Grade 2 Creative Activities

Term 3 - 72 complete lesson plans

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

ABOUT THIS PACK

72 complete, ready-to-teach Grade 2 Creative Activities lesson plans for Term 3, covering egg roll and swan balance, wind musical instruments, modelling, songs, appreciating singing games - Western style and water safety awareness.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.4	Egg Roll and Swan Balance	14
2.5	Wind Musical Instruments	10
2.6	Modelling	10
2.7	Songs	14
3.1	Appreciating Singing Games - Western Style	12
3.2	Water Safety Awareness	12

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

Gymnastics and staying safe

By the end of the lesson, the learner should be able to: a) say what gymnastics is; b) follow safety rules for rolling and balancing

> **Gymnastics is moving the body in controlled ways: rolling, balancing, jumping and stretching.**
> Safety rules: warm up first; roll only on grass, sacks or mats; one learner per mat; wait for your turn; no shoes on the mat; stop on the whistle.

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

Gymnastics and staying safe

Strand 2.0 Performing and Displaying > Sub-strand 2.4 Egg Roll and Swan Balance | 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 gymnastics is; b) follow safety rules for rolling and balancing

KEY INQUIRY QUESTION(S)

- Which body parts are used in performing egg rolls?
- Why is it necessary to mark performing areas when performing swan balances?

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	**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	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Health promotion: safety**	Examples link to healthy habits at home and at school.
PCI	**Environmental conservation**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

A whistle | Pictures or a short video of an egg roll and a swan balance

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

gymnastics | egg roll | tuck | roll | sideways | rock | swan balance | tummy | chest | marker | mat

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: "Watch pictures or a short video of children rolling and balancing." 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 short video of an egg roll and a swan balance. 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 we do on the whistle?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY AND COACHING POINTS

Gymnastics is moving the body in controlled ways: rolling, balancing, jumping and stretching.
Safety rules: warm up first; roll only on grass, sacks or mats; one learner per mat; wait for your turn; no shoes on the mat; stop on the whistle.
Warm up: jog, arm circles, curl up small, stretch out long.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is gymnastics?	**Moving the body in controlled ways, e.g. rolling and balancing**
2	Where do we roll?	**On grass, sacks or mats**
3	How many learners on a mat at once?	**One**
4	What do we do on the whistle?	**Stop**

WATCH OUT FOR

Learners try forward rolls or flips they saw on TV. Only the moves taught in class are allowed.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	The learner stays close to the teacher during warm-up.
Learners ready for more	Show a "curl small" and "stretch long" shape. (Answer: Two clear shapes)
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 "gymnastics and staying safe" 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

Collecting materials for markers

Strand 2.0 Performing and Displaying > Sub-strand 2.4 Egg Roll and Swan Balance | 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) collect reusable materials for markers; b) keep clean and safe while collecting

KEY INQUIRY QUESTION(S)

- Which body parts are used in performing egg rolls?
- Why is it necessary to mark performing areas when performing swan balances?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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