



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC: ENVIRONMENT AND ITS RESOURCES**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Weather and the Sky- Observing the sky during the day**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all the features of the sky as seen during the day

**KEY INQUIRY QUESTION (s)**

- ❖ What do we see when we look at the sky during the day and during the night?
- ❖ What differences do we observe in the day and night sky?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Imagination and creativity</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unity</b></li> <li>• <b>Respect</b></li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Photographs, flash cards that show the sky during the day and night

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 1-3

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Move out with learners to look at objects in the sky during the day. Let learners point out the sun, the clouds, the sky and other flying objects.

**Step 2:** Guide learners to identify that some objects in the sky move while others do not.

**Step 3:** Guide learners into observing pictures of the sky, sun and the moon. Learners to identify the objects in each picture.

**Step 4:** Guide learners to draw, colour and cut out shapes of different objects found in the sky during the day.

**Step 5:** Learners to describe what they can see in the sky while outside.

**SUMMARY**



**CONCLUSION (Assessment of Learning)**

Learners to share their experiences on what they observed in the sky during the day

**EXTENSION OF ACTIVITIES**

*Learners to observe the sky while at home*

**REFLECTION ON THE LESSON/SELF-REMARKS**

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Weather and the Sky- Observing the sky during the day

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all the features of the sky as seen during the day

**KEY INQUIRY QUESTION (s)**

- ❖ What do we see when we look at the sky during the day and during the night?
- ❖ What differences do we observe in the day and night sky?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Imagination and creativity</li><li>• Digital literacy</li><li>• Critical thinking</li></ul>	<ul style="list-style-type: none"><li>• Unity</li><li>• Respect</li></ul>	ESD

**LEARNING RESOURCES**

Photographs, flash cards that show the sky during the day and night

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 3-4

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners and recap of the previous lesson

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Move out with learners to look at objects in the sky during the day. Let learners pay attention to the location and patterns of the objects in the sky

**Step 2:** Guide learners into discussion whether the objects are situated in the same place as they were in the previous lesson.

**Step 3:** Guide learners into conclusion that objects in the sky come in different shapes, sizes and patterns.

**Step 4:** Guide learners to draw, colour and cut out shapes of different objects found in the sky during the day.

**Step 5:** Learners to describe what they can see in the sky while outside.

**SUMMARY**



### **CONCLUSION (Assessment of Learning)**

Learners to compose and sing a short song about the sky and its objects.

### **EXTENSION OF ACTIVITIES**

*Learners to observe the sky while at home*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Weather and the Sky- Observing the sky during the day

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all the features of the sky as seen during the day

**KEY INQUIRY QUESTION (s)**

- ❖ What do we see when we look at the sky during the day and during the night?
- ❖ What differences do we observe in the day and night sky?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Imagination and creativity</li><li>• Digital literacy</li><li>• Critical thinking</li></ul>	<ul style="list-style-type: none"><li>• Unity</li><li>• Respect</li></ul>	ESD

**LEARNING RESOURCES**

Photographs, flash cards that show the sky during the day and night

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 3-4

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners and recap of the previous lesson

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Move out with learners to look at objects in the sky during the day. Let learners pay attention to the location and patterns of the objects in the sky

**Step 2:** Guide learners into discussion whether the objects are situated in the same place as they were in the previous lesson.

**Step 3:** Guide learners into conclusion that objects in the sky come in different shapes, sizes and patterns.

**Step 4:** Guide learners to draw, colour and cut out shapes of different objects found in the sky during the day.

**Step 5:** Learners to describe what they can see in the sky while outside.

**SUMMARY**



### **CONCLUSION (Assessment of Learning)**

Learners to compose and sing a short song about the sky and its objects.

### **EXTENSION OF ACTIVITIES**

*Learners to observe the sky while at home*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Weather and the Sky- Observing the sky at night

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all the features of the sky as seen at night

**KEY INQUIRY QUESTION (s)**

- ❖ What do we see when we look at the sky during the day and during the night?
- ❖ What differences do we observe in the day and night sky?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Imagination and creativity</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unity</b></li> <li>• <b>Respect</b></li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Photographs, flash cards that show the sky during the night

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 4--5

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners into observing the pictures of the night sky.

**Step 2:** Guide learners to identify that the night-time objects are different from the day-time objects and that's what makes the difference between the day and night.

**Step 3:** Guide learners to draw, colour and cut out shapes of the different objects found in the sky during the night.

**Step 4:** Learners to stick the cut objects on a page in their books and label it "night sky"

**SUMMARY**

*Make summary points/notes*

## CONCLUSION (Assessment of Learning)



Learners to compose and sing a short song about the sky and its objects.

## EXTENSION OF ACTIVITIES

*Learners to observe the sky at night in the company of their parents*

## REFLECTION ON THE LESSON/SELF-REMARKS

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Weather and the Sky- Observing the sky at night

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all the features of the sky as seen at night

**KEY INQUIRY QUESTION (s)**

- ❖ What do we see when we look at the sky during the day and during the night?
- ❖ What differences do we observe in the day and night sky?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Imagination and creativity</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unity</b></li> <li>• <b>Respect</b></li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Photographs, flash cards that show the sky during the night

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 4--5

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners into observing the pictures of the night sky.

**Step 2:** Guide learners to identify that the night-time objects are different from the day-time objects and that's what makes the difference between the day and night.

**Step 3:** Guide learners to draw, colour and cut out shapes of the different objects found in the sky during the night.

**Step 4:** Learners to stick the cut objects on a page in their books and label it "night sky"

**SUMMARY**

*Make summary points/notes*

## CONCLUSION (Assessment of Learning)



Learners to compose and sing a short song about the sky and its objects.

## EXTENSION OF ACTIVITIES

*Learners to observe the sky at night in the company of their parents*

## REFLECTION ON THE LESSON/SELF-REMARKS

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Weather and the Sky- difference I appearance of the sky during the day and night

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all the features of the sky as seen at night and during the day

**KEY INQUIRY QUESTION (s)**

- ❖ What do we see when we look at the sky during the day and during the night?
- ❖ What differences do we observe in the day and night sky?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Imagination and creativity</li> <li>• Digital literacy</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Unity</li> <li>• Respect</li> </ul>	ESD

**LEARNING RESOURCES**

Photographs, flash cards that show the sky during the night and day

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 6

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Greet learners and show them a picture of the sun, moon, stars and clouds and ask them the pictures that show what would be seen in the night sky and day sky.

**Step 2:** Guide learners to take a blank piece of paper and divide it in half by drawing a line down the middle with a pencil

**Step 3:** Guide learners to draw, colour and cut out shapes of the different objects found in the sky during the night and day time

**Step 4:** Learners to stick the cut objects on the notice board.

## SUMMARY



*Make summary points/notes*

## CONCLUSION (Assessment of Learning)

Learners to share their experiences on what they learnt concerning the day and the night sky and objects found in each of their drawings.

## EXTENSION OF ACTIVITIES

*Learners to show their parents the pictures they drew in class.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Weather and the Sky- Appreciating the objects in the sky

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all the features of the sky as seen at night and during the day

**KEY INQUIRY QUESTION (s)**

- ❖ What do we see when we look at the sky during the day and during the night?
- ❖ What differences do we observe in the day and night sky?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Imagination and creativity</li><li>• Digital literacy</li><li>• Critical thinking</li></ul>	<ul style="list-style-type: none"><li>• Unity</li><li>• Respect</li></ul>	ESD

**LEARNING RESOURCES**

Photographs, flash cards that show the sky during the night and day

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 7-8

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners into observing photographs.

**Step 2:** Guide learners into discussion what they like about the night sky and the day sky and why?

**Step 3:** Guide learners to share their experiences with other members.

**Step 4:** Learners to go out and explore the day sky for enjoyment.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to sing a song about either the sun, moon, cloud or stars.



### **EXTENSION OF ACTIVITIES**

*Learners to show their parents the pictures they drew in class.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Exploring weather conditions- identifying whether conditions

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all weather conditions

**KEY INQUIRY QUESTION (s)**

❖ What is the weather today?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Imagination and creativity</li><li>• Digital literacy</li><li>• Critical thinking</li></ul>	<ul style="list-style-type: none"><li>• Unity</li><li>• Respect</li></ul>	ESD

## LEARNING RESOURCES

Photographs, flash cards showing different weather conditions

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 9

## ORGANIZATION OF LEARNING

Learners to work in pairs/groups

## INTRODUCTION

Do a brainstorming activity with learners by asking questions

## LESSON DEVELOPMENT (Assessment as learning)

**Step 1:** Move out with the learners and explore the weather condition of the day.

**Step 2:** Guide learners into discussion about what could have made the weather the way it is.

**Step 3:** Guide learners to share their experiences with other members.

**Step 4:** Learners to draw pictures and colour them showing the weather of the day.

## SUMMARY

*Make summary points/notes*

## CONCLUSION (Assessment of Learning)

Learners to sing a song about the weather

## EXTENSION OF ACTIVITIES



*Learners to draw and colour the weather of the day.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Exploring weather conditions- weather forecasting

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all weather conditions

**KEY INQUIRY QUESTION (s)**

❖ What is the weather today?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Imagination and creativity</li><li>• Digital literacy</li><li>• Critical thinking</li></ul>	<ul style="list-style-type: none"><li>• Unity</li><li>• Respect</li></ul>	ESD

**LEARNING RESOURCES**

Photographs, flash cards showing different weather conditions

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 10-11

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Move out with the learners and explore the weather condition of the day.

**Step 2:** Guide learners to describe what they see in the clouds and sky

**Step 3:** Guide learners to share their experiences with other members.

**Step 4:** Learners to draw and colour the weather of the day and if any changes occur let them update.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to sing a song about the weather

## EXTENSION OF ACTIVITIES



*Learners to draw and colour the weather of the day.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Exploring weather conditions- Appreciating weather conditions

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to observe, describe and develop curiosity about all weather conditions

**KEY INQUIRY QUESTION (s)**

❖ What is the weather today?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Imagination and creativity</li><li>• Digital literacy</li><li>• Critical thinking</li></ul>	<ul style="list-style-type: none"><li>• Unity</li><li>• Respect</li></ul>	ESD

## LEARNING RESOURCES

Photographs, flash cards showing different weather conditions

Crayons, charts and colours for drawing

Enrich Yourself Environmental activities Teachers guide pg. 11-12

## ORGANIZATION OF LEARNING

Learners to work in pairs/groups

## INTRODUCTION

Do a brainstorming activity with learners by asking questions

## LESSON DEVELOPMENT (Assessment as learning)

**Step 1:** Move out with the learners and explore the weather condition of the day.

**Step 2:** Guide learners to describe what they like about various conditions and why?

**Step 3:** Guide learners to construct a kite and let them fly it for enjoyment

**Step 4:** Learners to discuss what they love about the weather.

## SUMMARY

*Make summary points/notes*

## CONCLUSION (Assessment of Learning)

Learners to sing a song about the weather

## EXTENSION OF ACTIVITIES



*Learners to make a weather chart in small groups.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Water- Different sources of water available at home**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Care</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Sharing</b></li> <li>• <b>Cooperation and tolerance</b></li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 13-14

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Ask the learners where they fetch water from for use at home.

**Step 2:** Ask learners to describe how their water sources at home look like

**Step 3:** Guide learners to drawing the water sources.

**Step 4:** Learners to share experiences on where they source the water they use at home.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to draw and colour the water source available at home.

## EXTENSION OF ACTIVITIES



*Learners to ask their parents or guardians about other sources of water.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Water- Different sources of water available at school**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• <b>Communication and collaboration</b></li><li>• <b>Digital literacy</b></li><li>• <b>Critical thinking</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Care</b></li><li>• <b>Responsibility</b></li><li>• <b>Sharing</b></li><li>• <b>Cooperation and tolerance</b></li></ul>	<b>ESD</b>

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 15-16

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Ask the learners where they fetch water from for use at school.

**Step 2:** Ask learners to describe how their water sources at school look like

**Step 3:** Guide learners to drawing the water sources.

**Step 4:** Learners to share experiences on where they source the water they use at school

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to draw and colour the water source available at school.

## EXTENSION OF ACTIVITIES



*Learners to ask their parents or guardians about other sources of water.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Water- Different sources of water in the immediate environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Care</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Sharing</b></li> <li>• <b>Cooperation and tolerance</b></li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 15-16

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Go out with learner and observe the available water sources

**Step 2:** Guide learners to observe what they see

**Step 3:** Ask learners about the hygienic situation of the source and guide learners to identify that water sources can have contaminated water

**Step 4:** Learners to draw picture on a chart of the water source

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to draw and colour the water source available at school.



## **EXTENSION OF ACTIVITIES**

*Organize a trip for learners*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Water- Different sources of water in the immediate environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Care</li> <li>• Responsibility</li> <li>• Sharing</li> <li>• Cooperation and tolerance</li> </ul>	ESD

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 15-16

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Go out with learner and observe the available water sources

**Step 2:** Guide learners to observe what they see

**Step 3:** Ask learners about the hygienic situation of the source and guide learners to identify that water sources can have contaminated water

**Step 4:** Learners to draw picture on a chart of the water source

**SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**



Learners to draw and colour the water source available at school.

## **EXTENSION OF ACTIVITIES**

*Organize a trip for learners*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Water- Different sources of water in the immediate environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Care</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Sharing</b></li> <li>• <b>Cooperation and tolerance</b></li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 15-16

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Go out with learner and observe the available water sources

**Step 2:** Guide learners to observe what they see

**Step 3:** Ask learners about the hygienic situation of the source and guide learners to identify that water sources can have contaminated water

**Step 4:** Learners to draw picture on a chart of the water source

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to draw and colour the water source available at school.



## **EXTENSION OF ACTIVITIES**

*Organize a trip for learners*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Water- Appreciating water sources

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Digital literacy</li><li>• Critical thinking</li></ul>	<ul style="list-style-type: none"><li>• Care</li><li>• Responsibility</li><li>• Sharing</li><li>• Cooperation and tolerance</li></ul>	ESD

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 17-18

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Organize learners into groups of four or five

**Step 2:** Guide learners to watch tutorials from a digital source and model sources of water in the class learning space/corner.

**Step 3:** Learners to compare and contrast the models they have made and identify the sources modelled.

**Step 4:** Learners to peer-assess each other's model sources of water.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to draw and colour the water sources they know



### **EXTENSION OF ACTIVITIES**

*Learners to model sources of water at home.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

.....





**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Water- Different uses of water**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Care</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Sharing</b></li> <li>• <b>Cooperation and tolerance</b></li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 18-19

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Present to learners a container of water and let learners tell how water can be utilized for different purposes.

**Step 2:** Guide learners to write their responses on the black board.

**Step 3:** Guide learners to sing the common nursery hymn

**Step 4:** Guide learners to identify the activities mentioned in the nursery hymn.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Present a chart displaying water being used and ask learners to describe the images displayed on the chart.



### **EXTENSION OF ACTIVITIES**

*Learners to draw and colour a picture showing one use of water.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

.....

# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Water- careful use of water

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Digital literacy</li><li>• Critical thinking</li></ul>	<ul style="list-style-type: none"><li>• Care</li><li>• Responsibility</li><li>• Sharing</li><li>• Cooperation and tolerance</li></ul>	ESD

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 20-21

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Display photos of daily activities that require water such as drinking, swimming.

**Step 2:** Guide learners into discussing the way they use water on a daily basis.

**Step 3:** Guide learners to set up a washing station to wash the toys they got from home

**Step 4:** Guide learners to acknowledge that water should always be carefully used at all times.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to sing a song on water.

## EXTENSION OF ACTIVITIES



*Learners to discuss with their parents how water is wasted.*

## REFLECTION ON THE LESSON/SELF-REMARKS

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Water- Appreciating careful Use of Water**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Care</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Sharing</b></li> <li>• <b>Cooperation and tolerance</b></li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 21-22

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brief explanation of what a scrap book is.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners on how to make a scrap book reflecting correct use of water on the first page.

**Step 2:** Guide learners into discussing the ways their scrapbooks exhibit correct usage of water.

**Step 3:** Learners to display their scrapbooks to peers in other classes

**Step 4:** Guide learners in advocating for correct use of water.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to sing a song on water.

## EXTENSION OF ACTIVITIES



*Learners to discuss with their parents how water is wasted.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Water- Appreciating careful Use of Water**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate different sources of water in the immediate environment (home and school)

**KEY INQUIRY QUESTION (s)**

❖ What are the sources of water available at home and school?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Care</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Sharing</b></li> <li>• <b>Cooperation and tolerance</b></li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Videos and pictures showing different sources of water

Videos showing people fetching water from the different sources

Crayons, pencils and drawing books

Enrich Yourself Environmental activities Teachers guide pg. 21-22

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brief explanation of what a scrap book is.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners on how to make a scrap book reflecting correct use of water on the first page.

**Step 2:** Guide learners into discussing the ways their scrapbooks exhibit correct usage of water.

**Step 3:** Learners to display their scrapbooks to peers in other classes

**Step 4:** Guide learners in advocating for correct use of water.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to sing a song on water.

## EXTENSION OF ACTIVITIES



*Learners to discuss with their parents how water is wasted.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Identifying ways to play with soil.

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 23-24

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming by asking learners questions

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Carry a tin of soil into the class and ask learners how they would play with it.

**Step 2:** Guide learners into creating a list of how the play with soil.

**Step 3:** Guide learners to watch a variety of video from a reliable source showing children playing with soil.

**Step 4:** Guide learners into looking at the picture on their books on page 14.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to mix soil with water and use the paste to draw.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Playing with soil

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	<b>ESD</b>

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 23-24

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Go out with learners for an outdoor experience.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners through a game involving cans in a line

**Step 2:** Guide learners into filling the containers with soil.

**Step 3:** Learners in pairs/groups to play the game

**Step 4:** Guide learners into watching a video of children playing with soil or mud.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to share what they loved about playing with soil for the day.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Playing with soil

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	ESD

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 25-26

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to lay out their manila papers on the floor and let them get samples of soil.

