Grade 1 Creative Activities

Term 1 - 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 Grade 1 Creative Activities lesson plans for Term 1, covering jumping, rhythm, drawing, stretching and painting and colouring.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Jumping	14
1.2	Rhythm	14
1.3	Drawing	14
1.4	Stretching	14
1.5	Painting and Colouring	14

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

Ways of jumping

By the end of the lesson, the learner should be able to: a) name and show different ways of jumping; b) warm up before jumping

> **Ways of jumping**
> We can jump up (high), forward (far), backward, sideways (left and right), on two feet, and hop on one foot.
> Coaching points: bend your knees, swing your arms, push off the ground and land softly on the balls of your feet with bent knees.

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

Ways of jumping

Strand 1.0 Creating and Executing > Sub-strand 1.1 Jumping | Lesson 1 of 14 | 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: a) name and show different ways of jumping; b) warm up before jumping

KEY INQUIRY QUESTION(S)

- Why are jumping activities important as a physical activity?
- Which objects can be improvised for use in jumping activities?

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.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.
PCI	**Self-awareness**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures or a video clip of jumping activities | A whistle

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

jump | hop | leap | high | far | forward | backward | sideways | land | rope

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: "Warm up: march on the spot, swing the arms, then jog slowly in a circle." 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 "Ways of jumping" (activity and coaching points on the next page), explaining as you go. Use pictures or a video clip of jumping activities, a whistle. 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: "How do we land safely?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY AND COACHING POINTS

Ways of jumping
We can jump up (high), forward (far), backward, sideways (left and right), on two feet, and hop on one foot.
Coaching points: bend your knees, swing your arms, push off the ground and land softly on the balls of your feet with bent knees.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Show a jump up on two feet.	**A two-footed jump up with a soft landing**
2	Show a hop on one foot.	**A hop on one foot**
3	Show a jump to the side.	**A sideways jump**
4	How do we land safely?	**Softly, on the balls of the feet, with bent knees**

WATCH OUT FOR

Learners land with straight legs. Say "squash like a spring" when landing.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Hold the learner's hands for the first few jumps.
Learners ready for more	Jump forward, then backward, without falling. (Answer: A controlled forward and backward jump)
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 "ways of jumping" 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

Watching a jumping demonstration

Strand 1.0 Creating and Executing > Sub-strand 1.1 Jumping | Lesson 2 of 14 | 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: a) watch a demonstration or video of jumping; b) copy the movements

KEY INQUIRY QUESTION(S)

- Why are jumping activities important as a physical activity?
- Which objects can be improvised for use in jumping activities?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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