

Mountain top publishers Environmental Activities Grade 3

Environmental Activities Scheme of Work

Term One Year School

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	Weather	Exploring unfavorable weather conditions	By the end of the lesson, the learner should be able to: Describe unfavorable weather conditions	Using relevant stimulus materials, learners to discuss the meaning of unfavorable weather conditions (floods and drought)	How could weather conditions be unfavorable?	MTP Environmental Act. Grade 3 page 1-4 Pictures Video clips Realia, Charts Cut out	Questions and answers	
	2	Weather	Exploring unfavorable weather conditions	By the end of the lesson, the learner should be able to: Describe unfavorable weather conditions	Using multimedia resources, learners to play relevant educational games on effects of unfavorable weather conditions.	How could weather conditions be Unfavorable?	MTP Environmental Act. Grade 3 page 1-4 ,Pictures Video clips Realia, Charts Cut out	Oral questions observation	
	3	Weather	Exploring unfavorable weather conditions	By the end of the lesson, the learner should be able to: drawing images of unfavorable weather you have encountered	Using multimedia resources, learners to play relevant educational games on effects of unfavorable weather conditions.	How could weather conditions be Unfavorable?	MTP Environmental Act. Grade 1 page 1-4 Pictures, Video clips Realia, Charts, Cut out	observation oral questions	

	4	Weather	Exploring unfavorable weather conditions	By the end of the lesson, the learner should be able to: observe the effects of unfavorable weather conditions for safety draw some images on harmful weather	Learners to listen to stories on unfavorable weather conditions and its effects from elders in the community	What does harmful weather do?	MTP Environmental Act. Grade 3 page 1-4, Pictures Video clips Realia, Charts Cut out	observation oral questions	
	5	Weather	Exploring unfavorable weather conditions	By the end of the lesson the learner should be able to: develop curiosity in identifying effects of weather conditions in the environment	Learners to listen to stories on unfavorable weather conditions and its Effects from elders in the community. Learners gather more information on unfavorable from internet sources, libraries.	What does harmful weather do?	MTP Environmental Act. Grade 3 page 1-4 Pictures Video clips Realia, Charts Cut out	observation oral questions	
2	1	Weather	Keeping safe from unfavorable weather conditions	By the end of the lesson, the learner should be able to: Identify ways of keeping safe from unfavorable weather conditions	using age appropriate stimulus, learners could be guided to identify ways of keeping safe from unfavorable weather conditions (floods, drought)	How could we keep safe from unfavorable weather conditions?	MTP Environmental Act. Grade 3 page 5-10 Pictures Video clips Realia, Charts Cut out	observation oral questions	
	2	Weather	Keeping safe from unfavorable weather conditions	By the end of the lesson, the learner should be able to: keep safe from unfavorable weather conditions	In groups, learners share experiences on how to keep safe from unfavorable weather conditions	How could we keep safe from unfavorable Weather conditions	MTP Environmental Act. Grade 3 page 5-10 Pictures Video clips Realia Charts Cut out	observation oral questions	

3	Weather	Keeping safe from unfavorable weather conditions	By the end of the lesson, the learner should be able to: demonstrate knowledge of keeping safe from unfavorable weather condition	Learners to simulate how to keep safe from unfavorable weather conditions Learners to gather information from parents or guardians on how to keep safe during unfavorable weather conditions and report back.	How could we keep safe from unfavorable weather conditions	MTP Environmental Act. Grade 3 page 5-10 Pictures Video clips Realia Charts Cut out	observation oral questions	
4	Weather	Keeping safe from unfavorable weather conditions	By the end of the lesson, the learner should be able to: working in groups of 3 demonstrate knowledge of keeping safe from unfavorable weather Condition.	Learners to simulate how to keep safe from unfavorable weather conditions Learners to gather information from parents or guardians on how to keep safe during unfavorable weather conditions and report back.	How could we keep safe from unfavorable weather conditions?	MTP Environmental Act. Grade 3 page 5-10 Pictures Video clips Realia Charts Cut out	observation oral questions	
5	Water	Making water safe for use	By the end of the lesson, the learner should be able to: identify ways of making water clean and safe for use in the home	Learners to listen and respond to case story on the need to use clean and safe water.	How could we make water clean and safe for use in the home?	MTP Environmental Act. Grade 3 page 11-16 Pictures Video clips Realia Charts	observation oral questions	

3	1	Water	Making water safe for use	By the end of the lesson, the learner should be able to: make water clean and safe using different methods	Learners to share experiences on how to make water clean and safe for use in the home	How could we make water clean and safe for use in the home?	MTP Environmental Act. Grade 3 page 11-16 Pictures	observation oral questions	
	2	Water	Making water safe for use	By the end of the lesson, the learner should be able to: construct a simple water filter for cleaning water at home	Learners to observe a sample of dirty water and discuss how the water could be made clean and safe for use (decantation)	How could we make water clean and safe for use in the home?	MTP Environmental Act. Grade 3 page 11-16 Pictures	observation oral questions	
	3	Water	Making water safe for use	By the end of the lesson, the learner should be able to: construct a simple water filter for cleaning water at home	Learners to observe a sample of dirty water and discuss how the water could be made clean and safe for use	How could we make water clean and safe for use in the home	MTP Environmental Act. Grade 3 page 11-16 Pictures	observation oral questions	
	4	Water	Making water safe for use	By the end of the lesson, the learner should be able to: Appreciate clean and safe water for use to reduce health risks.	Learners to make a simple water filter using locally available materials Learners to decant filter and boil water to make it clean and safe for use.	How could we make water clean and safe for use in the home?	MTP Environmental Act. Grade 3 page 11-16 Pictures	Oral questions, Observation written questions, project work	
	5	Soil	Exploring soil characteristics	By the end of the lesson, the learner should be able to: differentiate soils by texture from provided soil samples	Learners to explore the environment and collect different soil samples (sand, loam and clay)	What are the different types of soils?	MTP Environmental Act. Grade 3 page 17-20 Pictures Soil sand, loam and clay)	Oral questions observation	

4	1	Soil	Exploring soil characteristics	By the end of the lesson, the learner should be able to; In groups of two identify different type of soils found near the school compound.	Learners to explore the environment and collect different soil samples (sand, loam and clay)	What are the different types of soils?	MTP Environmental Act. Grade 3 page 17-20 Pictures Soils sand, loam and clay)	Oral questions observation	
	2	Soil	Exploring soil characteristics	By the end of the lesson, the learner should be able to; differentiate soils by size of soil particles from provided soil samples	In groups, learners to feel between their fingers the different soil samples and record findings (course medium, fine)	What the different texture of soils?	MTP Environmental Act. Grade 3 page 17-20 Pictures Soils sand, loam and clay)	Oral questions observation	
	3	Soil	Exploring soil characteristics	By the end of the lesson, the learner should be able to; differentiate soils by size of soil particles from provided soil samples	In groups, learners to feel between their fingers the different soil samples and record findings	What the different texture of soils?	MTP Environmental Act. Grade 3 page 17-20 Pictures Soils sand, loam and clay)	Oral questions observation	
	4	Soil	Exploring soil characteristics	By the end of the lesson, the learner should be able to; In groups of two, Make a soil display differentiate types of soil near the school compound using tins and sheets of paper	Learners to share their experiences on how different samples of soils feel between their fingers Learners to observe the particle sizes of the three soil samples	How to make soil display.	MTP Environmental Act. Grade 3 page 17-20 Pictures Soils sand, loam and clay)	Oral questions observation	

	5	Soil	Exploring soil characteristics	By the end of the lesson, the learner should be able to; differentiate types of soil near the school compound using tins and sheets of paper	Learners to share their experiences on how different samples of soils feel between their fingers Learners to observe the particle sizes of the three soil samples	Identify the size of soil particles	MTP Environmental Act. Grade 3 page 17-20 Pictures Soils sand, loam and clay)	Oral questions observation	
5	1	Soil	Exploring soil characteristics	By the end of the lesson, the learner should be able to; name the three types of soils based on their characteristics	Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles.	Identify the soils based on the characteristics	MTP Environmental Act. Grade 3 page 17-20 Pictures Soils sand, loam and clay)	Oral questions observation	
	2	Soil	Exploring soil characteristics	By the end of the lesson, the learner should be able to; develop interest in characteristics of soils as an environmental resource	Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner.	Identify the soils based on the characteristics	MTP Environmental Act. Grade 3 page 17-20 Pictures Soils sand, loam and clay)	Oral questions observation	
	3	Soil	Exploring soil characteristics	By the end of the lesson, the learner should be able to; develop interest in characteristics of soils as an environmental resource	Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner.	How to make a soil display?	MTP Environmental Act. Grade 3 page 17-20 Pictures Soils sand, loam and clay)	Oral questions observation	

