



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

PRIMARY SCHOOL CURRICULUM DESIGN

GRADE 2

ENGLISH

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

First Published in 2021

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ISBN: 978-9914-43-822-2

Published and printed by Kenya Institute of Curriculum Development

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 2 English Language curriculum designs for learners with Physical Impairment build on competencies attained by learners at Grade 1. 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 2 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 2 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 2 and prepare them for smooth transition to Grade 3. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (SNE adapt) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 2 curriculum designs for learners with Physical Impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade 2 curriculum designs for learners with Physical Impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 2 and preparation of learners with Physical Impairment for transition to Grade 3.

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', written in a cursive style.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
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ESSENCE STATEMENT

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language in today's world. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, a solid foundation in the mastery of English must be laid in Early Years Education. This will not only enhance learning in Middle School but will also prepare the learner to for future engagements in the national and international arenas. Consequently, the learner must be exposed to targeted interactive tasks in the four language skills and grammar in order to become a proficient user of English by the end of the Early Years Education. Additionally, the learner will be able to progressively demonstrate the expected range of competencies. A deliberate focus on each of the four language skills and grammar is expected even though the interrelatedness between the language skills must be taken into account. It should be noted that grammar in Early Years Education should be implicitly learn. Since according to Piaget, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts. Hence, the explicit learning of grammar should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. On the contrary, the learner will be exposed to grammatical structure in an implicit way.

GENERAL LEARNING OUTCOMES

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

- a) listen and respond appropriately to relevant information in a variety of contexts,
- b) express self-confidently using the language structures and the vocabulary acquired for interaction with others,
- c) read with comprehension, a variety of short texts of about 200 words fluently and accurately,
- d) read with comprehension a variety of texts for information and pleasure,
- e) write simple sentences legibly and neatly to express ideas and feelings,
- f) demonstrate the appropriate use of simple language structures and basic punctuation marks to communicate effectively.

NOTE: In EYE, there should NOT be explicit mention of grammatical terms such as word classes. Learners in EYE should only be exposed to short grade appropriate sentence structures during instruction and assessment. This should also be reflected in in the instructional materials developed for the level. The focus of English language learning at this level should be exposure to various language forms without making reference to word classes. Fluency and accuracy can be achieved by striking a balance between communicative language tasks and implicit exposure to language forms.

STRANDS

1. **Listening** and Speaking
2. Reading
3. Language Use Writing THEMES

In the Grade Two English Curriculum, the four language skills and grammar are presented through themes. The following themes will facilitate the learning of English in context:

1. School
2. Activities in the Home
3. Transport
4. Months of the Year
5. Shopping

7. Accidents
8. Classroom
9. the farm
10. Position and Directions
11. Environment
12. Technology
13. Cultural Activities
14. Child Labour
15. Caring for Others

1.0 School

Suggested vocabulary

bell, lesson, chalkboard, chalk, books, block, bag, grade two, class, learn, paper, play, question, answer,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.1 Listening and Speaking</p>	<p>1.1.1 Pronunciation and Vocabulary (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) distinguish words with the target letter -sound combinations: bl,sp,sc,sk,ck in conversations,</p> <p>b) use vocabulary related to the theme to communicate in various contexts,</p> <p>c) respond to specific simple two- directional instructions using new words in oral communication,</p> <p>d) realize the importance of listening attentively and pronouncing words correctly for effective communication.</p>	<ul style="list-style-type: none"> • Learners to listen to audio-visual recordings of songs, story/teacher read aloud stories, among others, with the target letter –sound combination. • Learners to pick words with the target letter –sound combination <ul style="list-style-type: none"> - bl as in blue, - sp as in spoon, - sc as in school, - sk as in sky - ck –as in kick. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to practice using the target letter-sound combinations to form word. • Learners to construct simple sentences using new words. • Learners to develop a talking tree collaboratively with others using the new words. Learners with manipulation difficulties could use 	<ol style="list-style-type: none"> 1. Why should we listen attentively when other people are talking? 2. How should we respond to instructions from others?

			<p>alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> • Learners to listen and respond to two-directional instructions without interrupting as modeled by the teacher or peers. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to listen keenly and actively is enhanced as the learner listens to audio visual recording/ teacher read aloud stories and distinguishes words with the target-letter sound combination.</p>				
<p>Collaboration: Teamwork is enhanced as the learner works collaboratively with peers to develop a talking tree using the new words learnt.</p>				
<p>Values: Respect is enhanced as the learner appreciates diverse opinions of peers during group activities.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life-skills: The learner’s self-esteem is nurtured as they learn to pronounce words correctly in communication.</p>				
<p>Link to other Learning Areas:</p> <p>Attentive listening and correct pronunciation of words are emphasized in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources:</p> <p>Audio visual recordings, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p>				
<p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Fluency (2 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Recognize words with the target letter-sound combinations for ease of reading,</p> <p>b) read a grade-appropriate text with the target letter-sound combinations at the right speed, expressively and accurately,</p> <p>c) realise the importance of reading fluently in a variety of genres.</p>	<ul style="list-style-type: none"> ● Learners to watch a video clip/listen to an audio recording/teacher model of the target sounds. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. ● Learners to pick out words featuring the target letter- sound combinations: bl, sp, sc, sk ck. ● Learners to practise sitting in the appropriate posture, hold a book in the right position and turn the pages carefully while reading. Learners with postural defects or short stature could be appropriately positioned. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology such as page turners. ● Learners to read short texts observing stress and intonation. ● Learners to engage in timed reading (65 words per minute) displaying the right 	<ol style="list-style-type: none"> 1. Why should we read at the right speed? 2. Why should we read a text accurately?

			expressions. Learners with speech difficulties could be given more considerable time.	
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Core Competencies to be developed:

Communication: is enhanced as the learner reads grade-appropriate texts at the right speed, expressively and accurately.

Values:

Responsibility: is developed as the learner cares for their books as they hold books in the right position and turns the pages carefully while reading.

Link to Pertinent and Contemporary Issues:

Life skills: (effective communication) is acquired as the learner reads texts fluently.

Link to other Learning Areas:

Reading fluency is a key skill in all learning areas.

Suggested Learning Resources:

Video clips/audio visual recordings, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; a) make predictions and anticipate possible outcomes in a story for comprehension,	<ul style="list-style-type: none"> • Learners to discuss pictures and the title of a text and make predictions. • Learners to read a text and locate phrases and sentences to get the meaning of new words. 	1. How do pictures help us to know what the story is about? 2. Why is the meaning

		b) use contextual clues to infer meaning of vocabulary words related to the theme, c) answer direct and indirect questions for comprehension, d) realize the importance of reading for lifelong learning.	Learners with speech difficulties could be given more considerable time. <ul style="list-style-type: none"> • Learners to locate sentences containing answers to direct questions. • Learners to interact with the text and answer indirect questions using contextual clues. 	of words important in reading?
Core Competencies to be developed: <ul style="list-style-type: none"> • Collaboration: Teamwork is enhanced as the learner actively takes part in the discussion. • Critical thinking and problem solving: enhanced as the learner interacts with the text and answers direct and indirect questions using contextual clues. 				
Values: Unity: Cooperation is enhanced as the learner cooperate with peers during discussions.				
Link to Pertinent and Contemporary Issues: Life skills: Self-awareness is enhanced as the learner becomes aware of the appropriate posture during reading.				
Link to other Learning Areas: Reading for comprehension is relevant in all the other learning areas.				
Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>1.3 Language Use</p>	<p>1.3.1 The verb ‘to be’ (is, are)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognize the correct use of the verbs to be is and are in sentences,</p> <p>b) use the present tense forms of the verb ‘to be’ correctly, to construct simple sentences,</p> <p>c) adopt the use of the present tense forms of the verb ‘to be’ in their day-to-day conversation.</p>	<ul style="list-style-type: none"> ● Learners to listen to a story, poem or conversation from audio recording/ teacher model containing is and are. ● Learners to identify sentences showing present tense forms of the verb ‘to be’ from the text. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to describe own and other learners’ demonstrated actions using is and are. Learners with postural defects could perform at their level of functional ability. 	<p>How do we talk about what is happening at the present?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: Teamwork is enhanced as the learner collaborates with others in group activities such as role play and language games. ● Creativity and imagination: enhanced as the learner describes own and other learners’ demonstrated actions using the verb ‘to be’. 				

Values:

Respect: is achieved as the learner waits patiently to take turns during the question and answer activities.

Link to Pertinent and Contemporary Issues:

Life skills (effective communication) is enhanced as the learner uses the verbs to be in day- to day conversations.

Link to other Learning areas:

The target verb form is learnt in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Audio recordings, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Handwriting (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise descenders in long words in a text, b) form all descenders correctly in long words, legibly and neatly for correct word formation, c) realise the importance of writing long words correctly, legibly and neatly for different purposes.	<ul style="list-style-type: none"> Learners to watch videos on how to write long words with descenders from a digital device, or as modelled by the teacher or peers and identify descenders in long words in a text. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. Learners to copy long words forming all the descenders correctly, legibly and neatly. Learners with 	Why should we write clearly?

			<p>manipulation difficulties could use adapted writing tools.</p> <ul style="list-style-type: none"> • Learners to write/type words with descenders from a dictation correctly, legibly and neatly. • Learners to write long words related to the theme in response to a picture prompts. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or type. 	
<p>Core Competencies to be developed: Learning to learn: Working independently is enhanced as the learner practices forming all the descenders correctly.</p>				
<p>Values: Responsibility: Self- drive is achieved as the learner ensures his/her writing is neat and legible through practise.</p>				
<p>Pertinent and Contemporary Issues: Learner Support Programmes (peer education) - as learner demonstrates aspects of good handwriting to the peers.</p>				
<p>Link to other learning areas: Good handwriting is necessary in all learning areas.</p>				
<p>Suggested Learning Resources: Video clips, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

2.0 Activities in the Home

Suggested vocabulary

clean, wash, clean, sweep, water, feed, care, mop, fetch, cook, farm, weed, harvest, shop, build, shed, feed,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening And Speaking	2.1.1 Pronunciation and vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise words with the target letter-sound combinations accurately in various contexts, b) articulate words with target letter- sounds combination for clarity in communication, c) use new words related to the theme to communicate in various contexts, d) respond to specific two-	<ul style="list-style-type: none"> ● Learners to listen to an audio recording/teacher model of the target letter-sound combinations, <ul style="list-style-type: none"> - /tʃ/ as in match - /əʊ/ goat, no - /ʃ/ as in shop <ul style="list-style-type: none"> - cl as in clean. ● Learners to pronounce the target letter-sound combinations taking turns. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to pick out words with the 	<ol style="list-style-type: none"> 1. Why should we listen attentively? 2. Why should we pronounce sounds and words correctly?

		directional instructions in oral communication, e) realise the importance of listening attentively for effective communication.	Target letter-sound combinations. <ul style="list-style-type: none"> • Learners to take photos/record video clips about activities in the home and discuss its content. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Learners to use dialogues/ rhymes/ tongue twisters/ language games and songs to practise vocabulary related to the theme. • Learners to respond correctly to two-directional instructions related to the theme. 	
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Core Competencies to be developed:

- **Communication:** Learner’s ability to listen keenly and actively is nurtured as they listen and respond appropriately to two-directional instructions.
- **Digital literacy:** The learner’s ability to interact with digital devices is enhanced as they take photos/records video clips of activities in the home.

Values:

Responsibility: Hard work is nurtured as the learner actively engages in assigned roles and duties.

Pertinent and Contemporary Issues:

Life skills: Self-esteem is nurtured as the learner articulates words correctly for clarity in communication.

Link to other Learning Areas:

Attentive listening and proper pronunciation are emphasized in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Audio recordings, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words with the target letter-sound combinations from a text in preparation for reading, b) pronounce words with the target sounds accurately, c) read a text accurately at the right speed, displaying the appropriate feelings or emotions for fluency, d) realise the importance of reading fluently.	<ul style="list-style-type: none"> ● Learners to watch a video clip on reading fluency and respond to questions from the teacher and peers. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. ● Learners to pick out words featuring the target letter-sound combinations: /cl/ and /ɔʊ/ from various texts. ● Learners to practise reading a short print or digital text featuring words with the target blend expressively and fluently. Learners with speech difficulties could use alternative and augmentative modes of communication. Learners with 	How do we show feelings when reading?

			<p>manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted when reading digital texts.</p> <ul style="list-style-type: none"> • Learners to engage in timed reading of a text displaying appropriate feelings or emotion. Learners with speech difficulties could be given more considerable time. • Learners to practise reading texts with peers for fluency. Learners with speech difficulties could be given more considerable time to practise. 	
<p>Core Competencies to be developed: Learning to learn: Independent learning is developed as the learner practices reading texts with peer for fluency.</p>				
<p>Values Respect: as the learner appreciates diverse opinion from others.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills: self - is the learner' self-esteem is nurtured when they are able to read a text fluently.</p>				
<p>Link to other Learning Areas: Reading fluency is a key skill in all learning areas.</p>				
<p>Suggested Learning Resources: Audio clips, digital texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.2 Reading</p>	<p>2.2.2 Comprehension (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) make connections between the text and their daily life experiences, b) infer meanings of new words from the context, c) read a text to answer direct and indirect questions correctly, d) adopt reading simple, short narratives and informational texts in a variety of genres 	<ul style="list-style-type: none"> • Learners to read a text and pick out words related to the theme. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to discuss pictures and the title of a text with peers and make predictions. Learners with speech difficulties should be given more time to express themselves as they discuss. • Learners to read simple digital or print texts related to the theme, and locate phrases and sentences to get the meaning of words. Learners with speech difficulties could use alternative and augmentative modes of communication. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted when reading digital texts. • Learners to locate sentences containing answers to direct. 	<ol style="list-style-type: none"> 1. Why do we listen to stories? 2. How do we answer question from a text? 3. How do we make sure we understand what we read?

