

GARDE 2 ENVIRONMENTAL ACTIVITIES

TERM ONE SCHEME OF WORK

SCHOOL	PP/GRADE	LEARNING AREAS	TIME	YEAR

W	L E S S O N	STRANDS	SUB STANDS	SPECIFIC LEARNING OUT COMES	KEY INQUIRY QUESTION S	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESS MENT	REFL
1				OPENING OF THE TERM/PREPARATION					
2	1	1.0 Environment and its resources	Weather Weather-responding to different weather conditions	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> State different weather conditions State ways of responding to different weather conditions Respond appropriately to different weather conditions to limit risk to self, others and the environment. Appreciate differences in weather conditions 	What are the different weather conditions? How could we respond to different weather conditions?	Learners to observe and discuss prevailing weather conditions, as an outdoor activity Learners to think, pair and share experiences on how	Local environment, crayons and Coloured pencils Real objects e.g. umbrella Flash cards, video clips, learner's tablets Learner's book page 3 Our lives today environmental activities Teachers guide pg. 2-4	Observation Oral questions Written questions	

2		Weather Weather- responding to different weather conditions	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • State different weather conditions • State ways of responding to different weather conditions • Respond appropriately to different weather conditions to limit risk to self, others and the environment. • Appreciate differences in weather conditions 	What are the different weather conditions? How could we respond to different weather conditions?	Learners to observe and discuss prevailing weather conditions, as an outdoor activity Learners to think, pair and share experiences on how	Local environment, crayons and Coloured pencils Real objects e.g. umbrella Flash cards, video clips, learner's tablets Learner's book page 4-5 Our lives today environmental activities Teachers guide pg. 4-5	Observation Oral questions Written questions	
3		Weather Weather- responding to different weather conditions	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • State different weather conditions • State ways of responding to different weather conditions • Respond appropriately to different weather conditions to limit risk to self, others and the environment. <p>Appreciate differences in weather conditions</p>	What are the different weather conditions? How could we respond to different weather conditions?	Learners to observe and discuss prevailing weather conditions, as an outdoor activity Learners to think, pair and share experiences on how	Local environment, crayons and Coloured pencils Real objects e.g. umbrella Flash cards, video clips, learner's tablets Learner's book page 6 Our lives today environmental activities Teachers guide pg. 5	Observation Oral questions Written questions	
4		Weather Weather- responding to different weather conditions	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • State different weather conditions • State ways of responding to different weather conditions 	What are the different weather conditions? How could we respond	Learners to observe and discuss prevailing weather conditions, as an outdoor activity Learners to think, pair and share experiences on how	Local environment, crayons and Coloured pencils Real objects e.g. umbrella Flash cards, video clips, learner's tablets	Observation Oral questions Written questions	

			<ul style="list-style-type: none"> Respond appropriately to different weather conditions to limit risk to self, others and the environment. <p>Appreciate differences in weather conditions</p>	to different weather conditions?		Learner's book page 7-8 Our lives today environmental activities Teachers guide pg. 5-6		
5		Weather Weather-responding to different weather conditions	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State different weather conditions State ways of responding to different weather conditions Respond appropriately to different weather conditions to limit risk to self, others and the environment. <p>Appreciate differences in weather conditions</p>	<p>What are the different weather conditions?</p> <p>How could we respond to different weather conditions?</p>	<p>Learners to observe and discuss prevailing weather conditions, as an outdoor activity</p> <p>Learners to think, pair and share experiences on how</p>	<p>Local environment, crayons and Coloured pencils</p> <p>Real objects e.g. umbrella</p> <p>Flash cards, video clips, learner's tablets</p> <p>Learner's book page 8</p> <p>Our lives today environmental activities Teachers guide pg. 6</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
3	1	Weather-recording weather	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Describe weather conditions at different times of the day Draw weather symbols to represent various weather conditions Create a weather record using symbols for a period of one week Develop interest in recording weather conditions 	<p>How is the weather today?</p> <p>What symbols are used to record weather conditions?</p> <p>How could we record weather conditions?</p>	<p>Learners to observe the weather at different times of the day as an outdoor activity</p> <p>Learners identify weather symbols from charts and other learning resources</p>	<p>Local environment, crayons and Coloured pencils</p> <p>A weather chat</p> <p>Flash cards, learner's tablets</p> <p>Learner's book page 9-11</p> <p>Our lives today environmental activities Teachers guide pg. 9-11</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	

