



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

CURRICULUM DESIGNS

ENGLISH ACTIVITIES

GRADE 1, 2 & 3

FOR LEARNERS WITH HEARING IMPAIRMENT

MAY 2017

© KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

All rights reserved. No part of this handbook may be reproduced, stored in a retrieval system or transcribed in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the publisher.

First Published 2017

© Kenya Institute of Curriculum Development

ISBN NO

Published and printed by

Kenya Institute of Curriculum Development

P. O. Box 30231-00100

NAIROBI-KENYA

Telephone: (020) 3749900-9, 3747994

Fax: 254 (020) 3639130

E-mail: info@kie.ac.ke

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 contains the National Goals of Education, outlines the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other subjects.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

FRED MATIANGI, PhD, EGH
CABINET SECRETARY
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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 instil 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-fulfilment

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.

Core Competencies for Basic Education

Communication and Collaboration

Communication is the act of transferring information from one place to another, whether vocally, visually, or non-verbally. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline promotes the effective and ethical practice of human communication.

Spitzberg (1988) defines communication competence as the ability to interact well with others in terms of accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness. On the other hand Friedrich (1994) suggests that communication competence is best understood as "a situational ability to set realistic and appropriate goals and to maximize their achievement by using knowledge of self, other, context, and communication theory to generate adaptive communication performances."

In this respect, it can be argued that being able to communicate effectively as intended is the most important of all life skills. How well information can be transmitted and received is a measure of how good our communication skills are. Developing communication skills helps in all aspects of an individual's life.

Parks (1985) maintains that communicative competence can effectively be measured by determining if, and to what degree, the goals of interaction are achieved. He emphasizes three interdependent themes: control, responsibility, and foresight; and argues that to be competent, learners must not only 'know' and 'know how,' but rather they must also 'do' and 'know that we did'. He defines communicative competence as the degree to which individuals perceive they have satisfied their goals in a given social context without jeopardizing their ability or opportunity to pursue their other subjectively more important goals.

A useful framework for understanding communication competence was designed by Spitzberg and Cupach (1984). They propose a model that can be used to understand communication referred to as the component model of competence. The model asserts that communication competence is mutually defined by the interdependency of the cognitive component (concerned with knowledge and understanding), the behavioural component (concerned with behavioural skills), and the affective component (concerned with attitudes and feelings about the knowledge and behaviours) by interactions in an interpersonal encounter within a specific context.

This then implies that education at each level should endeavour to enhance the learner's acquisition of effective communication skills through which they can interact and express themselves during the learning process. In this respect, it would be prudent to be cautious when deciding on the language to be used as a medium of instruction at the early year's education level. It is also important to take cognizance of appropriate modes of communication for learners with special educational needs.

Collaboration is the process of two or more people or organizations working together to realize shared goals. Collaboration may require leadership, although this can be social within decentralized or egalitarian groups or teams that work collaboratively in relation to gaining greater resources, recognition and motivation. Strategies for effective communication enhance the attainment of greater collaboration among groups that ultimately increase the success of teams as they engage in collaborative problem solving. Collaboration is also present in opposing goals exhibiting the notion of adversarial collaboration, though this is not a common case for using the word. Collaborative learning is a system in which two or more people co-operate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Collaborative learning is designed to help learners learn from each other and can be an important aspect of the school curriculum. Lesson plans for collaborative learning may vary greatly. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many team building games and activities that can be done in a classroom that force learners to work together to complete a task. Other collaborative learning exercises are designed around a particular school subject. For instance, in a speech class, a teacher might put learners up into teams and have them work together to make a presentation on a subject together. In this scenario, learners can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate.

Self-efficacy

Self-efficacy is a person's belief about his or her capabilities to perform tasks or assignments that can change and transform his or her life. It determines how the person feels, thinks, behaves and motivates themselves. Self-efficacy has the potential to determine four major processes namely cognitive, motivational, affective and selection processes.

A strong sense of self-efficacy enhances a learner's accomplishment and personal well-being in many ways. Learners with high assurance in their capabilities approach difficult tasks as challenges to be mastered, rather than as threats to be avoided. Self-efficacy fosters intrinsic interest and deep engrossment in activities. Learners set themselves challenging goals and maintain a strong commitment to them.

Self-efficacy as a competence will enable learners to develop and nurture intra-personal skills and values such as self-awareness, self-esteem, confidence and personal integrity. These competencies will enhance the learner's ability to heighten and sustain efforts in the face of failure and effectively manage stressful situations. A learner with a strong sense of self-efficacy will be courageous and bold enough to set and pursue personal educational, family, community, entrepreneurial, professional, and career goals in all forms of employment that will lead to personal accomplishment (British Council, 2016). An efficacious learner will be aware of the resources at their disposal and will take personal responsibility for the use, care, management, protection and preservation of these resources.

A learner with strong self-efficacy will be internally motivated to establish and maintain healthy interpersonal relationships. They will demonstrate interpersonal relationship skills such as assertiveness, empathy, effective communication, negotiation skills, non-violent

conflict resolution skills and peer pressure resistance skills. Creative and critical thinking that leads to effective decision making and problem solving is based on a strong sense of self-efficacy (British Council, 2016). Capacity building of teachers and parental engagement are two crucial factors that would determine acquisition of self-efficacy. The school will be expected to provide opportunities for parents to be empowered and engaged in the affairs and welfare of their children's education.

Critical Thinking and Problem Solving

An important outcome of quality education is teaching learners how to think critically. The British Council (2015) identifies three types of thinking: reasoning, making judgements, and problem solving. It is possible for learners to reason in an uncritical way. When learners are empowered with critical thinking, they avoid being subjective, and use logic and evidence to arrive at conclusions. Critical thinking also facilitates exploring new ways of doing things and learner autonomy. Learners learn that for every issue there are multiple perspectives that they can explore, rather than a rigid recall and regurgitation of information.

Critical thinking is important for lifelong learning. It helps learners to have an open mind and be ready to listen and appreciate information and opinions that may sometimes conflict with their earlier held beliefs and positions. Critical thinking and problem solving are useful for learners of all ages and in all the subjects and disciplines offered in the basic education curriculum. For example, in the sciences learners need to think critically about observations and patterns to develop ideas on how to solve problems. These competencies are also important for solving problems in their lives and communities, and will ultimately help them to fulfil their potential, which is the vision for the basic education curriculum. This will contribute to addressing the unemployment challenge in Kenya.

Critical thinking and problem solving will be developed through age appropriate activities and programmes in the school curriculum. For example, at pre-primary school level learners can be asked to come up with the best ways of using and keeping their books, stationery and other personal items safe. At the other end of the basic education spectrum, learners can be asked to come up with the best ways of addressing the challenge of scarce resources such as water in the school and community.

Creativity and Imagination

Creativity and imagination refers to the ability to form new images and sensations in the mind, and to turn them into reality (British Council, 2016). It is the ability to imagine things that are not real, to form pictures in the mind of things that one has not seen or experienced, and turn those pictures into real things. It also refers to the act or power of forming mental images of things that are not present to the senses, or that are never wholly perceived in reality, and creating physical representations of those images. Imagination only exists or happens in the mind, and it remains in the mind. Creativity and imagination on the other hand, is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and

to generate solutions. It is a phenomenon whereby something new and valuable is formed.

In educational terms, creativity and imagination refers to the ability of learners and their teachers to form images and ideas in their minds, and turn them into real, visible creations. Learners who are imaginative and creative are able to make life interesting for themselves and others around them. They are able to use the knowledge, skills and values acquired in the learning process to create new ideas that result in products that add value to their lives and to the lives of others around them. The competence based curriculum recognizes this hidden ability in learners. It will therefore, inspire learners' imagination by presenting knowledge in ways that encourage learners to think as individuals. It will create scenarios that help learners to engage in imagination and encourage them to develop creations steered by the imagination. Their ability to imagine will be stretched through exposure to challenging situations that help to expand their thinking and creativity skills. The curriculum will also create room for innovative ways of teaching as well as creating an environment conducive to learning that offers all learners opportunities to explore their full potential in and through creativity and imagination.

Citizenship

Historically, human beings have always formed communities based on a shared identity. Such identities are forged in response to a variety of human needs, which might be economic, political, religious or social. As group identities grow stronger, those who hold them in commonality with others organize themselves into communities, articulate their shared values, and build governance structures to support their beliefs. The individuals in these communities identify themselves as citizens.

Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It creates a sense of belonging and attachment to one's nation. A sense of citizenship helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. They are able to understand the consequences of their actions, and those of the adults around them.

Global citizenship is a way of living which recognizes that our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally. It nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet.

Digital Literacy

Digital literacy can be described as having the knowledge, skills and behaviours which are necessary to effectively and safely use a wide range of digital content and devices. Such devices include mobile phones, smart phones, tablets, laptops and desktops among

others. All these fall within the category of network enabled devices. Digital literacy focuses mainly on network enabled devices and should not be confused with computer literacy skills. However, traditional forms of literacy and computer literacy are enhancers in the acquisition of digital literacy skills.

Individuals are presumed to be digitally literate if they possess a broad range of digital skills and knowledge, and have a basic understanding of the potential uses of computing devices. Digital literacy skills also include being able to use computer communication networks, being able to engage in online communication and social networks, being aware of and adhering to ethical behaviour protocols, being aware of societal issues raised through digital media, and being able to search, evaluate and use information channelled through digital platforms. Furthermore, the digital literate individual should also have the ability to safely and securely use technology while being able to assess the nature of the information acquired in order to support and enhance the environment (British Council, 2015). Digital literacy as a competence therefore encompasses knowledge and skills concerning the appropriate application of a variety of hardware platforms such as computers, tablets and mobile devices, and their software including but not limited to web search or internet application software. Digital literacy is a dynamic competence due to the fast-changing world of information communication technology and the ongoing development of technological devices as well as their related software. This is an area in which there is constant innovation and development as the industry attempts to keep up with a globally increasing demand for efficient and effective communication technologies.. Currently, digital literacy is considered as one of the main core competencies for learning and life in the 21st century. It challenges existing thinking and practice while leading to a more innovative, creative and often transformational learning.

Learning to Learn

Learning is a continuous process that begins at birth and continues until death; it is the process through which we use our experience to deal with new situations and to develop relationships. As a concept, it involves far more than thinking as it incorporates the whole personality – senses, feelings, intuition, beliefs, values and will. If we do not have the will to learn, we will not learn and if we have learned, we are actually changed in some way. If the learning makes no difference it can have very little significance beyond being random ideas that float through our consciousness.

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning by the effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn helps learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. There are four pillars of learning: Learning to know, learning to do, learning to be and learning

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.

ENGLISH LANGUAGE ACTIVITIES

Essence Statement

English Language during the early years is intended to engage the learners in activities that allow them to use and progressively demonstrate the competences outlined. The emphasis in the presentation of the four language skills is to ensure that they are functional. The learners should also experience the interdependence of the competences across the skills, and find relevance of what they learn in their day to day contexts. Similarly, English language activities in Grade 1, 2, and 3 are expected to play a preparatory role in enabling learners to use it as a medium of learning from grade four, upwards. Concerted efforts to enrich learning at this level will gradually empower learners to exercise what they have acquired in the different functions that English language plays, at the national and global level.

Subject General Learning Outcomes

By the end of Early Years Education the learner should be able to:

1. Listen and respond appropriately to relevant information in a variety of contexts.
2. Express self confidently using the language structures and the vocabulary acquired for interaction with others.
3. Read with comprehension, a variety of short texts of about 200 words fluently and accurately.
4. Read with comprehension a variety of texts for information and pleasure.
5. Write simple sentences legibly and neatly to express ideas and feelings.
6. Demonstrate the appropriate use of simple language structures and basic punctuation marks to communicate effectively

GRADE 1

Strand	Sub-strand Suggested time:35mins	Specific Learning Outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Listening and speaking/ Observing and signing	1.1 Attentive listening/ paying attention No. of Lessons: 3	By the end of the sub strand the learn should be able to: a) Allow others to sign/speak/ without interrupting while demonstrating to enhance turn taking in communication (S) b) Maintain focus on the signer to promote attentiveness in communication. (S) c) Interpret and use body language (facial expressions) appropriately (K) d) Appreciate the importance of using body language and facial expression for effective communication. (A)	<ul style="list-style-type: none"> • Learners should practice good eye contact and appropriate facial expressions in small groups and pairs. • Learner should practice correct sitting posture. • Learners should respond through gesture/actions, through signs and in writing. • Learner should be shown demonstrations and pictures/ photos on the correct sitting posture 	<ol style="list-style-type: none"> 1) What do people do as others speak/sign when they are interacting? 2) What do you do when someone is communicating to you? 3) Why do you look at someone’s face as he/she communicates?
Core-Competence to be developed: Communication and Collaboration will be achieved through pair and group work involving practice of good posture, use of facial expressions and familiar gestures.				
Link to PCIs: Life skills especially the use of body language appropriately for effective communication.			Link to Values: Respect for others and patience as they practice turn taking during communication.	
Links to other subject(s): Linked to attentive listening/ paying attention in all the subjects in the school curriculum.			Suggested Community Service Learning: Interact with the community and learn about the culturally	

	acceptable facial expressions used by the learners in the community during signing.
Non-Formal Activity to support learning: learn acceptable and gestures from each during free time/ games time.	Suggested Assessment: observation as the learners express appropriate facial expressions and sitting posture.
Suggested Resources: Realia, Pictures and Photos on attentive observation.	

Assessment Rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the signer longer than the required period</p> <p>Always allows others sign without interrupting while demonstrating attentive observation through their body language and facial expression.</p> <p>Can follow more than one directional instructions</p> <p>Can interpret and use body language (facial expressions and gestures) appropriately.</p>	<p>Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the signer during the required period</p> <p>Allows others to sign without interrupting while demonstrating attentive observation through their body language and facial expression.</p> <p>Can follow all one directional instructions</p> <p>Can interpret and use body language (all facial expressions) appropriately</p>	<p>Can sit upright but occasionally slides/slouches or fidgets and occasionally loses focus on the signer during the required period</p> <p>Allows others to sign but with occasional interruptions</p> <p>Can follow several one directional instructions</p> <p>Can interpret and use body language (several facial expressions) appropriately</p>	<p>Rarely sits upright without sliding/slouching or fidgeting and rarely maintains focus on the signer during the required period</p> <p>Rarely allows others to sign without interrupting</p> <p>Can follow a few one directional instructions</p> <p>Can interpret and use body language (a few facial expressions) appropriately</p>

Strand	Sub-strands Suggested time:35mins	Specific learning outcomes knowledge (K), skills(S)and attitudes(A)	Suggested Learning Experiences	Key Inquiry Questions
1.0. Listening and speaking/ paying attention and signing	1.2. Language structures The verb 'to be' (is, am are)	By the end of the sub strand the learner should be able to: a) Use the various realizations of the verb 'to be' correctly in day to day communication (s) b) Recognize the present tense forms of the verb 'to be' in sentences (k) c) Appreciate the various forms of the verb 'to be' in their day to day communication. (A)	<ul style="list-style-type: none"> • Learners should describe their own and other pupils' various actions as demonstrates • Learners should describe people (e.g. Mary is a teacher) using the verb 'to be' • Learners should ask questions based on demonstrated actions by one/many • In pairs through speaking/ signing, learners should ask questions using the verb 'to be' as an interrogative (e.g. Is Mary in class? Are you awake?) • Take part in role playing and language games that allow them to take turns in various actions and asking questions through signing/speaking. • Describe pictures showing actions. 	<ol style="list-style-type: none"> 1) Who are you? 2) Who is your friend? 3) What is the name of your teacher? 4) How many are you in the family?
Core-competence to be developed: Communication and collaboration, Creative thinking				
Links to PCI's: Life skills (effective communication)			Link to values: positive attitude towards others as they use different verbs to describe them.	
Link to other subjects: Linked to attentive observation appropriately for effective communication.			Suggested community Service Learning: Learners can ask their guardians/ relatives what they do to earn a living and share with their friends on their findings.	

Non-formal activity to support learning through application: take part in language games as they play during break/games time.	Suggested assessment: oral/signed questions.		
Suggested Resources: Objects, realia, pictures			
Assessment Rubrics.			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Uses the various realizations of the verb ‘to be’ correctly in day to day communication. Recognizes the present tense forms of the verb ‘to be’ in sentences. Can construct own sentences using the various forms of the verb 'to be'</p>	<p>Uses the various realizations of the verb ‘to be’ correctly in day to day communication. Recognizes the present tense forms of the verb ‘to be’ in sentences.</p>	<p>Has difficulty using the various realizations of the verb ‘to be’ correctly in day to day communication. Recognizes the present tense forms of the verb ‘to be’ in sentences.</p>	<p>Has difficulty using the various realizations of the verb ‘to be’ correctly in day to day communication. Hardly recognizes the present tense forms of the verb ‘to be’ in sentences.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills(S)and attitudes(A)	Suggested Learning Experiences	Key Inquiry Question (S)
1.0 Listening and speaking / paying attention and signing	1.3. Language structures and functions Subject-verb agreement No. of Lessons: 8	By the end of the sub strand the learner should be able to: a) Recognize correct use of subject-verb agreement in sentences (K) b) Construct oral/ signed sentences with correct subject-verb agreement (S) c) Appreciate the importance of subject verb agreement for effective communication (A)	<ul style="list-style-type: none"> • Learners should construct correct oral/signed sentences on pictures showing singular and plural subjects • In pairs/small groups learners could construct oral/signed sentences on demonstrated actions by one or many other learners • Construct oral/ signed sentences using displayed realia representing singular and plural subjects • Construct oral/signed sentences using singular and plural subjects at home e.g. animals, utensils etc. 	<ol style="list-style-type: none"> 1) What is Sarah doing? 2) What are the children doing in class?
Core-competence to be developed: Communication and collaboration – correct usage of subject-verb agreement, learning to learning – constructing signed sentences about subject at home, Creativity and imagination – through demonstrations and construction of signed sentences.				
Links to PCI's: Life skills (effective communication is developed when the learners employ the appropriate use of subject –verb agreement.)			Link to values: cooperation enhanced as the leaners work in pairs.	
Links to other subjects: KSL			Suggested community Service Learning: Constructing signed sentences about things found at home	
Non-formal activity to support learning: learners to construct sentences about things found in the school compound.			Suggested assessment: construction of oral/signed sentences.	

Suggested Resources: Real objects, pictures			
Assessment rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Recognizes correct use of subject-verb agreement Can construct oral/ signed sentences with correct subject-verb agreement using singular and plural subjects not necessarily ending in 's'.	Recognizes correct use of subject-verb agreement. Constructs oral/ signed sentences with correct subject-verb agreement using singular and plural subjects.	Recognizes the use of subject-verb agreement. But has difficulty Constructing oral/ signed sentences with correct subject-verb agreement.	Hardly recognizes correct use of subject-verb agreement. Has difficulty constructing oral/ signed sentences with correct subject-verb agreement.

Strand	Sub-strand Suggested time:35mins	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(s)
1.0 Listening and speaking/ paying attention and signing	1.4 Language structures and functions • Pronouns No. of Lessons:7	By the end of the sub strand the learner should be able to: a) Use personal pronouns in relation to gender, number and objects appropriately in sentences (S) b) Pick out personal pronouns in signed/oral conversation (K) c) Appreciate the use of personal pronouns in effective communication (A)	<ul style="list-style-type: none"> • Learners should take part in a demonstration in relation to gender, number and object • Learners should replace nouns with personal pronouns in practicing signed/oral sentence constructions • In small groups/pairs they construct signed/oral sentences using personal pronouns • Discuss people and things in their home and school using personal pronouns orally/ through signs. 	<ol style="list-style-type: none"> 1) How would you describe mother/sister/aunt ? 2) How would you describe your father/brothers/uncle? 3) What do learners do at school on Friday mornings?
Core-competence to be developed: Communication and collaboration, Creativity and imagination- in answering the key inquiry questions				
Links to PCI': Life skills (interpersonal relationships, appreciation of gender, effective communication and self-awareness are developed as the learners acquire new information on pronouns in relation to gender).			Link to values: respect for others irrespective of their gender.	

