**ENVIRONMENTAL ACTIVITIES SCHEMES OF WORK TERM II**

**TEACHERS NAME: ………………… SCHOOL: TERM:**

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| **W**  **K** | **Ls n** | | **Strands** | | **Sub-strand** | | **Specific learning outcomes** | | **Key inqury question(s)** | **Learning experiences** | **Learning resources** | **Assessment methods** | | **Refl** |
| 1 | 1 | | Our home | | Houses found  At home –  Toilet | | By the end of the lesson, the learner should be able to:   1. Name houses at home for familiarity, 2. Identify different houses at home, 3. Observe pictures of different houses found at home 4. Recognize the various types of houses at home. | | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses at home, (toilet,  Latrine, kitchen, poultry, granary),  Identify houses found at home in pairs, view video clips of houses at home,  observe charts of houses at home, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos  longhorn envi. Act.  Pupils bk. Pg. 8-10 | Observation schedule, checklist, oral questions and  Portfolio | |  |
|  | 2 | |  | | Houses found  At home –  Toilet | | By the end of the lesson, the learner should be able to:   1. Name houses at home for familiarity, 2. Identify different houses at home, 3. Observe pictures of different houses found at home 4. Recognize the various types of houses at home. | | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses at home, (toilet,  Latrine, kitchen, poultry, granary),  identify houses found at home in pairs, view video clips of houses at home, observe charts of houses at home, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos longhorn envi. Act.  Pupils bk. Pg. 8-10 | Observation schedule, checklist, oral questions and  Portfolio | |  |
|  | 3 | |  | | Latrine | | By the end of the lesson, the learner should be able to:   1. Name houses at home for familiarity, 2. Identify different houses at home, 3. Recognize the various types of houses at home. | | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses at home,(toilet,  Latrine, kitchen, poultry, granary),  identify houses found at home i pairs,  Draw houses at home, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos longhorn envi. Act.  Pupils bk. Pg. 8-10 | Observation schedule, checklist, oral questions and  Portfolio | |  |
|  | 4 | |  | | Latrine | | By the end of the lesson, the learner should be able to:   1. Name houses at home for familiarity, 2. Identify different houses at home, 3. Recognize the various types of houses at home. | | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses athome,(toilet,  Latrine, kitchen, poultry, granary),  identify houses found at home in pairs, draw houses at home, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos longhorn envi. Act.  Pupils bk. Pg. 8-10 | Observation schedule, checklist, oral questions and  Portfolio | |  |
|  | | 5 | |  | | Kitchen | | By the end of the lesson, the learner should be able to:   1. Identify different houses at home, 2. Tell the uses of houses found at home, 3. Recognize the various types of houses at home. | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses at home,(toilet,  Latrine, kitchen, poultry, granary),  identify houses found at home in pairs, colour houses at home, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos longhorn envi. Act.  Pupils bk. Pg. 8-10 | Observation schedule, checklist, oral questions and  Portfolio |  | |
| 2 | | 1 | |  | | Kitchen | | By the end of the lesson, the learner should be able to:   1. Identify different houses at home, 2. Tell the uses of houses found at home, 3. Recognize the various types of houses at home. | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses at home,(toilet,  Latrine, kitchen, poultry, granary),  identify houses found at home in pairs,  colour houses at home, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos longhorn envi. Act.  Pupils bk. Pg. 8-10 | Observation schedule, checklist, oral questions and  Portfolio |  | |
|  | | 2 | |  | | Poultry | | By the end of the lesson, the learner should be able to:   1. Identify different houses at home, 2. Tell the uses of houses found at home, 3. Recognize the various types of houses at home. | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses at home, (toilet,  Latrine, kitchen, poultry, granary),  identify houses found at home in pairs, model houses at home, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos longhorn envi. Act.  Pupils bk. Pg. 8-10 | Observation schedule, checklist, oral questions and  Portfolio |  | |