2		Weather-recording weather	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe weather conditions at different times of the day • Draw weather symbols to represent various weather conditions • Create a weather record using symbols for a period of one week • Develop interest in recording weather conditions 	<p>How is the weather today?</p> <p>What symbols are used to record weather conditions?</p> <p>How could we record weather conditions?</p>	<p>Learners to observe the weather at different times of the day as an outdoor activity</p> <p>Learners identify weather symbols from charts and other learning resources</p>	<p>Local environment, crayons and Coloured pencils</p> <p>A weather chat</p> <p>Flash cards, learner's tablets</p> <p>Learner's book page 9-11</p> <p>Our lives today environmental activities Teachers guide pg. 11</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>		
3		Weather-recording weather	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Describe weather conditions at different times of the day • Draw weather symbols to represent various weather conditions • Create a weather record using symbols for a period of one week 	<p>How is the weather today?</p> <p>What symbols are used to record weather conditions?</p>	<p>Learners to observe the weather at different times of the day as an outdoor activity</p> <p>Learners identify weather symbols from charts and other learning resources</p>	<p>Local environment, crayons and Coloured pencils</p> <p>A weather chat</p> <p>Flash cards, learner's tablets</p> <p>Learner's book page 9-11</p> <p>Our lives today environmental activities Teachers guide pg. 12</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>		

			<ul style="list-style-type: none"> Develop interest in recording weather conditions 	How could we record weather conditions?				
4		Weather-recording weather	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Create a weather record using symbols for a period of one week Develop interest in recording weather conditions 	<p>How is the weather today?</p> <p>What symbols are used to record weather conditions?</p> <p>How could we record weather conditions?</p>	<p>Learners to observe the weather at different times of the day as an outdoor activity</p> <p>Learners identify weather symbols from charts and other learning resources</p>	<p>Local environment, crayons and Coloured pencils</p> <p>A weather chat</p> <p>Flash cards, learner's tablets</p> <p>Learner's book page 9-11</p> <p>Our lives today environmental activities Teachers guide pg. 12</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
5		Weather-recording weather	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Create a weather record using symbols for a period of one week Develop interest in recording weather conditions 	<p>How is the weather today?</p> <p>What symbols are used to record weather conditions?</p> <p>How could we record</p>	<p>Learners to observe the weather at different times of the day as an outdoor activity</p> <p>Learners identify weather symbols from charts and other learning resources</p>	<p>Local environment, crayons and Coloured pencils</p> <p>A weather chat</p> <p>Flash cards, learner's tablets</p> <p>Learner's book page 9-11</p> <p>Our lives today environmental activities Teachers guide pg. 12</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	

					weather conditions?				
4	1		Weather-Understanding weather messages	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Interpret weather charts correctly • Communicate weather messages accurately • Develop interest in interpreting and communicating weather messages 	<p>How could we use symbols to communicate weather messages?</p> <p>How could we communicate weather messages to others?</p>	Learners to use weather charts to interpret different weather symbols In pairs, learners practice using weather symbols to interpret weather messages	<p>Local environment, Learners book</p> <p>Televisions, radios, mobile phones and tablet</p> <p>Video clips of weather forecast</p> <p>Learner's book page 12</p> <p>Our lives today environmental activities Teachers guide pg. 13-15</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
	2		Weather-Understanding weather messages	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Interpret weather charts correctly • Communicate weather messages accurately • Develop interest in interpreting and communicating weather messages 	<p>How could we use symbols to communicate weather messages?</p> <p>How could we communicate weather messages to others?</p>	Learners to use weather charts to interpret different weather symbols In pairs, learners practice using weather symbols to interpret weather messages	<p>Local environment, Learners book</p> <p>Televisions, radios, mobile phones and tablet</p> <p>Video clips of weather forecast</p> <p>Learner's book page 12</p> <p>Our lives today environmental activities Teachers guide pg. 13-15</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	

