PP1 Language Activities

Term 1 - 38 complete lesson plans

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

ABOUT THIS PACK

38 complete, ready-to-teach PP1 Language Activities lesson plans for Term 1, covering common greetings and farewell, listening for enjoyment, active listening, passing information (listening), auditory discrimination, auditory memory, greetings and farewell, self-expression and polite language.

TOPICS IN THIS PACK

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1.3	Active Listening	4
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1.6	Auditory Memory	10
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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.

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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Responding to greetings

Strand 1.0 Listening > Sub-strand 1.1 Common Greetings and Farewell | Lesson 1 of 4 | 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 respond to "hello" and "how are you?"

KEY INQUIRY QUESTION(S)

- Who do you meet every day?
- What time is it likely to happen?
- How do you greet them at that time?

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	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Puppets | Pictures of morning, afternoon and night | Greeting songs and rhymes

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

hello | good morning | good afternoon | good evening | goodbye | good night | see you tomorrow

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: who do you meet every day? The teacher greets each child at the door." 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 "Greeting and responding" (learning activity on the next page), explaining as you go. Use puppets, pictures of morning, afternoon and night, greeting songs and rhymes. 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 do we do with our face when we greet?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Greeting and responding

Teacher: "Hello, Amina." Child: "Hello, teacher." Teacher: "How are you?" Child: "I am fine, thank you."

Two puppets greet each other; children copy.

In pairs, children greet and respond, smiling and looking at each other.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Respond: "Hello!"	**Hello**
2	Respond: "How are you?"	**I am fine, thank you**
3	Greet your friend.	**Child greets**
4	What do we do with our face when we greet?	**Smile and look at the person**

WATCH OUT FOR

Shy children; let them greet a puppet first.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Model the words slowly.
Learners ready for more	Greet the head teacher politely. (Answer: Child greets)
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 "responding to greetings" 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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Time-related greetings

Strand 1.0 Listening > Sub-strand 1.1 Common Greetings and Farewell | Lesson 2 of 4 | 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 respond to good morning, good afternoon and good evening

KEY INQUIRY QUESTION(S)

- Who do you meet every day?
- What time is it likely to happen?
- How do you greet them at that time?

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.
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LEARNING RESOURCES

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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

hello | good morning | good afternoon | good evening | goodbye | good night | see you tomorrow

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: what time is it likely to happen? Show the morning sun picture." 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 "Greetings for the time of day" (learning activity on the next page), explaining as you go. Use puppets, pictures of morning, afternoon and night, greeting songs and rhymes. 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: "When do we say "good morning"?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Greetings for the time of day
Morning: "Good morning." Afternoon: "Good afternoon." Evening: "Good evening."
Teacher shows a picture; children say the right greeting.
Sing a good morning song.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	It is morning. Greet me.	**Good morning**
2	It is afternoon. Greet me.	**Good afternoon**
3	Respond: "Good evening."	**Good evening**
4	When do we say "good morning"?	**In the morning**

WATCH OUT FOR

Saying "good morning" at all times; link to the clock.