REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRIMARY CURRICULUM DESIGN

BRAILLE SKILLS DESIGN
FOR LEARNERS WITH

BLINDNESS

GRADE 3

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 3 English Language curriculum designs for learners with Physical Impairment build on competencies attained by learners at Grade 2. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade 3 Creative Activities Curriculum furthers implementation of the CBC from Grade 1 in Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential.**

Therefore, the Grade 3 curriculum designs for learners with Physical Impairment are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 3 and prepare them for smooth transition to Grade 4. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

NATIONAL GOALS OF EDUCATION

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 mutual respect for   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 community and national 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 provide the learner with necessary competences for technological and industrial development in tandem with changing 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 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 learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil 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 therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **Good health and environmental protection**

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

LESSON ALLOCATION FOR LOWER PRIMARY

S/ No.	Learning Area	No. of Lessons
1	Mathematical Activities for Learners with Visual Impairment	5
2	English Language Activities for Learners with Visual Impairment	5
3	Environmental Activities for Learners with Visual Impairment	4
4	Creative Activities for Learners with Visual Impairment	7
5	Religious Education Activities	3
6	Kiswahili language activities for Learners with Visual Impairment	4
7	Braille Literacy Activities	2
8.	Pastoral/ Religious Instruction Programme	1
	Total	**31**

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
b) Demonstrate mastery of number concepts to solve problems in day to day life
c) Demonstrate social skills, moral and religious values for positive contribution to society
d) Develop one's interests and talents for personal fulfilment
e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
g) Acquire digital literacy skills for learning and enjoyment.
h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

Braille skills literacy is a major prerequisite for learning to learners with blindness. The skill will enable the learner to perform well in education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is internationaly used as the main commonly learnt skills for learners with blindness in today's world. In Kenya, Braille skills literacy is learnt as the medium of instruction all gardaes Grades. Hence, a solid foundation in the mastery of Braille skills must be laid in Early Years Education. This will not only enhance learning in Middle School but will also prepare the learner with blindness for future engagements in the national and international arenas. Consequently, the learner with blindness must be exposed to targeted interactive tasks in braille skills literacy activities. Additionally, the learner with blindness will be able to progressively demonstrate the expected range of competencies in braille skills. A deliberate focus on each of the braille skills literacy is expected even though the interrelatedness between the various language skills must be taken into account.

GENERAL LEARNING OUTCOMES

By the end of Early Years Education, the learner with visual impairment should be able to:

a)   listen and respond appropriately to relevant information in a variety of contexts,
b)   express self-confidently using braille writing and reading materials
c)   read and write English braille notations fluently and accurately,
d)   read and writhe mathematics braille notations fluently and accurately,
e)   write simple sentences usung Kiswahili braille notations fluently and accurately.

STRANDS
- Braille Writing Equipment and Materials
- Braille Reading Skills
- Braille Writing Skills
- English Braille Notation
- Mathematics Braille Notation
- Breli ya Kiswahili

SUB STRANDS

Braille Writing Equipment and Materials

1. Assistive devices

Braille Reading Skills

1. Simple tactile maps and diagrams
2. Tracing patterns
3. Braille Writing Skills

English Braille Notation

1. Braille formatting
2. Lower group signs.
3. Lower word signs.

Mathematics Braille Notation

1. Numbers in braille
2. Operation Signs
3. Simple fractions

Breli ya Kiswahili

1. Maneno yanayosimamiwa na mikato ya seli moja

GRADE 3 (40 minutes per lesson)

hSTRANDS	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
1.0 Braille Writing Equipment and Materials	1.1 Assistive devices (5 lessons)	By the end of the lesson, the learners should be able to: a) identify assistive devices for reading and writing braille, b) use assistive devices in reading and writing braill, c) practice good care and storage of the assistive devices after use, d) enjoy using assistive devices in learning.	• Learner identifies assistive devices such as, computer with appropriate software, Dot mini, Talking calculator, Smart phones, Smart braillers and Orbit reader • Learner is oriented on the use of assistive devices such as computer with appropriate software, Dot mini, Talking calculator, Smart phones, Smart braillers and Orbit reader phones and smart braillers. • In pairs or groups learners practice the use of assistive devices for reading and writing. • Learner uses the assistive devices safely and how to take care of them to prevent accidents on self and others. • Learner stores the assistive devices to prevent breakage and loss.	1. Why do we use assistive decices during lessond? 2. How do we use assistive devices to read and write braille?

Core competences to be developed:
Communication and collaboration. This could be achieved as learners work in pairs and in groups while using digital devices
Creativity and innovations: This could be developed as learners manipulate the devices to idenfy different functions.

Valuess:
Responsibility is nurtured as learners take care and store digital devices in safe placesafter use.

1

Respect is nurtured as learners use digital devices for the intened use and safely.

Pertinent and Contemporary Issues:
]Environmental conservation is enhanced as learners use devices to read and write insead of papers and books

Link to other Learning Areas: Reading and writing braille using digital devices is linked to reading and writing braille in English.

Suggested learning resources
- computer with appropriate software,
- Dot mini
- Talking calculator,
- Smart phones
- Smart braillers.
- Orbit reader

STRANDS	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
2.0 Braille Reading Skills	2.1 Simple tactile maps and diagrams (5 lessons)	By the end of the lesson, the learners should be able to: a) identify the different features in a tactile map b) interpret tactile maps and diagrams, c) practice good care and storage of simple tactile maps and diagrams after use	- Learner freely explores a tactile map and identify various features - Learners is guided to read simple tactile lines, maps and diagrams - In pairs or groups Learners interpret, simple tactile maps, and diagrams - Learner appropriates care and storage of simple tactile maps and diagrams	1. How do we present maps and diagrams in braille? 2. How do we take good care and storage tactile maps and diagrams after use? 3. Why do we care and store tactile maps and diagrams after use?

		d) desire to interpret tactile maps and diagrams		

Core competences to be developed:
Communication and collaboration. This could be achieved when learners are working in pairs and in groups while interpreting tictile lines, maps and diagrammes.
Critical thinking is developed as learners manipulate tactile diagrammes and identify the various features.

Values:
Responsibility is nurtured as learners take good care and store tactile maps and diagrams after use

Pertinent and Contemporary Issues: Education for Sustainable Development is achieved as learners use their tactile line and diagrams and store after use

Link to other Learning Areas: Interpreting tactile lines is linked to drawing tactile lines in Mathematics actyivities,mathematics

Suggested Resources:
- Simple tactile lines,
- Tactile maps
- Tactile diagrams

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
Braille reading skills	**2.2 Tracing patterns (4 lessons)**	By the end of the lesson, the learners should be able to: a) identify different tactile patterns by touch, b) match simple lines and shapes to form	- Learner explores and identifies tactile patterns by touching surfaces - Learners are guided to manipulate simple lines and shapes and interpret tactile patterns	1. Why is it important to identify tactile patterens? 2. How do we make tactile patterns using cotton twines?

3

| | | correct tactile patterns,
c) enjoym matching simple lines and shapes to form correct tactile patterns. | • Learner manipulates lines and shapes and match simple form correct tactile patterns
• In pairs or groups learners practice matching different lines and shapes to form different patterns using cotton twines.
• In pairs or groups learners participate in tracing different patterns for mastery and enjoyment. | |

Core competences to be developed:
Communication and collaboration: This could be achieved as learners working tracing lines in pairs and in groups.
Creativity and innovations: this could be developed as learners make patterns using.

Values: Respect is nurtured amomng lerners as they work in groups and pairs when matching lines

Pertinent and Contemporary Issues: Social cohesion is nurtured as work in groups with members who are of different diversities

Links to other learning Areas: Matching different lins is linked to sorting and matching objecta in Mathematics

Suggested Resources
- Tactile lines
- Tactile shapes
- cotton twine

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
3.0 Braille Writing Skills	3.1 Braille formatting (3 lessons)	By the end of the lesson, the learners should be able to: a) identify first line of a Braille paragraph, b) centre heading in a Braille text, c) indent braille text in a paragraph, d) show desire to indent and centre a Braille text.	• Learner tactually expole a braille text to identify the indented first line of a Braille paragraph. • Learner tactually manitulate a braille text and identify the first line • Learner manipulates braille writing material and center Braille heading in a text. • In groups learners practice centering heading and indenting first line of a paragraph for mastery of formatting braille work	1. How do you indent a Braille line? 2. How do you center a Braille heading? 3. Why do we indent braile text or centre braille heading?

Core competences to be developed:
Critical thinking and problem solving. This is developed as learners tactually expoler braille writing materials and centres the heading or indent the text.
 Self efficacy. This is developed as learnmers sucessusfuly centre the heading or indent the braille text.

Values: Respect is nurtured as learners work in groups while practicing centering and indenting braille text.

Pertinent and Contemporary Issues: Life skills – self esteem is achieved as learners indent and center a braille text

Link to other Learning areas: Centering headlines and indenting braille text is linked to wringing a passage in English.

Suggested Resources:
- Braille writing materials
- Braile writing exuipment

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
4.0 English Braille Notation	4.1 Upper group signs and word signs (22 lessons)	By the end of the lesson, the learners should be able to: a) identify the dots forming the upper group signs and word signs orally, b) read upper group signs and word signs in sentences, c) write upper group signs and word signs in sentences, d) enjoy using upper group signs in reading and writing Braille.	• Learner manipulates braille dots and identify the dots forming the upper group signs and cord signs with H, O and E orally • Learner reads sentences involving upper group signs and word signs with H, O and E • Learner writes sentences involving upper group signs and word signs with H, O and E • In pairs learners participate in reading and writing sentences involving the upper group signs and word signs for mastery • Learner identifies upper group signs and word sign with (ST, AR, ING, BLE) • Learner reads upper group signs and word sign with (ST, AR, ING, BLE) • Learner writes upper group signs and word sign with (ST, AR, ING, BLE) • In groups learners participate in reading and writing	1. How do you form dots of the following upper group signs? 2. Why do use upper groups sings in braille?

| | | | sentences involving the upper group signs and word sign for mastery.
• Learners listen and sing songs related to dots that form the upper group signs and word signs for mastery and enjoyment. | |

Core competence to be developed: Self efficacy is developed as learners write or read the upper braille signgs in sentences correctly. Learning to learn is developed as learners continuously use upper group braille signs in senteces.
Values: Social justice is nurtured as learnmers take turns in reading braille texts with upper groups signs.
Pertinent and Contemporary Issues: Education for sustainable development -Safety and care is achieved as learners handle Braille writing equipment and materials while observing safety.
Links to other Subjects: Writing braille text using upper groups signs is linked to writing sentences in English.
Suggested Resources • Braile witing materials and equipment • Braill cards • Peg boards

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNINGEXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
English Braille Notation	4.2 Lower group signs.	By the end of the lesson, the learners should be able to:	• Learner manipulates and identifies dots dots forming the	1. How do we make dots form the

	(8 lessons)	a) identify the dots forming lower group signs orally, b) read lower group signs in sentences, c) write lower group signs in sentences, d) enjoy reading and writing lower groups signs in sentences.	lower group signs orally in categories of: - Those which are used at the beginning of a word. - Those which are used in the middle of a word - Those that are used at any part of a word. • Learner read sentences involving lower group signs in categories of: - Those which are used at the beginning of a word. - Those which are used in the middle of a word - Those that are used at any part of a word. • Learner write sentences involving lower group signs in categories of: - Those which are used at the beginning of a word. - Those which are used in the middle of a word - Those that are used at any part of a word. • In pairs or groups learners participate in reading and writing sentences involving lower groups signs in various categories for mastery.	following lower group signs? DIS, COM, BB, GG? 2. Why do we use lower group signs in sentences?
Core competence to be developed:				

Communication and collaboration is developed as learners work in pairs and groups to read and write the lower group signs and word signs.

Critical thinking and problem solving is developed as learner identifies the dots that combine to form the lower group signs and word signs and use them in writing words.

Learning to learn is developed as the learner desires to continuously seek more knowledge about lower group signs and write them in sentences.

Values: Social justice is nurtured as learnmers take turns in reading braille texts with lower group signs.

Pertinent and Contemporary Issues: Education for sustainable development -Safety and care is achieved as learners handle Braille writing equipment and materials while observing safety.

Links to other Subjects: Writing braille text using lower group signs is linked to writing sentences in English.

Suggested Resources
- Braile witing materials and equipment
- Braill cards
- Peg boards

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNINGEXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
English Braille Notation	**4.3 Lower word signs. (12 lessons)**	By the end of the lesson, the learners should be able to: a) identify dots forming lower word signs orally, b) read lower word signs in sentences, c) write lower word signs and in sentences,	• Learner manipulates and identifies dots forming lower word signs orally in categories of: - Those that must be spaced from other words but may in some cases be attached to punctuation marks - Those that must written spaced from all other signs - Those that must written attached to the next word.	1. How do we make dots form the following lower word signs? 2. Why do we use lower word signs in sentences?

		d) desire to use of lower group signs in reading and writing Braille.	• In pairs or groups learners could practice identifying dots forming lower word signs orally
			• Learner reads lower word signs in sentences in categories of:
			   - Those that must be spaced from other words but may in some cases be attached to punctuation marks
			   - Those that must written spaced from all other signs
			   - Those that must be written attached to the next word.
			• In pairs or groups learners participate in reading sentences involving lower word signs in various categories for mastery and enjoyment.
			• Learner writes sentences involving lower word signs in categories of:
			   - Those that must be spaced from other words but may in some cases be attached to punctuation marks
			   - Those that must written spaced from all other signs
			   - Those that must be written attached to the next word.
			• In pairs or groups learners participate in reading and writing sentences involving lower word	

			signs in various categories for mastery and enjoyment.	

Core competence to be developed:
Communication and collaboration is developed as learners work in pairs and groups to read and write the lower word signs and word signs.
Critical thinking and problem solving is developed as learner identifies the dots that combine to form the lower word signs and word signs and use them in writing words.
Learning to learn is developed as the learner desires to continuously seek more knowledge about lower word signs and write them in sentences.

Values: Social justice is nurtured as learnmers take turns in reading braille texts with lower word signs.

Pertinent and Contemporary Issues: Education for sustainable development -Safety and care is achieved as learners handle Braille writing equipment and materials while observing safety.

Links to other Learning Areas: Writing braille text using lower word signs is linked to writing sentences in English.

Suggested Resources
- Braile witing materials and equipment
- Braill cards

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
5.0 Mathematics braille notations	5.1 Numbers in braille (6 lessons)	By the end of the lesson, the learners should be able to: a) say numbers 101 - 1000 orally b) read numbers 101 – 1000 in braille correctly c) write numbers 101 – 1000 in braille correctly	• Learner manipulates dots and say numbers 101 – 1000 orally • Learner write numbers from 101-1000 in braille • Learner is guided to write simple mathematic statements in braille	1. How would you write numbers 101-1000 in braille? 2. How would you write a simple mathematics statement in braille?

		d) write simple mathematical statements involving numbers 101 – 1000 in braille e) enjoy reading and writing numbers 101 – 1000 in braille	• In pairs and groups learners practice reading and writing numbers from 101-1000 in braille	

Core competences to be developed:

Imagination and creativity is developed as learners read and write numbers as well as simple mathematical statements in braille

Learning to learn is developed as learners count write numbers numbers 101 – 1000 in braille

Values

Social justice is nurtured as learners work in pairs and groups when reading and writing numbers from 101-1000 in braille alternately

Pertinent and Contemporary Issues: Citizenship: social cohesion-as the learners sing songs and recite poems related to numbers

Link to other Learning areas: Writing numers 101 – 1000 in braille is linked to writing nu,mbers in Mathematics activities,

Suggested Resources

- Braile witing materials and equipment
- Braill cards
- Counters

STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
Mathematic Braille Notations	5.2 Operation Signs (8 lessons)	By the end of the lesson, the learners should be able to: a) identify operation signs in mathematics braille,	• Learner manipulates dots to identify the basic operation signs × and ÷ in braille. • Learner is guided to read the operation signs × and ÷ in braille texts.	1. How do you write the sign for muiltiplicatiom and division? 2. Why do we write using the operation sign in mathematics?

		b) read the basic operation signs in mathematics braille, c) write the basic operation signs in mathematics braille. d) desire to use basic operations signs as in mathematics braille.	• Learner writes the operation signs × and ÷ in braille texts. • In pairs or groups learners sing songs related to numbers and basic operation for mastery and enjoyment.	

Core competences to be developed:

Critical thinking and problem solving ius developed as learners write operations signs at the appropriate place in a braille mathematical statemen.

Self efficacy is developed as learners correctly reads operations signs in braille mathematical statement.

Values: Love is nurtured as learners sing songs about basic operations in groups.

Pertinent and Contemporary Issues: Social cohesion is achieved as learners work in pairs and groups promote the values of sharing, tolerance and respect

Suggested Resources
- Braille operation cards
- Braile writing materials

STRANDS	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED EXPERIENCES	SUGGESTED KEY INQUIRY QUESTIONS
Mathematics Braille Notation	**5.3 Simple fractions (7 lessons)**	By the end of the lesson, the learners should be able to: a) identify simple fractions of a whole. b) say simple fractions orally c) read simple fractions in braille d) write simple fractions in braille e) enjoy writing and reading simple fractions in braille.	• Learner manipulates braille dots and identify simple fractions (½, ¼, ⅛ through sharing a whole object. • Learner is guided to explore braille fractions and say simple fractions (½, ¼ ⅛) orally. • Learner is guided to read simple fractions (½, ¼ in braille text. • In pairs learners write simple fractions (½, ¼, ⅛) in braille • In pairs or groups learners practice sharing whole objects.]	1. How do you write (½, ¼, ⅛) in braille? 2. Why do we write numbers in fractions?

Core competences to be developed:
Critical thinking and problem solving is developed as learners write fractions in braille texts.
Self efficacy is developes as learners identify and write simple fractions in braille

Values: Love is nurtured as leraners identify simple fractions as part of a whole and as a concept for sharing

Pertinent and Contemporary Issues: Citizenship: social cohesion-as the learners learn the concept of sharing objects and items equally using simple fractions.

Suggested Resources
- Braille operation cards showing fractions
- Braile writing materials

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	SHUGHULI ZA UJIFUNZAJI ZILIZOPENDEKEZWA	SWALI DADISI LILILOPENDEKEZWA
6.0 Breli ya Kiswahili	**6.1 Mikato ya seli moja inayotumika kama sehemu ya neno zilizosehemu ya neno.**	Kufikia mwisho wa mada ndogo, mwanafunzi aweze; a) kutambua mikato ya seli moja katika breli ya kiswahili b) kusoma maneno yenye mikato ya seli moja katika sentensi. c) kuandika maneno yenye mikato ya seli moja katika sentensi. d) kusoma sentensi zilizoandikwa kwa kutumia yenye mikato ya seli moja. e) Kuthamini matumizi ya mikato ya seli moja kusoma na kuandika sentensi.	• Mwaanafunzi aelekezwe kutambua mikato ya seli moja kwa kutaja herufi zinazounda mikato husika. • Mwaanafunzi aelekezwe kusoma maneno yenye mikato ya seli moja. • Mwanafunzi aelekezwe kuandika maneno yenye mikato ya seli moja. • Wanafunzi wawili wawili waweze kusoma maneno yenye mikato ya seli moja kwa zamu. • Wanafunzi wawili wawili wenaweza kuandika maneno yenye mikato ya seli moja kwa zamu. • Kwa vikundi wanafunzi waweze kusoma na kuandika sentensi wakizingatia mikato ya seli moja.	1. Utaandika vipi mikato ya seli moja? 2. kwa nini ni muhimu tutumie mikato ya seli moja badala ya kuandika neno kikamilifu katika sentensi?

Umilisi wa kimsingi unaokuzwa
f) **Mawasiliano na ushirikiano**: mwanafunzi anaposhirikiana na wenzake katika kikundi na kuchangia kikamilifu katika kutambua mikato ya seli moja katika breli ya kiswahili.
g) **Hamu ya ujifunzaji**: mwanafunzi anapotaka kujua jinsi ya kuandika maneno yenye mikato ya seli moja katika breli ya kiswahili.
h) **Kujiamini:** mwanafunzi anapofaulu kuandika maneno yenye mikato ya seli moja katika breli ya kiswahili.
Maadili
● **Umoja**: mwanafunzi anaposhirikiana na wenzake katika vikundi kuandika maneno yenye mikato ya seli moja.
● **Upendo**: mwanafunzi anaposhirikiana na wenzake na kuheshimu maoni yao wanapofanya kazi kwa vikundi.
Masuala mtambuko
i) **Utangamano wa kijamii**: mwanafunzi anaposhirikiana na wenzake katika shughuli za kikundi kutambua mikato ya seli moja katika breli ya kiswahili
Uhusiano na masomo mengine
English Language Activities: mwanafunzi ataweza kusoma na kuandika maneno yenye mikato ya seli moja kwa kiingereza.
Mapendekezo ya nyenzo za kufundishia
• Vitabu vya breli,   • Kadi za breli   • Mashine ya breli   • Karatasi za breli

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	SHUGHULI ZA UJIFUNZAJI ZILIZOPENDEKEZWA	SWALI DADISI LILILOPENDEKEZWA
6.0 Breli ya Kiswahili	**6.2 Mikato inayosimama badala ya neno zima. (10 lessons)**	Kufikia mwisho wa mada ndogo, mwanafunzi aweze; a) kutambua maneno yanayosimamiwa na mikato ya seli moja kwa kuyataja kwa sauti. b) kusoma maneno yanayosimiwa na mikato ya seli moja katika sentensi. c) kuandika maneno yanayosimiwa na mikato ya seli moja katika sentensi. d) Kufurahia kusoma sentensi zilizoandikwa kwa kutumia maneno yanayohusisha mikato ya seli moja.	• mwanafunzi aelekezwe kutambua maneno yanayosimamiwa na mikato ya seli moja kwa kuyataja kwa sauti. e) mwanafunzi aelekezwe kusoma maneno yanayosimiwa na mikato ya seli moja katika sentensi. • mwanafunzi aelekezwe kuandika maneno yanayosimiwa na mikato ya seli moja katika sentensi. • Wanafunzi waweze kusoma na kuandika sentensi zenye maneno yaliyo na mikato ya seli moja. • Wanafunzi wawili wawili wenaweza kutumia vifaa vya kidijitali vyenye teknoljia saidizi kusoma sentensi zenye maneno yaliyo na mikato ya seli moja. • Kwa vikundi wanafunzi wafanye mazoezi ya kusoma na kuandika sentensi zenye maneno yaliyo na mikato ya seli moja. •	1. Ni vipi unaweza kutofautisha mikato iliyo sehemu ya neno na mikato inayosimamia neno zima? 2. kwa nini tunatumia mikato kuwakilisha neno zima.

Umilisi wa kimsingi unaokuzwa

j) **Mawasiliano na ushirikiano**: mwanafunzi anaposhirikiana na wenzake katika kikundi na kuchangia kikamilifu katika kutambua maneno yanayosimiwa na mikato ya seli moja.

k) **Hamu ya ujifunzaji**: mwanafunzi anapotaka kujua jinsi ya kuandika sentensi zenye maneno yanayosimiwa na mikato ya seli moja

l) **Kujiamini:** mwanafunzi anapofaulu kuandika sentensi zenye maneno yanayosimiwa na mikato ya seli moja.

Maadili

● **Umoja**: mwanafunzi anaposhirikiana na wenzake katika vikundi kuandika sentensi zenye maneno yanayosimiwa na mikato ya seli moja.

● **Upendo**: mwanafunzi anaposhirikiana na wenzake na kuheshimu maoni yao wanapofanya kazi kwa vikundi.

Masuala mtambuko

m) **Utangamano wa kijamii**: mwanafunzi anaposhirikiana na wenzake katika shughuli za kikundi kutambua mikato ya seli moja katika breli ya kiswahili

Uhusiano na masomo mengine

English Language Activities: mwanafunzi ataweza kusoma na kuandika sentensi zenye maneno yanayosimiwa na mikato ya seli moja kwa kiingereza.

Mapendekezo ya nyenzo za kufundishia

- Vitabu vya breli,
- Kadi za breli
- Mashine ya breli
- Karatasi za breli
- Vifaa vya kidijitali vyenye teknolojia saidizi.

Suggested Assessment

Strand	Sub Strand	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Braille Writing Equipment and Materials	Assistive devices lessons	Ability to identify and use 6 assistive devices	Learner identifies and uses 5 to 6 identify assistive devices	Learner identifies and uses 3 to 4 assistive devices	Learner identifies and uses 2 assistive devices.	Learner identifies and uses 1 assistive device or none
Braille Reading Skills	Simple tactile maps and diagrams	Ability to identify, interpret, take good care and storage simple tactile maps and diagrams	Learner identifies, interprets, takes good care and stores simple tactile maps and diagrams	Learner does any3 of identifies, interpreting, takeing good care and storing simple tactile maps and diagrams .	Learner does any 2 of identifying, interpreting, takeing good care and storing simple tactile maps and diagrams	Learner does any 1 of identifying, interpreting, takeing good care and storing simple tactile maps and diagrams or none
	Tracing patterns	Ability to identify different tactile patterns	Learner identifies different tactile patterns and matches simple	Learner does any 2 of identifying different tactile patterns and	Learner does any 1 of identifying different tactile patterns and	Learner does none of identifying different tactile

		and match simple lines and shapes and forms tactile patterns,	lines and shapes and forms tactile patterns,	matching simple lines and shapes and forming tactile patterns,	matching simple lines and shapes and forming tactile patterns	patterns or matching simple lines or shapes or forming tactile patterns
Braille Writing Skills	Braille formatting	Ability to do 3 braille formatting activities (identify first line of a Braille paragraph, centre heading in a Braille text and indent braille text in a paragraph)	Learner does 3 braille formarting activities (identifies first line of a Braille paragraph, centres heading in a Braille text and indents braille text in a paragraph)	Learner does any two of the braille formatting activities (identifying first line of a Braille paragraph, centring heading in a Braille text and indenting braille text in a paragraph)	Learner does any 1 of the braille formatting activities (identifying first line of a Braille paragraph, centring heading in a Braille text and indenting braille text in a paragraph)	Learner does none of the braille formatting activities (identifying first line of a Braille paragraph, centring heading in a Braille text and indenting braille text in a paragraph)
English Braille Notation (22 lessons)	Upper group signs and word signs	Ability to identify, read and write 13 upper group signs and 6 word signs	Learners identifies, reads and writes 13 upper group signs and 6 word signs	Learner identifies, reads and writes 8 to 12 upper group signs and 4 to 5 word signs	Learner identifies, reads and writes 4 to 7 upper group signs and 2 to 3 word signs	Learner identifies, reads and writes 1 to 3 upper group signs and 1 word sign or none
English Braille Notation	Lower group signs.	Ability to identify the dots forming 4 lower group signs, read and	Learner identifies the dots forming 4 lower group signs, reads and	Learner identifies the dots forming 3 lower group signs, reads and	Learner identifies the dots forming 2 lower group signs, reads and	Learner identifies the dots forming 1lower group signs, reads and

		write the lower group signs in sentences	writes the lower group signs in sentences.	writes the lower group signs in sentences	writes the lower group signs in sentences.	writes the lower group sign in sentences or none
English Braille Notation	Lower word signs.	Ability to identify the dots forming 13 lower word signs, read and write the lower word signs in sentences	Learners identifies the dots forming 13 lower word signs, reads and writes the lower word signs in sentences	Learners identifies the dots forming 8 to 12 lower word signs, reads and writes the lower word signs in sentences	Learners identifies the dots forming 4 to 7 lower word signs, reads and writes the lower word signs in sentences	Learners identifies the dots forming 1 to 3 lower word signs, reads and writes the lower word signs in sentences on none
Mathematics braille notations	Numbers in braille	Ability to say, read and write numbers 101 – 1000 in braille	Learner says, reads and writes numbers 101 – 1000 in braille	Learner says, reads and writes numbers 101 – 700 in braille	Learner says, reads and writes numbers 101 – 500 in braille	Learner says, reads and writes numbers 101 – 300 in braille
	Operation Signs	Ability to identify, read, and write the 4 basic operation signs in mathematics braille.	Learner identifies, reads, and writes the 4 basic operation signs in mathematics braille.	Learner identifies, reads, and writes the 3 basic operation signs in mathematics braille.	Learner identifies, reads, and writes the 2 basic operation signs in mathematics braille.	Learner identifies, reads, and writes the 1 basic operation signs in mathematics braille or none
	Simple fractions	Ability to identify, say, read and write 3 simple fractions in braille	Learners identifies, says, reads and writes 3 simple fractions in braille.	Learners identifies, says, reads and writes 2 simple fractions in braille	Learners identifies, says, reads and writes 1 simple fractions in braille.	Learners identifies, says, reads and writes noneof the simple fractions in braille..

Breli ya Kiswahili	Maneno yanayosimamiwa na mikato ya seli moja	Kuweza kutambua na kusoma kwa ufasaha maneno yanayosimamiwa na mikato ya seli moja katika. Sentensi	Anatambua na kusoma kwa ufasaha maneno 9 hadi 11 yanayosimamiwa na mikato ya seli moja katika. Sentensi	Anatambua na kusoma kwa ufasaha maneno 6 hadi 8 yanayosimamiwa na mikato ya seli moja katika. Sentensi	Anatambua na kusoma kwa ufasaha maneno 3 hadi 5 yanayosimamiwa na mikato ya seli moja katika. Sentensi	Anatambua na kusoma kwa ufasaha neno 1 hadi 2 maneno yanayosimamiwa na mikato ya seli moja katika. Sentensi

Suggested Assessment Methods

Listening and Speaking	Reading Skills	Grammar	Writing Skills

• Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests	• Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read	• Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests	• Teacher-made tests • Learner journals • Peer assessment • Self-assessment • Learner Portfolio • Standardised writing test

CSL at Early Years Education (PP1&2 and Grade 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners with blindness begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) **Preparation**

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) **Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to   assess both the process and the product (Assess learner's work from the beginning to the end product)

- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time,
- what they have learnt.

There will be one integrated CSL activity that will be conducted annually. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale any other appropriate assessment tool.

Suggested Learning Resources

Non-digital	Digital
• Course books in appropriate print and braille • Story books in appropriate print and braille • Poetry books in appropriate print and braille • Pictures and photographs/ picture descriptions • Newspapers • Magazines • Junior encyclopaedia • Journals • Dictionaries • Diorama • Flash cards/ braille cards • Word wheels • Word puzzles • Code words • Charts and realia/ braille charts	• Digital story books • Pictures and photographs/ picture descriptions • Journals • Electronic and digital devices with assistive technology • Electronic or online dictionaries • Flash cards/ braille cards • Charts/braille charts • Video clips • Audio-visual resources • Other web resources