			<ul style="list-style-type: none"> • Learners to interact with the text and answer indirect questions. • Learners to summarize the story in a few words. Learners with speech difficulties could use could type or write their summary. • Brainstorm on the relevance of the story to their day-to-day activities. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to speak engagingly is enhanced as they reason and argue out their points during group discussions. • Digital literacy: Interaction with digital devices is enhanced as the learner reads simple digital texts. 				
<p>Values: Unity: Cooperation is enhanced as the learner collaborates with others in groups activities.</p>				
<p>Pertinent and Contemporary Issues: Life Skills: The learner’s self-esteem is nurtured as their reading abilities improves.</p>				
<p>Link to other Learning Areas: Comprehension is necessary in all learning areas.</p>				
<p>Suggested Learning Resources: Digital texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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2.3 Language Use	2.3.1. The verb ‘to be’ (was, were) (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise the correct use of the verb ‘to be’ (was, were) in sentences, b) use correct subject-verb agreement to construct simple sentences about activities in the home, c) realize the importance of subject- verb agreement in conversation for effective communication.	<ul style="list-style-type: none"> • Learners to listen to a digital text containing ‘was’ and ‘were’ and identify sentences with the target • Grammar item. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to type sentences based on pictures on a digital device (using was and were). Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted when reading digital texts. • Learners to use the verb to be to construct sentences from actions demonstrated by peers. • Learners to play a language game using the verb to be (was, were).learners to be given roles according to their ability. 	What were you doing at home yesterday?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: Interaction with digital devices is enhanced as the learner types sentences on a digital device. • Collaboration: teamwork is enhanced as the learner collaborates with peers in the language game activities. 				
Values: Respect: Acceptance is enhanced as the learner appreciates others’ opinions during language game activities.				
Link to Pertinent and Contemporary Issues: Citizenship- social cohesion is enhanced as the learners work together to demonstrate actions.				

Link to other Learning Areas:

The verb ‘to be’ is learnt in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Writing	2.4.1 Handwriting (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise ascenders in long words in a text, b) write long words correctly, legibly and neatly forming all ascenders for correct word formation, realize the importance of writing long words correctly, legibly and neatly for different purposes.	<ul style="list-style-type: none"> • Learners to look at samples of correct, clear, and legible handwriting from a text. • Learners to observe peer/teacher demonstration of well- shaped letters. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. • Learners to model ascenders using different materials. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to copy words and letter patterns ascenders featuring the target letter -sound combinations ‘dr’, ‘fr’, ‘fl’, ‘gl’. Learners with manipulation difficulties could use adapted writing 	<ol style="list-style-type: none"> 1. Why is it important to shape letters well? 2. What do you consider to be a good handwriting?

			<p>tools and materials, alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> • Learners to copy sentences with ascenders from charts/ flash cards/ chalkboard. • Learners to write/type words related to the theme in response to a picture prompt. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they write long words forming all ascenders correctly, legibly and neatly</p>				
<p>Values: Responsibility: Self-drive is achieved as the learner practices writing neatly and legibly.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills: The learner’s self-esteem is nurtured as they gain in writing the letters correctly.</p>				
<p>Link to other Learning Areas: Good handwriting is integral in all learning areas.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand</p>				

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

3.0 Transport

Suggested vocabulary

fly, float, road, rail, water, air, tarmac, fast, slow, traffic, jam, driver, pilot, obey, grey, flat, accident, driver, captain.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Pronunciation and vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise the target letter- sound combinations in words from an oral text, b) pronounce words with the target letter- sound combinations accurately, c) use new words related to the theme in short sentences, d) respond to specific simple two- directional instructions using new words in oral communication, e) realize the importance of listening attentively and responding appropriately for effective communication.	<ul style="list-style-type: none"> • Learners to listen to an oral text featuring the target letter- sound combinations, <ul style="list-style-type: none"> - /s/ as in dress, - /l/- call, tall - ‘fl’ as in flew - / eɪ / as in way, grey. • Learners to say words with the target letter-sound combinations. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to sing simple songs or recite poems with words which have the target letter-sound combinations. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. 	Why should we listen attentively when other people are talking?

			<ul style="list-style-type: none"> • Learners to pronounce new words related to the theme from flash cards/picture cues/sound prompts. Learners with speech difficulties could be given adequate time to pronounce. • Learners to discuss meaning of new words with the target sounds with peers. • Learners to construct sentences using the new words. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or be assisted by peers or learner support assistant. • Learners to listen and respond to two-directional instructions as modelled by peers/teacher. Learners with speech difficulties could use alternative and augmentative modes of communication. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to listen keenly and actively is enhanced as they the learner listens attentively and responds appropriately to two-directional instructions. 				

<ul style="list-style-type: none"> • Learning to learn: The learner’s ability to work independently is enhanced as they practise saying words with the target letter-sound combinations correctly.
<p>Values: Respect: Acceptance is achieved as the learner understands and appreciates others during group discussions.</p>
<p>Link to Pertinent and Contemporary Issues: Life skills: The learner’ self-esteem is nurtured as they are able to read words with the target letter sound combinations correctly.</p>
<p>Link to other Learning Areas: Attentive listening is emphasized in Kiswahili and Indigenous Language Activities.</p>
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with target letter-sound combinations in sentences, b) read words related to the theme fluently, with accuracy and expressions. c) realise the correspondence between spoken words and written words for fluency in reading.	<ul style="list-style-type: none"> • Learners to point out words from the text with target letter- sound combinations (‘fl’, ‘ey’). • Learners to watch videos or listen to the teacher model reading with fluency and say the words. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Learners to read a print/digital text aloud at the benchmark level of 65 words per 	<ol style="list-style-type: none"> 1. How do we join sounds to read words? 2. Why should we read fluently?

			<p>minute and pick out decodable and non-decodable words. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted.</p> <ul style="list-style-type: none"> • Learners to use word attack skills such as look and say to recognise and read words related to the theme. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to play word ladder and pronounce words or listen to audio/visual recording of words without letter sound correspondence. 	
<p>Core Competencies to be developed: Digital literacy: The learner’s interaction with digital devices is enhanced they read digital texts.</p>				
<p>Values: Unity: The learner’s cooperation skills are enhanced as they work collaboratively with others during word games.</p>				
<p>Link to pertinent Contemporary Issues: Life Skills: The learner acquires an enhanced level of self-esteem as their reading fluency skills improves.</p>				
<p>Link to other Learning Areas: Fluency in reading is an important skill in all languages.</p>				
<p>Suggested Learning Resources: Video clips, digital texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand</p>				

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.2 Reading</p>	<p>3.2.2 Comprehension (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) make predictions about a story based on the title and pictures, b) infer the meanings of words from the context, c) respond to direct and indirect questions for comprehension, d) adopt the importance of reading texts for information. 	<ul style="list-style-type: none"> • Learners to read a digital or print text and pick out words with the target letter-sound combinations. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Learners to read the title and look at the pictures to make predictions about the story. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to discuss the possible outcome of the story with peers. • Learners to read a text and locate phrases and sentences to get the meaning of new words. Learners with speech difficulties could be given more considerable time. • Learners to locate sentences containing answers to direct questions and use them to answer questions. • Learners to respond to indirect 	<p>1. Why is it important to understand what we read?</p>

			<p>questions using contextual clues.</p> <ul style="list-style-type: none"> Learners to role play the events in story for comprehension. Organize a safe conducive environment. 	
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Core Competencies to be developed:

- Digital literacy:** Interaction with digital devices is enhanced as the learner reads simple digital texts.
- Creativity and imagination:** is enhanced as the learner makes predictions about a story.

Values:

- Unity:** Cooperation is enhanced as the learner collaborates with others in groups activities.
- Respect:** Acceptance as the learner appreciates diverse opinions of others during group activities.

Link to Pertinent Contemporary Issues:

Education for Sustainable Development: Disaster Risk Reduction is enhanced as the learner becomes aware of safety in the use of the different modes of transport.

Link to other Learning areas:

Reading for comprehension is practised in all learning areas.

Suggested Learning Resources:

Digital text, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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3.3 Language Use	3.3.1. Singular and plural objective pronouns (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the correct use of singular and plural objective pronouns in sentences, b) use singular and plural objective pronouns to construct simple sentences related to the theme, c) realise the importance of singular and plural objective pronouns in communication,	<ul style="list-style-type: none"> • Learners to listen to a story/poem/conversation featuring objective pronouns (me, us, you, him/her, them). • Learners to pick out singular and plural objective plurals in the text. • Learners to discuss how pronouns have been used in the text with peers. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to construct correct sentences using singular and plural objective pronouns orally with peers and give feedback. Learners with speech difficulties could be provided with variety of alternative corresponding activities. • Learners to answer questions using objective pronouns. 	How do we talk about a person without mentioning their name?
Core Competencies to be developed: Communication: The learner’s ability to listen keenly and actively is enhanced as they listen attentively to recognise the singular and plural objective pronouns.				
Values: Unity: The learner’s ability to cooperate is enhanced as the learner works collaboratively with others in group discussions.				
Link to Pertinent and Contemporary Issues: Life skills: The learner’s self-esteem and nurtured as they are able to construct sentences using objective pronouns.				

Link to other Learning Areas:

Objective pronouns are learnt in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Sample stories/poem, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	3.4.1 Handwriting (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognise ascenders and descenders in long words,</p> <p>b) write long words forming all ascenders and descenders, correctly, legibly and neatly,</p> <p>c) realise the importance of forming all ascenders and descenders appropriately in writing long words.</p>	<ul style="list-style-type: none"> • Learners to watch videos on how to write long words with ascenders and descenders from a digital device, or as modeled by the teacher or peers. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Learners to practice writing the letters in the air. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. • Learners to observe displayed flash cards and copy the letters. Learners with postural defects or short stature 	How do we write words?

			<p>could be appropriately positioned for comfort and clear view.</p> <ul style="list-style-type: none"> • Copy long words with the target letter-sound combinations (fl- and -ey). • Learners to practise writing long word forming ascenders and descenders with peers. Learners with manipulation difficulties could use adapted writing tools. <p>Learners to write words related to the theme from a dictation, in response to a picture prompt. Learners with manipulation difficulties could be provided with variety of alternative corresponding activities such as typing.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner’s ability to learn independently is enhanced they practice forming ascenders and descenders correctly as an aspect of good handwriting. • Communication: The learner’s writing skills are improved as they write clearly and spell words correctly. 				
<p>Values:</p> <p>Responsibility: The learner’s ability to care for own and other’s property is enhanced as they take care of digital devices when watching videos.</p>				
<p>Link to Pertinent Contemporary Issues:</p> <p>Learner Support Programmes: (Peer education and mentorship) The learner interpersonal relationships are enhanced as they assist others improve their handwriting.</p>				
<p>Link to other Learning Areas:</p> <p>Good handwriting is essential in all learning areas.</p>				

Suggested Learning Resources:

Video clips, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist.

4.0 Months of the Year

Suggested vocabulary

later, before, after, sunrise, daylight, sunset, tonight, midnight, now, noon, months of the year (January – December)

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) recognise words with the target letter-sound combinations in oral texts, b) articulate words with the target letter -sound combinations for effective communication, c) pronounce the words related to the theme accurately, d) use the new words to construct sentences in various contexts, e) realise the importance of using appropriate words in a 	<ul style="list-style-type: none"> • Learners to pronounce words with the target letter- sound combinations as modelled by the teacher or peers <ul style="list-style-type: none"> - / ŋ / ing as in thing;/ ŋ - / i:/ as in happy in words ending with letter y - st as in stick - gl as in glass. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to say tongue twisters/poems/songs containing the target letter-sound combinations, with peers. Learners with speech difficulties could be provided with variety of alternative corresponding activities of singling out. • Learners to pronounce the words related to 	Why should we pronounce words correctly?

		variety of contexts.	<p>the theme accurately.</p> <ul style="list-style-type: none"> • Learners to construct simple sentences orally using the new words, with peers and give feedback. • Learners to make a talking tree using the new words related to the theme. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. 	
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Core Competencies to be developed:

- **Communication:** The learner’s ability to listen keenly and actively is enhanced as they listen to teacher/peer model of pronunciation of words and pronounce the words correctly
- **Collaboration:** The learner’s ability to work collaboratively with others is enhanced they use new words to make a talking tree.

Values:

Unity: The learner’s ability to work collaboratively with others is enhanced as they sing song /recite rhymes to practise pronunciation.

Link to Pertinent Contemporary Issues:

Life skill (self-esteem): The learner’s self-esteem is nurtured as they are able to talk about months of the year in various contexts.

Link to other Learning Areas:

Listening attentively and accurate pronunciation are emphasised in all learning areas.

Suggested Learning Resources:

Sample talking tree, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>4.2. Reading</p>	<p>4.2.2 Fluency (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify words containing the target letter-sound combinations in preparation for reading,</p> <p>b) read a text accurately, at the right speed and with expression,</p> <p>c) adopt reading simple, short narratives and informational texts in a variety of genres.</p>	<ul style="list-style-type: none"> • Learners to select words featuring the target letter-sound combinations (/ ɲ /, / i:/, -y, st, gl-) in a text, with peers. • Learners to practise reading words with the letter-sound combinations, with peers. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to engage in timed reading (65 words per minute), observing stress and intonation. Learners with speech difficulties could be given more considerable time. • Learners to read a short print or digital text featuring words with the target letter-sound combinations expressively and fluently. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Learners to practise reading sentences aloud containing non-decodable words with target letter-sound combinations. 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds correctly? 2. Why should we read a story at the right speed?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: is developed as the learner practices reading fluently. • Digital literacy: The learner’s ability to interact with digital devices is enhanced as they read digital texts. 				
<p>Values:</p>				

Unity: The learner’s ability to cooperate with others is nurtured as they collaborate with peers in group activities.

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner’s esteem is nurtured when they acquire reading fluency skills.

Link to other learning areas:

Reading is linked to all other learning areas.

