Grade 1 Creative Activities

Term 3 - 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 Grade 1 Creative Activities lesson plans for Term 3, covering action songs, modelling, percussion musical instruments, musical sounds and water safety awareness.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.5	Action Songs	13
2.6	Modelling	14
2.7	Percussion Musical Instruments	10
3.1	Musical Sounds	14
3.2	Water Safety Awareness	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

What is an action song?

By the end of the lesson, the learner should be able to: a) say what an action song is; b) sing a familiar action song with actions

> **Action songs**
> An action song is a song we sing while doing actions that match the words: pointing, clapping, jumping, waving. Actions help us remember the words, show the meaning and make singing fun.

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

What is an action song?

Strand 2.0 Performing and Displaying > Sub-strand 2.5 Action Songs | Lesson 1 of 13 | 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 an action song is; b) sing a familiar action song with actions

KEY INQUIRY QUESTION(S)

- Why do we sing with actions?

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	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Self-esteem**	Developed through the activities in this lesson.
PCI	**Health education**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Recordings or live performances of action songs, if available | Pictures that match song messages (hand washing, crossing the road, a family)

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

action song | message | actions | gestures | face | in unison | tune | clear

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: "Sing "Head, shoulders, knees and toes" with actions." 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 "Action songs" (song and teaching points on the next page), explaining as you go. Use recordings or live performances of action songs, if available, pictures that match song messages (hand washing, crossing the road, a family). 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: "Sing it with actions."	Say the key idea in their own words and answer the exit question in the exercise book.

SONG AND TEACHING POINTS

Action songs
An action song is a song we sing while doing actions that match the words: pointing, clapping, jumping, waving. Actions help us remember the words, show the meaning and make singing fun.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is an action song?	**A song sung with actions that match the words**
2	Why do we sing with actions?	**To remember words, show meaning and have fun**
3	Name an action song you know.	**Answers vary**
4	Sing it with actions.	**Answers vary**

WATCH OUT FOR

Some learners only do actions without singing. Encourage both.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Do the actions while the class sings.
Learners ready for more	Teach the class an action song from home. (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 "what is an action song?" 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 and copying an action song

Strand 2.0 Performing and Displaying > Sub-strand 2.5 Action Songs | Lesson 2 of 13 | 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 an action song performance; b) copy the actions

KEY INQUIRY QUESTION(S)

- Why do we sing with actions?

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	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
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PCI	**Health education**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Recordings or live performances of action songs, if available | Pictures that match song messages (hand washing, crossing the road, a family)

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

action song | message | actions | gestures | face | in unison | tune | clear

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: "Ask: what makes a performance good to watch?" 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 "Watch and copy" (song and teaching points on the next page), explaining as you go. Use recordings or live performances of action songs, if available, pictures that match song messages (hand washing, crossing the road, a family). 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 did their faces show?"	Say the key idea in their own words and answer the exit question in the exercise book.

SONG AND TEACHING POINTS

Watch and copy
Watch a performance of an action song (live or recorded). Notice: the actions, the faces, how everyone sings together.
Copy the actions line by line, then sing along.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What actions did you see?	**Answers vary**
2	Copy the first action.	**Answers vary**
3	Did the performers sing together?	**Answers vary**
4	What did their faces show?	**Answers vary; for example happiness**

WATCH OUT FOR

Without a device, the teacher or older pupils perform live.