Grade 3 Environmental Activities

Term 2 - 36 complete lesson plans

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

ABOUT THIS PACK

36 complete, ready-to-teach Grade 3 Environmental Activities lesson plans for Term 2, covering cultural events, weather, soil and heat.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.5	Cultural Events	8
2.1	Weather	10
2.2	Soil	8
2.3	Heat	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

Cultural events in our community

By the end of the lesson, the learner should be able to: a) say what a cultural event is; b) name cultural events in the community

> **Cultural events**
> A cultural event is a gathering where a community does things the way its people have done for a long time: songs, dances, food, dress and words.
> Examples: weddings, naming ceremonies, harvest celebrations, welcoming visitors, tree planting, funerals, cultural festivals.

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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Cultural events in our community

Strand 1.0 Social environment > Sub-strand 1.5 Cultural Events | Lesson 1 of 8 | 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 a cultural event is; b) name cultural events in the community

KEY INQUIRY QUESTION(S)

- How are cultural events carried out in your community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Social cohesion (songs in indigenous languages)**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Environmental care**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Pictures of cultural events (weddings, naming ceremonies, harvest celebrations, tree planting) | Simple costumes, shakers or drums from the locality | Drawing paper and crayons | A recorded community song (optional)

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

culture | cultural event | ceremony | celebration | wedding | naming | harvest | tree planting | community | together

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: how are cultural events carried out in your community? Ask: which celebrations have you attended?" 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 "Cultural events" (key ideas on the next page), explaining as you go. Use pictures of cultural events (weddings, naming ceremonies, harvest celebrations, tree planting), simple costumes, shakers or drums from the locality, 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 cultural event have you attended?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Cultural events

A cultural event is a gathering where a community does things the way its people have done for a long time: songs, dances, food, dress and words.

Examples: weddings, naming ceremonies, harvest celebrations, welcoming visitors, tree planting, funerals, cultural festivals.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a cultural event?	**A gathering where a community follows its customs**
2	Name two cultural events.	**Any two**
3	What do people do at cultural events?	**Sing, dance, eat, dress in special clothes**
4	Which cultural event have you attended?	**Answers vary**

WATCH OUT FOR

Respect all communities; no event is better than another.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use pictures to name events.
Learners ready for more	Draw a cultural event you have seen. (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 "cultural events in our community" 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.

How events are carried out

Strand 1.0 Social environment > Sub-strand 1.5 Cultural Events | Lesson 2 of 8 | 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) describe what happens at a cultural event; b) name roles people play

KEY INQUIRY QUESTION(S)

- How are cultural events carried out in your community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Social cohesion (songs in indigenous languages)**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Environmental care**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Pictures of cultural events (weddings, naming ceremonies, harvest celebrations, tree planting) | Simple costumes, shakers or drums from the locality | Drawing paper and crayons | A recorded community song (optional)

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

culture | cultural event | ceremony | celebration | wedding | naming | harvest | tree planting | community | together

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Ask a learner to describe a wedding or naming ceremony they attended." 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 "At the event" (key ideas on the next page), explaining as you go. Use pictures of cultural events (weddings, naming ceremonies, harvest celebrations, tree planting), simple costumes, shakers or drums from the locality, 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: "Why does everyone have a role?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

At the event

People prepare food, decorate, sing and dance, give gifts, speak words of advice and share a meal.

Everyone has a role: elders advise, women and men cook and serve, youth sing and dance, children run errands and welcome guests.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do elders do at cultural events?	**Give advice or lead the event**
2	Name one role a child can play.	**Welcome guests, run errands, sing**
3	What is shared at most events?	**Food**
4	Why does everyone have a role?	**So the work is shared and the event goes well**