Grade 3 Creative Activities

Term 1 - 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 3 Creative Activities lesson plans for Term 1, covering pushing and pulling, drawing and painting, rhythm and pattern making, skipping and collage.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Pushing and Pulling	14
1.2	Drawing and Painting	14
1.3	Rhythm and Pattern Making	18
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1.5	Collage	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 pushing and pulling are

By the end of the lesson, the learner should be able to: a) tell the difference between a push and a pull; b) give examples of pushing and pulling at school and at home

> **A PUSH moves something AWAY from you. A PULL moves something TOWARDS you.**
> We push a door to open it, a wheelbarrow or a friend on a swing. We pull a bucket from a well, a door handle or a rope.
> Watch: the teacher pushes a box across the ground, then pulls it back with a rope.

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 pushing and pulling are

Strand 1.0 Creating and Executing > Sub-strand 1.1 Pushing and Pulling | 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) tell the difference between a push and a pull; b) give examples of pushing and pulling at school and at home

KEY INQUIRY QUESTION(S)

- How can pulling and pushing skills be applied at home?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

A whistle | Pictures or a video clip of pushing and pulling activities | Chalk or sticks 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

push | pull | partner | strength | balance | steady | rope | tug | space | stretch

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: "Warm up: jog on the spot, swing the arms, then walk 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 pushing and pulling activities, chalk or sticks 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: "Name one thing you pull at home."	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY AND COACHING POINTS

A PUSH moves something AWAY from you. A PULL moves something TOWARDS you.
We push a door to open it, a wheelbarrow or a friend on a swing. We pull a bucket from a well, a door handle or a rope.
Watch: the teacher pushes a box across the ground, then pulls it back with a rope.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Is opening a door away from you a push or a pull?	**A push**
2	Is lifting a bucket up with a rope a push or a pull?	**A pull**
3	Name one thing you push at home.	**Answers vary: a door, a wheelbarrow, a chair**
4	Name one thing you pull at home.	**Answers vary: a door handle, a rope, a drawer**

WATCH OUT FOR

Learners mix up the two words. Use the action with the word: arms out for "push", arms in for "pull".

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show a picture and let the learner act it out before saying the word.
Learners ready for more	Act out a push and a pull without words. Your friends guess which one. (Answer: Clear push and pull actions)
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 pushing and pulling are" 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.

Body awareness: arms, legs and back

Strand 1.0 Creating and Executing > Sub-strand 1.1 Pushing and Pulling | 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 the body parts used in pushing and pulling; b) stand in a strong, balanced position

KEY INQUIRY QUESTION(S)

- How can pulling and pushing skills be applied at home?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
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