PP2 Creative Activities

Term 3 - 50 complete lesson plans

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

ABOUT THIS PACK

50 complete, ready-to-teach PP2 Creative Activities lesson plans for Term 3, covering walking and hopping, paper pleating and water play.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.2	Walking and Hopping	15
5.1	Paper Pleating	15
6.1	Water Play	20

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

Walking or hopping?

By the end of the lesson, the learner should be able to differentiate walking and hopping

> **Two movements**
> Walking: one foot then the other, always one on the ground. Hopping: jumping on one foot (or, for rabbits and frogs, springing on both back legs).
> Watch a video or pictures; children call "walk!" or "hop!".

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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Walking or hopping?

Strand 4.0 Animals > Sub-strand 4.2 Walking and Hopping | Lesson 1 of 15 | 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 differentiate walking and hopping

KEY INQUIRY QUESTION(S)

- Why do animals walk or hop?
- When can one hop?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Animal welfare**	Animals are handled humanely and with respect.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Open safe space | Pictures or videos of animals walking and hopping (cow, goat, dog, hen, rabbit, frog, kangaroo) | Hoops or chalk circles | Outlines of animals to colour

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

walk | hop | jump | slow | fast | one foot | two feet

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: why do animals walk or hop?" 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 "Two movements" (session plan on the next page), explaining as you go. Use open safe space, pictures or videos of animals walking and hopping (cow, goat, dog, hen, rabbit, frog, kangaroo), hoops or chalk circles. 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: "Show hopping."	Say the key idea in their own words and answer the exit question in the exercise book.

SESSION PLAN

Two movements
Walking: one foot then the other, always one on the ground. Hopping: jumping on one foot (or, for rabbits and frogs, springing on both back legs).
Watch a video or pictures; children call "walk!" or "hop!".

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Does a cow walk or hop?	**Walk**
2	Does a frog walk or hop?	**Hop**
3	Show walking.	**Child walks**
4	Show hopping.	**Child hops**

WATCH OUT FOR

Check the ground first.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Copy the teacher.
Learners ready for more	Name another hopping animal. (Answer: A rabbit (answers 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 "walking or hopping?" 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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Walking animals

Strand 4.0 Animals > Sub-strand 4.2 Walking and Hopping | Lesson 2 of 15 | 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 imitate walking animals

KEY INQUIRY QUESTION(S)

- Why do animals walk or hop?
- When can one hop?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Love**	Learners help a classmate who is stuck.
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PCI	**Safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Open safe space | Pictures or videos of animals walking and hopping (cow, goat, dog, hen, rabbit, frog, kangaroo) | Hoops or chalk circles | Outlines of animals to colour

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

walk | hop | jump | slow | fast | one foot | two feet

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: "How does a cow walk?" 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 "Walking animals" (session plan on the next page), explaining as you go. Use open safe space, pictures or videos of animals walking and hopping (cow, goat, dog, hen, rabbit, frog, kangaroo), hoops or chalk circles. 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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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: "Which was slowest?"	Say the key idea in their own words and answer the exit question in the exercise book.

SESSION PLAN

Walking animals
Cow: slow, heavy steps.
Goat: quick, light steps. Hen: small steps, head bobbing. Dog: trotting. Elephant: big, slow steps swinging a trunk.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Walk like a cow.	**Child walks slowly**
2	Walk like a hen.	**Child takes small steps**
3	Walk like a goat.	**Child walks quickly**
4	Which was slowest?	**The cow (answers vary)**

WATCH OUT FOR

Bumping; keep space.