PP1 Creative Activities

Term 2 - 70 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

70 complete, ready-to-teach PP1 Creative Activities lesson plans for Term 2, covering imitating sounds, creating and composing rhythmic patterns, locomotor skills and non-locomotor skills.

TOPICS IN THIS PACK

Topic	Name	Lessons
10.2	Imitating Sounds	5
11.1	Creating and Composing Rhythmic Patterns	5
12.1	Locomotor Skills	30
12.2	Non-locomotor Skills	30

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.

A TASTE OF LESSON 1

Sources of sounds

By the end of the lesson, the learner should be able to identify sources of sound

> **Sound sources**
> Sounds come from people (talking, clapping), animals, things (bell, car, door) and nature (wind, rain).
> Guessing game: the teacher makes sounds behind a cloth; children guess the source.

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

Sources of sounds

Strand 10.0 Listening and responding > Sub-strand 10.2 Imitating Sounds | Lesson 1 of 5 | 30 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 identify sources of sound

KEY INQUIRY QUESTION(S)

- What do you hear?
- What makes that sound?
- Which direction did the sound come from?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Environmental awareness**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

A bell, drum, whistle and shaker | A cloth to hide objects behind

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

sound | source | direction | near | far | imitate

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key questions: what do you hear? What makes that sound?" 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	7	Take learners through "Sound sources" (activity steps on the next page), explaining as you go. Use a bell, drum, whistle and shaker, a cloth to hide objects behind. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What sound does a door make?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY STEPS

Sound sources
Sounds come from people (talking, clapping), animals, things (bell, car, door) and nature (wind, rain).
Guessing game: the teacher makes sounds behind a cloth; children guess the source.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What made that sound?	**A bell (answers vary)**
2	Name a sound from nature.	**Rain (answers vary)**
3	Name a sound people make.	**Clapping (answers vary)**
4	What sound does a door make?	**Bang or creak**

WATCH OUT FOR

Peeping; keep eyes closed.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show the object first.
Learners ready for more	Make a sound for friends to guess. (Answer: Child does so)
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 "sources of sounds" 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

Where is the sound coming from?

Strand 10.0 Listening and responding > Sub-strand 10.2 Imitating Sounds | Lesson 2 of 5 | 30 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 identify the direction of a sound

KEY INQUIRY QUESTION(S)

- What do you hear?
- What makes that sound?
- Which direction did the sound come from?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
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