**Step 2:** Guide learners to mix the soil collected with water to make paste

**Step 3:** Learners to use the paste to make handprints on the chart.

**Step 4:** Guide learners into watching a video of children playing with soil for enjoyment.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to share what they loved about playing with soil for the day.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Using soil to model

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	ESD

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 27

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions on objects they can model using soil

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to mix clay soil and water to make play dough

**Step 2:** Guide learners to model different shapes such as snakes.

**Step 3:** Guide to watching a video of children play dough and modelling different objects.

**Step 4:** Guide learners into watching a video of children playing with soil for enjoyment.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to enjoy watching the video.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Using soil to model

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	ESD

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 27

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions on objects they can model using soil

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to mix clay soil and water to make play dough

**Step 2:** Guide learners to model different shapes such as snakes.

**Step 3:** Guide to watching a video of children play dough and modelling different objects.

**Step 4:** Guide learners into watching a video of children playing with soil for enjoyment.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to enjoy watching the video.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Using soil to model

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	ESD

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 27

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions on objects they can model using soil

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to mix clay soil and water to make play dough

**Step 2:** Guide learners to model different shapes such as snakes.

**Step 3:** Guide to watching a video of children play dough and modelling different objects.

**Step 4:** Guide learners into watching a video of children playing with soil for enjoyment.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to enjoy watching the video.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Using soil to model

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	ESD

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 27

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions on objects they can model using soil

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to mix clay soil and water to make play dough

**Step 2:** Guide learners to model different shapes such as snakes.

**Step 3:** Guide to watching a video of children play dough and modelling different objects.

**Step 4:** Guide learners into watching a video of children playing with soil for enjoyment.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to enjoy watching the video.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Using soil to model

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	ESD

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 28-29

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions on objects they can model using soil

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Learners to visit a potter's place if not possible it can be done virtually.

**Step 2:** Let learners observe the different items that can be generated from soil.

**Step 3:** Guide to identify that there are people who earn a living from pottery

**Step 4:** Guide learners to describe how they feel about the models they had made.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to enjoy watching the video of children playing with soil and making different models.



### **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Using soil to model

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	ESD

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 28-29

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions on objects they can model using soil

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Learners to visit a potter's place if not possible it can be done virtually.

**Step 2:** Let learners observe the different items that can be generated from soil.

**Step 3:** Guide to identify that there are people who earn a living from pottery

**Step 4:** Guide learners to describe how they feel about the models they had made.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to enjoy watching the video of children playing with soil and making different models.



### **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Soil- Using soil to model

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Develop curiosity in playing with soil.
- Play with soil in different ways
- Model objects using clay at school

**KEY INQUIRY QUESTION (s)**

❖ Which soil is best for modelling?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	ESD

**LEARNING RESOURCES**

Video showing learners playing with soil.

Pictures of soil

Enrich Yourself Environmental activities Teachers guide pg. 28-29

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners by asking questions on objects they can model using soil

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Learners to visit a potter's place if not possible it can be done virtually.

**Step 2:** Let learners observe the different items that can be generated from soil.

**Step 3:** Guide to identify that there are people who earn a living from pottery

**Step 4:** Guide learners to describe how they feel about the models they had made.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to enjoy watching the video of children playing with soil and making different models.



### **EXTENSION OF ACTIVITIES**

*Learners to appreciate the use of soil while playing.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

.....

# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Plants in our immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Digital literacy</li><li>• Critical thinking</li><li>• Learning to learn</li><li>• Imagination and creativity</li></ul>	<ul style="list-style-type: none"><li>• responsibility</li></ul>	Environment and its resources

**LEARNING RESOURCES**

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 30-31

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners into watching a video about plants

**Step 2:** Learners to talk about the plants featured in the video and tell differences between the plants.

**Step 3:** Guide to identify a particular plant they love and write something about it.

**Step 4:** Guide learners to drawing and colouring the plant they chose.

**SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**



Learners to sing a song about plants that they are familiar with.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Plants in our immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Learning to learn</li> <li>• Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	<b>Environment and its resources</b>

### LEARNING RESOURCES

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 32-33

### ORGANIZATION OF LEARNING

Learners to work in pairs/groups

### INTRODUCTION

Do a brainstorming activity with learners

### LESSON DEVELOPMENT (Assessment as learning)

*Step 1:* Learners to go out for a nature walk.

*Step 2:* Learners to observe and touch the plants they see.

*Step 3:* Learners to discuss the plants they like and why they like them.

*Step 4:* Guide learners to naming plants found in their book on page 17.

### SUMMARY



**CONCLUSION (Assessment of Learning)**

Learners to draw plants they saw as an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Plants in our immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Digital literacy</li><li>• Critical thinking</li><li>• Learning to learn</li><li>• Imagination and creativity</li></ul>	<ul style="list-style-type: none"><li>• responsibility</li></ul>	Environment and its resources

**LEARNING RESOURCES**

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 32-33

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

*Step 1:* Learners to go out for a nature walk.

*Step 2:* Learners to observe and touch the plants they see.

*Step 3:* Learners to discuss the plants they like and why they like them.

*Step 4:* Guide learners to naming plants found in their book on page 17.

**SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**



Learners to draw plants they saw as an assignment.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- The diversity of plants in our immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Digital literacy</li> <li>Critical thinking</li> <li>Learning to learn</li> <li>Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>responsibility</li> </ul>	Environment and its resources

### LEARNING RESOURCES

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 33-34

### ORGANIZATION OF LEARNING

Learners to work in pairs/groups

### INTRODUCTION

Do a brainstorming activity with learners

### LESSON DEVELOPMENT (Assessment as learning)

**Step 1:** Learners to go out for a nature walk.

**Step 2:** Learners to observe and touch the plants they see.

**Step 3:** Guide learners the poem about five little seed.

**Step 4:** Present a picture of different plants and ask learners to name the differences and appreciate plants.

### SUMMARY



### **CONCLUSION (Assessment of Learning)**

Learners to make one big painting of a plant on a large chart.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- The diversity of plants in our immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Digital literacy</li><li>• Critical thinking</li><li>• Learning to learn</li><li>• Imagination and creativity</li></ul>	<ul style="list-style-type: none"><li>• responsibility</li></ul>	Environment and its resources

**LEARNING RESOURCES**

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 33-34

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

*Step 1:* Learners to go out for a nature walk.

*Step 2:* Learners to observe and touch the plants they see.

*Step 3:* Guide learners the poem about five little seed.

*Step 4:* Present a picture of different plants and ask learners to name the differences and appreciate plants.

**SUMMARY**

*Make summary points/notes*

## CONCLUSION (Assessment of Learning)



Learners to make one big painting of a plant on a large chart.

## EXTENSION OF ACTIVITIES

*Learners to appreciate plants in their environment.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- The diversity of plants in our immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Digital literacy</li> <li>Critical thinking</li> <li>Learning to learn</li> <li>Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>responsibility</li> </ul>	Environment and its resources

### LEARNING RESOURCES

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 35

### ORGANIZATION OF LEARNING

Learners to work in pairs/groups

### INTRODUCTION

Do a brainstorming activity with learners

### LESSON DEVELOPMENT (Assessment as learning)

**Step 1:** Guide learners into discussing the plants from which the leaves they carried home were from

**Step 2:** Guide learners to use glue to stick different leaves in their exercise books

**Step 3:** Guide learners to look at pictures from botany book or a plant magazine

**Step 4:** Let learners identify that plants just like people are diverse and unique.

### SUMMARY



### **CONCLUSION (Assessment of Learning)**

Learners to make one big painting of a plant on a large chart.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- The diversity of plants in our immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Learning to learn</li> <li>• Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	Environment and its resources

**LEARNING RESOURCES**

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 35

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

*Step 1:* Guide learners into discussing the plants from which the leaves they carried home were from

*Step 2:* Guide learners to use glue to stick different leaves in their exercise books

*Step 3:* Guide learners to look at pictures from botany book or a plant magazine

*Step 4:* Let learners identify that plants just like people are diverse and unique.

## SUMMARY



*Make summary points/notes*

## CONCLUSION (Assessment of Learning)

Learners to make one big painting of a plant on a large chart.

## EXTENSION OF ACTIVITIES

*Learners to appreciate plants in their environment.*

## REFLECTION ON THE LESSON/SELF-REMARKS

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Appreciating plants in the immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Digital literacy</li><li>• Critical thinking</li><li>• Learning to learn</li><li>• Imagination and creativity</li></ul>	<ul style="list-style-type: none"><li>• responsibility</li></ul>	Environment and its resources

**LEARNING RESOURCES**

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 36

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to recite a poem about plants they had earlier learnr.

**Step 2:** Guide learners to observe pictures from the magazines and pictures provided and explain what they see.

**Step 3:** Guide learners to use computers to search for pictures of plants.

**Step 4:** Learners to cut out pictures of plants from different print and digital sources.

**SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**



Learners to ask and answer questions.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Appreciating plants in the immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Digital literacy</li> <li>Critical thinking</li> <li>Learning to learn</li> <li>Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>responsibility</li> </ul>	Environment and its resources

### LEARNING RESOURCES

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 36

### ORGANIZATION OF LEARNING

Learners to work in pairs/groups

### INTRODUCTION

Do a brainstorming activity with learners

### LESSON DEVELOPMENT (Assessment as learning)

**Step 1:** Guide learners to recite a poem about plants they had earlier learnr.

**Step 2:** Guide learners to observe pictures from the magazines and pictures provided and explain what they see.

**Step 3:** Guide learners to use computers to search for pictures of plants.

**Step 4:** Learners to cut out pictures of plants from different print and digital sources.

### SUMMARY

*Make summary points/notes*



### **CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Appreciating plants in the immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Learning to learn</li> <li>• Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	Environment and its resources

### LEARNING RESOURCES

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 36

### ORGANIZATION OF LEARNING

Learners to work in pairs/groups

### INTRODUCTION

Do a brainstorming activity with learners

### LESSON DEVELOPMENT (Assessment as learning)

**Step 1:** Guide learners to recite a poem about plants they had earlier learnr.

**Step 2:** Guide learners to observe pictures from the magazines and pictures provided and explain what they see.

**Step 3:** Guide learners to use computers to search for pictures of plants.

**Step 4:** Learners to cut out pictures of plants from different print and digital sources.

## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Appreciating plants in the immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Digital literacy</li><li>• Critical thinking</li><li>• Learning to learn</li><li>• Imagination and creativity</li></ul>	<ul style="list-style-type: none"><li>• responsibility</li></ul>	Environment and its resources

**LEARNING RESOURCES**

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 37

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to observing pictures of various plants and ask learners to name them.

**Step 2:** Guide learners to appreciate that plants are important and they need to take care of them

**Step 3:** Guide learners to draw and paint pictures of various plants

**Step 4:** Guide learners to compose a song about plants in the locality.

**SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**



Learners to watch a video on different uses of plant.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Appreciating plants in the immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Digital literacy</li> <li>Critical thinking</li> <li>Learning to learn</li> <li>Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>responsibility</li> </ul>	Environment and its resources

### LEARNING RESOURCES

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 37

### ORGANIZATION OF LEARNING

Learners to work in pairs/groups

### INTRODUCTION

Do a brainstorming activity with learners

### LESSON DEVELOPMENT (Assessment as learning)

**Step 1:** Guide learners to observing pictures of various plants and ask learners to name them.

**Step 2:** Guide learners to appreciate that plants are important and they need to take care of them

**Step 3:** Guide learners to draw and paint pictures of various plants

**Step 4:** Guide learners to compose a song about plants in the locality.

### SUMMARY



### **CONCLUSION (Assessment of Learning)**

Learners to watch a video on different uses of plant.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Appreciating plants in the immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Digital literacy</li> <li>Critical thinking</li> <li>Learning to learn</li> <li>Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>responsibility</li> </ul>	Environment and its resources

**LEARNING RESOURCES**

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 38

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Guide learners to discuss how plants came to exist.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to collect enough soil in a can (loam soil) and put 2 or 3 seeds in the soil and pour enough water in the soil.

**Step 2:** Guide learners to take care of their plants regularly and water them

**Step 3:** Learners to sing a song on plants during assembly and share challenges they face while keeping their plants.

**Step 4:** Guide learners through activity on page 17 of their book.

**SUMMARY**



### **CONCLUSION (Assessment of Learning)**

Learners to watch a video on different uses of plant.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Appreciating plants in the immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Learning to learn</li> <li>• Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	<b>Environment and its resources</b>

**LEARNING RESOURCES**

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 38

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Guide learners to discuss how plants came to exist.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to collect enough soil in a can (loam soil) and put 2 or 3 seeds in the soil and pour enough water in the soil.