Links to other subjects: Life skills (interpersonal relationships, appreciation of gender, effective communication, self-awareness)	Suggested community Service Learning: Discussion on things/people in their home
Non-formal activity to support learning: using pronouns to discuss things/ people found in the school.	Suggested assessment: constructing oral/signed sentences using pronouns.
Suggested Resources: Real objects, pictures and photos	

Assessment Rubrics:

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Uses personal pronouns in relation to gender, number and objects appropriately. e.g. I/we, she, he, they, It. Can pick out personal pronouns in signed/oral conversation. Can construct signed/oral sentences using personal pronouns.</p>	<p>Uses personal pronouns in relation to gender, number and objects appropriately. e.g. I/we, she, he, they, It. Can pick out personal pronouns in signed/oral conversation.</p>	<p>Uses some personal pronouns in relation to gender, number and objects appropriately. e.g. I, she, he. Can pick out some personal pronouns in signed/oral conversation.</p>	<p>Has difficulty using personal pronouns in relation to gender, number and objects appropriately. e.g. I/we, she, he, they, It Has problems picking out personal pronouns in signed/oral conversation.</p>

Strand	Sub-strand Suggested time:35mins	Specific Learning Outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key inquiry question(S)
1.0 Listening and speaking/ paying attention and signing	1.5 Language structures and functions Singular/plural (addition of ‘s’ only) Lessons 5	By the end of the sub strand the learner should be able to: a) Use singular and plural forms of nouns correctly in sentences. (s) b) Distinguish between singular and plural nouns correctly in sentences (k) c) Appreciate the importance of using singular and plural nouns to communicate messages effectively (A)	<ul style="list-style-type: none"> • Learners should identify objects in the classroom • Learners could be guided to identify sign names/names of the identified objects in their singular forms • Learners should be guided to identify sign names/names of the identified objects in their plural forms • In small groups/pairs, through signing/orally, learners can name more objects in their singular and plural form • Group the items in their school and home in columns of one and many • Sign/sing a song on ‘one’ and ‘many’ items 	<ol style="list-style-type: none"> 1) How many _____ (e.g. hands, legs, bag, and pencil) do you have? 2) How many _____ (pens, bottles, cups etc) are red/blue etc? 3) How many are big/small, long/short, round/rectangle are there
Core-Competence to be developed: Core-competence to be developed, Communication and collaboration – pair small groups, Critical				

thinking and problem solving – grouping items			
Links to PCI's: Citizenship – social cohesion (as the learners work together in groups they develop collaboration which will lead to social cohesion)		Link to values: Responsibility. Learners will be expected to learn to take care of the items they will be using during the lesson.	
Links to other subjects- Counting in Mathematics		Suggested community Service Learning: Signing /Naming of items in the school and home.	
Non-formal activity to support learning through application: Signing /Naming of items in the school		Suggested assessment: Practical activity of grouping things in singular and plural.	
Suggested Resources: Realia, Use of a song/signed song			
Assessment rubrics:			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses singular and plural forms of nouns correctly. Distinguish between singular and plural nouns correctly. Can construct own sentences demonstrating the appropriate use of singular and plural nouns.	Uses singular and plural forms of nouns correctly. Distinguish between singular and plural nouns correctly.	Uses singular forms of nouns correctly but has difficulty using the plural forms of some of the nouns. Distinguish between singular nouns and some plural nouns correctly.	Hardly uses singular and plural forms of nouns correctly. Has difficulty distinguishing between singular and plural nouns correctly.

Strand	Sub-strand Suggested time:35mins	Specific Learning Outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key inquiry question(S)
1.0 Listening and speaking/ paying attention and signing	1.6 Language structures and functions Present Simple tense No. of lessons :5	a) Sequence routine activities using the simple present tense (S) b) Use simple present tense appropriately to communicate (S) c) Respond to simple signed/oral questions using simple present tense(S) d) Appreciate the use of sign/oral language to describe routine activities (A)	<ul style="list-style-type: none"> • Learners should respond to questions based on daily routines through speaking/ signing. • Ask each other questions on routine activities e.g. what do you do on Saturday? /every night? • Describe to each other their daily routines in pairs/small groups orally/ through signing. • Reporting on what they do when they go home 	1) What do you do every day before you come to school? 2) What do you do at break time? 3) What do you do when you are happy?
Core-Competence to be developed Communication and collaboration (pair and group practice in sentences about routine activities.				
Link to PCIs: Life skills (self-esteem is enhanced as they develop language for expressing daily routines)			Link to Values: respect for others, enhanced during communication.	
Links to other subject(s): Hygiene			Suggested Community Service Learning: Observe and discuss daily routines of members of their family/ community.	
Non-Formal Activity to support learning through application:			Suggested assessment: oral questions	

Suggested Resources: Poems/ Signed Poems and songs/signed songs to portray daily routines.

Assessment rubrics:

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Sequences routine activities using the simple present tense Uses simple present tense appropriately to communicate Responds to simple signed/oral questions using simple present tense. Can form simple signed/oral questions using the simple present tense.</p>	<p>Sequences routine activities using the simple present tense Uses simple present tense appropriately to communicate Responds to simple signed/oral questions using simple present tense.</p>	<p>Attempts to sequence routine activities using the simple present tense. Uses simple present tense to communicate, but occasionally mixes the tenses. Responds to simple signed/oral questions using simple present tense.</p>	<p>Hardly sequences routine activities using the simple present tense. Hardly uses simple present tense appropriately to communicate. Mixes tenses during communication. Has difficulty responding to simple signed/oral questions using simple present tense.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key Inquiry question(S)	
1.0 Listening and speaking/ paying attention and signing	1.7 Language structures and functions Present continuous tense No. of Lessons: 7	By the end of the sub-strand, the learner should be able to: a) Describe events orally/through signing using the present continuous tense (S) b) Change verbs from present simple to continuous tense in sentences (K) c) Respond to questions using the present continuous tense (K) d) Appreciate communicating ideas using the present continuous tense (A)	Learners should <ul style="list-style-type: none"> • construct signed/oral sentences from ongoing demonstrations • in small groups take part in competition in changing verbs from simple present to present continuous tense • take part in a word fishing game • respond to simple signed questions using the present continuous tense • asking and answering questions in pairs/groups through signing 	1) What are you doing? 2) What is the teacher doing?	
Core-Competence to be developed: Communication and collaboration, learning to learn, self-efficacy					
Link to PCIs: Life skills- they develop self-awareness as they describe what they are doing.			Link to Values: co-operation		
Links to other subject(s): Links specifically to KSL.			Suggested Community Service Learning: Using the present continuous tense during play at home		
Non-Formal Activity to support learning through application: Using the present continuous tense during play at school.			Suggested assessment: oral/signed questions, constructing oral/signed sentences.		
Suggested Resources: Charts and songs Assessment rubrics:					
Exceeds expectation		Meets expectation	Approaches expectation	Below expectation	

<p>Describes events orally/through signing using the present continuous tense. Changes verbs from present simple to continuous tense Responds to questions using the present continuous tense. Can form own questions appropriately using the present continuous tense.</p>	<p>Describes events orally/through signing using the present continuous tense. Changes verbs from present simple to continuous tense Responds to questions using the present continuous tense.</p>	<p>Describes events orally/through signing using the present continuous tense, but occasionally mixes the tenses. Changes some verbs from present simple to continuous tense Responds to some questions using the present continuous tense.</p>	<p>Has difficulty describing events orally/through signing using the present continuous tense. Experiences challenges when changing verbs from present simple to continuous tense Has difficulty responding to questions using the present continuous tense.</p>
---	--	---	--

Strand	Sub-strand. Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/ paying attention and signing	1.8 Language structures and functions Simple past tense No. of Lessons: 8	By the end of the sub-strand, the learner should be able to: a) Discuss about routine activities using simple past tense using signs/orally (S) b) Use simple past tense to report on simple activities they carried out in the past (S) c) Change regular verbs from simple present to simple past in sentences(S) d) Appreciate/enjoy communicating ideas using the simple past tense (A)	Learners should: <ul style="list-style-type: none"> Respond to simple questions on routine activities using simple past tense Report on what happened/was said during the assembly using simple past tense Competition games on changing verbs from present simple to past simple tense (in small groups) Group verbs/take part in a word fishing game on verbs in the simple past tense Constructing signed/oral sentences using simple past on demonstrated actions e.g. jump, walk, laugh, smile 	1) What did you do in the morning before coming to school? 2) What did the head teacher say at the assembly? 3) What did the teacher do before we started out class?
Core-Competence to be developed Communication and collaboration				
Link to PCIs Self-efficacy –the learners develop the ability to demonstrate appropriate signs/words on routines that they take part in.			Link to Values: tolerance: developed as the learner takes part in competition activities using simple past tense.	
Links to other subject(s): Health (routines e.g. brushed teeth)			Suggested Community Service Learning: Report the activities they were involved in at school to their parents/guardians	
Non-Formal Activity to support learning through application: Identify and take part in routine activities in the school e.g. sweeping the classroom.			Suggested assessment: observing the learner as he/she interacts with the learning materials.	
Suggested Resources: Charts, photos and pictures				

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Can identify and discuss about routine activities using simple past tense orally/ in sign language (regular verb) Uses simple past tense to report on simple activities they carried out in the past. Can change regular and some irregular verbs from simple present to simple past.	Can identify and discuss about routine activities using simple past tense orally/ in sign language (regular verb) Uses simple past tense to report on simple activities they carried out in the past. Change regular verbs from simple present to simple past.	Can identify and discuss about a few routine activities using simple past tense orally/in sign language (regular verb) has some difficulty using simple past tense to report on simple activities they carried out in the past. Can change some regular verbs from simple present to simple past.	Has difficulty identifying and discussing about routine activities using simple past tense orally/ in sign language (regular verb) Has difficulty using simple past tense to report on simple activities they carried out in the past. Has difficulty changing regular verbs from simple present to simple past.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/ paying attention and signing	1.9 Language structures and functions Demonstratives for singular and plurals No. of Lessons: 7	By the end of the sub-strand, the learner should be able to: a) Use demonstratives correctly to show singular and plural nouns in day to day communication (S) b) Identify singular and plural nouns in sentences (K) c) Identify appropriate demonstratives for the given singular and plural nouns (K) d) Appreciate the use of different demonstratives for effective communication (A)	<ul style="list-style-type: none"> • Learners should change nouns from singular to plural and vice- versa • Attach a demonstrative to either a singular or plural noun to form a phrase (in pairs) • Use objects that are near and far in the classroom to demonstrate the correct use of demonstratives (This/ That) (These/Those) • In pairs or small groups, discuss objects around the school compound 	<ol style="list-style-type: none"> 1) What things can you see inside the classroom? 2) What things can you see outside classroom?
Core-Competence to be developed: Communication and collaboration: Self-efficacy				
<ul style="list-style-type: none"> • Link to PCIs: Life skills (as the learners use demonstratives correctly, they develop mastery of language which enhances effective communication and self-esteem. 			Link to Values: obedience as the learners adhere to instructions given to them.	
Links to other subject(s): Maths, KSL Social Studies (all subjects that use demonstratives)			Suggested Community Service Learning: identifying objects in their home to illustrate the correct use of demonstratives	
Non-Formal Activity to support learning through application: Compare objects in the classroom and outside the classroom to illustrate the correct use of demonstratives			Suggested assessment: oral /signed questions.	

- **Suggested Resources:** Realia, Pictures and photos

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Uses demonstratives correctly to show singular and plural nouns. Identifies singular and plural nouns. Identifies appropriate demonstratives for the singular and plural nouns identified. Can construct sentences demonstrating the appropriate use of singular and plural nouns.</p>	<p>Uses demonstratives correctly to show singular and plural nouns. Identifies singular and plural nouns. Identifies appropriate demonstratives for the singular and plural nouns identified.</p>	<p>Uses demonstratives correctly to show singular nouns but Rarely use them to show plural nouns. Identifies singular and plural nouns.</p>	<p>Has difficulty using demonstratives correctly to show singular and plural nouns. Identifies some singular nouns but has problems identifying plural nouns. Rarely Identifies appropriate demonstratives for the singular and plural nouns identified.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key inquiry question(S)
1.0 Listening and speaking/ paying attention and signing	1.10 Language structures and functions Opposites (Nouns) No. of Lessons: 6	By the end of the sub-strand, the learner should be able to: a) Demonstrate appropriate signs/words for the opposites of nouns within the family setting (K) b) Use the opposites of nouns correctly in sentences(S) c) Appreciate the use of opposites to communicate effectively about family members (A)	<ul style="list-style-type: none"> • Organize learners as male and female pupils in the class to introduce the concept of opposites • Learner could state appropriate names/signs of the members of a nuclear family based on a picture • Learners could inquire from their parents/guardians the terms/signs used to refer to: <ul style="list-style-type: none"> i) The brother to their father/mother ii) The sister to their father/mother iii) The father to their father/mother iv) The mother to their father/mother 	<ol style="list-style-type: none"> 1) Who cooks for you at home? 2) Who plays with you at home? 3) Who buys you books? 4) Who shares stories with you?
<ul style="list-style-type: none"> • Core-Competence to be developed: Communication and collaboration, Learning to learn (making inquiries) 				
<ul style="list-style-type: none"> • Link to PCIs: Citizenship (focus on family: pupils learn more about family and they appreciate family relations) Life skills (Knowledge of themselves based on gender) 			Links to Values: respect for other member of the family.	
Links to other subject(s): CRE, social studies			Suggested Community Service Learning: Seeking knowledge about male and female relatives from their parents or guardians.	
Non-Formal Activity to support learning through application: Seeking knowledge about male and female members of the class.			Suggested assessment: oral questions.	
<ul style="list-style-type: none"> • Suggested Resources: Realia, Pictures, videos and photos 				

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Demonstrates appropriate signs/words for the opposites of nouns within the family setting. Uses the opposites of nouns correctly. Can construct simple sentences using the opposites of nouns.	Demonstrates appropriate signs/words for the opposites of nouns within the family setting. Uses the opposites of nouns correctly.	Demonstrates appropriate signs/words for some opposites of nouns within the family setting.	Has problems demonstrating appropriate signs/words for the opposites of nouns within the family setting. Has problems using the opposites of nouns correctly

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/ paying attention and signing	1.11 Language Structures and functions Simple pre-positions (in, on, under, between, behind, in front of, inside, outside) No. of Lessons: 6	By the end of the sub-strand, the learner should be able to: a) Use pre-positions correctly in sentences (S) b) Recognize pre-positions in oral construction of sentences (K) c) Appreciate the use of pre-positions for effective communication. (A)	<ul style="list-style-type: none"> Learners should describe various positions of realia as displayed Learners should play hide and find game in small groups using various objects Could construct signed/oral sentences based on the hidden and found objects In pairs/groups discuss orally /through signs where objects are found in their homes Observe objects in the classroom and identify their positions. 	<ol style="list-style-type: none"> Which objects can you see in the classroom? Where in class are the mentioned objects placed? Which object is near/behind/in front of you?

Core-Competence to be developed: Critical thinking and problem solving, Creativity and imagination

<ul style="list-style-type: none"> Link to PCIs: Education for sustainable development (environmental Education: learners are able to identify the appropriate positions of objects in the 	<ul style="list-style-type: none"> Links to Values: honesty as the learners play hide and find game.
--	--

environment)			
Links to other subject (s): All subjects.	Suggested Community Service Learning: Language games mentioning where objects in their homes are found		
Non-Formal Activity to support learning through application: Language games, mentioning where objects in their school.	Suggested assessment: constructing signed /oral sentences		
Suggested Resources: Real Objects			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses pre-positions correctly. Recognizes pre-positions in oral construction of sentences. Can appropriately use pre-positions in a simple conversation.	Uses pre-positions correctly. Recognizes pre-positions in oral construction of sentences.	Uses a few pre-positions correctly. Recognizes pre-positions in an already constructed oral sentence.	Rarely use pre-positions correctly. Has difficulty recognizing pre-positions in oral construction of sentences.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key inquiry question(S)
1.0 Listening and speaking/ paying attention and signing	1.12 Language Structures and functions articles: a, an and the No. of Lessons: 6	By the end of the sub-strand, the learner should be able to: a) Use the articles a, an and the correctly in conversations (S) b) Identify articles and their correct use in conversations (K)	<ul style="list-style-type: none"> Learners should identify objects in the classroom and attach appropriate articles to them Learners should identify objects in a picture by using correct articles Learners should give appropriate sign names of some 	1) What did you see on your way to class/school/market

		c) Appreciate the use of articles in effective communication (A)	objects/items in the homes using the correct articles <ul style="list-style-type: none"> Language games involving use of articles for parts of the body 	
Core-Competence to be developed: communication and collaboration to be developed in the course of the conversations among the learners.				
<ul style="list-style-type: none"> Link to PCIs and Life skills (self-awareness and effective communication is developed as the learners correctly use articles in communication). 		Link to Values: turn taking in communication: developed as the learners engage in conversations.		
<ul style="list-style-type: none"> Links to other subject(s): Science, KSL, Religious Education 		Suggested Community Service Learning: Use of non-formal environment e.g. home to learn articles		
Non-Formal Activity to support learning through application: learner to identify different objects in the school using articles.		Suggested assessment: orally/through signing describe objects using articles.		
Suggested Resources: Realia, pictures/photos, digital resources where applicable				
Assessment Rubrics				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Use the articles a , an and the correctly in conversations. Identifies articles and their correct use in conversations. Can construct sentences demonstrating the appropriate use of articles?	Use the articles a , an and the correctly in conversations. Identifies articles and their correct use in conversations.	Uses one or two of the articles correctly in conversations. Identifies one or two articles and their correct use in conversations.	Has difficulty using the articles a , an and the correctly in conversations. Has difficulty Identifying articles and their correct use in conversations.	

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/ paying attention and signing	1.13 Language Structures and functions Use of possessive e.g. my, our, her, his, their, its No. of Lessons: 5	By the end of the sub-strand, the learner should be able to: a) Learners could use possessives correctly to show ownership (S) b) Learners could recognize possessives in signed/oral communication (K) c) Appreciate the use of possessiveness to show ownership in communication (A)	<ul style="list-style-type: none"> • Role play of ownership of items/objects • Use phrases to illustrate ownership (my pen, his book) 	1) What does your father, mother, friend, sister, teacher have? 2) Whose book/bag/pen, is it?
<ul style="list-style-type: none"> • Core-Competence to be developed: Communication and collaboration; Self-efficacy e.g. being assertive about what belongs to you 				
<ul style="list-style-type: none"> • Link to PCIs: Citizenship – Respect for other people’s property is developed as the learners learn about ownership 			Link to Values: respect for other people’s property as they learn about possessives.	
<ul style="list-style-type: none"> • Links to other subject(s): All subjects 			Suggested Community Service Learning: Find out what people at home own and share the findings with your friends at school.	
Non-Formal Activity to support learning through application: Learner to identify some things he/she owns at school.			Suggested assessment: construct oral/signed sentences using possessives.	
Suggested Resources: Realia, Pictures, Photos				
Assessment Rubrics				
Exceeds expectation		Meets expectation	Approaches expectation	Below expectation
Can use possessives correctly to show ownership. Can recognize possessives in signed/oral communication. Can demonstrate the use of possessives appropriately through a practical activity. (role play)		Can use possessives correctly to show ownership. Can recognize possessives in signed/oral communication	Can use some possessives correctly to show ownership. Can recognize some possessives in signed/oral communication	Can hardly use possessives correctly to show ownership. Has difficulty recognizing possessives in signed/oral

			communication
--	--	--	---------------

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key inquiry question(S)
1.0Listening and speaking/ Paying attention and signing	1.14Language Structures and functions: Why, What, Where, and Who questions. No. of lessons: 5	By the end of the sub strand, the learner should be able to: a) sign/orally ask questions using interrogatives correctly in sentences (S) b) Demonstrate knowledge on correct use of interrogatives to denote person, object, and place (K) c) Appreciate the use of what, who and where to seek information (A)	<ul style="list-style-type: none"> Learners should role play activities that elicit use of why, where, who and what. Learners should ask questions using the terms why, who, what and where in pairs/small groups. Sing/Sign songs and poems to practice the use of the terms why, who, what and where. 	<ol style="list-style-type: none"> Why did you come to school late? What is the name of your school? Where is your home? Who is your best friend? Find out from your friends: <ul style="list-style-type: none"> Their names Their home The food they like
Core-Competence to be developed: Communication and collaboration, Self- efficacy, learning to learn				
Link to PCIs: life skills: effective communication - enhanced when learners use the interrogatives correctly)			Link to Values: respect is developed when the pupils learn turn taking as they communicate during the role play.	
Links to other subject(s): all subjects			Suggested Community Service Learning activities: Learners can visit members of the community and find out information like names, interests, places they have visited	
Suggested Non-Formal Activity to support learning: Identify questions to be asked during a visit to a nearby school.			Suggested assessment: oral/signed questions, written quizzes.	
Suggested Resources: Digital resources where applicable, Electronic media and Realia				
Assessment Rubrics				

