PP1 Language Activities

Term 3 - 37 complete lesson plans

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

ABOUT THIS PACK

37 complete, ready-to-teach PP1 Language Activities lesson plans for Term 3, covering reading posture, letter recognition, book handling skills (writing), writing readiness skills, writing posture, eye-hand coordination skills, pattern writing, letter formation and writing practice.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.6	Reading Posture	4
3.7	Letter Recognition	6
4.1	Book Handling Skills (Writing)	3
4.2	Writing Readiness Skills	4
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4.4	Eye-Hand Coordination Skills	4
4.5	Pattern Writing	4
4.6	Letter Formation	6
4.7	Writing Practice	4

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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Good reading posture

Strand 3.0 Reading > Sub-strand 3.6 Reading Posture | 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 sit correctly when reading

KEY INQUIRY QUESTION(S)

- What is appropriate reading posture?
- What is inappropriate reading posture?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Health (eye and back care)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Pictures of good and poor reading postures | Books | Chairs and tables of the right size

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

posture | sit up | straight | feet flat | light

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: "Key question: what is appropriate reading posture?" 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 "Sitting to read" (learning activity on the next page), explaining as you go. Use pictures of good and poor reading postures, books, chairs and tables of the right size. 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: "Why do we need good light?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Sitting to read
Sit up straight, back against the chair, feet flat on the floor.
Hold the book on the table, not too near the eyes.
Read where there is good light.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Show me good reading posture.	**Child sits correctly**
2	Where are your feet?	**Flat on the floor**
3	Is the book too near your eyes?	**Child checks**
4	Why do we need good light?	**To see well**

WATCH OUT FOR

Chairs too high; feet should reach the floor.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Model posture.
Learners ready for more	Remind a friend to sit well. (Answer: Child reminds)
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 "good reading posture" 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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Correct postures in pictures

Strand 3.0 Reading > Sub-strand 3.6 Reading Posture | 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 identify correct reading postures in pictures

KEY INQUIRY QUESTION(S)

- What is appropriate reading posture?
- What is inappropriate reading posture?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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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

posture | sit up | straight | feet flat | light

THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Look at these pictures. Who is sitting well to read?" 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 "Good posture pictures" (learning activity on the next page), explaining as you go. Use pictures of good and poor reading postures, books, chairs and tables of the right size. 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.
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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: "Copy the good posture."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Good posture pictures
Children sort pictures into "good" and "not good".
They explain what the child in the good picture is doing right.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which child is sitting well?	**Child points**
2	What is she doing right?	**Sitting up straight**
3	Put the good pictures here.	**Child sorts**
4	Copy the good posture.	**Child does so**

WATCH OUT FOR

Rushing the sorting.