



# DOYEN PUBLISHERS

## SCHEMES OF WORK TERM II 2025

### GRADE 2 ENVIRONMENTAL ACTIVITIES

Wk	LSN	Strand	Sub-strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	<b>SOCIAL ENVIRONMENT</b>	Our market- Locating the market using physical features	By the end of the lesson, the learner should be able to: a. Identify physical features on the way to the market, b. Locate the market using physical features, c. Value things and people found in the market.	The learner is guide to: *Model main physical features found on the way to the local market, *Watch video clips, observe pictures or listen to a resource person or an audio clip on activities that take place in the market, OR visit the nearest market to find out activities that take place (buying, selling, packaging, honest and fair negotiation),	How can you locate your local market?	Learners, dictionary, books, real objects Flash cards, pictures Learner's book page 61-64 Our lives today environmental activities Teachers guide pg. 69-70	Observation Oral questions Written questions	
	2		Locating the market using physical features	By the end of the lesson, the learner should be able to: a. Identify physical features on the way to the market, b. Locate the market using physical features, c. Value things and people found in the market.	The learner is guide to: *Model main physical features found on the way to the local market, *Watch video clips, observe pictures or listen to a resource person or an audio clip on activities that take place in the market, OR visit the nearest market to find out activities that take place (buying, selling, packaging, honest and fair negotiation),	How can you locate your local market?	Learners, dictionary, books, real objects Flash cards, pictures Learner's book page 61-64 Our lives today environmental activities Teachers guide pg. 69-70	Observation Oral questions Written questions	



	3		Locating the market using physical features	By the end of the lesson, the learner should be able to: a. Identify physical features on the way to the market, b. Locate the market using physical features, c. Value things and people found in the market.	The learner is guide to: *Model main physical features found on the way to the local market, *Watch video clips, observe pictures or listen to a resource person or an audio clip on activities that take place in the market, OR visit the nearest *market to find out activities that take place (buying, selling, packaging, honest and fair negotiation),	How can you locate your local market?	Learners, dictionary, books, real objects Flash cards, pictures Learner's book page 61-64 Our lives today environmental activities Teachers guide pg. 69-70	Observation Oral questions Written questions	
	4		Activities taking place in the market	By the end of the lesson, the learner should be able to: a. Identify activities that take place in the market, b. Role buying and selling in the market c. Value things and people found in the market.	The learner is guide to: *Enhance honest and fair negotiations when role playing buying and selling activities, *Recognize interdependence and connections of people found in the market, *Make a shop corner using locally available materials in groups.	How can you locate your local market?	MTP Environmental Act. Grade 3 page 41- 44 schools, markets and Hospitals	Oral questions observation checklist	
2	1		Activities taking place in the market	By the end of the lesson, the learner should be able to: a. Identify activities that take place in the market, b. Role buying and selling in the market c. Value things and people found in the market.	The learner is guide to: *Enhance honest and fair negotiations when role playing buying and selling activities, *Recognize interdependence and connections of people found in the market, ● make a shop corner using locally available materials in groups.	How can you locate your local market?	<i>MTP Environmental Act. Grade 3 page 41-44 schools, markets and Hospitals</i>	Oral questions observation checklist	



	2		Activities taking place in the market	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. Identify activities that take place in the market,</li> <li>b. Role buying and selling in the market</li> <li>c. Value things and people found in the market.</li> </ul>	The learner is guide to: Enhance honest and fair negotiations when role playing buying and selling activities, Recognize interdependence and connections of people found in the market, ● make a shop corner using locally available materials in groups.	How can you locate your local market?	<i>MTP environmental act.</i> <i>Grade 3 page 41- 44 schools, markets and Hospitals</i>	Oral questions observation checklist	
	3	<b>NATURAL ENVIRONMENT</b>	Weather-weather conditions at different times of the day	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. Identify weather conditions at different times of the day,</li> <li>b. Observe pictures of different weather conditions.</li> <li>c. Develop curiosity in weather conditions experienced in the locality.</li> </ul>	The learner is guided to: Discuss weather conditions at different times of the day in groups,	Why do we need to predict weather?	Local environment, crayons and Coloured pencils Real objects e.g. Umbrella Flash cards, video clips, learner's tablets <i>Learner's book page 3 Our lives today environmental activities</i> <i>Teachers guide pg. 2-4</i>	Observation Oral questions Written questions	
	4		Weather conditions at different times of the day	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. Identify weather conditions at different times of the day,</li> <li>b. Observe pictures of different weather conditions.</li> <li>c. Develop curiosity in weather conditions experienced in the locality.</li> </ul>	The learner is guided to: ● discuss weather conditions at different times of the day in groups,	Why do we need to predict weather?	Local environment, crayons and Coloured pencils Real objects e.g. Umbrella Flash cards, video clips, learner's tablets Learner's book page 3 Our lives today environmental activities Teachers guide pg. 2-4	Observation Oral questions Written questions	



3	1		Weather conditions at different times of the day	By the end of the lesson, the learner should be able to: a. Identify weather conditions at different times of the day, b. Observe pictures of different weather conditions. c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: ● discuss weather conditions at different times of the day in groups,	Why do we need to predict weather?	Local environment, crayons and Coloured pencils Real objects e.g. Umbrella Flash cards, video clips, learner's tablets Learner's book page 3 Our lives today environmental activities Teachers guide pg. 2-4	Observation Oral questions Written questions	
	2		Drawing weather symbols	By the end of the lesson, the learner should be able to: a. Identify weather symbols. b. Draw various weather symbols and colour. c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: Draw weather symbols to represent different weather conditions and display them in class, Observe and record prevailing weather conditions as an outdoor activity in Collaboration with peers,	Why do we need to predict weather?	Local environment, crayons and Coloured pencils A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 9-11	Observation Oral questions Written questions	
	3		Drawing weather symbols	By the end of the lesson, the learner should be able to: a. Identify weather symbols. b. Draw various weather symbols and colour. c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: ● Draw weather symbols to represent different weather conditions and display them in class, ● Observe and record prevailing weather conditions as an outdoor activity in Collaboration with peers,	Why do we need to predict weather?	Local environment, crayons and Coloured pencils A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 9-11	Observation Oral questions Written questions	



	4		Creating a weather chart	By the end of the lesson, the learner should be able to: a. Identify symbols of weather used in creating a weather chart b. Create a weather record using weather symbols, c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: Create a weather record using weather symbols for a period of one week in groups, Play relevant and educative computer games on weather conditions, Observe pictures, video clips to identify ways of responding to various weather conditions, Role play on ways of responding to various weather conditions,	Why do we need to predict weather?	Local environment, crayons and Coloured pencils A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 9-11	Observation Oral questions Written questions	
4	1		Creating a weather chart	By the end of the lesson, the learner should be able to: a. Identify symbols of weather used in creating a weather chart b. Create a weather record using weather symbols, c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: Create a weather record using weather symbols for a period of one week in groups, Play relevant and educative computer games on weather conditions, Observe pictures, video clips to identify ways of responding to various weather conditions, Role play on ways of responding to various weather conditions,	Why do we need to predict weather?	Local environment, crayons and Coloured pencils A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 9-11	Observation Oral questions Written questions	
	2		Creating a weather chart	By the end of the lesson, the learner should be able to: a. Identify symbols of weather used in creating a weather chart b. Create a weather record using weather symbols, c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: Create a weather record using weather symbols for a period of one week in groups, Play relevant and educative computer games on weather conditions, Observe pictures, video clips to identify ways of responding to various weather conditions, Role play on ways of responding to various weather conditions,	Why do we need to predict weather?	Local environment, crayons and Coloured pencils A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 9-11	Observation Oral questions Written questions	



3		Responding to weather	By the end of the lesson, the learner should be able to: a. Identify ways of responding to weather. b. Role play responding to weather. c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: Observe pictures, video clips to identify ways of responding to various weather conditions, Role play on ways of responding to various weather conditions,	Why do we need to predict weather?	Local environment, crayons and Coloured pencils Real objects e.g. Umbrella Flash cards, video clips, learner's tablets Learner's book page 7-8 Our lives today environmental activities Teachers guide pg. 5-6	Observation Oral questions Written questions	
4		Predicting weather conditions	By the end of the lesson, the learner should be able to: a. State ways we can predict weather conditions. b. Predict weather conditions at different times of the day, c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: Practice using weather symbols to interpret weather conditions at different times of the day, Develop effective communication skills when participating in a class contest, on narrating weather occurrences for a past week from weather chart recording.	Why do we need to predict weather?	Local environment, Learners book, Televisions, radios, mobile phones and tablet, Video clips of weather forecast Learner's book page 13 Our lives today Environmental activities Teachers guide pg. 15	Observation Oral questions Written questions	
5	1	Predicting weather conditions	By the end of the lesson, the learner should be able to: a. State ways we can predict weather conditions. b. Predict weather conditions at different times of the day, c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: Practice using weather symbols to interpret weather conditions at different times of the day, Develop effective communication skills when participating in a class contest, on narrating weather occurrences for a past week from weather chart recording.	Why do we need to predict weather?	Local environment, Learners book, Televisions, radios, mobile phones and tablet, Video clips of weather forecast  Learner's book page 13 Our lives today Environmental activities Teachers guide pg. 15	Observation Oral questions Written questions	





2		Predicting weather conditions	By the end of the lesson, the learner should be able to: a. State ways we can predict weather conditions. b. Predict weather conditions at different times of the day, c. Develop curiosity in weather conditions experienced in the locality.	The learner is guided to: Practice using weather symbols to interpret weather conditions at different times of the day, Develop effective communication skills when participating in a class contest, on narrating weather occurrences for a past week from weather chart recording.	Why do we need to predict weather?	Local environment, Learners book, Televisions, radios, mobile phones and tablet, Video clips of weather forecast  Learner's book page 13 Our lives today Environmental activities Teachers guide pg. 15	Observation Oral questions Written questions	
3	Soil	Types of soil in the locality	By the end of the lesson, the learner should be able to: a. Identify types of soil found in the locality, b. Observe pictures of different types of soil in the locality. c. Appreciate different types of soil in the immediate environment	The learner is guided to: Walk within the school compound or visit the school neighbourhood to observe (see, touch, feel) type(s) of soil and share parents or guardians. Make paper cuttings or pictures of different types of soil and create portfolio.	How can you identify different types Of soil in our environment?	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
4		Types of soil in the locality	By the end of the lesson, the learner should be able to: a. Identify types of soil found in the locality, b. Observe pictures of different types of soil in the locality. c. Appreciate different types of soil in the immediate environment	The learner is guided to: Walk within the school compound or visit the school neighbourhood to observe (see, touch, feel) type(s) of soil and share parents or guardians. Make paper cuttings or pictures of different types of soil and create portfolio.	How can you identify different types Of soil in our environment?	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	



6	1		Types of soil in the locality	By the end of the lesson, the learner should be able to: a. Identify types of soil found in the locality, b. Observe pictures of different types of soil in the locality. c. Appreciate different types of soil in the immediate environment	The learner is guided to: Walk within the school compound or visit the school neighbourhood to observe (see, touch, feel) type(s) of soil and share parents or guardians. Make paper cuttings or pictures of different types of soil and create portfolio.	How can you identify different types Of soil in our environment?	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
	2		Modelling with soil	By the end of the lesson, the learner should be able to: a. Identify the type of soil used in modelling b. Model using clay soil. c. Appreciate different types of soil in the immediate environment	The learner is guided to: Develop the skill of learning independently when modelling soil ribbons using soil samples (clay, loam, sand), Observe modelled ribbons to find out which soil sample makes smooth long ribbons (use realia or digital devices as applicable),	How can you identify different types Of soil in our environment?	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
	3		Modelling with soil	By the end of the lesson, the learner should be able to: a. Identify the type of soil used in modelling b. Model using clay soil. c. Appreciate different types of soil in the	The learner is guided to: ● develop cooperation skills when modelling objects (balls, ribbons, pots) with different types of soil (clay, loam, sand) in groups,	How can you identify different types Of soil in our environment?	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	





				immediate environment					
	4		Classifying types of soil	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. Identify types of soil found in the locality,</li> <li>b. Classify types of soil in the locality,</li> <li>c. Appreciate different types of soil in the immediate environment</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● classify the types of soil depending on the length of ribbons made, size of particles and texture,</li> </ul>	How can you identify different types Of soil in our environment?	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
7	1		Classifying types of soil	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. Identify types of soil found in the locality,</li> <li>b. Classify types of soil in the locality,</li> <li>c. Appreciate different types of soil in the immediate environment</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● classify the types of soil depending on the length of ribbons made, size of particles and texture,</li> </ul>	How can you identify different types Of soil in our environment?	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	



