GRADE TW0   **ENVIRONMENTAL GRADE TWO TERM TWO YEAR 2018**

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY ENQUIRY QUESTIONS	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHOD	REFLECTION
1	PREPARATION								
2	1 & 2	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) identify parts of a plant	What are the different parts of a plant?	In a nature walk, learners to explore different plants in the immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) identify parts of a plant	What are the different parts of a plant?	Using video clip, pictures and photographs learners to identify different parts of a plant.	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) Differentiate parts of a plant	What are the different parts of a plant?	Using video clip, pictures and photographs learners to identify different parts of a plant.	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) List parts of a plant	What are the different parts of a plant?	Using video clip, pictures and photographs learners to identify different parts of a plant.	Realia Charts	Observation Oral Question Written Question	

3	1 & 2	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) draw different parts of a plant from the immediate environment (roots & stem from different types of plants)	What are the different parts of a plant?	Learners draw or take photographs of parts of a plant. (roots & stem from different types of plants)	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) draw different parts of a plant from the immediate environment (Leaves from different types of plants)	What are the different parts of a plant?	Learners draw or take photographs of parts of a plant. (Leaves from different types of plants)	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) draw different parts of a plant from the immediate environment (Flowers from different types of plants)	What are the different parts of a plant?	Learners draw or take photographs of parts of a plant. (Flowers from different types of plants)	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) draw different parts of a plant from the immediate environment (fruits from different types of plants)	What are the different parts of a plant?	Learners draw or take photographs of parts of a plant. (Flowers from different types of plants)	Realia Charts	Observation Oral Question Written Question	
4	1 & 2	**Environment and its resources**	**Plants** Exploring	By the end of the sub-strand, the learner should be	What are the different parts of a	In groups, learners	Realia Charts	Observation Oral	

			parts plants	able to: a) show interest in parts of a plant for learning and enjoyment.	plant?	talk about parts of a plant.		Question Written Question	
	3	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) show interest in parts of a plant for learning and enjoyment.	What are the different parts of a plant?	In groups, learners talk about parts of a plant.	Realia Charts	Observation Oral Question Written Question	
	4 & 5	**Environment and its resources**	**Plants** Exploring parts plants	By the end of the sub-strand, the learner should be able to: a) show interest in parts of a plant for learning and enjoyment.	What are the different parts of a plant?	Learners are guided to display their work for further learning and peer-assessment.	Realia Charts	Observation Oral Question Written Question	
5	1	**Environment and its resources**	Animals Categorizing animals	By the end of the sub-strand, the learner should be able to: a) recognize animals in the immediate environment	What animals are found in the immediate environment?	In nature walk, learners to observe and identify animals in the environment	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	Animals Categorizing animals	By the end of the sub-strand, the learner should be able to: a) categorize different animals in the environment (domestic/wild)	What animals are found in the immediate environment?	In groups, and referring from appropriate references learners categorize animals using the provided criteria: (domestic/wild)	Realia Charts	Observation Oral Question Written Question	

	3	**Environment and its resources**	Animals Categorizing animals	By the end of the sub-strand, the learner should be able to: a) categorize different animals in the environment (harmful/non-harmful)	How could we categorize animals in the immediate environment?	In groups, and referring from appropriate references learners categorize animals using the provided criteria: (harmful/non-harmful)	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	Animals Categorizing animals	By the end of the sub-strand, the learner should be able to: a) categorize different animals in the environment (large & small)	How could we categorize animals in the immediate environment?	In groups, and referring from appropriate references learners categorize animals using the provided criteria: (large & small)	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	Animals Categorizing animals	By the end of the sub-strand, the learner should be able to: a) appreciate different animals in the environment.	How could we categorize animals in the immediate environment?	In groups, learners use papiermache, clay or plasticine to model different animals. Learners sing song related to different animals	Realia Charts	Observation Oral Question Written Question	
6	1	**Environment and its resources**	Animals Safety when handling animals.	By the end of the sub-strand, the learner should be able to: a) identify possible dangers when handling animals.	How could we protect ourselves from harm when handling animals?	Learners to share their experiences on handling animals	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	Animals Safety when handling animals.	By the end of the sub-strand, the learner should be able to: a) identify possible dangers when handling animals.	How could we protect ourselves from harm when handling animals?	In groups, learners discuss possible dangers that may occur when handling animals	Realia Charts	Observation Oral Question Written Question	
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	3	**Environment and its resources**	Animals Safety when handling animals.	By the end of the sub-strand, the learner should be able to: a) practice safety measures when handling animals.	How could we protect ourselves from harm when handling animals?	Learners to watch video clips, pictures or photographs of safe handling of animals		Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	Animals Safety when handling animals.	By the end of the sub-strand, the learner should be able to: a) practice safety measures when handling animals.	How could we protect ourselves from harm when handling animals?	Learners to observe a demonstrate from a guest speaker on safety when handling of animals		Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	Animals Safety when handling animals.	By the end of the sub-strand, the learner should be able to: a) appreciate importance of safety when dealing with animals to avoid risk to self others and the animal	How could we protect ourselves from harm when handling animals?	Learners practice /simulate safe ways of handling animals to avoid harm to self others and the animal.		Realia Charts	Observation Oral Question Written Question	
7	1	**Environment and its resources**	Energy: Light Sources of light	By the end of the sub-strand, the learner should be able to: a) identify different sources of light in the environment	What are the sources of light?	Learners to identify and name sources of light		Realia Charts	Observation Oral Question Written Question	
	2 & 3	**Environment and its resources**	Energy: Light Sources of	By the end of the sub-strand, the learner should be able to: a) produce light using	What are the sources of light?	Learners to produce light using different sources. In this		Realia Charts	Observation Oral Question Written	

			light	different objects		activity, teacher has to guide the activity and ensure safety of learners		Question	
	4	**Environment and its resources**	Energy: Light Sources of light	By the end of the sub-strand, the learner should be able to: a) develop interest in different sources of light energy.	What are the sources of light?	In groups, learners to discuss different sources of light used in the home	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	Energy: Light Forming shadows in light	By the end of the sub-strand, the learner should be able to: a) explain how shadows are formed in presence of light	How are shadows formed?	Learners observe different shadows formed by different objects in the school environment.	Realia Charts	Observation Oral Question Written Question	
8	1	**Environment and its resources**	Energy: Light Forming shadows in light	By the end of the sub-strand, the learner should be able to: a) manipulate objects to form shadows in presence of light for enjoyment	How are shadows formed?	Learners manipulate different objects to identify shadows of different shapes and sizes	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	Energy: Light Forming shadows in light	By the end of the sub-strand, the learner should be able to: a) categorize objects into those that can form shadows and those that cannot in presence of light.	How are shadows formed?	Use selected objects to form shadows (ball, sticks, ruler, clear piece of glass, mirror). Categorize object that form shadows and those that do	Realia Charts	Observation Oral Question Written Question	

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	3	**Environment and its resources**	Precautions when using light energy	By the end of the sub-strand, the learner should be able to: a) identify practices in which light energy could harm eyes	How could light energy harm us?	Learners to identify practices that in which light energy could harm the eyes (reading in dim light, looking directly at bright light with bare eyes, long exposure to bright light from electronic devices)	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	Precautions when using light energy	By the end of the sub-strand, the learner should be able to: a) take safety measure against harmful light energy to reduce risk to self and others	How could we protect ourselves from harmful light energy?	In groups, learners discuss safety precautions in protecting self and others from harmful light energy	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	Precautions when using light energy	By the end of the sub-strand, the learner should be able to: a) appreciate safety precautions when using light energy.	How could we protect ourselves from harmful light energy?	In groups, learners discuss safety precautions in protecting self and others from harmful light energy Learners create messages on awareness of harmful effects of light energy Learners to share messages on harmful effects of	Realia Charts	Observation Oral Question Written Question	

							light and safety precautions.		
9	1 & 2	**Social environment**	**School environment and its neighbourhood** Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) point out the main features between home and school	What are the main features between your home and school?	Learners to discuss the main features between home and school (physical and build-up features such as rivers, hills, valleys, forest, bridges, roads , railway line, buildings)	Realia Charts	Observation Oral Question Written Question	
	3 & 4	**Social environment**	**School environment and its neighbourhood** Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) point out the main features between home and school	What are the main features between your home and school?	In a nature walk, learners to point out the main features between home and school	Realia Charts	Observation Oral Question Written Question	
	5	**Social environment**	**School environment and its neighbourhood** Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) point out the main features between home and school	What are the main features between your home and school?	In a nature walk, learners to point out the main features between home and school	Realia Charts	Observation Oral Question Written Question	
10	1 & 2	**Social environment**	**School environment and its neighbourhood**	By the end of the sub-strand, the learner should be able to: a) Name the main features between home and school	What are the main features between your home and school?	In a nature walk, learners to point out the main features between	Realia Charts	Observation Oral Question Written Question	

				Locating places using key features.			home and school			
	3 & 4	**Social environment**	**School environment and its neighbourhood** Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) Draw the main features between home and school	What are the main features between your home and school?	Using video clips, pictures and photographs, learners to identify the main features between home and school	Realia Charts	Observation Oral Question Written Question	
	5	**Social environment**	**School environment and its neighbourhood** Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) locate places using main features between home and school	How could you your school from home using main features?	Learners to locate main features between their homes and school (relative location)	Realia Charts	Observation Oral Question Written Question	
11	1	**Social environment**	**School environment and its neighbourhood** Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) locate places using main features between home and school	How could you your school from home using main features?	Using video clips, pictures and photographs, learners to identify the main features between home and school	Realia Charts	Observation Oral Question Written Question	
	2 & 3	**Social environment**	**School environment and its neighbourhood**	By the end of the sub-strand, the learner should be able to: a) appreciate the significance of locating	How could you locate your school from home using main features?	Learners to locate main features between their homes and school	Realia Charts	Observation Oral Question Written Question	

			Locating places using key features.	places using key features.		(relative location)			
	4 & 5	**Social environment**	**School environment and its neighbourhood** Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) appreciate the significance of locating places using key features.	How could you locate your school from home using main features?	Learners to locate main features between their homes and school (relative location)	Realia Charts	Observation Oral Question Written Question	
12	1 & 2	**Social environment**	**School environment and its neighbourhood** Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) locate places in a map using key features.	How could you locate places in a map using main features?	Learners to practice locating places teacher made sketch maps.	Realia Charts	Observation Oral Question Written Question	
	3	**Social environment**	**School environment and its neighbourhood** Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) locate places in a map using key features.	How could you locate places in a map using main features?	Learners to practice locating places teacher made sketch maps.	Realia Charts	Observation Oral Question Written Question	
	4 & 5	**Social environment**	**School environment and its neighbourhood**	By the end of the sub-strand, the learner should be able to: a) locate places in a map using key features.	How could you locate places in a map using main features?	Learners to practice locating places teacher made sketch maps.	Realia Charts	Observation Oral Question Written Question	

			Locating places using key features.						
13 & 14		**C.A.T**							