourselves? | Individually learners practice feeding self  Learners to be guided in telling of cleaning foods before eating  Learners Be guided to  discuss the  dangers of eating  food from  someone’s mouth | Longhorn Environmental activities Learners book pg.35  Charts  realia | Oral questions  Observation  Portfolio  Checklist |  |
|  | 5 |  | Eating food | By the end of the lesson the learner should be able to   1. Tell the importance of eating food 2. Talk about the dangers of sharing food from someone else’s mouth 3. Feeding self-using clean hands or feeding items appropriately | How should we behave when eating?  Why should we use clean feeding items when feeding ourselves? | Individually  learners practice  feeding self  Learners to be  guided in telling  of cleaning foods  before eating  Learners Be guided to  discuss the  dangers of eating  food from  someone’s mouth | Longhorn Environmental activities Learners book pg.35  Charts  realia | Oral questions  Observation  Portfolio  Checklist |  |
| 2 | 1 |  | Eating food | By the end of the lesson the learner should be able to   1. Tell the importance of eating food 2. Talk about the dangers of sharing food from someone else’s mouth 3. Feeding self-using clean hands or feeding items appropriately | How should we behave when eating?  Why should we use clean feeding items when feeding ourselves? | Individually  learners practice  feeding self  Learners to be  guided in telling  of cleaning foods  before eating  Learners Be guided to  discuss the  dangers of eating  food from  someone’s mouth | Longhorn Environmental activities Learners book pg.35  Charts  realia | Oral questions  Observation  Portfolio  Checklist |  |
|  | 2 |  | Cleaning the table | By the end of the lesson the learner should be able to   1. Observe proper feeding habits 2. Maintaining a clean feeding area 3. Appreciate different foods eaten at home | Why should ewe clean our feeding area?  What are the dangers of eating from someone’s mouth? | Guide learners to practice cleaning the table after eating or taking a meal | Longhorn Environmental activities Learners book pg.36  Charts  realia | Oral questions  Observation  Portfolio  Checklist |  |
|  | 3 |  | Cleaning the table | By the end of the lesson the learner should be able to   1. Observe proper feeding habits 2. Maintaining a clean feeding area 3. Appreciate different foods eaten at home | Why should ewe clean our feeding area?  What are the dangers of eating from someone’s mouth? | Guide learners to practice cleaning the table after eating or taking a meal | Longhorn Environmental activities Learners book pg.36  Charts  realia | Oral questions  Observation  Portfolio  Checklist |  |
|  | 4 |  | Cleaning the table | By the end of the lesson the learner should be able to   1. Observe proper feeding habits 2. Maintaining a clean feeding area 3. Appreciate different foods eaten at home | Why should ewe clean our feeding area?  What are the dangers of eating from someone’s mouth? | Guide learners to practice cleaning the table after eating or taking a meal | Longhorn Environmental activities Learners book pg.36  Charts  realia | Oral questions  Observation  Portfolio  Checklist |  |
|  | 5 | NATURAL ENVIRONMENT | Plants: Plants found at home | By the end of the lesson the learner should be able to   1. Identify the types of plants found in the home environment 2. Talk about safe and harmful plants found in the home environment 3. Appreciate the importance of plants found in the home | Which plants are found at home environment?  Which plants are safe?  Which plants are harmful?  What is the importance of plants found in the home environment? | Learners are guided to identify the safe plants in  the home and school  environment  In groups learners group  pictures of safe and harmful plants  Learners recite poems, and rhymes about plants found at home and school  environment | Longhorn Environmental activities Learners book pg.37-39  Realia  Charts  Pictures  Watering cans  Manila papers | Oral questions  Observations  checklist |  |
| 3 | 1 |  | Plants found at home | By the end of the lesson the learner should be able to   1. Identify the types of plants found in the home environment 2. Talk about safe and harmful plants found in the home environment 3. Appreciate the importance of plants found in the home | Which plants are found at home environment?  Which plants are safe?  Which plants are harmful?  What is the importance of plants found in the home environment? | Learners are guided to identify the safe plants in  the home and school  environment  In groups learners group  pictures of safe and harmful plants  Learners recite poems, and rhymes about plants found at home and school  environment | Longhorn Environmental activities Learners book pg.37-39  Realia  Charts  Pictures  Watering cans  Manila papers | Oral questions  Observations  checklist |  |
|  | 2 |  | Plants found at home | By the end of the lesson the learner should be able to   1. Identify the types of plants found in the home environment 2. Talk about safe and harmful plants found in the home environment 3. Appreciate the importance of plants found in the home | Which plants are found at home environment?  Which plants are safe?  Which plants are harmful?  What is the importance of plants found in the home environment? | Learners are guided to identify the safe plants in  the home and school  environment  In groups learners group  pictures of safe and harmful plants  Learners recite poems, and rhymes about plants found at home and school  environment | Longhorn Environmental activities Learners book pg.37-39  Realia  Charts  Pictures  Watering cans  Manila papers | Oral questions  Observations  checklist |  |
|  | 3 |  | Plants found at home | By the end of the lesson the learner should be able to   1. Identify the types of plants found in the home environment 2. Talk about safe and harmful plants found in the home environment 3. Appreciate the importance of plants found in the home | Which plants are found at home environment?  Which plants are safe?  Which plants are harmful?  What is the importance of plants found in the home environment? | Learners are guided to identify the safe plants in  the home and school  environment  In groups learners group  pictures of safe and harmful plants  Learners recite poems, and rhymes about plants found at home and school  environment | Longhorn Environmental activities Learners book pg.37-39  Realia  Charts  Pictures  Watering cans  Manila papers | Oral questions  Observations  checklist |  |
|  | 4 |  | Plants found at school | By the end of the lesson the learner should be able to   1. Identify the types of plants found in the school environment 2. Talk about safe and harmful plants found in the school environment 3. Appreciate the importance of plants found in the school | Which plants are found at school environment?  Which plants are safe?  Which plants are harmful?  What is the importance of plants found in the school environment? | Learners are guided to identify the safe plants in  the home and school  environment  In groups learners group  pictures of safe and harmful plants  Learners recite poems, and rhymes about plants found at home and school  environment | Longhorn Environmental activities Learners book pg.37-39  Realia  Charts  Pictures  Watering cans  Manila papers | Oral questions  Observations  checklist |  |
|  | 5 |  | Plants found at school | By the end of the lesson the learner should be able to   1. Identify the types of plants found in the school environment 2. Talk about safe and harmful plants found in the school environment 3. Appreciate the importance of plants found in the school | Which plants are found at school environment?  Which plants are safe?  Which plants are harmful?  What is the importance of plants found in the school environment? | Learners are guided to identify the safe plants in  the home and school  environment  In groups learners group  pictures of safe and harmful plants  Learners recite poems, and rhymes about plants found at home and school  environment | Longhorn Environmental activities Learners book pg.37-39  Realia  Charts  Pictures  Watering cans  Manila papers | Oral questions  Observations  checklist |  |
| 4 | 1 |  | Plants found at school | By the end of the lesson the learner should be able to   1. Identify the types of plants found in the school environment 2. Talk about safe and harmful plants found in the school environment 3. Appreciate the importance of plants found in the school | Which plants are found at school environment?  Which plants are safe?  Which plants are harmful?  What is the importance of plants found in the school environment? | Learners are guided to identify the safe plants in  the home and school  environment  In groups learners group  pictures of safe and harmful plants  Learners recite poems, and rhymes about plants found at home and school  environment | Longhorn Environmental activities Learners book pg.37-39  Realia  Charts  Pictures  Watering cans  Manila papers | Oral questions  Observations  checklist |  |
|  | 2 |  | Plants found at school | By the end of the lesson the learner should be able to   1. Identify the types of plants found in the school environment 2. Talk about safe and harmful plants found in the school environment 3. Appreciate the importance of plants found in the school | Which plants are found at school environment?  Which plants are safe?  Which plants are harmful?  What is the importance of plants found in the school environment? | Learners are guided to identify the safe plants in  the home and school  environment  In groups learners group  pictures of safe and harmful plants  Learners recite poems, and rhymes about plants found at home and school  environment | Longhorn Environmental activities Learners book pg.37-39  Realia  Charts  Pictures  Watering cans  Manila papers | Oral questions  Observations  checklist |  |
|  | 3 |  | Animals: Animals found at home | By the end of the lesson the learner should be able to   1. Identify animals found within the school compound 2. Identify animals found within the environment 3. Appreciate the animals found at home and school environment | Which animals are found at home and at school? | Learners are guided to walk around and name the animals found within school compound  Learners are guided to identify animals found at  home and school environment by  taking a school tour  In groups, learners discuss the dangerous animals found at home and school | Longhorn Environmental activities Learners book pg.41-42  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 4 |  | Animals found at home | By the end of the lesson the learner should be able to   1. Identify animals found within the school compound 2. Identify animals found within the environment 3. Appreciate the animals found at home and school environment | Which animals are found at home and at school? | Learners are guided to walk around and name the animals found within school compound  Learners are guided to identify animals found at  home and school environment by  taking a school tour  In groups, learners discuss the dangerous animals found at home and school | Longhorn Environmental activities Learners book pg.41-42  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 5 |  | Animals found at school | By the end of the lesson the learner should be able to   1. Identify animals found within the school compound 2. Identify animals found within the environment 3. Appreciate the animals found at home and school environment | Which animals are found at home and at school? | Learners are guided to walk around and name the animals found within school compound  Learners are guided to identify animals found at  home and school environment by  taking a school tour  In groups, learners discuss the dangerous animals found at home and school | Longhorn Environmental activities Learners book pg.41-42  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
| 5 | 1 |  | Safe animals found at home | By the end of the lesson the learner should be able to   1. Talk about animals found at home and school environment 2. Identify safe animals found within the home and school environment | Which animals are safe to handle at home and at school? | Learners are guided to walk around and name the animals found within school compound  Learners are guided to identify animals found at  home and school environment by  taking a school tour  In groups, learners discuss the dangerous animals found at home and school | Longhorn Environmental activities Learners book pg.43  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 2 |  | Safe animals found at home | By the end of the lesson the learner should be able to   1. Talk about animals found at home and school environment 2. Identify safe animals found within the home and school environment | Which animals are safe to handle at home and at school? | Learners are guided to walk around and name the animals found within school compound  Learners are guided to identify animals found at  home and school environment by  taking a school tour  In groups, learners discuss the dangerous animals found at home and school | Longhorn Environmental activities Learners book pg.43  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 3 |  | Safe animals found at home | By the end of the lesson the learner should be able to   1. Talk about animals found at home and school environment 2. Identify safe animals found within the home and school environment | Which animals are safe to handle at home and at school? | Learners are guided to walk around and name the animals found within school compound  Learners are guided to identify animals found at  home and school environment by  taking a school tour  In groups, learners discuss the dangerous animals found at home and school | Longhorn Environmental activities Learners book pg.43  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 4 |  | Dangerous animals found at home | By the end of the lesson the learner should be able to   1. Talk about animals found at home and school environment 2. Identify dangerous animals found within the home and school environment | Which animals are dangerous to you? | Learners are guided to walk around and name the animals found within school compound  Learners are guided to identify animals found at  home and school environment by  taking a school tour  In groups, learners discuss the dangerous animals found at home and school | Longhorn Environmental activities Learners book pg.44-45  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 5 |  | Dangerous animals found at home | By the end of the lesson the learner should be able to   1. Talk about animals found at home and school environment 2. Identify dangerous animals found within the home and school environment | Which animals are dangerous to you? | Learners are guided to walk around and name the animals found within school compound  Learners are guided to identify animals found at  home and school environment by  taking a school tour  In groups, learners discuss the dangerous animals found at home and school | Longhorn Environmental activities Learners book pg.44-45  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
| 6 | 1 |  | Dangerous animals found at home | By the end of the lesson the learner should be able to   1. Talk about animals found at home and school environment 2. Identify dangerous animals found within the home and school environment | Which animals are dangerous to you? | Learners are guided to walk around and name the animals found within school compound  Learners are guided to identify animals found at  home and school environment by  taking a school tour  In groups, learners discuss the dangerous animals found at home and school | Longhorn Environmental activities Learners book pg.44-45  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 2 |  | Weather: Weather conditions in the immediate environment | By the end of the lesson the learner should be able to   1. Observe weather conditions in their immediate environment 2. Identify different weather conditions in their immediate environment 3. Appreciate different weather conditions in their immediate environment | What is the weather conditions of the day? | Learners are guided to observe the weather  conditions of the day  Learners are guided to talk about weather conditions they have observed | Longhorn Environmental activities Learners book pg.47-48  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 3 |  | Weather conditions in the immediate environment | By the end of the lesson the learner should be able to   1. Observe weather conditions in their immediate environment 2. Identify different weather conditions in their immediate environment 3. Appreciate different weather conditions in their immediate environment | What is the weather conditions of the day? | Learners are guided to observe the weather  conditions of the day  Learners are guided to talk about weather conditions they have observed | Longhorn Environmental activities Learners book pg.47-48  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 4 |  | Weather conditions in the immediate environment | By the end of the lesson the learner should be able to   1. Observe weather conditions in their immediate environment 2. Identify different weather conditions in their immediate environment 3. Appreciate different weather conditions in their immediate environment | What is the weather conditions of the day? | Learners are guided to observe the weather  conditions of the day  Learners are guided to talk about weather conditions they have observed | Longhorn Environmental activities Learners book pg.47-48  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 5 |  | Weather conditions in the immediate environment | By the end of the lesson the learner should be able to   1. Observe weather conditions in their immediate environment 2. Identify different weather conditions in their immediate environment 3. Appreciate different weather conditions in their immediate environment | What is the weather conditions of the day? | Learners are guided to observe the weather  conditions of the day  Learners are guided to talk about weather conditions they have observed | Longhorn Environmental activities Learners book pg.47-48  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
| 7 | 1 |  | Responding to different weather conditions in the immediate environment | By the end of the lesson the learner should be able to   1. Respond appropriately to weather conditions in their immediate environment 2. Appreciate different weather conditions in their immediate environment | How do you respond to different weather conditions? | Learners could be guided to respond to different  activities as per weather  conditions of the day eg playing with kites | Longhorn Environmental activities Learners book pg.47-48  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 2 |  | Responding to different weather conditions in the immediate environment | By the end of the lesson the learner should be able to   1. Respond appropriately to weather conditions in their immediate environment 2. Appreciate different weather conditions in their immediate environment | How do you respond to different weather conditions? | Learners could be guided to respond to different  activities as per weather  conditions of the day e.g. playing with kites | Longhorn Environmental activities Learners book pg.47-48  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 3 |  | Responding to different weather conditions in the immediate environment | By the end of the lesson the learner should be able to   1. Respond appropriately to weather conditions in their immediate environment 2. Appreciate different weather conditions in their immediate environment | How do you respond to different weather conditions? | Learners could be guided to respond to different  activities as per weather  conditions of the day eg playing with kites | Longhorn Environmental activities Learners book pg.47-48  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 4 |  | Responding to different weather conditions in the immediate environment | By the end of the lesson the learner should be able to   1. Respond appropriately to weather conditions in their immediate environment 2. Appreciate different weather conditions in their immediate environment | How do you respond to different weather conditions? | Learners could be guided to respond to different  activities as per weather  conditions of the day e.g. playing with kites | Longhorn Environmental activities Learners book pg.47-48  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
|  | 5 |  | Responding to different weather conditions in the immediate environment | By the end of the lesson the learner should be able to   1. Respond appropriately to weather conditions in their immediate environment 2. Appreciate different weather conditions in their immediate environment | How do you respond to different weather conditions? | Learners could be guided to respond to different  activities as per weather  conditions of the day e.g. playing with kites | Longhorn Environmental activities Learners book pg.47-48  Realia  Crayons, paper, picture, flash cards | Oral questions  Observations  Checklist |  |
