Natural Resources

Lesson plan and teacher's notes · Grade 2 Science · 1 period of 40 minutes

School	(write school name)	**Teacher**	(write name)
Date	(date)	**Class**	Grade 2
Subject	Science	**Enrolment**	Boys ___ Girls ___ Total ___
Time	40 minutes	**Topic**	Natural Resources

Learners with visual impairment explore natural resources through touch, hearing and smell: water in a container, soil, leaves and branches. They match each resource to its use, name resources at home and learn to care for them. One period of 40 minutes.

Specific outcomes

By the end of the lesson, learners should be able to:

1. Say what natural resources are
2. Name water, land, forests, animals and minerals as natural resources
3. Match each resource to its use
4. Show simple ways of caring for natural resources

Prior knowledge

- Learners use water, food and wood daily
- Learners can sort objects by touch

Teaching and learning materials

- Water in a container, soil, leaves and branches
- Stones and models of animals
- Braille labels
- Chalk and board

References

Ministry of Education (CDC) Grade 2 Science syllabus and module; 25Schools learners' note: Natural Resources.

Lesson development

Stage and time	Teacher activities	Learner activities
Present **10 min**	Ask learners to mention things they use daily, such as water, food and wood. Give real objects to explore by touch: water in a container, soil, leaves and branches. Explain each resource simply and that natural resources come from nature and are important for survival: water for drinking, land for farming, plants for oxygen.	Mention things they use, touch the objects and listen.
Practice **10 min**	Ask learners to group the objects: plants, soil, water. In pairs they role-play a matching activity, resource to its use, such as water to drinking and land to farming, and discuss with their partner.	Group objects and match resources to uses in pairs.
Produce **10 min**	Learners explain one natural resource and its use and name resources in their home environment. They sing a simple song or recite a short rhyme about caring for the environment, or do a guided tactile activity of feeling and sorting leaves, stones and water containers.	Explain a resource, name home resources and sort natural items.
Closure **10 min**	Emphasise that natural resources are useful things from the environment and that we must take care of them. Ask: What are natural resources. Can you name some. Why are they important. Learners recall water, animals, soil, forests and minerals using real objects and descriptions.	Recall and name natural resources and say why they matter.

Teacher's content notes

Read these before the lesson. They are what you need to know, not what to copy onto the board.

Definition

Natural resources are useful things in our environment. They are not made by people but are given by nature. They include water, air, soil, plants, forests, animals and minerals.

Uses

Water is for drinking. Land is for farming. Plants give oxygen. These resources help us live, grow and stay healthy.

Care

We care for resources by not wasting water, caring for plants, keeping the environment clean, protecting plants and animals and using resources wisely.

Questions to ask during the lesson

Question	Expected answer
The teacher holds up water in a container and soil in a bowl and asks the class what group they belong to. (a) What are they. (b) Who gave them to us. (c) What is water used for.	(a) Natural resources. (b) Nature. (c) Drinking.
A learner feels a leaf and a branch and the teacher asks what they come from. (a) What natural resource is this. (b) What does it give us. (c) How can we protect it.	(a) Plants or forest. (b) Oxygen or wood. (c) Care for plants.
A teacher asks learners to match resource to use during pair work. (a) What goes with farming. (b) What goes with drinking. (c) Name another resource.	(a) Land. (b) Water. (c) Animals, minerals or forests.

Worked examples for the board

Matching a resource to its use

Step 1: Hold the water. Step 2: Ask what we use it for. Step 3: Say drinking. Step 4: Match the card.

Naming resources at home

Step 1: Think of the home. Step 2: Name the soil, water and plants. Step 3: Say what each is used for.

Board plan

Write the title Natural Resources. Write the resources in a column and their uses in the next column.

Resource	Use
Water	Drinking
Land	Farming
Plants	Oxygen
Forest	Wood

The finished board

Mistakes to expect

Learners often think	Put it right
Things made in a factory are natural resources.	Natural resources are not made by people. Ask who made the soil or the water.
We cannot run out of water.	Discuss that we must not waste water and must use resources wisely.

Differentiation

Learners who struggle

Use only three objects, water, soil and a leaf, and ask what each one is used for.

Learners who finish early

Ask learners to list three natural resources at home and say how the family uses each.

Hearing or visual impairment

For learners with a visual impairment, use touch, hearing and smell: feel soil, listen to water and animal sounds. Use Braille labels and allow extra time to explore.

No projector, no printing

Use water from a bucket, soil from the school yard, leaves and stones. Draw nothing; describe with sound and touch.

If time is short

Keep touching the objects and matching resources to uses. Move the rhyme to the next lesson.

Evaluation

Question or task	A correct answer shows
The teacher gives Mulenga water, soil and a leaf and asks him to group them. (a) What are these things called. (b) What is water used for. (c) What is land used for.	(a) Natural resources. (b) Drinking. (c) Farming.
Chanda sees a tap left running at school and says something to her friend. Her teacher listens. (a) What is being wasted. (b) What should she do. (c) Why must we care for natural resources.	(a) Water. (b) Close the tap. (c) They help us live.

Homework

At home Bupe sees her brother pour clean water on the ground for no reason. She tells him about natural resources. (a) What natural resource is being wasted. (b) What can she say to him. (c) Name one other natural resource.

Extra practice with answers

Question	Answer
1. The teacher gives Njavwa a bowl of soil and asks her what it is used for. She answers in pairs. (a) What is soil part of. (b) What is land used for. (c) Name one more resource.	(a) Land, a natural resource. (b) Farming. (c) Water.
2. Mwamba hears the sound of animals during a lesson and says it is a natural resource. His teacher asks him to explain. (a) Are animals natural resources. (b) Who made them. (c) Why must we protect them.	(a) Yes. (b) Nature. (c) They are useful to us.

3. A group sorts leaves, stones and water containers into groups at the teacher's request. (a) Are these natural resources. (b) What is the use of water. (c) What should they do to keep the environment clean.	(a) Yes. (b) Drinking. (c) Not throw rubbish.
4. The class recites a short rhyme about caring for the environment. A learner is asked what it teaches. (a) Name one way to care. (b) Why care for resources. (c) What are resources.	(a) Not waste water, protect plants or keep the environment clean. (b) They help us live. (c) Useful things from nature.

Answers to the learners' check-yourself questions

1. What are natural resources.
   Useful things from nature that people did not make.
2. Name two natural resources.
   Any two of water, air, soil, plants, animals and minerals.
3. What is land used for.
   Farming.
4. Why must we not waste water.
   Water is a natural resource that helps us live, so we must take care of it.
5. The teacher gives Mulenga a container of water, some soil and a leaf and asks him to say what they are. He feels each one. (a) What do we call these things from nature. (b) What is water used for. (c) Who made them.
   (a) Natural resources. (b) Drinking. (c) Nature, not people.
6. Chanda sees a tap running when nobody is using it at school. Her teacher asks what she should do. (a) What natural resource is being wasted. (b) What should Chanda do. (c) Why is this important.
   (a) Water. (b) Close the tap. (c) We must use natural resources wisely and care for them.

Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: