# The Environment

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

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

An introduction to the environment for learners with visual impairment. Learners touch soil, water containers and leaves, name things in the environment and learn the key words before the five sub-topics. One period of 40 minutes. The Ministry module text on file covers only the overview and vocabulary, so the detail is taught in the sub-topic guides.

## Specific outcomes

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

1. Say what the environment is
2. Name natural resources and other environment words
3. Say what pollution, weather and climate change mean

## Prior knowledge

- Learners know soil, water and leaves by touch
- Learners can name things at home and school

## Teaching and learning materials

- Soil, water containers and leaves for touching
- A bottle of soap with a label
- Braille cards with key words
- Chalk and board

## References

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

## Lesson development

| Stage and time | Teacher activities | Learner activities |
|---|---|---|
| **Hook and touch 10 min** | Ask: What things around us help us live and grow. Let learners touch soil, water containers and leaves to stimulate their thinking. | Touch the objects and answer. |
| **Key words 15 min** | Teach the key words one at a time with Braille cards: environment, natural resources, water, land, forest, minerals, chemicals, pollution, label, weather, climate change, drought, flood. Give a simple meaning for each and an object or example where possible. | Repeat the words and meanings and match words to objects. |
| **Name things around us 10 min** | Take learners around the school or let them describe the home environment. Ask them to recognise and name items and say which come from nature. | Name and describe items in the environment. |
| **Conclusion 5 min** | Ask: What is the environment. What is pollution. Tell learners that the next lessons cover natural resources, household chemicals, chemical labels, care for the environment, and weather and climate change. | Answer and repeat the main words. |

## Teacher's content notes

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

### Environment

The environment is everything around us. Natural resources are things from nature that help us live.

### Key words

Water is used for drinking, washing and farming. A forest is a place with many trees. Minerals are natural substances found in the ground. Land is the ground where people live and farm.

### Weather words

Weather is the daily condition of the air. Climate change is long-term change in weather. A drought is a long period without rain. A flood is too much water covering land.

## Questions to ask during the lesson

| Question | Expected answer |
|---|---|

| | |
|---|---|
| The teacher gives learners soil, a leaf and water to touch before the lesson. She asks what these are part of. (a) What is the environment. (b) Name two things they touched. (c) Do they come from nature. | (a) Everything around us. (b) Any two of soil, leaf, water. (c) Yes. |
| A teacher shows a bottle of soap and asks learners about the information on it. (a) What is it called. (b) Is soap a chemical. (c) Name another chemical used at home. | (a) A label. (b) Yes. (c) Bleach. |
| Learners hear that a field was covered with water after rain, while last month there was no rain at all. (a) What is the flood. (b) What is the drought. (c) What is weather. | (a) Too much water covering land. (b) A long period without rain. (c) The daily condition of the air. |

## Worked examples for the board

### Naming a natural resource

Step 1: Hold the object. Step 2: Ask if it comes from nature. Step 3: If yes, it is a natural resource. Step 4: Say what it helps us do.

### Matching words to meanings

Step 1: Read the Braille card. Step 2: Touch the object that fits. Step 3: Say the meaning aloud.

## Board plan

Write the title The Environment. Write the key words with their meanings in two columns.

| Word | Meaning |
|---|---|
| Environment | Everything around us |
| Natural resources | Things from nature that help us live |
| Pollution | Making the environment dirty |
| Weather | Daily condition of the air |

The finished board

## Mistakes to expect

| Learners often think | Put it right |
|---|---|
| The environment is only trees and animals. | Let learners touch soil, water and leaves and say that the environment is everything around us. |
| Weather and climate change mean the same. | Weather is the daily condition of the air. Climate change is long-term change in weather. |

## Differentiation

### Learners who struggle

Use only four key words at first and match each to a real object that learners can touch.

### Learners who finish early

Ask learners to explain to a friend what a drought and a flood are.

### Hearing or visual impairment

For learners with a visual impairment, use real objects and Braille word cards and describe all surroundings aloud. Allow extra time to touch each object.

### No projector, no printing

Use soil, leaves, water in a tin and stones found around the school. Draw word cards by hand.

### If time is short

Keep the touching hook and the key words. Move naming items around the school to the next lesson.

## Evaluation

| Question or task | A correct answer shows |
|---|---|
| The teacher gives a learner soil, a leaf and a cup of water. The learner is asked about them. (a) What is the environment. (b) Name one natural resource here. (c) What is pollution. | (a) Everything around us. (b) Soil, leaf or water. (c) Making the environment dirty. |
| The teacher reads a Braille card and asks Bupe about weather words. She has to answer in front of the class. (a) What is a drought. (b) What is a flood. (c) What is climate change. | (a) A long period without rain. (b) Too much water covering land. (c) Long-term changes in weather. |

### Homework

At home Chanda sees a long period with no rain and then water covering the road. Her mother asks her what these are called. (a) What is a long period without rain. (b) What is too much water covering land. (c) What is weather.

## Extra practice with answers

| Question | Answer |
|---|---|
| 1. Mulenga holds a handful of soil and a cup of water in class. The teacher asks him about them. (a) Are they natural resources. (b) What is water used for. (c) What is land. | (a) Yes. (b) Drinking, washing and farming. (c) Ground where people live and farm. |
| 2. The teacher reads the word forest from a Braille card. A group is asked to explain. (a) What is a forest. (b) What are minerals. (c) Where are minerals found. | (a) A place with many trees. (b) Natural substances found in the ground. (c) In the ground. |

| | |
|---|---|
| 3. A learner sees rubbish thrown near the school well and the teacher asks about it. (a) What is pollution. (b) Is it good for the environment. (c) What should we do. | (a) Making the environment dirty. (b) No. (c) Take care of the environment. |
| 4. Njavwa hears her teacher say that the climate is changing over many years. She asks what that means. (a) What is climate change. (b) What is weather. (c) Are they the same. | (a) Long-term changes in weather. (b) The daily condition of the air. (c) No. |

## Answers to the learners' check-yourself questions

1. What is the environment.
   **Everything around us.**
2. What are natural resources.
   **Things from nature that help us live.**
3. What is pollution.
   **Making the environment dirty.**
4. What is a drought.
   **A long period without rain.**
5. A teacher holds a bottle of soap and shows learners the information on its side. A learner asks what it is called. (a) What is the information on a container called. (b) Is soap a chemical used at home. (c) Name one other household chemical.
   **(a) A label. (b) Yes. (c) Bleach.**
6. After heavy rain the water covers a field near the school and the learners cannot cross. The teacher asks the class to name what happened. (a) What do we call too much water covering land. (b) What do we call a long period without rain. (c) What is weather.
   **(a) A flood. (b) A drought. (c) The daily condition of the air.**

## Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: