Grade 5 Creative Arts

Term 3 - 68 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

68 complete, ready-to-teach Grade 5 Creative Arts lesson plans for Term 3, covering puppetry, descant recorder, swimming, indigenous Kenyan games and analysis of Creative Arts works.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.4	Puppetry	8
2.5	Descant Recorder	15
2.6	Swimming	15
2.7	Indigenous Kenyan Games	15
3.1	Analysis of Creative Arts Works	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

What a glove puppet is

By the end of the lesson, the learner should be able to: a) describe the features of a glove puppet; b) explain how a glove puppet is operated by hand

> **What a glove puppet is**
> A glove puppet is a soft puppet worn over the hand like a glove, usually with the thumb and fingers moving the puppet's head and "arms" or mouth.
> It usually has a simple head and body, with an open space at the bottom for the performer's hand to fit inside.

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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What a glove puppet is

Strand 2.0 Performing and Displaying > Sub-strand 2.4 Puppetry | Lesson 1 of 8 | 35 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) describe the features of a glove puppet; b) explain how a glove puppet is operated by hand

KEY INQUIRY QUESTION(S)

- Why are features of a puppet exaggerated?

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.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
PCI	**Environmental education and climate change**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

A real or pictured glove puppet for familiarisation | Old socks, cloth scraps, or paper bags for the puppet body | Buttons, wool, bottle tops, or paper for facial features | Glue, needle and thread | A simple stage area (a table edge or a hung cloth)

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

puppet | glove puppet | recyclable | exaggerate | puppet show | topical song

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 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.

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Have you seen a puppet show where a character's mouth or head is moved just by someone's hand inside 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	8	Work through the worked example on the next page, thinking aloud. Use a real or pictured glove puppet for familiarisation, old socks, cloth scraps, or paper bags for the puppet body, buttons, wool, bottle tops, or paper for facial features. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name one other type of puppet different from a glove puppet."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

What a glove puppet is

A glove puppet is a soft puppet worn over the hand like a glove, usually with the thumb and fingers moving the puppet's head and "arms" or mouth.

It usually has a simple head and body, with an open space at the bottom for the performer's hand to fit inside.

Unlike a string puppet (worked from above) or a shadow puppet (seen as an outline), a glove puppet is worn directly and moved by hand from below or behind a small stage.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How is a glove puppet worn?	**Over the hand, like a glove.**
2	What usually moves the puppet's head or mouth?	**The performer's fingers and thumb inside it.**
3	Where is the opening of a glove puppet usually found?	**At the bottom, for the hand to fit inside.**
4	Name one other type of puppet different from a glove puppet.	**For example a string puppet or a shadow puppet.**

WATCH OUT FOR

Learners confuse glove puppets with other puppet types (string or finger puppets). Clarify the specific "worn like a glove" feature.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show a real or pictured glove puppet and let the learner try operating it (or a simple sock over their hand) before building their own.
Learners ready for more	Why might a glove puppet be easier for a young performer to operate than a string puppet? (Answer: It is worn directly on the hand, so movements feel natural and direct, without needing to control separate strings)
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 a glove puppet is" 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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Why puppet features are exaggerated

Strand 2.0 Performing and Displaying > Sub-strand 2.4 Puppetry | Lesson 2 of 8 | 35 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) explain the key question about why puppet features are exaggerated; b) identify examples of exaggerated features on puppets

KEY INQUIRY QUESTION(S)

- Why are features of a puppet exaggerated?

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.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
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