3		Weather-Understanding weather messages	By the end of the lesson, the learner should be able to Communicate weather messages accurately	How could we use symbols to communicate weather messages? How could we communicate weather messages to others?	Learners to use weather charts to interpret different weather symbols In pairs, learners practice using weather symbols to interpret weather messages	Local environment, Learners book Televisions, radios, mobile phones and tablet Video clips of weather forecast Learner's book page 12 Our lives today environmental activities Teachers guide pg. 13-15	Observation Oral questions Written questions	
4		Weather-Understanding weather messages	By the end of the lesson, the learner should be able to Communicate weather messages accurately	How could we use symbols to communicate weather messages? How could we communicate weather messages to others?	Learners to use weather charts to interpret different weather symbols In pairs, learners practice using weather symbols to interpret weather messages	Local environment, Learners book Televisions, radios, mobile phones and tablet Video clips of weather forecast Learner's book page 13 Our lives today environmental activities Teachers guide pg. 15	Observation Oral questions Written questions	
5		Weather-Understanding weather messages	By the end of the lesson, the learner should be able to Communicate weather messages accurately	How could we use symbols to communicate weather messages?	In a class contest, learners to compete narrating weather occurrences for a past week weather chart recording Learners to gather more information on weather from parents or guardians	Local environment, Learners book Televisions, radios, mobile phones and tablet	Observation Oral questions Written questions	

					How could we communicate weather messages to others?		Video clips of weather forecast Learner's book page 13 Our lives today environmental activities Teachers guide pg. 15		
5	1		Water-Storing water	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State the importance of storing water at home and school 	Why do we store water at home and school?	Learners to explore and observe various ways of storing water at home and in the school In groups, learners to share their experiences on why water is stored at homes and school. In groups, learners to share their experiences on how water is stored at homes and school.	Local environment, Learners book Real objects, pictures of water containers Learners tablets, crayons and Coloured pencils Learner's book page 15-17 Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	
	2		Water-Storing water	<p>By the end of the lesson, the learner should be able to</p> <p>State the importance of storing water at home and school</p>	Why do we store water at home and school?	Learners to explore and observe various ways of storing water at home and in the school In groups, learners to share their experiences on why water is stored at homes and school. In groups, learners to share their experiences on how water is stored at homes and school.	Local environment, Learners book Real objects, pictures of water containers Learners tablets, crayons and Coloured pencils Learner's book page 15-17	Observation Oral questions Written questions	

							Our lives today environmental activities Teachers guide pg. 18-19		
3		Water-Storing water	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Identify ways of storing water in the home and school 	<p>Why do we store water at home and school?</p> <p>How do we store water at home and school?</p>	<p>Learners to explore and observe various ways of storing water at home and in the school</p> <p>In groups, learners to share their experiences on why water is stored at homes and school.</p> <p>In groups, learners to share their experiences on how water is stored at homes and school.</p>	<p>Local environment, Learners book</p> <p>Real objects, pictures of water containers</p> <p>Learners tablets, crayons and Coloured pencils</p> <p>Learner's book page 15-17</p> <p>Our lives today environmental activities Teachers guide pg. 18-19</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>		
4		Water-Storing water	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Identify ways of storing water in the home and school 	<p>Why do we store water at home and school?</p> <p>How do we store water at home and school?</p>	<p>Learners to explore and observe various ways of storing water at home and in the school</p> <p>In groups, learners to share their experiences on why water is stored at homes and school.</p> <p>In groups, learners to share their experiences on how water is stored at homes and school.</p>	<p>Local environment, Learners book</p> <p>Real objects, pictures of water containers</p> <p>Learners tablets, crayons and Coloured pencils</p> <p>Learner's book page 15-17</p> <p>Our lives today environmental activities Teachers guide pg. 18-19</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>		

	5		<p>Water-Storing water</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Store water appropriately in the home and school Appreciate safe water storage to prevent health risks to self and others 	<p>Why do we store water at home and school?</p> <p>How do we store water at home and school?</p>	<p>Learners to explore and observe various ways of storing water at home and in the school</p> <p>In groups, learners to share their experiences on why water is stored at homes and school.</p> <p>In groups, learners to share their experiences on how water is stored at homes and school.</p>	<p>Local environment, Learners book</p> <p>Real objects, pictures of water containers</p> <p>Learners tablets, crayons and Coloured pencils</p> <p>Learner's book page 15-17</p> <p>Our lives today environmental activities Teachers guide pg. 18-19</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
6	1		<p>Water-Storing water</p>	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Store water appropriately in the home and school Appreciate safe water storage to prevent health risks to self and others 	<p>Why do we store water at home and school?</p> <p>How do we store water at home and school?</p>	<p>Learners to explore and observe various ways of storing water at home and in the school</p> <p>In groups, learners to share their experiences on why water is stored at homes and school.</p> <p>In groups, learners to share their experiences on how water is stored at homes and school.</p>	<p>Local environment, Learners book</p> <p>Real objects, pictures of water containers</p> <p>Learners tablets, crayons and Coloured pencils</p> <p>Learner's book page 15-17</p> <p>Our lives today environmental activities Teachers guide pg. 18-19</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	

