# Grade 2 Environmental Activities

## Term 3 - 34 complete lesson plans

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

### ABOUT THIS PACK

34 complete, ready-to-teach Grade 2 Environmental Activities lesson plans for Term 3, covering water, plants and animals.

### TOPICS IN THIS PACK

| Topic | Name | Lessons |
|---|---|---|
| 3.1 | Water | 12 |
| 3.2 | Plants | 10 |
| 3.3 | Animals | 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

**Why we store water**

By the end of the lesson, the learner should be able to say why families and schools store water

> **Storing water**
> We store water so we have it when taps are dry, when the river is far, during dry seasons, and for cooking, drinking, washing and animals at any time.
> Rainwater can be collected and stored for later.

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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# Why we store water

Strand 3.0 Resources in our environment > Sub-strand 3.1 Water | Lesson 1 of 12 | 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 say why families and schools store water

## KEY INQUIRY QUESTION(S)

- Why do we store water at home and in 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 | **Responsibility** | Learners look after shared materials and finish every task. |
| VALUE | **Social justice** | Every learner gets a turn and a fair chance to answer. |
| PCI | **Health promotion issues** | Examples link to healthy habits at home and at school. |

## LEARNING RESOURCES

Pictures of water storage containers | Drawing paper and crayons

## 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

store | tank | jerrican | pot | drum | bucket | cover | clean | safe | conserve

## 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: "Key question: why do we store water at home and in school?" 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 "Storing water" (key ideas on the next page), explaining as you go. Use pictures of water storage containers, drawing paper and crayons. 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: "Name one use of stored water." | Say the key idea in their own words and answer the exit question in the exercise book. |

## KEY IDEAS

**Storing water**
We store water so we have it when taps are dry, when the river is far, during dry seasons, and for cooking, drinking, washing and animals at any time.
Rainwater can be collected and stored for later.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Why do we store water? | **To have it when we need it, even when supply is short** |
| 2 | When is stored water most useful? | **In dry seasons or when taps are dry** |
| 3 | Can rainwater be stored? | **Yes** |
| 4 | Name one use of stored water. | **Cooking, drinking, washing or animals** |

## WATCH OUT FOR

Some families fetch water far away. Avoid comparing homes.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Use pictures. |
| **Learners ready for more** | Say how your family gets and stores water. (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 "why we store water" 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.

# Containers for storing water

Strand 3.0 Resources in our environment > Sub-strand 3.1 Water | Lesson 2 of 12 | 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 containers used to store water

## KEY INQUIRY QUESTION(S)

- Why do we store water at home and in 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 | **Responsibility** | Learners look after shared materials and finish every task. |
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## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 4 | Greet the class and ask: "Ask: what does your family keep water in?" 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 "Storage containers" (key ideas on the next page), explaining as you go. Use pictures of water storage containers, drawing paper and crayons. 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: "Which container is at our school?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## KEY IDEAS

**Storage containers**
Jerricans, buckets with lids, clay pots, drums, water tanks (plastic or concrete), bottles and underground tanks. Clay pots keep drinking water cool.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Name three containers for storing water. | **Any three** |
| 2 | Which container keeps water cool? | **A clay pot** |
| 3 | What is a water tank used for? | **Storing a lot of water, often rainwater** |
| 4 | Which container is at our school? | **Answers vary** |

## WATCH OUT FOR

Accept local names for containers.