|  | | 3 | |  | | Poultry | | By the end of the lesson, the learner should be able to:   1. Identify different houses at home, 2. Tell the uses of houses found at home, 3. Recognize the various types of houses at home. | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses at home, (toilet,  Latrine, kitchen, poultry, granary),  identify houses found at home in pairs, model houses at home, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos longhorn envi. Act.  Pupils bk. Pg. 8-10 | Observation schedule, checklist, oral questions and  Portfolio |  | |
|  | | 4 | |  | | Granary | | By the end of the lesson, the learner should be able to:   1. Identify different houses at home, 2. Tell the uses of houses found at home, 3. Recognize the various types of houses at home. | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses at home,(toilet,  Latrine, kitchen, poultry, granary),  Identify houses found at home in pairs, paint houses at home,  sing songs on the uses of houses at home in groups,  recite poems on the uses of houses at home | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos longhorn envi. Act.  Pupils bk. Pg. 8-10 | Observation schedule, checklist, oral questions and  Portfolio |  | |
|  | | 5 | |  | | Granary | | By the end of the lesson, the learner should be able to:   1. Identify different houses at home, 2. Tell the uses of houses found at home, | 1. Why do we have houses at home? 2. What types of houses do we have at home? | The learner is guided to: tell different houses at home,(toilet,  Latrine, kitchen, poultry, granary),  identify houses found at home in pairs, paint houses at home, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos | Observation schedule, checklist, oral questions and  Portfolio |  | |

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|  |  |  |  | C. Recognize the various types of houses at home. |  | sing songs on the uses of houses at home in groups,  recite poems on the uses of houses at home | Longhorn envi. Act. Pupils bk. Pg. 8-10 |  |  |
| 3 | 1 | Work done at home | Types of work done at home | By the end of the lesson, the learner should be able to:   1. Name work done at home for   Familiarization,   1. Read pictures of work done at home. 2. Appreciate work done at home for self-enjoyment. | Why do people work? | The learner is guided to:  Mention work done at home,  Talk about work done at home, news tell about different work done at home,  Picture read on different work done at home. | Charts, picture cards , flash cards, photos, brooms, video  Clips  Longhorn envi. Act. Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 2 |  | Types of work done at home | By the end of the lesson, the learner should be able to:   1. Name work done at home for   Familiarization,   1. Read pictures of work done at home. 2. Appreciate work done at home for self-enjoyment. | Why do people work? | The learner is guided to:  Mention work done at home,  Talk about work done at home, ● news tell about different work done at home,  Picture read on different work done at home. | Charts, picture cards, flash cards, photos, brooms, video  Clips  Longhorn envi. Act. Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 3 |  | Importance of work done at home | By the end of the lesson, the learner should be able to:   1. List work done by people at home. 2. Talk about the importance of work done at home, 3. Appreciate work done at home for self-enjoyment. | Why do people work? | The learner is guided to:  Walk around the school to identify work done by people,  Discuss about the importance of work done at home, | Charts, picture cards , flash cards, photos, brooms, video  Clips  Longhorn envi. Act.  Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 4 |  | Importance of work done at home | By the end of the lesson, the learner should be able to:   1. List work done by people at home. 2. Talk about the importance of work done at home, 3. Appreciate work done at home for self-enjoyment. | Why do people work? | The learner is guided to:  Walk around the school to identify work done by people,  Discuss about the importance of work done at home, | Charts, picture cards , flash cards, photos, brooms, video  Clips  Longhorn envi. Act. Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 5 |  | Importance of work done at home | By the end of the lesson, the learner should be able to:   1. List work done by people at home. 2. Talk about the importance of work done at home, | Why do people work? | The learner is guided to:  Walk around the school to identify work done by people,  Discuss about the importance of work done at home, | Charts, picture cards , flash cards, photos, brooms, video  Clips  Longhorn envi. Act. Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |

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|  |  |  |  | C. Appreciate work done at home for self-enjoyment. |  |  |  |  |  |