	4	Plants	Categorizing plants.	By the end of the lesson, the learner should be able to: Describe safe ways of handling different plants	Learners to carry out a nature walk to observe and identify the plants	Identify different types of plants	MTP Environmental Act. Grade 3 page 26 Pictures Maize Tomatoes, mango plant etc.	Oral questions observation	
	5	Plants	Categorizing plants.	By the end of the lesson, the learner should be able to: take nature walk around the school compound and identify different types of plants,	Learners to carry out a nature walk to observe and identify the plants	Identify different types of plants	MTP Environmental Act. Grade 3 page 21-26 Pictures Maize Tomatoes, mango plant etc. Camera	Oral questions observation	
6	1	Plants	Categorizing plants.	By the end of the lesson, the learner should be able to: categorize plants in the immediate environment according to specified features i.e. edible and non-edible Define edible and non-edible.	Using relevant stimulus materials, learners to be guided to categorize plants according to specified features (edible/non-edible)	Identify different types of plants	MTP Environmental Act. Grade 3 page 21-26 Pictures avocado , Orange Cabbage, Sodom apple, carrot, pea plant Tomatoes, mango plant etc. Camera	Oral questions observation	
	2	Plants	Categorizing plants.	By the end of the lesson, the learner should be able to: I categorize plants in the immediate environment according to specified features i.e. poisonous/nonpoisonous) Define poisonous/nonpoisonous).	Using relevant stimulus materials, learners to be guided to categorize plants according to specified features (poisonous/nonpoisonous)	Identify different types of plants	MTP Environmental Act. Grade 3 page 21-26 Pictures Bittersweet nightshade, Datura Sodom apple fruit Camera	Oral questions observation	

	3	Plants	Categorizing plants.	By the end of the lesson, the learner should be able to: categorize plants in the immediate environment according to specified features i.e. thorny/non-thorny Define thorny/non-thorny	Using relevant stimulus materials, learners to be guided to categorize plants according to specified features thorny/non-thorny	Identify different types of plants	MTP Environmental Act. Grade 3 page 21-26 Pictures Rose flower plants, catus Camera	Oral questions observation	
	4	Plants	Categorizing plants.	By the end of the lesson, the learner should be able to: appreciate the rich diversity in plants	Learners to draw one type of plant and share their work with others	Identify different types of plants	MTP Environmental Act. Grade 3 page 21-26 Pictures Sample of plants	Oral questions observation checklist	
	5	Plants	Safety when handling plants	By the end of the lesson, the learner should be able to: describe safe ways of handling different plants use glove, hold the stem, use a y- stick	Learners to watch video clips or pictures or posters on safety when handling plants	How could we handle plants safely?	MTP Environmental Act. Grade 3 page 21-26 Pictures Sample of plants	Oral questions observation checklist	
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8	1	Plants	Safety when handling plants	By the end of the lesson, the learner should be able to: in group of two, collect different types of plants and describe safe ways of handling plants .	Learners to watch video clips or pictures or posters on safety when handling plants	How could we handle plants safely?	MTP Environmental Act. Grade 3 page 21-26 Pictures Sample of plants Outdoor activities	Oral questions observation checklist	

	2	Plants	Safety when handling plants	By the end of the lesson, the learner should be able to: observe safety when handling different plants in the immediate environment.	Learners to watch video clips or pictures or posters on safety when handling plants	How could we handle plants safely?	MTP Environmental Act. Grade 3 page 21-26 Pictures Sample of plants Outdoor activities	Oral questions observation checklist	
	3	Plants	Safety when handling plants	By the end of the lesson, the learner should be able to: appreciate the need to handle plants Responsibly to reduce health risks.	Learners to share information on how to handle different plants Learners to simulate safety when handling plants	How could we handle plants safely?	MTP Environmental Act. Grade 3 page 21-26 Pictures Sample of plants Outdoor activities	Oral questions observation checklist	
	4	Animals	Types of animals found in the environment	By the end of the lesson, the learner should be able to: identify types of animals near the school compound	Learners to identify type of animals found in the school compound	What animals do you see?	MTP Environmental Act. Grade 3 page 27-33 Pictures Cow, Goat Dog, Monkey Chicken	Oral questions observation checklist	
	5	Animals	Importance of animals	By the end of the lesson, the learner should be able to: State different uses of animals to people	Learners to use stimulus materials to identify the different uses of animals to people	What are the uses of animals to people?	MTP Environmental Act. Grade 3 page 27-33 Pictures Cow Goat Dog Monkey	Oral questions observation checklist	
9	1	Animals	Importance of animals	By the end of the lesson, the learner should be able to: identify different animals that provide food products	Learners discuss the different food products people get from animals (meat, milk, eggs, honey)	What food do we get from animals?	MTP Environmental Act. Grade 3 page 27-33 Pictures Honey, meat, milk, sausage, cheese Chicken	Oral questions observation checklist	

	2	Animals	Importance of animals	By the end of the lesson, the learner should be able to: categorize different Foods that are provided by animals at home and near the school compound.	Learners discuss the different food products people get from animals (meat, milk, eggs, honey	What food do we get from animals?	MTP Environmental Act. Grade 3 page 27-33 Pictures Honey, meat, milk, sausage, cheese Chicken	Oral questions observation checklist	
	3	Animals	Importance of animals	By the end of the lesson, the learner should be able to: Identify animals found in the wilderness	Learners to identify animals found outside the forest	What the animals found in the wilderness ?	MTP Environmental Act. Grade 3 page 27-33 Pictures Monkey, Lion Elephant Cheetah, Antelopes	Oral questions observation checklist	
	4	Animals	Importance of animals	By the end of the lesson, the learner should be able to: Discuss the importance of animals found in the wild	Learners to identify Importance of animals found in the wild	Importance of animals found in the wild.	MTP Environmental Act. Grade 3 page 27-33 Pictures Skin Meat	Oral question	
	5	Animals	Importance of animals	By the end of the lesson, the learner should be able to: In groups of two categories different Wild animals and state their importance.	Learners to identify Importance of animals found in the wild	Importance of animals found in the wild.	MTP Environmental Act. Grade 3 page 27-33 Pictures Skin Meat	Oral questions observation checklist	
10	1	Animals	Importance of animals	By the end of the lesson, the learner should be able to: In groups of two categories different Wild animals and state their importance.	Learners to identify Importance of animals found in the wild	Importance of animals found in the wild.	MTP Environmental Act. Grade 3 page 27-33 Pictures Skin Meat	Oral questions observation checklist	

	2	Animals	Importance of animals	By the end of the lesson, the learner should be able to: Appreciate the importance of animals to the people	Learners to identify Importance of animals found in the wild	Importance of animals found in the wild.	MTP Environmental Act. Grade 3 page 27-33 Pictures Skin Meat	Oral questions observation checklist	
	3	Animals	Importance of animals	By the end of the lesson, the learner should be able to: Appreciate the importance of animals to the people	Learners to identify Importance of animals found in the wild	Importance of animals found in the wild.	MTP Environmental Act. Grade 3 page 27-33 Pictures Skin Meat	Oral questions observation checklist	
	4	Energy: Heat	Sources of Heat	By the end of the lesson, the learner should be able to: define heat identify sources of heat in the environment	Using relevant stimulus materials, learners to identify sources of heat in the environment (sun, gas cooker,	What are the sources of heat?	MTP Environmental Act. Grade 3 page 34-40 Pictures Sun, fire	Oral questions observation checklist	
	5	Energy: Heat	Sources of Heat	By the end of the lesson, the learner should be able to: identify sources of heat in the environment	Using relevant stimulus materials, learners to identify sources of heat in the environment electric cooker, charcoal burner, traditional jiko, stove)	What are the sources of heat?	MTP Environmental Act. Grade 3 page 34-40 Pictures electric cooker, charcoal burner, traditional jiko stove	Oral questions observation checklist	
11	1	Energy: Heat	Sources of Heat	By the end of the lesson, the learner should be able to: in groups of two categories different sources of heat in the environment	Using relevant stimulus materials, learners to identify sources of heat in the environment Learners to think, pair and share their experiences on sources of heat at home and	What are the sources of heat?	MTP Environmental Act. Grade 3 page 34-40 Pictures electric cooker, charcoal burner, traditional jiko stove sun gas cooker,	Observation Oral question Giving take away question	

					community				
2	Energy: Heat	Sources of Heat	By the end of the lesson, the learner should be able to: Match different sources of heat to their fuels in the environment.	Learners to think, pair and share their experiences on sources of heat at home and community	What are the sources of heat?	MTP Environmental Act. Grade 3 page 34-40 Pictures electric cooker, charcoal burner, traditional jiko stove sun gas cooker	Oral questions observation checklist		
3	Energy: Heat	Sources of Heat	By the end of the lesson, the learner should be able to: appreciate the different sources of heat in the community	Learners interact with parents or guardians to appreciate the types of fuels used in the community and report back.	What are the sources of heat?	MTP Environmental Act. Grade 3 page 34-40 Pictures electric cooker, charcoal burner, traditional jiko stove sun gas cooker	Oral questions observation checklist		
4	Energy: Heat	Uses of heat in the environment	By the end of the lesson, the learner should be able to: identify uses of heat energy in the environment	Learners to discuss uses of heat energy (warming, cooking, ironing, drying)	How is heat energy used in daily life?	MTP Environmental Act. Grade 3 page 34-40 Fire Electricity Gas Sun	Oral question on uses of heat energy.		
5	Energy: Heat	Uses of heat in the environment	By the end of the lesson, the learner should be able to: use heat energy responsibly to promote conservation and safety	Learners to discuss uses of heat energy (warming, cooking, ironing, drying) Learners to use multimedia resources to find out uses on heat energy in daily life	How is heat energy used in daily life?	MTP Environmental Act. Grade 3 page 34-40 Fire Electricity Gas Sun	Oral questions observation checklist		