**Step 2:** Guide learners to take care of their plants regularly and water them

**Step 3:** Learners to sing a song on plants during assembly and share challenges they face while keeping their plants.

**Step 4:** Guide learners through activity on page 17 of their book.

**SUMMARY**



### **CONCLUSION (Assessment of Learning)**

Learners to watch a video on different uses of plant.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

---





## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Plants- Appreciating plants in the immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate plants in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What plants are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Critical thinking</li> <li>• Learning to learn</li> <li>• Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility</li> </ul>	Environment and its resources

**LEARNING RESOURCES**

Crayons, charts, colours

Markers, botany books, video clips showing plants as well as their habitat

Planting pots, soil and water

Enrich Yourself Environmental activities Teachers guide pg. 38

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Guide learners to discuss how plants came to exist.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to collect enough soil in a can (loam soil) and put 2 or 3 seeds in the soil and pour enough water in the soil.

**Step 2:** Guide learners to take care of their plants regularly and water them

**Step 3:** Learners to sing a song on plants during assembly and share challenges they face while keeping their plants.

**Step 4:** Guide learners through activity on page 17 of their book.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to watch a video on different uses of plant.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.39-41

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and ask them which animals they know

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to watching video clips of animals, both domestic and wild

**Step 2:** Guide learners to identify the different animals and name them

**Step 3:** Guide learners to think about a particular animal they like and discuss in class about it.

**Step 4:** Guide learners through activity on page 18 of their book.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to draw pictures of animals, watch videos about animals and answer oral questions.



### **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.39-41

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Make preparation for a field trip to a zoo and if you don't have access plan a "virtual field trip"

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to observe images and videos of animals that are at the zoo.

**Step 2:** Guide learners to observing animals in their habitats to discover their behavior, appearance, their diversity etc.

**Step 3:** Learners to take variety of pictures of animals as they interact during field trip.

**Step 4:** Once back to classroom, assemble the pictures you took in a central place and organize learners in groups and take part in making animal journal.

**Step 5:** Guide learners through activity on page 19 of their book.

**SUMMARY**

*Make summary points/notes*



### **CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.39-41

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Make preparation for a field trip to a zoo and if you don't have access plan a "virtual field trip"

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to observe images and videos of animals that are at the zoo.

**Step 2:** Guide learners to observing animals in their habitats to discover their behavior, appearance, their diversity etc.

**Step 3:** Learners to take variety of pictures of animals as they interact during field trip.

**Step 4:** Once back to classroom, assemble the pictures you took in a central place and organize learners in groups and take part in making animal journal.

**Step5:** Guide learners through activity on page 19 of their book.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....





**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.39-41

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Make preparation for a field trip to a zoo and if you don't have access plan a "virtual field trip"

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to observe images and videos of animals that are at the zoo.

**Step 2:** Guide learners to observing animals in their habitats to discover their behavior, appearance, their diversity etc.

**Step 3:** Learners to take variety of pictures of animals as they interact during field trip.

**Step 4:** Once back to classroom, assemble the pictures you took in a central place and organize learners in groups and take part in making animal journal.

**Step 5:** Guide learners through activity on page 19 of their book.

**SUMMARY**

*Make summary points/notes*



### **CONCLUSION (Assessment of Learning)**

Learners to paste the animals on the blank journal.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate plants in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.39-41

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Make preparation for a field trip to a zoo and if you don't have access plan a "virtual field trip"

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to observe images and videos of animals that are at the zoo.

**Step 2:** Guide learners to observing animals in their habitats to discover their behavior, appearance, their diversity etc.

**Step 3:** Learners to take variety of pictures of animals as they interact during field trip.

**Step 4:** Once back to classroom, assemble the pictures you took in a central place and organize learners in groups and take part in making animal journal.

**Step 5:** Guide learners through activity on page 19 of their book.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.39-41

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Make preparation for a field trip to a zoo and if you don't have access plan a "virtual field trip"

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to observe images and videos of animals that are at the zoo.

**Step 2:** Guide learners to observing animals in their habitats to discover their behavior, appearance, their diversity etc.

**Step 3:** Learners to take variety of pictures of animals as they interact during field trip.

**Step 4:** Once back to classroom, assemble the pictures you took in a central place and organize learners in groups and take part in making animal journal.

**Step 5:** Guide learners through activity on page 19 of their book.

**SUMMARY**

*Make summary points/notes*



### **CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.39-41

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Make preparation for a field trip to a zoo and if you don't have access plan a "virtual field trip"

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to observe images and videos of animals that are at the zoo.

**Step 2:** Guide learners to observing animals in their habitats to discover their behavior, appearance, their diversity etc.

**Step 3:** Learners to take variety of pictures of animals as they interact during field trip.

**Step 4:** Once back to classroom, assemble the pictures you took in a central place and organize learners in groups and take part in making animal journal.

**Step 5:** Guide learners through activity on page 19 of their book.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....





**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.39-41

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Make preparation for a field trip to a zoo and if you don't have access plan a "virtual field trip"

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to observe images and videos of animals that are at the zoo.

**Step 2:** Guide learners to observing animals in their habitats to discover their behavior, appearance, their diversity etc.

**Step 3:** Learners to take variety of pictures of animals as they interact during field trip.

**Step 4:** Once back to classroom, assemble the pictures you took in a central place and organize learners in groups and take part in making animal journal.

**Step 5:** Guide learners through activity on page 19 of their book.

**SUMMARY**

*Make summary points/notes*



### **CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate animalss in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

### LEARNING RESOURCES

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.39-41

### ORGANIZATION OF LEARNING

Learners to work in pairs/groups

### INTRODUCTION

Make preparation for a field trip to a zoo and if you don't have access plan a "virtual field trip"

### LESSON DEVELOPMENT (Assessment as learning)

**Step 1:** Guide learners to observe images and videos of animals that are at the zoo.

**Step 2:** Guide learners to observing animals in their habitats to discover their behavior, appearance, their diversity etc.

**Step 3:** Learners to take variety of pictures of animals as they interact during field trip.

**Step 4:** Once back to classroom, assemble the pictures you took in a central place and organize learners in groups and take part in making animal journal.

**Step 5:** Guide learners through activity on page 19 of their book.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.43

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and ask them which animals stood out for them during the trip.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to observe images and videos of animals that are at the zoo.

**Step 2:** Guide learners to observing animals in their habitats to discover their behavior, appearance, their diversity etc.

**Step 3:** Guide learners through activity on page 20 of their book.

**Step 4:** Learners to look at pictures of animals from different sources and discuss the diverse animals presented

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.44

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Learners to listen as you tell them a story about a particular animal

**Step 2:** Ask learners about the animal in the story and describe it.

**Step 3:** Guide learners to draw and colour an animal they like

**Step 4:** Learners to start keeping a journal about their favourite animal.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....





**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Different animals in our environment**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.44

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Learners to listen as you tell them a story about a particular animal

**Step 2:** Ask learners about the animal in the story and describe it.

**Step 3:** Guide learners to draw and colour an animal they like

**Step 4:** Learners to start keeping a journal about their favourite animal.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to paste the pictures on the blank journal.



## **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....



**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Appreciating animals we keep at home**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.45

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with learners

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Learners to name animals they keep at home.

**Step 2:** Play a game with learners where you name a domestic animal and the learner state how the animal benefits them at home.

**Step 3:** Present a picture or use an animal magazine to present different kinds of animals to learners and let them name the animal.

**Step 4:** Learners to point out the animals they keep at home and discuss why others cannot be kept at home.

**SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**



Learners to practice to sing a song about animals.

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....

# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Animals- Appreciating diversity of animals in the immediate environment.

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Digital literacy</li> <li>• Imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Kindness</li> <li>• Care and safety</li> </ul>	Environment awareness

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.46-47

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and guide them to discuss the various animals in the immediate environment.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Organize learners into two groups, one group wild and the other domestic group.

**Step 2:** Let the two groups engage in a debate of the two groups of animals in terms of type, eating habits, benefits to humans.

**Step 3:** Show learners a video the video of different animals again. Guide learners to identify the diversity of animals in their different habitats.

**Step 4:** Guide learners to understand that animals migrate from one place to another and there are also animals that can only survive in specific environment.

**SUMMARY**



### **CONCLUSION (Assessment of Learning)**

Learners to write a short poem about an animal they have grown.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** **Animals- Appreciating diversity of animals in the immediate environment.**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify, observe and appreciate animals in the immediate environment.

**KEY INQUIRY QUESTION (s)**

❖ What animals are found in the immediate environment?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Imagination and creativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Kindness</b></li> <li>• <b>Care and safety</b></li> </ul>	<b>Environment awareness</b>

**LEARNING RESOURCES**

Video clips showing wild animals

Chart showing different animals, TV programs such as National Geographic

Books and magazines about different animals and their habitats.

Enrich Yourself Environmental activities Teachers guide pg.46-47

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and guide them to discuss the various animals in the immediate environment.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Organize learners into two groups, one group wild and the other domestic group.

**Step 2:** Let the two groups engage in a debate of the two groups of animals in terms of type, eating habits, benefits to humans.

**Step3:** Show learners a video the video of different animals again. Guide learners to identify the diversity of animals in their different habitats.

**Step 4:** Guide learners to understand that animals migrate from one place to another and there are also animals that can only survive in specific environment.

**SUMMARY**



### **CONCLUSION (Assessment of Learning)**

Learners to write a short poem about an animal they have grown.

### **EXTENSION OF ACTIVITIES**

*Learners to appreciate animals in their environment.*

### **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Identifying sound on the immediate environment

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Self-efficacy</li> <li>• Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Unity</li> <li>• Cooperation</li> </ul>	<b>Environment education</b> <b>Safety and security</b>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

Enrich Yourself Environmental activities Teachers guide pg.47-49

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and go out for a nature walk with them to explore the sounds in the immediate environment

**LESSON DEVELOPMENT (Assessment as learning)**

*Step 1:* Guide learners which sounds they hear and let them explain where they think the sound comes from

**Step 2:** Ask learners to close their eyes and be silent and listen to sounds in the classroom, playground, their street, from a distance.



**Step 3:** Ask learners to describe the sounds

**Step 4:** Guide learners to activity on page 21 of their book and learners to imitate the sounds they heard.

## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to create sounds after classrooms

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate sounds that come from the environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Creating sounds

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Self-efficacy</li> <li>• Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Unity</li> <li>• Cooperation</li> </ul>	<b>Environment education</b> <b>Safety and security</b>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

Enrich Yourself Environmental activities Teachers guide pg.50-51

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and play a game with them.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to create sounds by vibrating materials

**Step 2:** Show learners video clips of different objects and things making variety of sounds.

**Step 3:** Learners to close their eyes and repeat for them the sounds they had made before the video

**Step 4:** Guide learners to activity on page 22 of their book and learners to imitate the sounds made by the animals.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to create sounds after classrooms

## **EXTENSION OF ACTIVITIES**

*Learners to appreciate sounds that come from the environment.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Creating sounds from musical instruments.

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Self-efficacy</li> <li>• Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Unity</li> <li>• Cooperation</li> </ul>	<b>Environment education</b> <b>Safety and security</b>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

Enrich Yourself Environmental activities Teachers guide pg.51-52

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and ask them to imitate sounds from musical instrument.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Guide learners to listen to different sounds from common instruments using multimedia resources or by listening and watching someone playing.

**Step 2:** Guide learners to describe the different sounds.

**Step 3:** Guide learners into a debate on which sounds are good to listen to and which ones are not.

**Step 4:** Guide learners to come up with harmonized sound produced by using various musical instruments or objects in class.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to create sounds after classrooms

## **EXTENSION OF ACTIVITIES**

*Learners to with the assistance of the parents or guardians to learn how to play a musical instrument*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

.....

# LESSON PLAN ENVIRONMENTAL ACTIVITIES



Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Sounds that alert us of danger

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Critical thinking and problem solving</li><li>• Self-efficacy</li><li>• Learning to learn</li></ul>	<ul style="list-style-type: none"><li>• Responsibility</li><li>• Unity</li><li>• Cooperation</li></ul>	<b>Environment education</b> <b>Safety and security</b>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

Enrich Yourself Environmental activities Teachers guide pg.52-53

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and do a brainstorming activity about different sounds.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Ask learners what danger is and how they can react to a dangerous situation.

**Step 2:** Guide learners to describe the different sounds.

**Step 3:** Play different sounds from the audio CD and let learners discuss if the sound indicate danger

**Step 4:** Guide learners to understand that these sounds alert us of danger and they should always stay calm.

## **SUMMARY**



*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to come up with a short skit illustrating situations that can lead to sound alert to be made.

## **EXTENSION OF ACTIVITIES**

*Learners to practice a fire drill and asses how sound is used to alert the others about the fire.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Distinguishing sounds that alert us of danger

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Self-efficacy</li> <li>• Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Unity</li> <li>• Cooperation</li> </ul>	<b>Environment education</b> <b>Safety and security</b>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

Enrich Yourself Environmental activities Teachers guide pg.53-54

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and do a brainstorming activity about different sounds that can be used to warn their classmates about dangerous situations.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Ask learners to be silent. Instruct learners to listen to different sounds from an audio source

**Step 2:** Guide learner's one learner to write alerting sounds and non-alerting sounds.

**Step 3:** Guide learners to understand that some of these sounds that alert us of danger may sometime not signify danger



**Step 4:** Learners to come up with a short skit illustrating situations that can lead to sound alerts to be made.

## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to watch a video of circumstances that call for using sound alerts.

## **EXTENSION OF ACTIVITIES**

*Learners to practice a fire drill and asses how sound is used to alert the others about the fire.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Responding to sound that alert us of danger

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Self-efficacy</li> <li>• Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Unity</li> <li>• Cooperation</li> </ul>	<b>Environment education</b> <b>Safety and security</b>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

Enrich Yourself Environmental activities Teachers guide pg.55

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and do recap of the previous lesson

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Discuss with the learners ways to respond to an alert.

**Step 2:** Guide learner's in groups to match different sound alerts with the danger posed.

**Step 3:** Guide learners on how they should respond to the different alerts.

**Step 4:** Learners to come up with a short skit illustrating situations that can lead to sound alerts to be made.

## **SUMMARY**



*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to watch a video of circumstances that call for using sound alerts.

## **EXTENSION OF ACTIVITIES**

*Learners to practice a fire drill and asses how sound is used to alert the others about the fire.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Responding to sound that alert us of danger

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Self-efficacy</li> <li>• Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Unity</li> <li>• Cooperation</li> </ul>	<b>Environment education</b> <b>Safety and security</b>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

Enrich Yourself Environmental activities Teachers guide pg.55

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and do recap of the previous lesson

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Discuss with the learners ways to respond to an alert.

**Step 2:** Guide learner's in groups to match different sound alerts with the danger posed.

**Step 3:** Guide learners on how they should respond to the different alerts.

**Step 4:** Learners to come up with a short skit illustrating situations that can lead to sound alerts to be made.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Organize and emergency expert to give a talk to the learners.

## **EXTENSION OF ACTIVITIES**

*Learners to practice a fire drill and asses how sound is used to alert the others about the fire.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Exploring sources of loud sound

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Self-efficacy</li> <li>• Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Unity</li> <li>• Cooperation</li> </ul>	<b>Environment education</b> <b>Safety and security</b>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

Enrich Yourself Environmental activities Teachers guide pg.56-57

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and go out for a nature walk to explore the sources of loud sounds in the immediate environment.

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Discuss with the learners ways to respond to an alert.

**Step 2:** Ask learners to close their eyes and be silent and listen to sounds around them.

**Step 3:** Ask learners to describe the level of sounds they hear.

**Step 4:** Learners to discuss about the different loud sounds coming from their immediate environment

## **SUMMARY**



*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to imitate the sounds they have heard. Learners to describe if they are loud or not.

## **EXTENSION OF ACTIVITIES**

*Learners to practice a fire drill and asses how sound is used to alert the others about the fire.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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## LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week: \_\_\_\_\_

Lesson: \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Effects of loud sound to health and safety

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Self-efficacy</li> <li>• Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Unity</li> <li>• Cooperation</li> </ul>	<p><b>Environment education</b> <b>Safety and security</b></p>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

Enrich Yourself Environmental activities Teachers guide pg.57-58

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and ask them to name the sources of loud sound

**LESSON DEVELOPMENT (Assessment as learning)**

*Step 1:* Learners to name the various sources of loud sound.

*Step 2:* Ask learners how this noise affects them.

*Step 3:* Discuss with learners ways of avoiding loud sound

**Step 4:** Learners to share their experiences they had with loud sound either at home or at school and how they coped.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to imitate the sounds they have heard. Learners to describe if they are loud or not.

## **EXTENSION OF ACTIVITIES**

*Learners to practice a fire drill and asses how sound is used to alert the others about the fire.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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**Week:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

**STRAND/THEME/TOPIC:** *ENVIRONMENT AND ITS RESOURCES*

**SUBSTRAND/SUB-THEME/SUB-TOPIC:** Energy- Limiting harmful effects of loud sound

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to:

- Recognize sounds in the immediate environment
- Identify ways of producing sounds from different objects
- Create sounds from a variety of sources for enjoyment
- Develop curiosity in producing sounds from different objects.

**KEY INQUIRY QUESTION (s)**

- ❖ What produces sound in the immediate environment?
- ❖ How do we produce sounds?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Critical thinking and problem solving</li> <li>• Self-efficacy</li> <li>• Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Unity</li> <li>• Cooperation</li> </ul>	<b>Environment education</b> <b>Safety and security</b>

**LEARNING RESOURCES**

Objects in the environment, various musical instruments

Audio of different alert sounds

Pictures of different warnings signs

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**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Greet learners and ask them to name the sources of loud sound

**LESSON DEVELOPMENT (Assessment as learning)**

**Step 1:** Introduce to the class a health practitioner and let him/her talk over as you listen with learners.

**Step 2:** Provide a wall chart with varying effects of loud sound.

**Step 3:** Learners to describe how to avoid such effects for themselves and their family.

**Step 4:** Repeat the presentation of video clips with people affected by loud noise. Guide the children to relate this loud sound and failure to avoid it.



## **SUMMARY**

*Make summary points/notes*

## **CONCLUSION (Assessment of Learning)**

Learners to imitate the sounds they have heard. Learners to describe if they are loud or not.

## **EXTENSION OF ACTIVITIES**

*Learners to practice a fire drill and asses how sound is used to alert the others about the fire.*

## **REFLECTION ON THE LESSON/SELF-REMARKS**

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