2		Water-Transporting water	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> identify different ways of transporting water at home and school 	How is water transported at home and in school?	<p>In groups, learners share experiences on various ways in which water is transported at home and school</p> <p>Using pictures and video clips,</p> <p>learners to identify ways of transporting water</p> <p>Learners read, tell, or listen to stories about transporting water</p> <p>Using age-appropriate containers,</p> <p>learners to carry and store water for personal use</p> <p>Learners to find out how water is transported and stored.</p>	<p>Water, drums</p> <p>Pictures showing the various ways of storing water</p> <p>Video clips of the various ways of storing water, learners' tablet</p> <p>Learner's book page 18-20</p> <p>Our lives today environmental activities Teachers guide pg. 21-23</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
3		Water-Transporting water	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> identify different ways of transporting water at home and school 	How is water transported at home and in school?	<p>In groups, learners share experiences on various ways in which water is transported at home and school</p> <p>Using pictures and video clips,</p> <p>learners to identify ways of transporting water</p> <p>Learners read, tell, or listen to stories about transporting water</p> <p>Using age-appropriate containers,</p> <p>learners to carry and store water for personal use</p> <p>Learners to find out how water is transported and stored.</p>	<p>Water, drums</p> <p>Pictures showing the various ways of storing water</p> <p>Video clips of the various ways of storing water, learners' tablet</p> <p>Learner's book page 18-20</p> <p>Our lives today environmental activities Teachers guide pg. 21-23</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
4		Water-Transporting water	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> demonstrate suitable ways of carrying small quantities of water at home and school 	How is water transported at home and in school?	<p>In groups, learners share experiences on various ways in which water is transported at home and school</p> <p>Using pictures and video clips,</p> <p>learners to identify ways of transporting water</p> <p>Learners read, tell, or listen to stories about transporting water</p>	<p>Water, drums</p> <p>Pictures showing the various ways of storing water</p> <p>Video clips of the various ways of storing water, learners' tablet</p> <p>Learner's book page 18-20</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	

					Using age-appropriate containers, learners to carry and store water for personal use Learners to find out how water is transported and stored.	Our lives today environmental activities Teachers guide pg. 21-23		
5		Water-Transporting water	By the end of the lesson, the learner should be able to demonstrate suitable ways of carrying small quantities of water at home and school	How is water transported at home and in school?	In groups, learners share experiences on various ways in which water is transported at home and school Using pictures and video clips, learners to identify ways of transporting water Learners read, tell, or listen to stories about transporting water Using age-appropriate containers, learners to carry and store water for personal use Learners to find out how water is transported and stored.	Water, drums Pictures showing the various ways of storing water Video clips of the various ways of storing water, learners' tablet Learner's book page 18-20 Our lives today environmental activities Teachers guide pg. 21-23	Observation Oral questions Written questions	
7		HALF TERM						
8	1	Water-Transporting water	By the end of the lesson, the learner should be able to appreciate different means used in transporting water to school and home	How is water transported at home and in school?	In groups, learners share experiences on various ways in which water is transported at home and school Using pictures and video clips, learners to identify ways of transporting water Learners read, tell, or listen to stories about transporting water Using age-appropriate containers,	Water, drums Pictures showing the various ways of storing water Video clips of the various ways of storing water, learners' tablet Learner's book page 18-20 Our lives today environmental	Observation Oral questions Written questions	

					learners to carry and store water for personal use Learners to find out how water is transported and stored.	activities Teachers guide pg. 21-23		
2		Exploring soil	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Model objects with different types of soil 	What objects could we make with soil? Which type of soil makes good ribbons	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
3		Exploring soil	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Model objects with different types of soil 	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
4		Exploring soil	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Determine the soil that makes long smooth ribbons 	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21	Observation Oral questions Written questions	