| 8 | HALF TERM | | | | | | | | |
| 9 | 1 |  | Water: Sources of water | By the end of the lesson the learner should be able to   1. Identify sources of water at school and at home 2. Appreciate water conservation at school and at home | Where do we get water in the school and at home? | Learners are guided  identify sources of water at home and at school environment | Longhorn Environmental activities Learners book pg.49-50  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
|  | 2 |  | Sources of water | By the end of the lesson the learner should be able to   1. Identify sources of water at school and at home 2. Appreciate water conservation at school and at home | Where do we get water in the school and at home? | Learners are guided  identify sources of water at home and at school environment | Longhorn Environmental activities Learners book pg.49-50  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
|  | 3 |  | Uses of water at home | By the end of the lesson the learner should be able to   1. Talk about uses of water at school and at home 2. Appreciate water conservation at school and at home | What are the uses of water? | Learners are guided  identify uses of water at home and at school environment | Longhorn Environmental activities Learners book pg.51  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
|  | 4 |  | Uses of water at home | By the end of the lesson the learner should be able to   1. Talk about uses of water at school and at home 2. Appreciate water conservation at school and at home | What are the uses of water? | Learners are guided  identify uses of water at home and at school environment | Longhorn Environmental activities Learners book pg.51  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
|  | 5 |  | Uses of water at school | By the end of the lesson the learner should be able to   1. Talk about uses of water at school and at school 2. Appreciate water conservation at school and at home | What are the uses of water? | Learners are guided  identify uses of water at home and at school environment | Longhorn Environmental activities Learners book pg.51  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
| 10 | 1 |  | Uses of water at school | By the end of the lesson the learner should be able to   1. Talk about uses of water at school and at school 2. Appreciate water conservation at school and at home | What are the uses of water? | Learners are guided  identify uses of water at home and at school environment | Longhorn Environmental activities Learners book pg.51  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
|  | 2 |  | Conserving water | By the end of the lesson the learner should be able to   1. Conserve water at school and at home 2. Appreciate water conservation at school and at home | How do we conserve water at home and at school? | Learners are guided  To conserves water at home and at school environment  Learners to discuss the importance of conserving water | Longhorn Environmental activities Learners book pg.52-53  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
|  | 3 |  | Experimenting with water (sinking and floating) | By the end of the lesson the learner should be able to conduct an experiment on floating and sinking with water | Why is it important to conserve water? | Learners are guided to experiment on floating and sinking with water | Longhorn Environmental activities Learners book pg.54  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
|  | 4 |  | Playing with water (filling) | By the end of the lesson the learner should be able to practice filling containers with water | Why is it important to conserve water? | Learners are guided to practice filling and emptying with water | Longhorn Environmental activities Learners book pg.54  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
|  | 5 |  | Playing with water (emptying) | By the end of the lesson the learner should be able to practice emptying containers with water | Why is it important to conserve water? | Learners are guided to practice filling and emptying with water | Longhorn Environmental activities Learners book pg.54  Water, buckets, picture books, videos, charts | Oral questions  Observations  Checklist |  |
| 11 | 1 |  | Soil: Playing with soil | By the end of the lesson the learner should be able to   1. Talk about the safety measures when playing with soil 2. Take safety measures when playing with soil | What safety measures do you observe when playing with soil? |  | Longhorn Environmental activities Learners book pg.55-56  Sand pits  Soil, charts, pictures, videos | Oral questions  Observations  Checklist |  |
|  | 2 |  | Playing with soil | By the end of the lesson the learner should be able to   1. Talk about the safety measures when playing with soil 2. Take safety measures when playing with soil | What safety measures do you observe when playing with soil? |  | Longhorn Environmental activities Learners book pg.55-56  Sand pits  Soil, charts, pictures, videos | Oral questions  Observations  Checklist |  |
