Grade 2 Creative Activities

Term 2 - 70 complete lesson plans

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

ABOUT THIS PACK

70 complete, ready-to-teach Grade 2 Creative Activities lesson plans for Term 2, covering mosaic, melody, singing games - Western style, kicking and plaited ornaments.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.5	Mosaic	14
1.6	Melody	14
2.1	Singing Games - Western Style	18
2.2	Kicking	14
2.3	Plaited Ornaments	10

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 a mosaic is

By the end of the lesson, the learner should be able to: a) say what a mosaic is; b) pick out mosaic pictures from other pictures

> **A mosaic is a picture made by putting many small pieces of colour close together.**
> Up close you see the small pieces; from far away you see the whole picture.
> Look at mosaic pictures (real, printed or on a device): a fish, a sun, a flower. Compare them with a painting.

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 a mosaic is

Strand 1.0 Creating and Executing > Sub-strand 1.5 Mosaic | Lesson 1 of 14 | 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) say what a mosaic is; b) pick out mosaic pictures from other pictures

KEY INQUIRY QUESTION(S)

- What do you use to paste papers in mosaic?
- How do we make mosaic?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.
PCI	**Life skills: self-esteem**	Learners practise decision making and working with others.

LEARNING RESOURCES

Real or printed pictures (or images on a device) of simple mosaics | Drawing paper or manila card | Pencils and crayons | Glue or flour paste

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

mosaic | piece | tile | gap | paste | glue | scissors | outline | background | contrast

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: "Show a picture made of many small coloured pieces. What do you see when you look closely?" 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 teaching points on the next page, explaining as you go. Use real or printed pictures (or images on a device) of simple mosaics, drawing paper or manila card, pencils and crayons. 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: "What do you see close up?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY AND TEACHING POINTS

A mosaic is a picture made by putting many small pieces of colour close together.
Up close you see the small pieces; from far away you see the whole picture.
Look at mosaic pictures (real, printed or on a device): a fish, a sun, a flower. Compare them with a painting.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a mosaic?	**A picture made of many small pieces put close together**
2	Is this picture a mosaic or a painting?	**Answers depend on the picture shown**
3	What do you see when you stand far away from a mosaic?	**The whole picture**
4	What do you see close up?	**The small pieces**

WATCH OUT FOR

Learners think any colourful picture is a mosaic. Ask: "Can you see small separate pieces?"

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Let the learner touch a real paper mosaic to feel the pieces.
Learners ready for more	Find a mosaic pattern at home or school (tiles, a mat, a beaded belt). (Answer: 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 "what a mosaic 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

Mosaics around us

Strand 1.0 Creating and Executing > Sub-strand 1.5 Mosaic | Lesson 2 of 14 | 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) name places where mosaics are found; b) name materials mosaics can be made from

KEY INQUIRY QUESTION(S)

- What do you use to paste papers in mosaic?
- How do we make mosaic?

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