

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 3 ENVIRONMENTAL ACTIVITIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	3
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Environmental Activities Grade 3 Curriculum Design (KICD)
2. Approved Environmental Activities Grade 3 Learner's Book
3. Approved Environmental Activities Grade 3 Teacher's Guide
4. MTP Environmental Activities Grade 3

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 3 ENVIRONMENTAL ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **SOCIAL ENVIRONMENT** | Sub-Strand: **Our Community**

SCHOOL	_____
LEARNING AREA	Environmental Activities
GRADE	3
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	SOCIAL ENVIRONMENT
SUB-STRAND	Our Community
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify community members b) State roles c) Appreciate community
KEY INQUIRY QUESTION(S)	Who lives in our community?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Respect, Responsibility, Cooperation, Patriotism
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion
LEARNING RESOURCES	Picture cards, chart

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Our Community by writing the key inquiry question on the board: "Who lives in our community?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify community members. Display the resources for the lesson (Picture cards, chart) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Discuss. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify community members". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Pair share. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "Who lives in our community?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "State roles". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Class chart. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Our Community independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Appreciate community".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Our Community? (2) How would you answer "Who lives in our community?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Our Community in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **SOCIAL ENVIRONMENT** | Sub-Strand: **Our Community**

SCHOOL	_____
LEARNING AREA	Environmental Activities
GRADE	3
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	SOCIAL ENVIRONMENT
SUB-STRAND	Our Community
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify community helpers b) Describe their work c) Show appreciation
KEY INQUIRY QUESTION(S)	Who helps in our community?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Respect, Responsibility, Cooperation, Patriotism
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion
LEARNING RESOURCES	Picture cards

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Our Community by writing the key inquiry question on the board: "Who helps in our community?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify community helpers. Display the resources for the lesson (Picture cards) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Pictures of doctor, teacher, farmer. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify community helpers". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Pair quiz. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "Who helps in our community?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Describe their work". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Our Community together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the

	task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Our Community independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Show appreciation".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Our Community? (2) How would you answer "Who helps in our community?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Our Community in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— **END OF PREVIEW** —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

Buy the full pack — only KES 300

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SECTION B: SCHEME OF WORK — GRADE 3 ENVIRONMENTAL ACTIVITIES TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Social Environment	Our Community	a) Identify community members b) State roles c) Appreciate community	Who lives in our community?	Discuss; pair share; class chart	Picture cards, chart	Oral, observation
1	2	Social Environment	Our Community	a) Identify community helpers b) Describe their work c) Show appreciation	Who helps in our community?	Pictures of doctor, teacher, farmer; pair quiz	Picture cards	Oral, peer
1	3	Social Environment	Our Community	a) Cooperate with others b) Help neighbours c) Build community spirit	How can we help our community?	Discuss; pair role play; class commit	Chart, markers	Role play, peer
2	1	Social Environment	Our Country — Kenya	a) Name our country b) Identify the flag c) Show patriotism	What is our country called?	Show flag colours; sing national anthem; pair quiz	Flag, anthem	Oral, observation
2	2	Social Environment	Our Country — Kenya	a) Identify counties (own county) b) Locate on map c) Build geography awareness	Where is our county?	Show Kenyan map; identify own county; pair work	Kenya map, charts	Observation, oral
2	3	Social Environment	Our Country — Kenya	a) Identify symbols (flag, coat of arms) b) State meaning c) Build patriotism	What do our symbols mean?	Show symbols; discuss meaning; pair share	Pictures, charts	Oral, peer
3	1	Natural Environment	Plants	a) Name common Kenyan plants b) Identify parts c) Build observation	What plants grow in our area?	Walk; observe; sketch; pair share	Outdoors, paper	Observation, oral
3	2	Natural Environment	Plants	a) State use of plants (food, medicine, shade) b) Care for plants c) Build appreciation	How do plants help us?	Discuss uses; pair share; pledge to care	Picture cards, plants	Oral, peer
3	3	Natural Environment	Plants	a) Plant a seedling b) Care for it c) Develop responsibility	How do we grow plants?	Plant seedling; water; label	Seedlings, water, soil	Observation, peer
4	1	Natural Environment	Animals	a) Name common animals b) Identify domestic vs wild c) Sort	What animals do you know?	Picture sorting; sing animal song	Picture cards, song	Oral, observation
4	2	Natural Environment	Animals	a) State animal homes b) Match animal to habitat c) Build awareness	Where do animals live?	Match cards; pair quiz; class chart	Picture cards	Oral, peer
4	3	Natural Environment	Animals	a) Care for pets safely b) Avoid danger c) Build empathy	How do we care for animals?	Discuss; pair role play; class commit	Picture cards	Oral, peer
5	1	Natural Environment	Weather	a) Describe weather conditions b) Record on	What is the weather today?	Observe; describe; record on chart	Weather chart, outdoor	Observation, oral

		nt		chart c) Build observation			space	
5	2	Natural Environment	Weather	a) Identify weather symbols b) Read a chart c) Build literacy	What does the symbol mean?	Match symbols; pair drill; create own chart	Symbol cards, chart	Written, oral
5	3	Natural Environment	Weather	a) Identify dangerous weather b) Stay safe c) Build safety	How do we stay safe in storms?	Discuss; role play; safety chart	Pictures, chart	Oral, role play
6	1	Care for Environment	Cleanliness	a) Identify clean places b) Practise cleaning c) Build hygiene	How do we keep clean?	Class clean-up; sort waste; discuss	Brooms, bins	Observation, peer
6	2	Care for Environment	Cleanliness	a) Sort waste types b) Use bins correctly c) Build environmental care	Where does waste go?	Sort biodegradable/non; pair check	Waste samples, bins	Observation, written
6	3	Care for Environment	Cleanliness	a) Pick up litter b) Care for compound c) Show responsibility	Why pick up litter?	Walk and pick litter; safe disposal; poster	Bags, posters	Observation, peer
7	1	Care for Environment	Trees	a) Plant a tree b) Care for it c) Build conservation habit	Why plant trees?	Plant; water; label	Seedlings, tools	Observation, peer
7	2	Care for Environment	Trees	a) State benefits of trees b) Identify common trees c) Build appreciation	How do trees help us?	List benefits; pair share; class chart	Pictures, chart	Oral, peer
7	3	Care for Environment	Trees	a) Discuss deforestation b) State effects c) Build awareness	What happens when trees are cut?	Discuss; pair share; class pledge	Pictures, chart	Oral, peer
8	1	Care for Environment	Water	a) Identify water sources b) Use water carefully c) Build conservation	Where does water come from?	List sources; pictures; pair share	Pictures, charts	Oral, observation
8	2	Care for Environment	Water	a) Identify clean vs dirty water b) State safety c) Build hygiene	How do we know water is safe?	Compare cups; discuss; safety rules	Water samples	Oral, observation
8	3	Care for Environment	Water	a) Save water at home and school b) Practise habits c) Build conservation	How can we save water?	Demonstrate; pair pledge; chart	Tap, container	Oral, peer
9	1	Natural Environment	Day and Night	a) Describe day and night b) Identify routine c) Build time awareness	What do we do in day and night?	Sort activity cards; sing routine song	Picture cards, song	Oral, peer
9	2	Natural Environment	Sun, Moon, Stars	a) Identify sun, moon, stars b) Describe sky c) Build awareness	What do we see in the sky?	Observe sky; draw day vs night sky	Drawing paper	Observation, written
9	3	Natural Environment	Seasons in Kenya	a) Name dry and rainy seasons b) Identify activities c) Connect to farming	What season is it now?	Discuss; pair share; chart	Calendar, chart	Oral, observation
10	1	Care for Environment	Climate	a) State what climate change means b) Identify	Why is climate	Show pictures; discuss;	Pictures,	Oral, peer

		nt	Change	effects c) Build awareness	changing?	pair share	chart	
10	2	Care for Environment	Climate Change	a) Identify ways to help b) Pledge to act c) Build responsibility	How can we help?	List actions; pair pledge; chart	Chart, pens	Oral, peer
10	3	Care for Environment	Class Project	a) Plan small project b) Work in groups c) Build cooperation	What project can we do?	Vote; assign roles; start	Project materials	Observation, peer
11	1	Care for Environment	Class Project	a) Carry out project b) Take roles c) Build responsibility	How is our project going?	Continue project; check progress	Project materials	Observation, peer
11	2	Care for Environment	Class Project	a) Reflect on project b) Share outcomes c) Take pride	What did we achieve?	Complete; reflect; share with school	Project materials	Observation, peer
11	3	Care for Environment	My Role	a) State personal commitment b) Pledge to act c) Show ownership	What can I do?	List actions; class pledge; sign chart	Chart, pens	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap Term 2 b) Show progress c) Build readiness	What did we learn?	Pair quiz; class game; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show skills c) Self-assess	How do we use this?	Practical tasks; share	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self-assessment