| 4 | 1 |  | Importance of work done at home | By the end of the lesson, the learner should be able to:   1. List work done by people at home. 2. Talk about the importance of work done at home, 3. Appreciate work done at home for self-enjoyment. | Why do people work? | The learner is guided to:  Walk around the school to identify work done by people,  Discuss about the importance of work done at home, | Charts, picture cards , flash cards, photos, brooms, video  Clips  Longhorn envi. Act.  Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 2 |  | Practicing work done at home | By the end of the lesson, the learner should be able to:   1. State the different types of work done at home. 2. Practice work done at home, 3. Appreciate work done at home for self-enjoyment. | Why do people work? | The learner is guided to:  Sing songs about work done at home,  Recite poems on work done at home,  ● watch video clip on work done at home,  Imitate work done at home,  Role play work done by people at home. | Charts, picture cards , flash cards, photos, brooms, video  Clips  Longhorn envi. Act.  Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 3 |  | Practicing work done at home | By the end of the lesson, the learner should be able to:   1. State the different types of work done at home. 2. Practice work done at home, 3. Appreciate work done at home for self-enjoyment. | Why do people work? | The learner is guided to:  Sing songs about work done at home,  Recite poems on work done at home,  ● watch video clip on work done at home,  Imitate work done at home,  Role play work done by people at home. | Charts, picture cards , flash cards, photos, brooms, video  Clips  Longhorn envi. Act.  Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 4 |  | Practicing work done at home | By the end of the lesson, the learner should be able to:   1. State the different types of work done at home. 2. Practice work done at home, 3. Appreciate work done at home for self-enjoyment. | Why do people work? | The learner is guided to:  Sing songs about work done at home,  Recite poems on work done at home,  ● watch video clip on work done at home,  Imitate work done at home,  Role play work done by people at home. | Charts, picture cards , flash cards, photos, brooms, video  Clips  Longhorn envi. Act.  Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |

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|  | 5 |  | Practicing work done at home | By the end of the lesson, the learner should be able to:   1. State the different types of work done at home. 2. Practice work done at home, 3. Appreciate work done at home for self-enjoyment. | Why do people work? | The learner is guided to:  Sing songs about work done at home,  Recite poems on work done at home,  ● watch video clip on work done at home,  Imitate work done at home,  Role play work done by people at home. | Charts, picture cards , flash cards, photos, brooms, video  Clips  Longhorn envi. Act.  Pupils bk. Pg. 17-18 | Observation schedule, checklist, oral questions and  Portfolio |  |
| 5 | 1 | Domestic animals | Identifying domestic animals at home | By the end of the lesson, the learner should be able to:   1. Identify domestic animals found at home, 2. Model domestic animals. 3. Value domestic animals at home. | Why do we have animals at home? | The learner is guided to: ●observe pictures of domestic animals found at home,  Watch video clips on domestic animals,  Model domestic animals, | Charts, picture cards , flash cards, glue, crayons, coloured pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 2 |  | Identifying domestic animals at home | By the end of the lesson, the learner should be able to:   1. Identify domestic animals found at home, 2. Model domestic animals. 3. Value domestic animals at home. | Why do we have animals at home? | The learner is guided to:  ●observe pictures of domestic animals found at home,  Watch video clips on domestic animals,  Model domestic animals, | Charts, picture cards , flash cards, glue, crayons, coloured pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 3 |  | Naming domestic animals found at home | By the end of the lesson, the learner should be able to:   1. Name domestic animals at home, 2. Draw domestic animals found at home. 3. Value domestic animals at home. | Why do we have animals at home? | The learner is guided to: ●observe pictures of domestic animals found at home,  Watch video clips on domestic animals,  Draw domestic animals, | Charts, picture cards , flash cards, glue, crayons, coloured pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 4 |  | Naming domestic animals found at home | By the end of the lesson, the learner should be able to:   1. Name domestic animals at home, 2. Colour pictures of domestic animals. 3. Value domestic animals at home. | Why do we have animals at home? | The learner is guided to:  Paint pictures of domestic animals,  Trace domestic animals  Cut and paste pictures of domestic animals,  Colour pictures of animals, | Charts, picture cards , flash cards, glue, crayons, coloured pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 5 |  | Naming domestic | By the end of the lesson, the learner should be able to:  A. Name domestic animals at home, | Why do we have animals at home? | The learner is guided to:  ● paint pictures of domestic animals, | Charts, picture cards , flash cards, glue, crayons, coloured | Observation schedule, checklist, oral |  |

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|  |  |  | Animals found at home | 1. Paint pictures of domestic animals. 2. Value domestic animals at home. |  |  | Pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Questions and portfolio |  |
| 6 | 1 |  | Naming domestic animals found at home | By the end of the lesson, the learner should be able to:   1. Name domestic animals at home, 2. Trace and cut out domestic animals. 3. Value domestic animals at home. | Why do we have animals at home? | The learner is guided to:  Cut and paste pictures of domestic animals,  Trace domestic animals | Charts, picture cards , flash cards, glue, crayons, coloured pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 2 |  | Care for domestic animals found at home | By the end of the lesson, the learner should be able to:   1. Identify domestic animals found at home, 2. Care for the domestic animals at home 3. Value domestic animals at home. | Why do we have animals at home? | The learner is guided to:  Engage in role play about domestic animals,  Match and pair pictures of domestic animals, | Charts, picture cards , flash cards, glue, crayons, coloured pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 3 |  | Care for domestic animals found at home | By the end of the lesson, the learner should be able to:   1. Identify domestic animals found at home, 2. Care for the domestic animals at home 3. Value domestic animals at home. | Why do we have animals at home? | The learner is guided to:  ● sort and group pictures of domestic animals found at home ● feed the domestic animals, | Charts, picture cards , flash cards, glue, crayons, coloured pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 4 |  | Care for domestic animals found at home | By the end of the lesson, the learner should be able to:   1. Identify domestic animals found at home, 2. Care for the domestic animals at home 3. Value domestic animals at home. | Why do we have animals at home? | The learner is guided to:   * Water the domestic animals, * Recite poems on domestic animals, * Sing songs about domestic animals | Charts, picture cards , flash cards, glue, crayons, coloured pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 5 |  | Care for domestic animals found at home | By the end of the lesson, the learner should be able to:   1. Identify domestic animals found at home, 2. Care for the domestic animals at home 3. Value domestic animals at home. | Why do we have animals at home? | The learner is guided to:   * Water the domestic animals, * Recite poems on domestic animals, * Sing songs about domestic animals | Charts, picture cards , flash cards, glue, crayons, coloured pencil,  Longhorn envi. Act.  Pupils bk. Pg. 49-51 | Observation schedule, checklist, oral questions and  Portfolio |  |

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| 7 | 1 | | Our  Neighbourhood | Families in our  Neighborhood | By the end of the lesson, the learner should be able to:   1. Name families in the neighborhood fo harmonious living, 2. Talk about the importance of families in our neighborhood 3. Appreciate the families in the neighborhood for harmonious living. | Who is our neighbors? | The learner is guided to:  ● mention families in the neighborhood,  ● talk about families in the  Neighborhood in groups, | Photos, charts, picture cards , flash cards, glue, crayons, coloured pencil longhorn envi. Act.  Pupils bk. Pg. 25 | | Observation schedule, checklist, oral questions and  Portfolio | |  |
|  | 2 | |  | Families in our  Neighborhood | By the end of the lesson, the learner should be able to:   1. Name families in the neighborhood fo harmonious living, 2. Talk about the importance of families in our neighborhood 3. Appreciate the families in the neighborhood for harmonious living. | Who is our neighbors? | The learner is guided to:  ● mention families in the neighborhood,  ● talk about families in the  Neighborhood in groups, | Photos, charts, picture cards , flash cards, glue, crayons, coloured pencil longhorn envi. Act.  Pupils bk. Pg. 25 | | Observation schedule, checklist, oral questions and  Portfolio | |  |
|  | 3 | |  | Families in our  Neighborhood | By the end of the lesson, the learner should be able to:   1. Name families in the neighborhood fo harmonious living, 2. Talk about the importance of families in our neighborhood 3. Appreciate the families in the neighborhood for harmonious living. | Who is our neighbors? | The learner is guided to:  ●dramatize families in the neighborhood,  ● discuss about the importance of families in the neighborhood,  ● sing songs about family members in the neighborhood,  ● recite poems in the families in the neighborhood. | Photos, charts, picture cards , flash cards, glue, crayons, coloured pencil longhorn envi. Act.  Pupils bk. Pg. 25 | | Observation schedule, checklist, oral questions and  Portfolio | |  |
|  | 4 | |  | Families in our  Neighborhood | By the end of the lesson, the learner should be able to:   1. Name families in the neighborhood fo harmonious living, 2. Talk about the importance of families in our neighborhood 3. Appreciate the families in the neighborhood for harmonious living. | Who is our neighbors? | The learner is guided to:  ● dramatize families in the neighborhood,  ● discuss about the importance of families in the neighbourhood,  ● sing songs about family members in the neighborhood,  ● recite poems in the families in the neighborhood. | Photos, charts, picture cards , flash cards, glue, crayons, coloured pencil longhorn envi. Act.  Pupils bk. Pg. 25 | | Observation schedule, checklist, oral questions and  Portfolio | |  |
|  | 5 | |  | Families in our  Neighborhood | By the end of the lesson, the learner should be able to: | Who is our neighbors? | The learner is guided to:  ● dramatize families in the neighborhood, | Photos, charts, picture cards , flash cards, glue, crayons, | | Observation schedule, checklist, oral | |  |
|  | |  |  |  | 1. Name families in the neighborhood fo harmonious living, 2. Talk about the importance of families in our neighborhood 3. Appreciate the families in the neighborhood for harmonious living. |  | ● discuss about the importance of families in the neighbourhood,  ● sing songs about family members in the neighborhood,  ● recite poems in the families in the neighborhood. | Coloured pencil longhorn envi. Act.  Pupils bk. Pg. 25 | Questions and portfolio | |  | |
| 8 | | 1 | Buildings in  The  Neighbourhood | Different buildings in the neighbourhood | By the end of the lesson, the learner should be able to:   1. Name different buildings in the neighbourhood, 2. Read pictures of buildings found in the neighbourhood 3. Appreciate buildings in the neighbourhood. | Why do we have buildings in the neighbourhood? | The learners is guided to: ● identify buildings in the neighbourhood,(market, shop, hospital, school, church, mosque, temple),  ● read pictures of buildings found in the neighbourhood, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act.  Pupils bk. Pg. 8-9 | Observation schedule, checklist, oral questions and  Portfolio | |  | |
|  | | 2 |  | Different buildings in the neighbourhood | By the end of the lesson, the learner should be able to:   1. Name different buildings in the neighbourhood, 2. Read pictures of buildings found in the neighbourhood 3. Appreciate buildings in the neighborhood. | Why do we have buildings in the neighbourhood? | The learners is guided to:  ● identify buildings in the neighbourhood, (market, shop, hospital, school, church, mosque, temple),  ● read pictures of buildings found in the neighbourhood, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act.  Pupils bk. Pg. 8-9 | Observation schedule, checklist, oral questions and  Portfolio | |  | |
|  | | 3 |  | Different buildings in the neighbor hood | By the end of the lesson, the learner should be able to:   1. Name different buildings in the neighborhood, 2. Read pictures of buildings found in the neighbor hood 3. Appreciate buildings in the neighbourhood. | Why do we have buildings in the neighborhood? | The learners is guided to:  ● identify buildings in the neighbourhood, (market, shop, hospital, school, church, mosque, temple),  ● read pictures of buildings found in the neighbourhood, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act.  Pupils bk. Pg. 8-9 | Observation schedule, checklist, oral questions and  Portfolio | |  | |
|  | | 4-5 | **Half term** | | | | | | | | | |
| 9 | | 1 |  | Different buildings in the neighbor hood | By the end of the lesson, the learner should be able to:  A. Name different buildings in the neighbourhood, | Why do we have buildings in the neighbourhood? | The learners is guided to:  ● identify buildings in the neighbourhood, (market, shop, hospital, school, church, mosque, temple), | Charts, picture cards , flash cards, glue, crayons, coloured | Observation schedule, checklist, oral questions and  Portfolio | |  | |

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|  |  |  |  | 1. Read pictures of buildings found in the neighbor hood 2. Appreciate buildings in the neighbor hood. |  | ● read pictures of buildings found in the neighbourhood, | Pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act. Pupils bk. Pg. 8-9 |  |  |
|  | 2 |  | Different buildings in the neighbor hood | By the end of the lesson, the learner should be able to:   1. Name different buildings in the neighbor hood, 2. Read pictures of buildings found in the neighbourhood 3. Appreciate buildings in the neighbor hood. | Why do we have buildings in the neighbourhood? | The learners is guided to:  ● identify buildings in the neighbourhood, (market, shop, hospital, school, church, mosque, temple),  ● read pictures of buildings found in the neighbourhood, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act.  Pupils bk. Pg. 8-9 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 3 |  | Uses of buildings in the neighbor hood | By the end of the lesson, the learner should be able to:   1. List the different buildings in the neighbor hood, 2. Talk about the uses of buildings in neighbor hood, 3. Appreciate buildings in the neighbor hood. | Why do we have buildings in the neighbourhood? | The learners is guided to:  Talk about uses of buildings in the neighbourhood,  Observe charts of buildings at our neighbourhood, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act.  Pupils bk. Pg. 8-9 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 4 |  | Uses of buildings in the neighbor hood | By the end of the lesson, the learner should be able to:   1. List the different buildings in the neighbor hood, 2. Talk about the uses of buildings in neighbor hood, 3. Appreciate buildings in the neighbor hood. | Why do we have buildings in the neighbor hood? | The learners is guided to:  Talk about uses of buildings in the neighbor hood,  Observe charts of buildings at our neighbor hood, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act.  Pupils bk. Pg. 8-9 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 5 |  | Uses of buildings in the neighbor hood | By the end of the lesson, the learner should be able to:   1. List the different buildings in the neighborhood, 2. Talk about the uses of buildings in neighborhood, 3. Appreciate buildings in the neighbor hood. | Why do we have buildings in the neighbor hood? | The learners is guided to:   * Draw buildings in the neighbor hood, * Colour building in the neighbourhood, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act.  Pupils bk. Pg. 8-9 | Observation schedule, checklist, oral questions and  Portfolio |  |

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| 10 | 1 |  | Uses of buildings in the neighbourhood | By the end of the lesson, the learner should be able to:   1. List the different buildings in the neighbourhood, 2. Talk about the uses of buildings in neighbourhood, 3. Appreciate buildings in the neighbourhood. | Why do we have buildings in the neighbourhood? | The learners is guided to:  Construct simple structures of buildings found in the school in groups,  Buy and sell in the shop corner, | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act.  Pupils bk. Pg. 8-9 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 2 |  | Uses of buildings in the neighbourhood | By the end of the lesson, the learner should be able to:   1. List the different buildings in the neighbourhood, 2. Talk about the uses of buildings in neighbourhood, 3. Appreciate buildings in the neighbourhood. | Why do we have buildings in the neighbourhood? | The learners is guided to:  Role play religious leaders in the church, mosque or temple,  Match and pair items sold in the market. | Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass  Longhorn envi. Act.  Pupils bk. Pg. 8-9 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 3 | Plants | Parts of plants | By the end of the lesson, the learner should be able to:   1. Name parts of plant in the immediate environment, 2. Observe plants in the immediate environment, 3. Value plants in the immediate environment. | Why do we have plants? | Learner is guided to:  Mention the external parts of a plant(leaves, flower, stem),  Identify parts of a plant touch parts of plant,  Observe different parts of a plant, | Charts on parts of a plant, picture cards, flash cards, glue, crayons, realia, longhorn envi. Act.  Pupils bk. Pg. 44-48 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 4 |  | Parts of plants | By the end of the lesson, the learner should be able to:   1. Name parts of plant in the immediate environment, 2. Observe plants in the immediate environment, 3. Value plants in the immediate environment. | Why do we have plants? | Learner is guided to:  Manipulate different parts of a plant,  colour drawn pictures parts of a plant,  Leaf printing,  Mount flowers on charts in groups, | Charts on parts of a plant, picture cards, flash cards, glue, crayons, realia, longhorn envi. Act.  Pupils bk. Pg. 44-48 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 5 |  | Parts of plants | By the end of the lesson, the learner should be able to:  A. Name parts of plant in the immediate environment, | Why do we have plants? | Learner is guided to:  Display mounted pictures of parts of a plant on the wall,  Sort and group flowers of different colours, | Charts on parts of a plant, picture cards, flash cards, glue, crayons, realia, | Observation schedule, checklist, oral questions and  Portfolio |  |

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|  |  |  |  | 1. Observe plants in the immediate environment, 2. Value plants in the immediate environment. |  |  | Longhorn envi. Act.  Pupils bk. Pg. 44-48 |  |  |
| 11 | 1 |  | Parts of plants | By the end of the lesson, the learner should be able to:   1. Name parts of plant in the immediate environment, 2. Observe plants in the immediate environment, 3. Value plants in the immediate environment. | Why do we have plants? | Learner is guided to:  Paste pictures cut outs of parts of a plant,  Sing songs on parts of plant,  ● watch and listening video clips on parts of plant, | Charts on parts of a plant, picture cards, flash cards, glue, crayons, realia, longhorn envi. Act.  Pupils bk. Pg. 44-48 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 2 |  | Uses of plants | By the end of the lesson, the learner should be able to:   1. Name parts of plant in the immediate environment, 2. Talk about the uses of plants in the immediate environment, 3. Value plants in the immediate environment. | Why do we have plants? | Learner is guided to:  Recite poems about parts of a plant in groups,  Picture reading on parts of a plant from charts, | Charts on parts of a plant, picture cards, flash cards, glue, crayons, realia, longhorn envi. Act.  Pupils bk. Pg. 44-48 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 3 |  | Uses of plants | By the end of the lesson, the learner should be able to:   1. Name parts of plant in the immediate environment, 2. Talk about the uses of plants in the immediate environment, 3. Value plants in the immediate environment. | Why do we have plants? | Learner is guided to:  Recite poems about parts of a plant in groups,  Picture reading on parts of a plant from charts, | Charts on parts of a plant, picture cards, flash cards, glue, crayons, realia, longhorn envi. Act.  Pupils bk. Pg. 44-48 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 4 |  | Uses of plants | By the end of the lesson, the learner should be able to:   1. Name parts of plant in the immediate environment, 2. Talk about the uses of plants in the immediate environment, 3. Value plants in the immediate environment. | Why do we have plants? | Learner is guided to:  Take nature walk round the school garden,  Discuss about the uses of plants, | Charts on parts of a plant, picture cards, flash cards, glue, crayons,  Realia,  Longhorn envi. Act. Pupils bk. Pg. 44-48 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 5 |  | Uses of plants | By the end of the lesson, the learner should be able to:   1. Name parts of plant in the immediate environment, 2. Talk about the uses of plants in the immediate environment, 3. Value plants in the immediate environment. | Why do we have plants? | Learner is guided to:  Take nature walk round the school garden,  Discuss about the uses of plants, | Charts on parts of a plant, picture cards, flash cards, glue, crayons, realia, longhorn envi. Act.  Pupils bk. Pg. 44-48 | Observation schedule, checklist, oral questions and  Portfolio |  |
| 12 | 1 |  | Care for plants | By the end of the lesson, the learner should be able to:   1. State the uses of plants in the immediate environment, 2. Care for the plants in the immediate environment, 3. Value plants in the immediate environment. | Why do we have plants? | Learner is guided to:  Water the plants,  Play games as they mention parts of plant. | Charts on parts of a plant, picture cards, flash cards, glue, crayons, realia, longhorn envi. Act.  Pupils bk. Pg. 44-48 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 2 |  | Care for plants | By the end of the lesson, the learner should be able to:   1. State the uses of plants in the immediate environment, 2. Care for the plants in the immediate environment, 3. Value plants in the immediate environment. | Why do we have plants? | Learner is guided to:  Water the plants,  Play games as they mention parts of plant. | Charts on parts of a plant, picture cards, flash cards, glue, crayons, realia, longhorn envi. Act.  Pupils bk. Pg. 44-48 | Observation schedule, checklist, oral questions and  Portfolio |  |
|  | 3-5 |  | | **Revision exercise** | | |  |  | |
| 13 | 1-5 |
| 14 |  |  | | **End term assessment/closing** | | |  |  | |