# Grade 3 Creative Activities

## Term 2 - 74 complete lesson plans

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

### ABOUT THIS PACK

74 complete, ready-to-teach Grade 3 Creative Activities lesson plans for Term 2, covering melody, weaving, rounds, galloping and sculpture (toy assemblage).

### TOPICS IN THIS PACK

| Topic | Name | Lessons |
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| **1.6** | Melody | 14 |
| **1.7** | Weaving | 14 |
| **2.1** | Rounds | 18 |
| **2.2** | Galloping | 14 |
| **2.3** | Sculpture (Toy Assemblage) | 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 a melody is**

By the end of the lesson, the learner should be able to: a) say what a melody is; b) hum the melody of a familiar song

> **A MELODY is the tune of a song: the sounds go up and down one after another.**
> We can hum a melody without the words. Others can still guess the song.
> Game: the teacher hums a song; learners guess it. Then learners hum a song for a partner to guess.

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 melody is

Strand 1.0 Creating and Executing > Sub-strand 1.6 Melody | 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 melody is; b) hum the melody of a familiar song

## KEY INQUIRY QUESTION(S)

- How can a song be varied to make it more interesting?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Communication and collaboration** | Learners explain their thinking to a partner and report their findings to the group. |
| COMPETENCY | **Creativity and imagination** | Learners make up their own examples, patterns or ways of showing the idea. |
| VALUE | **Respect** | Learners listen while others explain and accept correction politely. |
| VALUE | **Unity** | Learners share materials fairly and work as one team. |
| PCI | **Safety and security** | Learners follow safety rules when using materials and moving about. |
| PCI | **Social cohesion** | Learners work in harmony, include everyone and settle differences peacefully. |

## LEARNING RESOURCES

Simple short songs the class knows | A recording device or radio (if available) | Cards showing performance directions: slow, fast, loud, soft

## 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

melody | pitch | high | low | tempo | slow | fast | volume | loud | soft | variation | text

## 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: "Sing a short familiar song together." 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 steps on the next page, explaining as you go. Use simple short songs the class knows, a recording device or radio (if available), cards showing performance directions: slow, fast, loud, soft. 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: "Can we hear a melody without words?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## ACTIVITY AND STEPS

**A MELODY is the tune of a song: the sounds go up and down one after another.**
We can hum a melody without the words. Others can still guess the song.
Game: the teacher hums a song; learners guess it. Then learners hum a song for a partner to guess.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | What is a melody? | **The tune of a song** |
| 2 | Hum the melody of a song you know. | **A recognisable tune** |
| 3 | Guess the song your partner hums. | **Answers vary** |
| 4 | Can we hear a melody without words? | **Yes, by humming or playing it** |

## WATCH OUT FOR

Shy learners will not hum alone. Hum in pairs or small groups first.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Hum together with the learner. |
| **Learners ready for more** | Hum a melody and show with your hand when it goes up or down. (Answer: Hand follows the tune) |
| **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 melody 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**

# High and low sounds (pitch)

Strand 1.0 Creating and Executing > Sub-strand 1.6 Melody | 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) tell high sounds from low sounds; b) show pitch with body actions

## KEY INQUIRY QUESTION(S)

- How can a song be varied to make it more interesting?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
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| COMPETENCY | **Communication and collaboration** | Learners explain their thinking to a partner and report their findings to the group. |
| COMPETENCY | **Creativity and imagination** | Learners make up their own examples, patterns or ways of showing the idea. |
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