



**REPUBLIC OF KENYA**

**LOWER PRIMARY LEVEL DESIGN**

**LEARNING AREA: KENYAN SIGN LANGUAGE GRADE 1, 2 & 3 FOR  
LEARNERS WITH HEARING IMPAIRMENT**

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## **FOREWORD**

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “An engaged, an empowered and ethical citizen “while the mission is to “To nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contain the National Goals of Education and outline the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other activity areas.

It is my hope that all educators in Early Years Education level will anchor their delivery to these Curriculum Designs.

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## **INTRODUCTION**

The Lower Primary designs are meant for learners in Grade 1 to 3. They have taken cognisance of the various aspects of development of learners of that age cohort. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

The teacher must understand the learning outcomes and be able to use the suggested learning experiences to achieve the outcomes. The teacher can also design own learning experiences as long as they achieve the designed learning outcomes. A variety of learning experiences will ensure that learners are engaged in the learning experience. Practical experiences will allow learners to retain more in the learning process. The designs allow the teachers to use a variety of assessment methods but in the end they must evaluate the achievement of the learning outcomes. The curriculum designs are very critical and teachers must make reference to them consistently.

**The Curriculum Designs for Lower Primary are in four volumes. However, some of the learning areas have been adapted to suit learners with hearing impairment.**

**Volume One**

- Kiswahili Activities- Kenyan Sign Language for learners with hearing impairment.
- Literacy
- English Activities – Adapted English Activities for learners with hearing impairment.

**Volume Two**

- Mathematics Activities
- Environmental Activities – Adapted Environmental Activities for learners with hearing impairment.
- Hygiene and Nutrition Activities

**Volume Three**

- Christian Religious Education
- Hindu Religious Education
- Islamic Religious Education

**Volume Four**

- Movement and Creative Activities – Adapted Movement and Creative Activities for learners with hearing impairment.

## LEARNING AREAS TIME ALLOCATION

	<b>Learning Area</b>	<b>Lessons Per Week</b>
1.	Literacy Activities	5
2.	Kiswahili Language Activities/Kenyan Sign Language	3
3.	English Language Activities for learners with hearing impairment	3
4.	Mathematical Activities	5
5.	Environmental Activities for learners with hearing impairment	5
6.	Hygiene and Nutrition Activities	2
7.	Religious Activities	3
8.	Movement and Creative Activities for learners with hearing impairment	8(*** 5 for PE)
9.	Pastoral Programme of Instruction	1
	<b>Total Lesson Per Week</b>	<b>35</b>

## **National Goals of Education**

The Framework will be anchored on the National Goals of Education.

Education in Kenya should:

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

### **3. Promote individual development and self-fulfillment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

### **4. Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Kenya Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.



**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community service learning.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitudes towards good health and environmental protection**

Education should inculcate in the learner the value of physical and psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

### **Learning Outcomes for Early Years Education**

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

### **Essence Statement**

The first language for a child is quite important as it is the basis of learning other language skills. Learners cannot think conceptually unless they use their first language within the first seven years.

Before joining school children with hearing impairment communicate using gestures, therefore they do not have any formal medium of communication. Learners with hearing impairment get introduced to the Kenyan Sign Language for the first time when they join school. Kenyan Sign Language is designed to help the Learner communicate and socialize with one another in their day.

# **GRADE 1**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.0 Greetings and responses (5 Lessons of suggested 35 min each)</b>	<b>1.1.Signs used in greetings</b>	By the end of the Sub-Strand, the learner should be able to: a) recognise familiar signs used in greetings; b) respond confidently to different people in different situations using signs in greetings; c) use appropriate signs in greetings and response at different times of the day; d) appreciate the importance of using culturally acceptable signs for greetings and response;	<ul style="list-style-type: none"> <li>• Learner could be guided to observe examples of greetings and responses in signs.</li> <li>• Learner could be guided to watch videos on greetings and response.</li> <li>• They should be encouraged to demonstrate appropriate signs in greetings.</li> <li>• In pairs, small groups and as a whole class, they practice greetings and responses in signs during different times of the day through role play to promote the aspects of living together in harmony.</li> <li>• In pairs or small groups, learners observe and sign the signed songs and poems related to greetings and responses.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do people greet each other?</li> <li>2. How do different people respond when greeted?</li> <li>3. How do people greet and respond at different times?</li> <li>4. Why do we greet people?</li> </ol>
<b>Core competence to be developed:</b>				
Communication and collaboration: pair the children in groups as they practice greetings.				
Self-efficacy: greeting and responding to greetings from elderly people will help develop the child’s self-confidence.				
<b>Link to PCIs and Values:</b> Social cohesion –living together in harmony.			<b>Link to PCIs and Values:</b> Social cohesion –living together in harmony.	
<b>Suggested community service learning/:</b> visit social places within the community to learn and practice various ways of greetings and responses using sign language. E.g. worship places, mosques, market, wedding ceremonies.				
<b>Non- formal activity to support learning through application:</b> teach people in the family and community on how to greet using signs.				
<b>Resources:</b> greeting charts, videos on greetings.				

**Suggested Assessment:** Observation  
Signed/Oral questions.

**Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below expectations</b>
<ul style="list-style-type: none"> <li>Recognizes familiar signs used in greetings always.</li> <li>Respond confidently to different people in different situations using signs in greetings always.</li> <li>Use appropriate signs in greetings and response at different times of the day confidently.</li> <li>Appreciate the importance of using culturally acceptable signs for greetings and response.</li> <li>Help other learners to respond appropriately to greetings.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes familiar signs used in greetings.</li> <li>Respond confidently to different people in different situations using signs in greetings.</li> <li>Use appropriate signs in greetings and response at different times of the day.</li> <li>Appreciate the importance of using culturally acceptable signs for greetings and response.</li> </ul>	<ul style="list-style-type: none"> <li>Learner attempt to recognizes familiar signs used in greetings.</li> <li>Respond to different people in different situations using signs in greetings.</li> <li>Attempt to use appropriate signs in greetings and response at different times of the day.</li> <li>Learner may appreciate the importance of using culturally acceptable signs for greetings and response.</li> </ul>	<ul style="list-style-type: none"> <li>Learners have difficulty recognizing familiar signs used in greetings.</li> <li>Have challenge in responding to different people in different situations using signs in greetings.</li> <li>Learners have challenge in using signs in greetings and response at different times of the day.</li> <li>Learner does not appreciate the importance of using culturally acceptable signs for greetings and response.</li> </ul>

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>8.0.Effective communication</b>	<b>8.1. Different signs in etiquette</b>	By the end of the sub-strand the learner should be able to:	<ul style="list-style-type: none"> <li>Learner to observe signs related to etiquette in requests.</li> </ul>	1. How do we ask for something at home and at school?

<p><b>5 Lessons of suggested 35 min each)</b></p>	<p><b>in requests</b></p>	<p>a) acquire signs related to etiquette in requests;  b) demonstrate appropriate signs in etiquette in requests;  c) appreciate the use of etiquette in communication.</p>	<ul style="list-style-type: none"> <li>• Learners to demonstrate signs related to etiquette in requests.(with facial expression).</li> <li>• Learner could be guided to watch videos related to signs used in requests</li> <li>• In pairs or groups, learners to practice signs related to etiquette.</li> <li>• Learner to practice signs related to etiquette through role play in different situations (placing requests, shopping activities, disagreements).</li> <li>• Display signs related to etiquette.</li> </ul>	<p>2. Which signs do you use when you want something?  3. Why do we use appropriate signs in making requests?</p>
<p><b>Core competence to be developed:</b>  Communication and collaboration: pair and group learners to practice in signs related to etiquette.  Citizenship: as learners practice signs related to etiquette they develop social connection and respect for others.  Digital Literacy: as learners watch videos.</p>				
<p><b>Link to PCIs and values:</b> Social Cohesion.</p>			<p><b>Links to other subjects:</b> English Activities</p>	
<p><b>Suggested community service learning:</b> visit social places within the community to learn and practice various ways of showing etiquette during socialization.</p>				
<p><b>non- formal activity to support learning through application:</b> teach the family and school community signs related to requests.</p>				
<p><b>Suggested Resources:</b> videos, charts with signs related to etiquettes in requests.</p>				
<p><b>Suggested Assessment:</b> Observation  Signed/Oral questions</p>				

**Assessment Rubric**

<p><b>Exceeding Expectations</b></p>	<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Below Expectations</b></p>
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<ul style="list-style-type: none"> <li>• Able to sign signs related to etiquette in requests always.</li> <li>• Demonstrate appropriate signs in etiquette in requests always.</li> <li>• Appreciate the use of etiquette in communication.</li> <li>• Support other learner with signing signs related to requests.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to sign signs related to etiquette in requests.</li> <li>• Demonstrate appropriate signs in etiquette in requests.</li> <li>• Appreciate the use of etiquette in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to sign signs related to etiquette in requests.</li> <li>• Demonstrate appropriate signs in etiquette in requests with support.</li> <li>• Appreciate the use of etiquette in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Have challenges in signing signs related to etiquette in requests.</li> <li>• Have difficulties in demonstrating signs in etiquette in requests even with support.</li> </ul>
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Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
<b>3.0. Our surrounding 5 Lessons of suggested 35 min each)</b>	<b>3.1.Signs of things in our school and its surroundings and Signs related to money</b>	By the end of the sub- strand the learner should be able to: a) identify things in the school and its surrounding; b) demonstrate the ability to sign things in the school; identify signs related to money; c) appreciate and care for things in the school and surroundings; d) appreciate the importance of money.	<ul style="list-style-type: none"> <li>• Learner to walk around the school and observe thing in the school compound and surrounding.</li> <li>• Learner to observe the signs of things in the school and its surrounding.</li> <li>• Learner to sign things found in the school and surrounding,</li> <li>• Learners to observe different types of money.</li> <li>• Learner to observe appropriate signs related to money (coins, notes-50 and 100 shillings).</li> <li>• Learner to collect and display things found in school.</li> </ul>	<ol style="list-style-type: none"> <li>1. What things do you find in school and the surrounding?</li> <li>2. How do we sign things found in the school and its surrounding?</li> <li>3. How do you use money?</li> <li>4. How do we sign different types of money?</li> </ol>
<p><b>Core competence to be develop:</b> Learning to learn: gives the learner the ability to explore more hence building on their knowledge.</p>				

Self-efficacy: carrying out tasks which require to be carried out during specific times of the day like watering flowers will help the learners develop skills in managing situations.	
<b>Link to PCIs and values:</b> learner support programme.	<b>Links to other subjects:</b> Environmental Activities
<b>Suggested community service learning:</b> Nature walk within the school and the surrounding.	
<b>non- formal activity to support learning through application:</b> teach the family members signs of items found in school as well as signs of different types of money.	
<b>Suggested resources:</b> A chart with signs of items commonly found in school compound and its surrounding, a chart with signs of different types of money, real money.	
<b>Suggested assessment:</b> Observation, signed questions.	

### Assessment Rubric

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below expectations</b>
<ul style="list-style-type: none"> <li>Identify things in the school and its surrounding always.</li> <li>Demonstrate the ability to sign things in the school always.</li> <li>Identify appropriate signs related to money.</li> <li>Appreciate and care for things in the school and surroundings.</li> <li>Appreciate the importance of money.</li> </ul>	<ul style="list-style-type: none"> <li>Able to identify things in the school and its surrounding.</li> <li>Demonstrate the ability to sign things in the school.</li> <li>Able to identify signs related to money.</li> <li>Appreciate and care for things in the school and surroundings.</li> <li>Appreciate the importance of money.</li> </ul>	<ul style="list-style-type: none"> <li>Identify things in the school and its surrounding with support.</li> <li>Attempt to demonstrate the ability to sign things in the school.</li> <li>Identify signs related to money with support.</li> <li>Appreciate and care for things in the school and surroundings.</li> <li>Appreciate the importance of money.</li> </ul>	<ul style="list-style-type: none"> <li>Have challenges in identifying things in the school and its surrounding.</li> <li>Unable to demonstrate the ability to sign things in the school.</li> <li>Have difficulties to Identify signs related to money.</li> </ul>

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
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<b>4.0. Health and hygiene. 5 Lessons of suggested 35 min. each)</b>	<b>Personal hygiene and personal items</b>	By the end of the sub-strand learner should be able to : a) identify signs on personal hygiene and personal items. b) demonstrate appropriate signs related to personal hygiene and personal items. c) appreciate the importance of practicing personal hygiene and caring for personal items.	<ul style="list-style-type: none"> <li>• Learner to observe signs of personal hygiene and personal items.</li> <li>• Learner watch video related to personal hygiene.</li> <li>• In pairs or groups, learners to sing songs or poems demonstrating signs related to personal items and personal hygiene.</li> <li>• Learner to maintain personal hygiene and care for their items.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are some of the personal items?</li> <li>2. How do we sign items that are commonly used for personal hygiene?</li> <li>3. What is the importance of practicing personal hygiene?</li> </ol>
<b>Core competence to be developed:</b> Learning to learn: learner gets the knowledge of signs for personal items and clothes worn during different weather conditions. Self-efficacy: A well-groomed learner has self-confidence and a high self-esteem.				
<b>Link to PCIs and values:</b> prevention of communicable diseases – cleaning the body.		<b>Links to other subjects:</b> Environmental Activities.		
<b>Suggested community service learning:</b> involve parents to buy personal items, and to make a follow upon their safe custody and cleanliness.				
<b>, non- formal activity to support learning through application:</b> teach the family and friends in the community signs related to personal hygiene.				
<b>Suggested Resources:</b> a chart on personal hygiene items, Videos on personal hygiene.				
<b>Suggested Assessment;</b> Observation, signed questions.				

**Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner is able to identify signs on personal hygiene and personal items always.</li> <li>• Learner is able to demonstrate appropriate signs related to personal hygiene and personal items always.</li> <li>• Appreciate the importance of practicing personal hygiene and caring for personal items.</li> <li>• Assist other learners to in signing personal items appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to identify signs on personal hygiene and personal items.</li> <li>• Learner is able to demonstrate appropriate signs related to personal hygiene and personal items.</li> <li>• Appreciate the importance of practicing personal hygiene and caring for personal items.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempts to identify signs on personal hygiene and personal items.</li> <li>• Learner attempts to demonstrate signs related to personal hygiene and personal items.</li> <li>• Appreciate the importance of practicing personal hygiene and caring for personal items.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulty in identifying signs on personal hygiene and personal items.</li> <li>• Learner have challenge in demonstrating signs related to personal hygiene and personal items.</li> <li>• Learner sometimes practice personal hygiene with support.</li> </ul>

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<p><b>5.0. Our cultural heritage.</b></p> <p><b>5 Lessons of suggested 35 min each)</b></p>	<p><b>5.1. Understanding oneself and others</b></p>	<p>By the end of sub-strand, the learner should be able to:</p> <p>a) demonstrate appropriate signs related to cordial relationship in class;</p> <p>b) recognize respectful sign names;</p> <p>c) appreciate the importance of using respectful sign names;</p> <p>d) use respectful sign names.</p>	<ul style="list-style-type: none"> <li>• Learner could be shown examples of respectful sign names.</li> <li>• In pairs or groups learners to demonstrate use of respectful sign names.</li> <li>• Learner to take part in a role play involving giving each other respectful sign names to promote cordial relationships.</li> <li>• Learner to give sign names with sensitivity to each other's</li> </ul>	<ol style="list-style-type: none"> <li>1. What is your sign name?</li> <li>2. How do you give sign names?</li> <li>3. Who do you give sign names?</li> <li>4. Why do you give sign names?</li> <li>5. What does your sign name mean?</li> </ol>

			cultural background to avoid a situation where a sign name may have a negative meaning in a different community.	
<b>Core competence to be developed:</b>				
Collaboration and communication: in pairs and groups learners practice giving respectful sign names.				
Self-efficacy: giving a learner a respectful sign name makes them feel valued and promotes cordial relationships in class.				
<b>Link to PCIs and values:</b> social cohesion: our diversity.			<b>Links to other subjects:</b> English, Social studies and Religious Education.	
<b>Suggested community service learning:</b> participating in social activities which promote interaction. (Church, inter school competitions)				
<b>Non- formal activity to support learning through application:</b> Giving sign names to family members and friends at home.				
<b>Suggested Resources:</b> Resource person				
<b>Suggested Assessment:</b> Observation, Signed/oral questions				

### Assessment Rubric

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>Learner appropriately demonstrate signs related to cordial relationship in class all the time.</li> <li>Recognize respectful sign names.</li> <li>Appreciate the importance of using respectful sign names.</li> <li>Use respectful sign names.</li> <li>Learner give visitor appropriate sign name.</li> </ul>	<ul style="list-style-type: none"> <li>Learner demonstrates appropriate signs related to cordial relationship in class.</li> <li>Recognize respectful sign names.</li> <li>Appreciate the importance of using respectful sign names.</li> <li>Use respectful sign names.</li> </ul>	<ul style="list-style-type: none"> <li>Learner attempts to demonstrate appropriate signs related to cordial relationship in class.</li> <li>Learner attempts to recognize respectful sign names.</li> <li>Appreciate the importance of using respectful sign names.</li> <li>May use respectful sign names.</li> </ul>	<ul style="list-style-type: none"> <li>Learner has difficulty in demonstrating appropriate signs related to cordial relationship in class.</li> <li>Learner has challenges in recognizing respectful sign names.</li> <li>Use respectful sign names with support.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6. Pre-literacy Skills	6.1. Pre-manual Skills Fingerspelling	By the end of the Sub-Strand the learner should be able to: a) recognize appropriate fingerspelling techniques of letters A-Z; b) acquire fingerspelling skills of letters A-Z; c) identify letters A-Z ; d) demonstrate appropriate fingerspelling of letters A-Z; e) appreciate fingerspelling his or her name and name of class teacher; f) appreciate fingerspelling names of objects in the class.	<ul style="list-style-type: none"> <li>• Learner could be guided to observe and demonstrate appropriate fingerspelling of letters A-Z.</li> <li>• Learner could be guided to watch video on fingerspelling of the letters A-Z.</li> <li>• Learner could practice fingerspelling of letters A-Z.</li> <li>• In pairs and small groups, learner could match signs of letters A-Z.</li> <li>• Learner could be guided in fingerspelling own name and that of the teacher.</li> <li>• Learner could be guided in fingerspelling names of objects in the class.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we observe when fingerspelling ?</li> <li>2. How do we fingerspell letters A-Z ?</li> <li>3. How many letters of alphabets are there ?</li> <li>4. How do you fingerspell your name ?</li> <li>5. How do you fingerspell name of your teacher ?</li> </ol>
<p><b>Core – competency to be developed:</b>            Collaboration and communication: Learner fingerspell letters A-Z.            Digital Literacy: Watch video on fingerspelling of alphabet on desktops, laptop, tablet, phones, internet and Television.</p>				
<p><b>Link to PCIs:Life skills and values Education:</b> Life skills</p>		<p><b>Link to values:</b> Respect, Responsibility, Teamwork</p>		<p><b>Link to other subjects:</b> English and Kiswahili Activities</p>
<p><b>Suggested community service learning:</b> Demonstrate to other children at home and in their immediate environment on how to fingerspelling letters of the alphabet.</p>				
<p><b>Non-formal activity to support learning:</b> visit the National/Community Library and watch videos on fingerspelling of the alphabet.</p>				
<p><b>Suggested learning resources:</b> chart with fingerspelling of letters of the alphabet, videos showing signs of the alphabet.</p>				
<p><b>Suggested assessment:</b> observation/demonstration, signed oral questions</p>				

## Assessment Rubrics

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner is able to recognize appropriate fingerspellings techniques of letters A-Z always.</li> <li>• Identifies letters A-Z.</li> <li>• demonstrating appropriate fingerspelling of letters A-Z always.</li> <li>• fingerspells own name and name of class teacher.</li> <li>• Able to fingerspell names of objects in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to recognize appropriate fingerspellings techniques of letters A-Z</li> <li>• Identifies letters A-Z.</li> <li>• demonstrating appropriate fingerspelling of letters A-Z.</li> <li>• fingerspells own name and name of class teacher.</li> <li>• Able to fingerspell names of objects in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempt to recognize appropriate fingerspellings techniques of letters A-Z.</li> <li>• Attempt to Identify letters A-Z with support.</li> <li>• Attempt to demonstrate fingerspelling of letters A-Z.</li> <li>• fingerspells own name and name of class teacher with support.</li> <li>• Attempt to fingerspell names of objects in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Has challenges in recognition appropriate fingerspellings techniques of letters A-Z.</li> <li>• Has difficulties in Identifying letters A-Z.</li> <li>• Has challenge in demonstrating appropriate fingerspelling of letters A-Z.</li> <li>• Has difficulties in fingerspells own name and name of class teacher.</li> <li>• Has difficulties in fingerspell names of objects in the class with support.</li> </ul>

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>7.0. and pre-numeracy skills</b>	<b>7.1. Pre-manual skills for numbers</b>	By the end of the Sub-Strand the learner should be able to: <ol style="list-style-type: none"> <li>demonstrate appropriate pre-manual skills for numbers;</li> <li>acquire signs of numbers 1-50 ;</li> <li>Recognize signs of numbers 1-50</li> </ol>	<ul style="list-style-type: none"> <li>• Learner could be guided to observe and appropriately demonstrate numbers 1-50</li> <li>• Learner could watch a video on sign of numbers.(1-50)</li> </ul> Learner could practice signing 1-50 in pairs and in groups	How do you sign numbers 1-50?

		use signs related to numbers in communication.		
<b>Core – competence to be developed:</b> Collaboration and communication: Learner signs numbers 1-50 Digital Literacy: Watch video on signs of numbers.				
<b>Link to PCIs:</b> Life skills and values <b>Education:</b> Life skills		<b>Link to values:</b> Respect, Responsibility, Teamwork		<b>Link to other subjects:</b> Mathematics and English Activities
<b>Suggested community service learning:</b> Demonstrate to other children at home and in the immediate environment how to sign numbers.				
<b>Non-formal activity to support learning:</b> visit the National/Community Library and watch videos on signs of the numbers.				
<b>Suggested learning resources:</b> charts with signs of numbers, videos showing signs of the numbers.				
<b>Suggested Assessment:</b> observation, demonstration, signed oral questions				

### Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>The learner appropriately demonstrate pre-manual skills for numbers.</li> <li>Learner is appropriately demonstrate signs for numbers 1-50.</li> <li>Learner is able to recognize signs of numbers 1-50.</li> </ul>	<ul style="list-style-type: none"> <li>The learner demonstrate pre-manual skills for numbers.</li> <li>Learner is able demonstrate signs for numbers 1-50.</li> <li>Learner is able to recognize signs of numbers 1-50.</li> </ul>	<ul style="list-style-type: none"> <li>The learner can demonstrate pre-manual skills for numbers.</li> <li>Learner sometimes demonstrate signs for numbers 1-50.</li> <li>Learner sometimes recognize signs of numbers 1-50.</li> </ul>	<ul style="list-style-type: none"> <li>The learner unable to demonstrate pre-manual skills for numbers.</li> <li>Learner sometimes demonstrate signs for numbers 1-50.</li> <li>Learner cannot recognize signs of numbers 1-50.</li> </ul>

<ul style="list-style-type: none"><li>• Learner is able to correctly guide other learners to sign numbers 1-50.</li></ul>	<ul style="list-style-type: none"><li>• Learner is able to guide other learners to sign numbers 1-50.</li></ul>		
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**GRADE 2**



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.0.Greetings and responses</b>  <b>5 Lessons of suggested 35 min each)</b>	<b>Sign ways of greetings, responses and Polite language</b>	By the end of sub-strand the learner should be able to: a) respond confidently to various forms of greetings; b) recognize various signed responses to greetings; c) appreciate the importance of using polite language.	<ul style="list-style-type: none"> <li>• Learner could be shown examples of signed responses to greetings.</li> <li>• Learner could be shown videos</li> <li>• Showing the use of signs for polite language.</li> <li>• In pairs or groups learners demonstrate how to respond to greetings and how to use polite language.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you respond to various greetings?</li> <li>2. Why do we use polite language?</li> </ol>
<b>Core competence to be develop:</b> Communication and Collaboration: in pairs and groups learners practice giving signed responses to greetings using polite language. Learning to learn: as learners interact in groups/pairs they build on previous knowledge on greetings and responses and the use of polite language.				
<b>Link to PCIs and values:</b> service learning and community involvement			<b>Links to other subjects:</b> English, Social studies and Religious Education,	
<b>Suggested community service learning:</b> participating in social activities which promote interaction (church, inter school competitions, shopping activities).				
<b>Suggested Resources:</b> videos, pictures, flash cards, video clips, curiosity chart, jig saw puzzle.				
<b>non- formal activity to support learning through application:</b> teach family members signs for greeting and signs for polite language.				
<b>Suggested Resource:</b> Chart on polite language, Watch Videos on signs for greetings and polite language.				
<b>Suggested Assessment:</b> Observation, Oral sign question.				

**Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• The learner responds confidently and with appropriate facial expression to various forms of greetings.</li> <li>• The learner can as well recognize various signed responses to greetings always.</li> <li>• Appreciate the importance of using polite language.</li> <li>• The learner teach other learners appropriate form of greetings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner responds confidently to various forms of greetings.</li> <li>• Learner recognizes various signed responses to greetings.</li> <li>• Appreciate the importance of using polite language.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempts to respond to various forms of greetings.</li> <li>• Learner recognizes some signed responses to greetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulty in to responding to various forms of greetings.</li> <li>• Learner has challenges in recognizing some signed responses to greetings.</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>Effective Communication</b>  <b>5 Lessons of suggested 35 min each)</b>	<b>Value others and Turn-taking</b>	By the end of sub-strand the learner should be able to: a) recognize signs related to effective communication; b) demonstrate ability to use proper body language and facial expression during communication; c) appreciate the importance of turn taking during communication; d) appreciate other people's opinion during communication to show kindness and friendliness towards others.	<ul style="list-style-type: none"> <li>• Learner should be shown a video of people effectively communicating through signing.</li> <li>• Learner could be guided to respond to video call conducted through phones, tablets, and computers.</li> <li>• In pairs or groups, learners can practice effective communication using sign.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the sign for effective communication?</li> <li>2. What do you do when somebody else is communicating to you?</li> <li>3. How do you feel when others interfere or ignore your ideas?</li> </ol>
<b>Core competence to be developed:</b> Communication and Collaboration: in pairs and groups learners practice effective communication by facial expression, body language and maintain eye contact. Digital Literacy-As learners watch video				
<b>Link to PCIs and values:</b> social cohesion- being kind and friendly to my friends at home at school and those from another village.			<b>Links to other subjects:</b> English, Social studies and Religious Education.	
<b>Suggested community service learning:</b> participating in social activities which promote interaction (church, inter school competitions, shopping activities, school activities like debates).				
<b>Non- formal activity to support learning through application:</b> teach family members and friend valuing others.				
<b>Suggested Resources:</b> chart on values, watch video on polite language.				
<b>Suggested Assessment:</b> Observation, signed oral questions.				

## Assessment Rubric

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner is able to accurately sign signs related to effective communication.</li> <li>• Learner is able to demonstrate ability to use proper body language and facial expression during communication.</li> <li>• Learner have ability to use ICT such as responding to phones, computers, video call through signing.</li> <li>• Teach others to respect other people’s opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to recognize signs related to effective communication.</li> <li>• Learner to demonstrate ability to use proper body language and facial expression during communication.</li> <li>• Learner have ability to use ICT such as responding to phones, computers, video call through signing.</li> <li>• Appreciate other people’s opinion during communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempts to recognize signs related to effective communication.</li> <li>• Learner attempts to use proper body language and facial expression during communication.</li> <li>• Learner use ICT such as responding to phones, computers, video call through signing with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulty in recognizing signs related to effective communication.</li> <li>• Learner has challenges to use proper body language and facial expression during communication.</li> </ul>

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>2.0.Our surrounding</b>  <b>5 Lessons of suggested 35 min each)</b>	<b>Money, Farm tools, Animals, Cooking and Danger</b>	By the end of sub-strand the learner should be able to: a) demonstrate appropriate signs of items used for cooking and tools used for farming; b) demonstrate signs related to money;	<ul style="list-style-type: none"> <li>• Learner could be guided to observe appropriately signs s of domestic, wild animals, farm tools, cooking and dangers involved.</li> <li>• Leaner could be guided to demonstrate appropriately signs related to money (all notes).</li> </ul>	<ol style="list-style-type: none"> <li>1. What types of domestic do you have at home?</li> <li>2. How do we sign various Kenyan currencies?</li> </ol>

		<p>c) demonstrate the appropriate signs for domestic and wild animals;</p> <p>d) use appropriate signs for items used for cooking and tools used for farming;</p> <p>e) use appropriate signs to indicate danger and calling for help;</p> <p>f) appreciate domestic and wild animals;</p> <p>g) appreciate the items used for cooking and tools used for farming;</p>	<ul style="list-style-type: none"> <li>• Learner observes and demonstrates signs for items used for cooking and tools used for farming.</li> <li>• Learners to observe and interpret signs related to dangerous situations and calling for help (in videos, pictures).</li> <li>• Learner to complete a jig saw puzzles.</li> <li>• Learner be guided to use Google search to find various currency in Kenya.</li> </ul>	<ol style="list-style-type: none"> <li>3. What are the signs for items used for cooking?</li> <li>4. What are the signs for items used for farming?</li> <li>5. Where do we find wild animals?</li> <li>6. Where do we keep items used for cooking?</li> </ol>
<p><b>Core competences to be developed:</b> Learning to learn: arouses child's desire to read and research more.</p>				
<p><b>Link to PCIs and values:</b> introduction to animal welfare education: domestic animals found at home and school and wild animals within the environment.</p>			<p><b>Links to other subjects:</b> Environmental activities, Social studies and Religious Education.</p>	
<p><b>Suggested community service learning:</b> Feeding animals in the neighbourhood.</p>				
<p><b>non- formal activity to support learning through application:</b> teaching friends at home, family members signs related to Money, Animals, Farm tools, cooking and Danger</p>				
<p><b>Suggested Resources:</b> chart for animals, cooking items, farm tools, money, videos.</p>				
<p><b>Suggested Assessments:</b> observation, oral/signed questions.</p>				

## Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>• Learner is able to demonstrate appropriate signs of items used for cooking and tools used for farming.</li> <li>• Learner is able to demonstrate signs related to money.</li> <li>• Learner is able to demonstrate the appropriate signs for domestic and wild animals.</li> <li>• Learner uses appropriate signs for items used for cooking and tools used for farming.</li> <li>• Appreciate domestic and wild animals.</li> <li>• Appreciate the items used for cooking and tools used for farming.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to demonstrate appropriate signs of items used for cooking and tools used for farming.</li> <li>• Learner is able to demonstrate signs related to money.</li> <li>• Learner is able to demonstrate the appropriate signs for domestic and wild animals.</li> <li>• Learner uses appropriate signs for items used for cooking and tools used for farming.</li> <li>• Appreciate domestic and wild animals.</li> <li>• Appreciate the items used for cooking and tools used for farming.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempt to demonstrate appropriate signs of items used for cooking and tools used for farming.</li> <li>• Learner attempt to demonstrate signs related to money.</li> <li>• Learner attempt to demonstrate the appropriate signs for domestic and wild animals.</li> <li>• Learner uses some signs for items used for cooking and tools used for farming.</li> <li>• Appreciate domestic and wild animals with assistance.</li> <li>• Appreciate the items used for cooking and tools used for farming with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulty in demonstrating signs for items used for cooking and tools used for farming.</li> <li>• Learner has challenges in demonstrating signs related to money.</li> <li>• Learner unable to demonstrate signs for domestic and wild animals.</li> <li>• Learner uses some signs for items used for cooking and tools used for farming with support.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4. Health and Hygiene</b>  <b>5 Lessons of suggested 35 min each)</b>	<b>Safety Measures and Precaution</b>	By the end of sub-strand the learner should be able to: a) acquire signs related to safety when cleaning the classroom; b) acquire signs related to precautions when cutting nails; c) acquire signs related to simple injuries; d) Acquire signs related to antiseptics and disinfectant.	<ul style="list-style-type: none"> <li>• Learner demonstrate signs related to safety in cleaning the classroom.</li> <li>• Learner to sign signs related to precautions when cutting nails.</li> <li>• Learner to watch video clip showing how to treat simple injuries.</li> <li>• Learner to demonstrate signs related to simple injures.</li> <li>• Learner to demonstrate signs related to antiseptics and disinfectant.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we observe safety when cleaning the classroom?</li> <li>2. Which tools are used when cutting nails?</li> <li>3. What can be used to clean cuts?</li> </ol>
<b>Core competences to be developed:</b> Digital literacy: as the learners watch video clips, they interact with the video gadgets exposing them to digital literacy. Self-efficacy: when a learner is in good health, they are able to perform tasks that will lead to accomplishment of goals. Communication and Collaboration-as learner discuss in pairs and groups				
<b>Link to PCIs and values:</b> Communicable diseases: causes of sickness – treatment and management.			Links to other subjects: Environmental activities, Social studies.	
<b>Suggested community service learning, non- formal activity to support learning through application:</b> visiting the market and farms to observe the different types of food. Ask learners to bring various types of food from home.				
<b>Non-formal activity to support learning through application:</b> teach family members signs related to simple injuries.				
<b>Suggested resources:</b> water, soap, mob, dusters, bandages, cotton wool, antiseptics, disinfectants				
<b>Suggested assessment:</b> observation, oral/signed questions.				

## Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>• Learner appropriately acquire signs related to safety when cleaning the classroom.</li> <li>• Learner acquire signs related to precautions when cutting nails always.</li> <li>• Learner acquire signs related to simple injuries.</li> <li>• Learner acquire signs related to antiseptics and disinfectant always.</li> <li>• Learner teach others signs on how to treat simple injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner acquire signs related to safety when cleaning the classroom.</li> <li>• Learner acquire signs related to precautions when cutting nails.</li> <li>• Learner acquire signs related to simple injuries.</li> <li>• Learner acquire signs related to antiseptics and disinfectant.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempt to acquire signs related to safety when cleaning the classroom.</li> <li>• Learner attempt to acquire signs related to precautions when cutting nails.</li> <li>• Learner can demonstrate signs related to simple injuries.</li> <li>• Learner acquires signs related to antiseptics and disinfectant with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulty in acquiring signs related to safety when cleaning the classroom.</li> <li>• Learner has challenges in acquiring signs related to precautions when cutting nails.</li> <li>• Learner unable to demonstrate signs related to simple injuries.</li> </ul>



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>Our cultural Heritage</b>  <b>5 Lessons of suggested 35 min each)</b>	<b>Understanding different cultural practices among some communities</b>	By the end of sub-strand the learner should be able to: a) Recognise signs of various cultural practices within the community; b) Identify various types of ornaments worn; c) Demonstrate appropriate signs of various types of clothes in the community; d) Appreciate members of the community.	<ul style="list-style-type: none"> <li>• Learner should observe and sign various types of cultural practices.</li> <li>• Group various types of ornaments used by various communities.</li> <li>• Play roles of family members.</li> <li>• Learner to sort clothes according to the people who wear them.</li> </ul>	<ol style="list-style-type: none"> <li>1. What types of houses are found in the locality?</li> <li>2. Which cultural practices are practiced in our locality?</li> <li>3. Who are your family members?</li> <li>4. Which ornaments are worn by people in the community?</li> </ol>
<b>Core competence to be developed:</b> Collaboration and communication: interact with members of the community to develop a sense of cohesion to create avenues for collaboration and communication. Digital literacy: as the learners manipulate video machines as they watch the videos, they develop digital literacy.				
<b>Link to PCIs and values:</b> service learning and community involvement.			<b>Links to other subjects:</b> Environmental and Religious Education,.	
<b>Suggested community service learning:</b> participating in social activities which promote interaction. ( cultural festivals, inter school competitions.)				
<b>Non- formal activity to support learning through application:</b> teaching family members signs for different cultural practices, houses and ornaments				
<b>Suggested Resources:</b> Showing different cultural heritage, watch videos on different cultural heritage.				
<b>Suggested Assessment:</b> Observation, Oral signed questions.				

## Assessment Rubric

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner recognise signs of various cultural practices within the community.</li> <li>• Learner identify appropriate signs for various types of ornaments worn on different occasions.</li> <li>• Learner demonstrate appropriate signs of various types of clothes in the community.</li> <li>• Appreciate members of the community.</li> <li>• Teach other learners signs of various religions within the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner recognise signs of various cultural practices within the community.</li> <li>• Learner identify various types of ornaments worn.</li> <li>• Learner demonstrate appropriate signs of various types of clothes in the community.</li> <li>• Appreciate members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempt to recognise signs of various cultural practices within the community.</li> <li>• Learner identify some types of ornaments worn.</li> <li>• Learner demonstrate some signs of various types of clothes in the community.</li> <li>• At Times Appreciate members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has challenges in recognising signs of various cultural practices within the community.</li> <li>• Learner has difficulties in identifying some types of ornaments worn.</li> <li>• Learner unable to demonstrate signs of various types of clothes in the community.</li> </ul>

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>5.1. Understanding different types of religions within the community</b>	<b>Religions within the community</b>	By the end of sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise signs of various religions;</li> <li>b) identify signs for various types of religions;</li> <li>c) identify signs of various types of religious buildings;</li> </ol>	<ul style="list-style-type: none"> <li>• Learner should observe and sign various types of religion.</li> <li>• Learner to sort clothes according to religion denominations.</li> <li>• Learner to watch video clip on various types of religion and their mode of worship.</li> </ul>	<ol style="list-style-type: none"> <li>1. What types of religions that are found in the locality?</li> <li>2. Which religious denominations are practiced in our locality?</li> <li>3. What is the name of your religion?</li> </ol>

		d) appreciate members of different religions; e) appreciate the various types of religion buildings.		4. How do congregation in your religious denomination dress? 5. How do we call various buildings belongs to different religions?
<b>Core competence to be developed:</b> Collaboration and communication: interacting with members of various communities and understanding their cultural differences develops cohesion. Digital literacy: as the learners manipulate video machines as they watch the videos, they develop digital literacy.				
<b>Link to PCIs and values:</b> service learning and community involvement.			<b>Links to other subjects:</b> Environmental Activities and Religious Education,.	
<b>Suggested community service learning,:</b> participating in social activities which promote interaction. (Places of worship, cultural festivals, inter school competitions.)				
<b>Non- formal activity to support learning through application:</b> Learner teach family members signs related to religion.				
<b>Suggested Resources:</b> Charts on signs of different religions, video clips on various religious activities.				
<b>Suggested Assessment:</b> observation, signed/oral questions				

### Assessment Rubric

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>The learner appropriately demonstrates sign related to s different religions, religious denominations and their buildings.</li> <li>The learner can also fingerspell and sign various types of religions and their buildings.</li> </ul>	<ul style="list-style-type: none"> <li>Learner recognises signs of various religions.</li> <li>Identify signs for various types of religions.</li> <li>Identify signs of various types of religious buildings.</li> <li>Appreciate members of different religions.</li> </ul>	<ul style="list-style-type: none"> <li>The learner may demonstrate some signs related to different religions, religious denominations and their buildings.</li> <li>The learner may also fingerspell and sign various types of religions and their buildings.</li> </ul>	<ul style="list-style-type: none"> <li>The learner cannot demonstrate signs related to different religions, religious denominations and their buildings.</li> <li>The learner cannot fingerspell and sign various types of</li> </ul>

	<ul style="list-style-type: none"> <li>Appreciate the various types of religion buildings.</li> </ul>		religions and their buildings.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
<b>6.Pre-literacy Skills</b>	<b>Pre-manual Skills- Fingerspelling A-Z</b>	<p>By the end of the Sub-Strand the Learner should be able to:</p> <ol style="list-style-type: none"> <li>acquire fingerspelling skills of letters A-Z ;</li> <li>recognize appropriate fingerspellings techniques of letters A-Z;</li> <li>identify letters A-Z ;</li> <li>demonstrate appropriate fingerspelling of letters A-Z;</li> <li>practice fingerspelling his/her names and name of teacher in school ;</li> <li>practice fingerspelling names of objects in school.</li> </ol>	<ul style="list-style-type: none"> <li>Learner could be guided to observe and demomnstrate appropriate fingerspelling of letters A-Z.</li> <li>Learner could guided to Watch video on fingerspelling of letters A-Z.</li> <li>Learner could practice fingerspelling of letters A-Z.</li> <li>In pairs and Small groups, Learner could practice fingerspelling their own names and that of their teacher.</li> <li>Learner could practice fingerspelling names of objects in the school.</li> </ul>	<ol style="list-style-type: none"> <li>What do we observe when fingerspelling ?</li> <li>How do we fingerspell letters A-Z ?</li> <li>How do we fingerspell your name and that of your teacher?</li> <li>How do we fingerspell names of objects found in the school.</li> </ol>

**Core – competency to be developed:**

Collaboration and communication: Learner fingerspell letters A-Z in pair and in groups.

Digital Literacy: Watch video on fingerspelling of alphabet and objects on desktops, laptop, tablet, phones, internet and television.

<b>Link to PCIs: Life skills and values Education:</b> Life skills on interpersonal relationship.	<b>Link to values:</b> Respect, Responsibility, Teamwork.	<b>Link to other subjects:</b> English, Kiswahili and Psychomotor Activities.
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**Suggested community service learning:** Demonstrate to other children in school and in their immediate environment on how to fingerspell names of objects and teachers in school.

<b>Non-formal activity to support learning:</b> Visit the National/Community Library and Watch vidéos on fingerspelling of the alphabet and names of objects.
<b>Suggested learning resources:</b> chart with fingerspelling of letters of the alphabet, vidéos showing different objects that can be found in school environment.
<b>Suggested assessment:</b> observation, démonstration, signed oral questions

### Suggested Assessment Rubrics

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner fingerspells letters A-Z always.</li> <li>• Learner identifies letters A-Z.</li> <li>• Learner confidently fingerspells his/her names and name of teacher in school.</li> <li>• Learner confidently fingerspells names of objects in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner fingerspells letters A-Z.</li> <li>• Learner identifies letters A-Z.</li> <li>• Learner fingerspells his/her names and name of teacher in school.</li> <li>• Learner fingerspells names of objects in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempt to fingerspells letters A-Z .</li> <li>• Attempt to identifies letters A-Z.</li> <li>• Learner fingerspells his/her names and name of teacher in school with support.</li> <li>• Learner fingerspells names of objects in school with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulties fingerspelling letters A-Z .</li> <li>• Has challenges identifying letters A-Z.</li> <li>• Learner has challenges fingerspelling his/her names and name of teacher in school even with support</li> <li>• Learner has challenges fingerspelling names of objects in school even with support.</li> </ul>

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question</b>
<b>7.0. Pre-numeracy skills</b>	<b>7.2. Pre-manual skills for numbers</b>	By the end of the Sub Strand the learner should be able to: <ul style="list-style-type: none"> <li>a) demonstrate appropriate pre-manual skills for numbers;</li> <li>b) acquire signs of numbers 1-100;</li> <li>c) recognize signs of numbers 1-100;</li> </ul>	<ul style="list-style-type: none"> <li>• Learner could be guided to observe and appropriately demonstrate numbers 1-100.</li> <li>• Learner could watch a video on sign of numbers (1-100).</li> <li>• Learner could practice signing 1-100 in pairs and in groups.</li> </ul>	How do you sign numbers 1-100?

		d) use signs related to numbers in communication.		
<b>Core – competence to be developed:</b>				
Collaboration and communication: Learner signs numbers 1-100				
Digital Literacy: Watch video on signs of numbers.				
<b>Link to PCIs: Life skills and values Education: Life skills</b>		<b>Link to values:</b> Respect, Responsibility, Teamwork		<b>Link to other subjects:</b> Mathematics and English.
<b>Suggested community service learning:</b> Demonstrate to other children at home and in the immediate environment how to sign numbers.				
<b>Non-formal activity to support learning:</b> visit the National Community Library and watch videos on signs of the numbers.				
<b>Suggested learning resources:</b> Charts with signs of numbers, videos showing signs of the numbers.				
<b>Suggested Assessment:</b> observation, demonstration, signed oral questions.				

### Assessment Rubrics

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner appropriately demonstrate pre-manual skills for numbers always.</li> <li>• Learner is appropriately demonstrate signs for numbers 1-100 always.</li> <li>• Learner is able to recognize signs of numbers 1-100 always.</li> <li>• Learner is able to correctly guide other learners to sign numbers 1-100.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner demonstrate appropriate pre-manual skills for numbers.</li> <li>• Learner demonstrate signs of numbers 1-100.</li> <li>• Learner recognize signs of numbers 1-100.</li> <li>• Learner uses signs related to numbers in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner attempt to demonstrate pre-manual skills for numbers.</li> <li>• Learner attempt to demonstrate signs for numbers 1-100.</li> <li>• Learner sometimes recognize signs of numbers 1-100.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulties to demonstrate pre-manual skills for numbers</li> <li>• Learner has challenges in demonstrating signs for numbers 1-100.</li> <li>• Learner cannot recognize signs of numbers 1-100.</li> </ul>

## **GRADE 3**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.0 Greetings, Responses and Etiquette</b>  <b>5 Lessons of suggested 35 min each)</b>	<b>Greetings and Etiquette</b>	By the end of sub-strand the learner should be able to: a) demonstrate ability to sign greetings and converse appropriately; b) acquire signs that demonstrate etiquette. (humility, respect, patience); c) recognise signs for greetings and etiquette by matching them with respective pictures; d) appreciate the importance of etiquette in communication.	<ul style="list-style-type: none"> <li>• Learner could be guided to observe greetings and conversations in short video clips and be encouraged to create their own conversations.</li> <li>• In pairs learners to practice greetings and conversations.</li> <li>• In pairs learners to include etiquette in their conversation.</li> <li>• Learner to appropriately match signs with their respective pictures.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you start and continue with a conversation?</li> <li>2. What are some of the signs for etiquette?</li> <li>3. Which signs of etiquette show humility, respect and patience?</li> </ol>
<b>Core competence to be developed:</b> Collaboration and communication: through learning effective communication the learner will have the ability to communicate with respect thus enhancing his/her collaboration with others.				
<b>Link to PCIs and values:</b> Living together in harmony: living in harmony as a family, with friends, at home, village school and places of worship.			<b>Links to other subjects:</b> English, Environmental Activities and Religious Education.	
<b>Suggested community service learning:</b> participating in social activities which promote interaction. (Places of worship, cultural festivals, inter school competitions, family gatherings)				
<b>non- formal activity to support learning through application:</b> Teaching family members and friends signs related to greetings and etiquette.				
<b>Suggested Resources:</b> Charts on people greeting each other, video clip showing conversation.				
<b>Suggested Assessment:</b> Observation, Signed/Oral questions.				



### Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>Learner consistently demonstrate ability to sign greetings and converse appropriately.</li> <li>Learner acquire signs that demonstrate etiquette (humility, respect, patience).</li> <li>Learner consistently recognise signs for greetings and etiquette by matching them with respective pictures.</li> <li>Learner teach signs related to greetings and etiquette to friends and family members.</li> </ul>	<ul style="list-style-type: none"> <li>Learner demonstrate ability to sign greetings and converse appropriately.</li> <li>Learner acquire signs that demonstrate etiquette (humility, respect, patience).</li> <li>Learner recognise signs for greetings and etiquette by matching them with respective pictures.</li> <li>Learner appreciate the importance of etiquette in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Learner attempts to demonstrate ability to sign greetings and converse appropriately.</li> <li>Learner attempt to demonstrate signs in etiquette (humility, respect, patience).</li> <li>Learner rarely recognise signs for greetings and etiquette by matching them with respective pictures.</li> <li>Learner rarely appreciate the importance of etiquette in communication.</li> </ul>	<ul style="list-style-type: none"> <li>Learner has difficulty in demonstrating ability to sign greetings and converse appropriately.</li> <li>Learner has challenges in demonstrating signs in etiquette (humility, respect, patience).</li> <li>Learner couldn't recognise signs for greetings and etiquette by matching them with respective pictures.</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>2.0.Effective communication 5 Lessons of suggested 35 min each)</b>	<b>Valuing others</b>	By the end of sub-strand the learner should be able to: a) demonstrate respect during communication, (turn taking, facial expression);	<ul style="list-style-type: none"> <li>Learner to practice signs for polite language through role play.</li> <li>Learner to dramatize a scene on positive attitudes towards others after watching video.</li> </ul>	<ol style="list-style-type: none"> <li>How do you describe others positively?</li> <li>What signs are used to describe others positively?</li> </ol>

		b) acquire ability to describe others positively through signing; c) appreciate others people's opinions.	<ul style="list-style-type: none"> <li>Learner to sing and recite poems related to signs for positive opinion about others (clever, respectful, kind, obedience).</li> <li>In groups, learners to practice describing others positively to bring out the benefit of living together in harmony.</li> </ul>	3. How should we appreciate others' opinions?
<b>Core competence to be developed:</b> Collaboration and communication: as learners dramatize and role play they develop respect for each other. Citizenship: respect for others creates peace and promotes aspects of good citizenship. Self-efficacy: positive opinion builds learner's self-esteem hence participation in discussions for self and community growth.				
<b>Link to PCIs and values:</b> living together in harmony: benefits of living together in harmony.			<b>Links to other subjects:</b> English, Environmental, and Religious Education.	
<b>Suggested community service learning:</b> participating in social activities which promote interaction (places of worship, cultural festivals, inter school competitions, debates).				
<b>Non- formal activity to support learning through application:</b> Teaching family members and friends signs related to values.				
<b>Suggested Resources:</b> video, charts on moral values.				
<b>Suggested Assessment:</b> Observation, Signed/Oral questions.				

### Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>Learner consistently demonstrate respect during communication, (turn taking, facial expression).</li> <li>Learner consistently demonstrate appropriate signs describing others positively through signing.</li> </ul>	<ul style="list-style-type: none"> <li>Learner demonstrate respect during communication, (turn taking, facial expression).</li> <li>Learner demonstrate appropriate signs describing others positively through signing.</li> </ul>	<ul style="list-style-type: none"> <li>Learner attempt to demonstrate respect during communication, (turn taking, facial expression).</li> <li>Learner attempts to demonstrate appropriate signs describing others</li> </ul>	<ul style="list-style-type: none"> <li>Learner has difficulty in demonstrating respect during communication, (turn taking, facial expression).</li> <li>Learner has challenges in demonstrating appropriate</li> </ul>

<ul style="list-style-type: none"> <li>Learner appreciate other peoples' opinions always buy helping others to develop respect for other people.</li> </ul>	<ul style="list-style-type: none"> <li>Learner appreciate other peoples' opinions.</li> </ul>	<p>positively through signing.</p> <ul style="list-style-type: none"> <li>Learner rarely appreciates other peoples' opinions.</li> </ul>	<p>signs describing others positively through signing.</p> <ul style="list-style-type: none"> <li>Learner could not appreciate other peoples' opinions.</li> </ul>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 Our surrounding 6 Lessons of suggested 35 min each)</b>	<b>Money, Buildings, Animals, weather and Safety precaution</b>	<p>By the end of sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>demonstrate appropriate signs for animals, things at home, school and the surrounding;</li> <li>demonstrate appropriate sentences related to money;</li> <li>demonstrate the appropriate finger spelling and mouthing of sounds produced by animals;</li> <li>use appropriate signs for buildings;</li> <li>use appropriate signs for describing weather;</li> <li>appreciate different weather conditions;</li> <li>appreciate the importance of taking safety precautions during various weather conditions.</li> </ol>	<ul style="list-style-type: none"> <li>Learner after watching video clip, observe and demonstrate signs of domestic and wild animals.</li> <li>Learner could be guided to demonstrate appropriate signed sentences related to money</li> <li>Learners to observe, fingerspell and mouth sounds produced by animals.</li> <li>Learner observes and demonstrates signs for items at home, school and the surrounding. Learners to observe and interpret signs related to danger situations and safety precautions against various weather conditions (lightening, strong winds and thunderstorms).</li> <li>Learner to complete a jig saw puzzles</li> <li>Learner to sing songs and poems.</li> </ul>	<ol style="list-style-type: none"> <li>What are the signs for weather conditions?</li> <li>How do we demonstrate signs related to domestic and wild animals?</li> <li>What do we do during good and bad weather conditions?</li> </ol>

**Core competences to be developed:**

Learning to learn: Arouses child's desire to read and research more.

<b>Link to PCIs and values:</b> Education for sustainable development: safety and security-safe and secure schools.	<b>Links to other subjects:</b> Environmental activities, Social studies and Religious Education.
<b>Suggested community service learning:</b> Learners plant trees in open air market.	
<b>Non-formal Activities to support learning through application:</b> Teaching family members signs related to the market.	
<b>Suggested Resources:</b> video clip, charts on water, building, weather, animals, money and safety precautions.	
<b>Suggested Assessment:</b> Observation, Signed/Oral questions	

### Assessment Rubric

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner highly demonstrates appropriate signs for animals, things at home, school and the surrounding.</li> <li>• Learner highly demonstrate appropriate sentences related to money.</li> <li>• Learner demonstrates the appropriate finger spelling and mouthing of sounds produced by animals accompanied by correct facial expression.</li> <li>• Learner uses appropriate signs for buildings.</li> <li>• He/she uses appropriate signs for describing weather.</li> <li>• Learner appropriately demonstrates safety precautions against lightening, strong winds and thunderstorm through signing.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner demonstrates appropriate signs for animals, things at home, school and the surrounding.</li> <li>• Learner demonstrate appropriate sentences related to money.</li> <li>• Learner demonstrates the appropriate finger spelling and mouthing of sounds produced by animals.</li> <li>• Learner uses appropriate signs for buildings.</li> <li>• He/she uses appropriate signs for describing weather.</li> <li>• Learner demonstrates safety precautions against lightening, strong winds and thunderstorm.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner demonstrates few appropriate signs for animals, things at home, school and the surrounding.</li> <li>• Learner demonstrate few sentences related to money.</li> <li>• Learner uses few appropriate signs for buildings.</li> <li>• He/she uses appropriate signs for describing weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner has difficulty demonstrating appropriate signs for animals, things at home, school and the surrounding.</li> <li>• Learner cannot demonstrate appropriate sentences related to money.</li> <li>• The learner uses natural signs to describe buildings.</li> <li>• The learner has difficulty using signs for weather description.</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4.0. Health and Hygiene</b>	<b>4.1. Diseases and Medicine</b>	By the end of strand the learner should be able to: <ol style="list-style-type: none"> <li>demonstrate appropriate signs related to use of medicine and precaution;</li> <li>recognise signs related to causes and prevention of various diseases;</li> <li>appreciate the importance of medicine to help prevent, treat and manage various diseases;</li> <li>recognise signs related to causes of various diseases.</li> </ol>	<ul style="list-style-type: none"> <li>Learner should observe signs of various diseases from a video clip.</li> <li>Learner to match various diseases with their causes.</li> <li>Learner to sing and recite poems related to safety precautions in the use of medicine.</li> <li>In groups, learners to practice signing sentences on disease and medicine.</li> </ul>	<ol style="list-style-type: none"> <li>How should we take medicine?</li> <li>Why do we need medicine?</li> <li>What are the causes of various diseases?</li> <li>What is the importance of observing safety precautions in the use of medicine?</li> </ol>
<p><b>Core competence to be developed:</b>            Learning to learn: through learning about medicine, learner gets the urge to study more and discover other drugs to fight against resistant diseases.            Self-efficacy: a learner who understands the causes and prevention of various diseases will not be affected by misconceptions about diseases which may affect his/her self-esteem.</p>				
<p><b>Link to PCIs and values:</b> common communicable diseases: examples of diseases, their prevention, treatment and management.</p>			<p><b>Link to PCIs and values:</b> common communicable diseases: examples of diseases, their prevention, treatment and management.</p>	
<p><b>Suggested community service learning, non- formal activity to support learning through application:</b> visit nearby dispensary or hospital to learn more on various types of diseases, their causes, prevention and treatment.</p>				
<p><b>Suggested Resources:</b> Chart on signs of disease symptoms.</p>				
<p><b>Suggested Assessment:</b> Observations and signed questions.</p>				

**Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>The learner demonstrates appropriate signs related to use of medicine and the precautions in handling medicine.</li> <li>The learner demonstrates signs related to causes and prevention of various diseases.</li> <li>The learner can differentiate between traditional and conventional medicine.</li> </ul>	<ul style="list-style-type: none"> <li>The learner demonstrates appropriate signs related to use of medicine and the precautions in handling medicine.</li> <li>The learner demonstrates signs related to causes and prevention of various diseases.</li> </ul>	<ul style="list-style-type: none"> <li>The learner demonstrates some signs related to the use of medicine and the precautions in handling medicine.</li> <li>The learner demonstrates some signs related to causes and prevention of various diseases.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is unable to demonstrate signs related to the use of medicine and the precautions in handling medicine.</li> <li>The learner has difficulty demonstrating signs related to causes and prevention of various diseases.</li> </ul>

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<p><b>5.0 Our Cultural Heritage</b></p> <p><b>5 Lessons of suggested 35 min each)</b></p>	<p><b>5.1. Community and Local Administrative Divisions</b></p>	<p>By the end of strand the learner should be able to:</p> <p>a) demonstrate appropriate signs related to communities living in his/her village;</p> <p>b) recognise administrative levels within the sub-county(village, ward, sub-county);</p> <p>c) appreciate other communities and their cultural practices.</p>	<ul style="list-style-type: none"> <li>Learners to discuss signs of various ethnic groups within their locality comparing their similarities and differences.</li> <li>Learner to observe and demonstrate signs for administrative areas and those in charge.</li> </ul>	<ol style="list-style-type: none"> <li>Who are the leaders in our community?</li> <li>Which community do you belong to?</li> <li>What are the names of administrative levels in our community?</li> </ol>
<p><b>Core competence to be developed:</b></p>				

Citizenship: recognising other cultures and ethnic groups enables a learner to socially connect, respect diversity thus promoting peace for national growth.	
<b>Link to PCIs and values:</b> our diversity: understanding that we come from different ethnic groups/cultures.	<b>Link to PCIs and values:</b> our diversity: understanding that we come from different ethnic groups/cultures.
<b>Suggested community service learning:</b> Mixing with the community and giving sign names of villages.	
<b>Formal activity to support learning through application:</b> attending a village baraza.	
<b>Resources:</b> Realia, videos, resource persons (doctors and nurses).	
<b>Suggested Assessment:</b> Observation, signed questions.	

### Assessment Rubric

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>The learner demonstrates appropriate signs related to communities living in his/her village.</li> <li>The learner is able to recognise administrative levels within the sub-county. The learner is able to sign and fingers spell the titles of the Administrators found within the sub county, county and country. He/she can name the president.</li> </ul>	<ul style="list-style-type: none"> <li>The learner demonstrates appropriate signs related to communities living in his/her village.</li> <li>The learner is able to recognise administrative levels within the sub-county.</li> </ul>	<ul style="list-style-type: none"> <li>The learner recognises few signs related to communities living in his or her village.</li> <li>The learner is able to recognise some administrative levels within the sub county.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is unable to recognise signs related to communities living in his/her village.</li> <li>The learner only recognises a single administrative level within the sub county (his/her village).</li> </ul>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>6.Pre-literacy Skills</b>	<b>6.2. Pre-manual Skills Fingerspelling</b>	<p><b>By the end of the Strand the Learner should be able to:</b></p> <p>a) acquire appropriate pre-manual skills for signing and fingerspelling;</p> <p>b) acquire fingerspelling skills of letters A-Z;</p> <p>c) recognize appropriate fingerspellings techniques of names for self, friends and parents;</p> <p>d) appreciate fingerspelling his/her names and name of their parents, and friends;</p> <p>e) demonstrate appropriate fingerspelling of names of objects within the environment.</p>	<ul style="list-style-type: none"> <li>• Learner could be guided to demonstrate appropriate pre-manual skills for proper signing and fingerspelling</li> <li>• Learner could be guided to observe and demonstrate appropriate fingerspelling of letters A-Z.</li> <li>• Learner could be guided to watch video on fingerspelling of letters A-Z</li> <li>• In pairs and small groups, learner could fingerspell own name, names of friends, teachers, family members and things and objects found in immediate environment.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we observe when fingerspelling ?</li> <li>2. How do we fingerspell letters A-Z ?</li> <li>3. How do we fingerspell names of all teachers in our school and parents ?</li> <li>4. How do we fingerspell names of objects found in immediate environment ?</li> </ol>
<p><b>Core – competency to be developed:</b>            Collaboration and communication: Learner fingerspell letters A-Z            Digital Literacy: Watch video on fingerspelling of alphabet and objects/things on desktops, laptop, tablet, phones, internet and Television.</p>				
<p><b>Link to PCIs: Life skill and values Education:</b> Life skill</p>		<p><b>Link to values:</b> Respect, Responsibility, Team work</p>		<p><b>Link to other subjects:</b> English and Kiswahili</p>
<p><b>Suggested community service learning:</b> Demonstrate to other friends in school and in their immediate environment on how to fingerspell names of objects and parents in school and immediate environment.</p>				
<p><b>Non-formal activity to support learning:</b> visit the national/community library and Watch videos on finger spelling of the alphabet and names of objects.</p>				
<p><b>Suggested learning resources:</b> chart with fingerspelling of letters of the alphabet, videos showing different objects that can be found in school environment.</p>				



**Suggested assessment:** observation, démonstration, signed oral questions

### Assessment Rubrics

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<ul style="list-style-type: none"> <li>• Learner appropriately demonstrate pre-manual skills when signing and fingerspelling.</li> <li>• Learner correctly identify letters A-Z.</li> <li>• The learner recognize appropriate fingerspellings of his/her names and names of teachers in school and parents.</li> <li>• Learner appropriately demonstrate fingerspelling of objects found in immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner appropriately demonstrate pre-manual skills when signing and fingerspelling.</li> <li>• Learner correctly identify letters A-Z.</li> <li>• The learner recognize appropriate fingerspellings of his/her names and names of teachers in school and parents.</li> <li>• Learner appropriately demonstrate fingerspelling of objects found in immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner appropriately demonstrate some pre-manual skills when signing and fingerspelling.</li> <li>• The learner recognize appropriately some fingerspellings of his/her names and names of teachers in school and parents.</li> <li>• Learner correctly identify some letters A-Z.</li> <li>• Learner appropriately demonstrate few fingerspelling of objects found in immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner cannot appropriately demonstrate pre-manual skills when signing and fingerspelling.</li> <li>• The learner inappropriately fingerspell his/her names and names of teachers in school and parents.</li> <li>• Learner incorrectly identify letters A-Z.</li> <li>• Learner unable to demonstrate fingerspelling of objects found in immediate environment.</li> </ul>

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>7.0. Pre-numeracy skills</b>	<b>7.1 Pre-manual skills for numbers 1-100</b>	By the end of the lesson the learner should be able to: a) demonstrate appropriate pre-manual skills for numbers;	<ul style="list-style-type: none"> <li>• Learner could be guided to observe and appropriately demonstrate numbers 1-100.</li> <li>• Learner could watch a video on sign of numbers (1-100).</li> </ul>	How do you sign numbers 1-100?

		b) acquire signs of numbers 1-100; c) recognize signs of numbers 1-100; d) use signs related to numbers in communication (S); e) sign sentences related to numbers.	<ul style="list-style-type: none"> <li>In pair and in groups learners could practice signing sentences related to numbers 1-100.</li> </ul>	
<b>Core – competence to be developed:</b> Collaboration and communication: Learner signs numbers 1-100 in pairs and in groups. Digital Literacy: Watch vide on signs of numbers.				
<b>Link to PCIs:Life skill and values Education:</b> Life skills		<b>Link to values:</b> Respect, Responsibility, Team work		<b>Link to other subjects:</b> Mathematics and English
<b>Suggested community service learning:</b> Demonstrate to other children at home and in the immediate environment how to sign numbers.				
<b>Non-formal activity to support learning:</b> visit the national, community library and watch videos on signs of the numbers.				
<b>Suggested learning resources:</b> charts with signs of numbers, videos showing signs of the numbers.				
<b>Suggested Assessment:</b> observation, demonstration, signed oral questions				

### Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>The learner appropriately demonstrate pre-manual skills for numbers.</li> <li>Learner to appropriately demonstrate signs for numbers 1-100.</li> <li>Learner is able to recognize signs of numbers 1-100.</li> </ul>	<ul style="list-style-type: none"> <li>The learner appropriately demonstrate pre-manual skills for numbers.</li> <li>Learner to appropriately demonstrate signs for numbers 1-100.</li> </ul>	<ul style="list-style-type: none"> <li>The learner appropriately demonstrate some pre-manual skills for numbers.</li> <li>Learner can appropriately demonstrate some signs for numbers 1-100.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is unable to appropriately demonstrate pre-manual skills for numbers.</li> <li>Learner cannot appropriately demonstrate signs for numbers 1-100.</li> </ul>

<ul style="list-style-type: none"> <li>• Learner is able to correctly guide other learners to sign numbers 1-100.</li> <li>• Learner appropriately demonstrate sentences related to numbers 1-100.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to recognize signs of nubers 1-100.</li> <li>• Learner is able to correctly guide other learners to sign numbers 1-100.</li> <li>• Learner appropriately demonstrate sentences related to numbers 1-100.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner appropriately demonstrate few sentences related to numbers 1-100.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is able to recognize signs of very few numbers 1-100.</li> <li>• Learner incorrectly sign numbers 1-100.</li> <li>• Learner cannot appropriately demonstrate sentences related to numbers 1-100.</li> </ul>
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