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Through signing/orally, can ask questions using ‘why’ ‘what’, ‘who’ and ‘where’ correctly and can as well respond to similar questions. Demonstrates knowledge on correct use of why, what, who and where to denote person, object, and place.</p>	<p>Through signing/orally, can ask questions using ‘why’ ‘what’, ‘who’ and ‘where’ correctly. Demonstrates knowledge on correct use of why, what, who and where to denote person, object, and place.</p>	<p>Through signing/orally, can ask at least two ‘wh’ questions correctly. Demonstrates knowledge on correct use of at least two ‘wh’ questions to denote person, object, and place.</p>	<p>Has difficulty asking questions using ‘why’ ‘what’, ‘who’ and ‘where’ correctly. Demonstrates very little knowledge on correct use of why, what, who and where to denote person, object, and place.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1. 0Listening and speaking/Paying attention and signing	1.14Language Structures and functions; Describing words/describing through signing: size, colour and number values (-small/ big, primary colours and other common colours like black and white, number values in tens, ordinal numbers from first to 30th). No. of lessons: 7	By the end of the sub strand, the learner should be able to: a) Use descriptive signed words to describe different sizes (S) b) Identify different objects in terms of size, colour and ordinal numbers (K) c) Colour different drawings of objects appropriately (S) d) Appreciate the use of colour, size and number to describe nouns (A)	<ul style="list-style-type: none"> • Learner should group objects in terms of size, colour and numbers <ul style="list-style-type: none"> - Size: big/small - Colours: Red, orange, yellow, green, blue, black, white) • Through signing/orally learners could describe objects in the classroom using size, colour and numbers • Learner should colour pictures of various objects • Learner should identify things in the environment that have different colours • Learner should construct signed/oral sentences in pairs using the different objects 	<ol style="list-style-type: none"> 1) What things can you see outside? 2) What colour are they? 3) How many are they? 4) In which row do you sit in class row?
Core-Competence to be developed: Communication and collaboration, Critical thinking				
Link to PCIs: Life skills (effective communication: learners develop descriptive skills as they describe objects according to size, colour and number)			Links to values: cooperation and collaboration is developed as the learners work together.	
Links to other subject(s): Mathematics (counting)			Suggested Community Service Learning: Describe objects in their homes and share with other members of the family differences in colour and size. They can describe the days they do not go to school using ordinal numbers (Saturday and Sunday)	
Suggested Non-Formal Activity to support learning: as the learners walk around the school compound to pick and classify different objects they as well help to collect and dispose of waste materials.			Suggested assessment: written quizzes	

Suggested Resources: Realia, pictures and photos

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Uses descriptive signed/oral words in relation to size. Can identify different objects in terms of size, colour and ordinal numbers. Colours different drawings of objects appropriately, and can as well make and colour own drawings appropriately.	Uses descriptive signed/oral words in relation to size. Can identify different objects in terms of size, colours and ordinal numbers. Colours different drawings of objects appropriately.	Uses descriptive signed/oral words in relation to size. Can identify different objects in terms of size, colours and ordinal numbers. Has difficulty Colouring different drawings of objects appropriately.	Has difficulty using descriptive signed/oral words in relation to size. Can hardly identify different objects in terms of size, colours and ordinal numbers. Has difficulty colouring different drawings of objects appropriately.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key inquiry question(S)
1.0Listening and speaking/ Paying attention and signing	1.14Language structures and functions Imperatives (commands: stop! go! etc) No. of lessons: 4	By the end of the sub strand the learner should be able to: a) Respond to instructions on specific imperatives through signing/orally (s) b) Use imperatives appropriately in communication (s) c) Recognize imperative in sentences (k) d) Appreciate the use of imperatives for effective communication (A)	<ul style="list-style-type: none"> Learner should observe short signed/oral sentences containing imperatives Learner should identify imperatives. learner could respond to imperatives In pairs, they practice the use of imperatives Role play/pantomime (e.g. parent-child) using imperatives Identify imperatives commonly used around the school compound Suggest imperatives for their class 	1) What does this picture of a police officer mea
Core-Competence to be developed Communication and collaboration (working in pairs) effective creativity and innovation –suggesting imperatives used in their class.				
<ul style="list-style-type: none"> Link to PCIs: Citizenship - Appreciation of imperatives (DOs and DON'Ts) helps learners to follow orders, making them responsible citizens. 			Link to Values: Respect of values, rules and regulations, effective communication	
<ul style="list-style-type: none"> Links to other subject(s): CRE, Social studies 			Suggested Community Service Learning activities: Identify imperatives to be used around the school compour and at home.	
Suggested Non-Formal Activity to support learning: Mention rules to be followed during play, and practice them			Suggested assessment: observation on how the learner respond to imperatives.	
Suggested Resources: Flash cards, charts, realia, pictures and photos, digital resources				
Assessment rubrics				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Responds to instructions on the imperatives presented through signing/orally. Uses imperatives appropriately in	Responds to instructions on specific imperatives through signing/orally.	Responds to instructions on a few specific imperatives through signing/orally.	Demonstrates some difficulty responding to instructions on specific	

communication. Recognizes imperatives in sentences presented	Uses imperatives appropriately in communication.	Uses a few imperatives appropriately in communication.	imperatives through signing/orally. Rarely uses imperatives appropriately in communication.
---	--	--	--

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Writing	2.1Pre-writing No. of Lessons: 5	By the end of the sub-strand, the learner should be able to: a) Hold the pencil correctly for appropriate writing readiness. (S) b) Sit appropriately in preparation for writing (S) c) Position Writing materials correctly to enhance writing readiness skills. (S) d) Exhibit appropriate eye hand coordination when carrying out writing readiness skills. (S) e) Use appropriate writing materials. (K) f) Appreciate the importance of taking care of books and other writing materials. (A)	Learners should be: <ul style="list-style-type: none"> • shown how to sit appropriately. • shown how to position the exercise book correctly. • shown how to hold pencils correctly • shown to write from the left to the right. • shown the appropriate writing materials. • Learners should demonstrate different sitting positions in small groups and in pairs. • Learners should colour and draw different shapes and letters. • Learners should join dotted lines to make letters and patterns • Learners should draw patterns and shapes. • Learners should trace letters and shapes. • Learners should mould letters using plasticine or clay. • Learners will be shown how to use their exercise books well. • Learners should colour and draw different shapes and letters. 	<ol style="list-style-type: none"> 1) How do you sit when writing? 2) What materials do we use for writing? 3) What is the shape of your exercise book? 4) Which hand do you use for writing?

Core-Competence to be developed: Creativity and imagination, self-efficacy, critical thinking and problem solving	
Link to PCIs: Life skills, health education and social cohesion	Links to Values: responsibility is developed as the learners take care of the writing materials
Links to other subject(s): All subjects.	Suggested Community Service Learning activities: Observe how people sit when they are writing, and share with them what they were taught at school
Non-Formal Activity to support learning: observing a good sitting posture during activities like eating, taking part in discussions.	Suggested assessment: observation of skills such as eye hand coordination, writing from left to right.
Suggested Resources: Flip charts, drawings, charts, letter name cards, Teacher/ pupil demonstration	

ASSESSMENT RUBRICS			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Holds the pencil correctly. Sits appropriately in preparation for writing.</p> <p>Positions Writing materials correctly. Exhibits appropriate eye hand coordination when writing.</p> <p>Uses appropriate writing materials.</p> <p>Writes given words appropriately.</p>	<p>Holds the pencil correctly. Sits appropriately in preparation for writing. Positions Writing materials correctly. Exhibits appropriate eye hand coordination when writing. Uses appropriate writing materials.</p>	<p>Holds the pencil correctly. Sits appropriately in preparation for writing.</p> <p>Positions Writing materials correctly but has problems exhibiting appropriate eye hand coordination when writing.</p> <p>Uses appropriate writing materials</p>	<p>Has difficulty holding the pencil correctly.</p> <p>Does not sit appropriately in preparation for writing.</p> <p>Has problems positioning Writing materials correctly. Has difficulty maintaining appropriate eye hand coordination when writing.</p> <p>Uses appropriate writing materials</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key Inquiry Question(s)
2.0 Writing	2.1 Handwriting No. of Lessons: 10	By the end of the sub strand, the learner should be able to: a) Form letters correctly in terms of shape and size. (S) b) Draw and label objects within their classrooms correctly. (S) c) Identify letter patterns correctly. (K) d) Write from left to right to enhance good English writing skills. (S) e) Appreciate and enjoy using letters to form letter patterns. (A)	<ul style="list-style-type: none"> Learners should be shown correct letter formation. Learners should draw and label objects. Learners should copy letter patterns. Learners should practice writing from left to right. Learners should join dots to complete patterns/ letters 	<ol style="list-style-type: none"> Where do you place your note book when writing? How do you sit when writing? How do you take care of your exercise books? What do you do when your pencil is blunt?
Core-Competence to be developed: Creativity and imagination, self-efficacy, critical thinking and problem solving				
Link to PCIs: Life skills and social cohesion are developed as the learners work together comparing their work to that of their colleagues.		Links to Values: learners develop obedience as they follow instructions relating to writing activities in class.		
Links to other subject(s): All subjects.		Suggested Community Service Learning Activities: Look at how other people form letters and compare the formations with what they learnt. Are they able to help others write better?		
Non-Formal Activity to support learning: Look at how other learners form letters and compare the formations with what they learnt.		Suggested assessment: writing letters and letter patterns		
Suggested Resources: Flip charts, drawings, charts, letter name cards, Teacher/ pupil demonstration Assessment Rubrics				
Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation

Forms letters correctly in terms of shape and size. Draws and labels objects correctly. Identifies letter patterns correctly. Writes from left to right. Creates own correct letter patterns	Forms letters correctly in terms of shape and size. Draws and labels objects correctly. Identifies letter patterns correctly. Writes from left to right	Forms letters correctly in terms of shape but they may vary in size. Labels already drawn objects correctly. Identifies letter patterns correctly. Writes from left to right	Has problems forming letters correctly in terms of shape and size. Has challenges drawing and labels objects correctly. Has difficulty identifying letter patterns correctly. Writes from left to right.
--	---	--	--

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Writing	2.3 Spelling/ finger spelling No. of Lessons: 5	By the end of the sub strand the learner should be able to: a) Spell/Finger Spell words based on how they were demonstrated (S). b) Write spelt/finger spelt words correctly (S). c) Construct three-letter words from jumbled letters (S). d) Recognize letters that make up different words in sentences (K) e) Appreciate writing words clearly, legibly and correctly for appropriate writing (A)	<ul style="list-style-type: none"> • Learners should listen to spoken words/observe signed words as they are spoken/signed by the teacher. The learner could then spell/fingerspell the word(s) • Learners should write the word legibly and correctly. • Learners should re-arrange jumbled letters to construct a three-letter word. • Learners should repeat naming/ signing the word after the teacher. • Learners should spell/fingerspell the letters that make the word. • Learners should use a jig saw puzzle locally assembled by the teacher to make words. 	<ol style="list-style-type: none"> 1) Which letters make the following word...? 2) What is the spelling of these words: 3) 1), --- 2) --- 4) Which letter is missing to form the following word: mat M-t 5) How do we spell the name of this object?
Core-Competence to be developed: Creativity and imagination, self-efficacy, critical thinking and problem solving				
Link to PCIs and: Life skills: social cohesion- this is developed as the learners interact in the process of finding out about each			Link to Values: cooperation and collaboration is enhanced as the learners interact with each other as they seek to find out the spellings of their	

other's' name and letters that make up different words.	colleagues' names
Links to other subject(s): All subjects.	Suggested Community Service Learning activities: Find out letters that make up the names of their family members and friends and spell new words from the names.
Non-Formal Activity to support learning: learners to find out the names that make up the names of their friends.	Suggested assessment: rearranging jumbled words, spelling/fingerspelling games.

Suggested Resources: Flip charts, drawings, charts, letter name cards, Teacher/ pupil demonstration

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Spell/Finger Spell words based on how they were demonstrated. Writes words correctly. Constructs three-letter and more than three letter words from jumbled letters. Recognizes letters that make up the word.	Spell/Finger Spell words based on how they were demonstrated. Writes words correctly. Constructs three-letter words from jumbled letters. Recognizes letters that make up the word.	Spell/Finger Spell words based on how they were demonstrated. Writes words but demonstrates some grammar errors in some words. Constructs a few three-letter words from jumbled letters. Recognizes letters that make up the word.	Has difficulty Spellir /Finger Spelling words even after they have been demonstrated. Has challenges writir words correctly. Has difficulty Constructir three-letter words fro jumbled letters. Recognizes letters th make up the word.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Writing	2.4 Punctuation No. of Lessons: 7	By the end of the sub strand, the learner should be able to: 1) Recognize letters of the alphabet for appropriate writing. (K) 2) Recognize capital letters, small letters and full stops in a text (k). 3) Use capital and small letters correctly in sentences (s) 4) Use full stop correctly in sentences (s). 5) Appreciate use of Capital letters, small letters and full stops in writing (a)	<ul style="list-style-type: none"> Learner should be introduced to writing the letters of the alphabet. Learner should be shown the capital and the small letters. Learner should be shown how to use the capital and the small letter correctly. Learner in pairs/individually could practice writing their names and inserting a full stop at the end. The correctly written capital and small letter could be displayed. 	<ol style="list-style-type: none"> 1) What letter of the alphabet is this? 2) What is the hand shape of this letter? 3) Who has a name beginning with this letter? 4) What do we call this?
Core-Competence to be developed: Creativity and imagination, self-efficacy, critical thinking and problem solving				
Link to PCIs: Life skills, health education and social cohesion		Link to Values: respect for others' names		
Links to other subject(s): All subjects.		Suggested Community Service Learning: Find out the sign names of people and places around their homes/ community. Share with them that such names are written using capital letters. Report back to the teacher the names that they found.		
Non-Formal Activity to support learning: learners to find out the names of their school mates.		Suggested assessment: writing own and others' names following the instructions given by the teacher.		
Suggested Resources: Flip charts, drawings, charts, letter name cards, Teacher/ pupil demonstration				
Assessment rubrics				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Recognizes capital letters, small letters and full stops. Uses capital and	Recognizes capital letters, small letters and full stops. Uses capital	Recognizes capital letters, small letters and full stops. Has	Has difficulty recognizing capital letters, small letters	

small letters correctly. Uses the full stop correctly. Can construct some simple sentences demonstrating the appropriate use of small and capital letters and the full stop.	and small letters correctly. Uses the full stop correctly.	some difficulty using capital and small letters correctly? Uses the full stop correctly.	and full stops. Has difficulty using capital and small letters correctly. Has difficulty using the full stop correctly.
--	--	--	---

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Writing	2.5. Guided Writing No. of Lessons:7	By the end of the sub strand, the learner should be able to: a) Write word from a prompt (S). b) Recognize and understand the correct form and meaning of the words to be used in filling in gaps (K). c) Appreciate using the correct form and meaning of words in writing.	<ul style="list-style-type: none"> Learners should be shown/ given a prompt which could lead them to identify a word. Learners should respond to the prompt appropriately. Learners should write a three-letter word using the teacher's prompt correctly. Learners should be guided in filling in the gaps correctly and meaningfully. Learners should match pictures with words and vice versa. 	<ol style="list-style-type: none"> 1) What items are found in the school? 2) What items are found at home? 3) Which animals are kept at home? 4) Which animals kept at home that have three letter names? 5) Which ones have more than three letter names?
Core-Competence to be developed: Communication and Collaboration, Creativity and imagination, self efficacy, critical thinking and problem solving				
Link to PCIs: Life skills, health education and social cohesion, citizenship			Links to Values: learner develops obedience and cooperation as he/she responds to prompts appropriately	
Link to PCIs and Values: Life skills, health education and social cohesion			Suggested Community Service Learning: Look out for objects or items that they have not been taught about and make an attempt to give a sign name to them. They could confirm with the teacher whether the names have been	

		written correctly.	
Non-Formal Activity to support learning through application: learner to look out for objects /items that they have not learnt to attempt giving them a sign name.		Suggested assessment: written quiz.	
Suggested Resources: Flip charts, drawings, charts, letter name cards, Teacher/ pupil demonstration			
Assessment rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Writes words from a prompt. Recognizes and understands the correct form and meaning of the words to be used in filling in gaps. Uses the words to fill in gaps appropriately.	Writes words from a prompt. Recognizes and understands the correct form and meaning of the words to be used in filling in gaps.	Writes a few words from a prompt. Recognizes and understands the correct form of the words to be used in filling in gaps, but has difficulty understanding the meaning.	Rarely writes words from a prompt. Rarely Recognizes and understand the correct form and meaning of the words to be used in filling in gaps.

Strand:	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Reading/ signing	2.6 Pre-Reading/ signing: Number of lessons: 4	By the end of the sub strand, the learner should be able to: a) Maintain correct body posture while reading/signing (S) b) Position the book correctly (S) c) Turn over the pages of a book from right to left (S) d) Differentiate shapes, colours and sizes of objects (S) e) Focus eyes on a line of words (S) f) Identify small and capital letters of the alphabet. (K)	<ul style="list-style-type: none"> • Learner should demonstrate and practice the correct body posture while reading/signing. • Learner should demonstrate and practice the correct book position and turning the pages of a book. 	<ol style="list-style-type: none"> 1) How do the people you know sit when reading/signing? 2) How do the people you know place books and newspapers while reading/signing?
Core competence being developed: Communication and collaboration /critical thinking and problem solving, rearranging of objects.				
Link to PCIs life skills: Effective communication, self-awareness.			Link to values: learner to develop obedience as she or he observes the rules /steps in preparation for reading.	
Links to other subject(s): Relevant to all learning areas			Suggested community service learning: observation of people’s sitting and positioning of reading/signing materials.	
Non - formal activities to support learning through application: learner to observe how pupils of upper primary sit and position their books while reading.			Suggested assessment: observe pre-reading /signing readiness.	
Suggested Resources: Realia, letter cards.				

Assessment rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Maintains correct body posture while reading/signing. Positions the book correctly. Turns over the pages of a book from right to left. Differentiates shapes, colours and sizes of objects. Focuses eyes on a line of words. Identifies small and capital letters of the alphabet.</p> <p>Can read simple sentences while maintaining focus on the sentence line.</p>	<p>Maintains correct body posture while reading/signing. Positions the book correctly. Turns over the pages of a book from right to left. Differentiates shapes, colours and sizes of objects. Focuses eyes on a line of words. Identifies small and capital letters of the alphabet.</p>	<p>Maintains correct body posture while reading/signing. Positions the book correctly. Turns over the pages of a book from right to left. Differentiates shapes, colours and sizes of objects. Demonstrates some difficulty Focusing eyes on a line of words. May have some problems Identifying small and capital letters of the alphabet.</p>	<p>Does not Maintain correct body posture while reading/signing. May positions the book correctly but has problems Turning over the pages of a book from right to left. Rarely differentiates shapes, colours and sizes of objects. Rarely focuses eyes on a line of words. Hardly identifies small and capital letters of the alphabet.</p>

Strand:	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Reading/ signing	2.7 Letter sound knowledge: Phonic Reading. No. of Lessons: 7	By the end of the sub strand, the learner should be able to: a) Recognize and reads/signs letters with voicing (K) b) Read/signs short words and voicing the letter sound (S) c) Appreciate the correspondence between signed words and written words (A)	<ul style="list-style-type: none"> Learner could sign and recognise letters of the alphabet as the teacher models. Learner could recognize and sign letters with voicing by reading from a letter card, printed or digital text. Learners could engage in word building activities using pocket charts, digital flash cards, charts, flash cards on a word tree etc. Learners could play a fishing game by identifying specific signed words. 	<ol style="list-style-type: none"> Can you sign a letter of the alphabet and voice it? How do you read a word you have not seen before?
Core competence being developed: Communication and collaboration is enhanced through group and pair activities.				
Link to PCIs: life skills: (learner develops self-esteem and confidence as their reading competence improves)			Link to values: cooperation is developed as the learners sing/sign sing	
Links to other subject(s): Relevant to all learning areas because they can read words in other subjects.			Suggested community service learning: Learners are given take home charts to read with their parents.	
Non-formal activities to support learning: Learners can engage in signing/singing letters of the alphabet in singing games during their free time.			Suggested assessment: word building activity using pocket cards.	
Suggested Resources: Realia, letter cards.				
Assessment rubrics				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Recognizes and reads/signs letters with	Recognizes and reads/signs letters with voicing.	Recognizes and reads/signs some	Rarely recognizes and reads/signs letters with voicing.	

voicing. Reads short signed words and sentences and voicing the letter sound.	Reads short signed words and voicing the letter sound.	letters with voicing. Reads a few short-signed words and voicing the letter sound.	Rarely reads short signed words and voicing the letter sound.
--	--	---	---

Strand:	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(s)
2.0 Reading/ 3.0 signing	2.8 Sign/ word Reading No. of Lessons: 8	By the end of the sub strand, the learner should be to: a) Read grade level vocabulary orally/through signs, print and digital formats (S) b) Enjoy reading grade level vocabulary. (A)	<ul style="list-style-type: none"> • Learner should recognize and read/sign short words as demonstrated by the teacher in group, pairs and individually e.g. (here, mother, eye, you, where) through look and say/sign, exposure and other word attack skills. • Learners should play word ladder game by putting words on top of one another as they sign/read. • Learner should observe audio- visual recording of signed/oral words without letter sound correspondence • Learners should read /sign words without letter sound correspondence from either print or digital format (multimedia) for enjoyment. 	<ol style="list-style-type: none"> 1) What are some of the words we have learnt in class that you know? 2) Why do you enjoy reading/signing some words? 3) How do you read/sign words you have not seen before?
Core competence be developed: Communication and collaboration and self-efficacy. are the core competences developed, through group work as well as reading/signing activities and games.				
Link to PCIs values life skills (effective communication, confidence and self-esteem are developed through reading/signing)			Link to values: cooperation and obedience as the learners rea/sign the words together.	

