Grade 3 Environmental Activities

Term 3 - 44 complete lesson plans

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

ABOUT THIS PACK

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

TOPICS IN THIS PACK

Topic	Name	Lessons
3.1	Water	12
3.2	Plants	12
3.3	Animals	8
3.4	Waste Materials	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

Sources of water

By the end of the lesson, the learner should be able to name sources of water in the environment

> **Water sources**
> Natural sources: rain, rivers, streams, lakes, springs, the sea. Made by people: wells, boreholes, dams, water pans, taps, water tanks.
> Some sources give clean water; others are often dirty.

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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Sources of 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 name sources of water in the environment

KEY INQUIRY QUESTION(S)

- How can you keep water clean and safe?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills (cooperation)**	Learners practise decision making and working with others.
PCI	**Health promotion issues (safe drinking water)**	Examples link to healthy habits at home and at school.
PCI	**Environmental conservation (saving water)**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Pictures of water sources and of dirty and clean water | Pictures of ways water is contaminated | Drawing paper and crayons | Chart paper for posters

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

water | source | contaminated | dirty | filter | boil | treat | conserve | reuse | scarce

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: how can you keep water clean and safe? Ask: where does the water at your home come from?" 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 "Water sources" (key ideas on the next page), explaining as you go. Use pictures of water sources and of dirty and clean water, pictures of ways water is contaminated, 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: "Where does rain water get stored?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Water sources

Natural sources: rain, rivers, streams, lakes, springs, the sea. Made by people: wells, boreholes, dams, water pans, taps, water tanks.

Some sources give clean water; others are often dirty.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two natural sources of water.	**Any two; for example a river, rain**
2	Name a source of water made by people.	**A well, borehole, dam, tap or tank**
3	Where does water in your home come from?	**Answers vary**
4	Where does rain water get stored?	**In tanks or water pans**

WATCH OUT FOR

Accept every source; never compare homes.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Match pictures to names.
Learners ready for more	Draw the source of water nearest your home. (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 "sources of 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.

ELIMU254

Uses of 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 uses of water at home, at school and in the community

KEY INQUIRY QUESTION(S)

- How can you keep water clean and safe?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Ask: how many times did you use water 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 "Using water" (key ideas on the next page), explaining as you go. Use pictures of water sources and of dirty and clean water, pictures of ways water is contaminated, 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 can we not live without water?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Using water
Home: drinking, cooking, bathing, washing clothes and utensils, cleaning the house. School: drinking, washing hands, cleaning classrooms, watering the garden.
Community: watering animals and crops, building, industries. All living things need water.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three uses of water at home.	**Any three**
2	How is water used at school?	**Drinking, washing hands, cleaning, watering**
3	Do animals need water?	**Yes**
4	Why can we not live without water?	**Our bodies need it**

WATCH OUT FOR

Keep the list practical and local.