Grade 2 Environmental Activities

Term 2 - 46 complete lesson plans

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

ABOUT THIS PACK

46 complete, ready-to-teach Grade 2 Environmental Activities lesson plans for Term 2, covering our rights and responsibilities, our market, weather, soil and light.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.5	Our Rights and Responsibilities	6
1.6	Our Market	8
2.1	Weather	12
2.2	Soil	8
2.3	Light	12

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

What are rights?

By the end of the lesson, the learner should be able to name some rights of a child

> **Child rights**
> Rights are things every child should have: a name, a family's care, food and shelter, education (going to school), health care, play and rest, and protection from harm and cruelty.
> Story: When Amani was sick, his parents took him to the clinic. That is his right to health care.

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.

CONTENTS

No.	Lesson	Topic	Page
1	What are rights?	1.5 Our Rights and Responsibilities	4
2	Protection from harm	1.5 Our Rights and Responsibilities	7
3	Responsibilities at home	1.5 Our Rights and Responsibilities	10
4	Responsibilities at school	1.5 Our Rights and Responsibilities	13
5	Doing my responsibilities	1.5 Our Rights and Responsibilities	16
6	Why rights and responsibilities matter	1.5 Our Rights and Responsibilities	19
7	On the way to the market	1.6 Our Market	22
8	Drawing and modelling the way to the market	1.6 Our Market	25
9	Finding the market using features	1.6 Our Market	28
10	Road safety on the way to the market	1.6 Our Market	31
11	Activities in a market	1.6 Our Market	34
12	Visiting the market (or a pretend one)	1.6 Our Market	37
13	Our class shop corner	1.6 Our Market	40
14	Valuing the market	1.6 Our Market	43
15	Weather at different times of the day	2.1 Weather	46
16	Weather symbols	2.1 Weather	49
17	Observing the weather outside	2.1 Weather	52
18	Making a weekly weather chart	2.1 Weather	55
19	Weather games	2.1 Weather	58
20	Responding to the weather	2.1 Weather	61
21	Reading weather symbols	2.1 Weather	64
22	Predicting the weather	2.1 Weather	67
23	Why we predict the weather	2.1 Weather	70
24	Weather in our area	2.1 Weather	73
25	Weather story contest	2.1 Weather	76
26	Weather review	2.1 Weather	79
27	Soils around our school	2.2 Soil	82
28	Three types of soil	2.2 Soil	85
29	Making soil ribbons	2.2 Soil	88
30	Classifying soils	2.2 Soil	91
31	A soil portfolio	2.2 Soil	94
32	Making items from soil	2.2 Soil	97

33	Cleaning up after soil work	2.2 Soil	100
34	Soil review	2.2 Soil	103
35	Sources of light	2.3 Light	106
36	Light sources at home and school	2.3 Light	109
37	Making shadows	2.3 Light	112
38	Shadow play	2.3 Light	115
39	Shadows during the day	2.3 Light	118
40	Why light is important	2.3 Light	121
41	Wasting light	2.3 Light	124
42	Saving light	2.3 Light	127
43	Why we conserve light	2.3 Light	130
44	Light-saving messages	2.3 Light	133
45	Posters and songs on saving light	2.3 Light	136
46	Light review	2.3 Light	139

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What are rights?

Strand 1.0 Social environment > Sub-strand 1.5 Our Rights and Responsibilities | Lesson 1 of 6 | 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 name some rights of a child

KEY INQUIRY QUESTION(S)

- Why are child rights and responsibilities important at home and at school?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.
PCI	**Child rights**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures showing rights (school, clinic, play, family care) | Pictures showing responsibilities (sweeping, homework, obeying)

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

right | responsibility | care | education | health | protection | play | duty

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 does every child need to grow well?" 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 "Child rights" (key ideas on the next page), explaining as you go. Use pictures showing rights (school, clinic, play, family care), pictures showing responsibilities (sweeping, homework, obeying). 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: "Do all children have rights?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Child rights
Rights are things every child should have: a name, a family's care, food and shelter, education (going to school), health care, play and rest, and protection from harm and cruelty.
Story: When Amani was sick, his parents took him to the clinic. That is his right to health care.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two child rights.	**Any two from the list**
2	Which right means going to school?	**Education**
3	Which right did Amani get?	**Health care**
4	Do all children have rights?	**Yes**

WATCH OUT FOR

A learner may describe harm at home. Listen and follow the school's safeguarding steps.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use picture cards.
Learners ready for more	Name a right you enjoy every day. (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 "what are rights?" 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.

Protection from harm

Strand 1.0 Social environment > Sub-strand 1.5 Our Rights and Responsibilities | Lesson 2 of 6 | 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 that children should be protected from harm and cruelty; b) name who to tell

KEY INQUIRY QUESTION(S)

- Why are child rights and responsibilities important at home and at school?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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PCI	**Child rights**	Developed through the activities in this lesson.

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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

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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Ask: who keeps you safe?" 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 "Being protected" (key ideas on the next page), explaining as you go. Use pictures showing rights (school, clinic, play, family care), pictures showing responsibilities (sweeping, homework, obeying). 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 116?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Being protected

No one should hurt a child, make them do heavy or dangerous work, or treat them cruelly. Parents, teachers and the community protect children.

If something makes you feel unsafe, tell a trusted adult: a parent, a teacher, a religious leader. Children can also call 116, the free child helpline.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who protects children?	**Parents, teachers and the community**
2	What should you do if you feel unsafe?	**Tell a trusted adult**
3	Name a trusted adult.	**Answers vary**
4	What is 116?	**The free child helpline**

WATCH OUT FOR

Keep the tone calm and reassuring, not frightening.