PP2 Language Activities

Term 3 - 49 complete lesson plans

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

ABOUT THIS PACK

49 complete, ready-to-teach PP2 Language Activities lesson plans for Term 3, covering the themes water, time and transport, each with its own listening and speaking, reading and writing lessons.

TOPICS IN THIS PACK

Topic	Name	Lessons
7.2.3	Word Formation	4
7.3.1	Handwriting	4
7.3.2	Writing Syllables (ra-ru, sa-su, ta-tu)	2
8.1.1	News Telling	5
8.1.2	Passing Information	4
8.1.3	Story Telling	4
8.2.1	Reading Syllables (va-vu, wa-wu, za-zu)	2
8.2.2	Reading Three-Letter Words	2
8.3.1	Writing Syllables (va-vu, wa-wu, za-zu)	2
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9.1.1	Naming	4
9.1.2	News Telling	4
9.2.1	Picture Reading	2
9.3.1	Drawing and Colouring Pictures	3
9.3.2	Writing Practice	5

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

Sounds make words

By the end of the lesson, the learner should be able to identify sounds in preparation for reading words

> **Hearing the sounds**
> Say a word slowly and count its sounds on fingers: c-a-t (3 sounds), s-u-n (3), t-a-p (3).
> Children say the sounds of words the teacher says.

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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Sounds make words

Strand 7.0 Water > Sub-strand 7.2.3 Word Formation | 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 identify sounds in preparation for reading words

KEY INQUIRY QUESTION(S)

- What do we need to do in order to read words?
- How do we read words?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Letter cards | Word and picture cards (cat, dog, sun, cup, pot, tap, hen, pen, bus, map)

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

blend | word | cat | sun | cup | pot | tap

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 do we need to do in order to read words?" 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 the sounds" (learning activity on the next page), explaining as you go. Use letter cards, word and picture cards (cat, dog, sun, cup, pot, tap, hen, pen, bus, map). 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: "Say the sounds of "pot"."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Hearing the sounds

Say a word slowly and count its sounds on fingers: c-a-t (3 sounds), s-u-n (3), t-a-p (3).

Children say the sounds of words the teacher says.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How many sounds in "cat"?	**Three**
2	What is the first sound of "sun"?	**s**
3	What is the last sound of "tap"?	**p**
4	Say the sounds of "pot".	**p-o-t**

WATCH OUT FOR

Saying letter names instead of sounds.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use fingers.
Learners ready for more	Say the sounds of "hen". (Answer: h-e-n)
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 "sounds make words" 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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Blending three sounds

Strand 7.0 Water > Sub-strand 7.2.3 Word Formation | 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 blend sounds to form three-letter words

KEY INQUIRY QUESTION(S)

- What do we need to do in order to read words?
- How do we read words?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
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