

# ENVIRONMENTAL ACTIVITIES SCHEMES OF WORK GRADE 2

**NAME OF THE TEACHER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **TERM: II** **YEAR:** \_\_\_\_\_

Wk	LSN	strand	Sub-strand	Lesson 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. Model main features found on the way to the market. 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.	How can you locate your local market?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 55-56</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 43-45</i>	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. Draw the physical features found on the way to the market. 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.	How can you locate your local market?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 55-56</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 43-45</i>	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.	How can you locate your local market?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 55-56</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 43-45</i>	Observation Oral questions Written questions	

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	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 play buying and selling in the market c. value things and people found in the market.	The learner is guide to: ● 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?	<i>Distinction Environmental Act. Gr 2 T.G pg. 57-58</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 45-46</i> Locally available materials or resources	Observation Oral questions Written questions	
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 play buying and selling in the market c. value things and people found in the market.	The learner is guide to: ● 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?	<i>Distinction Environmental Act. Gr 2 T.G pg. 57-58</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 45-46</i> Locally available materials or resources	Observation Oral questions Written questions	
	2		Things and people found in the market	By the end of the lesson, the learner should be able to: a. identify things and people found in the market, b. Practice honest and fair negotiations in buying and selling. c. Appreciate people and things 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>Distinction Environmental Act. Gr 2 T.G pg. 59-60</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 46-47</i> Locally available materials or resources	Observation Oral questions Written questions	
	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: 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 61-62</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 48-49</i>	Observation Oral questions Written questions	

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	4		weather conditions at different times of the day	By the end of the lesson, the learner should be able to: a. State the weather conditions at different times of the day, b. Draw 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 61-62</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 48-49</i>	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. Discuss weather conditions at different times of the day, b. Model the 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 61-62</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 48-49</i>	Observation Oral questions Written questions	
	2		Recording weather using symbols	By the end of the lesson, the learner should be able to: a. identify weather symbols. b. Observe and record the prevailing weather conditions. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 63-64</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 50-52</i>	Observation Oral questions Written questions	
	3		Recording weather using symbols	By the end of the lesson, the learner should be able to: a. Name the different weather symbols on different times of the day. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 63-64</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 50-52</i>	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.	Why do we need to predict weather?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 63-64</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 50-52</i>	Observation Oral questions Written questions	

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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.	Why do we need to predict weather?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 63-64</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 50-52</i>	Observation Oral questions Written questions	
	2		Creating a weather chart	By the end of the lesson, the learner should be able to: a. Describe how to create a one-week weather chart. b. create a one-week 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.	Why do we need to predict weather?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 63-64</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 50-52</i>	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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 65-66</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 53-54</i>	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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 65-66</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 53-54</i>	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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 65-66</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 53-54</i>	Observation Oral questions Written questions	

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	2		Weather conditions experienced in locality	By the end of the lesson, the learner should be able to: a. state the weather conditions experienced in the locality. b. Analyze the weather conditions experienced in the locality, 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 67</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 55</i>	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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 68-69</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 56</i>	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. Demonstrate how to identify the types of soils 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 68-69</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 56</i>	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. Create a portfolio using pictures of different soil types. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 68-69</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 56</i>	Observation Oral questions Written questions	

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	2		Group the 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. classify types of soil in the locality based on ribbons and size of particle. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 70-72</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 57-60</i>	Observation Oral questions Written questions	
	3		Group the 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. classify types of soil in the locality based on texture, 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 70-72</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 57-60</i>	Observation Oral questions Written questions	
	4		Making items from soil	By the end of the lesson, the learner should be able to: a. identify the type of soil used in modelling b. Demonstrate how to 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 73</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 60</i>	Observation Oral questions Written questions	
7	1		Making items from soil	By the end of the lesson, the learner should be able to: a. identify the type of soil used in modelling b. Practice modeling 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 73</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 60</i>	Observation Oral questions Written questions	

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	2		Different types of soil in the immediate environment	By the end of the lesson, the learner should be able to: a. Name the different types of soils in the immediate environment. b. Analyze how different types of soils are best suited. c. appreciate different types of soil in the immediate environment	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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 74</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 61-62</i>	Observation Oral questions Written questions	
	3	Light	Sources of light in the environment	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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 75-76</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 63-65</i>	Observation Oral questions Written questions	
	4		Sources of light in the environment	By the end of the lesson, the learner should be able to: a. Name the different types of sources of light, b. Draw the different sources of light in the environment. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 75-76</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 63-65</i>	Observation Oral questions Written questions	
8	1		Sources of light in the environment	By the end of the lesson, the learner should be able to: a. Describe the sources of light in the environment, b. Model the different sources of light in the environment. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 75-76</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 63-65</i>	Observation Oral questions Written questions	

