PP2 Creative Activities

Term 1 - 65 complete lesson plans

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

ABOUT THIS PACK

65 complete, ready-to-teach PP2 Creative Activities lesson plans for Term 1, covering doodling, painting, mosaic and swinging and stretching.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Doodling	15
1.2	Painting	20
2.1	Mosaic	15
2.2	Swinging and Stretching	15

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

Materials for doodling

By the end of the lesson, the learner should be able to identify materials used in doodling

> **Doodling materials**
> Collect and name: crayons, pencils, charcoal, chalk, paper, slates.
> A doodle is a picture made of simple lines, dots and shapes drawn freely. Children pick and share materials fairly.

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

Materials for doodling

Strand 1.0 Our Neighbourhood > Sub-strand 1.1 Doodling | Lesson 1 of 15 | 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 materials used in doodling

KEY INQUIRY QUESTION(S)

- How does one make a doodle?
- Why is doodling a necessary skill?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
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	**Sharing**	Developed through the activities in this lesson.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Environmental education**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Paper (old newspapers or manila) | Crayons, pencils, charcoal and chalk | Leaves and flowers to look at | A sand tray

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

doodle | line | dot | circle | loop | zigzag | leaf | flower

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 question: how does one make a doodle? First, what do we draw with?" 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 "Doodling materials" (activity steps on the next page), explaining as you go. Use paper (old newspapers or manila), crayons, pencils, charcoal and chalk, leaves and flowers to look at. 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: "Which material do you like?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY STEPS

Doodling materials

Collect and name: crayons, pencils, charcoal, chalk, paper, slates.

A doodle is a picture made of simple lines, dots and shapes drawn freely. Children pick and share materials fairly.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name a doodling material.	**A crayon (answers vary)**
2	What is a doodle?	**A picture of simple lines and shapes**
3	Share the crayons fairly.	**Child shares**
4	Which material do you like?	**Answers will vary**

WATCH OUT FOR

Charcoal is messy; wash hands after.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Two materials.
Learners ready for more	Find a material outside (a stick for sand). (Answer: Child finds)
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 "materials for doodling" 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.

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Lines and dots

Strand 1.0 Our Neighbourhood > Sub-strand 1.1 Doodling | Lesson 2 of 15 | 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 make doodle lines and dots

KEY INQUIRY QUESTION(S)

- How does one make a doodle?
- Why is doodling a necessary skill?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
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	**Sharing**	Developed through the activities in this lesson.
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LEARNING RESOURCES

Paper (old newspapers or manila) | Crayons, pencils, charcoal and chalk | Leaves and flowers to look at | A sand tray

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

doodle | line | dot | circle | loop | zigzag | leaf | flower

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: "How many kinds of lines can you make?" 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 "Doodle marks" (activity steps on the next page), explaining as you go. Use paper (old newspapers or manila), crayons, pencils, charcoal and chalk, leaves and flowers to look at. 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: "Which mark is your favourite?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY STEPS

Doodle marks
Straight lines, wavy lines, zigzags, loops, dots and small circles.
Fill a page with rows of each mark.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Make a wavy line.	**Child draws**
2	Make a zigzag.	**Child draws**
3	Make a row of dots.	**Child draws**
4	Which mark is your favourite?	**Answers will vary**

WATCH OUT FOR

Pressing too hard.