|  | 3 |  | Playing with soil | By the end of the lesson the learner should be able to   1. Talk about the safety measures when playing with soil 2. Take safety measures when playing with soil | What safety measures do you observe when playing with soil? |  | Longhorn Environmental activities Learners book pg.55-56  Sand pits  Soil, charts, pictures, videos | Oral questions  Observations  Checklist |  |
|  | 4 |  | Playing with soil | By the end of the lesson the learner should be able to   1. Play with soil for enjoyment 2. Appreciate playing with soil for enjoyment | What do you need to do when playing with soil? |  | Longhorn Environmental activities Learners book pg.55-56  Sand pits  Soil, charts, pictures, videos | Oral questions  Observations  Checklist |  |
|  | 5 |  | Playing with soil | By the end of the lesson the learner should be able to   1. Play with soil for enjoyment 2. Appreciate playing with soil for enjoyment | What do you need to do when playing with soil? |  | Longhorn Environmental activities Learners book pg.55-56  Sand pits  Soil, charts, pictures, videos | Oral questions  Observations  Checklist |  |
| 12 | 1 |  | Sound: Sound made by animals | By the end of the lesson the learner should be able to   1. Identify different sounds in the environment 2. Talk about different sounds in the environment | What sounds do you hear? |  | Longhorn Environmental activities Learners book pg.57  Musical instruments, realia, pictures, charts, video clip | Oral questions  Observations  Checklist |  |
|  | 2 |  | Sound made by animals | By the end of the lesson the learner should be able to   1. Identify different sounds in the environment 2. Talk about different sounds in the environment | What sounds do you hear? |  | Longhorn Environmental activities Learners book pg.57  Musical instruments, realia, pictures, charts, video clip | Oral questions  Observations  Checklist |  |
|  | 3 |  | Sound made by animals | By the end of the lesson the learner should be able to   1. Identify different sounds in the environment 2. Talk about different sounds in the environment | What sounds do you hear? |  | Longhorn Environmental activities Learners book pg.57  Musical instruments, realia, pictures, charts, video clip | Oral questions  Observations  Checklist |  |
|  | 4 |  | Sounds made by musical instruments/objects | By the end of the lesson the learner should be able to   1. Imitate sounds in the immediate environment 2. Appreciate the different sounds in their environment | What are the different sources of sounds? |  | Longhorn Environmental activities Learners book pg.57  Musical instruments, realia, pictures, charts, video clip | Oral questions  Observations  Checklist |  |
|  | 5 |  | Sounds made by musical instruments/objects | By the end of the lesson the learner should be able to   1. Imitate sounds in the immediate environment 2. Appreciate the different sounds in their environment | What are the different sources of sounds? |  | Longhorn Environmental activities Learners book pg.57  Musical instruments, realia, pictures, charts, video clip | Oral questions  Observations  Checklist |  |
| 13 | 1 |  | Smell: Sources of smell | By the end of the lesson the learner should be able to   1. Identify the sources of smell in their immediate environment 2. Appreciate good smells in their immediate environment | Which part of the body is used for smelling?  Which are some of the sources of smell? |  | Longhorn Environmental activities Learners book pg.58  Fruit, flowers, foods stuffs, picture charts | Oral questions  Observations  Checklist |  |
|  | 2 |  | Sources of smell | By the end of the lesson the learner should be able to   1. Identify the sources of smell in their immediate environment 2. Appreciate good smells in their immediate environment | Which part of the body is used for smelling?  Which are some of the sources of smell? |  | Longhorn Environmental activities Learners book pg.58  Fruit, flowers, foods stuffs, picture charts | Oral questions  Observations  Checklist |  |
|  | 3 |  | Sources of smell | By the end of the lesson the learner should be able to   1. Identify the sources of smell in their immediate environment 2. Appreciate good smells in their immediate environment | Which part of the body is used for smelling?  Which are some of the sources of smell? |  | Longhorn Environmental activities Learners book pg.58  Fruit, flowers, foods stuffs, picture charts | Oral questions  Observations  Checklist |  |
|  | 4 |  | Good or bad smell | By the end of the lesson the learner should be able to   1. Differentiate between good and bad smells in their environment 2. Talk about good and bad smells in their immediate environment | Which substances smell good?  Which substances smell bad? |  | Longhorn Environmental activities Learners book pg.59  Fruit, flowers, foods stuffs, picture charts | Oral questions  Observations  Checklist |  |
|  | 5 |  | Good or bad smell | By the end of the lesson the learner should be able to   1. Differentiate between good and bad smells in their environment 2. Talk about good and bad smells in their immediate environment | Which substances smell good?  Which substances smell bad? |  | Longhorn Environmental activities Learners book pg.59  Fruit, flowers, foods stuffs, picture charts | Oral questions  Observations  Checklist |  |
| 14 | ASSESMENT/CLOSING | | | | | | | | |