

# GRADE THREE

# ENVIROMENTAL GRADE 3 SCHEME OF WORK YEAR 2018

WEEK	IESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF
1	1-5								
2	1-5	<b>Environment and its resources</b>	Exploring unfavourable weather conditions	By the end of the sub-strand, the learner should be able to: a) describe unfavourable weather conditions b) observe the effects of unfavourable weather conditions for safety c) develop curiosity in identifying effects of weather conditions in the environment	How could weather conditions be unfavourable? 2. What happens when the weather conditions become unfavourable?	Using relevant stimulus materials, learners to discuss the meaning of unfavourable weather conditions (floods and drought) <input type="checkbox"/> Using multimedia resources, learners to play relevant educative games on effects of unfavourable weather conditions. <input type="checkbox"/> In groups, learners to share their experiences on effects of unfavourable weather conditions. <input type="checkbox"/> Learners to listen to stories on unfavourable weather conditions and its effects from elders in the community. <input type="checkbox"/> Learners gather more information on unfavourable from internet sources, libraries .Then write a paragraph on each unfavourable weather condition <input type="checkbox"/> Learners share the information	Realia charts	1.Observation 2.Oral questions 3.written questions	
3	1-5		Keeping safe from unfavourable	By the end of the sub-strand, the learner should be able to: a) identify ways of keeping safe from unfavourable weather conditions	How could we keep safe from unfavourable	<input type="checkbox"/> using age appropriate stimulus, learners could be guided to identify ways of keeping safe from	Realia charts	.Observation 2.Oral questions	

			weather conditions	b) keep safe from unfavourable weather conditions c) demonstrate knowledge of keeping safe from unfavourable weather condition.	le weather conditions	unfavourable weather conditions (floods, drought) <input type="checkbox"/> In groups, learners share experiences on how to keep safe from unfavourable weather conditions <input type="checkbox"/> Learners to simulate how to keep safe from unfavourable weather conditions <input type="checkbox"/> Learners to gather information from parents or guardians on how to keep safe during unfavourable weather conditions and report back.		ns 3.write n questio ns	
4	1-5		Making water safe for us	By the end of the sub-strand, the learner should be able to: a) identify ways of making water clean and safe for use in the home b) make water clean and safe using different methods c) construct a simple water filter for cleaning water at home d) appreciate clean and safe water for use to reduce health risks	How could we make 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. <input type="checkbox"/> Learners to share experiences on how to make water clean and safe for use in the home <input type="checkbox"/> Learners to observe a sample of dirty water and discuss how the water could be made clean and safe for use (decantation, filtering, boiling) <input type="checkbox"/> Learners to make a simple water filter using locally available materials <input type="checkbox"/> Learners to decant filter and boil water to make it clean and safe for	Realia Charts	.Observation 2.Oral questio ns 3.write n questio ns	
5	1-5		Exploring soil characteristics	By the end of the sub-strand, the learner should be able to: a) differentiate soils by texture from provided soil samples b) differentiate soils by size of soil particles from provided soil samples	How could we differentiate types of soils?	<input type="checkbox"/> Learners to explore the environment and collect different soil samples (sand, loam and clay) <input type="checkbox"/> In groups, learners to feel between their fingers the different soil samples and record findings (course, medium,	Realia charts		

						fine) <input type="checkbox"/> Learners to share their experiences on how different samples of soils feel between their fingers <input type="checkbox"/> Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles) <input type="checkbox"/> Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner. <input type="checkbox"/> Learners find out from parents or guardians on the types of soils found in their locality and report back.			
6	1-5		Exploring soil characteristics	By the end of the sub-strand, the learner should be able to a) name the three types of soils based on their characteristics b) develop interest in characteristics of soils as an environmental resource.	How could we differentiate types of soils?	<input type="checkbox"/> Learners to explore the environment and collect different soil samples (sand, loam and clay) <input type="checkbox"/> In groups, learners to feel between their fingers the different soil samples and record findings (course, medium, fine) <input type="checkbox"/> Learners to share their experiences on how different samples of soils feel between their fingers <input type="checkbox"/> Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles) <input type="checkbox"/> Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner. <input type="checkbox"/> Learners find out from parents or guardians on the types of soils found in their locality and report back.	<b>Realia Charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	

7	1-5		Categorizing plants.	By the end of the sub-strand, the learner should be able to: a) Identify different types of plants b) categorize plants in the immediate environment according to specified features c) appreciate the rich diversity in plants	How could we categorize plants	Learners to carry out a nature walk to observe and identify the plants (edible/non-edible, thorny/non-thorny, poisonous/non-poisonous) <input type="checkbox"/> Learners to take photographs of different plants during the nature walk <input type="checkbox"/> Using relevant stimulus materials, learners to be guided to categorize plants according to specified features (edible/non-edible, thorny/non-thorny, poisonous/non-poisonous) <input type="checkbox"/> Learners to draw one type of plant and share their work with others	Realia Charts	.Observation 2.Oral questions 3.written questions	
8	1-5		1.4.2Safety when handling plants	By the end of the sub-strand, the learner should be able to: a) describe safe ways of handling different plants b) observe safety when handling different plants in the immediate environment c) appreciate the need to handle plants responsibly to reduce health risks	1.4.2Safety when handling plants	Learners to watch video clips or pictures or posters on safety when handling plants <input type="checkbox"/> Learners listen to a resource person on safety when handling plants <input type="checkbox"/> Learners to share information on how to handle different plants <input type="checkbox"/> Learners to simulate safety when handling plants	Realia Charts	.Observation 2.Oral questions 3.written questions	
9	1-5		Importance of animals	By the end of the sub-strand, the learner should be able to: a) State different uses of animals to people b) identify different animals that provide food products c) Appreciate the importance of animals to the people	What are the uses of animals to people	<input type="checkbox"/> Learners to use stimulus materials to identify the different uses of animals to people (source of food, security, companionship, manure, animal power, sports, tourist attraction) <input type="checkbox"/> Learners discuss the different food products people get from animals (meat, milk, eggs, honey)	Realia charts	.Observation 2.Oral questions 3.written questions	

						<input type="checkbox"/> In groups, learners make a journal on uses of animals to people as a class project. <input type="checkbox"/> Learners discuss with the teacher the suggested assessment criteria for the project and timeframe.			
10	1-5		<b>Importance of animals</b>  By the end of the sub-strand, the learner should be able to: a) State different uses of animals to people b) identify different animals that provide food products c) Appreciate the importance of animals to the people	<b>What are the uses of animals to people</b>	<input type="checkbox"/> Learners to use stimulus materials to identify the different uses of animals to people (source of food, security, companionship, manure, animal power, sports, tourist attraction) <input type="checkbox"/> Learners discuss the different food products people get from animals (meat, milk, eggs, honey) <input type="checkbox"/> In groups, learners make a journal on uses of animals to people as a class project. <input type="checkbox"/> Learners discuss with the teacher the suggested assessment criteria for the project and timeframe.	<b>Realia Charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>		
11	1-5		<b>Sources of Heat</b>  By the end of the sub-strand, the learner should be able to: a) identify sources of heat in the environment b) match different sources of heat to their fuels in the environment c) appreciate the different sources of heat in the community	<b>What are the sources of heat?</b>	Using relevant stimulus materials, learners to identify sources of heat in the environment (sun, gas cooker, electric cooker, charcoal burner, traditional jiko, stove) <input type="checkbox"/> Learners to think, pair and share their experiences on sources of heat at home and community <input type="checkbox"/> In groups, learners to match the different sources of heat with the fuels used (gas, electricity, charcoal, firewood, kerosene)	<b>Realia charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>		