12	1	Energy: Heat	Uses of heat in the environment	By the end of the lesson, the learner should be able to: use heat energy responsibly to promote conservation and safety	Learners to discuss uses of heat energy Learners to use multimedia resources to find out uses on heat energy in daily life.	How do we use heat energy properly?	MTP Environmental Act. Grade 3 page 34-40 Fire Electricity Gas Sun	Oral questions observation checklist	
	2	Energy: Heat	Uses of heat in the environment	By the end of the lesson, the learner should be able to: appreciate conservation of heat energy in daily life	In groups, learners to share experiences on appropriate use of energy in the environment to conserve heat energy	How do we use heat energy properly?	MTP Environmental Act. Grade 3 page 34-40 Fire Electricity Gas Sun	Oral questions observation checklist	
	3	Energy: Heat	Dangers of heat energy	By the end of the lesson, the learner should be able to: identify materials that can start fire in the house	Learners to identify materials that could start a fire at home (match box, petrol, kerosene, gas, electricity)	What are the dangers of heat energy?	MTP Environmental Act. Grade 3 page 34-40 Fire Electricity Gas Sun match box petrol	Oral question	
	4	Energy: Heat	Dangers of heat energy	By the end of the lesson, the learner should be able to: identify materials that can start fire in the house	Learners are guided to identify common causes of fire	Which materials cause fire?	MTP Environmental Act. Grade 3 page 34-40 Electricity Gas Sun match box petrol	Oral question	

	5	Energy: Heat	Dangers of heat energy	By the end of the lesson, the learner should be able to: demonstrate an understanding of safe ways of moving from the house in case of a fire outbreak	more information on fires and safety procedures. Learners to develop “Dos” and “Don’ts” list during fire outbreaks. The list should be shared at school and at home	How should we safely move away in case of a fire outbreak in the house?	MTP Environmental Act. Grade 3 page 34-40 Electricity Gas Sun match box petrol	Observing	
13	1	Energy: Heat	Dangers of heat energy	By the end of the lesson, the learner should be able to: demonstrate an understanding of safe ways of moving from the house in case of a fire outbreak	more information on fires and safety procedures. Learners to develop “Dos” and “Don’ts” list during fire Outbreaks. The list should be shared at school and at home	How should we safely move away in case of a fire outbreak in the house?	MTP Environmental Act. Grade 3 page 34-40 Electricity Gas Sun match box petrol	Observing	
	2	Energy: Heat	Dangers of heat energy	By the end of the lesson, the learner should be able to: in group of two identify materials that can start fire in the house	Learners are guided to identify common causes of fire	Which materials cause fire?	MTP Environmental Act. Grade 3 page 34-40 Electricity Gas Sun match box petrol	Oral questions observation checklist	
	3	Energy: Heat	Dangers of heat energy	By the end of the lesson, the learner should be able to: write messages and make poster on danger of fire precaution and how to handle fire outbreaks	Learners to use multimedia, posters resources to find out uses on heat energy in daily life	How to make alert on fire outbreak?	MTP Environmental Act. Grade 3 page 34-40 Phone Video clips poster	Oral questions observation checklist	

4	Social Environment	Harmonious Living in the Community	By the end of the lesson, the learner should be able to: stating what is a community and describing a community stating what is a community i.e. schools, markets and hospitals.	Learners to visit a market place, explore the sanitation	What is a community?	MTP Environmental Act. Grade 3 page 41-49 schools, markets and hospitals	Oral questions observation checklist	
5	Social Environment	Harmonious Living in the Community	By the end of the lesson, the learner should be able to: describe ways of keeping the market place clean	Learners to visit a market place, explore the Sanitation Learners to observe cleaning activities at a market place from a video clip or photograph	What can make the market place dirty?	MTP Environmental Act. Grade 3 page 41-49 schools, markets and hospitals	Oral questions observation checklist	

14

ASSESSMENT/CLOSING OF THE SCHOOL