Link to other subjects: All learning areas.		Suggested community service learning: Use available reading resources at home e.g. newspapers to pick out words which can be easily read.	
Non-formal activities to support learning: use available reading materials around the school (noticeboards and walls) to practice reading words		Suggested assessment: Reading/written words.	
Suggested Resources: newspapers, word wheel, word slides, flash cards Videos, tablets, multimedia word lists, tablets, word processors, textbooks, charts, posters, realia, letter cards.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Reads grade level vocabulary orally/through signs, print and digital formats. Can use the vocabulary to construct simple sentences	Reads grade level vocabulary orally/through signs, print and digital formats.	Reads some grade level vocabulary orally/through signs, print and digital formats.	Rarely read grade level vocabulary orally/through signs, print and digital formats.

Strand:	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Reading/ signing	2.9 Connected text and fluency. No. of lessons:10	By the end of the sub strand, the learner should be able to: a) Sign/read a text containing decodable and non-decodable signs/words, word by word/ sign by sign (S) b) Observe basic punctuation marks (comma, full stop and question marks as they read and sign (K) c) Appreciate meaning in connected words to promote correct connection of texts. (A) d) Read/sign some words accurately within a specified time (S)	<ul style="list-style-type: none"> • In pairs, learners could practice signing/reading decodable and non-decodable words/signs in isolation. • In groups, learners could practice reading orally/ using signs while observing punctuation as demonstrated by the teacher. • In small groups, learners could practice signing/reading unfamiliar sentences containing decodable and non-decodable words/signs. • Learners could sign/read writings/signs on the school walls and other buildings, for example, places of worship. • Learners could be progressively assessed on the number of signs/words they can sign/ read within a specified time. 	1) What do you do when you Rarely read some words in a sentence?
Core competence being developed: communication and collaboration /critical thinking, problem solving and self-efficacy.				
Link to PCI's values life skills (effective communication, through reading) Learner support programmes.			Link to values: cooperation: developed as the learners share reading materials.	
Link to all subjects: all learning areas. Subjects.			Community service learning activities: Use available reading resources at home e.g. newspapers to pick out words which can be easily read.	
Non-formal activities to support learning: collect newspaper cuttings from the library and to identify decodable and non-decodable words.			Suggested assessment: observe the reading/signing speed	
Resources: Videos, tablets, multimedia word lists, word processors, textbooks, charts, posters, realia, letter cards				

Newspapers, word wheel, word slides, flash cards.

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Signs/reads a text containing decodable and non-decodable signs/words, word by word/ sign by sign. Observes basic punctuation marks (comma, full stop and question marks as they read and sign. Reads/signs words accurately within a specified time.</p>	<p>Signs/reads a text containing decodable and non-decodable signs/words, word by word/ sign by sign. Observes basic punctuation marks (comma, full stop and question marks as they read and sign. Reads/signs some words accurately within a specified time.</p>	<p>Signs/reads a text containing decodable signs/words, word by word/ sign by sign. Observes basic punctuation marks (comma, full stop and question marks as they read and sign, but can sometimes confuse between the use of the comma and the full stop. Reads/signs some words accurately within a specified time.</p>	<p>Has problems Signing/reading a text containing decodable and non-decodable signs/words, word by word/ sign by sign. Rarely observes basic punctuation marks (comma, full stop and question marks as they read and sign. Has problems reading/signing some words accurately within a specified time.</p>

Strand:	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (k), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(s)
2.0 Reading /signing	2.10 Comprehension. No. of lessons:10	By the end of the sub strand, the learner should be able to: a) Look at pictures and discuss them through signing/orally (K) b) Respond orally/through signing to a text of about four simple sentences (S) c) Respond to question on a signed/written text of about 30 words in short simple sentences (s) d) Appreciate reading pictures and texts for enjoyment and information (A)	<ul style="list-style-type: none"> • Learner should observe pictures and identify the setting and characters. • Learner should discuss through signing/orally in groups the title and pictures of a text and construct simple sentences based on the text. • Learner should sign/ read simple sentences in groups, pairs, and individually from a signed /written text. Learner could then answer questions from the text. • Learner should sign/read a text or view pictures for enjoyment and information. 	<ol style="list-style-type: none"> 1) What do you see in the following pictures? 2) What do the pictures tell us about the story? 3) What does the title tell us about the story? 4) What do you think will happen?
Core-competence: The core competences of critical thinking and problem solving are achieved through interaction with different print and digital texts on varied themes.				
Links to PCI's: All the PCI's can be addressed through comprehension			Link to values: respect and turn taking as the learners discuss pictures related to stories.	
Links to other Subjects: All subject areas.			Suggested community Service Learning: Learners can read/sign story books, pay attention to /listen to indigenous stories through signing/orally from elders, watch television, visit library etc.	
Non-formal activity to support learning through application: learners can listen/observe others narrate/sign a story during break /games time and also try to narrate/sign stories of their own.			Suggested assessment: asking oral/signed questions.	

Suggested Resources: Print media, computer, television, audio/visual text/digital and printed stories, letter cards

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Discusses pictures through signing/orally. Responds orally/through signing to a text of about four simple sentences. Responds to questions on a signed/written text of about 50 words in short simple sentences	Discusses pictures through signing/orally. Responds orally/through signing to a text of about four simple sentences. Responds to questions on a signed/written text of about 30 words in short simple sentences	Discusses pictures through signing/orally. Responds orally/through signing to a text of about three simple sentences. Responds to questions on a signed/written text of about 10 words in short simple sentences	Discusses pictures through signing/orally. Has difficulty responding orally/through signing to a text of about four simple sentences. Has difficulty responding to questions on a signed/written text in short simple sentences

GRADE 2

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key inquiry question(S)
1.0 Signin g/ Readi ng	1.1 Pre-signing/ Pre-reading. No. of lessons: 4	By the end of the sub strand, the learner should be able to: a) Sit upright in preparation for signing/ reading. (k) b) Position the book correctly while signing/reading (s) c) Identify techniques of focusing on a line while signing/reading. (k)	<ul style="list-style-type: none"> • Learner could practice the correct body posture while signing/reading. • Learner could practice holding a book in the right position and turning the pages of a book. • Through pantomime/role play and language games, learners practice focusing on a specific line or sentence while signing/reading. 	<ol style="list-style-type: none"> 1) How could we sit when signing/reading? 2) How could we turn the pages of a book while signing/reading? 3) How do you sign/read a line of words or sentences in a book?
<p>Core-Competence to be developed: Communication and collaboration Critical thinking and problem solving through rearranging objects.</p>				
<p>Link to PCIs: Life skills (Effective communication, self-awareness, developed as the learners take part in role play/pantomiming activities)</p>			<p>Link to values: cooperation and tolerance developed as the learners engage in pantomiming and role play activities.</p>	
<p>Links to other subject(s): link to other subjects (KSL and literacy and all subjects in general because it is important to maintain the right posture and position materials in the right way while reading)</p>			<p>Suggested Community Service Learning: Learners to interact with the community and learn about the culturally acceptable facial expressions used in the community</p>	
<p>Non-Formal Activity to support learning through application: learner to take part in pantomimes, role plays and language games during free time outside the classroom.</p>			<p>Suggested assessment: holding the pencil correctly for appropriate writing readiness/ observe pre-reading writing readiness.</p>	
<p>Suggested Resources: Videos, posters, pictures, drawings, Realia, letter cards etc.</p>				

Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Learner can sit upright in preparation for signing/ reading. Learner can position the book correctly while signing/reading learner can identify techniques of focusing on a line while signing/reading.</p> <p>The learner can read a few lines appropriately while focusing on a line while reading/signing</p>	<p>Learner can sit upright in preparation for signing/ reading. Learner can position the book correctly while signing/reading learner can identify techniques of focusing on a line while signing/reading.</p>	<p>Learner can sit upright in preparation for reading/signing/ but has a problem positioning the book correctly. The learner can identify a few techniques of focusing on a line while reading/signing.</p>	<p>Learner barely sits upright in preparation for reading/signing. The learner has a problem positioning the book correctly and can barely identify techniques of focusing on a line while reading/signing.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Reading/ Signing	1.2 Letter shape/ sound knowledge (Phonic reading) No. of lessons: 6	By the end of the strands the learner should be able to: a) Recognize and fingerspell/spell letters of the alphabet. (K) b) Join to read/sign short words with letter shape correspondence (S) c) Appreciate the correspondence between signed/spoken words	<ul style="list-style-type: none"> • Learner should fingerspell/spell letters of the alphabet as the teacher demonstrates. • Learner should recognize and fingerspell /spell letters by reading/signing short words from a letter card, printed or digital text. • Learners should engage in word building activities using pocket 	<ol style="list-style-type: none"> 1) What is the hand shape/sound of the following letters? 2) Which letters of the alphabet will form the following words?

		and written words (A) d) Sign/Read grade level vocabulary through signing and written text	charts, digital flash cards, charts, flash cards on a word tree etc • Learners could play a fishing game by identifying and signing/reading specific signs/words.	
Link to PCIs: Life Skills (learner develops self-esteem and confidence as their reading/signing competence improves)		Link to Values: generosity is developed among the learners as they share reading materials from the library.		
Links to other subject(s): Link to all subjects as they can read/sign words in other subjects		Suggested Community Service Learning: Learners are given charts to practice reading/signing, read/sign with their parents.		
Non-Formal Activity to support learning through application: Learners to read/sign reading materials from the school library.		Suggested assessment: observe the learners reading/fingerspelling the letters of the alphabet.		
Suggested Resources Newspapers, word wheel, word slides, flash cards, multimedia readers, mobile phones, text books, tablets, laptops and computers, charts, blackboard, videos				
Assessment Rubrics				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Recognize and fingerspell/spell letters of the alphabet. Join to read/sign short and a few long words with letter shape correspondence. Sign/Read vocabulary presented through signing and written text.	Recognize and fingerspell/spell letters of the alphabet. Join to read/sign short words with letter shape correspondence. Sign/Read grade level vocabulary through signing and written text	Recognizes and fingerspell/spell some letters of the alphabet. Joins to read/sign a few short words with letter sound correspondence. Signs /reads a few grade level vocabularies through signing and written text.	Has difficulty recognizing and finger spelling/spelling most letters of the alphabet. Joins to read a few short words with letter sound correspondence. Has difficulty reading/signing grade level vocabulary.	

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0. Reading / signing	1.3. Word reading/ signing. No. of lessons:6	By the end of the sub strand, the learner should be able to: a) Recognize and read/sign more words without letter- sound correspondence (S). b) Read/sign more complex grade level vocabulary without letter sound correspondence in either print or digital formats (S) c) Enjoy reading/signing grade level vocabulary. (A)	<ul style="list-style-type: none"> • Learner could recognize and read/sign more short words as modeled by the teacher in group, pairs and individually through look and say/sign, exposure and other word attack skills. • Learner could play word ladder game by putting words on top of one another as they pronounce/sign • Learner could listen/pay attention to audio/visual recording of words without letter sound correspondence • Learners could read/sign words without letter sound correspondence from either print or digital format (multimedia) for enjoyment. 	<ol style="list-style-type: none"> 1) What are some of the words we have learnt that you know? 2) Why do you enjoy reading/signing some words? 3) How do you read/sign words you have not seen before?
Core-Competence to be developed: Communication and collaboration and self-efficacy are developed, through group work, reading/signing activities and games.				
Link to PCIs: Life skills (Effective communication, confidence and self-esteem are developed through reading/signing)			Link to Values: cooperation is developed as the learner read more words in, pairs or in groups	
Links to other subject(s): All subjects require that learners can read/sign words in other subjects.			Suggested Community Service Learning: Use available reading/signing resources at home e.g. newspapers to pick out words which can be easily read/signed.	
Non-Formal Activity to support learning through application: learner to use the reading materials from the school library to pick out words already learnt			Suggested Assessment: reading/signing quizzes.	

Suggested Resources newspapers, word wheel, word slides, flash cards

Videos, tablets, multimedia word lists, word processors, textbooks, charts, posters, realia, letter cards, mobile phone.

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation.
<p>Recognizes and reads/signs more words without letter- sound correspondence through look and say/sign, exposure and other word attack skills.</p> <p>Reads/signs more complex grade level and the next grade level vocabulary without letter sound correspondence in either print or digital formats.</p>	<p>Recognizes and reads/signs more words without letter- sound correspondence through look and say/sign, exposure and other word attack skills.</p> <p>Reads/signs more complex grade level vocabulary without letter sound correspondence in either print or digital formats.</p>	<p>Recognizes and reads/signs some words without letter- sound correspondence through look and say/sign, exposure and other word attack skills.</p> <p>Reads/signs a few complex grade level vocabularies without letter sound correspondence in either print or digital formats.</p>	<p>Has difficulty recognizing and reading/signing words without letter- sound correspondence through look and say/sign, exposure and other word attack skills.</p> <p>Reads/signs only simple grade level vocabulary without letter sound correspondence in either print or digital formats.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Reading/ Signing	1.4. Connected text reading /signing and fluency. No. of lessons: 10	By the end of the strand, the learner should be able: a) Read/sign a decodable text containing non-decodable words (sight words). (S) b) Observe basic punctuation marks for appropriate reading. c) Appreciate and enjoy reading/signing simple, short narratives and informational texts d) Read/sign 60 words accurately per minute from a text (S) e) Read/sign a text transitioning from word by word to phrasal reading/signing (S)	<ul style="list-style-type: none"> • Learners should practice reading aloud or signing as modeled by the teacher in groups, pairs and individually. • In pairs, learners should pick out decodable and non-decodable words from print and digital texts in response to picture, video or animation prompts. • Learners should read/sign simple short narrative texts for enjoyment and information. These could be print or digital. • In pairs, learners could practice reading/signing unfamiliar sentences containing decodable and non-decodable words from printed text, charts, tablets, mobile phone, laptops, computers or overhead projector. • Learners should read/sign short print or digital texts. • Where possible, highly interactive and visual texts may be used. For instance, animations, photos, charts etc 	<ol style="list-style-type: none"> 1) What do you do when you find it difficult to read/sign some words in a sentence? 2) Why do we read/sign stories? 3) How do you read/sign a word you have never seen before? 4) How can you become a better reader/signer?
<p>Core-Competence to be developed Communication and collaboration are developed through group discussions. Digital literacy is enhanced through interaction with multimedia and accomplishing of reading/signing tasks using ICT.</p>				
<p>Link to PCIs: life skills (Effective communication, through reading/signing)</p>			<p>Link to Values: cooperation is enhanced as learners work in pairs/groups.</p>	
<p>Links to other subject(s): Link to all subjects because learners can read/sign words in other subjects especially KSL and literacy</p>			<p>Suggested Community Service Learning: Listen to the radio/watch the television or use newspapers and magazines to pick out words which can be easily read/signed</p>	

Non-Formal Activity to support learning through application: learner to interact with other learners in the school observing pictures and digital texts within the school.		Suggested Assessment: observing the learner reading/signing short print or digital texts.	
Suggested Resources: Newspapers, word wheel, word slides, flash cards, multimedia (interactive digital resources-video, animations, photos, illustrations, and charts), Realia, letter cards.			
Assessment rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Reads/signs a decodable text containing non-decodable words (sight words). Observes punctuation marks (full stops, comma and question marks as they read/sign) Reads/signs more than 60 words accurately per minute from a text. Reads/signs a text transitioning from word by word to phrasal reading/signing.</p>	<p>Reads/signs a decodable text containing non-decodable words (sight words). Observes basic punctuation marks (full stops, comma and question marks as they read/sign) Reads/signs 60 words accurately per minute from a text. Reads/signs a text transitioning from word by word to phrasal reading/signing.</p>	<p>Reads/signs a decodable text containing non-decodable words (sight words). Has problems observing basic punctuation marks (full stops, comma and question marks as they read/sign). Rarely differentiate between the use of the comma and the full stop. Reads/signs 40 words accurately per minute from a text. Reads/signs a text but has difficulty transitioning from word by word to phrasal reading/signing.</p>	<p>Has difficulty reading/signing a decodable text containing non-decodable words (sight words). Does not observe basic punctuation marks (full stops, comma and question marks as they read/sign) Reads/signs less than 20 words accurately per minute from a text. Has difficulty reading/signing a text and Rarely transition from word by word to phrasal reading/signing.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Reading/ Signing	1.5 Comprehension No. of lessons: 6	By the end of the sub strand, the learner should be able to: a) Make predictions and anticipate possible outcomes (K). b) Identify the characters and the setting in a text (K). c) Use common context clues to increase understanding of characters in a comprehension [S] d) Answer simple direct and indirect questions based on a text they have read (120 words) (K /S) e) Enjoy talking about a text they have read[A]	<ul style="list-style-type: none"> • In pairs, learners could comprehend things through picture reading/signing. They look at pictures and title of a text and say/sign what will happen in the story • Use clues from pictures and the text to talk/sign about the setting and the characters. • Learner sign/read a text aloud as teacher models (sign/read aloud) and in small groups and sign/talk about the setting, characters and meaning of words. • Learners respond orally/through signing to questions based on a text they have read/signed (poem, story) • Learners could locate sentences containing answers to direct questions from a digital or printed text they have read/signed. • Learners interact with a printed or digital text for information and enjoyment. • Learners could listen/pay attention and follow a story as the teacher reads/signs aloud and answer oral/signed questions. 	<ol style="list-style-type: none"> 1) What do you think will happen in the story? 2) What can we learn from this story? 3) Which character do you like most and why? 4) What did you enjoy most in this story?
Core-Competence to be developed: Communication and collaboration and critical thinking. Communication and collaboration will be achieved through group and pair activities. Critical thinking will be developed by responding to questions, observation of pictures and use of context clues to predict happenings in the story.				
Link to PCIs: Can accommodate all the PCI's as infused through interaction with stories, poems narrations etc. on various themes.		Link to Values: learner to practice obedience as he follows instructions from the teacher and interacts with others in the process of reading texts.		

<p>Links to other subject(s): Links with all subjects since learners will apply context clues to comprehend and respond to questions in those subject areas</p>	<p>Suggested Community Service Learning: Learners could listen/pay attention to stories from their parents and then retell/sign it when they get to school.</p>		
<p>Non-Formal Activity to support Learning through application: Learners could also retell/sign stories they have heard/watched over the television/radio, read newspapers, visit a library, and interact with digital materials</p>	<p>Suggested assessment: observe as the learner listens to or pays attention to and follow a story. Oral/written questions base on the story.</p>		
<p>Suggested Resources: Print media, multimedia (digital stories), posters, textbooks, computer, tablets, mobile phones, flash cards.</p>			
<p>Assessment rubrics</p>			
<p>Exceeds expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Can identify the characters and the setting in a text. Can use common context clues to increase understanding. Can answer simple direct and indirect questions based on a text they have read (more than 120 words)</p>	<p>Can identify the characters and the setting in a text. Can use common context clues to increase understanding. Can answer simple direct and indirect questions based on a text they have read (120 words)</p>	<p>Can identify the characters and the setting in a text. Can use common context clues to increase understanding. Can answer only simple direct questions based on a text they have read (120 words)</p>	<p>Can identify the characters and the setting in a text. Has difficulty using common context clues to increase understanding. Has difficulty answering simple direct and indirect questions based on a text they have read (120 words)</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and Speaking/ Observing and signing	1.6 Attentive listening/ Paying attention. No. of lessons: 4	By the end of the sub strand the learner should be able to: a) Allow others to sign/speak without interrupting to promote turn taking. b) Sit upright and maintain focus on the signer/reader for effective communication. c) Follow specific simple two directional instructions in sentences. (S) d) Observe key signed/spoken words(S) e) Interpret and use body language appropriately (facial expressions and gestures) (s) f) Appreciate the importance of using body language to demonstrate paying attention/attentive listening. (A) g) Appreciate the importance of turn taking (A)	<ul style="list-style-type: none"> • Learner should practice correct sitting posture in groups and pairs • Learners should practice good eye contact, appropriate facial expressions and gestures in small groups and in pairs. • Learners should respond to instructions through actions, through signing and in writing. • Learners should practice in small groups and pairs interpreting facial expressions and gestures from posters, pictures, demonstration, role play etc. 	1) What do people do as they sign/speak? 2) What can we observe from people's faces and hand movements as they sign/speak?
Core-Competence to be developed: Communication and Collaboration will be achieved through pair and group work involving use of familiar gestures.				
Link to PCIs: Life skills especially the interpretation and use of body language appropriately for effective communication.			Link to values: obedience: enhanced as the learner follows instructions. Cooperation is also acquired as the learners work together in pairs/groups	
Links to other subject(s): Linked to all the learning areas.			Suggested Community Service Learning: Interact with the community and learn about the culturally acceptable and unacceptable gestures in the community.	
Non-Formal Activity to support learning through application: learners to interact with school mates during free time to learn more			Suggested Assessment: observe learners as they respond to instructions through signs and in writing.	

gestures and facial expressions.

Suggested Resources: Realia, Pictures on attentive listening/ paying attention.

Assessment Rubric

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the signer longer than the required period Always allows others to sign without interrupting while demonstrating signing through their body language and response Can follow ‘three directional’ instructions Can interpret and use a variety of body language (facial expressions and gestures) appropriately</p>	<p>Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the signer during the required period Allows others to sign without interrupting while demonstrating signing through their body language and response Can follow all <i>two</i> directional instructions Can distinguish all targeted key sounds/signs and words Can interpret and use targeted body language (facial expressions and gestures) appropriately</p>	<p>Can sit upright but occasionally slides/slouches or fidgets and occasionally loses focus on the signer during the required period Allows others to sign but with occasional interruptions Can follow some <i>two</i> directional instructions Can distinguish some targeted key sounds/signs and words Can interpret and use some aspects of body language (facial expressions) appropriately</p>	<p>Rarely sits upright without sliding/slouching or fidgeting and rarely maintains focus on the signer during the required period Rarely allows others to sign without interrupting Can follow <i>one</i> directional instructions Can interpret and use a few body languages (facial expressions) appropriately</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Observing and signing/ listening and speaking	2.1 Language structures and functions The verb 'to be' (was, were) No. of lessons: 7	By the end of the strands, the learner should be able to: a) Use the past tense forms of the verb 'to be' correctly in day to day communication (S) b) Recognize the correct use of the past tense forms of the verb 'to be' in sentences as used in day to day communication. (K) c) Enjoy the use of the past tense forms of the verb 'to be' in their day to day communication (A)	<ul style="list-style-type: none"> • Through signing/orally, learners should describe their own and other pupils' past ongoing actions • In small groups, learners should describe people using the past tense forms of the verb 'to be' (e.g. Mary was a teacher) • In pairs, learners should ask questions using the verb 'to be' as an interrogative (e.g. Was Mary in class?) • Learners should take part in role playing/pantomime and language games that allow them to take turns in various actions and asking questions using past tense of the verb 'to be' • Describe orally and through signing pictures showing actions 	1) As you were coming to school; - How many people did you see? - What was/were he/she or they doing - What other thing did you see?
Core-competence to be developed: Communication and collaboration, Creative thinking				
Links to PCI's: Life skills (effective communication developed as the learners work together in pairs/groups.)			Link to values: learner develops open mindedness as he/she describes his/her own and other learners' past actions/experiences.	
Links to other subject(s): KSL			Suggested Community Service Learning: Observations based on key inquiry questions	
Non-formal activity to support learning through application: learner to observe activities carried out by different people in the school and report back to class.			Suggested Assessments: oral/signed Questions.	
Suggested Resources: Realia, pictures				

Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Uses the past tense forms of the verb ‘to be’ correctly in day to day communication.</p> <p>Recognizes the correct use of the past tense forms of the verb ‘to be’ in sentences.</p> <p>Can construct own sentences demonstrating the correct use of the past tense form of the verb to be.</p>	<p>Uses the past tense forms of the verb ‘to be’ correctly in day to day communication.</p> <p>Recognizes the correct use of the past tense forms of the verb ‘to be’ in sentences.</p>	<p>Uses the past tense forms of the verb ‘to be’ correctly in day to day communication.</p> <p>May have some difficulty recognizing the correct use of the past tense forms of the verb ‘to be’ in sentences.</p>	<p>Demonstrates difficulty using the past tense forms of the verb ‘to be’ correctly in day to day communication.</p> <p>Hardly recognizes the correct use of the past tense forms of the verb ‘to be’ in sentences.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(s)
2.0 Observing and signing/ Listening and speaking	2.2 Language structures and functions Subject-verb agreement. No. of lessons:6	By the end of the sub strand the learner should be able to: a) Recognize correct use of subject-verb agreement (k) b) Appreciate the importance of subject verb agreement for effective communication (a) c) Construct sentences through signing/orally with correct subject-verb agreement for effective communication. (s)	<ul style="list-style-type: none"> Learners should construct correct signed/oral sentences on pictures showing singular and plural objects. In pairs/small groups learners should construct signed/oral sentences on demonstrated actions by one or many other learners Construct signed/oral sentences using displayed realia representing singular and plural subjects Construct signed/oral sentences using singular and plural subjects at home e.g. 	<ol style="list-style-type: none"> 1) What is Sarah holding? 2) What are the girls holding? 3) What was she holding? 4) What were they holding?

			animals, utensils etc.	
<p>Core-Competence to be developed: Communication and collaboration – correct usage of subject-verb agreement Learning to learn – constructing sentences about objects at home Creativity and imagination – through demonstrations and construction of sentences</p>				
Link to PCIs: Life skills (effective communication)		Link to values: positive attitudes developed as learners construct appropriate sentences in singular and plural forms.		
Links to other subject(s): KSL		Suggested Community Service Learning: Constructing sentences that involve singular and plural subjects on actions that happen at home and the surrounding environment.		
Non-Formal Activity to support learning through application: Constructing sentences that involve singular and plural subjects on actions that happen at school.		Suggested assessment: oral /signed sentences		
Suggested Resources: Realia, pictures and photos, digital resources if available				
Assessment rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Recognizes correct use of subject-verb agreement. Constructs sentences through signing/orally with correct subject-verb agreement. Can identify the correct use of the subject verb agreement in a text.	Recognizes correct use of subject-verb agreement. Constructs sentences through signing/orally with correct subject-verb agreement.	Recognizes correct use of subject-verb agreement. Can construct some sentences through signing/orally with correct subject-verb agreement.	Has difficulty recognizing correct use of subject-verb agreement. Rarely construct sentences through signing/orally with correct subject-verb agreement.	

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Observing and signing/ Listening and speaking	2.3 Language structures Object pronouns Him, her, them and you. No. of lessons:7	By the end of the sub strand, the learner should be able to: a) Use the object pronouns correctly in signed/oral communication to show various actions (s) b) Pick out object pronouns in signed/oral communication c) Appreciate the use of objective pronouns in effective communication (a)	<ul style="list-style-type: none"> Learners should practice various actions e.g. stand, sit, and write. Learners should practice constructing signed sentences referring to the person who did a demonstration e.g. "I saw him stand Learners should replace nouns with object pronouns in practicing signed sentence construction 	1) How would you report on what you saw someone doing in your community?
Core-competence to be development: Communication and collaboration creativity and imagination				
Links to PCI's: Life skills – effective communication: developed as the learners take part in discussions during the lesson.			Links to values: obedience: enhanced as the learners follow instructions when carrying out various activities during the lesson.	
Links to other Subjects: Religious studies, KSL, Science			Suggested Community Service Learning: Discussion of what/people in the community did	
Non-formal activity to support learning through application: Use available signs to communicate in school and at home.			Suggested assessment: observe as learners respond to instructions during practical activities.	
Suggested Resources: Realia				
Assessment Rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Uses the object pronouns correctly in signed/oral communication to show various actions. Picks out object pronouns in signed/oral communication/text.	Uses the object pronouns correctly in signed/oral communication to show various actions. Picks out object pronouns in signed/oral communication	Uses the object pronouns correctly in signed/oral communication to show various actions.	Rarely use the object pronouns correctly in signed/oral communication to show various actions. Rarely pick out object	

			Has some difficulty Picking out object pronouns in signed/oral communication	pronouns in signed/oral communication.
Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Observing and signing/ Listening and speaking	2.4 Language structures and functions The verb <u>to have</u> Have Has Had No. of lessons: 7	By the end of the sub strand the learner should be able to: a) Use various forms of the verb <u>to have</u> as a main verb (S) b) Recognize correct use of the forms of the verb <u>to have</u> in different contexts (K) c) Appreciate the correct use of the verb <u>to have</u> for effective communication (A) d) Value one another as they work together in groups to sign poems. (A)	<ul style="list-style-type: none"> In groups learners could sign/recite a rhyme containing the forms of the verb <u>to have</u> Learners could work in pairs to construct signed/oral sentences using singular and plural subjects on the forms of the verb <u>to have</u> Construct signed/oral sentences based on pictures that involve the verb <u>to have</u> Construct signed/oral sentences based on their body parts e.g. I have two eyes I have ten fingers. Construct signed/oral sentences on the things we have at home 	<ul style="list-style-type: none"> How many eyes, ears, mouth, etc do you have?
Core-competence to be development: Communication and collaboration, Self-efficacy				
Links to PCI's: Life skills (self-awareness: developed as the learners construct sentences describing themselves.)			Link to values: learners develop creativity as they use the various forms of the verb to be to make descriptions and make sentences.	
Links to other Subjects: KSL Science, religious Education			Suggested community Service Learning: Communicating about the things we have at home	
Non-formal activity to support learning through application: Communicating about the things we have at school.			Suggested assessment: constructing oral/signed sentences	
Suggested Resources:				

- Realia, pictures and photos

Assessment rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Uses various forms of the verb <u>to have</u> as a main verb. Recognizes correct use of the forms of the verb <u>to have</u> in different contexts. Constructs sentences to demonstrate the appropriate use of the verb to have in different contexts.</p>	<p>Uses various forms of the verb <u>to have</u> as a main verb. Recognizes correct use of the forms of the verb <u>to have</u> in different contexts.</p>	<p>Uses various forms of the verb <u>to have</u> as a main verb. Recognizes correct use of the forms of the verb <u>to have</u> in only a few contexts.</p>	<p>Rarely use various forms of the verb <u>to have</u> as a main verb. Rarely recognize correct use of the forms of the verb <u>to have</u> in different contexts.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Observing and signing/ Listening and speaking	2.5. Language structures and functions Singular and plurals (plurals) Ending in ‘ies’, ‘ves’ and a few irregular plurals Man, woman, children No. of lessons: 7	By the end of the sub strand, the learner should be able to: a) Use plural forms of nouns correctly through signing/orally (S) b) Distinguish between singular and plural nouns, including irregular nouns (K) c) Appreciate the importance of plurals in communicating about numbers (A)	<ul style="list-style-type: none"> • In small groups, form plurals of specific words taking ‘ies’, ‘ves’ and irregular forms • Learners could sign/recite poems containing plurals of specific words • Construct signed/oral sentences based on pictures of nouns that take the already taught forms 	1) What can you see on this picture?
Core-competence to be development: Communication and collaboration developed as the learners work together in groups.				
Links to PCI’s: Life skills: Effective communication and respect developed as the learners work together in groups.			Link to values: learners develop communication and respect as they work together forming plurals of many words.	
Links to other Subjects: KSL, Mathematics			Suggested Community Service Learning: Learners could count the nouns at home that take ‘ves’, (ies) form and irregular nouns and report back	
Non-formal activity to support learning through application: Learners could count the nouns that take ‘ves’, (ies) form and irregular nouns around the school and report back			Suggested Assessment: constructing oral /signed sentences taking singular and plural forms.	
Suggested Resources: Pictures and photos of nouns taking the ‘ies’, ‘ves’ and irregular forms				

Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Uses plural forms of nouns correctly through signing/orally. Distinguishes between singular and plural nouns, including irregular nouns. Constructs sentences to demonstrate the appropriate use of singular and plural forms of both regular and irregular nouns.</p>	<p>Uses plural forms of nouns correctly through signing/orally. Distinguishes between singular and plural nouns, including irregular nouns.</p>	<p>Uses plural forms of nouns correctly through signing/orally. Distinguishes between singular and plural forms of regular nouns, but may have some problems with irregular nouns.</p>	<p>Rarely use plural forms of nouns correctly through signing/orally. Rarely Distinguish between singular and plural nouns, including irregular nouns.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Observing and signing/ Listening and speaking	2.6. Language structures and functions Present continuous tense. No. of lessons: 8	By the end of the sub strand, the learner should be able to: a) Using signs/orally, describe events using the present continuous tense (s) b) Change verbs from present simple to continuous tense in sentences (k) c) Respond to questions using the present continuous tense through signing/orally. (k) d) Appreciate communicating ideas using the present continuous tense (A)	Learners should <ul style="list-style-type: none"> • Construct sentences from ongoing demonstrations to show present continuous tense. • In small groups take part in competition in changing verbs from simple present to present continuous tense • Take part in demonstrations, then the rest take part in asking and answering questions using the present continuous tense through signing/orally. • Respond to simple questions using the present continuous tense through signing/orally. • Construct signed/oral sentences based on pictures • Report on what they can see happening around their school 	1) What are you doing? 2) What is the teacher doing?
Core-Competence to be developed: Communication and collaboration, learning to learn, self-efficacy				
Link to PCIs: Life skill			Link to values: motivation – developed as the learners work together in groups	
Links to other subject (s): KSL.			Suggested Community Service Learning: Learners can look around the school surroundings and construct sentences on any ongoing events	

Non-Formal Activity to support learning through application: Learners can look around the school compound during break time or lunch time and construct sentences on any ongoing events		Suggested assessment: observe/listen to the learners as they construct oral/signed sentences.	
Suggested Resources: Realia, pictures			
Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Uses signs/words to describe events using the present continuous tense. Changes verbs from present simple to continuous tense. Can pose and responds to questions using the present continuous tense through signing/orally.	Uses signs/words to describe events using the present continuous tense. Changes verbs from present simple to continuous tense. Responds to questions using the present continuous tense through signing/orally.	Uses signs/words to describe events using the present continuous tense. Changes a few verbs from present simple to continuous tense. Responds to some questions using the present continuous tense through signing/orally.	Rarely uses signs/words to describe events using the present continuous tense. Rarely changes verbs from present simple to continuous tense. Has difficulty responding to questions using the present continuous tense through signing/orally.

Strand	Sub-strand Suggested time:35mins	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Observing and signing/ Listening and speaking	2.6 Language structures and functions Past continuous tense	By the end of the sub strand, the learner should be able to: a) Describe events using the past continuous tense (S) b) Change verbs from present simple to continuous tense (K) c) Respond to questions using the past continuous tense (K) d) Appreciate communicating ideas using the past continuous tense (A)	Learners should <ul style="list-style-type: none"> • construct signed/oral sentences using past continuous tense • in small groups take part in changing verbs from simple present to continuous tense • Respond to simple questions using the past continuous tense. • take part in demonstrations, then the rest take part in asking and answering questions using the past continuous tense • construct signed/oral sentences based on pictures • Report on what they found their parents/guardians were doing when they got home. 	1) What was your parent/guardian doing when you got home?
Core-competence to be developed: Communication and collaboration, Critical thinking and problem solving				
Links to PCI's: Citizenship (social cohesion), Service learning and parental engagement as the learners work with their parents at home to identify the activities the parents/guardians are carrying out at home.			Link to values: learner is motivated as he /she responds to simple questions using present continuous tense.	
Links to other Subjects: KSL			Suggested community Service Learning: reporting on what their parents / guardians were doing.	
Non-formal activity to support learning through application: reporting on what their school mates were doing during break			Suggested assessment: oral/signed questions using the past continuous tense.	
Suggested Resources: Realia/pictures/photos/charts/digital media (where available)				

Assessment rubrics:			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Describes events using the past continuous tense. Changes verbs from present simple to continuous tense. Can pose/Respond to questions using the past continuous tense.</p>	<p>Describes events using the past continuous tense. Changes verbs from present simple to continuous tense. Responds to questions using the past continuous tense.</p>	<p>Describes events using the past continuous tense. Changes some verbs from present simple to continuous tense. Responds to some questions using the past continuous tense.</p>	<p>Has difficulty describing events using the past continuous tense. Rarely change verbs from present simple to continuous tense. Has difficulty responding to questions using the past continuous tense.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Observing and signing/ Listening and speaking	2.7 Language structures and functions Demonstratives for singular and plurals. No of lessons: 8	By the end of the sub strand, the learner should be able to: a) Use demonstratives correctly with singular and plural nouns that end with -ies, -ves and some irregular forms (s) b) Identify singular and plural nouns during communication (k) c) Identify appropriate demonstratives for the singular and plural nouns identified (k) d) Appreciate the use of different demonstratives for communication (a)	<ul style="list-style-type: none"> • Learners should change nouns from singular to plurals ending with –ies, - ves and some irregular forms • In pairs, learners should construct signed/oral sentences using the appropriate demonstratives for either singular or plural nouns • Use objects that are in the classroom and the school compound to demonstrate the correct use of demonstratives (This/ That) (These/Those) • In small groups, use appropriate signs to discuss about objects around the school compound 	1) What things can you see inside the classroom? 2) What things can you see outside the classroom?
Core-Competence to be developed: Communication and collaboration Self-efficacy				
Link to PCIs: Life skills (effective communications Education for sustainable development (Environmental Education)			Link to values: co-operation; enhanced as the learners work together in pairs/groups.	
Links to other Subject(s): Maths, KSL Social Studies			Suggested Community Service Learning: Compare objects in the school and at home to illustrate the correct use of demonstratives	
Non-Formal Activity to support learning through application: learner to compare objects found at school and describe them using demonstratives			Suggested Assessment: observe/listen to learners as they sign/name objects found in the environment and describe them using demonstratives.	
Suggested Resources: Realia				

Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Uses demonstratives correctly with singular and plural nouns that end with –ies, -ves and some irregular forms.</p> <p>Identifies singular and plural nouns.</p> <p>Identifies appropriate demonstratives for the singular and plural nouns identified.</p> <p>Constructs sentences demonstrating the appropriate use of demonstratives for the singular and plural nouns.</p>	<p>Uses demonstratives correctly with singular and plural nouns that end with –ies, -ves and some irregular forms.</p> <p>Identifies singular and plural nouns.</p> <p>Identifies appropriate demonstratives for the singular and plural nouns identified.</p>	<p>Uses some demonstratives correctly with singular and plural nouns that end with –ies, -ves and some irregular forms.</p> <p>Identifies singular and plural nouns.</p> <p>Identifies a few appropriate demonstratives for the singular and plural nouns identified.</p>	<p>Rarely uses demonstratives correctly with singular and plural nouns that end with –ies, -ves and some irregular forms.</p> <p>Has difficulty identifying singular and plural nouns.</p> <p>Rarely identify appropriate demonstratives for the singular and plural nouns identified.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Observing and signing/ Listening and speaking	2.8 Language structure and functions Opposites. No. of lessons: 6	By the end of the sub strand, the learner should be able to: a) Identify the opposites in animals, seasons/ time and sizes (s) b) Use the opposites in animals, seasons/ time and sizes correctly(s) c) Enjoy a word game using opposites in communicating ideas (a)	Learners should <ul style="list-style-type: none"> Identify and appropriately sign/state the opposites in domestic animals, seasons/ time and sizes (based on height, length, width etc) Construct signed/oral sentences using the opposites in familiar and unfamiliar animals Work with pictures to show opposites. Rearrange objects to show opposites 	1) Which category of animals give us milk? 2) When do you wake up? 3) When do you go to sleep?
Core-competence to be developed: Communication and collaboration, Self-efficacy				
Links to PCI's: Citizenship (social cohesion), Life skills (effective communication), Animal welfare education: developed as the learners interact with the animals in the school farm to identify their opposites.			Link to values: nurturing: learners develop the value as they learn more about the animals as they identify the opposite of different animals	
Links to other Subjects: ESD (environmental education) KSL (opposites)			Suggested community Service Learning: Learners can look around their homes and identify items which can be described using opposites	
Non-formal activity to support learning through application: the learners can identify the animals found in the school farm and try to identify the signs/names for their opposites			Suggested Assessment: picture/word matching	
Suggested Resources: Realia, pictures				
Assessment rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Identifies the opposites in	Identifies the opposites in	Identifies some opposites in	Has difficulty identifying the	

<p>animals, seasons/ time and sizes. Uses the opposites in animals, seasons/ time and sizes correctly.</p> <p>Demonstrates the appropriate use of opposites in sentences.</p>	<p>animals, seasons/ time and sizes. Uses the opposites in animals, seasons/ time and sizes correctly.</p>	<p>animals, seasons/ time and sizes. Uses some of the opposites in animals, seasons/ time and sizes correctly.</p>	<p>opposites in animals, seasons/ time and sizes. Rarely uses the opposites in animals, seasons/ time and sizes correctly.</p>
---	--	--	--

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
<p>2.0 Observing and signing/listening and speaking</p>	<p>2.8 Language structure and functions</p> <p>Prepositions (Beside above, over, though, below, across, to, at) No. of lessons: 6</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) To use simple prepositions accurately to describe the position and location of objects, people and places (s)</p> <p>b) Identify prepositions in signed/oral conversations (k)</p> <p>c) Pay attention/listen to a signed/oral story and answer questions. (s)</p> <p>d) Appreciate the use of prepositions to describe the different positions and locations of people, places and things (a)</p> <p>e) Enjoy working in groups as they do demonstrations and construct signed sentences (a)</p>	<ul style="list-style-type: none"> • Learners should pay attention/ listen to and answer questions from stories • Learners should demonstrate various positions involving the prepositions learnt (work in groups) • In pairs learners should construct signed/oral sentences using prepositions • Sing /Sign short songs/rhymes containing the prepositions 	<p>1) Where do you keep your books/cups?</p> <p>2) Where are the school toilets?</p> <p>3) Where do you play?</p>

Core-competence to be development: Communication and collaboration, Self-efficacy			
Links to PCI's: Citizenship (social cohesion), Life skills (effective communication: developed as the learners work in pairs/groups)		Link to values: obedience/respect: develop as the learners listen to/pay attention to stories and respond to the questions emanating from the stories.	
Links to other Subjects: ESD (environmental education) KSL (effective communication)		Suggested community Service Learning: Learners can place objects at different points in relation to the prepositions learnt.	
Non-formal activity to support learning through application: Learners can place objects at different points in relation to the prepositions learnt		Suggested Assessment: learners to construct oral/signed sentences using prepositions.	
Suggested Resources: Realia, flashcards, pictures			
Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Uses simple prepositions accurately to describe the position and location of objects, people and places. Identifies prepositions in signed/oral conversations. Can use prepositions appropriately in sentences and in a conversation.	Uses simple prepositions accurately to describe the position and location of objects, people and places. Identifies prepositions in signed/oral conversations.	Uses some simple prepositions accurately to describe the position and location of objects, people and places. Identifies some prepositions in signed/oral conversations.	Uses simple prepositions accurately to describe the position and location of objects, people and places. Identifies prepositions in signed/oral conversations.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Listening and speaking/ Observing and signing	2.9. Language structure and functions <i>a, an</i> No. of lessons: 3	By the end of the sub strand, the learner should be able to: a) use <i>a</i> and <i>a</i> correctly in signed/oral conversations (s) b) Identify articles and their correct use in longer conversations (k)	<ul style="list-style-type: none"> Learners could sign/ name objects in the school environment and attach appropriate articles to them Learners could sign/name objects in a picture by using correct articles Learners could sign/mention some 	<ol style="list-style-type: none"> 1) What do you buy from the market? 2) What are some of the things you use at school?

		c) Appreciate the use of articles in effective communication (a)	objects/items in the neighborhood using the correct articles	
Core-competence to be developed: Communication and collaboration, Self-efficacy				
Links to PCI's and values: Life skills (effective communication: enhanced as the learners use articles appropriately in communication)			Link to values: positive attitudes: develop towards the people and objects found in the environment as the learner interacts with them.	
Links to other Subjects: KSL			Suggested community Service Learning: Learners can communicate about the things that they can buy.	
Non-formal activity to support learning through application: Learner can name/sign the objects found in school and attach the appropriate articles to them.			Suggested Assessment: observe/listen to the learner as he/she names/signs the names of objects found in school and attaching the appropriate articles to them	
Suggested Resources: Realia, pictures				
Assessment rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Uses <i>a</i> and <i>a</i> correctly in signed/oral conversations. Identifies articles and their correct use in longer conversations and in a longer text.	Uses <i>a</i> and <i>a</i> correctly in signed/oral conversations. Identifies articles and their correct use in longer conversations.	Uses <i>a</i> and <i>a</i> correctly in signed/oral conversations. Identifies some articles and their correct use in a short conversation.	Rarely uses <i>a</i> and <i>a</i> correctly in signed/oral conversations. Rarely identifies articles and their correct use in conversations.	

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0. Listening and speaking/ Observing and signing	2.10. Language structure and functions Possessives Mine, yours, ours, hers his No. of lessons: 5	By the end of the sub strand, the learner should be able to: a) Use possessives correctly to show ownership (s) b) Recognize the correct use of possessives in communication (k) c) Enjoy asking and answering questions about ownership (a)	Learners should: <ul style="list-style-type: none"> • Role play/pantomime ownership of items and objects • In pairs/ small groups construct signed/oral sentences using possessives based on the role play/pantomime • Communicate about the things that their parents/guardians/ themselves own using possessives 	1) Whose items are these? 2) Whose bed do you sleep in?
Core-competence to be development: Communication and collaboration, Self-efficacy				
Links to PCI's: Citizenship (social cohesion: developed as the learners interact with guardians and other members of the society as they ask questions using possessives), Life skills (effective communication)			Link to values: honesty and respect: enhanced as the learners interact with other learners and other members of the society as they learn about the use of possessives.	
Links to other Subjects: ESD (environmental education) KSL			Suggested Community Service Learning: Learners can communicate about the things that their guardians/ parents own.	
Non-formal activity to support learning through application: Learners can communicate about the things that their school mates/friends own.			Suggested Assessment: constructing oral/signed sentences using possessives.	
Suggested Resources: Realia, pictures				
Assessment rubrics				
Exceeds expectations	Meets expectations		Approaches expectations	Below expectations
Uses possessives correctly to show ownership. Recognizes the correct use of possessives in	Uses possessives correctly to show ownership. Recognizes the correct use of possessives in communication.		Uses possessives to show ownership but has difficulty distinguishing between in singular and plural forms.	Rarely uses possessives correctly to show ownership. Demonstrates difficulty

communication. Demonstrates the appropriate use of possessives through a practical activity, e.g. a role play.		Recognizes the use of possessives in communication.	recognizing the correct use of possessives in communication.
---	--	---	--

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Listening and speaking/ Observing and signing	2.11. Language structure and functions Why questions What, where, when, who, why No. of lessons: 8	By the end of the sub strand the learner should be able to: a) Ask questions using ‘ what ’, ‘ when ’ ‘ who ’ ‘ why ’ and ‘ where ’ correctly in day to day communication. (s) b) Demonstrate knowledge on correct use of what, when, where and whose to denote, object, time, place and ownership (k) c) Appreciate the use of what, where, when and whose to seek information (a)	<ul style="list-style-type: none"> Learners should pantomime/role play activities that lead to the use of what, where, when, who and why. Answer questions on What, where, when, who and why appropriately Learners could engage in meaningful question and answer dialogues using what, where, when, and whose in pairs/small groups through signing/orally. Take part in games that allow them to ask questions using the wh- words Sing/Sign songs/sign/recite short poems to practice the use of what, where, when and whose 	<ol style="list-style-type: none"> When do you wake up? When go to sleep? Who came to class early? Where is the duster?
Core-competence to be developed: Communication and collaboration, Self-efficacy				
Links to PCIs: Citizenship (social cohesion), Life skills (effective communication) Developed as the learners interact with peers and parents/guardians and ask them questions using interrogatives.			Link to values: Respect: Developed as the learner acquires knowledge on how to use interrogatives appropriately.	

Links to other Subjects: ESD (environmental education) KSL		Suggested Community Service Learning: Learners can identify items at home and ask questions using the interrogatives.	
Non-formal activity to support learning through application: Learners can take a walk around the school compound, identify items and ask questions using the wh- words about them		Suggested Assessment: Oral/signed questions using interrogatives	
Suggested Resources: Realia, picture			
Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Asks questions using ‘what’ , ‘when’ ‘who’ ‘why’ and ‘where’ correctly Demonstrates knowledge on correct use of what, when, where and whose to denote, object, time, place and ownership. Can construct sentences to show the appropriate use of ‘what’ , ‘when’ ‘who’ ‘why’ and ‘where’ .	Asks questions using ‘what’ , ‘when’ ‘who’ ‘why’ and ‘where’ correctly Demonstrates knowledge on correct use of what, when, where and whose to denote, object, time, place and ownership	Asks questions using ‘what’ , ‘when’ ‘who’ ‘why’ and ‘where,’ getting some of the questions correct while missing out on others. Attempts the use of what , when , where and whose to denote, object, time, place and ownership	Has difficulty asking questions using ‘what’ , ‘when’ ‘who’ ‘why’ and ‘where’ correctly Has little knowledge on correct use of what, when, where and whose to denote, object, time, place and ownership

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)g outcomes	Suggested learning experiences	Key inquiry question (S)
2.0 Listening and speaking/ Observing and signing	2.12 Language structure and functions Describing signs/words (size, colour, shape, numbers) No. of lessons: 8	By the end of the sub strand, the learner should be able to: a) Use describing signs/words in relation to size in sentences (s) b) Identify different colours (k) c) Appreciate the use of colour, size, shape and number to describe nouns (a) d) Colour different shapes of objects and describe them appropriately using signs/orally (s)	<ul style="list-style-type: none"> • Learner could group objects in terms size, colour and numbers <ul style="list-style-type: none"> - Size: big/small - Colours: Red, orange, yellow, green, blue, black, white, pink, purple, grey) • Use appropriate signs/words to describe objects in the classroom using size, colour and numbers • Colour pictures of various objects • Identify things in the environment that have different colours • Construct signed/oral sentences in pairs using the different objects 	<ol style="list-style-type: none"> 1) What things can you see outside? 2) What colour are they? 3) How many are they? 4) What shape are they? 5) Who came first? 6) Which is the tenth month of the year?
Core-competence to be developed: Communication and collaboration, Critical thinking				
Links to PCI's and values: Life skills (effective communication)		Link to values: Creativity and passion: Developed as the learners classify different objects according to colour, numbers and shape.		
Links to other Subjects: Mathematics KSL		Suggested Community Service Learning: Describe objects in their homes. They can describe their birth order using ordinal numbers e.g. first born, second born etc.		
Non-formal activity to support learning through application: Describe objects at school in their order of appearance.		Suggested Assessment: observe as the learner classify objects in terms of colour, number and shape		

Suggested Resources: Realia			
Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Uses describing signs/words in relation to size Identifies different colours Colours different shapes of objects and describes them appropriately using signs/orally. Can classify different objects according to colour shape and size.	Uses describing signs/words in relation to size Identifies different colours Colours different shapes of objects and describes them appropriately using signs/orally.	Uses a few describing signs/words in relation to size Identifies and names the primary colours. Colours different shapes of objects and describes them appropriately using signs/orally.	Has difficulty using describing signs/words in relation to size Identifies a colour or two. Colours different shapes of objects but barely describes them appropriately using signs/orally.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Listening and speaking/ Observing and signing	2.13 Language structures and functions Conjunctions ‘and’ ‘but’ ‘because’ No. of lessons: 6	By the end of the sub strand, the learner should be able to: a) Use conjunctions to join signs/words and short sentences (s) b) Distinguish between the use of conjunctions in sentences (k) c) Enjoy using the conjunctions to convey different meanings in day to day communication (a) d) Appreciate the differences in people and things (a)	Learners should: <ul style="list-style-type: none"> • Group items and sign/talk about them using the conjunction ‘and’ • Contrast objects or people in the class room using ‘but’ in pairs/small groups • Construct signed/oral sentences show reason why things happen. • Sign/recite poems • Pay attention/listen to a signed/oral story and answer questions 	1) Why was the baby crying? 2) Who are the two boys who came to class early?

Core-competence to be development: Communication and collaboration, Self-efficacy, Creativity and imagination

Links to PCI's and values: Life skills – Effective communication, Citizenship-Diversity- developed as the learners work together in groups regardless of their different backgrounds.		Link to values: Respect developed as the learners work together in groups.	
Links to other Subjects: Mathematics in the area of addition using 'and'		Suggested community Service Learning: Observe vegetation/environment to construct sentences and give feedback on contrasts	
Non-formal activity to support learning through application: Observe vegetation/environment around the school to construct sentences and give feedback on contrasts.		Suggested Assessment: oral sentences using the conjunctions taught.	
Suggested Resources: Realia			
Assessment rubrics.			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Uses conjunctions to join signs/words and short sentences. Distinguishes between the use of conjunctions e.g. 'and' addition 'but' contrast, 'because', reason. Uses the conjunctions appropriately in sentences.	Uses conjunctions to join signs/words and short sentences. Distinguishes between the use of conjunctions e.g. 'and' addition 'but' contrast, 'because', reason.	Uses conjunctions to join signs/words and short sentences. Has some difficulty Distinguishing between the use of conjunctions e.g. 'and' addition 'but' contrast, 'because', reason.	Rarely uses conjunctions to join signs/words and short sentences. Rarely distinguishes between the use of conjunctions e.g. 'and' addition 'but' contrast, 'because', reason.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
3.0 Writing	3.1 Pre-Writing No. of lessons: 4	By the end of the sub strand the learner should be able to: a) Hold the pencil correctly. (S) b) Sit appropriately(S) c) Position Writing materials correctly. (S) d) Exhibit appropriate eye hand coordination when writing. (K) e) Use appropriate writing materials. (S) f) Appreciate the importance of taking care of books and other writing materials. (A) g) Value appropriate posture when writing. (A)	Learners should be: • Shown how to sit appropriately. • Shown how to position the exercise book correctly. • shown how to hold pencils correctly • Shown to write from the left to the right. • Shown the appropriate writing materials. • Demonstrate different sitting positions in small groups and in pairs. • Draw patterns and shapes. • Trace dotted lines to make words.	1) What does the teacher use to write on the chalkboard? 2) What do we use to clean out what you have written incorrectly?
Core-Competence to be developed Creativity and imagination, self-efficacy, critical thinking and problem solving				
Link to PCIs: Life skills, health education and social cohesion: developed as the learner interact amongst themselves and with members of the community.			Link to Values: obedience enhanced as the learner follows instructions on pre-writing activities.	
Links to other subject(s): All subjects.			Suggested Community Service Learning: Ask older friends to put dots that stand for different words. The learners could then join the dots and share with the teacher and other learners back at school the dots they have joined to make words.	
Non-Formal Activity to support learning through application: Ask older friends to put dots that stand for different words. The learners could then join the dots and share with the teacher the dots they have joined to make words.			Suggested Assessment: observe the learner as he/she handles the different writing materials.	
Suggested Resources: Flip charts, drawings, charts, letter name cards, Teacher/ pupil demonstration				

Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Holds the pencil correctly. Sits appropriately in preparation for writing.</p> <p>Positions Writing materials correctly. Exhibits appropriate eye hand coordination when writing.</p> <p>Uses appropriate writing materials.</p> <p>Writes given words appropriately.</p>	<p>Holds the pencil correctly. Sits appropriately in preparation for writing. Positions Writing materials correctly. Exhibits appropriate eye hand coordination when writing.</p> <p>Uses appropriate writing materials.</p>	<p>Holds the pencil correctly. Sits appropriately in preparation for writing.</p> <p>Positions Writing materials correctly but has problems exhibiting appropriate eye hand coordination when writing.</p> <p>Uses appropriate writing materials</p>	<p>Rarely holds the pencil correctly. Does not sit appropriately in preparation for writing.</p> <p>Has problems positioning Writing materials correctly. Has difficulty maintaining appropriate eye hand coordination when writing.</p> <p>Uses appropriate writing materials</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes(A)	Suggested learning experiences	Key inquiry question(S)
3.0 Writing	3.2 Handwriting Number of lessons: 7	By the end of the sub strand, the learner should be able to: a) Form letters correctly in terms of shape and size (distinguishing ascenders and descenders). (S) b) Draw and label objects correctly. (S) c) Draw letter patterns correctly. (S) d) Write from left to right. (S) e) Appreciate good handwriting. (A)	<ul style="list-style-type: none"> • Learners should be shown correct letter formation in terms of shape and size. • A model of well-shaped letters could be displayed. • Learners should draw and label objects. • Learners should copy letter patterns. • Learners should practice writing from left to right. • Learners should practice correct letter formation. • Learners should use a digital device to see correct formation of letters. • Learners should copy letters and words. 	<ol style="list-style-type: none"> 1) How do you write letter-----? 2) From where do you start writing in your exercise book? 3) Where do you place your note book when writing? 4) How do you sit when writing? 5) How do you take care of your exercise books?
Core-Competence to be developed: Creativity and imagination, self efficacy, critical thinking and problem solving				
Link to PCIs and Values: Life skills, health education and social cohesion: developed as the learners work together and follow instructions given.		Link to Values: Obedience acquired as the learners follow steps shown to acquire good handwriting skills.		
Link to PCIs and Values: Life skills, health education and social cohesion		Suggested Community Service Learning: The learners could join letters and show friends and family. Show the teacher the work that has been done.		
Non-Formal Activity to support learning through application: The learners could join letters and show friends and family. Show the teacher the work that has been done.		Suggested Assessment: Writing letter patterns.		
Suggested Resources: Flip charts, drawings, charts, letter name cards, Teacher/ pupil demonstration				

Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Forms letters correctly in terms of shape and size (distinguishing ascenders and descenders). Draws and label objects correctly. Draws letter patterns correctly. Writes from left to right. Can write short sentences legibly.	Forms letters correctly in terms of shape and size (distinguishing ascenders and descenders). Draws and label objects correctly. Draws letter patterns correctly. Writes from left to right.	Forms some letters correctly in terms of shape and size (distinguishing ascenders and descenders). Draws and label objects correctly. Has some difficulty drawing letter patterns correctly? Writes from left to right.	Rarely forms letters correctly in terms of shape and size (distinguishing ascenders and descenders). Demonstrates difficulty drawing and labeling objects correctly. Rarely Draws letter patterns correctly. Writes from left to right.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
3.0 Writing	3.3 Finger spelling/ Spelling No. of lessons: 8	By the end of the sub strand, the learner should be able to: a) Finger Spell/ Spell words based on signs/sounds they have learnt. (S) b) Write words correctly in sentences. (S) c) Make four -letter words from jumbled letters. (K) d) Appreciate writing words clearly, legibly and correctly(A) e) Enjoy playing finger	<ul style="list-style-type: none"> • Learners should observe/listen to words signed/said by the teacher. • Learners should repeat writing the word after the teacher reads it aloud/signs it. • Learners should sign/name the letters that make the word. • Learners should write the word legibly and correctly. • Learners should re-arrange jumbled letters to make a four to five letter word. • Learners should use a letter box to 	<ol style="list-style-type: none"> 1) Which letters make the following word...? 2) What is the spelling of these words: 3) 1), --- 2) --- 4) Which letter is missing to make the following word: mat M-t 5) How do we spell the name of this picture/object?

		spelling/spelling game. (A)	<p>make more words.</p> <ul style="list-style-type: none"> • Learners should fill in gaps to make sensible words • Learners should use pictorial and digital children’s dictionary to check fingerspelling/spelling of words. • Learners should use a locally assembled jig saw puzzle to make more words. 	
Core-Competence to be developed Creativity and imagination, self-efficacy, critical thinking and problem solving				
Link to PCIs and Values: Life skills, health education and social cohesion developed as the learners interact with their friends and family.		Link to Values: commitment: developed as learners repeatedly spells/fingerspells different letters and the letters of different names.		
Link to other subjects: KSL		Suggested Community Service Learning: The learners could ask friends and family to help them to finger spell/spell new words.		
Non-Formal Activity to support learning through application: The learners could ask friends and other learners to help them to finger spell/spell new words.		Suggested Assessment: rearranging jumbled letters to form words.		
Suggested Resources: Flip charts, drawings, charts, letter name cards, Teacher/ pupil demonstration				
Assessment rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Finger Spells/ Spells words based on signs/sounds they	Finger Spells/ Spells words based on signs/sounds they have learnt. Writes words correctly.	Finger Spells/ Spells words based on signs/sounds they have learnt. Writes some words	Can only finger Spell/ Spell very few words based on signs/sounds they have learnt.	

have learnt. Writes words correctly. Makes four -letter words and more than four-letter words from jumbled letters.	Makes four -letter words from jumbled letters.	correctly. Makes a few four -letter words from jumbled letters.	Has difficulty writing words correctly. Rarely Makes four -letter words from jumbled letters.
---	--	--	--

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
3.0 Writing	3.4 Punctuation No. of lessons: 5	By the end of the sub strand, the learner should be able to: a) Recognize appropriate punctuation marks (k). b) Use capital and small letters correctly (s) c) Use full stop, question marks and exclamation marks correctly (s). d) Appreciate use of Capital letters, small letters, full stops and exclamation marks in writing.	<ul style="list-style-type: none"> Learners should be shown some punctuation marks and how they are used. Learners should be shown the capital and the small letters. They could be shown how to use the capital and the small letter correctly. The correctly written full stop, question mark and exclamation marks could be displayed. Learners in pairs/individually could practice writing their names. 	<ol style="list-style-type: none"> 1) What letter of the alphabet is this? 2) What is the name of this letter? 3) Who has a name beginning with this name?
Core-Competence to be developed Creativity and imagination, self-efficacy, critical thinking and problem solving				
Link to PCIs and Values: Life skills, health education and social cohesion developed as the learners work in pairs/groups.			Link to Values: cooperation: Developed as the learners work together in pairs/groups.	

Link to other subjects: KSL		Suggested Community Service Learning: The learners could identify sentences with question marks, exclamation marks and full stops from different sources. They could bring them and share them with their classmates and the teacher.	
Non-Formal Activity to support learning through application: learners could identify sentences with question marks, exclamation marks and full stops from different sources. They could bring them and share them with their classmates and the teacher.		Suggested Assessment: Written sentences to be punctuated.	
Suggested Resources: Flip charts, drawings, charts, letter name cards, Teacher/ pupil demonstration			
Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Recognizes appropriate punctuation marks. Uses capital and small letters correctly. Uses full stop, question marks and exclamation marks correctly. Can construct sentences demonstrating the appropriate use of taught punctuations?	Recognizes appropriate punctuation marks. Uses capital and small letters correctly. Uses full stop, question marks and exclamation marks correctly.	Recognizes appropriate punctuation marks. Uses capital letters correctly the beginning of sentences, but fails to use them wherever else they are supposed to be used, e.g. when writing proper nouns. Uses full stop, question marks and exclamation marks correctly	Recognizes appropriate punctuation marks. Does not use capital and small letters correctly. Does not use full stops, question marks and exclamation marks correctly.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
3.0 Writing	3.5 Guided Writing No. of lessons: 5	By the end of the sub strand the learner should be able to: a) Write a word from a prompt (S). b) Recognize and understand the correct form and meaning of the words to be used in filling in gaps (K). c) Match pictures with appropriate words. (S) d) Use picture prompts to complete sentences. e) Re-arrange pictures to give a story sequence. f) Appreciate writing correct meaningful words, phrases and sentences.	<ul style="list-style-type: none"> • Learners should be shown/ given a prompt. They could then respond to the prompt appropriately e.g., by writing words. • Learners should be guided in filling in the gaps correctly and sensibly. • Learners should write meaningful sentences in pairs from a simple substitution table. • Learners should match pictures with words and vice versa. • Learners should write 3-4 simple short and correct meaningful sentences in response to a picture prompt. • Learners should write a paragraph of up to three simple sentences on a familiar topic. • Learners should match pictures with short simple sentences. • Learners should re-order jumbled up sentences to a logical order. • Learners should write a simple guided composition of about 5-10 sentences. 	<ol style="list-style-type: none"> 1) What items are found in the school? 2) What items are found at home? 3) Which animals are kept at home? 4) How do you get to your home from school? 5) How do you get water from the river?
Core-Competence to be developed Communication and collaboration through working in groups				
Link to PCIs and Values: Life Skills-Effective Communication developed as the learners work together in groups.			Link to Values: Learner to develop positive attitudes towards writing activities to enhance learning.	
Links to other Subject(s): Links to note- taking in all subjects.			Suggested Community Service Learning: learner to write short sentences about their home and report back to the teacher.	
Non-Formal Activity to support learning through application: leaners to write short simple sentences with their friends at school			Suggested Assessment: written sentences	

and report back.			
Suggested Resources: Pictures and photos			
Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Writes a word from a prompt. Recognizes and understand the correct form and meaning of the words to be used in filling in gaps. Matches pictures with appropriate words. Uses picture prompts to complete sentences. Can as well complete a sentence without a picture prompt. Re-arranges pictures to give a story sequence.	Writes a word from a prompt. Recognizes and understand the correct form and meaning of the words to be used in filling in gaps. Matches pictures with appropriate words. Uses picture prompts to complete sentences. Re-arranges pictures to give a story sequence.	Writes a word from a prompt. Recognizes and understand the correct form and meaning of some of the words to be used in filling in gaps. Matches some pictures with appropriate words. Uses picture prompts to complete some sentences. Re-arranges pictures to give a story sequence.	Has difficulty writing a word from a prompt. Rarely recognizes and understand the correct form and meaning of the words to be used in filling in gaps. Rarely Match pictures with appropriate words. Rarely use picture prompts to complete sentences. Has difficulty re-arranging pictures to give a story sequence.

GRADE 3

Strand	Sub-strand Time	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and Speaking / observing and signing	1.1 Attentive listening/ paying attention. No. of lessons:10	By the end of the sub strand, the learner should be able to: a) Allow others to speak/sign without interrupting while demonstrating attentive listening/paying attention to enhance turn taking in communication. (S) b) Maintain focus on the speaker/signer to promote attentiveness during communication c) Follow specific simple three directional instructions to promote attentiveness in communication. (S) d) Interpret and use body language appropriately for total communication. (s) e) Appreciate the importance of using body language to demonstrate attentive listening/paying attention (A) f) Appreciate the importance of turn taking for effective communication(A) g) Enjoy rhymes, short poems, songs and stories read aloud by the teacher to enhance listening skills. (A)	<ul style="list-style-type: none"> • Learners should practice good eye contact, appropriate facial expressions and gestures in small groups and in pairs. • Learner should practice correct sitting posture in groups and pairs • Learners should respond to instructions through actions, signs, orally and in writing. • Learners should practice in small groups and pairs interpreting facial expressions and gestures from posters, pictures, demonstration, role play etc • Learners in pairs could appropriately respond to questions orally/ through signing • Learners in pairs could say/sign the rhyming words in the poem. 	1) What can we tell from people’s faces and hand movements as they talk?
Core-Competence to be developed: Communication and Collaboration will be achieved through pair and group work involving use of familiar gestures.				
Link to PCIs: Life skills especially the interpretation and use of body language appropriately for effective communication.			Link to Values: Respect and open mindedness as the	

Citizenship and life skills through moral values in the stories narrated and re-told by the learner.	learner takes part in the discussions.
Links to other subject(s): Linked to attentive listening/paying attention in all the subjects in the school curriculum.	Suggested Community Service Learning: Interact with the community, listen to a narration of a story and try to re-tell it in class orally/using signs.
Non-Formal Activity to support learning through application: Interact with the other learners, listen to a narration of a story and try to re-tell it in class orally/ using signs.	Suggested Assessment: oral questions,
Suggested Resources: Realia, Pictures and Photos on attentive listening/paying attention.	

Assessment rubrics

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker longer than the required period</p> <p>Always allows others to speak/sign without interrupting while demonstrating attentive listening/paying attention through their body language and verbal response</p> <p>Can follow more than ‘three directional’ instructions</p> <p>Can distinguish three consonant cluster sounds and key words</p>	<p>Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker/signer during the required period</p> <p>Allows others to speak without interrupting while demonstrating attentive listening/paying attention through their body language, signed and verbal response</p> <p>Can follow three directional instructions</p> <p>Can distinguish all targeted two consonant cluster sounds and key words</p> <p>Can interpret and use targeted body language (facial expressions and gestures) appropriately</p>	<p>Can sit upright but occasionally slides/slouches or fidgets and occasionally loses focus on the speaker/signer during the required period</p> <p>Allows others to speak/sign but with occasional interruptions</p> <p>Can follow some three directional instructions</p> <p>Can distinguish some targeted two consonant cluster sounds and key words</p> <p>Can interpret and use some aspects of body language</p>	<p>Rarely sits upright without sliding/slouching or fidgeting and rarely maintains focus on the speaker/signer during the required period</p> <p>Rarely allows others to speak/sign without interrupting</p> <p>Can follow two directional instructions</p> <p>Can distinguish a few targeted two consonant cluster sounds and key words</p> <p>Can interpret and use a few body languages (facial expressions) appropriately</p>

Can interpret and use a variety of body language (facial expressions and gestures) appropriately		(facial expressions) appropriately	
--	--	------------------------------------	--

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/observing and paying attention	1.2 Language structures and functions Subject-verb agreement. No. of lessons: 8	By the end of the sub strand, the learner should be able to: a) Recognize correct use of subject-verb agreement for effective communication(k) b) Appreciate the importance of subject verb agreement to achieve effective communication (a) c) Construct sentences orally/using signs with correct subject-verb agreement in conversations (s)	<ul style="list-style-type: none"> • Learners could construct correct sentences on pictures showing singular and plural subjects • In pairs/small groups learners could construct sentences on demonstrated actions by one or many learners or describe people (e.g. John is good, those men are teachers etc.) • Construct oral/ signed sentences using displayed realia representing singular and plural subjects • Construct oral/signed sentences using singular and plural subjects at home and around their environment e.g. animals, utensils etc. 	<ol style="list-style-type: none"> 1) What is Sarah holding? 2) What are the girls holding? 3) What has Sarah done? 4) What have they done?
<ul style="list-style-type: none"> • Core-Competence to be developed: Communication and collaboration – correct usage of subject-verb agreement, learning to learn – constructing sentences about objects at home, Creativity and imagination – through demonstrations and construction of sentences 				

Link to PCIs: Life skills (effective communication)	Links to Values: Responsibility as the learner handles the real objects during the lesson.		
Links to other Subject(S): Links to all subjects.	Suggested Community Service Learning: Constructing sentences that involve singular and plural subjects on actions that happen at home and the surrounding environment. The sentences could also be on things that their parents/ guardians own.		
Non-Formal Activity to support learning through application: Constructing sentences that involve singular and plural subjects on actions that happen at school and the surrounding environment.	Suggested Assessment: constructing sentences.		
Suggested Resources: word cards, pictures of animals, utensils, real objects, Realia, pictures and photos, digital resources if available			
Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Recognizes correct use of subject-verb agreement. Constructs sentences orally/using signs with correct subject-verb agreement in conversations. Can construct a few complex sentences orally/using signs with correct subject-verb agreement.	Recognizes correct use of subject-verb agreement. Constructs sentences orally/using signs with correct subject-verb agreement in conversations.	Recognizes correct use of subject-verb agreement. Constructs some sentences orally/using signs with correct subject-verb agreement in conversations.	Rarely recognizes correct use of subject-verb agreement. Has difficulty constructing sentences orally/using signs with correct subject-verb agreement in conversations.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/observing /paying attention	1.3 Language structures and functions Indefinite Pronouns Nobody Anybody Somebody No. of lessons: 9	By the end of the sub strand, the learner should be able to: a) Use indefinite pronouns correctly in speech/language to promote good language skills (s) b) Recognize indefinite pronouns in oral/signed communication (k) c) Enjoy using indefinite pronouns in their day to day communication (a) d) Value and importance of working together (a)	<ul style="list-style-type: none"> • Question and answer dialogues involving learners in the use of indefinite pronouns • Language games involving use of the indefinite pronouns • Practice oral/signed sentences using indefinite pronouns in pairs, sing/sign short songs containing indefinite pronouns in groups 	1) Is there anybody in the room? 2) Did somebody pick my pen?
Core-competence to be developed: Communication and collaboration				
Links to PCI's and values: Citizen – social cohesion as the learners work in pairs/groups, Life skills – Effective communication, Respect as a value (working together)			Link to Values: Turn taking developed as the learners engage in discussions.	
Links to other Subjects: KSL			Suggested community Service Learning: Use pronouns in a conversation with parents/guardians or other family members at home.	
Non-formal activity to support learning through application: Take part in a game outside the classroom.			Suggested Assessment: Constructing sentences using pronouns.	
Suggested Resources: Pictures/photos, charts, flashcards				
Assessment rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Uses indefinite pronouns correctly in speech/language. Recognizes indefinite pronouns in oral/signed communication.	Uses indefinite pronouns correctly in speech/language. Recognizes indefinite	Uses a few indefinite pronouns correctly in speech/language. Recognizes a few indefinite	Has difficulty in using indefinite pronouns correctly in speech/language.	

Constructs own sentences using indefinite pronouns.	pronouns in oral/signed communication	pronouns in oral/signed communication.	Rarely recognizes indefinite pronouns in oral/signed communication
---	---------------------------------------	--	--

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking /observing and paying attention	1.4 Language structures and functions Singular and plurals (plurals ending in ‘- ies’, ‘-ves’ and a few irregular plurals (e.g. Men, women, children, sheep, oxen, feet, teeth, geese etc.) No. of lessons: 10	By the end of the sub strand, the learner should be able to: a) Use plural forms of nouns correctly in communication (s) b) Distinguish between singular and plural nouns, including irregular nouns to facilitate use of good language (k) c) Enjoy games/poems/songs involving the plurals of nouns ending in –ies, –ves and a few plurals in communicating about numbers (a) d) Appreciate diversity by reporting the plurals of things in sign language and indigenous languages	<ul style="list-style-type: none"> • In small groups, form plurals of specific words taking ‘ies’, ‘ves’ and irregular forms • In pairs, identify singular nouns and differentiate them from those which are in plural. • In groups take part in games, recite/ sign poems and sing /sign songs containing plurals of specific nouns words • In pairs, construct sentences (signed and oral) based on pictures of nouns that take the taught forms 	1) What can you see on this picture?
Core-competence to be development: Communication and collaboration				
Links to PCI’s and values: Life skills: Effective communication, Citizenship (social cohesion, respect for diversity)		Links to Values: Learners can be inspirational to others as they take part in games, reciting/signing poems, and singing/signing songs.		
Links to other Subjects: KSL, indigenous languages, Literacy, Mathematics		Suggested Community Service Learning: Learners could find out the plurals of different nouns (objects, animals and people) in their indigenous languages and report back		
Non-formal activity to support learning through		Suggested Assessment: identifying singular/plural nouns from a text.		

application: Learners could identify different objects within the school and identify their singular and plural forms.			
Suggested Resources: Pictures and photos of nouns taking the 'ies', 'ves' and irregular forms			
Assessment Rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Uses plural forms of nouns correctly.</p> <p>Distinguishes between singular and plural nouns, including irregular nouns.</p> <p>Can construct correct sentences distinguishing between singular and plural nouns, including irregular nouns.</p>	<p>Uses plural forms of nouns correctly.</p> <p>Distinguishes between singular and plural nouns, including irregular nouns.</p>	<p>Uses plural forms of nouns correctly.</p> <p>Distinguishes between singular and plural nouns.</p> <p>Has some difficulty distinguishing between the singular and plural forms of irregular nouns?</p>	<p>Rarely uses plural forms of nouns correctly.</p> <p>Hardly distinguishes between singular and plural nouns, including irregular nouns.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/ observing and paying attention	1.5 Language structures and functions expressing future time. No. of lessons: 7	By the end of the sub strand, the learner should be able to: a) Express future intentions/ plans using will/shall (s) b) Identify words that express future time/actions for effective communication (k) c) Enjoy communicating about future time/intentions by using <u>will</u> and <u>shall</u> (a) d) Enjoy working in pairs to promote collaborative learning (a)	<ul style="list-style-type: none"> Learners should talk/ use appropriate signs to express about what they plan to do after school today or tomorrow They should observe and follow/ listen to a short story then answer questions In pairs, they could ask and answer questions using the future time Sing/sign a song/rhyme on the use of <u>will</u> and <u>shall</u> 	1) What will you do at break time? 2) What will .they do at break time?
Core-competence to be developed: Communication and collaboration				
Links to PCI's: Life skills (effective communication and social cohesion developed as the learners express their intentions for the day and for future.)			Links to Values: Creativity: developed as the learners ask and respond to each other's' questions.	
Links to other Subjects: KSL (future time)			Suggested Community Service Learning: Learners to find out from guardians/parents what they intend to do the next day	
Non-formal activity to support learning through application: Learner can acquaint him/herself to the timetable and identify the activities to be carried out in the next day			Suggested Assessment: Observation as the learners ask and respond to each other's' questions using future time.	
Suggested Resources: Chart				
Assessment Rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Expresses future intentions/ plans using will/shall. Identifies words that express future time/actions. Can use the words to construct sentences	Expresses future intentions/ plans using will/shall. Identifies words that express future time/actions.	Expresses future intentions/ plans using will/shall. Identifies some words that express future time/actions.	Has problems expressing future intentions/ plans using will/shall. Has challenges identifying words that express future	

expressing future intentions correctly			time/actions.
--	--	--	---------------

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/observing and signing	1.6 Language structure and functions Opposites. No. of lessons:6	a) State/identify through signing the opposite of a variety of words in sentence structures (k) b) Use more opposites of familiar and unfamiliar words through signing/orally for appropriate communication (s) c) Enjoy conversation using opposites in communicating ideas (a)	Learners should: <ul style="list-style-type: none"> • State/sign the opposites of a broad range of words (e.g. present /absent, left /right, top/ bottom, back / front, outside /inside) • Learners could fingerspell and match the opposites of different words. • In pairs/small groups learners could construct sentences using the opposites of familiar and unfamiliar words 	1) Where is the table/ Ali? 2) Where does the sun rise/ set?
Core-competence to be developed: Communication and collaboration, Self-efficacy				
Links to PCI's and values: Citizenship (social cohesion), Life skills (effective communication)			Links to values: Dependability, as the learners work together in groups, trying to help each other identify the opposites of different words.	
Links to other Subjects: ESD (environmental education), KSL (opposites)			Suggested Community Service Learning: Learners identify items at home which can be described using opposites	
Non-formal activity to support learning through application: Learners can take a walk around the school compound and identify items which can be described using opposites.			Suggested Assessment: Spelling/fingerspelling words and matching different words with their opposites.	
Suggested Resources: Realia, pictures, flash cards.				
Assessment rubrics				

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Can state/identify through signing/orally the opposite of a variety of words. Uses more opposites of familiar and unfamiliar words through signing/orally. Can come up with his/her own words and give their opposites.	Can state/identify through signing/orally the opposite of a variety of words. Uses more opposites of familiar and unfamiliar words through signing/orally	Can state/identify through signing/orally the opposite of some words. Uses some opposites of familiar and unfamiliar words through signing/orally.	Has difficulty stating/identifying through signing/orally the opposite of a variety of words. Uses very few opposites of familiar through signing/orally.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/ observation and signing	1.7 Language structure and functions Prepositions: Next to, around, near, by, besides, above, over through, across, to and at. No. of lessons:8	By the end of the sub strand, the learner should be able to: a) To use prepositions accurately to describe the position and location of things (s) b) Identify/sign the correct use of prepositions in oral conversations (k) c) Sing /sign-sing a song which could help them to identify prepositions (s) d) Appreciate use of prepositions to describe the different positions and locations of things (a) e) Enjoy working in groups to promote collaborative learning	<ul style="list-style-type: none"> Learners should listen to /observe a song/signed song or rhymes and carry out an oral/signed discussion about position and location of objects, people and places. Learners should identify/sign various positions of objects involving the prepositions learnt (work in groups) In pairs learners should construct sentences orally/through signing using pre-positions Sing /sign-sing a song which could help them to identify prepositions. Describe orally/through signing the location of things in their homes using the learnt prepositions. 	<ol style="list-style-type: none"> What can you see through the classroom window? I can see a tree, flag post, the school gate, the field through the classroom window.

			<ul style="list-style-type: none"> Construct oral/signed sentences on some pictures using prepositions. 	
Core-competence to be development: Communication and collaboration, Self-efficacy				
Links to PCI's and Values: Citizenship (social cohesion: developed as the learners work together in groups.), Life skills (effective communication)			Links to Values: Respect developed as the learners work together in pairs/groups.	
Links to other Subjects: ESD (environmental education), KSL (effective communication)			Suggested Community Service Learning: Learners can observe how objects are positioned in their homes and larger environment and report orally/through signing using the prepositions learnt	
Non-formal activity to support learning through application: Learners can observe how objects are positioned in the school and larger environment and report orally/through signing using the prepositions learnt			Suggested Assessment: Constructing oral/signed sentences	
Suggested Resources: Realia and pictures				
Assessment Rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
<p>Can use prepositions accurately to describe/sign descriptively the position and location of objects, people and places.</p> <p>Can identify/sign the correct use of prepositions in oral/signed conversations.</p> <p>Sings /sign-sings a song which could help them to identify prepositions.</p> <p>Can identify prepositions from a text.</p>	<p>Can use prepositions accurately to describe/sign descriptively the position and location of objects, people and places.</p> <p>Can identify/sign the correct use of prepositions in oral conversations.</p> <p>Sings /sign-sings a song which could help them to identify prepositions.</p>	<p>Can use prepositions to describe/sign descriptively the position and location of objects, people and places, though he/she may use some prepositions inaccurately.</p> <p>Can identify/sign the correct use of some prepositions in oral conversations.</p> <p>Sings /sign-sings a song which could help them to identify prepositions.</p>	<p>Has difficulty using prepositions accurately to describe/sign descriptively the position and location of objects, people and places.</p> <p>Has challenges identifying/signing the correct use of prepositions in oral conversations.</p> <p>Has difficulty</p>	

			identifying prepositions in a song.
--	--	--	-------------------------------------

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/observing and signing.	1.8 Language structure and functions Questions (When, why, how) No. of lessons:12	a) Ask questions orally/through signing using interrogative words correctly for appropriate questioning techniques (s) b) Respond correctly to oral/signed questions (s) c) Identify and express orally/ through signing when to use interrogative words correctly. (k) d) Enjoy word games using interrogative words. correctly (a)	<ul style="list-style-type: none"> Learners could role play activities that lead to the use of ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ in questioning. Answer questions orally/through signing on ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ appropriately Learners could engage in meaningful question and answer dialogues (signed or oral) using ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ individually, pairs/small groups Take part in games that allow them to ask questions (oral and signed) using the wh-words Sing/ sign sing songs/ recite/ sign short poems to practice the use of ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ 	<ol style="list-style-type: none"> How/why do you your hands? Where do you put rubbish?
Core-competence to be development: Communication and collaboration, Self-efficacy				
Links to PCI’s and values: Citizenship (social cohesion), Life skills (effective communication): these are developed as the learners work together in groups tolerate and communicate with each other.			Links to Values: Cooperation developed as the children work together in groups.	
Links to other Subjects: ESD (environmental education) KSL			Suggested Community Service Learning: Learners can use the questions to gather information from	

		their parents/guardians and report back to class)	
Non-formal activity to support learning through application: learner can use interrogatives to find out about information on different issues from fellow learners during break.		Suggested Assessment: construct oral/signed sentences using interrogatives.	
Suggested Resources: Realia, pictures			
Assessment Rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Can ask questions orally/through signing using ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p> <p>Responds correctly to oral/signed questions using: ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p> <p>Can identify and express orally/ through signing when to use ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p> <p>Can construct correct sentences using ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’</p>	<p>Can ask questions orally/through signing using ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p> <p>Responds correctly to oral/signed questions using: ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p> <p>Can identify and express orally/ through signing when to use ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p>	<p>Can ask questions orally/through signing using a few of the question words correctly.</p> <p>Responds correctly to some oral/signed questions using: ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p> <p>Can identify and express orally/ through signing when to use some of the question words (‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’) correctly.</p>	<p>Has challenges asking questions orally/through signing using ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p> <p>Has problems responding correctly to oral/signed questions using: ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p> <p>Has difficulty identifying and expressing orally/ through signing when to use ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ correctly.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and Speaking/observing and signing	1.9 Describing words (size, shape colours of the rainbow, number values in hundred, ordinal numbers from first to 100th) No. of lessons:10	By the end of the sub strand, the learner should be able to: a) Use describing words/signs in relation to size in oral /signed sentences. (s) b) Identify (orally and through signing) different colours found in the environment. (k) c) Count numbers up to a hundred (100) to identify number values (k) d) Appreciate the use of colour, size, shape and number to describe nouns (a) e) Colour different shapes of objects and describe them (orally/through signs) appropriately (s)	<ul style="list-style-type: none"> • Learner should group objects in terms of size, colour, shape and numbers <ul style="list-style-type: none"> - Size: big/small - Colours: Red, orange, yellow, green, blue, black, white, indigo and violet) - Shape: round, oval etc. • Describe objects in the classroom orally/through signing based on size, colour and numbers • Colour pictures of various objects • Identify things in the environment that have different colours and shapes • Construct sentences in pairs using the different objects 	<ol style="list-style-type: none"> 1) What things can you see outside? 2) What colour are they? 3) How many are they? 4) Which date is your birthday?
Core-competence to be developed: Communication and collaboration, Critical thinking				
Links to PCI's: Life skills (effective communication developed as the workers describe the different objects found in the classroom.)			Links to Values: Creativity as the learners classify objects according to colour	
Links to other Subjects: Mathematics (counting), KSL (describing words)			Suggested Community Service Learning: They can ask their older siblings/ parents and guardians how old they are and report the information in	

	ordinal numbers.		
Non-formal activity to support learning through application: learners can identify different objects in the school and classify them according to colour and size	Suggested Assessment: classifying different objects according to size colour and shape.		
Suggested Resources: Realia			
Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Uses describing words/signs in relation to size. Can identify (orally and through signing) different colours. Can count one up to more than one hundred (100)	Uses describing words/signs in relation to size. Can identify (orally and through signing) different colours. Can count one up to hundred (100)	Uses describing words/signs in relation to size. Can identify (orally and through signing) some colours. Can count one up to below hundred (100)	Uses describing words/signs in relation to size incorrectly. Has difficulty identifying (orally and through signing) different colours. Has difficulty counting numbers sequentially.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
Listening and speaking/ Observing and signing	1.10 Language structures and functions Comparatives and superlatives. No. of lessons:8	By the end of the sub strand, the learner should be able to: a) Use comparatives and superlatives to show comparison of things (s) b) Form comparatives and superlatives correctly for	<ul style="list-style-type: none"> In groups/pairs learners could group objects into 3 groups of different sizes Learners should describe the objects according to size, weight, length, height using positive comparative and 	<ol style="list-style-type: none"> What is the size of a cat, dog cow? Which is the shortest finger? Who is the tallest and shortest in class? Which is bigger duster

		<p>appropriate communication (k)</p> <p>c) Enjoy using comparatives and superlatives to describe things orally/through signs (a)</p> <p>d) Appreciate working together to promote cooperation(a)</p>	<p>superlative forms e.g. big, bigger, biggest</p> <ul style="list-style-type: none"> In pairs, learners could construct sentences orally or through signs using comparatives and superlatives involving objects inside and outside the classroom 	<p>or chalk?</p> <p>5) Which is longer ruler or pencil?</p> <p>6) Which field is bigger, the football or the netball field?</p>
Core-Competence to be developed: Communication and collaboration developed as the learners work in pairs.				
Link to PCIs and Values: Life skills (effective communication developed as the learners work together in pairs)			Link to Values: Positive attitudes as the learners construct sentences using positive comparatives.	
Links to other subject(s): Mathematics (Measurement)			Suggested Community Service Learning: Measure length of windows, doors, tables at home and report back	
Non-Formal Activity to support learning through application: Measure length of windows, doors, tables at school and report back			Suggested Assessment: Constructing oral/signed sentences using comparatives and superlatives.	
Suggested Resources: Measure length of windows, doors, tables and report back				
Assessment rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Uses comparatives and superlatives to show comparison of people, things and places. Can form comparatives and superlatives correctly. Can use comparatives and superlatives correctly in sentences.	Uses comparatives and superlatives to show comparison of people, things and places. Can form comparatives and superlatives correctly.	Uses some comparatives and superlatives to show comparison of people, things and places. Can form some comparatives and superlatives correctly.	Has difficulty using comparatives and superlatives to show comparison of people, things and places. Has challenges forming comparatives and superlatives.	

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 Listening and speaking/ observing and signing	1.12 Language structures and functions Conjunctions 'and' 'but' 'because' No. of lessons:10	By the end of the sub strand, the learner should be able to: a) Use more than one conjunction to join words/signs in longer sentences (s) b) Distinguish between the use of conjunctions in sentences(k) c) Enjoy using the conjunctions to convey different meanings in sentences (a) d) Appreciate the differences in people and things (a)	<ul style="list-style-type: none"> • Group items and talk /sign about them using more than one conjunction • Contrast objects or people in the class room using 'but' individually, in pairs/small groups (the deaf to show contrast through signing) • Learners should explain reasons using the conjunction 'because' in question and answer dialogues orally or through signing. • Sing/sign poems • Listen to a story observe a signed story and answer oral/signed questions 	<ol style="list-style-type: none"> 1) Why is Amina late? 2) Why were Amina and Kerubo punished? 3) Who lives near the school?
Core-competence to be developed: Communication and collaboration, Self-efficacy, Creativity and imagination				
Links to PCI's: Citizenship-Diversity, Life skills – Effective communication developed as the learners describe each other to show contrast.			Links to Values: Values of respect developed as the learners describe each other to show contrast.	
Links to other Subjects: Mathematics in the area operations on numbers and ADLs			Suggested Community Service Learning: Orally and through signing and give feedback on contrasts Observe the environment to construct sentences	
Non-formal activity to support learning through application: Orally and through signing and give feedback on contrasts Observe the environment to construct sentences			Suggested Assessment: join sentences using given conjunctions, Construct oral/signed sentences.	
Suggested Resources: Realia, ICT, Charts, flash cards				
Assessment rubrics				

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Can use more than one conjunction to join words/signs in longer sentences.</p> <p>Can distinguish between the use of conjunctions e.g. ‘and’ addition ‘but’ contrast, ‘because’ reason.</p> <p>Can create a short text demonstrating the appropriate use of conjunctions.</p>	<p>Can use more than one conjunction to join words/signs in longer sentences.</p> <p>Can distinguish between the use of conjunctions e.g. ‘and’ addition ‘but’ contrast, ‘because’ reason.</p>	<p>Can use one conjunction to join words/signs in a sentence.</p> <p>Can distinguish between the use of some conjunctions e.g. ‘and’ addition ‘but’ contrast, ‘because’ reason</p>	<p>Has problems using conjunctions to join words/signs in sentences.</p> <p>Has problems distinguishing between the use of conjunctions e.g. ‘and’ addition ‘but’ contrast, ‘because’ reason.</p>

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Reading / signing	2.1 Pre- Reading/pre- signing No. of lessons: 6	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Position the book correctly while reading to enhance appropriate reading skills (S)</p> <p>b) Appreciate the importance of keeping the head steady while reading. (A)</p>	<ul style="list-style-type: none"> • Learner should play a game in class guided by the teacher, where they practice placing books in different positions. • Learners should watch a video, animations, look at a picture etc. where correct head movements are shown. Children then practise sitting in the correct positions while 	<p>1) Why do we need to position a book correctly while reading?</p> <p>2) Why should we keep our heads steady while reading?</p>

			reading.	
Core competence being developed: Communication and collaboration, critical thinking and problem solving, rearranging of objects.				
Link to PCIs: Life skills (effective communication, self-awareness as the learners work in groups)			Link to Values: Motivation as the learners discover new ways of sitting from the pictures and video clips they watch.	
Links to other Subject(s): (KSL, literacy and all subjects in general because it is important to maintain the right posture and position reading materials in the right way while reading)			Suggested Community Service Learning: Children to visit a library within the county and observe the way people are reading.	
Non-formal Activities to Support Learning: Children to visit a library within the school and observe the way other learners are reading.			Suggested Assessment: Providing reading texts and observing the reading posture.	
Suggested resources: Realia, Letter cards.				
Assessment rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Pre-reading Positions the book correctly while signing/reading and keeps the hands steady/ eye contact with a lot of ease.	Positions the book correctly while signing/reading and keeps the hands steady/ eye contact	Positions the book correctly while signing/reading and keeps the hands steady/ eye contact with a few difficulties.	Positions the book with a lot of difficulties while signing/reading.	

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Reading/ Signing	2.2 Letter sound knowledge/ letter recognition: Phonic Reading/signing. No. of lessons:7	By the end of the sub strand the learner should be able to: a) Recognize longer words with letter- sound correspondence/ visual recognition to promote good reading skills (K) b) Combine sounds/signs to read longer words (S)	<ul style="list-style-type: none"> • Learner should sort their name by the first, middle and last sound/letters. • Learner should pair initial sound/sign picture cards with the corresponding letter while playing memory game. • Learners should sort, illustrate and write first middle and last sounds/letters of objects. • Learners should identify and read/sign longer words with letter sound/letter sign correspondence in groups, pairs and individually from a list of words. The list could be digital/ printed/ in form of a chart or poster. 	<ol style="list-style-type: none"> 1) Which is the first, middle or last sound/letter of your name? 2) Which sounds/letter signs can be joined to make this word.....?
Core competence being developed: Working in groups and pairs will enhance collaborative and communication skill.				
Link to PCIs: Self confidence and self-esteem.			Link to Values: Innovativeness developed as the learners play the memory game using picture cards.	
Link to other Subjects: all subjects: All because they can read words in other subjects.			Suggested Community Service: Learners to identify items found in their homes that have letter sound/letter sign correspondence with the help of their parents/guardians.	
Non-formal Activities to Support Learning: learners to identify items found in the school that have letter sound/letter sign correspondence with the help learners in upper classes.			Suggested Assessment: memory games, matching pictures with words.	
Resources: Newspapers, word wheel, word slides, flash cards, Realia, letter cards, Word processors, Multimedia resources (digital flash cards, mobile phone, text books, internet etc.				
Assessment rubrics				

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Letter sound knowledge Recognizes and combines signs/sounds to sign/read longer words always.	Recognizes and combines signs/sounds to sign/read longer words accurately.	With minimal difficulties, can recognize and combine signs/ sound to read longer words.	Has challenges recognizing and combining signs/sound to read longer words.

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Reading /Signing	2.3 Word Reading/Signing. No. of lessons: 8	a) Recognize and read/sign more and longer words without letter- sign/sound correspondence to enhance reading skills (S). b) Sign/read more and longer grade level vocabulary without letter sign/ sound correspondence in sentences. (S) c) Enjoy signing/ reading grade level vocabulary. (A) d) Apply word attack strategies to decode a variety of words. (S)	<ul style="list-style-type: none"> • Learner should recognize and read/sign longer words as demonstrated by the teacher in groups, pairs and individually through look and say/signing, exposure and other word attack skills. • Learner should play word ladder game by putting words on top of one another as they pronounce/sign. • Learner should listen to audio/visual recording of words without letter sound correspondence. • Learner should observe visual recordings of words without letter/sign correspondence. • Learners should read/sign words without letter sign/sound 	<ol style="list-style-type: none"> 1) What are some of the words we have learnt that you can identify? 2) Why do you enjoy reading some words? 3) How do you read words you have not seen before? 4) How many words can you make from a longer word?

			correspondence from either print or digital format (multimedia) for enjoyment.	
Core competence being developed: Communication and collaboration and self-efficacy are the core competences developed, through group work as well as reading activities and games.				
Link to PCIs values life skills: Effective communication, confidence and self-esteem are developed through reading.		Link to Values: Innovativeness and creativity as the learners manipulate the audio-visual materials.		
Link to other Subjects: All subjects because they can read words in other subjects.		Suggested Community Service Activities: Visit a school or community library and check the children's section for signing/reading materials with various words without letter sign/sound correspondence with the help of the librarian.		
Non-formal activities to Support Learning: Use available signing/reading resources at home e.g. newspapers to pick out words which can be easily signed/read and the more complex words		Suggested Assessment: Reading given words as guided by the teacher.		
Resources: Newspapers, word wheel, word slides/signed word slide, flash cards, videos, tablets, multimedia word lists, tablets, word processors, textbooks, charts, posters, realia, sign letter cards/letter cards, mobile phone.				
Assessment rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Recognizes and signs/reads more and longer words without letter sign/sound correspondence and longer grade level vocabulary with a lot of ease.	Recognizes and signs/reads more and longer words without letter signs/sounds correspondence and longer grade level vocabulary with ease.	Recognizes and signs/reads more and longer words without letter sign/sound correspondence and longer grade level vocabulary with difficulties.	Rarely recognizes and signs/reads more and longer words without letter sign/sound correspondence.	

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
3.0 Reading/ Signing	2.4 Connected text and fluency in reading/signing. Number of lessons:12	By the end of the strand the learner should be able to: a) Read/sign a text transitioning from phrasal to fluent reading/signing(S) b) Enjoy reading/signing a variety of texts that are appropriate for the grade level. (A) c) Learners read/sign 90 words accurately per minute to promote fluency. (K)	<ul style="list-style-type: none"> • Learner should read/sign print or digital texts such as short passages, narratives, short poems etc, aloud as modelled by the teacher • Individually or in pairs, learners should also engage in conversations, dialogues etc about the characters, oral/signed lesson etc. from an oral/signed narrative. (Comprehension) • Learners should read/sign in small groups, pairs with the guidance of the teacher as well as individually. • Learners should interact with different materials such as poems, narratives, reading/signing comprehension etc. in both print and digital formats. The materials should be appropriate for the level. • Learners should read/sign narratives, stories, poems, dialogues while paying attention to punctuation marks and vary their voices/ facial expressions and gestures in terms of pace, pitch and volume. • Learners should watch relevant video programmes that promote reading/signing • Interact with both print and digital materials (multimedia stories) and then play a reading/signing game to see who 	<ol style="list-style-type: none"> 1) How can we increase our reading speed? 2) What do you love reading? 3) Which books do you enjoy reading? 4) When should we lower or raise our voice when reading? 5) What should we remember to do when reading?

			completes reading/signing certain text first	
Core competence to be developed: Communication and collaboration /critical thinking, problem solving and self-efficacy are developed group through group work.				
Link to PCIs: Life skills (effective communication) Reading for enjoyment boosts the learner’s self-esteem) Learner support programmes			Link to Values: Humour developed as the learner reads for enjoyment.	
Link to all Subjects: All subjects since the learner will be able to read text in other subject areas efficiently.			Suggested Community Service Activities: Visit elderly people in a home, sick children in a hospital and read stories/religious texts to them.	
Non-formal Activities to Support Learning: Visit the school library and read/sign materials containing short texts for enjoyment.			Suggested Assessment: Reading/signing short texts.	
Suggested resources: Newspapers, word wheel, word slides, flash cards, multimedia resources/poems/songs, Printed books/stories/Television/DVDs/ Radio- children listen to a recording of a story and learn how to vary their voices				
Assessment rubrics				
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations	
Can read/sign a text transitioning from phrasal to fluent reading/signing Can read/sign more than 90 words accurately, fluently and expressively per minute.	Can read/sign a text transitioning from phrasal to fluent reading/signing Can read/sign 90 words accurately, fluently and expressively per minute.	Can read/sign a text transitioning from phrasal to fluent reading/signing with minimal difficulties. Can read/sign 90 words accurately, fluently and expressively in more than a minute.	Has challenges reading/signing a text transitioning from phrasal to fluent reading/signing Has problems reading/signing a given number of words accurately, fluently and expressively within a given period of time.	

Strand	Sub-strand Suggested time:35mins	Specific learning outcomes knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 Reading /signing	2.5 Comprehension; No. of lessons: 8	By the end of the sub strand, the learner should be able to: a) Make predictions based on the pictures and the title and relate them to possible outcomes. (S) b) Sign/read and repeat/retell a story to reinforce internalization of concepts(K) c) Answer simple direct and indirect questions based on a text of about 200 words. (K) d) Use common context clues to promote concept internalization. (S) e) Enjoy reading comprehensions and making predictions (A)	<ul style="list-style-type: none"> • Learners should talk about the picture/title before they sign/read a short print or digital text and make predictions. • Learner should practise signing/reading a short text and repeat/retell according to his/her understanding. • Learner should answer questions after signing/reading a text by getting clues from the signed/read story. • Learners should sign/talk about the characters and events in the story in small groups and pairs. • Learners should sign/talk about their own experiences in relation to the story. 	<ol style="list-style-type: none"> 1) What do you think will happen in this story? 2) What familiar signs/words are in this story? 3) What have you learnt from the story?
<p>Core competence being developed: Communication and collaboration /critical thinking, problem solving and self-efficacy. Communication skill can be achieved through reading variety of text. Critical thinking and problem solving can be achieved by making prediction through observation of pictures and titles. Self-efficacy can be achieved when learners make connection with good characters in the story and their own personal experiences.</p>				
<p>Link to PCIs: Life skills (effective communication, developed through reading and working in pairs/groups.)</p>			<p>Link to Values: Positive attitudes developed as the learners discuss about the characters in the stories they read.</p>	

Link to all subjects: All learning areas.		Suggested Community Service Learning Activities: Use available reading resources at home e.g. newspapers to pick out words which can be easily read.	
Non-formal Activities to Support learning: Watch programs related to reading in television, computer or mobile phones and visit library.		Suggested Assessment: Written questions, writing some words that describe characters in the stories they read.	
Suggested Resources: Realia, letter cards newspapers, word wheel, word slides, flash cards			
Assessment rubrics			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Can make predictions based on the pictures and the title and anticipate possible outcomes. Signs/reads and repeats/retell a story. Can answer simple direct and indirect questions based on a text of more than 200 words. Uses common context clues to increase understanding.	Can make predictions based on the pictures and the title and anticipate possible outcomes. Signs/reads and repeat/retell a story. Can answer simple direct and indirect questions based on a text of about 200 words. Uses common context clues to increase understanding.	With minimal difficulties, can make predictions based on the pictures and the title and anticipate possible outcomes. Signs/reads and repeats/retell a story with minimal errors/omissions. Can answer some simple direct and indirect questions based on a text of about 200 words. Uses some common context clues to increase understanding.	Hardly makes predictions based on the pictures and the title and anticipate possible outcomes. Has difficulty Signing/reading and repeating/retelling a story. Has problems answering simple direct and indirect questions based on a text of about 200 words. Has challenges using common context clues to increase understanding.

