Grade 3 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 3 Environmental Activities lesson plans for Term 1, covering our living environment, family needs, food in our environment and our community.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Our Living Environment	12
1.2	Family Needs	10
1.3	Food in Our Environment	8
1.4	Our Community	10

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

Where we sleep

By the end of the lesson, the learner should be able to: a) name places where people sleep; b) say why sleep is important

> **Sleeping areas**
> People sleep in a bedroom, on a bed, on a mat on the floor, in a dormitory at a boarding school, or in a sitting room. Sleep helps our bodies rest and grow. A clean sleeping area helps us sleep well and stay healthy.

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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Where we sleep

Strand 1.0 Social environment > Sub-strand 1.1 Our Living Environment | 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: a) name places where people sleep; b) say why sleep is important

KEY INQUIRY QUESTION(S)

- Why is personal hygiene important in your sleeping area?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills (personal responsibility)**	Learners practise decision making and working with others.
PCI	**Health promotion issues (hygiene)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Pictures of bedding and sleeping areas | Drawing paper and crayons | Chart paper for a class poster | A tablet or picture book about bedwetting (teacher-checked)

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

bedding | mattress | blanket | bedsheet | pillow | mat | air | sun | hygiene | tidy

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: where did you sleep last night? What did you sleep on?" 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 "Sleeping areas" (key ideas on the next page), explaining as you go. Use pictures of bedding and sleeping areas, drawing paper and crayons, chart paper for a class poster. 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 helps us sleep well?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Sleeping areas

People sleep in a bedroom, on a bed, on a mat on the floor, in a dormitory at a boarding school, or in a sitting room. Sleep helps our bodies rest and grow. A clean sleeping area helps us sleep well and stay healthy.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two places where people sleep.	**Any two; for example a bedroom, a dormitory**
2	Why do we need sleep?	**To rest and grow**
3	Where do some learners sleep at a boarding school?	**In a dormitory**
4	What helps us sleep well?	**A clean, tidy sleeping area**

WATCH OUT FOR

Homes differ: some children share a bed or a mat. Do not compare homes.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use pictures of different sleeping areas.
Learners ready for more	Draw your sleeping area. (Answer: Drawings 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 "where we sleep" 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.

Things used as bedding

Strand 1.0 Social environment > Sub-strand 1.1 Our Living Environment | 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: a) name things used as bedding; b) say what each one is for

KEY INQUIRY QUESTION(S)

- Why is personal hygiene important in your sleeping area?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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LEARNING RESOURCES

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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: "Show a blanket. Ask: what do we call the things we sleep on and cover ourselves with?" 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 "Bedding" (key ideas on the next page), explaining as you go. Use pictures of bedding and sleeping areas, drawing paper and crayons, chart paper for a class poster. 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 three items of bedding."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Bedding

Bedding is what we sleep on and cover ourselves with: a mattress, a mat, bedsheets, blankets, a pillow and a pillowcase.

The mattress or mat is soft to lie on; the bedsheet covers it; the blanket keeps us warm; the pillow holds up our head.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is bedding?	**Things we sleep on and cover ourselves with**
2	Which bedding keeps us warm?	**A blanket**
3	What is a pillow for?	**To rest our head on**
4	Name three items of bedding.	**Any three; for example mattress, bedsheet, blanket**

WATCH OUT FOR

Accept local names for bedding; link them to the English words.