Grade 1 Creative Activities

Term 2 - 75 complete lesson plans

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

ABOUT THIS PACK

75 complete, ready-to-teach Grade 1 Creative Activities lesson plans for Term 2, covering melody, pattern making, singing games (Kenyan style), throwing and catching, paper craft and log roll and T-balance.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.6	Melody	14
1.7	Pattern Making	10
2.1	Singing Games (Kenyan Style)	13
2.2	Throwing and Catching	14
2.3	Paper Craft	10
2.4	Log Roll and T-Balance	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

Sounds that make a tune

By the end of the lesson, the learner should be able to: a) say what a melody (tune) is; b) hum a familiar tune

> **Melody**
> A melody is a tune: sounds that go up and down so we can sing or hum them. Every song has a melody.
> When we hum a song without words, people can still know it from its melody.

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

Sounds that make a tune

Strand 1.0 Creating and Executing > Sub-strand 1.6 Melody | 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) say what a melody (tune) is; b) hum a familiar tune

KEY INQUIRY QUESTION(S)

- Why are melodic sounds important?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

Recordings of songs, birds and everyday noises, if available | A whistle, a bottle to blow over, a drum

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

melody | tune | high | low | hum | echo | same | different | pitch

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

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	4	Greet the class and ask: "Hum the tune of a song everyone knows. Can the class guess it?" 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 "Melody" (activity and teaching points on the next page), explaining as you go. Use recordings of songs, birds and everyday noises, if available, a whistle, a bottle to blow over, a drum. 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: "Does every song have a melody?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY AND TEACHING POINTS

Melody
A melody is a tune: sounds that go up and down so we can sing or hum them. Every song has a melody.
When we hum a song without words, people can still know it from its melody.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a melody?	**A tune that we can sing or hum**
2	Hum a song you know.	**A recognisable hummed tune**
3	Can we know a song from its tune alone?	**Yes**
4	Does every song have a melody?	**Yes**

WATCH OUT FOR

Shy learners will not hum alone. Hum as a whole class first.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Hum together with the learner.
Learners ready for more	Hum a tune for a partner to guess. (Answer: Answers vary)
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 "sounds that make a tune" 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

Melodic and non-melodic sounds

Strand 1.0 Creating and Executing > Sub-strand 1.6 Melody | 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) tell melodic sounds from non-melodic sounds; b) sort sounds into the two groups

KEY INQUIRY QUESTION(S)

- Why are melodic sounds important?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Unity**	Learners share materials fairly and work as one team.
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