Grade 5 Social Studies

Term 3 - 27 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

27 complete, ready-to-teach Grade 5 Social Studies lesson plans for Term 3, covering fishing in Kenya, early forms of government in Kenya: the maasai and the ameru, citizenship in Kenya, national government: the executive, the legislature and the judiciary, traditional leaders in Kenya, national unity in Kenya: national symbols, national days and national languages, human rights and democracy in society: direct and indirect.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

Fishing grounds in Kenya

Strand 3.0 Resources and Economic Activities > Sub-strand 3.3 Fishing in Kenya | Lesson 1 of 4 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	**TIME**	**ROLL (B / G)**

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) identify major fishing grounds in Kenya; b) locate them on a map

KEY INQUIRY QUESTION(S)

- Why is fishing important in Kenya?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Environmental issues**	Examples link to caring for the school and home environment.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A map of Kenya showing lakes and the coastline | Pictures of fishing nets, boats and fish farming ponds, if available | Manila paper

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

fishing ground | net | trawler | aquaculture | fish farming | catch

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Where in Kenya do you think most fishing happens?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use a map of Kenya showing lakes and the coastline, pictures of fishing nets, boats and fish farming ponds, if available, manila paper. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What is aquaculture?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Kenya's fishing grounds

Kenya's main fishing grounds are Lake Victoria (the largest, producing Nile perch, tilapia and omena/dagaa), the Indian Ocean coastline, Lake Turkana in the north, and Lake Naivasha in the Rift Valley. Fish farming (aquaculture) also happens in ponds and dams across the country.

Lake Victoria alone provides the majority of the fish Kenyans eat and sell.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name Kenya's largest fishing ground.	**Lake Victoria**
2	Name one type of fish caught in Lake Victoria.	**Nile perch, tilapia, or omena/dagaa**
3	Name one other fishing ground in Kenya, apart from Lake Victoria.	**Any of: the Indian Ocean coastline, Lake Turkana, Lake Naivasha**
4	What is aquaculture?	**Fish farming in ponds or dams**

WATCH OUT FOR

Learners think all Kenyan fish comes from the ocean. Clarify that Lake Victoria, not the ocean, provides most of Kenya's fish.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify major fishing grounds in Kenya confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify major fishing grounds in Kenya accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify major fishing grounds in Kenya, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify major fishing grounds in Kenya without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Point to Lake Victoria, the Indian Ocean, Lake Turkana and Lake Naivasha together on a real map.
Learners ready for more	Why might Lake Victoria produce more fish than Lake Naivasha? (Answer: Lake Victoria is much larger and has a bigger fish population and more established fishing activity)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "fishing grounds in Kenya" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Methods of fishing

Strand 3.0 Resources and Economic Activities > Sub-strand 3.3 Fishing in Kenya | Lesson 2 of 4 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) identify methods used in fishing in Kenya; b) compare traditional and modern fishing methods

KEY INQUIRY QUESTION(S)

- Why is fishing important in Kenya?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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LEARNING RESOURCES

A map of Kenya showing lakes and the coastline | Pictures of fishing nets, boats and fish farming ponds, if available | Manila paper

ORGANISATION OF LEARNING

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KEY WORDS

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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "How do you think fishermen catch fish - with their bare hands, or using tools?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use a map of Kenya showing lakes and the coastline, pictures of fishing nets, boats and fish farming ponds, if available, manila paper. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why might a fisherman on the ocean need a bigger boat than one on a calm lake?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Fishing methods

Traditional fishing methods include using nets thrown by hand, fishing lines and hooks, traps, and small wooden canoes. Modern methods include larger boats with engines, bigger nets pulled by machines, and fish farming in constructed ponds, which does not need a natural lake or river at all.

Different methods suit different fishing grounds - a small canoe suits a calm lake, while a larger boat may be needed for rougher ocean waters.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name one traditional fishing method.	**Any of: hand-thrown nets, fishing lines/hooks, traps, canoes**
2	Name one modern fishing method.	**Engine-powered boats, machine-pulled nets, or fish farming**
3	What is fish farming, and why is it useful?	**Farming fish in constructed ponds; useful because it does not need a natural lake or river**
4	Why might a fisherman on the ocean need a bigger boat than one on a calm lake?	**Ocean waters can be rougher, so a bigger, stronger boat is safer**