2		Classifying types of soil	By the end of the lesson, the learner should be able to: a. Identify types of soil found in the locality, b. Classify types of soil in the locality, c. Appreciate different types of soil in the immediate environment	The learner is guided to: ● classify the types of soil depending on the length of ribbons made, size of particles and texture,	How can you identify different types Of soil in our environment?	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions	
3	<b>Light</b>	Sources of light	By the end of the lesson, the learner should be able to: a. Identify different sources of light in the environment, b. Observe pictures of different source Of light c. Appreciate different sources of light in the environment.	Learners are guided as to: ● observe pictures and photographs of different sources of light in the environment in groups,	1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?	Learners, dictionary, Pictures Real animals Resource person Video clips Learner's book page 41-46 Our lives today environmental activities Teachers guide pg. 47-52	Observation Oral questions Written questions	
4		Sources of light	By the end of the lesson, the learner should be able to: a. Identify different sources of light in the environment, b. Observe pictures of different source of light c. Appreciate different sources of light in the environment.	Learners are guided as to: ● observe pictures and photographs of different sources of light in the environment in groups,	1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?	Learners, dictionary, Pictures Real animals Resource person Video clips Learner's book page 41-46 Our lives today environmental activities Teachers guide pg. 47-52	Observation Oral questions Written questions	



8					MID TERM BREAK				
9	1		Sources of light	By the end of the lesson, the learner should be able to: a. Identify different sources of light in the environment, b. Observe pictures of different source of light c. Appreciate different sources of light in the environment.	Learners are guided as to: ● observe pictures and photographs of different sources of light in the environment in groups,	1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?	Learners, dictionary, Pictures Real animals Resource person Video clips Learner's book page 41-46 Our lives today environmental activities Teachers guide pg. 47-52	Observation Oral questions Written questions	
	2		Forming shadows	By the end of the lesson, the learner should be able to: a. Identify different sources of light in the environment, b. Manipulate objects to form shadows in the presence of light for enjoyment, c. Appreciate different sources of light in the environment.	Learners are guided as to: ● develop cooperation skills when manipulating objects (opaque materials) to form shadows in the presence of light for enjoyment in groups,	1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?	Learners, dictionary, Pictures Charts, video clips Video clips Learner's book page 49-53 Our lives today environmental activities Teachers guide pg. 56-61	Observation Oral questions Written questions	
	3		Forming shadows	By the end of the lesson, the learner should be able to: a. Identify different sources of light in the environment, b. Manipulate objects to form shadows in the presence of light for enjoyment,	Learners are guided as to: develop cooperation skills when manipulating objects (opaque materials) to form shadows in the presence of light for enjoyment in groups,	1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in	Learners, dictionary, Pictures Charts, video clips Video clips Learner's book page 49-53 Our lives today environmental	Observation Oral questions Written questions	



				c. Appreciate different sources of light in the environment.		our environment?	activities Teachers guide pg. 56-61		
	<b>4</b>		Forming shadows	By the end of the lesson, the learner should be able to: a. Identify different sources of light in the environment, b. Manipulate objects to form shadows in the presence of light for enjoyment, c. Appreciate different sources of light in the environment.	Learners are guided as to: Develop cooperation skills when manipulating objects (opaque materials) to form shadows in the presence of light for enjoyment in groups,	1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?	Learners, dictionary, Pictures Charts, video clips Video clips Learner's book page 49-53 Our lives today environmental activities Teachers guide pg. 56-61	Observation Oral questions Written questions	
<b>10</b>	<b>1</b>		Forming shadows	By the end of the lesson, the learner should be able to: a. Identify different sources of light in the environment, b. Manipulate objects to form shadows in the presence of light for enjoyment, c. Appreciate different sources of light in the environment.	Learners are guided as to: Develop cooperation skills when manipulating objects (opaque materials) to form shadows in the presence of light for enjoyment in groups,	1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?	Learners, dictionary, Pictures Charts, video clips Video clips Learner's book page 49-53 Our lives today environmental activities Teachers guide pg. 56-61	Observation Oral questions Written questions	



2		Ways of conserving Light	By the end of the lesson, the learner should be able to: a. Describe ways of conserving light for sustainable supply of light energy, b. Conserve light energy. c. Appreciate different sources of light in the environment.	Learners are guided as to: Practice switching off lights when not in use and during day time (when natural light can be used) -	1. How can we conserve light energy in our environment?	Learners, dictionary, books, real objects Resource person Learner's book page 54-56 Our lives today environmental activities Teachers guide pg. 62-65	Observation Oral questions Written Questions	
3		Ways of conserving Light	By the end of the lesson, the learner should be able to: a. Describe ways of conserving light for sustainable supply of light energy, b. Conserve light energy. c. Appreciate different sources of light in the environment.	Learners are guided as to: Develop cooperation skills when manipulating objects (opaque materials) to form shadows in the presence of light for enjoyment in groups,	1. How can we conserve light energy in our environment?	Learners, dictionary, books, real objects Resource person Learner's book page 54-56 Our lives today environmental activities Teachers guide pg. 62-65	Observation Oral questions Written Questions	
4		Creating energy conservation messages	By the end of the lesson, the learner should be able to: a. Describe ways of conserving light for sustainable supply of light energy, b. Create energy conservation messages. c. Appreciate different sources of light in the environment.	Learners are guided as to: Create light conservation messages to promote awareness at home and school, Develop writing skills when making posters with simple messages on Conservation of light to create awareness in Groups,	1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?	Learners, dictionary, books, real objects Resource person Learner's book page 54-56 Our lives today environmental activities Teachers guide pg. 62-65	Observation Oral questions Written Questions	



11	1		Creating energy conservation messages	By the end of the lesson, the learner should be able to: a. Describe ways of conserving light for sustainable supply of light energy, b. Create energy conservation messages c. Appreciate different sources of light in the environment.	Learners are guided as to: Create light conservation messages to promote awareness at home and school, Develop writing skills when making posters with simple messages on Conservation of light to create awareness in Groups,	1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?	Learners, dictionary, books, real objects Resource person Learner's book page 54-56 Our lives today environmental activities Teachers guide pg. 62-65	Observation Oral questions Written Questions	
	2		Creating energy conservation messages	By the end of the lesson, the learner should be able to: a. Describe ways of conserving light for sustainable supply of light energy, b. Create energy conservation messages. c. Appreciate different sources of light in the environment.	Learners are guided as to: Type messages on conservation of light Using digital devices, Recite poems or sing songs on conservation of light energy.	Why should we conserve light energy in our environment?	Learners, dictionary, books, real objects Resource person Learner's book page 54-56 Our lives today environmental activities Teachers guide pg. 62-65	Observation Oral questions Written Questions	
	3	Water	Ways of storing water at home	By the end of the lesson, the learner should be able to: a. Identify ways of storing water at home b. Store water at home using various ways. c. Appreciate safe water storage to prevent health risk to self and others.	The learner is guided to: Explore various ways of storing water at home and school, Draw items used to store water at home and school (tanks, drums, pots), Find out ways of storing water at home and share with peers,	Why do we store water at home and in school?	Local environment, Learner's book, Real objects, pictures of water containers  Learner's book page 15-17 Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	





	4		Ways of storing water at home	By the end of the lesson, the learner should be able to: a. Identify ways of storing water at home b. Store water at home using various ways. c. Appreciate safe water storage to prevent health risk to self and others.	The learner is guided to: Explore various ways of storing water at home and school, Draw items used to store water at home and school (tanks, drums, pots), Find out ways of storing water at home and share with peers,	Why do we store water at home and in school?	Local environment, Learner's book, Real objects, pictures of water containers  Learner's book page 15-17 Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	
12	1		Ways of storing water at school	By the end of the lesson, the learner should be able to: a. Identify ways of storing water at school, b. Store water at school using various methods. c. Appreciate safe water storage to prevent health risk to self and others.	The learner is guided to: Explore various ways of storing water at home and school, Draw items used to store water at home and school (tanks, drums, pots), Find out ways of storing water at home and share with peers,	Why do we store water at home and in school?	Local environment, Learner's book, Real objects, pictures of water containers  Learner's book page 15-17 Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	
	2		Ways of storing water at school	By the end of the lesson, the learner should be able to: a. Identify ways of storing water at school, b. Store water at school using various methods c. Appreciate safe water storage to prevent health risk to self and others.	The learner is guided to: Explore various ways of storing water at home and school, Draw items used to store water at home and school (tanks, drums, pots), Find out ways of storing water at home and share with peers,	Why do we store water at home and in school?	Local environment, Learner's book, Real objects, pictures of water containers  Learner's book page 15-17  Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	



3		Conserving water at home	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify ways of conserving water at home.</li> <li>Conserve water at home for future use,</li> <li>Appreciate safe water storage to prevent health risk to self and others.</li> </ol>	<p>The learner is guided to:</p> <p>Enhance hard work skill when storing water in bottles and water cans (500mls – 5 litre containers) for future use at home and school,</p> <p>Watch video clips, pictures and photographs on appropriate ways of storing water at home and school,</p> <p>Develop teamwork when making visits in the neighbourhood to identify different ways of storing water in groups.</p>	Why do we store water at home and in school?	<p>Local environment, Learner's book, Real objects, pictures of water containers</p> <p>Learner's book page 15-17</p> <p>Our lives today environmental activities Teachers guide pg. 18-19</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
4		Conserving water at home	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify ways of conserving water at home.</li> <li>Conserve water at home for future use,</li> <li>Appreciate safe water storage to prevent health risk to self and others.</li> </ol>	<p>The learner is guided to:</p> <p>Enhance hard work skill when storing water in bottles and water cans (500mls – 5 litre containers) for future use at home and school,</p> <p>Watch video clips, pictures and photographs on appropriate ways of storing water at home and school,</p> <p>Develop teamwork when making visits in the neighbourhood to identify different ways of storing water in groups.</p>	Why do we store water at home and in school?	<p>Local environment, Learner's book, Real objects, pictures of water containers</p> <p>Learner's book page 15-17</p> <p>Our lives today environmental activities Teachers guide pg. 18-19</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	



13	1		Conserving water at home	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify ways of conserving water at home.</li> <li>Conserve water at home for future use,</li> <li>Appreciate safe water storage to prevent health risk to self and others.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>Enhance hard work skill when storing water in bottles and water cans (500mls – 5 litre containers) for future use at home and school,</li> <li>Watch video clips, pictures and photographs on appropriate ways of storing water at home and school,</li> <li>Develop teamwork when making visits in the neighbourhood to identify different ways of storing water in groups.</li> </ul>	Why do we store water at home and in school?	<p>Local environment, Learner's book, Real objects, pictures of water containers</p> <p>Learner's book page 15-17</p> <p>Our lives today environmental activities Teachers guide pg. 18-19</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	
	2		Conserving water at school	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify ways of conserving water at school.</li> <li>Conserve water at school for future use,</li> <li>Appreciate safe water storage to prevent health risk to self and others.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>Enhance hard work skill when storing water in bottles and water cans (500mls – 5 litre containers) for future use at home and school,</li> <li>Watch video clips, pictures and photographs on appropriate ways of storing water at home and school,</li> <li>Develop teamwork when making visits in the neighbourhood to identify different ways of storing water in groups.</li> </ul>	Why do we store water at home and in school?	<p>Local environment, Learner's book, Real objects, pictures of water containers</p> <p>Learner's book page 15-17</p> <p>Our lives today environmental activities Teachers guide pg. 18-19</p>	<p>Observation</p> <p>Oral questions</p> <p>Written questions</p>	



	3		Conserving water at school	By the end of the lesson, the learner should be able to: a. Identify ways of conserving water at school. b. Conserve water at school for future use, c. Appreciate safe water storage to prevent health risk to self and others.	The learner is guided to: ● Enhance hard work skill when storing water in bottles and water cans (500mls – 5 litre containers) for future use at home and school, ● Watch video clips, pictures and photographs on appropriate ways of storing water at home and school, ● Develop teamwork when making visits in the neighbourhood to identify different ways of storing water in groups.	Why do we store water at home and in school?	Local environment, Learner's book, Real objects, pictures of water containers  Learner's book page 15-17  Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	
	4		Conserving water at school	By the end of the lesson, the learner should be able to: a. Identify ways of conserving water at school. b. Conserve water at school for future use, c. Appreciate safe water storage to prevent health risk to self and others.	The learner is guided to: Enhance hard work skill when storing water in bottles and water cans (500mls – 5 litre containers) for future use at home and school, Watch video clips, pictures and photographs on appropriate ways of storing water at home and school, Develop teamwork when making visits in the neighbourhood to identify different ways of storing water in groups.	Why do we store water at home and in school?	Local environment, Learner's book, Real objects, pictures of water containers  Learner's book page 15-17  Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	
14	1		Importance of keeping water safe	By the end of the lesson, the learner should be able to: a. State the importance of keeping water safe for human and animal use,	The learner is guided to: ● share experiences on why water is stored at home and school,	Why do we store water at home and in school?	Learners, dictionary, local environment, resource person, flash cards, video clips page 133-134 Our lives today	Observation Oral questions Written questions	



				b. Store water in various items for future use. c. Appreciate safe water storage to prevent health risk to self and others.			environmental activities Teachers guide pg. 147-149		
	2		Importance of keeping water safe	By the end of the lesson, the learner should be able to: a. State the importance of keeping water safe for human and animal use, b. Store water in various items for future use. c. Appreciate safe water storage to prevent health risk to self and others.	The learner is guided to: ● share experiences on why water is stored at home and school,	Why do we store water at home and in school?	Learners, dictionary, local environment, resource person, flash cards, video clips page 133-134 Our lives today environmental activities Teachers guide pg. 147-149	Observation Oral questions Written questions	
	3-4			ASSESSMENT					