PP2 Language Activities

Term 1 - 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 Language Activities lesson plans for Term 1, covering the themes greetings and farewell, our neighbourhood, our school and our market, each with its own listening and speaking, reading and writing lessons.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1.1	Greetings and Farewell	3
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1.2.1	Reading Readiness	3
1.3.1	Writing Readiness	2
2.1.1	Listening for Comprehension	2
2.1.2	News Telling	2
2.2.1	Book Handling	2
2.2.2	Reading Readiness	2
2.2.3	Letter Recognition	8
2.3.1	Letter Writing	6
2.3.2	Writing Practice	2
3.1.1	Active Listening	2
3.1.2	Self-expression	2
3.2.1	Print Awareness	3
3.2.2	Reading Syllables (ba-bu, da-du)	2
3.3.1	Drawing and Colouring Pictures	1
3.3.2	Writing Syllables (ba-bu, da-du)	2
4.1.1	Polite Language	2
4.1.2	Passing Information	2

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

Why we greet

By the end of the lesson, the learner should be able to tell why we greet people

> **Greetings matter**
> We greet to show respect, to be friendly and to make others feel welcome.
> Puppet show: one puppet greets kindly; another walks past without greeting. How does each make you feel?

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

Why we greet

Strand 1.0 Greetings and farewell > Sub-strand 1.1.1 Greetings and Farewell | Lesson 1 of 3 | 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 tell why we greet people

KEY INQUIRY QUESTION(S)

- Why do we greet people?
- Which words do we use to greet one another?

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	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Interpersonal relationships**	Developed through the activities in this lesson.

LEARNING RESOURCES

Puppets | Pictures of people greeting | Greeting songs

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 | hi | jambo | goodbye | bye | see you | wave | shake hands

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: why do we greet people?" 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 matter" (learning activity on the next page), explaining as you go. Use puppets, pictures of people greeting, greeting songs. 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: "Greet your neighbour."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Greetings matter

We greet to show respect, to be friendly and to make others feel welcome.

Puppet show: one puppet greets kindly; another walks past without greeting. How does each make you feel?

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Why do we greet people?	**To be friendly and show respect**
2	How did the puppet feel when no one greeted it?	**Sad (answers vary)**
3	Whom do you greet in the morning?	**Answers will vary**
4	Greet your neighbour.	**Child greets**

WATCH OUT FOR

Shy children; greeting with a smile and wave is fine.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Greet with the teacher first.
Learners ready for more	Greet a visitor to the class. (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 "why we greet" 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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Words and gestures for greeting

Strand 1.0 Greetings and farewell > Sub-strand 1.1.1 Greetings and Farewell | Lesson 2 of 3 | 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 use greetings correctly

KEY INQUIRY QUESTION(S)

- Why do we greet people?
- Which words do we use to greet one another?

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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