							Our lives today environmental activities Teachers guide pg. 26-31		
	5		Exploring soil	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Determine the soil that makes long smooth ribbons 	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
9	1		Exploring soil	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Determine the soil that makes long smooth ribbons Appreciate different types of soil In the immediate environment 	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
	2		Exploring soil	By the end of the lesson, the learner should be able to Determine the soil that makes long smooth ribbons	What objects could we make with soil?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards	Observation Oral questions Written questions	

			Appreciate different types of soil In the immediate environment	Which type of soil makes good ribbons?		Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	
3		Exploring soil	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Model objects with different types of soil • Determine the soil that makes long smooth ribbons • Appreciate different types of soil In the immediate environment 	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions
4		Exploring soil	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Model objects with different types of soil • Determine the soil that makes long smooth ribbons <p>Appreciate different types of soil In the immediate environment</p>	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions

	5		<p>Exploring soil</p> <p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Model objects with different types of soil • Determine the soil that makes long smooth ribbons <p>Appreciate different types of soil In the immediate environment</p>	<p>What objects could we make with soil?</p> <p>Which type of soil makes good ribbons?</p>	<p>In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons</p>	<p>Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31</p>	<p>Observation Oral questions Written questions</p>	
10	1		<p>Exploring soil</p> <p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Model objects with different types of soil • Determine the soil that makes long smooth ribbons <p>Appreciate different types of soil In the immediate environment</p>	<p>What objects could we make with soil?</p> <p>Which type of soil makes good ribbons?</p>	<p>In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons</p>	<p>Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 23-24 Our lives today environmental activities Teachers guide pg. 26-31</p>	<p>Observation Oral questions Written questions</p>	
	2		<p>Exploring Soil</p> <p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> • Model objects with different types of soil • Determine the soil that makes long smooth ribbons <p>Appreciate different types of soil In the immediate environment</p>	<p>What objects could we make with soil?</p> <p>Which type of soil makes good ribbons?</p>	<p>In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons</p>	<p>Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 23-24 Our lives today environmental</p>	<p>Observation Oral questions Written questions</p>	

							activities Teachers guide pg. 26-31		
	3		Exploring Soil	By the end of the lesson, the learner should be able to Appreciate different types of soil In the immediate environment	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 23-24 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
11	1		Exploring soil	By the end of the lesson, the learner should be able to tell the type of soil suitable for modelling	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 23-24 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
	2		Exploring Soil	By the end of the lesson, the learner should be able to tell the soil suitable for farming	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 23-24	Observation Oral questions Written questions	

							Our lives today environmental activities Teachers guide pg. 26-31		
	3		Exploring parts of plants	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Identify parts of a plant 	What are the different parts of a plant?	<p>In a nature walk, learners to explore different plants in the immediate environment.</p> <p>Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants</p> <p>. What are the different parts of a plant?</p>	<p>Real plants, photographs</p> <p>Crayons and Coloured pencils</p> <p>Learners' tablets</p> <p>Learner's book page 26-31</p> <p>Our lives today environmental activities Teachers guide pg. 33-37</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
12	1		Exploring parts of plants	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Identify parts of a plant 	What are the different parts of a plant?	<p>In a nature walk, learners to explore different plants in the immediate environment.</p> <p>Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants</p> <p>. What are the different parts of a plant?</p>	<p>Real plants, photographs</p> <p>Crayons and Coloured pencils</p> <p>Learners' tablets</p> <p>Learner's book page 26-31</p> <p>Our lives today environmental activities Teachers guide pg. 33-37</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
	2		Exploring parts of plants	By the end of the lesson, the learner should be able to Draw different parts of a plant from the immediate environment	What are the different parts of a plant?	<p>In a nature walk, learners to explore different plants in the immediate environment.</p> <p>Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants</p> <p>. What are the different parts of a plant?</p>	<p>Real plants, photographs</p> <p>Crayons and Coloured pencils</p> <p>Learners' tablets</p> <p>Learner's book page 26-31</p> <p>Our lives today environmental activities Teachers guide pg. 33-37</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
			Exploring parts of plants	By the end of the lesson, the learner should be able to	What are the different	<p>In a nature walk, learners to explore different plants in the immediate environment.</p>	<p>Real plants, photographs</p> <p>Crayons and Coloured pencils</p>	<p>Observation</p> <p>Oral questions</p> <p>Written</p>	

