Grade 3 Creative Activities

Term 3 - 66 complete lesson plans

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

ABOUT THIS PACK

66 complete, ready-to-teach Grade 3 Creative Activities lesson plans for Term 3, covering forward roll and V-balance, string musical instruments, modelling and ornament making, the Kenya National Anthem and water safety awareness.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.4	Forward Roll and V-balance	14
2.5	String Musical Instruments	14
2.6	Modelling and Ornament Making	10
3.1	The Kenya National Anthem	14
3.2	Water Safety Awareness	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 gymnastics is

By the end of the lesson, the learner should be able to: a) say what a forward roll and a V-balance are; b) state the safety rules for gymnastics

> **GYMNASTICS is a sport of rolling, balancing, jumping and stretching the body with control.**
> A FORWARD ROLL is rolling forward over the back like a ball. A V-BALANCE is sitting on the bottom with the legs and body lifted to make the letter V.

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 gymnastics is

Strand 2.0 Performing and Displaying > Sub-strand 2.4 Forward Roll and V-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 a forward roll and a V-balance are; b) state the safety rules for gymnastics

KEY INQUIRY QUESTION(S)

- How can forward roll and V balances be used to improve flexibility and balance?

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	**Social justice**	Every learner gets a turn and a fair chance to answer.
PCI	**Personal hygiene**	Developed through the activities in this lesson.
PCI	**Environmental conservation**	Examples link to caring for the school and home environment.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

A whistle | Pictures or a video clip of a forward roll and a V-balance | Chart showing the steps of each skill

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 | forward roll | V-balance | tuck | chin | mat | balance | marker | sequence | flexibility

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 a short video or the teacher demonstrate a forward roll and a V-balance." 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 a forward roll and a V-balance, chart showing the steps of each skill. 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 many learners on a mat at a time?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY AND COACHING POINTS

GYMNASTICS is a sport of rolling, balancing, jumping and stretching the body with control.
A FORWARD ROLL is rolling forward over the back like a ball. A V-BALANCE is sitting on the bottom with the legs and body lifted to make the letter V.
Safety rules: roll only on a mat or soft grass, one learner per mat, tuck the chin, wait for the teacher, no rolling on hard ground.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a forward roll?	**Rolling forward over the back like a ball**
2	What shape does a V-balance make?	**The letter V**
3	Where do we roll?	**Only on a mat or soft grass**
4	How many learners on a mat at a time?	**One**

WATCH OUT FOR

Learners try rolls before being taught. No rolling until the teacher says.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show the learner the steps chart with pictures.
Learners ready for more	Name another gymnastics skill you have seen. (Answer: Answers vary: cartwheel, jump)
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 gymnastics 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

Body parts in a forward roll

Strand 2.0 Performing and Displaying > Sub-strand 2.4 Forward Roll and V-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) name the body parts used in a forward roll; b) make a tucked "ball" shape

KEY INQUIRY QUESTION(S)

- How can forward roll and V balances be used to improve flexibility and balance?

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.
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