Grade 2 Environmental Activities

Term 1 - 40 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

40 complete, ready-to-teach Grade 2 Environmental Activities lesson plans for Term 1, covering our home, family needs and wants, our school and our national flag.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Our Home	16
1.2	Family Needs and Wants	8
1.3	Our School	8
1.4	Our National Flag	8

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Items we use at home

By the end of the lesson, the learner should be able to: a) name items used at home; b) say what each one is used for

> **Items at home**
> At home we use many items: a toothbrush, comb, towel, cup, plate, spoon, sufuria, bucket, chair, mat, bed and blanket.
> Each item has a use: we brush teeth with a toothbrush, cook in a sufuria, sit on a chair.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

Items we use at home

Strand 1.0 Social environment > Sub-strand 1.1 Our Home | Lesson 1 of 16 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) name items used at home; b) say what each one is used for

KEY INQUIRY QUESTION(S)

- How can we keep our home clean?
- Why should we keep our home environment clean?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem-solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Health promotion issues (hygiene)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Pictures of personal and common items | Drawing paper and crayons | Pictures of cleaning materials

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

personal | common | shared | toothbrush | comb | towel | utensils | sufuria | clean | waste

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Ask: what things did you use at home this morning?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Items at home" (key ideas on the next page), explaining as you go. Use pictures of personal and common items, drawing paper and crayons, pictures of cleaning materials. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What is a bucket used for?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Items at home

At home we use many items: a toothbrush, comb, towel, cup, plate, spoon, sufuria, bucket, chair, mat, bed and blanket.

Each item has a use: we brush teeth with a toothbrush, cook in a sufuria, sit on a chair.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three items used at home.	**Any three**
2	What is a sufuria used for?	**Cooking**
3	What is a comb used for?	**Tidying hair**
4	What is a bucket used for?	**Carrying or storing water**

WATCH OUT FOR

Families have different items. Do not compare homes.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can name items used at home confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can name items used at home accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly name items used at home, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet name items used at home without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Match pictures to uses.
Learners ready for more	Name an item used in the kitchen and one used in the bathroom. (Answer: Answers vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "items we use at home" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Personal items

Strand 1.0 Social environment > Sub-strand 1.1 Our Home | Lesson 2 of 16 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) say what personal items are; b) name personal items

KEY INQUIRY QUESTION(S)

- How can we keep our home clean?
- Why should we keep our home environment clean?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem-solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Health promotion issues (hygiene)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Pictures of personal and common items | Drawing paper and crayons | Pictures of cleaning materials

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

personal | common | shared | toothbrush | comb | towel | utensils | sufuria | clean | waste

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Ask: would you share your toothbrush? Why not?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Personal items" (key ideas on the next page), explaining as you go. Use pictures of personal and common items, drawing paper and crayons, pictures of cleaning materials. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Is a towel personal or common?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Personal items
Personal items are used by one person only: toothbrush, comb, towel, handkerchief, underwear, shoes, a cup in some homes.
We do not share personal items because germs can spread from one person to another.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a personal item?	**An item used by one person only**
2	Name two personal items.	**Any two; for example toothbrush, comb**
3	Why should we not share a toothbrush?	**Germs can spread**
4	Is a towel personal or common?	**Personal**

WATCH OUT FOR

Some homes share towels or combs. Teach the reason gently, without shaming.