PP1 Language Activities

Term 2 - 44 complete lesson plans

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

ABOUT THIS PACK

44 complete, ready-to-teach PP1 Language Activities lesson plans for Term 2, covering audience awareness, passing information (speaking), naming, articulation of letter sounds, book handling skills (reading), reading readiness skills, print awareness, visual discrimination and visual memory.

TOPICS IN THIS PACK

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2.4	Audience Awareness	4
2.5	Passing Information (Speaking)	2
2.6	Naming	8
2.7	Articulation of Letter Sounds	8
3.1	Book Handling Skills (Reading)	2
3.2	Reading Readiness Skills	4
3.3	Print Awareness	2
3.4	Visual Discrimination	4
3.5	Visual Memory	10

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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My own voice

Strand 2.0 Speaking > Sub-strand 2.4 Audience Awareness | 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 recognise their own voice

KEY INQUIRY QUESTION(S)

- How should I speak to someone who is near?
- What should I do to my voice when the person I am speaking to moves away from me?

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	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

A phone or recorder (if available) | A toy microphone

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

voice | loud | soft | whisper | 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

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: "Put your hand on your throat and hum. Can you feel your voice?" 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 "Hearing our voices" (learning activity on the next page), explaining as you go. Use a phone or recorder (if available), a toy microphone. 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: "Guess who is talking."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Hearing our voices
Children say their names; if a recorder is available, play the recordings and children identify their own voice. Without a recorder: children close their eyes and guess which friend is speaking.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Whose voice is this?	**Child identifies it**
2	Say your name in your own voice.	**Child does so**
3	Can you feel your voice in your throat?	**Yes**
4	Guess who is talking.	**Child guesses**

WATCH OUT FOR

Laughing at voices.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Let the child speak first in a pair.
Learners ready for more	Say your name in a happy voice. (Answer: Child does so)
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 "my own voice" 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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Speaking clearly

Strand 2.0 Speaking > Sub-strand 2.4 Audience Awareness | 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 speak clearly to others

KEY INQUIRY QUESTION(S)

- How should I speak to someone who is near?
- What should I do to my voice when the person I am speaking to moves away from me?

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	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
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LEARNING RESOURCES

A phone or recorder (if available) | A toy microphone

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

voice | loud | soft | whisper | 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

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: "Say "banana" with your mouth closed. Now open it. Which is clearer?" 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 "Clear speech" (learning activity on the next page), explaining as you go. Use a phone or recorder (if available), a toy microphone. 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: "Tell your friend what you ate."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Clear speech
Look at the listener, open your mouth, speak slowly, do not cover your mouth.
Practise with short sentences: "My name is... I am four years old."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Say your sentence clearly.	**Child speaks clearly**
2	What helps us speak clearly?	**Open mouth, speak slowly**
3	Should we cover our mouths when talking?	**No**
4	Tell your friend what you ate.	**Child speaks clearly**

WATCH OUT FOR

Mumbling shy children; encourage gently.