Suggested Learning Resources:

Digital texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) Identify words related to the theme in a text, b) make predictions and anticipate possible outcomes in a text for comprehension, a) use contextual clues to infer meanings of words, b) answer direct and indirect questions for comprehension, c) adopt retelling a story to check understanding. 	<ul style="list-style-type: none"> • Learners to observe pictures and the title of the text and make predictions on the outcome of the story with peers. • Learners to read a printed or digital text related to the theme. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Learners to infer the meanings of new words using contextual clues. • Learners to respond orally to direct questions based on a text they have read. Learners with speech 	How do we tell what the story is about?

			<p>difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Learners to locate sentences containing answers to direct questions. • Learners to respond to inferential questions using contextual clues. • Learners to make connections between the story and their experiences. 	
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Core Competencies to be developed:

Creativity and imagination: The learner’s ability to think creatively and imaginatively is enhanced as they make connections between the story and their experiences.

Values:

Respect: Respect is enhanced as the learner appreciates the diverse opinions from others.

Link to Pertinent and Contemporary Issues:

Life skill (self-esteem): is enhanced as learner is able to answer direct and indirect questions correctly.

Link to other Learning Areas:

Reading with understanding is essential in all learning areas.

Suggested Learning Resources:

Digital texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>4.3 Language Use</p>	<p>4.3.1 Simple Past Tense (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognise simple past tense verb forms from texts, b) use simple past tense to discuss past activities, c) realise the use of past tense in everyday communication.</p>	<ul style="list-style-type: none"> ● Learners to identify simple past tense verbs from print and digital text. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. ● Learners to select sentences containing simple past tense from a text or conversation. ● Learners to construct sentences using simple past tense on demonstrated actions and report to peers. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to construct sentences from a substitution table with peers and give feedback. ● Learners to engage in games, involving time and months of the year to change verbs from simple present to simple past tense, in small purposive groups. Organize a safe conducive environment. 	<ol style="list-style-type: none"> 1. How do we talk about what happened in the past? 2. What did you do last week?
<p>Core Competencies to be developed: Communication: The learner’s ability to speak clearly and effectively is enhanced as they use the simple past tense correctly to talk about past activities.</p>				
<p>Values: Unit: The learner’s ability to cooperate with others is enhanced as they work collaboratively with others in group activities.</p>				

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is nurtured when they use simple past tense correctly to talk about past activities.

Link to other Learning areas:

Concept of tenses is learnt in Indigenous and Kiswahili Language Activities.

Suggested Learning Resources:

Digital texts, substitution table, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Handwriting (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise aspects of good handwriting for effective communication, b) write words in clear and legible handwriting, c) form words related to the theme from the target letters, d) realise the importance of e) writing clearly and legibly for effective communication.	<ul style="list-style-type: none"> • Learners to observe samples of texts with good handwriting. • Learners to identify aspects of good handwriting such as letter formation, spacing, alignment, capitalization. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to copy letter patterns of the target letter-sound combinations (gl, y). Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. • Learners to form words related to the vocabulary learnt from the target letters. 	How do we write words?

			<ul style="list-style-type: none"> Learners to write words related to the theme in response to a picture prompt. Learners with manipulation difficulties could use adapted writing tools. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to communicate effectively is enhanced as they write clearly and spell words correctly.</p>				
<p>Values: Responsibility: The learner’s responsibility skills are enhanced as they offer leadership and guidance to others on how to write neatly.</p>				
<p>Link to Pertinent and Contemporary Issues: Learner Support Programmes (Peer education and mentorship) : The learner’s interpersonal relationships are enhanced as they help peers with writing difficulties to write clearly.</p>				
<p>Link to other Learning Areas: Neat and legible handwriting is required in all learning areas.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

5.0 Shopping				
Suggested vocabulary shop, shopkeeper, market, supermarket, buy, price, cheap, spend, expensive, sell, flour, fruits, vegetables, meat, pencils				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation and	By the end of the sub strand, the learner should be able to;	<ul style="list-style-type: none"> Learners to listen to an audio recording/ teacher model 	Why should we look at people as we talk to

	<p>Vocabulary (2 lessons)</p>	<p>a) recognise the target letter-sound combinations in spoken words and sentences, b) pronounce the letter-sound combinations in a variety of words and sentences, c) use the vocabulary learnt to communicate in various contexts, d) realise the importance of listening attentively for effective communication.</p>	<p>featuring the letter-sound combinations:</p> <ul style="list-style-type: none"> - nt as in sent - sl as in sleep - words ending with ar such as jar, - nd as in hand, - nk as in ink, drink <ul style="list-style-type: none"> • Learners to pronounce the letter-sound combinations in words. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to listen to tongue twisters, poems or songs and identify words with the target letter-sound combinations e.g. slippers, jar. • Learners to say tongue twisters, sing simple songs or recite poems with the taught sounds. Learners with speech difficulties could be provided with variety of alternative corresponding activities. • Learners to recognise new words related to the theme and use them to construct sentences. • Learners to use the class shop 	<p>them?</p>
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			<p>to role play shopping activities/watch a video about shopping and construct sentences about it. Learners with manipulation difficulties could use alternative functional parts of the body, adapted digital devices or use assistive technology. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to audio recording/teacher model of the target letter sound combinations and pronounce them correctly. ● Digital literacy: The learner’s interaction with digital devices is enhanced as they watch a video on shopping. ● Learning to learn: The learner’s independent reading skills are enhanced as they practice pronouncing the target letter-sound combinations correctly. 				
<p>Link to Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills (self-esteem) the learner’s self-esteem is enhanced as they use vocabulary learnt when doing shopping. 			<p>Values: Responsibility: The learner’s responsibility skills are enhanced as they take up assigned roles and responsibilities during role play of shopping activities.</p>	
<p>Link to other Learning Areas: Proper pronunciation of words is emphasized in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Audio recording, video clips, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words with the target sounds in varied texts, b) pronounce words with the target sounds correctly, c) read a text at the right speed, observing punctuation and displaying the right feelings and emotions for fluency, d) adopt reading simple, short narratives and informational texts in a variety of genres fluently.	<ul style="list-style-type: none"> • Learners to identify and read words with the target letter sounds. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to engage in timed reading at 65 words per minute, observing punctuations and displaying the right feelings and emotions. Learners with speech difficulties could be given more considerable time. • Learners to read short print or digital texts related to the theme expressively and fluently. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Learners to practise reading sentences containing decodable and non-decodable words from print or digital sources with peers. 	<ol style="list-style-type: none"> 1. Why do we pause as we read texts? 2. What do we do if we cannot read a word?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner’s interaction with digital devices is enhanced as they read digital texts. • Learning to learn: The learner’s independent reading skills are enhanced they practise reading sentences containing decodable and non-decodable words. 				

Values:

Unity: The learner’s cooperation skills are enhanced as they work collaboratively with peers in carrying out group activities.

Pertinent and Contemporary Issues:

Life skills (self-esteem): The learner’s self-esteem is nurtured as they acquire reading fluency skills.

Link to other Learning Areas:

Reading fluency is emphasized in both Kiswahili and Indigenous language activities.

Suggested Learning Resources:

Digital texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Reading	5.3.3 Comprehension (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) make predictions and anticipate possible outcomes in a story for comprehension,</p> <p>b) use contextual clues to infer meanings of words,</p> <p>c) answer direct and indirect questions for comprehension,</p> <p>d) realise the role of reading in life-long learning.</p>	<ul style="list-style-type: none"> • Learners to read sentences featuring words with the target letter sound combinations. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to discuss pictures and the title of a text and predict what will happen in the story, with peers. • Learners to read a printed or digital text (story/poem). Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. 	<ol style="list-style-type: none"> 1. How do we show that we have understood what we have read? 2. How can we predict how a story, poem or conversation will end? 3. How can we tell where events have taken place?

			<ul style="list-style-type: none"> • Learners to use contextual clues to get meaning of words. • Learners to locate sentences containing answers to direct questions in the text. • Learners to interact with the text answer indirect questions using contextual clues, with peers. • Learners to retell the story in own words. Learners with speech difficulties could be provided with variety of alternative corresponding activities of retelling the story such as writing/typing in their own words. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to speak clearly and effectively is enhanced as they retell the story in their own wor</p>				
<p>Values: Unity: The learner’s cooperation skills are enhanced as the learner participates actively in discussions.</p>				
<p>Pertinent and Contemporary Issues: Life skill (self-esteem): The learner’s self-esteem is nurtured as they are able to answer comprehension questions correctly.</p>				
<p>Link to other Learning Areas: Reading for comprehension is essential in all learning areas.</p>				
<p>Suggested Learning Resources: Digital texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Language Use	5.4.1 Plurals of irregular nouns (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify plurals of irregular nouns in print and digital texts,</p> <p>b) use plural of irregular nouns to construct sentences for effective communication,</p> <p>c) realise the importance of using plural of irregular nouns in communication.</p>	<ul style="list-style-type: none"> • Learners to recognize plural forms of irregular nouns from a written text or digital text. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Learners to form plurals of specific irregular nouns. • Learners to discuss with peers, personal shopping experiences using plurals of irregular nouns. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to construct sentences using the plural forms of irregular nouns. • Learners to type sentences constructed onto a digital device. Learners with manipulation difficulties could use adapted digital devices or be supported. • Learners to recite poems/read texts/sing songs containing plurals of specific irregular nouns. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. 	<ol style="list-style-type: none"> 1. What things do we buy? 2. How do we refer to things when they are many?

Core Competencies to be developed:

- **Communication:** The learner’s speaking skills are enhanced as they speak clearly and effectively about their shopping experiences using plurals of irregular nouns.
- **Digital literacy:** The learner’s interaction with digital devices is enhanced as they type sentences onto a digital device

Values:

Respect: The learner’s acceptance skills are enhanced as they understand and appreciates others during group activities.

Pertinent and Contemporary Issues:

Financial literacy: The learner’s financial literacy skills are enhanced as the learner role plays shopping activities.

Link to other Learning Areas:

Plurals of irregular nouns are learnt in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.5 Writing	5.5.1 Spelling (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, and legibly	<ul style="list-style-type: none"> • Learners to read samples of texts with good handwriting. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to discuss aspects of good handwriting such as letter formation, spacing, alignment, capitalisation, with peers. • Learners to copy letter patterns of the 	<ol style="list-style-type: none"> 1. Why do we write? 2. How do we write words?

			<p>target letter-sound combinations (sl, ar), from a chart. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology</p> <ul style="list-style-type: none"> • Learners to listen to a dictation on verbs in the present and past tense and write them. • Learners to share their work with peers and give feedback. • Learners to write words related to the theme correctly in response to a picture prompt. Learners with manipulation difficulties could use adapted writing tools. • Learners to type words and phrases on digital devices. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. 	
<p>Core competencies to be developed: Digital literacy: The learner’s interaction with digital devices is enhanced as they type words and phrases on digital devices. Communication: The learner’s writing skills are improved as they write clearly and spells words correctly.</p>				
<p>Values: Respect: Respect is enhanced as the learner appreciates the opinions of peers during group discussions.</p>				
<p>Pertinent and Contemporary Issues: Life skills(self-esteem): The learner’s self-esteem is nurtured as they spell words correctly for effective communication</p>				

Link to other Learning Areas:

Good handwriting is emphasized in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Chart with sample handwriting, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

6.0 Garden

Suggested vocabulary

fruits, vegetables, grow, energy, healthy, soil, crops, plant, flowers, trees, water, dig

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words with the target letter-sound combinations from an oral text, b) pronounce words with the target letter-sound combinations in preparation for reading, c) respond to simple specific two- directional instructions in oral communication, d) realize the importance of listening attentively for effective communication.	<ul style="list-style-type: none"> • Learners to pronounce words and phrases with the letter- sound combinations: <ul style="list-style-type: none"> - /ɪə/ as in near, ear, here - /θ/ as in thing, three path, - /ð/ as in this, other, - digraph wh as in when, where - the digraph tw as in two, twelve. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to recite rhyming words that have the letter- sound combinations, with peers. 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. What do we find in a garden?

			<ul style="list-style-type: none"> • Learners to listen to and pronounce words related to the theme as used in short sentences, short paragraphs, teacher read aloud stories. • Learners to recite rhymes, sing songs, with peers using the vocabulary related to the theme. Learners with speech difficulties could recite at their level of functional ability. • Learners to use the vocabulary to construct oral sentences. Learners with speech difficulties could be provided with variety of alternative corresponding activities. • Learners to play a language game of matching vocabulary learnt to pictures and objects. • Learners to respond to simple specific two-directional instructions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to listen keenly and actively is enhanced as they listen and respond correctly to instructions. • Collaboration: Teamwork is enhanced as the learner collaborates with peers to play a language game using vocabulary learnt. 				
<p>Values: Responsibility: is enhanced as the learner takes up roles in group activities.</p>				
<p>Pertinent and Contemporary Issues: Life Skills (self-esteem): The learner’s self-esteem is nurtured as they use the vocabulary learnt correctly in oral communication</p>				

Links to other Learning Areas:

Correct pronunciation is emphasized in both Kiswahili and Indigenous Language Activities

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words with the target letter-sound combinations in preparation for reading, b) pronounce words accurately when reading a text, c) read a grade- appropriate text accurately, at the right speed and with expression, d) adopt the importance of reading fluently for lifelong learning.	<ul style="list-style-type: none"> • Learners to pick out words with target letter-sound combinations /tw/ , /wh/, /ɪə/, /θ/, /ð/ from a chart. • Learners to read words containing the target letter- sound combinations correctly. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to read a text displaying the right facial expressions and tonal variations, with peers. • Learners to engage in timed reading, displaying the right facial expressions and feelings when reading. Learners with speech difficulties could be given more considerable time. • Learners to practise reading sentences containing decodable and non-decodable words. 	<ol style="list-style-type: none"> 1. How can we improve our reading speed? 2. How do we show feelings and emotions when reading?

