PP1 Creative Activities

Term 3 - 90 complete lesson plans

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

ABOUT THIS PACK

90 complete, ready-to-teach PP1 Creative Activities lesson plans for Term 3, covering manipulative skills, traditional games, pool safety and hygiene and water orientation.

TOPICS IN THIS PACK

Topic	Name	Lessons
12.3	Manipulative Skills	30
13.1	Traditional Games	30
14.1	Pool Safety and Hygiene	15
14.2	Water Orientation	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

Collecting play materials

By the end of the lesson, the learner should be able to identify materials for manipulative play

> **Play materials**
> Look at balls, beanbags, bottles, hoops and ropes. Which are bought and which are made from things at home? Children bring old paper, plastic bags, bottles and cloth from home for making play materials.

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

Collecting play materials

Strand 12.0 Basic motor skills > Sub-strand 12.3 Manipulative Skills | Lesson 1 of 30 | 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 for manipulative play

KEY INQUIRY QUESTION(S)

- What did you enjoy doing?
- Which materials did you use?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Co-operation**	Developed through the activities in this lesson.
VALUE	**Turn taking**	Developed through the activities in this lesson.
VALUE	**Sharing**	Developed through the activities in this lesson.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.
PCI	**Environmental education (re-use)**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Soft balls (paper, plastic-bag or banana-fibre balls, soft plastic balls) | Beanbags (small cloth bags of beans, sewn shut) | Plastic bottles as skittles | Hoops, boxes and baskets as targets | Balloons

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

throw | catch | roll | bounce | kick | target | beanbag | ball

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: which materials did you use? What can we play 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 "Play materials" (session plan on the next page), explaining as you go. Use soft balls (paper, plastic-bag or banana-fibre balls, soft plastic balls), beanbags (small cloth bags of beans, sewn shut), plastic bottles as skittles. 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: "Where do materials go after play?"	Say the key idea in their own words and answer the exit question in the exercise book.

SESSION PLAN

Play materials
Look at balls, beanbags, bottles, hoops and ropes. Which are bought and which are made from things at home?
Children bring old paper, plastic bags, bottles and cloth from home for making play materials.
Short free play with each item. Cool-down: put items back.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name a play material.	**A ball (answers vary)**
2	What can we make a ball from?	**Paper or plastic bags**
3	What is a beanbag?	**A small bag of beans**
4	Where do materials go after play?	**Back in the box**

WATCH OUT FOR

Dirty or sharp items from home; the teacher checks.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use pictures.
Learners ready for more	Bring one clean material from home. (Answer: Answers will 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 "collecting play materials" 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

Making a ball

Strand 12.0 Basic motor skills > Sub-strand 12.3 Manipulative Skills | Lesson 2 of 30 | 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 a play ball from local materials

KEY INQUIRY QUESTION(S)

- What did you enjoy doing?
- Which materials did you use?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Co-operation**	Developed through the activities in this lesson.
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