PP2 Language Activities

Term 2 - 51 complete lesson plans

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

ABOUT THIS PACK

51 complete, ready-to-teach PP2 Language Activities lesson plans for Term 2, covering the themes our market, animals, weather conditions and water, each with its own listening and speaking, reading and writing lessons.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.2.1	Visual Discrimination	3
4.2.2	Letter-Sound Correspondence	4
4.2.3	Reading Syllables (fa-fu, ha-hu)	2
4.3.1	Eye-Hand Coordination	2
4.3.2	Writing Letters of the Alphabet	2
4.3.3	Writing Syllables (fa-fu, ga-gu, ha-hu)	3
5.1.1	Auditory Discrimination	2
5.1.2	Audience Awareness	2
5.2.1	Visual Memory	3
5.2.2	Reading Syllables (ja-ju, ka-ku, la-lu)	2
5.3.1	Pattern Writing	2
5.3.2	Writing Syllables (ja-ju, la-lu)	2
6.1.1	Auditory Memory	2
6.1.2	Reporting Skills	2
6.2.1	Visual Discrimination	3
6.2.2	Reading Syllables (ma-mu, na-nu, pa-pu)	3
6.3.1	Recording Skills	2
6.3.2	Writing Syllables (ma-mu, na-nu, pa-pu)	2
7.1.1	Naming	3
7.1.2	Articulation of Letter Sounds	2

7.2.1	Picture Reading	1
7.2.2	Reading Syllables (ra-ru, sa-su, ta-tu)	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

Market pictures

By the end of the lesson, the learner should be able to identify pictures of market items

> **Market items**
> Name pictures: tomatoes, onions, bananas, maize, beans, fish, sukuma wiki, shoes, sufuria.
> Sort them into food and not food.

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.

CONTENTS

No.	Lesson	Topic	Page
1	Market pictures	4.2.1 Visual Discrimination	5
2	Same and different	4.2.1 Visual Discrimination	8
3	Spot the difference	4.2.1 Visual Discrimination	11
4	Names and sounds	4.2.2 Letter-Sound Correspondence	14
5	Sounds a to m	4.2.2 Letter-Sound Correspondence	17
6	Sounds n to z	4.2.2 Letter-Sound Correspondence	20
7	Matching names, sounds and pictures	4.2.2 Letter-Sound Correspondence	23
8	Reading fa to fu	4.2.3 Reading Syllables (fa-fu, ha-hu)	26
9	Reading ha to hu and syllable rhymes	4.2.3 Reading Syllables (fa-fu, ha-hu)	29
10	Eyes and hands together	4.3.1 Eye-Hand Coordination	32
11	Writing on different surfaces	4.3.1 Eye-Hand Coordination	35
12	Writing the alphabet in order (small letters)	4.3.2 Writing Letters of the Alphabet	38
13	Capitals and matching	4.3.2 Writing Letters of the Alphabet	41
14	Writing f syllables	4.3.3 Writing Syllables (fa-fu, ga-gu, ha-hu)	44
15	Writing g syllables	4.3.3 Writing Syllables (fa-fu, ga-gu, ha-hu)	47
16	Writing h syllables	4.3.3 Writing Syllables (fa-fu, ga-gu, ha-hu)	50
17	Animal sounds	5.1.1 Auditory Discrimination	53
18	Sounds that are almost the same	5.1.1 Auditory Discrimination	56
19	Loud and soft voices	5.1.2 Audience Awareness	59
20	Speaking to the class about animals	5.1.2 Audience Awareness	62
21	Wild animals	5.2.1 Visual Memory	65
22	Telling wild animals apart	5.2.1 Visual Memory	68
23	Memory games	5.2.1 Visual Memory	71
24	Reading ja-ju and ka-ku	5.2.2 Reading Syllables (ja-ju, ka-ku, la-lu)	74
25	Reading la-lu and syllable games	5.2.2 Reading Syllables (ja-ju, ka-ku, la-lu)	77
26	Seeing and making patterns	5.3.1 Pattern Writing	80
27	Patterns on different surfaces	5.3.1 Pattern Writing	83
28	Writing ja-ju	5.3.2 Writing Syllables (ja-ju, la-lu)	86

29	Writing la-lu	5.3.2 Writing Syllables (ja-ju, la-lu)	89
30	Weather sounds	6.1.1 Auditory Memory	92
31	Remembering sounds and syllables	6.1.1 Auditory Memory	95
32	Naming the weather	6.1.2 Reporting Skills	98
33	Weather reporters	6.1.2 Reporting Skills	101
34	Weather symbols	6.2.1 Visual Discrimination	104
35	Matching symbols and activities	6.2.1 Visual Discrimination	107
36	Weather picture games	6.2.1 Visual Discrimination	110
37	Reading ma-mu	6.2.2 Reading Syllables (ma-mu, na-nu, pa-pu)	113
38	Reading na-nu	6.2.2 Reading Syllables (ma-mu, na-nu, pa-pu)	116
39	Reading pa-pu and syllable fun	6.2.2 Reading Syllables (ma-mu, na-nu, pa-pu)	119
40	Observing the weather twice a day	6.3.1 Recording Skills	122
41	Our weather chart	6.3.1 Recording Skills	125
42	Writing ma-mu and na-nu	6.3.2 Writing Syllables (ma-mu, na-nu, pa-pu)	128
43	Writing pa-pu	6.3.2 Writing Syllables (ma-mu, na-nu, pa-pu)	131
44	Where water comes from	7.1.1 Naming	134
45	Containers for water	7.1.1 Naming	137
46	Uses of water	7.1.1 Naming	140
47	Saying sounds a to z clearly	7.1.2 Articulation of Letter Sounds	143
48	Sounds that sound similar	7.1.2 Articulation of Letter Sounds	146
49	Reading water pictures	7.2.1 Picture Reading	149
50	Reading ra-ru and sa-su	7.2.2 Reading Syllables (ra-ru, sa-su, ta-tu)	152
51	Reading ta-tu and using syllables	7.2.2 Reading Syllables (ra-ru, sa-su, ta-tu)	155

ELIMU254

Market pictures

Strand 4.0 Our market > Sub-strand 4.2.1 Visual Discrimination | 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 identify pictures of market items

KEY INQUIRY QUESTION(S)

- Which items do we buy from the market?
- Why do we buy things from the market?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Health (healthy foods)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Pictures of market items | Spot-the-difference pictures

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

same | different | fruit | vegetable | big | small

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: which items do we buy from the market?" 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 "Market items" (learning activity on the next page), explaining as you go. Use pictures of market items, spot-the-difference pictures. 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: "Which item do you like?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Market items

Name pictures: tomatoes, onions, bananas, maize, beans, fish, sukuma wiki, shoes, sufuria.

Sort them into food and not food.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is this? (onion)	**An onion**
2	Is a sufuria food?	**No**
3	Sort these pictures.	**Child sorts**
4	Which item do you like?	**Answers will vary**

WATCH OUT FOR

Accept local names.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Fewer pictures.
Learners ready for more	Name a vegetable and a fruit. (Answer: Answers will 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 "market pictures" 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.

ELIMU254

Same and different

Strand 4.0 Our market > Sub-strand 4.2.1 Visual Discrimination | 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 tell similarities and differences in pictures

KEY INQUIRY QUESTION(S)

- Which items do we buy from the market?
- Why do we buy things from the market?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Health (healthy foods)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Pictures of market items | Spot-the-difference pictures

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

same | different | fruit | vegetable | big | small

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.