			<ul style="list-style-type: none"> • Learners to participate in a reader's theatre with peers where he or she reads some lines or stanzas of a poem. • Learners to recite poems related to the theme. Learners with speech difficulties could be provided with variety of alternative corresponding activities. 	
<p>Core competencies to be developed: Learning to learn: The learner's independent reading skills are enhanced as they practise reading sentences containing decodable and non-decodable words.</p>				
<p>Values: Unity: is developed as the learner works collaboratively with peers during group activities.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (self-esteem): The learner's self-esteem is nurtured as they acquire reading fluency skills.</p>				
<p>Link to other learning areas Reading fluency is also emphasized in Kiswahili and Indigenous Languages Activities.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners,</p>				
<p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) adopt reading texts for information.	<ul style="list-style-type: none"> ● Learners to read words with the target letter-sound combinations. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to look at pictures and title of a text and say what will happen in the story, with peers. ● Learners to read a story/poem /dialogue related to the theme. Learners with speech difficulties could read at their level of functional ability. ● Learners to use contextual clues to infer the meanings of words. ● Learners to respond to direct questions by locating sentences containing answers. ● Learners to answer indirect questions using contextual clues. ● Learners to summarise the events in a story in a few words. Learners with speech difficulties could be provided with variety of alternative corresponding activities of summarising. 	<ol style="list-style-type: none"> 1. How can we predict how a story, poem or conversation will end? 2. How can we tell where events have taken place? 3. How can we tell the characters in a story?
<p>Core Competencies to be developed: Communication: The learner’s writing skills are enhanced as they write the summary of the story clearly and spells words correctly.</p>				

<p>Values: Respect is enhanced as the learner is open-minded and appreciates diverse opinions from peers.</p>
<p>Pertinent and Contemporary Issues: Life skill (self-esteem): The learner’s self-esteem is nurtured as they answer comprehension questions correctly.</p>
<p>Link to other Learning Areas: Reading for comprehension is essential in learning areas.</p>
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Language use	6.3.1 Past Continuous Tense (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words in past continuous tense for effective communication, b) change verbs from present continuous to past continuous tense in a given context, c) realize the importance of communicating ideas using the past continuous tense.	<ul style="list-style-type: none"> • Learners to listen to a story/ poem /conversation containing sentences with past continuous tense. • Learners to pick out verbs in past continuous tense from a text. • Learners to take turns in asking and answering questions using the past continuous tense, with peers. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to construct sentences in past continuous tense based on 	What were the learners doing in school yesterday?

			<p>pictures related to the theme.</p> <ul style="list-style-type: none"> • Learners to play language games that involve changing verbs from simple continuous to past continuous tense. Learners with speech difficulties could be given more considerable time. 	
<p>Core Competencies to be developed: Communication: The learner's ability to listen keenly and attentively is enhanced as they listen to texts and pick out verbs in past continuous tense.</p>				
<p>Values: Unity: The learner's ability to cooperate with peers is enhanced as they work collaboratively with peers.</p>				
<p>Pertinent and Contemporary Issues: Life skill (self -esteem) The learner's self-esteem is nurtured as they communicate effectively using past continuous tense.</p>				
<p>Links to other Learning Areas: Past continuous tense is learnt in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Spelling (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) spell words with the target letter-sound combinations for effective writing,</p> <p>b) write 3 -7 letter words related to the theme correctly,</p> <p>c) endorse writing words correctly clearly and legibly.</p>	<ul style="list-style-type: none"> • Learners to read words with the target letter-sound combinations /tw, /wh/, /ɪə/, /θ/, /ð/ from a word wall. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to copy words with the letter-sound combinations. Learners with manipulation difficulties could use adapted writing tools. Learners to spell words with the letter combinations from a dictation. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to make words related to the theme from jumbled letters. • Learners to write 3-7 letter words that are related to the theme and read them aloud. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or carry out a corresponding activity such as typing. • Learners to form words related to 	How do we learn to spell words or names?

			the theme using letters of their names, with peers.	
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Core competencies to be developed:**Communication:** The learner’s writing skills are enhanced as they write clearly and spells words correctly.**Values****Unity:** Cooperation is enhanced as the learner collaborates with peers in group activities.**Link to Pertinent and Contemporary Issues****Life skill** (self-esteem): The learner’s self-esteem is enhanced as they spell words correctly.**Link to other Learning Areas:**

Correct spelling of words is emphasized in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.**7.0: Accidents****Suggested Vocabularies**

crash, brakes, injuries, first aid, road, witness, suddenly, bump, victim, survive, evade, careful, careless, hurt, hand cart, scar, tanker, accident, speed, drive, traffic

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise the target letter -sound combinations in given words, b) pronounce the words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts,	<ul style="list-style-type: none"> Learners to listen to an audio recording/ teacher model of the target letter-sound combinations: nd as in sand, nk as in ink, sink, / eɪ/ as in take, ate, / əʊ/ as in home, / aɪ/ as in mine. Learners to identify and pronounce 	<ol style="list-style-type: none"> Why do you look at someone’s face as they speak? Why is it important to pronounce words correctly?

		<p>d) respond appropriately to simple specific two- directional instructions in oral communication,</p> <p>e) realize the importance of pronouncing and using new words correctly for effective communication.</p>	<p>words with the target letter sounds. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or carry out a corresponding activity such as typing.</p> <p>Learners with speech difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> ● Learners to recite rhymes/tongue twisters to practise pronunciation. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. ● Learners to listen to a text and identify new words. ● Learners to use the vocabulary to construct sentences. ● Learners to recite poems and sing songs on road safety. . Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. ● Learners to draw/trace/stamp/mount and colour simple road signs. . 	
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			<p>Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body.</p> <ul style="list-style-type: none"> • Learners to respond to simple specific two- directional instructions. 	
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Core Competencies to be developed:

Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to audio recording/teacher model and identify words with the target letter sound combinations the new words in communication.

Values:

Responsibility: is enhanced as the learner observes safety precautions when using roads.

Link to Pertinent and Contemporary Issues:

Socio-economic and environmental issues (road safety): The learner’s safety is enhanced as they practice safe road use.

Links to other Learning Areas:

Correct pronunciation of words is emphasized in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Audio recording, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners,

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>7.2 Reading</p>	<p>7.2.1 Fluency (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify words with the target letter- sound combinations in preparation for reading,</p> <p>b) read a text accurately, at the right speed, displaying the right feelings and emotions for fluency,</p> <p>c) endorse reading simple, short narratives and informational texts in a variety of genres.</p>	<ul style="list-style-type: none"> ● Learners to pick out words with sound combinations ‘nd’ ‘nk’ and words ending with ‘ar’ as in car, far from a text. ● Learners to read words containing the target letter- sound combinations. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to practise reading a text aloud repetitively and in unison. ● Learners to engage in timed reading, displaying the right facial expressions and feelings making appropriate pauses at punctuations. Learners with speech difficulties could be given more considerable time. ● Learners to practise reading sentences containing decodable and non-decodable words. ● Learners to participate in a reader’s theatre with peers where he or she reads some lines or stanzas of a poem. Organize a safe conducive environment. 	<ol style="list-style-type: none"> 1. Why is it important to read words properly? 2. What can help someone to read well?
<p>Core Competencies to be developed: Learning to learn: Independent reading is enhanced as the learner practises reading sentences containing decodable and non-decodable words for reading fluency.</p>				
<p>Values: Responsibility: is enhanced as the learner participates actively in a reader’s theatre with peers.</p>				

Link to Pertinent and Contemporary Issues:

Life skill (Self-esteem): The learner’s self-esteem is enhanced as they acquire reading fluency skills.

Link to other Learning areas:

Reading fluency is emphasized in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners,

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; a) describe the characters and events in the text to show comprehension, b) make predictions about a story based on the title and picture, c) respond to direct and indirect questions in short simple sentences to show comprehension, d) adopt reading pictures and texts for enjoyment and information.	<ul style="list-style-type: none"> • Learners to look at the title and pictures in the text to make predictions. . Learners with speech difficulties could be given more considerable time. • Learners to discuss the setting and the characters in the story. • Learners to read a text related to theme and respond to direct questions. Learners with speech difficulties could be given more considerable time. • Learners to respond to indirect questions using contextual clues. • Learners to retell a story with peers. • Learners to role-play scenarios from 	<ol style="list-style-type: none"> 1. What do you think will happen in this story? 2. What do the pictures tell us about the story?

			<p>the story. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment.</p> <ul style="list-style-type: none"> • Learners to talk about their own experiences in relation to the story. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to speak engagingly is enhanced as they retell the story clearly and effectively. • Creativity and imagination: The learner’s ability to think creatively and imaginatively is enhanced as make connections between the story and their own experiences. 				
<p>Values:</p> <p>Responsibility: is enhanced as the learner takes up roles as they role play scenarios from the story-</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured as they respond to comprehension questions correctly.</p>				
<p>Link to other Learning Areas</p> <p>Comprehension is applicable in all learning areas.</p>				
<p>Suggested Learning Resources:</p> <p>Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners,</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>7.3 Language Use</p>	<p>7.3.1 Use of conjunctions (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) distinguish the uses of conjunction ‘or’ in sentences for effective communication,</p> <p>b) use conjunction ‘or’ to construct sentences related to the theme,</p> <p>c) adopt using conjunction ‘or’ in everyday communication.</p>	<ul style="list-style-type: none"> • Learners to identify sentences featuring the conjunction ‘or’ from a text. • Learners to construct sentences using ‘or’ to show choice. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment • Learners to role play making choices using ‘or’ in incidents related to the theme. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment • Learners to sing and recite poems about safety using conjunction ‘or’. Learners with speech difficulties could use residual speech, hum, mime or use 	<p>What do we say when we want to choose something from a group of things?</p>
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			alternative mode of communications.	
<p>Core Competencies to be developed: Communication: The learner’s speaking skills are enhanced as they speak clearly and effectively using conjunction ‘or’ correctly.</p>				
<p>Values: Responsibility is enhanced as the learner takes up roles during group activities such as role playing.</p>				
<p>Link to Pertinent and Contemporary Issues: Education for Sustainable Development- (disaster risk reduction): The learner’s safety is enhanced as they sing and recite poems about safety.</p>				
<p>Links to other Learning Areas: The use of conjunction ‘or’ is also learnt in Kiswahili Language Activities</p>				
<p>Suggested Learning Resources: Poems, songs, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Writing	7.4.1 Spelling (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) spell 3-6 letter words with the tagger letter -sound combinations for effective writing,</p> <p>b) write vocabulary related to the theme appropriately for legibility,</p> <p>c) adopt writing words clearly, legibly and correctly.</p>	<ul style="list-style-type: none"> ● Learners to identify words with target letter- sound combinations (‘nk’, ‘nd’, ‘ar’) from a list of jumbled words. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to copy words with the letter-sound combinations. ● Learners to write/type words with the target letter combinations from a dictation of the words. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. ● Learners to make words related to the theme from jumbled letters. ● Learners to make part in word building activities using pocket charts/ print/ digital flash cards. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. 	<ol style="list-style-type: none"> 1. Why should people spell words correctly? 2. How do we learn to spell?

Core Competencies to be developed:**Communication:** The learner's writing skills are developed as they write 3-6 letter words correctly and clearly.**Values:****Responsibility:** is enhanced as the learner engages actively in word building activities with peers.**Pertinent and Contemporary Issues:****Life skills (Self-esteem):** The learner's self-esteem is nurtured as they spell words correctly.**Link to other Learning Areas:**

All learning areas require learners to spell words correctly.

Suggested Learning Resources:

Pocket charts, flashcards, digital flash cards, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist.**8.0 Classroom****Suggested vocabulary:**

book, desk, teacher, pencil, teach, chart, duster, chair, chalk, ruler, paper, clean, broom, best, busy, enter, sit

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise words with the target letter -sound combinations in preparation for reading, b) pronounce new words correctly for clarity in speech,	<ul style="list-style-type: none"> • Learners to identify words with the target letter-sound combinations from an oral text, <ul style="list-style-type: none"> - ' br' as in brick, bread, - /ə/ words ending with er as in her - / i: / as in been, as in meet, - / eɪ / as said, 	<ol style="list-style-type: none"> 1. Which words do you use to talk about the classroom? 2. Why is it important to pronounce words correctly?

		<p>c) use new words related to the theme in relevant contexts, d) respond simple specific two-directional instructions in oral communication, e) realise the importance of listening attentively for effective communication.</p>	<p>- / əʊ / as in coat, boat.</p> <ul style="list-style-type: none"> ● Learners to pronounce words and phrases with the target letter-sound combinations. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to recite rhyming words to practice pronunciation, with peers. ● Learners to listen to the vocabulary related to the theme as used in short sentences, short paragraphs, teacher read aloud stories. ● Learners to pronounce the new words. Learners with speech difficulties could be given more considerable time. ● Learners to use new words to talk about the classroom. ● Learners to practise using vocabulary words related to the theme in a language game. ● Learners to match vocabulary words learnt to pictures and objects. ● Learners to pay attention to simple specific two - directional instructions. 	
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			<ul style="list-style-type: none"> Learners to engage in role play to respond to simple specific two-directional instructions. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication: The learner's ability to listen keenly and actively is enhanced they listen and respond to instructions. Self-efficacy. The learner's self-esteem is nurtured as they identify the general features in the classroom. 				
<p>Values:</p> <p>Responsibility: is enhanced as the learner engages in assigned role during role play with peers.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner's self-esteem is nurtured they use words with the target sounds effectively in communication.</p>				
<p>Links to other Learning Areas:</p> <p>Correct pronunciation of words is emphasized in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources:</p> <p>Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners,</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words with the target letter- sound combinations in preparation for reading, b) pronounce words with the target letter – sound combinations accurately when reading a text, c) read a text accurately, at the right speed and with expression, d) realise the importance of reading fluently for lifelong learning.	<ul style="list-style-type: none"> ● Learners to recognise words with the sounds /br/, / er/, /ə/ words ending with er, / i: /, / eɪ /, / əʊ / from a text. ● Learners to select words with the target letter sound combinations from a chart. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to read words with target letters-sound combinations. ● Learners to recite a choral verse to practise pronunciation of words, with peers. ● Learners to read a short text observing stress and intonation. ● Learners to engage in timed reading of a grade- appropriate text, displaying the right facial expressions, feelings or emotions. Learners with speech difficulties could be given more considerable time. ● Learners to practise reading sentences containing decodable and non- decodable words. ● Learners to participate in a readers’ theatre where he or she reads some lines or stanzas of a poem related to the theme with peers. Organize a safe conducive environment. 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Why should we read fluently?

<p>Core Competencies to be developed: Learning to learn: The learner’s ability to read independently is developed as they practises reading sentences containing decodable and non-decodable words for fluency.</p>
<p>Values Responsibility: is developed as the learner actively participates in a reader’s theatre with peers.</p>
<p>Link to Pertinent and Contemporary Issues Life skill (Self-esteem): The learner’s self-esteem is nurtured as they read texts fluently.</p>
<p>Link to other Learning Areas: Reading fluency is also emphasized in Kiswahili and Indigenous Language Activities.</p>
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; a) Identify vocabulary related to the theme in the text, b) make predictions and anticipate possible outcomes in a story for comprehension, c) use contextual clues to infer meanings of words,	<ul style="list-style-type: none"> • Learners to discuss the title and pictures in the text to make predictions. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to read a text related to theme and respond to direct questions. • Learners to track text using their 	<ol style="list-style-type: none"> 1. How can we predict how a story, poem or conversation will end? 2. How can we tell where events have taken place?

		<p>d) answer direct and indirect questions for comprehension,</p> <p>e) adopt reading texts for information.</p>	<p>fingers/alternative functional part of the body or assistive technology.</p> <ul style="list-style-type: none"> • Learners to respond to indirect questions using contextual clues. • Learners to retell a story with peers. • Learners to role play scenarios from the story, with peers. • Learners to talk about their own experiences in relation to the story. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to speak engagingly is enhanced as they retell stories. • Creativity and imagination: The learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story. 				
<p>Values:</p> <p>Responsibility: is enhanced as learner takes up assigned roles up assigned during group activities with peers.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skill (Self-esteem): The learner’s self-esteem is nurtured as they answer questions correctly.</p>				
<p>Links to other Learning Areas:</p> <p>Reading for comprehension is necessary in all learning areas</p>				

Suggested Learning Resources:

Pictures, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Language Use	8.3.1 Cardinal and ordinal numbers Demonstratives (these, those) (2 lessons)	By the end of the sub strand, the learner should be able to; a) differentiate ordinal and cardinal numbers as used in oral and written communication, b) use ordinal and cardinal numbers for effective communication, c) use plural demonstratives to talk about things that are near or far, d) value the importance of cardinal and ordinal numbers in communication, e) realise the role of demonstratives in communication.	<ul style="list-style-type: none"> • Learners to distinguish between ordinal and cardinal numbers in a list or a sentence. • Learners to use objects in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment • Learners to construct sentences using ordinal and cardinal numbers, with peers. Learners with speech difficulties could use alternative and augmentative modes of communication. 	<ol style="list-style-type: none"> 1. Why is it important to count correctly? 2. Which objects are near/far from you?

			<ul style="list-style-type: none"> • Learners to pick out demonstratives from a written text. • Learners to use demonstratives to talk about things in the classroom, with peers. • Learners to use demonstratives to construct sentences related to the theme. • Learners to recite a poem /sing a song containing demonstratives/ cardinal and ordinal numbers Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to speak clearly and effectively is enhanced as they use demonstratives to talk about the things in the classroom.</p>				
<p>Values: Social justice is enhanced as the learner appreciates the efforts of others as they construct sentences.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skill (self- esteem): The learner’s self-esteem is enhanced as they use demonstratives correctly in communication.</p>				
<p>Links to other Learning Areas: Knowledge of the number concept is enhanced in Mathematical Activities.</p>				

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	8.4.1 Spelling (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) spell words with the target letter- sound combinations for effective writing,</p> <p>b) write 4-7 letter words appropriately for legibility,</p> <p>c) adopt writing words clearly, legibly and correctly for effective communication.</p>	<ul style="list-style-type: none"> • Learners to spell words with the target letter -sound combinations from a dictation. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to write/type 4-7 letter words with the target letter- sound combinations read to them. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. • Learners to make 4-7 letter words related to the theme from jumbled letters. • Learners to participate in spelling word drills with peers. • Learners to generate as many words related to the theme as they can from a set of their names. 	<ol style="list-style-type: none"> 1. Why should people spell words correctly? 2. How do we learn to spell words or names?

			<ul style="list-style-type: none"> Learners to type words made onto a digital device. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication: The learner’s writing skills are improved as they write 4-7 letter words clearly and correctly. Digital literacy: The learner’s interaction with digital devices is enhanced they type words onto a digital device. 				
<p>Values Unity: Cooperation is enhanced as the learner collaborates with peers in a spelling word drill.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is enhanced as they spell words correctly for effective communication.</p>				
<p>Link to other Learning Areas: Correct spelling of words is emphasized in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

9.0 The Farm

Suggested vocabulary

chicken, sheep, goat, cow, donkey, cat, crop, hay, weed, till, soil, dig, harvest, grow, graze, plant

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Pronunciation and Vocabulary (2 lessons)	<p>By the end of the sub strand, learner should be able to:</p> <p>a) recognise words with the target letter- sound combinations correctly,</p> <p>b) pronounce words with the target letter- sound combinations in preparation for reading,</p> <p>c) use new words related to the theme in relevant contexts ,</p> <p>d) listen to simple specific two-directional instructions in oral communication,</p> <p>e) realize the importance of listening attentively for effective communication.</p>	<ul style="list-style-type: none"> ● Learners to pick out words and phrases with the target letter-sound combinations: <ul style="list-style-type: none"> - cr as in crop - /ɜ:/ as in sir, first, thirst - / eɪ / as in say; grey, - /aɪ/ as in fly, cry - words ending with letter y pronounced as /i/ as in baby, - / ə / as in words ending with ar far, car. ● Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to pronounce words and phrases with the target letter-sound combinations. ● Learners to practice pronunciation of words using minimal pairs/rhyming words. ● Learners to listen to and identify the vocabulary related to the theme as used in short sentences/short paragraphs/teacher read aloud stories. 	<ol style="list-style-type: none"> 1. Which words do we use to talk about the farm? 2. Why is it important to pronounce words correctly? 3. Why do we need to respond to instructions properly?

			<ul style="list-style-type: none"> • Learners to articulate vocabulary related to the theme correctly. • Learners to construct sentences using the new words. • Learners to practise matching vocabulary learnt to pictures and objects. • Learners to sing songs related to the theme. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Learners to listen and respond to two-directional instructions. 	
<p>Core Competencies to be developed Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to texts and identify vocabulary related to the theme correctly.</p>				
<p>Values: Love: is enhanced as the learner portrays a caring attitude towards animals.</p>				
<p>Pertinent and Contemporary Issues: Social -economic issues: Animal welfare education is enhanced as learners gets information on how to take good care of farm animals.</p>				
<p>Links to other Learning Areas: Correct pronunciation is emphasized in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words with the target letter-sound combinations in preparation for reading, b) read a grade- appropriate text accurately, at the right speed and with expression, c) realise the importance of reading fluently in lifelong learning.	<ul style="list-style-type: none"> • Learners to select words with the target letter –sound combinations: ‘cr’ /ɜ:/, / eɪ / ,/aɪ/ ‘y’ pronounced as /i/, ‘ar’ from a chart. • Learners to read words including words with the target letter –sound combinations. Learners with speech difficulties could use alternative and augmentative modes of communication. • Recite a choral verse with words related to the theme, with peers. • Learners to engage in timed reading displaying the right feelings or emotions when reading a text. • Learners to practise reading sentences containing decodable and non- decodable words. Learners with speech difficulties could be given more considerable time. • Learners to participate in a readers’ theatre where he or she reads some lines or stanzas of a poem, with peers. Organize a safe conducive environment. 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Why should we read fluently?

Core Competencies to be developed:

Learning to learn: The learner’s ability to learn independently is enhanced as they practices reading sentences containing decodable and non-decodable words for fluency.

<p>Values: Unity: Cooperation is developed as the learner works collaboratively with others in reciting a choral verse.</p>
<p>Link to Pertinent and Contemporary Issues: Life skill (self-esteem): The learner’s self-esteem is enhanced they acquire reading fluency skills.</p>
<p>Link to other learning areas: Reading fluency is also emphasized in Kiswahili and Indigenous Language Activities.</p>
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify the main idea, topic or purpose of the text for understanding, b) identify the setting of the text for comprehension,	<ul style="list-style-type: none"> • Learners to read a theme-related text in print or digital form. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Learners to pick the main idea in the text by using sentence prompts. • Learners to list the characters in the text. Learners with speech difficulties could use 	<ol style="list-style-type: none"> 1. How can we tell where the events of a story have taken place? 2. How can we tell the characters in a story?

			<p>alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Learners to discuss the setting in the text, with peers. • Learners to explain what happens in the beginning, middle and end of the text. • Learners to retell what was in the text in a few words. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to speak engagingly is enhanced as they explain what happens in the story from the beginning to the end.</p>				
<p>Values: Unity: is enhanced as the learner participates actively in discussion with peers.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (Self-efficacy): The learner’s self-esteem is nurtured as they retell the story correctly.</p>				
<p>Links to other learning areas: Reading for comprehension links to all other learning areas</p>				
<p>Suggested Learning Resources: Print/digital texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand</p>				
<p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Language use	9.3.1 Word Sets (gender sets for animals/people) Opposites (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify the gender sets of animals and people in a conversation, b) use the opposites to discuss animals and people at the farm, c) value the role of gender sets and opposites in communicating ideas.	<ul style="list-style-type: none"> • Learners to discuss with peers the names of males and females of domestic animals. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to discuss with peers the difference between male and female. • Learners to construct sentences using male and female of animals that are familiar. • Learners to work with pictures to identify opposites of animals /people. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology when manipulating pictures. 	Why is it important to learn words for referring to male and female animals/people?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication: The learner’s writing skills are enhanced as they write sentences correctly using gender sets. • Collaboration: The learner’s ability to work as a team is enhanced as they actively engage in discussions with peers about male and female animals/people. 				
Values: Respect: is enhanced as the learner appreciates diverse opinions from peers during discussions.				

Pertinent and Contemporary Issues:

Life skills (self-esteem): The learner's esteem is nurtured as they as the learner identifies gender sets of animals and people.

Links to other Learning Areas:

Gender sets are learnt in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.4 Writing	9.4.1 Punctuation (The comma) (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise the comma correctly in a text, b) use the comma correctly in listing items, c) adopt the use of the comma in writing.	<ul style="list-style-type: none"> • Learners to identify commas from writings on wall charts/ chalk board/digital and print resources. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Learners to use the comma correctly in written exercises, with peers. • Learners to use commas to write/type lists of items/ names. • Learners to write sentences using the comma correctly. Learners with manipulation difficulties could use adapted writing tools and 	Why do you think we use a comma when writing?

			<p>materials, alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> • Learners to engage in role play conversations in which the comma is used and then write down some sentences on a digital device. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment. Learners with manipulation difficulties could use adapted digital devices. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: as they engage in group practice exercises to write using a comma. • Digital literacy: is enhanced as the learner writes sentences with commas on digital devices. 				
<p>Values: Responsibility: as learners takes up roles during role play activities.</p>				
<p>Pertinent and Contemporary Issues: Citizenship (social cohesion): as learners work together to identify commas in lists and sentences.</p>				
<p>Links to other learning areas: Use of comma is emphasized in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Sample handwritings on wall charts/digital devices, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand</p>				

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

10.0 Position and Directions

Suggested vocabulary

left, right, behind, in front, up, down, centre, across, middle, opposite, compass, north, south, east, west

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.1 Listening and Speaking</p>	<p>10.1.1 Pronunciation and Vocabulary</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognise words with the target letter-sound combinations from an oral text,</p> <p>b) pronounce words with the target letter-sound combinations in preparation for reading,</p> <p>c) use new words in relevant contexts to talk about position and direction,</p> <p>d) respond to simple specific two- directional instructions in oral communication,</p> <p>e) realise the importance of listening attentively for effective communication.</p>	<ul style="list-style-type: none"> ● Learners to pick out words and phrases with the target letter-sound combinations from a conversation/teacher read aloud story/audio recording <ul style="list-style-type: none"> - /ɪə/ as in ear - / ə / as in her, - / ɜ: / as in first, bird, fur - dr as in draw - /ɔɪ/ as in boy, toy - /aɪ/ as in time. ● Learners to pronounce the words and phrases. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to listen to audio/video recording of a conversation on position and direction. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. 	<ol style="list-style-type: none"> 1. Why is it important to pronounce words correctly? 2. What is the direction of your home from school?

			<ul style="list-style-type: none"> • Learners to engage in simple dialogues using words related to the theme. • Learners to construct oral sentences using the new words. Learners with speech difficulties could be provided with variety of alternative corresponding activities such as tying or writing. • Learners to recite rhymes/ sing songs, using the vocabulary learnt. • Learners to practise matching vocabulary learnt to pictures and objects. • Learners to listen and respond to simple specific two-directional instructions in oral communication. 	
<p>Core Competencies to be developed: Self-efficacy- as the learner uses new words in relevant contexts to talk about position and direction.</p>				
<p>Values: Respect is enhanced as learners values the contribution of peers during dialogues.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (effective communication) as the learner gives and responds to simple specific two- directional instructions.</p>				
<p>Links to other learning areas: Correct pronunciation and vocabulary is emphasized in Kiswahili and Indigenous Language Activities.</p>				

Suggested Learning Resources:

Audio/visual recordings, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	10.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words with target letter- sound combinations in preparation for reading, b) pronounce words with the target sounds accurately for clarity of speech, c) read a text at the right speed displaying the right facial expressions for fluency, d) realise the importance of reading fluency in communication.	<ul style="list-style-type: none"> ● Learners to identify words with the target letter-sound combinations as modelled by peers, teacher or a digital device, /ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. ● Learners to read words with the target letter-sound combinations in isolation and in a text. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to practice reading a text accurately, with expressions and observing the correct punctuation. ● Learners to engage in timed reading displaying the right emotions or feelings when 	1. Why is it important to read words properly?

			<p>reading. Learners with speech difficulties could be given more considerable time.</p> <ul style="list-style-type: none"> • Learners to role play telling directions using the new words. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in a safe environment. 	
<p>Core competencies to be developed: Learning to learn: is enhanced as the learner practises reading words correctly in isolation and in a text.</p>				
<p>Link to Values: Responsibility: is enhanced as the learner takes up roles during role play activity.</p>				
<p>Pertinent and Contemporary Issues: Life skills (self-esteem): is enhanced as the learner acquires reading fluency skills.</p>				
<p>Link to other learning areas Reading fluency is emphasized in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Audio recording, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	10.2.2 Comprehension (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) make predictions about the likely outcomes of a story based on the title and pictures for comprehension,</p> <p>b) use contextual clues to infer meaning of new vocabulary items,</p> <p>c) answer direct and indirect questions based on a text for information,</p> <p>d) create a mental picture of events, characters or places in a text,</p> <p>e) adopt reading pictures and texts for information.</p>	<ul style="list-style-type: none"> • Learners to observe the pictures and title of the story and talk about the likely events in the story. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to read a print or digital text of about 60 words. Learners with speech difficulties could be given more considerable time. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Learners to infer the meanings of new words as used in the text using contextual clues. • Learners to locate sentences to respond to direct questions. • Learners to get clues from the story to answer indirect questions. • Learners to read the story aloud and visualize the characters, setting and events in the story. • Learners to share the pictures they have created in their minds with 	<ol style="list-style-type: none"> 1. What do you think will happen in this story? 2. What do the pictures tell us about the story?

			<p>peers. Learners with speech difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Learners to retell a story in their own words. • Learners to talk about their own experiences in relation to the story. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: is enhanced as the learner interacts with the text to answer indirect comprehension questions. • Creativity and imagination: is enhanced as the learner creates mental pictures of events, characters and places in a text. 				
<p>Values:</p> <p>Respect: is enhanced as the learner exercises patience with others as they talk about their own experiences in relation to the story.</p>				
<p>Link to Pertinent and Contemporary Issues:</p> <p>Life skills (effective communication) is enhanced as the learner retells the story in their own words.</p>				
<p>Link to other Learning Areas:</p> <p>Comprehension is essential in all learning areas.</p>				
<p>Suggested Learning Resources:</p> <p>Digital texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 Language use	10.3.1 Prepositions (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify target prepositions in an oral text,</p> <p>b) use prepositions accurately to describe the position, location and direction of things,</p> <p>c) realise the use of prepositions for clarity in communication.</p>	<ul style="list-style-type: none"> ● Learners to listen to an audio clip of a poem, conversation or a story and list the prepositions used. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to read sentences with the prepositions: (beside, above, over, below, across, to, at). ● Learners to play a miming game with peers. Learners with speech difficulties could be provided with variety of alternative corresponding activities. ● Learners to describe location of various objects in the classroom using suitable prepositions. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. ● Learners to construct sentences using target prepositions and share with peers. ● Learners to practise using target prepositions in a dialogue. ● Learners to sing short songs/rhymes with prepositions. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of 	<ol style="list-style-type: none"> 1. Where do we keep different things in the school? 2. Where do we keep different things at home?

			<p>communications.</p> <ul style="list-style-type: none"> Learners to play language games containing target prepositions. Organize a safe conducive environment. 	
<p>Core Competencies to be developed: Self –efficacy- enhanced as the learner uses prepositions correctly in communication.</p>				
<p>Values: Respect as the learner</p>				
<p>Link to Pertinent and Contemporary Issues: Citizenship (social cohesion) as the learner collaborates with peers to play language games.</p>				
<p>Links to other learning areas : Prepositions are also learnt in Kiswahili Language Activities (Vihusishi).</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Writing	<p>10.4.1 Punctuation</p> <p>(The exclamation mark)</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognise the exclamation mark in a written text,</p> <p>b) use the exclamation mark correctly in writing,</p> <p>c) adopt the use of the exclamation mark in writing.</p>	<ul style="list-style-type: none"> Learners to recognise the exclamation mark from writings on wall charts/ chalkboard/ digital and print resources. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Learners with manipulation difficulties could use alternative functional parts 	<p>Why do you think it is important to use the exclamation mark when writing?</p>

			<p>of the body, use adapted digital devices, assistive technology or be assisted.</p> <ul style="list-style-type: none"> • Learners to use the exclamation mark correctly in written exercises. • Learners to play games that involve placing the exclamation mark correctly in a text. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. 	
<p>Core Competencies to be developed: Communication and collaboration is enhanced as the learner plays games with peers that involve placing the exclamation mark correctly in a text.</p>				
<p>Values: Respect as the learner plays games that involve placing the exclamation mark correctly in a text.</p>				
<p>Pertinent and Contemporary Issues : Life skills (self-esteem) -as the learner uses exclamation mark correctly in writing.</p>				
<p>Links to other learning areas: The exclamation mark is learnt in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Wall charts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand</p>				
<p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

11.0 Environment

Suggested vocabulary

classroom, school, trees, nature, people, plants, flowers, area, local, protect,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.1 Listening and Speaking	11.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand , the learner should be able to: a) identify the target letter- sound combinations during a conversation about the environment, b) articulate words with the target letter- sound combinations correctly, c) pronounce the vocabulary related to the theme correctly for effective communication, d) use the vocabulary items related to the theme in sentences, e) realize the importance of correct pronunciation in effective communication.	<ul style="list-style-type: none"> ● Listen to a conversation and pick out words with the target letter-sound combinations, <ul style="list-style-type: none"> - ‘fr’ as in frog - /aʊ/ as in bow, now - /ɔ:/ as in more, born - /ə/ as in or, for,. ● Practise pronouncing new words with the learnt sounds in response to picture cues, sound prompts and lists of words with the sounds. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Recite poems/rhymes that have the target letter-sound combinations, with peers. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communication. ● Observe and name things in their environment during a nature walk. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by 	<ol style="list-style-type: none"> 1. How can you tell that someone is listening keenly? 2. Why should we listen attentively when other people are talking?

			<p>ensuring that they move in safe environment.</p> <ul style="list-style-type: none"> • Pronounce the vocabulary related to the theme correctly. • Draw/trace/stamp/mount and colour things found in the environment. Learners with manipulation difficulties could use adapted drawing and colouring tools and materials, alternative functional parts of the body or use assistive technology. • Share the drawings with peers and give feedback. • Use the vocabulary to construct simple sentences. 	
<p>Core competencies to be developed: Learning to learn-is enhanced as the learner practises using the new words in a variety of contexts.</p>				
<p>Values: Respect is enhanced as the learner appreciates drawings from peers.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (effective communication) is enhanced as the learner pronounces words correctly.</p>				
<p>Link to other Learning Areas: Listening attentively is emphasized in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	11.2.1 Fluency (2 lessons)	<p>By the end of the Sub strand , the learner should be able to:</p> <p>a) identify words with target letter-sound combinations in preparation for reading,</p> <p>b) read a text related to the theme transitioning from word by word to phrasal reading,</p> <p>c) read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>d) realise the importance of reading fluency in lifelong learning.</p>	<ul style="list-style-type: none"> ● Learners to pick out and read words containing the target letter- sound combinations ‘fr-’ and ‘-ow’ from a written text or digital story. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to play word ladder game while listening to audio/ audio-visual recordings of words with the letter-sound combinations. ● Learners to practise reading sentences with the new words. ● Learners to engage in timed reading of a text displaying the right emotions and feelings. Learners with speech difficulties could be given more considerable time. ● Learners to participate in a reader’s theatre with peers and record on a digital device. ● Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. 	<ol style="list-style-type: none"> 1. Why is it important to read fluently? 2. How can we improve our reading speed?

Core competencies to be developed:

- Self-efficacy; confidence and self-esteem are developed as learner reads fluently.
- Digital literacy is enhanced as the learner participates in a reader’s theatre with peers and record on a digital device.

Values:

Responsibility as the learner takes charge of own learning by reading accurately.

Link to Pertinent and contemporary issues:

Life skills (effective communication) is enhanced as the learner plays word ladder game to practise correct pronunciation of words.

Link to other Learning Areas:

Reading fluency is emphasized in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Audio visual recordings, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	11.2.2 Comprehension (2 lessons)	By the end of the Sub strand , the learner should be able to: a) make predictions on the likely outcomes of a story related to the theme, b) make connections of events, characters and places in a text with real life, c) infer the meaning of new words in a text using contextual clues,	<ul style="list-style-type: none"> • Learners to observe pictures and the title of a text and say what will happen in the story. • Learners to read the text aloud, with peers. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to talk/write/type about where the actions are taking place using clues from pictures and the text, with peers. 	<ol style="list-style-type: none"> 1. How can we predict how a story, poem or conversation will end? 2. How can we tell where events have taken place?

		<p>d) answer direct and indirect questions based on a text, e) adopt talking about a text they have read.</p>	<ul style="list-style-type: none"> • Learners to infer the meaning of words using contextual clues. • Learners to locate sentences containing answers to direct questions, answer the questions. • Learners to use contextual clues to answer indirect questions. • Learners to retell parts of the story in turns, with peers. Learners with speech difficulties could be given more considerable time. • Learners to relate the text to everyday experiences. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving – is enhanced as the learner relates the events in the text to everyday experiences. • Creativity and imagination is enhanced as the learner makes predictions and anticipates possible outcomes in the story using pictures and title. 				
<p>Values: Responsibility is enhanced as the learner takes up roles in retelling parts of the story in turns with peers</p>				
<p>Link to Pertinent and contemporary issues: Life skills (effective communication) is enhanced as the learner talks about where the actions in the story are taking place.</p>				
<p>Link to other Learning Areas: Comprehension of various texts is emphasized in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.3 Language Use	11.3.1 Regular comparative and superlative adjectives (2 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify regular comparative and superlative adjectives in a written text,</p> <p>b) use regular comparative and superlative adjectives for effective communication,</p> <p>c) realise the importance of using regular comparatives and superlatives adjectives to describe people, things and places.</p>	<ul style="list-style-type: none"> ● Learners to read a story, poem or conversation from a text book or a digital device and identify regular comparatives and superlatives. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. ● Learners to place objects into three groups of different sizes as they compare them using regular comparatives and superlatives (-er and -est), with peers. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. ● Learners to describe objects inside and outside the classroom using comparative and superlatives adjectives. Safety precautions for all 	<p>Which words do we use to compare things/people?</p>

			<p>the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment</p> <ul style="list-style-type: none"> • Learners to construct sentences using comparatives and superlatives. • Learners to fill in blank spaces using the correct forms of comparatives and superlatives. • Learners to play a language game to practise regular comparative and superlative adjectives. Organize a safe conducive environment. 	
<p>Core Competencies to be developed: Critical thinking and problem solving- is enhanced as the learner groups things in different categories correctly.</p>				
<p>Values: Responsibility as the learner takes up role during a language game to practise regular comparative and superlative adjectives.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (effective communication)- as the learner describes people, things and places using regular comparatives and superlatives.</p>				
<p>Link to other Learning Areas: Adjectives are learnt in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Objects, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with</p>				

filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Writing	11.4.1 Guided Writing (2 lessons)	<p>By the end of the Sub strand , the learner should be able to:</p> <p>a) recognise different words learnt in the theme in preparation for writing,</p> <p>b) write simple sentences using words related to the theme,</p> <p>c) create simple sentences using comparative and superlative forms,</p> <p>d) realise the importance of creating simple sentences correctly for effective communication.</p>	<ul style="list-style-type: none"> ● Learners to write down words related to the theme from dictation. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or an alternative corresponding activity such as typing. ● Learners to write/type sentences using the words learnt from prompts, with peers. ● Learners to practise writing meaningful sentences. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or type. ● Learners to create sentences using regular comparatives and superlatives adjectives, 	<ol style="list-style-type: none"> 1. Why is it important to construct sentences correctly? 2. Why is it important to write clearly and legibly?

Core Competencies to be developed:

Learning to learn-is enhanced as the learner practises writing meaningful sentences.

Values:

Responsibility as the learner takes initiative to practise writing meaningful sentences.

Link to Pertinent and Contemporary Issues:

Life Skills (effective communication)- as the learner creates sentences using regular comparative and superlative sentences.

Link to other Learning Areas:

Writing skill is learnt in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

12.0 Technology

Suggested vocabulary

mobile phone, tablet, charge, charger, power, battery, cable, keyboard, type, send, receive, delete, error, switch off, switch on, press,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.1 Listening and Speaking	12.1.1 Pronunciation and vocabulary (2 lessons)	By the end of the Sub strand , the learner should be able to: a) identify words with the target letter-sound combinations in an oral text, b) articulate words with the target letter-sound combinations correctly, c) recognise words related to the theme for effective communication,	<ul style="list-style-type: none"> • Learners to listen attentively and pick out words with the target letter-sound combinations from video clips or audio recordings, <ul style="list-style-type: none"> - ‘gr’ as grass, green ‘pr’ as in print, press - / ɔɪ / as in oil, point / u: / as in pool, spoon - / ʊ / as in put. • Learners with postural defects or short 	Why should we pronounce words correctly?

		<p>d) use words related to the theme in everyday communication, e) realize the importance of correct pronunciation in language learning.</p>	<p>stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> ● Learners to practise pronouncing words with the target letter-sound combinations using word families/conversations. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to listen to a story on technology, say words related to the theme correctly as modelled by the teacher, peers or audio recording. ● Learners to practice pronunciation of word related to the theme in response to picture cues with peers. ● Learners to talk/write/type about appropriate use of technology. ● Construct simple sentences using the words related to the theme. ● Learners to role play using words related to the theme. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment 	
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Core Competencies to be developed:

Communication and Collaboration -as the learner talks about appropriate use of technology with peers.

Values:

Responsibility as the learner takes up roles during role play using words related to technology.

Link to Pertinent and Contemporary Issues:

Life skills: (self-esteem) is achieved as the learner improves on pronunciation and builds vocabulary.

Link to other Learning Areas:

Correct pronunciation of words is emphasized in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Video/audio recording, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.1 Fluency (2 lessons)	a) By the end of the Sub strand , the learner b) should be able to: c) identify words with target letter-sound combinations in preparation for reading,	<ul style="list-style-type: none"> Learners to point out and read words with letter-sound combinations: ‘gr-’, ‘pr-’ , /ɔɪ /, / u:/, /ʊ/: from either print or digital stories. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, 	1. What should we do to improve our reading speed?

		<p>d) pronounce words related to the theme accurately for information clarity,</p> <p>e) read a text related to the theme at the right speed displaying the right emotions and feelings,</p> <p>f) realize the importance reading in lifelong learning.</p>	<p>assistive technology or be assisted.</p> <ul style="list-style-type: none"> ● Learners to take turns to read at an appropriate speed as modelled by the teacher or peers. Learners with speech difficulties could be given more considerable time. ● Learners to recite poems using the correct expressions (tonal variation, facial expressions and gestures). Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to read texts with words related to the theme using an appropriate speed and correct expressions. Learners with speech difficulties could read at the speed of their functional ability. ● Learners to play a word-ladder game involving pronunciation from audio/ audio-visual recording of words learnt. Learners with manipulation difficulties could use adapted digital devices to record. 	<p>2. Why should we show the right feelings when reading a text?</p>
<p>Core Competencies to be developed: Self-efficacy- confidence and self-esteem are developed as the learner is able to read fluently.</p>				
<p>Values: Unity is enhanced as the learner take turns to read a text at an appropriate speed with peers.</p>				

Pertinent and Contemporary Issues:

Citizenship (social cohesion) is enhanced as the learner plays a word ladder game with peers.

Link to other Learning Areas:

Reading fluency is emphasized in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners,

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.1 Comprehension (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the characters in a text for comprehension, b) make predictions on the outcomes of a story based on the pictures and the title, c) answer direct and indirect questions based on a text, d) infer the meaning of new words as used in the text, e) adopt reading a variety of texts for information.	<ul style="list-style-type: none"> • Learners to observe pictures and title of a text and say what will happen in the story. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. • Learners to read the story aloud in turns with peers. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to talk/write/type about and describe the characters in a text. • Learners to talk/write/type about the setting of a story. • Learners to find the meaning of new words as used in the text. • Learners to locate sentences containing answers to direct questions from a text 	<ol style="list-style-type: none"> 1. What makes a story interesting? 2. How can we tell where events have taken place?

			<p>and answer the questions.</p> <ul style="list-style-type: none"> • Learners to interact with the text to answer indirect questions using contextual clues. • Learners to retell a story they have read using the ‘five finger’ retell model. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology when demonstrating using the model. 	
<p>Core Competencies to be developed: Critical thinking and problem solving is enhanced as the learner makes predictions on the outcomes of the story based on pictures and the title.. Communication and Collaboration –is enhanced as the learner talks about the character and setting of the story with peers.</p>				
<p>Values: Respect is enhanced as the learner appreciates the opinions of others during group discussions.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (self-esteem) as the learner is able to retell the story.</p>				
<p>Link to other Learning Areas: Comprehension skills are essential in all learning areas.</p>				
<p>Suggested Learning Resources: Pictures, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.3 Language Use	12.3.1 Possessive Pronouns (2 lessons)	By the end of the sub strand , the learner should be able to: a) identify the correct use of possessive pronouns in a text, b) use possessive pronouns in sentences, c) adopt the use of possessive pronouns in day- to- day communication.	<ul style="list-style-type: none"> ● Learners to read a text/dialogue and talk about the things that belong to them/ their parents/guardians, using possessive pronouns (mine, yours, ours, hers, his). Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to role-play ownership of items and objects in the classroom. ● Learners to construct sentences using possessive pronouns based on the role play with peers. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment. ● Learners to ask and answer questions that prompt responses containing possessive pronouns. ● Learners to fill in blank spaces in sentences using possessive pronouns. ● Learners to sing songs/rhymes using the possessive pronouns. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. 	How do you talk about things that belong to other people?

<p>Core Competencies to be developed: Critical thinking and problem solving is enhanced as the learner constructs sentences using possessive pronouns based on the role play with peers</p>
<p>Values: Responsibility is enhanced as the learner takes up roles during role play activities.</p>
<p>Link to Pertinent and Contemporary Issues: Life skills (effective communication) is enhanced as the learner uses possessive pronouns in day- to- day conversations.</p>
<p>Link to other Learning Areas: Possessive pronouns are learnt in Kiswahili and Indigenous Languages Activities.</p>
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	12.4.1 Guided Writing (2 lessons)	By the end of the sub strand the learner should be able to: a) identify names of objects in pictures related to the theme in preparation for writing, b) write names from picture prompts to demonstrate mastery of vocabulary related to the theme, c) create sentences from picture prompts for effective communication, d) realise the importance of writing correct names of objects for clarity in	<ul style="list-style-type: none"> Learners to observe pictures on print or digital device with peers. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. 	Why is it important to write sentences correctly

		communication.	<ul style="list-style-type: none"> • Learners to name objects in different pictures provided. • Learners to respond to the prompts presented and write/type names of objects correctly. • Learners to match pictures with their names. • Learners to fill in gaps using the correct words. • Learners to draw/trace/stamp/mount and name pictures of objects related to the theme. Learners with manipulation difficulties could use adapted drawing tools and materials, alternative functional parts of the body or use assistive technology. • Learners to write/type sentences to describe the objects in the pictures, and share with peers. 	
<p>Core Competencies to be developed: Creativity and imagination is enhanced as the learner draws and names pictures of objects related to the theme.</p>				
<p>Values: Unity is enhanced as the learner works collaboratively with peers to describe the objects they have drawn.</p>				
<p>Link to Pertinent and contemporary Issues: Life Skills- (effective communication) is enhanced as the learner writes correct sentences to describe objects in the pictures.</p>				
<p>Link to other Learning Areas: Writing correctly is necessary in all learning areas.</p>				

Suggested Learning Resources:

Pictures, digital devices, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

13.0 Cultural Activities

Suggested vocabulary

wedding, dance, party, marry, songs, poems, birthday, vows, smile, smart, celebrate, present, enjoy, happy

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.1	13.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand the learner should be able to: a) identify words with the target letter-sound combinations in oral texts, b) articulate the words with the target letter-sound combinations, c) recognise new words related to the theme correctly, d) use the new words in sentences, e) realise the importance of correct use of	<ul style="list-style-type: none"> • Learners to listen to a teacher read- aloud text/ audio clips with target letter- sound combinations: <ul style="list-style-type: none"> - tr as in tree, trap - letter combination sm as in smile - /tʃ/ as in catch, fetch, watch - aʊ / as in out; /aʊ/ as in bow, now 	1. Why should we listen attentively when other people are talking?

Listening and Speaking		vocabulary in various contexts.	<ul style="list-style-type: none"> - /j:/ as in ewe, new. • Learners to point out words with the target sound combinations from conversations. Learners with speech difficulties can point out orally, by typing or writing. • Learners to practise saying words with the target letter-sound combinations. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to respond to instructions given by the teacher or peers. • Learners to construct simple sentences using the new words. • Learners to listen to other learners say their simple sentences using the new words and give feedback. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy-as learner masters the skill of listening attentively and correct pronunciation. • Communication and Collaboration - through pair and group work. 				
Values: Respect as they learn to take turns during pair/group activities				

Link to Pertinent and Contemporary Issues:

Life skills (effective communication) -as they listen attentively and responds appropriately.

Link to other Learning Areas:

All the leaning areas in the school curriculum require attentive listening.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	13.2.1 Fluency (2 lessons)	By the end of the sub strand the learner should be able to: a) identify words with the target letter-sound combinations in a text, b) pronounce words with the target letter- sound combinations accurately, c) read a grade- appropriate text accurately, at the right speed and with expression, d) value reading grade- level texts in a variety of genres.	<ul style="list-style-type: none"> • Learners to single out words with the the target letter-sound combinations from print/digital stories: ‘tr’, ‘sm’, /tʃ/, /aʊ /, /aʊ/,/j:/. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Learners to pronounce words with the letter-sound combinations. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be 	1. How do you read these words?

			<p>regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> • Learners to read texts with words related to the theme. • Learners to engage in timed reading of a text displaying the right expressions. Learners with speech difficulties could be given more considerable time. • Learners to play word ladder games to practise correct pronunciation with peers. Organize a safe conducive environment. • Learners to recite a poem for fluency. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. 	
<p>Core Competencies to be developed: Communication and Collaboration -through group work, reading activities and games.</p>				
<p>Values: Integrity as they play reading games.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills: confidence and self-esteem are developed as learners learn to read fluently.</p>				
<p>Link to other Learning Areas: All learning areas require that learners read a variety of texts fluently.</p>				

Suggested Learning Resources:

Sample ladder game assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	13.2.2 Comprehension (2 lessons)	By the end of the sub strand the learner should be able to: a) predict the likely outcomes of a story related to the theme using picture cues and the title, b) identify the characters and events in a text for comprehension, c) infer the meaning of new words as used in the text, d) answer simple direct and indirect questions based on a text, e) adopt talking about a text they have read.	<ul style="list-style-type: none"> • Learners to observe pictures and the title of a text and say what is likely to happen in the story. Learners with speech difficulties can respond orally, by typing or writing. • Learners to recognise the setting and characters in story, using clues from pictures and the text. • Learners to use context clues to find the meaning of words. • Learners to locate sentences containing answers to direct questions. • Learners to answer indirect questions from a text, in purposive pairs or in purposive groups. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to retell a story in pairs or individually. 	<ol style="list-style-type: none"> 1. How can we tell how a story/ poem or conversation will end? 2. How can we tell where events are taking place in story/poem?

Core Competencies to be developed:

- Communication and Collaboration - through group and pair activities.
- Critical thinking and problem solving - using context clues to answer indirect questions

<p>Values: Unity and respect as learners work in groups Patriotism as learners appreciate the diverse cultures.</p>
<p>Link to Pertinent and Contemporary Issues: Citizenship (social cohesion) –as learner reads on cultural activities he/she learns to appreciate cultures of other people.</p>
<p>Link to other Learning Areas: All learning areas benefit from the application of comprehension skills.</p>
<p>Suggested Learning Resources: Sample pictures, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Language Use	13.3.1 Wh- questions (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise Wh-words used to ask questions from a written text, b) use Wh-words to ask questions related to the theme, c) adopt the use of Wh- words to seek information.	<ul style="list-style-type: none"> • Learners to ask questions beginning with: what, where, when, and who • Appropriately. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to engage in meaningful question and answer dialogues using wh-words in purposive pairs/small purposive groups. • Learners to role play activities that lead to the use of Wh-words to ask questions. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions 	How do we ask for information?

			<p>and those using mobility devices by ensuring that they role-play in safe environment</p> <ul style="list-style-type: none"> • Learners to sing songs / recite short poems to practise the use of Wh-questions. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration -by engaging in meaningful question and answer dialogues using Wh-words in pairs/small groups. • Self-efficacy- is developed as learners gain the mastery of asking questions using the Wh- words. 				
<p>Values: Unity and respect - as learners take turns during dialogues.</p>				
<p>Link to Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Citizenship (social cohesion)- as learners work in groups • Life skills (effective communication) -as learners learn to ask and answer questions. 				
<p>Link to other Learning Areas: Kiswahili and Indigenous Languages Activities-Learners engage in question and answer sessions using the Wh-words.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4 Writing	13.4.1 Guided Writing (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise the correct order of words or phrases in a sentence, b) rearrange jumbled words or phrases into meaningful sentences, c) realise the importance of ordering words or phrases to form correct sentences.	<ul style="list-style-type: none"> • Learners to talk about the correct way of ordering the jumbled words, in purposive pairs or in purposive groups. Learners with speech difficulties can respond orally, by typing or writing. • Learners to reorganise the jumbled words to form simple sentences paying attention to punctuation (4-6 sentences). • Learners to work in pairs to assess each other's simple sentences. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to take turns in playing games with jumbled words to form meaningful sentences in purposive groups or purposive pairs. Organize a safe conducive environment. 	What makes a correct sentence?
<p>Core Competencies to be developed: Communication and Collaboration -when talking about arranging words to make simple sentences.</p>				
<p>Values: Unity as learners work in groups or in pairs.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (effective communication) - as learners rearrange jumbled words to form sentences.</p>				

Link to other Learning Areas:

Writing is a skill linked to all other learning areas

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

14.0 Child Labour

Suggested Vocabulary

work, duty, abuse, pain, overwork, mistreat, injure, tired, labour, heavy, domestic, rest

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.1 Listening and Speaking	14.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand the learner should be able to: a) identify words with the target letter- sound combinations in an oral text, b) pronounce words with the target letter- sound combinations accurately, c) use the new words related to the theme in simple sentences, d) respond to specific simple two- directional instructions in oral communication, e) realize the importance of listening attentively for effective communication.	<ul style="list-style-type: none"> • Learners to select words with the target letter- sound combinations : <ul style="list-style-type: none"> - /k/ as in quiet - ‘sn’ as sneeze - ‘sp’ as in split, spread, speak - /u/ as in cook. Learners with speech difficulties can select orally, by typing or writing. • Learners to say the words with the target letter- sound combinations correctly as modelled by the teacher, peers or audio recording. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to play language games involving the target letter-sound combinations. 	1. Why should we listen attentively when somebody is talking to us?

			<ul style="list-style-type: none"> • Learners to articulate the new words in groups, in pairs and individually. • Learners to construct simple sentences using the new words. • Learners to listen to instructions by the teacher, without interrupting. • Learners to discuss the instructions given by the teacher in pairs /groups for understanding. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to respond to instructions given by the teacher/peers. 	
<p>Core Competencies to be developed: Learning to learn-as learner responds to instructions appropriately. Digital literacy-as learner interacts with digital devices when listening to audio and video recording</p>				
<p>Values: Unity as learners work in groups and in pairs.</p>				
<p>Link to Pertinent and Contemporary Issues: Citizenship (social cohesion)- as learner work in groups in dialogues and language games</p>				
<p>Link to other Learning Areas: Attentive listening is significant in all the learning areas in the school curriculum.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.1 Fluency (2 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify words with target letter-sound combinations in preparation for reading ,</p> <p>b) pronounce words accurately when reading a text,</p> <p>c) read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>d) realize the importance of reading fluently for lifelong learning.</p>	<ul style="list-style-type: none"> • Learners to identify words with target letter-sound combinations: ‘sn-’, ‘sp-’ /k/, /u/ , from a print or digital text. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Learners to read words with the target letter-sound combinations. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to read words related to the theme in pairs and individually. • Learners to take turns in timed – reading. Learners with speech difficulties could be given more considerable time. • Learners to display the right tonal variations and pause appropriately when reading. • Learners to recite poems for fluency. Learners with speech difficulties could be provided 	<ol style="list-style-type: none"> 1. How can we improve our fluency in reading? 2. Why should we pronounce words correctly?

			with variety of alternative corresponding activities.	
Core Competencies to be developed: Self-efficacy as the learner displays the right expressions when reading. Learning to learn-as learner recites poems to practise fluency.				
Values: Responsibility is developed as the learner works with others in groups.				
Link to Pertinent and Contemporary issues: Citizenship (Social cohesion)-is developed as the learners take turns when reading.				
Link to other Learning Areas: Fluency in reading is essential in all learning areas.				
Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.2 Comprehension (2 lessons)	By the end of the sub strand the learner should be able to: a) make predictions and anticipate likely outcomes of a story, b) identify the setting of a story for comprehension, c) infer the meanings of new words using contextual clues, d) answer direct and indirect	<ul style="list-style-type: none"> ● Learners to observe pictures and the title of a text and say what is likely to happen in the story, in pairs. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to talk/write/type about the setting and characters in a text. ● Learners to read a text at an appropriate 	<ol style="list-style-type: none"> 1. Why is it important to be keen as we read? 2. How can we tell that someone has understood what he/she has read?

		<p>questions based on a text, e) adopt talking about a text read to deepen understanding.</p>	<p>speed. Learners with speech difficulties could be given more considerable time.</p> <ul style="list-style-type: none"> • Learners to infer the meanings of words as used in a text, in purposive pairs or purposive groups. • Learners to answer direct by locating sentences with the answers. • Learners to respond to indirect questions using contextual clues. <p>Learners with speech difficulties could be provided with variety of alternative corresponding modes of response.</p> <p>Learners to make connections between the story and real life experiences.</p>	
<p>Core Competencies to be developed: Learning to learn -as learners comprehend information from pictures and texts. Digital literacy-as learner interacts with digital texts.</p>				
<p>Values: Unity as learners work in groups</p>				
<p>Link to Pertinent and Contemporary Issues: Citizenship Education (child’s rights) - as learners learn about child’s rights when reading texts related to child labour.</p>				
<p>Link to other Learning Areas: Comprehension skills are relevant in all learning areas.</p>				
<p>Suggested Learning Resources: Sample [pictures. assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Language Use	14.3.1 Adverbs of time (2 lessons)	By the end of the sub strand the learner should be able to: a) identify adverbs of time used in a written text, b) use adverbs of time to construct sentences, c) realize the use of adverbs of time for self-expression.	<ul style="list-style-type: none"> ● Learners to recognise adverbs of time (<i>soon, late, now, today, tomorrow, early, morning, afternoon</i>) in a text. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to construct sentences using adverbs of time. ● Learners to engage in meaningful question- and-answer dialogues using adverbs of time in purposive pairs/small purposive groups. ● Learners to role play a conversation on child labour using adverbs of time. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment ● Learners to fill in blank spaces in sentences using appropriate adverbs. ● Learners to sing / recite short 	<ol style="list-style-type: none"> 1. What do we usually do at different times of the day? 2. Why is it important to set time for doing things?

			poems/rhymes to practice the use of adverbs of time. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy as the learner gains confidence in self-expression sing the adverbs of time • Learning to learn- through use of the adverbs of time in a variety of contexts. 				
<p>Values: Responsibility as learners indirectly learn about time management as they handle adverbs of time.</p>				
<p>Link to Pertinent and contemporary issues: Life skills (effective communication) by using adverbs of time in self-expression.</p>				
<p>Link to other Learning Areas Adverbs of time are used in all learning areas.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Writing	14.4.1 Guided Writing (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise the correct order of words or phrases in a sentence,	<ul style="list-style-type: none"> • Learners to talk/write/type about the correct way of ordering the jumbled words, in purposive pairs or in purposive groups. Learners with speech difficulties 	1. Why is it important to write clearly and legibly?

		<p>b) rearrange jumbled words or phrases into meaningful sentences,</p> <p>c) realize the importance of ordering words or phrases to form correct sentences.</p>	<p>could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Learners to reorganise the jumbled words to form simple sentences paying attention to punctuation (4-6 sentences), • Learners to work in pairs to assess each other's simple sentences, • Learners to take turns in playing games with jumbled words to form meaningful sentences in purposive groups or purposive pairs. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. 	
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Core Competencies to be developed:

Learning to learn-as learner writes own sentences

Values:

Responsibility as learner ensures he/she writes correct sentences

Link to Pertinent and Contemporary Issues:

Environmental and social issues (environmental education) –as learner writes related to environment.

Link to other Learning Areas:

Writing skills are essential in all learning areas.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

15.0 Caring for others

Suggested vocabulary

care, listen, special, help, love, sick, kind, nice, old, hungry, friend, hurt, neighbour, poor

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>15.1 Listening and Speaking</p>	<p>15.1.1 Pronunciation and vocabulary</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify words with the target letter- sound combinations in an oral text,</p> <p>b) pronounce words with the target letter- sound combinations accurately in oral communication,</p> <p>c) recognise words related to the theme from an oral text,</p> <p>d) construct sentences using vocabulary related to the theme,</p> <p>e) respond to specific two-directional instructions in oral communication,</p> <p>f) realize the importance of listening attentively for effective communication.</p>	<ul style="list-style-type: none"> ● Learners to identify words with the letter-sound combinations: <ul style="list-style-type: none"> - ‘scr-’ as in scream, - ‘spr-’ as in sprain - ‘str-’ as in street, - ‘sw-’ as in sweat - ‘st-’ as in stay, step, stop. ● Learners with speech difficulties can identify orally, by typing or writing. ● Learners to articulate words with the target letter-sound combinations as modelled by the teacher, peers or audio recordings. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to say words with the target sounds individually and in pairs, ● Learners to pronounce the new words in purposive pairs or purposive groups. ● Learners to practise using the vocabulary in sentences in purposive pairs or purposive groups. ● Learners to listen and respond to 	<p>Why should we pronounce words correctly?</p>

			<p>instructions, without interrupting as modelled by the teacher.</p> <ul style="list-style-type: none"> • Learners to role play simple two-directional instructions. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment • Learners to play games such as ‘chain whisper’, ‘Simon says’ in small purposive groups and in purposive pairs. Organize a safe conducive environment. Learners with speech difficulties could be given more considerable time. 	
<p>Core Competencies to be developed: Communication and Collaboration -will be achieved through pair and group work.</p>				
<p>Values: Responsibility as learner listens attentively to respond to instructions</p>				
<p>Link to Pertinent and Contemporary Issues: Learner support programmes (peer education) – as learner helps peers pronounce words with the target sounds correctly</p>				
<p>Link to other Learning Areas: Attentive listening and correct pronunciation are required in all learning areas.</p>				

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	15.2.1 Fluency (2 lessons)	By the end of the sub strand the learner should be able to: a) identify words with the target letter- sound combinations in a text, b) pronounce words with the target sounds accurately for clarity of speech, c) read a grade appropriate text related to the theme at the right speed d) display the right facial expressions when reading a grade appropriate text. e) adopt reading grade - level texts in a variety of genres.	<ul style="list-style-type: none"> ● Learners to pick out words with the target letter-sound combinations: ‘st-’ ‘sw-’, spr-, scr-. Learners with speech difficulties can select orally, by typing or writing. ● Learners to read words with the letter-sound combinations from either print or digital stories. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to read texts with words related to the theme in pairs. ● Learners to pronounce words correctly while reading, ● Learners to engage in timed-reading. Learners with speech difficulties could be given more considerable time. ● Learners to practise varying tone to express emotions when reading. ● Learners to recite poems for fluency. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. 	<ol style="list-style-type: none"> 1. How can we become better readers? 2. How can we express emotions while reading?

Core Competencies to be developed:

Communication and Collaboration -developed through group and pair work.

Values:

Unity as they work in group/pair work activities

Link to Pertinent and Contemporary Issues:

Life skills (self-esteem) is developed as learners practise fluency in reading.

Link to other Learning Areas:

All learning areas require that learners read a variety of texts fluently.

Suggested Learning Resources:

Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	15.2.2 Comprehension (2 lessons)	By the end of the sub strand the learner should be able to: a) predict the likely outcomes of a story using picture cues and the title, b) identify the characters and events in a text for comprehension, c) infer the meaning of new words as used in a text,	<ul style="list-style-type: none"> ● Learners to observe pictures and the title of a text and say what is likely to happen in the story, in pairs. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Learners with speech difficulties can tell orally, by typing or writing. ● Learners to read a text and identify the setting and characters in purposive pairs and purposive groups. Learners with speech 	<ol style="list-style-type: none"> 1. How can we know the meanings of new words in a story? 2. Why is it important to know where the events in a story happen?

		<p>a) answer direct and indirect questions for comprehension,</p> <p>b) adopt talking about a text they have read.</p>	<p>difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Learners to use context clues to find the meaning of new words. • Learners to answer direct question by locating sentences containing the answers. • Learners to respond to indirect questions using context clues. Learners with speech difficulties could be given more considerable time. • Learners to connect events in the story with real- life experiences. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination –as learner makes predictions about the story • Critical thinking and problem solving –as learner answers indirect questions 				
<p>Values: Love as learner reads materials about caring for others.</p>				
<p>Link to Pertinent Contemporary Issues: Citizenship Education (Child care and protection)-as learner reads texts related to the theme.</p>				
<p>Link to other Learning Areas: Comprehension skills are necessary in all learning areas</p>				
<p>Suggested Learning Resources: Pictures, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p>				
<p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Language Use	15.3.1 Imperatives (commands) Interjections of excitement/joy (2 lessons)	By the end of the sub strand the learner should be able to: a) identify commands in a written text, b) respond to specific commands to show understanding, c) use commands appropriately in simple sentences, d) use interjections of excitement in sentences appropriately, e) realise the use of imperatives and interjections in day-to-day communication,	<ul style="list-style-type: none"> ● Learners to point out commands after listening to an audio recording of a short dialogue. Learners with speech difficulties can point out orally, by typing or writing. ● Learners to distinguish the target imperatives in oral sentences. ● Learners to practise using commands in purposive groups or in pairs. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Learners to practise the use of commands in role play. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment ● Learners to play games in purposive pairs or purposive groups that involve responding to commands. Learners with postural defects could use alternative functional parts of the 	<ol style="list-style-type: none"> 1. What commands do we give to each other? 2. When do use interjections of excitement/joy?

			<p>body, or perform at their level of functional ability. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none"> • Learners to pick out interjections of excitement in an oral text. • Learners to use interjections of excitement correctly in conversations. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration -through pair/ group work. • Creativity and imagination- during dialogues/ role play with peers. 				
<p>Values: Responsibility as learner responds to commands and interjection appropriately.</p>				
<p>Link to Pertinent and Contemporary Issues: Life Skills (effective communication) - as learner gains knowledge on appropriate use of commands and interjections</p>				
<p>Link to other Learning Areas: Interjections and imperatives are learnt in Kiswahili and Indigenous Languages Activities.</p>				
<p>Suggested Learning Resources: Audio recordings, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Writing	15.4.1 Guided Writing (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise the correct punctuation marks to be used in preparation for writing, b) write well-punctuated sentences related to the theme for effective communication, c) appreciate the importance of writing correct short sentences for communication.	<ul style="list-style-type: none"> • Learners to point out the different punctuation marks used in a variety of sentences. Learners with speech difficulties can point out orally, by typing or writing. • Learners to punctuate sentences correctly. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. • Learners to practise writing short sentences related to the theme from a substitution table. • Learners to respond to picture prompts and write/type sentences (not more than 7 words) related to the theme. 	<ol style="list-style-type: none"> 1. How do we prepare for writing? 2. What makes it easy to write a good sentence?
<p>Core Competencies to be developed: Learning to learn-as learners practise writing sentences from varied prompts</p>				
<p>Values: Respect as learner works with peers in groups or pairs.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (effective communication) as learner develops independent writing skills.</p>				

Link to other Learning Areas:

Kiswahili and Indigenous Languages Activities as the learners relate and develops independent writing skills

Suggested Learning Resources:

Audio recordings, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices

Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist