Grade 2 Creative Activities

Term 1 - 68 complete lesson plans

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

ABOUT THIS PACK

68 complete, ready-to-teach Grade 2 Creative Activities lesson plans for Term 1, covering hopping, drawing and painting, rhythm and pattern making and turning.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Hopping	18
1.2	Drawing and Painting	18
1.3	Rhythm and Pattern Making	18
1.4	Turning	14

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

What hopping is

By the end of the lesson, the learner should be able to: a) tell the difference between hopping and jumping; b) hop safely on one foot after a warm-up

> **Hopping is moving on ONE foot: take off on one foot and land on the SAME foot.**
> Jumping uses two feet. Hopping uses one foot.
> Coaching points: stand tall, lift the free leg, use the arms for balance, land softly on the ball of the foot with a bent knee.

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

What hopping is

Strand 1.0 Creating and Executing > Sub-strand 1.1 Hopping | Lesson 1 of 18 | 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: a) tell the difference between hopping and jumping; b) hop safely on one foot after a warm-up

KEY INQUIRY QUESTION(S)

- Why is hopping activity important as a physical activity?

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	**Love**	Learners help a classmate who is stuck.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Self-esteem**	Developed through the activities in this lesson.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

A whistle | Pictures or a video clip of children hopping | Chalk, sticks or a rope to mark lines

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

hop | forward | backward | right | left | straight | curved | circle | zigzag | pattern

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: "Warm up: march on the spot, circle the arms, then jog slowly around the field." 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 the activity and coaching points on the next page, explaining as you go. Use a whistle, pictures or a video clip of children hopping, chalk, sticks or a rope to mark lines. 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: "How do we land safely?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY AND COACHING POINTS

Hopping is moving on ONE foot: take off on one foot and land on the SAME foot.
Jumping uses two feet. Hopping uses one foot.
Coaching points: stand tall, lift the free leg, use the arms for balance, land softly on the ball of the foot with a bent knee.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Show a hop on your right foot.	**Takes off and lands on the right foot**
2	Show a hop on your left foot.	**Takes off and lands on the left foot**
3	How is a hop different from a jump?	**A hop is on one foot; a jump uses two feet**
4	How do we land safely?	**Softly, on the ball of the foot, with a bent knee**

WATCH OUT FOR

Learners land with a straight, stiff leg. Say "soft knee" each time they land.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Let the learner hold a wall or a friend's hand for the first hops.
Learners ready for more	Hop five times on one foot without putting the other foot down. (Answer: Five controlled hops)
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 "what hopping is" 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

Hopping on the spot

Strand 1.0 Creating and Executing > Sub-strand 1.1 Hopping | Lesson 2 of 18 | 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: a) hop on the spot on each foot; b) change feet without falling

KEY INQUIRY QUESTION(S)

- Why is hopping activity important as a physical activity?

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	**Love**	Learners help a classmate who is stuck.
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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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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.