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	2		Objects Forming shadows in the presence of light	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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 77-78</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 65-67</i>	Observation Oral questions Written questions	
	3		Objects Forming shadows in the presence of light	By the end of the lesson, the learner should be able to: a. Define the term opaque materials. b. Demonstrate how to 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 77-78</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 65-67</i>	Observation Oral questions Written questions	
	4		Objects Forming shadows in the presence of light	By the end of the lesson, the learner should be able to: a. Explain how shadows are formed in the presence of light, b. Analyze the process of forming shadows in the presence of light 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 77-78</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 65-67</i>	Observation Oral questions Written questions	
9	<b>HALF TERM</b>								
10	1		Objects Forming shadows in the presence of light	By the end of the lesson, the learner should be able to: a. Describe how shadows are formed in the presence of light, b. Practice manipulating 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 77-78</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 65-67</i>	Observation Oral questions Written questions	

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	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. Demonstrate how to 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 79-80</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 68-69</i>	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. Practice conserving 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 79-80</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 68-69</i>	Observation Oral questions Written questions	
	4		Creating energy conservation messages	By the end of the lesson, the learner should be able to: a. Give ways in which we can conserve 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.	Why should we conserve light energy in our environment?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 79-80</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 68-69</i>	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 the importance of conserving 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.	Why should we conserve light energy in our environment?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 79-80</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 68-69</i>	Observation Oral questions Written questions	
	2		Different sources of light in the environment	By the end of the lesson, the learner should be able to: a. Highlight the different sources of light, b. Analyze the reasons for conserving light energy. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 81</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 70</i>	Observation Oral questions Written questions	

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	3	<b>RESOURCES IN OUR ENVIRONMENT Water</b>	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. Explore the various ways of storing water at home and school. 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.	Why do we store water at home and in school?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 82-83</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 71-72</i>	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. Draw items used to store water at home and school. c. appreciate safe water storage to prevent health risk to self and others.	The learner is guided to: ● 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 82-83</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 71-72</i>	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. Model items used in storing water in school. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 84-85</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 73</i>	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. Give reasons why we store water at home and school, b. Colour various water storage items at home and school. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 84-85</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 73</i>	Observation Oral questions Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Using water well at home for future use	By the end of the lesson, the learner should be able to: a. identify ways of conserving water at home. b. conserve water at home 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, ● 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 87-88</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 75</i>	Observation Oral questions Written questions	
	4		Using water well at home for future use	By the end of the lesson, the learner should be able to: a. Discuss appropriate ways of storing water at home and school. b. Practice storing water at home and 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, ● 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 87-88</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 75</i>	Observation Oral questions Written questions	
13	1		Using water well at home for future use	By the end of the lesson, the learner should be able to: a. identify ways of conserving water at home. b. Match different ways of storing water to their sources, 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, ● 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 87-88</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 75</i>	Observation Oral questions Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	2		Using water well at school for future use	By the end of the lesson, the learner should be able to: a. identify the importance of water. b. Analyze the importance of water in the environment, 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, ● 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 87-88</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 75</i>	Observation Oral questions Written questions	
	3		Using water well at school for future use	By the end of the lesson, the learner should be able to: a. identify the uses of water in the environment. b. Apply the skills in using water sparingly in the environment, 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, ● 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 87-88</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 75</i>	Observation Oral questions Written questions	
	4		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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 89-90</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 76-77</i>	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. Identify the importance of safe water towards goods health. b. Practice reusing water as a way of conserving water. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 89-90</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 76-77</i>	Observation Oral questions Written questions	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	2		Safe water storage to prevent health risk to self and others	By the end of the lesson, the learner should be able to: a. state the importance of drinking safe water towards health, b. store water in various items to prevent health risk for self and others. 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?	Locally available materials or resources <i>Distinction Environmental Act. Gr 2 T.G pg. 90-91</i> <i>Distinction Environmental Act. Gr 2 P.B pg. 77-78</i>	Observation Oral questions Written questions	
	3-4	<b>END TERM ASSESSMENT/CLOSING</b>							