



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

PRIMARY SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 3

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

First Published in 2017

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FOREWORD

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

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

The reviewed Grade Three curriculum designs for learners with physical impairment build on competencies attained by learners at Grade three. 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 Four curriculum furthers implementation of the CBC from Grade Three 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 Three 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 Three and prepare them for smooth transition to Grade Four. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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

ACKNOWLEDGEMENT

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 Three 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 Three 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 Three and preparation of learners with physical impairment for transition to Grade Four.



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

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfillment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1
Total		31

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

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 with physical impairment 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 with physical impairment 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 learnt 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 with physical impairment 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 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
4. Writing

SUB STRANDS

Listening and speaking

1. Attentive listening
2. Pronunciation
3. Vocabulary

Reading

1. Reading fluency
2. Reading comprehension

Language use

1. Nouns
2. Verbs
3. Pronouns
4. Tenses
5. Adjectives
6. Adverbs
7. Adverbs of manner
8. Conjunctions; ‘but’ ‘because’

9. Prepositions
10. Interjections
11. Interjections of displeasure
12. Quantifiers
13. Opposites
14. Sentences [Interrogatives Wh- questions]

Writing

1. Handwriting
2. Word formation
3. Spelling
4. Punctuation
5. Guided writing

THEMES

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

1. Activities at Home and at School
2. Sharing Duties and Responsibilities
3. Etiquette
4. Child rights
5. Occupations
6. Technology
7. Safety

8. Domestic Animals
9. Wild Animals
10. Festivals
11. Play Time and Games
12. Technology
13. Savings
14. Talents
15. Environment

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</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 (<i>bl, br, cl, and sound /tʃ/</i>) in oral texts,</p> <p>b) pronounce the words with the target letter-sound combinations (<i>bl, br, cl, and sound /tʃ/</i>) in preparation for reading,</p> <p>c) use the new words learnt to communicate confidently in various contexts,</p> <p>d) realise the role of listening attentively and speaking clearly for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Listen to an oral text with words containing the target –letter sounds combinations as modelled by peers, teacher or audio recording, • Point out words with the target sound combinations from a conversation. Learners with speech difficulties can point out orally, by typing or writing. • Watch videos on conversations with words featuring the target letter-sounds: bl, br, cl, and sound /tʃ/. 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. • Practise saying words with the target letter-sound combinations, with peers. Learners with speech difficulties could read at their level of functional ability. 	<p>Why do we pronounce words correctly?</p>

			<ul style="list-style-type: none"> • Play word game with peers involving target sound. 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. • Use new words to construct sentences with peers and give feedback to each other, Learners with speech difficulties could read at their level of functional ability. • Develop a talking tree using vocabulary learnt. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology 	
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Question (s)
1.2 Reading	1.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words with target letter-sound combinations bl, br, cl, and sound /tʃ/ in a text,	The learner is guided to: <ul style="list-style-type: none"> • Watch a video clip/listen to an audio recording/teacher model of target sounds. Learners with postural defects or short stature could be appropriately 	How do we show emotions when reading a story?

		<p>b) read a text accurately, at the right speed and with expression,</p> <p>c) realise the correspondence between spoken words and written words in various contexts.</p>	<p>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"> • Pick out words containing the target letter- sound combinations bl, br, cl, and sound /tʃ/ from a written text. Learners with speech difficulties can point out orally, by typing or writing. • Read words with the target letter-sound combinations from either print or digital stories. Learners with speech difficulties can point out orally, by typing or writing. • Engage in timed reading of a text (90 words per minute) displaying the right emotions and feelings, with peers. Learners with speech difficulties can point out orally, by typing or writing. • Take part in word building activities using pocket charts, print and digital flash cards. 	
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			Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.	
<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 oral texts/audio recording and identify words with the target letter-sound combinations correctly. • Learning to learn: The learner’s ability to develop relationships is enhanced as they engage in timed reading with peers and give feedback. 				
<p>Values: Unity: Cooperation is enhanced as the learner collaborates with peers in carrying out activities such as word building and timed reading.</p>				
<p>Pertinent Contemporary Issues: Life Skills (Self-esteem): The learner acquires an enhanced level of self-esteem as their reading competency improves.</p>				
<p>Links to other Learning Areas: The learner uses the reading fluency skills to learn similar concept in Kiswahili Language Activities.</p>				
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) identify characters and setting in a text for comprehension,	The learner is guided to: <ul style="list-style-type: none"> • Look at pictures and title of a text and predict the likely order of events in a story, with peers. Learners with postural defects or short stature could be appropriately positioned for 	1) How can we tell how a story, poem or conversation will end? 2) Why is it important to identify the main

		<p>b) make predictions and anticipate possible outcomes of a story,</p> <p>c) use context clues to infer meanings of words in a text,</p> <p>d) answer simple direct and indirect questions based on a text,</p> <p>e) appreciate the strategy of talking about a text read for comprehension.</p>	<p>comfort and clear view.</p> <ul style="list-style-type: none"> • Read a print or digital text, related to the theme. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • identify the main idea/ topic/ purpose in a text, • Discuss the setting and characters in a story, with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Respond to direct questions by locating sentences with the answers, • Answer indirect questions using prior knowledge of the target theme, • List key words or phrases related to the theme from a grade appropriate text. 	<p>idea in a text?</p>
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<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 argue out their own points during group discussion. • Collaboration: The learner’s ability to contribute to group decision making is enhanced as they value the ideas of peers and observe rules of engagement during discussions.
<p>Values: Respect is enhanced as the learner appreciates diverse opinions from peers during discussions.</p>
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they answer the comprehension questions correctly.</p>
<p>Links to other Learning Areas: The learner applies the comprehension strategies in reading of texts in other Language Activities.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Language Use	1.3.1 Subject-verb agreement (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise sentences with subject- verb agreement in a text, b) use subject-verb agreement to construct sentences related to the theme, c) realise the role of subject-verb agreement in communication.	The learner is guided to: <ul style="list-style-type: none"> • Read and pick out the target grammar item from a text. • List sentences featuring the grammar items from a text, • Construct sentences based on pictures showing singular and plural subjects, with peers, • Construct sentences using singular and plural objects 	<ol style="list-style-type: none"> 1) What order should words follow in a sentence? 2) What makes a sentence correct?

			<p>at home and at school,</p> <ul style="list-style-type: none"> • Play a language game on subject-verb agreement. Learners with speech difficulties could play at their level of functional ability 	
<p>Core-competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is enhanced as they construct sentences with the correct subject-verb agreement. • Learning to learn: The learner’s ability to develop relationships is enhanced as they play a language game on subject-verb agreement with peers. 				
<p>Values: Respect is enhanced as the learner waits patiently to take turns in constructing sentences using subject-verb agreement.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self- awareness): The learner’s self-awareness is developed as they construct sentences using objects at home and at school.</p>				
<p>Link to other Learning Areas: The learner applies knowledge of subject-verb agreement to learning of similar concept in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Handwriting: Long Words and Descenders (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) recognise aspects of good handwriting for effective communication, b) write words with ascenders and target letter-sound combinations <i>bl, br, ch,</i> and <i>cl</i>, in clear legible handwriting, c) advocate for the importance of writing clearly and legibly for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • Look at a sample text with good handwriting. • Point out aspects of good handwriting in a text. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Copy letter patterns of the target letter- sound combinations (bl, br, ch, cl), with peers. • Copy words related to the language pattern. • Write words related to the theme in response to a picture prompt. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body 	<ol style="list-style-type: none"> 1. Why should we write neatly and legibly? 2. How are the letters of the alphabet shaped?

			<ul style="list-style-type: none"> • Listen to a dictation on sentences using subject-verb agreement and write/type them 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is developed as they write words with descenders and target letter-sound combinations <i>bl</i>, <i>br</i>, <i>ch</i>, and <i>cl</i> in clear and legible handwriting. • Learning to learn: The learner’s ability to learn independently is enhanced as they practise writing clearly and legibly on their own. 				
<p>Link to Values: Respect is cultivated as the learner positively regards the effort of peers as they try to write clearly and legibly.</p>				
<p>Pertinent and Contemporary Issues: Learner Support Programme (Peer education and mentorship): The learner’s ability to mentor others is developed as they model good handwriting to peers.</p>				
<p>Links to other learning areas: The learner uses the writing skills to write clearly and legibly in other learning areas.</p>				

2.0 Sharing duties and responsibilities

Suggested vocabulary

share, duty, responsibility, sweep, mop, wash, duty rota, dishes, chores, spread, feed, animals, graze, set, clear, table

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; <ol style="list-style-type: none"> a) recognise words with the target letter-sound combinations (<i>'dr'</i>, <i>'fl'</i>, <i>'fr'</i> and <i>'gl'</i>) in sentences, b) pronounce the target letter-sound combinations (<i>'dr'</i>, <i>'fl'</i>, <i>'fr'</i> and <i>'gl'</i>) in words and sentences correctly, c) use the vocabulary learnt to communicate appropriately in various contexts, d) respond to simple specific three-directional instructions in oral communication, 	The learner is guided to: <ul style="list-style-type: none"> • listen to the teacher model or an audio recording the target letter- sound combinations (<i>'dr'</i>, <i>'fl'</i>, <i>'fr'</i> and <i>'gl'</i>) • Pronounce the target letter-sound combinations by taking turns. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Listen to and say tongue twisters with the target letter-sound combination. • Sing/hum/mime simple songs or recite poems with target letter-sound combinations. • Construct simple sentences 	Why should we pronounce words correctly?

		<p>e) realise the role of listening attentively and correct pronunciation for effective communication.</p>	<p>with peers using the new words and give feedback to each other. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.</p> <ul style="list-style-type: none"> • Dramatise or role play sharing of responsibilities and duties using vocabulary learnt. 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 dramatise or role-play in safe environment • Listen and respond to three directional instructions, with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to listen keenly and clearly is enhanced as they listen and respond appropriately to three directional instructions. • Collaboration: The learner’s ability to contribute to group activity is enhanced as they participate actively in role play with peers and observe the rules of engagement. 				

<p>Values: Responsibility is enhanced as the learner engages in assigned roles and duties at home and at school.</p>
<p>Pertinent and Contemporary Issues: Life skills (Self-awareness): The learner’s self-awareness is improved as they learn about the duties at home and at school.</p>
<p>Link to other Learning Areas: The learner will apply attentive listening skills in learning of other concepts in all learning areas.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.2 Reading</p>	<p>2.2.1 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 (‘<i>dr</i>’, ‘<i>fl</i>’, ‘<i>fr</i>’ and ‘<i>gl</i>’) for ease of reading,</p> <p>b) read a grade-appropriate text accurately, at the right speed and with expression,</p> <p>c) adopt reading simple, short texts from a variety of genres.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch a video or listen to an audio clip as teacher or peers model words featuring the target letter-sound combinations: ‘<i>dr</i>’, ‘<i>fl</i>’, ‘<i>fr</i>’ and ‘<i>gl</i>’. 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. 	<p>Why should we check our speed while reading?</p>

			<ul style="list-style-type: none"> • Pick out words containing the target letter-sound combinations from a written text. Learners with speech difficulties can pick out orally, by typing or writing. • Engage in timed reading of a text displaying appropriate expression, with peers. Learners with speech difficulties could be given more considerable time. • Read texts from different genres paying attention to punctuation, facial expressions, pace, pitch and volume, with peers. • 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"> • Digital literacy: The learner’s ability to interact with digital devices is enhanced as they watch a video clip and pick out words with the target letter-sound combination. • Learning to learn: The learner’s ability to learn independently is reinforced as they practise reading texts from different genres accurately, at the right speed and with expression. 				

Values: Respect is heightened as the learner appreciates the effort of peers as they engage in timed reading activity.
Pertinent and Contemporary Issue PCIs: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they read fluently.
Links to other learning areas: The learner is able to apply reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words related to the theme, b) make predictions and anticipate possible outcomes in a story for comprehension, c) use contextual clues to infer meanings of new words, d) answer direct and inferential questions for comprehension, e) adopt the reading texts for lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • Look at pictures and title of a text and say what will happen in the story. Learners with speech difficulties can say orally, by typing or writing. • Infer meanings of new words using contextual clues. • Discuss the text with peers and locate sentences containing answers to the direct questions based on the text. Learners with speech difficulties could use alternative and augmentative modes of communication. 	<ol style="list-style-type: none"> 1. How can we tell how a story/poem will end? 2. What can we do to understand the meaning of new words in a written text?

			<ul style="list-style-type: none"> • Learners to answer inferential questions based on the text read using contextual clues. • Make connections between events in the text and real life experiences. • Engage in a language game using the vocabulary learnt. Learners with speech difficulties could be given more considerable time. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner’s ability to make connections is enhanced as they relate the events in the texts to real life experiences. • Collaboration: The learner’s sense of teamwork is heightened as the learner actively participates in group discussions with peers while observing the rules of engagement. 				
<p>Values: Unity: Cooperation is enhanced as the learner works collaboratively with peers in group activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is improved during the answering of comprehension questions to show understanding.</p>				
<p>Links to other learning areas: The learner is able to apply comprehension strategies in reading of texts in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.3 Language use</p>	<p>2.3.1 Forms of verb ‘do’ (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify different forms of the verb ‘do’ in a print or digital text,</p> <p>b) use different forms of the verb ‘do’ to construct sentences for effective communication,</p> <p>c) realise the importance of using the different forms of the verb ‘do’ in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Listen for the forms of verbs ‘do’ from an audio recording/ video clip or as modelled by the peers or the teacher. 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. • Construct sentences related to the theme using the different forms of the verb ‘do.’ • Learners with speech difficulties could use alternative and augmentative modes of communication. • Recite poems/sing songs about the theme, while using the different forms of the 	<p>What duties do you like doing?</p>

			<p>verb 'do', with peers.</p> <ul style="list-style-type: none"> • Type sentences formed using the different forms of the verb 'do' onto a digital device in pairs. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • <i>Play</i> a language game with peers using the different forms of the 'verb to do.' Learners with speech difficulties could read at their level of functional ability. 	
<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 use the different forms of the verb 'do' to construct sentences. • Digital literacy: The learner's ability to interact with digital devices is enhanced as they type sentences on a digital device. 				
<p>Values: Unity: Cooperation is enhanced as the learner collaborates with peers in playing language games.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner's self-esteem is improved through the use of the various forms of the verb 'do' correctly in communication.</p>				

Link to other Learning Areas:

The learner is able to apply the knowledge acquired on the different forms of the verb ‘do’ in learning of similar concept in Kiswahili and Indigenous Languages Activities.

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 aspects of good handwriting for effective communication, b) write words related to the theme in clear and legible handwriting, c) acknowledge the importance of writing correctly, clearly and legibly for different purposes.	The learner is guided to: <ul style="list-style-type: none">• Look at sample of a text with good handwriting.• Identify aspects of good handwriting such as letter formation, spacing, alignment, capitalisation. Learners with speech difficulties can identify orally, by typing or writing.• Copy letter patterns of the target letter-sound combinations (dr, fl, fr and gl), with peers. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology.	What should we do to ensure we write legibly?

			<ul style="list-style-type: none"> • Write words related to the theme in response to a picture prompt. Learners with manipulation difficulties could type or use adapted writing tools. • Listen to a dictation on sentences using various forms of the verb ‘do’ and write/type them. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is enhanced as they write words related to the theme in good handwriting. • Learning to learn: The learner’s ability to learn independently is improved as they practise writing neatly and legibly on their own. 				
<p>Values: Respect is enhanced as the learner appreciates the effort of and assists peers who are struggling with handwriting.</p>				
<p>Pertinent and Contemporary Issues: Learner Support Programmes (Peer Education and Mentorship): The learner’s ability to mentor others is enhanced as they demonstrate aspects of good handwriting to peers.</p>				
<p>Links to other learning areas: The learner is able to apply the handwriting skills learnt in learning of similar concept in Kiswahili Language Activities.</p>				

3.0 Etiquette

Suggested vocabulary

good manners, thank you, sorry, excuse me, sorry, please, welcome, goodbye, hello, good morning, good afternoon, good evening, goodnight, best wishes

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; <ol style="list-style-type: none"> a) recognise words with the target letter-sound combinations ('cr', 'pl', 'st' and 'sn') in a text, b) pronounce words with the target letter-sound combinations correctly, c) use vocabulary related to the theme to communicate in various contexts, d) respond to simple specific three-directional instructions in oral communication, e) appreciate the importance of listening attentively for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • Identify and pronounce words and phrases with letter-sound combinations ('cr', 'pl', 'st' and 'sn') as modelled by the peers/teacher or in an audio recording. Learners with speech difficulties could be provided with variety of alternative corresponding activities. • Use words which have the target letter-sound combinations to create sentences. • Practise tongue twisters, rhymes or poems and pick out the target letter-sound combinations with peers. 	<ol style="list-style-type: none"> 1. How do we learn new words? 2. Why should we listen attentively?

			<p>Learners with speech difficulties could be provided with variety of alternative corresponding activities.</p> <ul style="list-style-type: none"> • Listen to audio/video recording of a conversation on etiquette and identify words related to the theme. 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. • Respond to simple specific three-directional instructions, • Play a language game involving matching vocabulary learnt to pictures. Learners with manipulation difficulties could play at their level of functional ability 	
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Core Competencies to be developed:

Communication: The learner’s ability to speak engagingly is enhanced as they use the polite words learnt in everyday conversations.

Values:

Responsibility is enhanced as the learner takes up assigned roles as they engage in activities with peers.

Pertinent and Contemporary Issues:

Life skills (Self- awareness): The learner’s self-awareness is enhanced as they learn words related etiquette and use them in every day communication.

Link to other Learning Areas:

The learner uses the skill of correct pronunciation in learning of similar concept in Kiswahili Language Activities.

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 (‘ cr ’ and ‘ pl ’, ‘ st ’ and ‘ sn ’) in preparation for reading, b) read a grade-appropriate text accurately, at the right speed and with expression, c) adopt reading simple, short texts in a variety of genres	The learner is guided to: <ul style="list-style-type: none"> • Recognise words with target letter-sound combinations (‘cr’ and ‘pl’, ‘st’ and ‘sn’) from a text. • Identify words with the target letter-sound combinations. Learners with speech difficulties 	Why is reading without hesitation important?

			<p>can identify orally, by typing or writing.</p> <ul style="list-style-type: none"> • Read a text displaying the right emotions and feelings, paying attention to punctuation and tone, with peers. <ul style="list-style-type: none"> • Learners with speech difficulties could use alternative and augmentative modes of communication. • Engage in timed reading, with peers and give positive feedback. Learners with speech difficulties could be given more considerable time. 	
<p>Core Competencies to be developed: Learning to learn: The learner’s ability to develop relationships is enhanced as they engage in timed reading with peers and give positive feedback.</p>				
<p>Values: Unity: Cooperation is improved as the learner works collaboratively with peers to read a text while paying attention to punctuation and tone.</p>				

Pertinent and Contemporary Issues:

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

Links to other learning areas:

The learner is able to apply the reading fluency skills acquired in learning of similar concept in Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify the main idea, topic/purpose of the text for inference, b) retell events in a story to check understanding, c) explain sequence of events in a text, d) realise the importance of reading a variety of texts for information.	The learner is guided to: <ul style="list-style-type: none"> • Read a story in print or digital form. • 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. • Pick the main idea or topic in the story. • List the characters in the story, with peers. • Discuss the setting of a story. • Learners with speech difficulties could use alternative 	How do we ensure we understand the events in a story?

			<p>and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Explain what happens in the beginning, middle and end of a story. • Retell content of the story in a few words using the five-finger model. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology when demonstrating using the 	
<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 in a few words using the five-finger model. • Creativity and imagination: The learner’s fluency skills are improved as they explain the events in the story from the beginning to the end in their own words. 				
<p>Values: Respect is enhanced as the learner accepts diverse opinions from peers during discussions.</p>				
<p>Pertinent and Contemporary Issues: Life skills (self-esteem): The learner’s self-esteem/confidence is enhanced as they creatively retell a story.</p>				
<p>Links to other learning areas: The learner applies comprehension strategies in reading of texts in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Language Use	3.3.1 Indefinite pronouns: (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify indefinite pronouns (nobody, anybody, somebody) in a text, b) use indefinite pronouns to construct sentences for effective communication, c) adopt using indefinite pronouns in day-to-day communication. 	The learner is guided to: <ul style="list-style-type: none"> • Listen to a story/poem/conversation read by the teacher or from digital devices, and identify the indefinite pronouns. • Engage in question-and-answer dialogues using indefinite pronouns, with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Create sentences using indefinite pronouns, with peers. • Participate in a language game involving the use of indefinite pronouns, with peers. Learners with speech difficulties could play at their level of functional ability 	How do we refer to other people without mentioning their names?

<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 use indefinite pronouns to construct sentences correctly. • Collaboration (Teamwork): The learner’s ability to work as a team is enhanced as they actively participate in question-and-answer dialogues with peers using indefinite pronouns.
<p>Values: Respect is enhanced as the learner understands and appreciates the opinion of peers during group activities.</p>
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they as they use indefinite pronouns correctly in communication.</p>
<p>Links to other Learning Areas: The learner is able to link the concept of indefinite pronouns to learning of similar concept in Kiswahili Language Activities.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	3.4.1 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,	The learner is guided to: <ul style="list-style-type: none"> • Look at a sample text of good handwriting, • In purposive groups, identify aspects of good handwriting in a text, • copy letter patterns of the target letter-sound combinations (‘cr’ and ‘pl’; ‘st’ and ‘sn), with peers. Learners with manipulation difficulties could be 	Why is it important to write neatly and legibly?

		c) value the importance of writing clearly and legibly for effective communication.	<p>purposely grouped/ paired/ individually to write/ stamp/ mount</p> <ul style="list-style-type: none"> • Listen to an audio on indefinite pronouns and pick them out, • Neatly write words related to the theme in response to a picture prompt. Learners with manipulation difficulties could write using any functional part of the body or appropriate Assistive technology with physical support. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is enhanced as they write words in clear and legible handwriting. • Learning to learn: The learner’s ability to learn independently is enhanced as they practise writing neatly and legibly on their own. 				
<p>Values:</p> <p>Respect is enhanced as the learner appreciates the effort of peers to write clearly and legibly and assists those with writing difficulties.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Learner Support Programmes (Peer Education and Mentorship): The learner’s ability to mentor others is enhanced as they demonstrate aspects of good handwriting to peers and assist them to write correctly.</p>				
<p>Links to other Learning Areas:</p> <p>The learner is able to apply the handwriting skill in learning of similar concept in Kiswahili Language Activities.</p>				

4.0 Child rights

Suggested vocabulary

labour, protect, education, food, clothing, health, environment, safe, home, relax, law, promote, wrong

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-sounds combinations (‘wr’, ‘pr’, ‘sm’, ‘st’) in given words for effective communication, b) articulate the words with the target letter-sound combinations (‘wr’, ‘pr’, ‘sm’, ‘st’) correctly, c) use new words related to the theme in relevant contexts, d) realise the importance of listening attentively and using correct pronunciation for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • identify words with the target letter sound combinations: ‘wr’, ‘pr’, ‘sm’, ‘st’ from an oral text, • Pronounce the target letter-sound combinations by taking turns as modelled by the peers, teacher, or audio recording. Learners with speech difficulties can identify orally, by typing or writing • Sing simple songs or recite poems with target letter-sound combinations, with peers. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Construct simple sentences with peers using the new words and review each other’s work. Learners with speech difficulties can identify 	Why should we pronounce words correctly?

			<p>orally, by typing or writing</p> <ul style="list-style-type: none"> • In purposive groups, role play issues related to child’s rights, with peers. Learners to be given roles according to their abilities 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 	
<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 oral texts, identify words with the target letter-sound combination and pronounce the words correctly. • Collaboration: Teamwork is enhanced as the learner actively participates in constructing simple sentences with peers and giving feedback while observing the rules of engagement. 				
<p>Values: Social justice is enhanced as the learner fosters inclusivity and non-discrimination as they engage in role play on issues related to child’s rights.</p>				
<p>Pertinent Contemporary Issues: Citizenship (Child’s Rights): The learner becomes aware of their rights as they acquire information on child’s rights.</p>				
<p>Links to other Learning Areas: The learner is able to use the attentive listening skills in learning of concepts in other learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Fluency (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 (wr, pr sm and st) in preparation for reading, b) read words with the target letter-sound combinations (wr, pr sm and st) correctly, c) value the importance of reading fluently in a variety of genres. 	The learner is guided to: <ul style="list-style-type: none"> • Recognise words with the sounds wr, pr sm and st from a text. Learners with speech difficulties could be given more time to recognize words. • Select words with the target letter sound combinations from a chart. • Read words with target letters- sound combinations. <ul style="list-style-type: none"> • Learners with speech difficulties could use alternative and augmentative modes of communication. • Practise reading sentences containing decodable and non-decodable words. • Engage in timed reading of a grade- appropriate text displaying the right facial expressions, feelings or 	What makes us read a story at a good speed?

			<p>emotions. Learners with speech difficulties could be given more considerable time.</p> <ul style="list-style-type: none"> • In purposive groups recite/mime/gesture a choral verse related to the theme, with peers. 	
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Core Competencies to be developed:

Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words on their own.

Values:

Unity is developed as the learner collaborates with peers in reciting of choral verses on child’s rights.

Link to Pertinent and Contemporary Issues:

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

Links to other Learning Areas:

The learner is able to apply the reading fluency skills acquired in learning of similar concepts in Kiswahili Language Activities.

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; a) predict the likely outcomes in a story for comprehension,	The learner is guided to: <ul style="list-style-type: none"> • Observe pictures and the title of a text and say what is likely to happen in the story, with peers. Learners with postural defects or short stature could be appropriately 	Why do we predict what will happen in a story before reading?

		<p>b) answer direct and indirect questions to check for understanding,</p> <p>c) adopt reading a variety of texts for information.</p>	<p>positioned for comfort and clear view.</p> <ul style="list-style-type: none"> • Infer meanings or use contextual clues to find the meaning of new words. • Answer direct question by locating sentences containing the answers. • Respond to indirect questions using context clues. • Connect events in the story with real- life experiences and discuss with peers. • <p>Learners with speech difficulties could use alternative and augmentative modes of communication.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is enhanced as they write correct answers to comprehension questions. • Creativity and imagination: The learner’s ability to make connections is enhanced as they relate the events in the story to real-life experiences. 				
<p>Values: Respect is cultivated in the learner as they appreciate and seek to understand the opinion of peers during discussions.</p>				

Link to Pertinent Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is enhanced as they predict the likely outcomes in the story correctly.

Links to other learning Areas:

The learner is able to apply the comprehension strategies learnt in reading of texts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Language Use	4.3.1 Subject- verb agreement – verb ‘do’ (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) select forms of the verb do from a text, b) use the forms of the verb do to show subject verb agreement, c) value the importance of subject verb agreement in well-formed sentences. 	The learner is guided to: <ul style="list-style-type: none"> • Listen to a story and pick out forms of the verb ‘do’ (do, does, did), • In purposive groups, answer questions based on the verb do, for example, <ul style="list-style-type: none"> -Do you love swimming? -Does he love swimming? -Did she go home? -Did they go home? Learners answer questions, those with speech difficulties could be given more time to answer. • Form sentences featuring do, does, did from a 	Why should we write correct sentences?

			<p>substitution table.</p> <ul style="list-style-type: none"> • Learners with speech difficulties could use alternative and augmentative modes of communication. • Rewrite sentences featuring, do, does in the past tense. Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount. Learners with manipulation difficulties could write using any functional part of the body or appropriate Assistive technology with physical support. • View pictures/charts showing actions by one person and others by more than one person and then answering questions. For example, <ul style="list-style-type: none"> - Kwamboka walks 	
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			<p>home every day. Does she walk home every day?</p> <ul style="list-style-type: none"> - She does her homework today. - She did her homework yesterday. - They do their homework every day. - She did the work. - Did they do the work? <ul style="list-style-type: none"> • Make sentences from substitution tables, with peers. <ul style="list-style-type: none"> • Learners with speech difficulties could use alternative and augmentative modes of communication. • in purposive pairs, construct sentences related to the theme using subject-verb agreement with peers and give feedback, • Play a language game (matching subjects with appropriate verbs) with peers. 	
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			Learners with speech difficulties could play at their level of functional ability	
Core-competencies to be developed:				
<ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is enhanced as they construct sentences with the correct subject-verb agreement. • Learning to learn: The learner’s ability to develop relationships is enhanced as they play a language game on subject-verb agreement with peers. 				
Values:				
Respect is enhanced as the learner waits patiently to take turns in constructing sentences using subject-verb agreement.				
Pertinent and Contemporary Issues:				
Life skills (Self- awareness): The learner’s self-awareness is developed as they construct sentences using objects at home and at school.				
Link to other Learning Areas:				
The learner applies knowledge of subject-verb agreement to learning of similar concept in Kiswahili and Indigenous Language Activities.				

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,	The learner is guided to: <ul style="list-style-type: none"> • look at sample of correct, clear, and legible handwriting of a text, • Write dictated words ensuring good handwriting and correct spelling. Learners with 	Why do we write neatly and legibly?

		<p>b) write words related to the theme in clear and legible handwriting,</p> <p>c) value the importance of writing clearly and legibly for effective communication.</p>	<p>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"> • Write/type/stamp phrases in response to a picture prompt related to the theme, • Write sentences related to the theme in good handwriting and with correct spelling. Learners with manipulation difficulties could say the sentences orally as the learner support assistant writes for them. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is improved as they write words in clear and legible handwriting.</p>				
<p>Values: Respect is enhanced as the learner works together with peers to write neat and legible sentences.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as their handwriting improves through practise in writing neatly and legibly.</p>				
<p>Links to other Learning Areas: The learner is able to use the aspects of good handwriting in learning of similar concept in Kiswahili Language Activities.</p>				

5.0 Occupations

Suggested vocabulary

work, teacher, nurse, doctor, farmer, banker, secretary, engineer, waiter, mason, tailor, mechanic, earn, employ, skills, job

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 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 combination (<i>'sl'</i>, <i>'st'</i>, <i>'sw'</i>, <i>'sp'</i>, <i>'thr'</i>) in sentences, b) pronounce the target letter-sound combination in words and sentences correctly, c) use the vocabulary learnt to communicate in various contexts, d) respond to simple specific three-directional instructions in oral communication, e) recognise the importance of listening attentively, 	The learner is guided to: <ul style="list-style-type: none"> • Listen to the teacher/audio recording and identify words with the target letter-sound combinations: (<i>'sl'</i>, <i>'st'</i>, <i>'sw'</i>, <i>'sp'</i>, <i>'thr'</i>). Learners with speech difficulties can identify orally, by typing or writing. • Pronounce words with the target letter-sound combinations, with peers. Learners with speech difficulties could use alternative and augmentative modes of communication • Use words with the target letter-sound combinations to create 	Why is it important to look at someone's face as they speak to you?

		<p>f) responding appropriately and understanding meanings of words in day-to-day life.</p>	<p>sentences,</p> <ul style="list-style-type: none"> • Listen to stories and identify words related to the theme, • Look for the meaning of vocabulary from pictorial dictionaries and practise using them in sentences, • Sing songs/ recite poems on the theme. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Watch a video with content related to the theme. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity. • In purposive groups, role play different occupations as they record the videos. Learners with manipulation difficulties to be given roles according to their level of functionality. 	
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			<ul style="list-style-type: none"> • Develop a talking tree using the vocabulary related to the theme, with peers. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology • Listen and respond to three-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 to oral texts, recognise words with the target letter-sound combinations and pronounce the words correctly. • Digital literacy: The learner’s ability to create with technology is enhanced as they role play different occupations and records the videos. 				
<p>Values: Unity: Cooperation is enhanced as the learner collaborates with peers to develop a talking tree using vocabulary learnt.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-awareness): The learner’s self-awareness is nurtured as they learn about different occupations.</p>				
<p>Link to other Learning Areas: The learner is able to apply the attentive listening skills in learning of other concepts in other learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.2 Reading	5.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify words with target letter-sound combinations (<i>'sl', 'st', 'sw', 'sp', 'thr'</i>), in preparation for reading, b) read a text related to the theme accurately, at the right speed with expression for fluency, c) realise the role of reading fluency in learning. 	The learner is guided to: <ul style="list-style-type: none"> • Read words with the target letter-sound combinations (<i>'sl', 'st', 'sw', 'sp', 'thr'</i>), with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • point out words with target letter-sound combinations from a text, • Engage in timed reading (90 words per minute) displaying the right emotions and feelings. Learners with speech difficulties could be given more considerable time. • Read a text paying attention to punctuation and tone. Learners with speech difficulties could read at their level • In purposive groups, read grade appropriate texts related to occupation in the library and share 	Why is it important to read fluently?

			what you have read with peers. Organize a safe conducive environment.	
Core Competencies to be developed:				
Learning to learn: The learner ability to learn independently is enhanced as they read texts on ‘Occupations’ and share what they have learnt with peers.				
Link to Values:				
Unity is encouraged as the learner cooperates with peers in carrying out group activities.				
Pertinent and Contemporary Issues:				
Life skills (Self-esteem): The learner’s self-esteem is improved as they read texts fluently.				
Links to other learning areas:				
The learner is able to apply reading fluency skills in learning of similar concept in Kiswahili Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify characters and setting in a text for comprehension, b) make predictions and anticipate possible outcomes of a story, c) use context clues to infer meanings of new words in a text, d) answer direct and indirect questions based on a text read,	The learner is guided to: <ul style="list-style-type: none"> • Look at pictures and title of a text and predict the likely order of events in a story, with peers. Learners with speech difficulties can predict orally, by typing or writing. • Talk about the setting and characters using a variety of clues, with peers. Learners with speech difficulties could be 	How do we tell what is going to happen next in a story?

		<p>e) share what they have read in a text.</p>	<p>given more time to share their views.</p> <ul style="list-style-type: none"> • infer meanings of new words in a story, • Read a story and answer direct question by locating sentences containing the answers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • respond to indirect questions using context clues, • point out the main idea, topic, purpose in a text, • 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: The learner improves their ability to make connections as they relate the events in the story with real-life experiences. • Communication: The learner’s ability to write clearly and correctly is enhanced as they write answers to comprehension questions correctly. 				

<p>Values: Respect is developed as the learner appreciates diverse opinions from peers during discussions.</p>
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is enhanced as they answer comprehension questions correctly to show understanding.</p>
<p>Links to other Learning Areas: The learner is able to apply the comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Language Use	5.3.1 Singular and plurals of irregular nouns (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify irregular nouns in a print/digital text, b) use singular and plural forms of irregular nouns to talk about the theme, c) realise the importance of irregular nouns in communication.	The learner is guided to: <ul style="list-style-type: none"> • Pick out irregular nouns and their plural forms from a text. Learners with speech difficulties can select orally, by typing or writing. • In purposive groups, form plurals of specific words taking the singular and plural forms of irregular nouns with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. 	How do we refer to things that are more than one?

			<ul style="list-style-type: none"> • Construct sentences about the theme using the plural forms of irregular nouns. Learners with speech difficulties could be given more time to construct sentences. • Listen to a story/poem and respond to questions based on singular and plural forms of irregular nouns, • Recite poems/read texts/sing songs containing plurals of irregular nouns, with peers. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to speak engagingly is enhanced as they construct correct sentences using singular and plurals of irregular nouns.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner collaborates with peers in group activities.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is enhanced as they improve in the use plural forms of irregular nouns.</p>				
<p>Links to other learning Areas: The learner is able to apply knowledge learnt on plurals of irregular nouns in learning of similar concept in Kiswahili Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.4 Writing</p>	<p>5.4.1 Hand Writing (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognise aspects of good handwriting for effective communication,</p> <p>b) write words with target letter-sound combinations (<i>'sl'</i>, <i>'st'</i>, <i>'sw'</i>, <i>'sp'</i>, <i>'thr'</i>), in clear and legible handwriting,</p> <p>c) appreciate the importance of writing clearly and legibly for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • look at samples of texts with good handwriting, • Identify aspects of good handwriting. Learners with speech difficulties can identify orally, by typing or writing • In purposive groups, copy letter patterns of words with the target letter-sound combinations (<i>'sl'</i>, <i>'st'</i>, <i>'sw'</i>, <i>'sp'</i>, <i>'thr'</i>), with peers. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. • Listen to a dictation on verbs in the present and past tense and write them. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology to write. 	<p>How do we write words and sentences neatly and legibly?</p>

			<ul style="list-style-type: none"> • Write/type/copy paste words related to the theme in response to a picture prompt, • Type words and phrases using digital devices, with peers. 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 ability to write clearly and correctly is enhanced as they write words in clear and legible handwriting. • Digital literacy: The learner’s ability to create with technology is improved as they type words and phrases on digital devices. 				
<p>Values: Respect is enhanced as the learner appreciates the effort of peers to write correctly and assist those with writing difficulties.</p>				
<p>Link to Pertinent and Contemporary Issues: Learner Support Programmes (Peer Education and Mentorship): The learner’s ability to mentor others is developed as they model good handwriting to their peers.</p>				
<p>Links to other Learning Areas: The learner uses the handwriting skills to learn similar concept in Kiswahili Language Activities.</p>				

6.0 Technology

Suggested vocabulary

Computer, record, type, information, internet, email, keyboard, network, send, receive, media, save, drop, mouse, drag, website, upload, draw.

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; <ol style="list-style-type: none"> a) recognise words with the target letter-sounds combinations (<i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>) in given words correctly, b) pronounce the words with the target letter-sound combinations in preparation for reading, c) use vocabulary words related to the theme in relevant contexts, d) respond to simple specific three-directional instructions in oral 	The learner is guided to: <ul style="list-style-type: none"> • Identify and pronounce words with letter- sound combinations sounds: (<i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>) as modelled by the peers/ teacher/ audio recording. • Learners with speech difficulties could use alternative and augmentative modes of communication. • In purposive pairs use words which have the target letter-sound combinations to create sentences, with peers, • Recite alliterative words that have the sounds (<i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>). • listen to audio/video recording of a conversation on technology and identify 	<ol style="list-style-type: none"> 1. What words do we use to talk about technology? 2. Why is it important to pronounce words correctly?

		<p>communication,</p> <p>e) grasp the importance of listening attentively and correct pronunciation for effective communication.</p>	<p>words related to the theme,</p> <ul style="list-style-type: none"> • respond to simple specific three-directional instructions, • Play in a language game with peers, matching the vocabulary learnt with pictures. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. 	
<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 listen or watch recordings and respond to them appropriately. • Communication: The learner’s ability to speak engagingly is developed as they use vocabulary related to technology in communication. 				
<p>Values:</p> <p>Unity: Cooperation is enhanced as the learner works collaboratively with peers during language games.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured enhanced as they listen attentively and responds appropriately to instructions.</p>				
<p>Links to other Learning Areas:</p> <p>The learner uses the skill of correct pronunciation to learn similar concept in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify words with the target letter-sound combinations (<i>/dr/, /gr/, /shr/</i>) in a text),</p> <p>b) read a text accurately, at the right speed and with expression,</p> <p>c) realise the importance of reading accurately, at the right speed and with expression for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Pick out words with letter-sound combinations: <i>/dr/, /gr/, /shr/</i>, from a chart. Learners with speech difficulties can pick out orally, by typing or writing. • Blend target sounds to read words with target letter-sound combinations, with peers. Learners with speech difficulties could use alternative and augmentative modes of communication • Read words with letters-sound combination correctly, • Read a text displaying the right facial expressions and tone. Learners with speech difficulties could read at their level of functional ability. • Engage in timed reading with peers taking appropriate pauses at punctuation marks, • Practise reading sentences containing decodable and non-decodable words, • Participate in reader’s theatre and record what you have read in a personal journal. 	<ol style="list-style-type: none"> 1. How should we read? 2. What benefits do we get in reading?

			Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Learning to learn: The learner’s ability to learn independently is heightened as they record what they have read in a personal journal. • Collaboration: Teamwork is developed as the learner participates actively in timed reading with peers, observing the rules of engagement. 				
Values:				
Respect is enhanced as the learner appreciates the effort of others as they engage in timed reading and give positive feedback.				
Link to Pertinent and Contemporary Issues:				
Life skills (Self-esteem): The learner’s self-esteem is boosted as they read texts fluently.				
Link to other Learning Areas:				
The learner applies the reading fluency skills acquired when reading texts in Kiswahili and Indigenous Language Activities.				

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 about a story based on the title and pictures,	The learner is guided to: <ul style="list-style-type: none"> • Predict what will happen after discussing the title and pictures in a story. Learners with speech difficulties can select orally, by typing or 	What do the pictures tell us about a story?

		<p>b) respond to direct and indirect questions to show comprehension,</p> <p>c) adopt reading pictures and texts for information.</p>	<p>writing.</p> <ul style="list-style-type: none"> • Infer meanings of new words in a text, • In purposive groups, answer direct questions by locating the sentences with the answers in a story, • Respond to indirect questions from a text using prior knowledge, • Summarize a story/poem/conversation and record. Learners with speech difficulties could be provided with variety of alternative corresponding activities of summarizing such as writing or typing. • Talk about their own experiences in relation to the story. Learners with speech difficulties could be given more time to talk about the story 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is improved as they write answers to comprehension questions correctly. • Creativity and imagination: The learner’s ability to make connections is developed as they talk about their own experiences in relation to the story.
<p>Values: Peace is enhanced as the learner displays tolerance with peers when working together.</p>
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is heightened as they make relevant predictions about a story based on the title and pictures.</p>
<p>Link to other Learning Areas The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Language activities</p>

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Language Use	6.3.1 Future time (will/shall) (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words that express future time/actions for effective communication,	The learner is guided to: <ul style="list-style-type: none"> • Recognise sentences with words that express future time from a text. • Learners with speech difficulties could use alternative and augmentative modes of communication. 	How would you talk about things that will happen tomorrow or later?

		<p>b) use ‘will’/‘shall’ to talk about future time/events,</p> <p>c) value the role of ‘will’ and ‘shall’ in communicating future time/intentions.</p>	<ul style="list-style-type: none"> • Talk/write about what they plan to do after school to express future time, • ask and answer questions using words that express future time, with peers, • Sing a song/rhyme using ‘will’ and ‘shall’. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Listen to story, poem or conversation read by the teacher and respond to questions using ‘will’/‘shall’. Learners with speech difficulties can respond orally, by typing or writing. 	
<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 use ‘will’/‘shall’ correctly to talk about future time/events. • Collaboration: Teamwork is enhanced as the learner actively participates in question and answer activity with peers using ‘shall’/‘will’. 				
<p>Values: Responsibility is developed as the learner takes up roles in question and answer activity with peers.</p>				

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is boosted as they use will/shall effectively in communication.

Links to other Learning Areas:

The learner links the concept of future time to learning of similar concept in Indigenous and Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Spelling (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> spell words with the target letter-sound combinations (<i>dr, gr, shr</i>) for effective writing, write words related to the target theme appropriately for legibility, adopt writing words clearly, legibly and correctly. 	Learner is guided to: <ul style="list-style-type: none"> Spell the words with the letter combinations <i>dr, gr, shr</i>. . <ul style="list-style-type: none"> Learners with speech difficulties could use alternative and augmentative modes of communication. Fill in a crossword puzzle using words with the target letter sound combinations. Learners with manipulation difficulties could use alternative functional part of the body to write or use adapted assistive technologies to fill the crossword. write/type the words related to the theme from a dictation, 	Why is correct spelling of words important?

			<ul style="list-style-type: none"> • make words related to the theme from jumbled letters, • Copy words legibly and correctly from charts/flash cards. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view • generate as many words as they can from a set of their names, with peers, • Participate in a spelling bee activity with peers. Learners with speech difficulties could spell at their level of functional ability a varying degree of difficulty 	
<p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is developed as they write words related to the theme correctly.</p>				
<p>Values: Unity: Co-operation is enriched as the learner collaborates with peers in spelling bee and other group activities.</p>				
<p>Link to Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is enhanced as they spell words correctly.</p>				
<p>Link to other Learning Areas The learner is able to link the concept of correct spelling of words to learning of similar concept in Kiswahili and Indigenous Language activities.</p>				

7.0 Safety

Suggested vocabulary

unusual, yell, dark, road, dangerous, safe, careful, help, danger, fear, risk, panic, threat, careless, report, stranger

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; <ol style="list-style-type: none"> a) recognise words with the target letter-sound combinations from an oral text, b) use new words in relevant contexts to talk about safety, c) respond to simple specific three-directional instructions in oral communication, d) realize the importance of listening attentively and correct pronunciation for effective communication. 	The learner is guide to: <ul style="list-style-type: none"> • Listen to a text featuring the target letter-sound combinations modelled by the teacher, peer or an audio recording. • Pick out and pronounce words or phrases with the target letter-sound combinations (dw , tw ,nk and sq) from the text. Learners with speech difficulties could use alternative and augmentative modes of communication. • Use words related to the theme to talk about safety. Learners with speech difficulties can 	<ol style="list-style-type: none"> 1. What words do we use to talk about safety? 2. Why is it important to pronounce words correctly?

			<p>talk orally, by typing or writing.</p> <ul style="list-style-type: none"> • Listen to the vocabulary used in short sentences/ short paragraphs/teacher read aloud stories and practise using it in a language game with peers. • In purposive groups, practise using vocabulary learnt to play language games with peers, • In purposive groups, engage in role play on stories related to safety, with peers. <p>Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices</p>	
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			by ensuring that they role-play in safe environment. <ul style="list-style-type: none"> Respond to simple specific three directional instructions. 	
Core Competencies to be developed: Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to oral text, recognise and pronounce words with the target letter-sound combinations correctly.				
Values: Responsibility is enhanced as the learner observes safety and precautions applying the knowledge learnt.				
Pertinent and Contemporary Issues: Socio-economic issues (Safety and security): The learner’s safety is enhanced as they learn vocabulary related to safety.				
Links to other Learning Areas: Listening skills and vocabulary builds language for use in 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				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Fluency (2	By the end of the sub strand, the learner should be able to; a) recognise words with the	The learner is guided to: <ul style="list-style-type: none"> Listen to words the target letter-sound 	1. Why is it important to read words properly?

	<p>lessons)</p>	<p>target letter-sound combinations in a written text,</p> <p>b) read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>c) adopt the reading a variety of texts for reading fluency.</p>	<p>combinations (dw, tw, nk and ‘sq’)from a digital device or as modelled by the teacher or peer.</p> <ul style="list-style-type: none"> • Identify and pronounce words and phrases with the target letter-sound combinations. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Read a text, displaying the right facial expressions and tone when reading. • Engage in timed reading a text (90 words per minute) taking appropriate pauses at punctuation marks. Learners with speech difficulties could be given more considerable time. • Practise reading sentences containing decodable and non-decodable words. 	<p>2. What helps someone to read fluently?</p>
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			<ul style="list-style-type: none"> Participate in a reader's theatre with peers where you read a text, story or poem related to the theme. Learners with speech difficulties could read at their level of functional ability. 	
<p>Core Competencies to be developed:</p> <p>Learning to learn: The learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words for reading fluency.</p>				
<p>Values:</p> <p>Responsibility is enhanced as learner acquires self-drive and practise reading fluently on their own.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner's self-esteem is nurtured as they acquire reading fluency skills.</p>				
<p>Link to other Learning Areas:</p> <p>The learner is able to apply the reading fluency skills in reading texts in Kiswahili Language Activities.</p>				
<p>Suggested Learning Resources:</p> <p>Audio recordings, assistive technology such as universal cuffs/wrist braces/arm braces, page-turners, adapted digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.3.1 Comprehension (2 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the main idea in a text to show comprehension, b) make predictions about a story based on the title and pictures for comprehension, c) respond to direct and indirect questions to show comprehension, d) adopt reading pictures and texts for information. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Look at pictures and read the title of a story to make predictions of what will happen in the text. • Read/ listen to a story from a digital device /as narrated by peers/teacher. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Respond to direct and indirect questions from a text in short simple sentences. • Learners with speech difficulties could use alternative and augmentative modes of communication. 	<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?

			<ul style="list-style-type: none"> • Get clues from the story read to answer direct and indirect questions. • Identify the main idea in a story, poem or conversation on safety, with peers. • Talk about their own experiences in relation to the theme and the story. Learners with speech difficulties can respond orally, by typing or writing. 	
<p>Core Competencies to be developed: Creativity and imagination: The learner’s ability to make connections is enhanced as they relate their own experience to the events in the story.</p>				
<p>Values: Unity is enhanced as the learner collaborates with others in group discussions.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self -esteem): The learner’s self-esteem is nurtured as they answer questions from a story correctly.</p>				
<p>Link to other Learning Areas The learner is able to apply reading comprehension strategies in reading of texts in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Pictures, adapted digital devices, assistive technology such as universal cuffs/wrist braces/arm braces,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Language Use	7.4.1 Conjunctions (but, because) (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify the target conjunctions from a written text, b) join phrases using the target conjunctions for effective communication, c) realize the importance of communicating ideas using the conjunctions. 	The learner is guided to: <ul style="list-style-type: none"> • Watch video clip/role and identify sentences and phrases with the target conjunctions. 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. • Use the conjunctions ‘but’ and ‘because’ in sentences. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Play a language game featuring the target conjunctions, with peers. Learners with) When do we use the words but/because in sentences?

			<p>speech difficulties could read at their level of functional ability.</p> <ul style="list-style-type: none"> • Take part in filling in a substitution table joining phrases using the conjunctions ‘but’ and ‘because’ with peers. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they use conjunctions ‘but’ and ‘because’ in sentences.</p>				
<p>Values:</p> <p>Social justice is enhanced as the learner fosters inclusivity and non-discrimination as they play language games with peers.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured as they communicate ideas using the target conjunctions.</p>				
<p>Links to other Learning Areas:</p> <p>The learner is able to apply the knowledge acquired in learning of similar concepts in Kiswahili and Indigenous Languages Activities.</p>				
<p>Suggested Learning Resources:</p> <p>Video clips, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices such as those with filter keys/key guards/larger mouse/head control input devices such as head wand</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Writing	7.4.2 Spelling (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise correct spelling of words with the target letter-sound combinations from a written text, b) write compound sentences related to safety using target conjunctions for clarity in communication, c) attempt to write clearly, and legibly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> ● Identify words with the target letter-sound combinations (dw-, tw-, -nk, and sq-) from a text. Learners with speech difficulties can identify orally, by typing or writing. ● Spell 4-6 letter words with the target letter-sound combinations from a dictation. Learners with speech difficulties could use alternative and augmentative modes of communication. ● Organise jumbled letters to make 4-6 letter words with the target letter-sound combinations. ● Spell 4-6 letter words related to the theme, with peers. ● Copy 4 -6 letter words legibly and correctly. Learners with manipulation difficulties could 	1. Why should we spell words correctly?

			<p>use adapted writing tools and materials, alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> • Form words using the target letter-sound combination, with peers. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and legibly is enhanced as they write compound sentences related to safety using the target conjunctions.</p>				
<p>Values: Unity is enhanced as the learner collaborates with peers in spelling activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they spell words correctly.</p>				
<p>Link to other Learning Areas: The learner is able to link the concept of correct spelling of words to learning of similar concept 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</p>				

8.0 Domestic animals

Suggested vocabulary

pasture, hay, water, donkey, goat, meat, milk, goose, cow, goats, shed, cattle, chicken, graze

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; <ol style="list-style-type: none"> a) recognise 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) use new words related to the theme in relevant contexts, d) respond to simple specific three- directional instructions in oral communication, 	The learner is guided to: <ul style="list-style-type: none"> • Identify and pronounce words and phrases with the target letter-sound combinations (-ft, -ct, -lt, -rd) as modelled by peers/ teacher/audio recording.. Learners with speech difficulties could use alternative and augmentative modes of communication. • Use words which have the target letter- sound combinations to talk/write/type about caring for domestic animals, with peers. • Construct sentences using the new words. 	<ol style="list-style-type: none"> 1. What words do you use to talk about domestic animals? 2. Why is correct pronunciation important in speech?

		e) realize the importance of listening attentively and correct pronunciation in communication.	<ul style="list-style-type: none"> • Recite rhymes/ sing songs using the vocabulary related to the theme, with peers. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Match vocabulary learnt to pictures and objects. • Respond to specific three-directional instructions in oral communication. 	
Core Competencies to be developed:				
Learning to learn: The learner's self-discipline is enhanced as they collaborate with peers to recite rhymes/sing songs using the vocabulary related to the theme.				
Values:				
Love: Sharing is enhanced as the learner shares resources with peers in group activities.				
Pertinent and Contemporary Issues:				
Life skills (Self-esteem): The learner's esteem is nurtured as they listen and respond to instructions appropriately.				
Link to other learning areas:				
The learner is able to apply the attentive listening skills to learning of other concepts in other learning areas.				
Suggested Learning Resources:				
Pictures, objects, audio recordings, assistive technology adapted digital devices				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify words with the target letter-sound combinations from an oral text, b) pronounce words accurately when reading a text, c) read a grade- appropriate text accurately, at the right speed and with expression, d) realize the importance of reading fluently in effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Identify words with the target letter-sound combinations (-ft, -ct, -lt, -rd). Learners with speech difficulties can identify orally, by typing or writing. • Read words with the target letter-sound combinations. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Read a text, displaying the right facial expressions and tone when reading. • Engage in timed reading taking appropriate pauses at punctuation marks. Learners with speech difficulties could be given more considerable time. • Recite poems about caring for domestic animals, with peers. 	<ol style="list-style-type: none"> 1. Why should we read fluently? 2. Why do we pause when we read?

			<ul style="list-style-type: none"> • Read sentences containing decodable and non-decodable words. • Participate in a readers theatre where he or she reads some lines or stanzas of a poem. Organize a safe conducive environment. 	
<p>Core competencies to be developed: Collaboration: Team work is enhanced as the learner participates in group activities observing the rules of engagement.</p>				
<p>Values: Peace: Care is developed as the learner displays tolerance with peers during group activities.</p>				
<p>Pertinent and Contemporary Issues: Socio-economic issues (Animal Welfare Education): The learner acquires information on how to take care of domestic animals as they recite poems on care of animals.</p>				
<p>Link to other Learning Areas: The learner applies the reading fluency skills learnt as they read texts in Kiswahili Language Activities.</p>				
<p>Suggested Learning Resources: Sample poems, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners,</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; <ol style="list-style-type: none"> a) identify the sequence of events in a text show comprehension, b) make predictions about a story based on the title and picture, c) respond to direct and indirect questions about a text to show comprehension, <ol style="list-style-type: none"> a) realize the importance of reading fluently for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • Predict what will happen in a story, based on the title and pictures in the text. Learners with speech difficulties can predict orally, by typing or writing. • Read/ listen to a story from a digital device /as narrated by peers/teacher. • Get clues from the story read to answer direct and indirect questions. • In purposive groups, answer direct and indirect questions from a text. • Retell a story related to the theme, in with peers. • Share their own experiences in relation to the story, with peers. • Learners with speech difficulties could use alternative and augmentative 	<ol style="list-style-type: none"> 1. What do the pictures tell us about the story? 2. What do you think will happen in the story?

			modes of communication.	
<p>core competencies to be developed: Communication: the learner’s ability to speak engagingly is enhanced as they retell a story related to the theme. creativity and imagination: the learner practises making connections as they share their own experiences in relation to the story</p>				
<p>values: Unity: cooperation is enhanced as the learner collaboratively discusses care for domestic animals.</p>				
<p>Pertinent and Contemporary Issues: Socio-Economic and Environmental issues (Animal Welfare Education): The learner acquires information on animal welfare as they read texts on how to take care of domestic animals.</p>				
<p>Link to other Learning Areas: The learner applies reading comprehension skills in reading of texts in Kiswahili and Indigenous Language Activities.</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 such as those with filter keys/key guards/larger mouse/head control input devices such as head wand</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Language use	8.3.1 Quantifiers (some, many, no, all, any) (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) distinguish sentences with quantifiers in a written text, b) use quantifiers in sentences to talk about care for animals, c) attempt to use quantifiers in sentences to convey different meanings. 	The learner is guided to: <ul style="list-style-type: none"> • In purposive pairs, read a text based on the theme in turns, • Identify quantifiers as used in a variety of sentences. Learners with speech difficulties can identify orally, by typing or writing. • Ask and answer questions using the quantifiers in sentences. • Observe pictures related to the theme and construct sentences using quantifiers, with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Generate sentences from a substitution table. 	Which words do you use to talk about things that can be counted?

			<ul style="list-style-type: none"> Type sentences with quantifier 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> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they use quantifiers in sentences.</p> <p>Digital literacy: The learner’s ability to create with technology is enhanced as they type sentences with quantifier on a digital device.</p>				
<p>Values:</p> <p>Unity: Cooperation is enhanced as the learner works collaboratively with peers.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured as the learner uses quantifiers in sentences correctly.</p>				
<p>Link to other Learning Areas:</p> <p>The learner is able to link the concept of use of quantifiers in learning of similar concept in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources:</p> <p>Pictures, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	8.4.1 Spelling (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) spell words with the target letter-sound combinations for effective writing, b) write words clearly and legibly, c) adopt writing words clearly, legibly and correctly. 	The learner is guided to: <ul style="list-style-type: none"> • Spell the words with the target letter-sound combinations (-ft, -ct, -lt, -rd). Learners with speech difficulties could use alternative and augmentative modes of communication. • Make words related to the theme from jumbled letters, with peers. • Write 4-7 letter words from a dictation. Learners with speech or manipulation difficulties can type or use adapted writing tools. • Copy words legibly and correctly. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. 	What is the importance of correct spelling?

			<ul style="list-style-type: none"> Form words using letters of their names, with peers. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to write clearly and correctly is enhanced as they spell words correctly.</p>				
<p>Values:</p> <p>Unity: Cooperation is enhanced as the learner actively takes part in group activities with peers.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner acquires high level of self-esteem as they spell words correctly.</p>				
<p>Link to other Learning Areas:</p> <p>The learner is able to link the concept of correct spelling of words in learning of similar concepts in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources:</p> <p>Assistive technology such as universal cuffs/wrist braces/arm braces,</p>				

9.0 Wild animals

Suggested vocabulary

lion, giraffe, buffalo, rhino, antelope, cheetah, elephant, calm, calf, jump, camp, trumpet, chimpanzee, wild, hunt, prey

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)	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, a) use new words related to the theme in relevant	The learner is guided to: <ul style="list-style-type: none"> • Read words and phrases with target letter- sound combinations as modelled by the peers/ teacher or audio recording. Learners with speech difficulties could use alternative and augmentative modes of 	<ol style="list-style-type: none"> 1. What can we tell from people’s faces and hand movements as they talk? 2. What words do we use to talk about wild animals?

		<p>contexts,</p> <p>b) respond to simple specific three-directional instructions in oral communication,</p> <p>c) realize the importance of using the new words in conversations for effective communication.</p>	<p>communication.</p> <ul style="list-style-type: none"> • Identify words with the target letter-sound combinations (-lk, -lf, -lm, -mp). Learners with speech difficulties can identify orally, by typing or writing. • Recite rhyming words that have the target letter-sound combinations. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Listen to the vocabulary used in short sentences, short paragraphs, teacher read aloud stories and practise using it in a language game with peers. Learners with speech difficulties could read at their level of functional ability. 	
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			<ul style="list-style-type: none">• In purposive groups, play a language game with peers using the new words. Learners with manipulation difficulties could use alternative functional part of the body or use adapted digital devices to play or be assisted by peers, learner support assistant to play games.• Use the vocabulary learnt to talk talk/write/type about wild animals, with peers, about wild animals, with peers.• Match vocabulary learnt to pictures,• Respond to simple specific three- directional instructions.	
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<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they use the vocabulary learnt to talk about wild animals.</p>
<p>Values:</p> <p>Integrity is enhanced as the learner exhibits fairness during language game with peers.</p>
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured as they interpret and responds to instructions correctly.</p>
<p>Links to other Learning Areas:</p> <p>The learner is able to apply the attentive listening skills and correct pronunciation of words to learning of similar concepts in Kiswahili and Indigenous Language Activities.</p>
<p>Suggested Learning Resources:</p> <p>Assistive technology such as universal cuffs/wrist braces/arm braces,</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 from a written text, b) read a grade-appropriate text accurately, at the right	The learner is guided to: <ul style="list-style-type: none"> Recognise words with the target letter-sound combinations (-lk, -lf, -lm, -mp) from a chart. Learners with speech difficulties can 	<ol style="list-style-type: none"> Why is it important to read words properly? What makes it difficult to read well?

		<p>speed and with expression,</p> <p>c) realize the importance of reading a variety of grade-level texts fluently.</p>	<p>recognise orally, by typing or writing.</p> <ul style="list-style-type: none"> • Select words with the target letter-sound combinations from a chart, with peers. • Read sentences containing decodable and non-decodable words. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Engage in timed reading taking appropriate pauses at punctuation marks as they read a text. Learners with speech difficulties could be given more considerable time. • In purposive groups, recite a poem with peers about wild animals. 	
<p>Core competencies to be developed:</p> <p>Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading texts at the right speed, displaying the right facial expressions and tone.</p>				

<p>Values: Responsibility is enhanced as the learner takes up role in reciting a poem with peers about wild animals.</p>
<p>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: The learner’s ability to use the reading fluency skills acquired is enhanced as they read texts in Kiswahili and Indigenous Language Activities.</p>
<p>Suggested Learning Resources: Charts, sample poems, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners,</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) make predictions about a story based on the title and pictures, b) respond to direct and indirect questions about a text to show comprehension, c) visualise characters, events, and places for comprehension,	The learner is guided to: <ul style="list-style-type: none"> • Brainstorm with peers the possible outcomes of the story based on the title and pictures. Learners with speech difficulties can predict orally, by typing or writing. • Identify the characters and setting of a story. • Learners with speech difficulties could use alternative and 	<ol style="list-style-type: none"> 1. What do you think will happen in this story? 2. How do we tell the characters in a story?

		d) adopt reading pictures and texts for information.	<p>augmentative modes of communication.</p> <ul style="list-style-type: none"> • Locate sentences in the text to respond to direct questions, • Answer indirect questions from the text read using contextual clues, • Develop a concept map with peers from the text read, • In purposive pairs ,retell a story to peers in a few words 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they retell the story to peers in a few words.</p> <p>Creativity and imagination: The learner’s ability to make connections is enhanced as they predict events/outcomes of a story based on the title and pictures.</p>				
<p>Values:</p> <p>Unity: Cooperation is enhanced as the learner collaborates with peers to develop a concept map from the text read.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured as they respond to direct and indirect questions from a text correctly.</p>				
<p>Link to other Learning Areas:</p> <p>The learner is able to apply the comprehension strategies in reading of texts 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, adapted digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Language Use	9.3.1 Opposites (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the opposites of different words for effective communication,</p> <p>b) use opposites to construct sentences related to the theme,</p> <p>c) realize the role of opposites in communicating ideas.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Identify opposites from a group of words in a text. Learners with speech difficulties can identify orally, by typing or writing. • Tell stories about wildlife conservation using the opposites of a variety of words, with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Construct sentences using the opposites of words related to the theme, with peers. • Use opposites to respond to questions from a story, poem or a conversation. 	<p>Why is it important to learn about opposites of words?</p>

			<ul style="list-style-type: none"> • Play a language game that involves identifying opposites of different words. Organize a safe conducive environment. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they construct sentences using the opposites of words.</p>				
<p>Values:</p> <p>Social justice is enhanced as the learner fosters inclusivity and non-discrimination as they play language games with peers.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured as they use opposites of words in speech correctly.</p>				
<p>Links to other Learning Areas :</p> <p>The learner applies the concept of opposites in learning of similar concepts in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources:</p> <p>Video clips, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p>				

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; <ol style="list-style-type: none"> a) recognise the comma in a text related to the theme, b) use the commas correctly in writing lists of items, c) adopt the use of the commas in writing. 	The learner is guided to: <ul style="list-style-type: none"> • Recognise commas from a text 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 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. • Use comma correctly in writing exercises, with peers. • Use commas to write lists of items/ names, with peers. Learners with manipulation 	<ol style="list-style-type: none"> 1. Which five wild animals are found in Kenya? 2. How do we decide where to pause when reading a text?

			<p>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"> • Role play conversations in which comma is used and then write down some sentences in pairs/groups. 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. • Write down some sentences using the comma to separate list of items. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. 	
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<p>Core Competencies to be developed: Collaboration: Teamwork is enhanced as the learner actively participates in role play conversations with peers observing the rules of engagement.</p>
<p>Values: Love is enhanced as the learner portrays a caring attitude towards the peers as they work together.</p>
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they use of the commas in writing.</p>
<p>Links to other Learning Areas: The learner is able to comma correctly in writing lists of items 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</p>

10.0 Festivals

Suggested vocabulary

wedding, birthday, Christmas, Easter, Idd, Diwali, food, tent, guests, invite, weekend, party, music, dance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.1 Listening and Speaking	10.1.1 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 words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) realise the importance of listening attentively for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • Listen to a text and point out words featuring the target letter- sound combinations:- mb, - nt, -nd, -nch. Learners with speech difficulties can point out orally, by typing or writing. • Practise saying words with the target letter-sound combinations, with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Recite rhyming words that have the target letter-sound combinations. Learners with speech difficulties could use 	<ol style="list-style-type: none"> 1. Why do we learn new words? 2. How can we pronounce words correctly?

			<p>residual speech, hum, mime or use alternative mode of communications.</p> <ul style="list-style-type: none"> ● Construct simple sentences with peers using the new words and give feedback. ● Develop a talking tree using the vocabulary related to the theme, with peers. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. ● Respond to simple specific three-directional instructions. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to a text and point out words featuring the target-letter sound combinations. Collaboration: Teamwork is enhanced as the learner works collaboratively with peers to develop a talking tree observing the rules of engagement.</p>				
<p>Link to Values: Respect is enhanced as the learner appreciates the effort of peers in constructing sentences and gives positive feedback.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they respond to three- directional instructions appropriately</p>				

Link to other Learning Areas:

The learner is able to apply attentive listening in learning of concepts in other learning areas.

Suggested Learning Resources:

Sample Talking Tree, Assistive Technology Such As Universal Cuffs/Wrist Braces/Arm Braces, Weighted Pencil/Pen Grips, Page-Turners,

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; <ol style="list-style-type: none"> 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) realize the importance of reading accurately, at the right speed and with expression for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • Select and read words with the target letter-sound combinations from a text: ‘mb’, ‘nt’, ‘nd’ and ‘nch’. Learners with speech difficulties could select orally, by typing or writing. • Practise reading sentences containing decodable and non-decodable words. Learners with speech difficulties could use alternative and augmentative modes of communication • Engage in timed reading (at 90 words 	<ol style="list-style-type: none"> 1. Why should we read fluently? 2. How can we improve our reading speed?

			<p>per minute) with peers. Learners with speech difficulties could be given more considerable time.</p> <ul style="list-style-type: none"> • Read a text displaying the right facial expression and tone when reading. • Participate in a readers theatre where he or she reads some lines or stanzas of a poem. Organize a safe conducive environment. 	
<p>Core competencies to be developed:</p> <p>Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading texts at the right speed and with right expressions.</p>				
<p>Values:</p> <p>Respect is enhanced as the learner appreciates the effort of peers during timed reading and gives positive feedback.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured as they acquire reading fluency skills.</p>				
<p>Link to other Learning Areas:</p> <p>The learner is able to apply the reading fluency skills acquired in learning of similar concepts in Kiswahili 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, adapted digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	10.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) make predictions about a story based on the title and picture, b) visualise characters and events in a text to show comprehension, c) adopt reading pictures and texts for information. 	The learner is guided to: <ul style="list-style-type: none"> • Look at the pictures, title and discuss what they think will happen in the story. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Read the text and answer direct questions by locating sentences in the story with the answers. • Respond to indirect questions using context clues. • Visualise and draw characters and events in a text with peers. Learners with manipulation difficulties could use adapted draw tools and materials, alternative functional parts of the body or use assistive 	<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?

			technology. <ul style="list-style-type: none"> • Share the pictures with your peers and give feedback, • Talk/type/write about their own experiences in relation to the story. 	
Core Competencies to be developed: Creativity and imagination: The learner’s ability to make connection is enhanced as they talk about their own experiences in relation to the story.				
Values: Respect is enhanced as the learner appreciates the pictures drawn by peers and gives positive feedback shows.				
Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is enhanced as they answer comprehension questions correctly.				
Link to other Learning Areas: The learner is able to apply comprehension strategies in reading of texts in Kiswahili and Indigenous Language Activities.				
Suggested Learning Resources: Sample pictures, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 Language use	10.3.1 Prepositions (next to, around, near, by, along, after, under) (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify prepositions in an oral text, b) use prepositions to describe the position, location and direction of things accurately, c) realize the use of prepositions to describe the position and location of people, places and things. 	The learner is guided to: <ul style="list-style-type: none"> • Identify the target prepositions (<i>next to, around, near, by, along, after, under</i>) in a written or audio text, • Describe the positions of different objects in the classroom, at school or home. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Listen to and answer oral questions related to prepositions in a story/poems/song, • Place objects at different points in relation to the prepositions learnt and ask their peers to use suitable prepositions to 	<ol style="list-style-type: none"> 1. Where are different things in the classroom placed? 2. Where do you keep different things at home?

			<p>describe their location, Organize accessible and safe environment.</p> <ul style="list-style-type: none"> ● Construct sentences using prepositions in relation to a prompt and give feedback. ● Sing short songs/rhymes that contain prepositions. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. ● Play language games involving prepositions. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. 	
<p>Core Competencies to be developed: Collaboration: The learner’s teamwork spirit is enhanced as they constructing sentences with peers using prepositions and give feedback.</p>				
<p>Values: Social justice is enhanced as the learner fosters inclusivity and non-discrimination to peers as they play language games featuring prepositions.</p>				

<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they use prepositions correctly in communication.</p>
<p>Links to other Learning Areas : The learner is able to apply the knowledge acquired on prepositions to learning of similar concepts in Kiswahili Language Activities.</p>
<p>Suggested Learning Resources: Objects, assistive technology such as universal cuffs/wrist braces/arm braces,</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Writing	10.4.1 Punctuation (2 lessons)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a) recognise the target punctuation marks in a text, b) use the target punctuation marks correctly in writing, c) adopt the use of punctuation marks in writing. 	The learner is guided to: <ul style="list-style-type: none"> • Identify the <i>capital letters, full stops, question marks and exclamation marks</i> from sample writings on wall charts/chalk board/digital or print resources. Learners with speech difficulties can identify orally, by typing or writing. • Practise using the target punctuation marks correctly in written exercises/ typed, with peers. • Play games that 	<ol style="list-style-type: none"> 1. Which questions do people ask when they have been invited for a festival? 2. How do we write sentences correctly?

			<p>involve placing the target punctuation marks correctly in a text.</p> <ul style="list-style-type: none"> • Write/<i>type</i> sentences using the target punctuation marks. • Engage in role play in which target punctuation marks are used, 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. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to write clearly and correctly is enhanced as they use punctuation marks correctly in writing.</p> <p>Learning to learn: The learner’s self- discipline is enhanced as they practice using the target punctuation marks correctly in writing on their own.</p>				
<p>Values:</p> <p>Unity: Cooperation is enhanced as the learner actively engages in role play activities with peers.</p>				

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner’s self-esteem is nurtured as they use the target punctuation marks correctly.

Link to other Learning Areas:

The learner will apply the knowledge on punctuation marks in learning of similar concepts in Kiswahili and Indigenous Language activities.

Suggested Learning Resources:

Sample punctuated 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

11.0 Play time and games

Suggested vocabulary

games, break, kick, ankle, kind, find, field, win, toys, play, together, rough, score, attend, tired

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>11.1 Listening and Speaking</p>	<p>11.1.1 Pronunciation and Vocabulary (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) recognise words with the target letter-sound combinations in an oral text, b) pronounce words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) realise the importance of using the new words in conversations for effective communication. 	<p>The learners are guide to:</p> <ul style="list-style-type: none"> • Identify and pronounce words and phrases with the target letter- sound combinations -nkl, -pt,-nth, -nd as modelled by the peers/ teacher or audio recording. Learners with speech difficulties could use alternative and augmentative modes of communication. • Listen to the new words in short sentences/ short paragraphs/ teacher read aloud stories and give their meanings. • Construct sentences using the new words to talk about play time and games. • Practise the new words in a language game of 	<ul style="list-style-type: none"> 1. What can we tell from people’s faces and hand movements as they talk? 2. What words do you use to talk about playtime and sports?

			<p>matching vocabulary and pictures, with peers.</p> <ul style="list-style-type: none">• Recite rhymes/sing songs, using the vocabulary related to the theme. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.• Interpret facial expressions and gestures in Posters/digital pictures/demonstration. 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.	
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			<ul style="list-style-type: none"> • Listen and respond to simple specific three-directional instructions 	
<p>Core Competencies to be developed:</p> <p>Creativity and imagination- learner practices making connections as they interpret facial expressions and gestures in posters/digital pictures/demonstration.</p> <p>Learning to learn- learner’s ability to develop relationships is enhanced as they collaboratively practise the pronunciation of words with target letter-sound combinations.</p>				
<p>Values:</p> <p>Respect patience is enhanced as the learners take turns to listen to peers during group or pair discussions or activities.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills(self-esteem) – learner acquires high level of enhanced self-esteem as they interpret and respond to instructions appropriately</p>				
<p>Links to other Learning Areas:</p> <p>Correct pronunciation for effective communication is emphasized in Kiswahili and Indigenous Language Activities</p>				
<p>Suggested Learning Resources:</p> <p>Audio recordings, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</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 the target letter-sound combinations in preparation for reading in a written text,</p> <p>b) read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>c) adopt reading simple short narratives for information.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Pick out words with the target letter-sound combinations: - <i>nkl</i>, -<i>pt</i>, -<i>nth</i>, -<i>nd</i> from a text, • Read the words with letter-sound combinations aloud, in turns. Learners with speech difficulties could use alternative and augmentative modes of communication. • Read a text, displaying the right facial expressions and tone when reading, • Engage in timed reading taking appropriate pauses at punctuation marks as they read a text. Learners with speech difficulties could be given more considerable time. • Practise reading sentences containing decodable and non-decodable words, 	<ol style="list-style-type: none"> 1. What makes it easy to read well? 2. What helps someone to read fluently?

			<ul style="list-style-type: none"> • In purposive groups, participate in a reader's theatre with peers. 	
<p>Core competencies to be developed: Learning to learn- learner's self-discipline is enhanced as they practise time reading collaboratively to develop fluency in reading.</p>				
<p>Values: Unity: Cooperation is nurtured as the learner works collaboratively with peers during group activities.</p>				
<p>Pertinent and Contemporary Issues: Citizenship (social cohesion)- is enhanced as the learner cooperatively takes turns to read with peers.</p>				
<p>Link to other Learning Areas: Fluency is applied when reading texts in class for information in Kiswahili 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</p>				

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 about a story based on the title and picture, b) infer meanings of new words using contextual clues, c) respond to direct and indirect questions from a text for comprehension, d) summarise information from a text for comprehension, e) adopt to read pictures and texts for information.	The learner is guided to: <ul style="list-style-type: none"> • In purposive pairs, look at the story title and pictures and guess what will happen in the story. • In purposive groups, get meanings of new words using contextual clues. • In purposive groups, respond to direct and indirect questions from a text • Retell a story, poem or conversation based on the theme with peers. Learners with speech difficulties could use alternative and augmentative modes of communication. • Summarise the story read in one sentence. Learners with speech difficulties could be allowed extra time to make presentations 	<ol style="list-style-type: none"> 1. What do you think will happen in the story? 2. What do you think we shall learn from the story?

			<ul style="list-style-type: none"> • Talk about their own experiences in relation to the story. Learners with speech difficulties can respond orally, by typing or writing. • Role play scenarios in a 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: Creativity and imagination-learner’s ability to undertake tasks that require exploring new ideas to summarise a story in one sentence.</p>				
<p>Values: Responsibility: self-drive is nurtured as the learner takes initiative to get clues from the story read to answer indirect questions.</p>				
<p>Pertinent and Contemporary Issues: Safety and Security (Social and Environmental studies) – is enhanced as the learner gains and uses information about safety during playtime and games.</p>				
<p>Link to other Learning Areas Comprehension skills are applicable in Kiswahili and Indigenous Language Activities.</p>				

Suggested Learning Resources:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.3 Language use	11.3.1 Comparatives and superlatives (-er and –est) (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise comparatives and superlatives used to describe people and things from a text, b) use comparatives and superlatives for effective communication, c) realise the importance using comparatives and superlatives to describe people, things and places.	The learner is guided to: <ul style="list-style-type: none">• Read a story/poem/conversation from a text book or a digital device.• Learners with speech difficulties could use alternative and augmentative modes of communication.• Identify comparatives and superlatives used in various sentences within the text Learners with speech difficulties can identify orally, by typing or writing.• Talk/write/type about objects/people using superlatives and comparatives with peers,	Which words can we use when comparing ourselves with others?

			<ul style="list-style-type: none"> • Construct sentences using comparatives and superlatives with peers. • Role play a scenario related to the theme using comparatives and superlatives. 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 • Play a language game that require the use of comparative and superlatives. Organize a safe conducive environment. 	
<p>Core Competencies to be developed: Communication: learner’s ability to speak engagingly is enhanced as they talk with peers about objects/people using superlatives and comparatives.</p>				

Values:

Unity: Cooperation is enhanced as the learner collaborates with peers on varied tasks.

Pertinent and Contemporary Issues:

Life skills (self -esteem) –learner’s esteem is nurtured as they use comparatives and superlatives correctly.

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Writing	11.4.1 Guided Writing (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise the names of the objects in pictures related to the theme, b) write names from picture prompts to demonstrate mastery of vocabulary, c) realize the importance of writing correctly	The learner is guided to: <ul style="list-style-type: none"> • Name different objects in pictures provided. • Respond to the prompts presented and write names of objects. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Draw/trace/stamp, colour and name the objects related to the theme, with peers. Learners with manipulation difficulties could use adapted drawing and colouring tools and materials, 	Why is it important to correctly write names of objects?

			<p>alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> • Fill in gaps using the correct words. • Match pictures with their names. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. 	
<p>Core competencies to be developed Creativity and imagination- learner’s ability to explore new ideas is enhanced as they draw objects, colour them and respond to picture prompts.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner collaborates with others in group activities.</p>				
<p>Pertinent and contemporary Issues: Life Skills (self- esteem) learner’s esteem is nurtured as they name objects correctly.</p>				
<p>Link to other Learning Areas: Naming objects is taught in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Picture, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, adapted drawing tools and materials, page-turners, adapted digital devices</p>				

12.0 Technology

Suggested vocabulary

mobile phone, tablet, charge, power, battery, cable, keyboard, type, send, receive, delete, press, group, print

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.1 Listening and Speaking	12.1.1 Punctuation and Vocabulary (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) recognise the target letter -sound combinations in given words for effective communication, b) pronounce words with the target letter-sound combinations in preparation for reading, c) articulate vocabulary related to the theme correctly, d) use vocabulary related to the theme in relevant contexts, e) realize the importance of listening attentively, responding appropriately for 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Listen attentively for the target letter sounds combinations (gr- pr- , -ew’) in different words from an audio recording. • Say words with the target letter sound combination and record using digital devices. Learners with speech difficulties could use alternative and augmentative modes of communication. • Listen to the new words in short sentences/short paragraphs/teacher-read stories and write them down, • In purposive groups, collaboratively give the meaning of the words based on the context 	<p>Why should we listen attentively when other people are talking?</p>

		<p>effective communication.</p>	<ul style="list-style-type: none"> • Practise new words in response to picture cues. • Dramatise scenarios using the vocabulary words to talk about technology and record each other. 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. • Practise the new words in a language game of matching vocabulary and pictures, with peers. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. 	
<p>Core competencies to be developed: Digital literacy- learner’s ability to interact with technology is enhanced as they use digital devices to listen to and record video/ audio clips.</p>				

<p>Values: Responsibility: Accountability is enhanced as the learner practices the knowledge acquired on how to use of technology responsibly.</p>
<p>Pertinent and Contemporary Issues: Life skills (self-esteem) learner’s esteem is nurtured as they dramatise scenarios using the vocabulary learnt to talk about technology.</p>
<p>Link to other Learning Areas: Practise of attentive listening is a learnt in Kiswahili 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</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.1 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 correctly, b) read a variety of texts containing words related to the theme accurately ,at the right speed and correct expression,	The learner is guides to: <ul style="list-style-type: none"> • Pick out words with the target letter-sound combination (<i>gr- pr-, -ew</i>) from print or digital stories, • Read words with the target letter-sound combination, in turns. • Learners with speech difficulties could use alternative and augmentative modes of communication. 	Why do we need to pronounce words correctly?

		<p>c) adopt reading grade - level texts in a variety of genres.</p>	<ul style="list-style-type: none"> • Read a text while using the right facial expressions and voice when reading, • Engage in a timed reading taking appropriate pauses at punctuation marks when reading the text. Learners with speech difficulties could be given more considerable time. • Play a word ladder game involving pronunciation from audio/visual recording of words learnt. • Participate in and record a reader's theatre where he or she reads from a text. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. 	
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<p>Core competencies to be developed Digital literacy- learner’s ability to interact with technology is enhanced as they read a text from a digital device and pick out words with target letter-sounds.</p>
<p>Values: Unity: Cooperation is enhanced as the learner cooperates with others in group activities.</p>
<p>Pertinent and Contemporary Issues: Learner support programmes (Clubs and Societies) is enhanced as the learner engages in reading clubs to practise reading fluency.</p>
<p>Link to other Learning Areas: Reading a variety of texts fluently is emphasized in Kiswahili and Indigenous Language Activities.</p>
<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</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; a) make predictions on the outcomes of a story based on the theme,	The learner is guided to: <ul style="list-style-type: none"> Look at pictures and title of a text and say what will happen in the story, with peers.) How can we tell where events have taken place in a story?

		<p>b) identify events in a text for comprehension,</p> <p>c) infer the meanings of new words as used in the text,</p> <p>d) answer direct and indirect questions based on a text,</p> <p>e) acknowledge the importance of information in the text they have read in a text.</p>	<ul style="list-style-type: none"> ● Talk about events in a story. Learners with speech difficulties can respond orally, by typing or writing. ● Talk/type/write about the setting and the characters using picture clues, ● Find the meaning of new words as used in a text. ● read the text and answer direct and indirect questions ● Retell the story to peers. Learners with speech difficulties could be given more considerable time. 	
<p>Core competencies to be developed: Learning to learn- learner’s ability to learn independently is enhanced as they are motivated to use contextual clues to infer the meaning of words as used in the text</p>				
<p>Values: Unity: cooperation is enhanced as the learner collaborates with others in group activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (self-esteem) learner’s esteem is nurtured as they practise reading and improve their skills to gain confidence.</p>				

Link to other Learning Areas;

Applying context clues to comprehend and respond to questions is emphasized in Kiswahili and Indigenous Languages.

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

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 sentences featuring possessive pronouns in a text, b) use possessive pronouns correctly in writing, c) value the role of possessive pronouns in communication.	The learner is guided to: <ul style="list-style-type: none"> • 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. • Role play ownership of items and objects in the classroom, with peers. Safety precautions for all the learners should be observed with extra caution taken for learners with health 	How do you talk about things that belong to you other people?

			<p>conditions and those using mobility devices by ensuring that they role-play in safe environment</p> <ul style="list-style-type: none"> • Construct sentences related to the theme using possessive pronouns, with peers, • Ask and answer questions using the possessive pronouns. • Sing songs/rhymes using the possessive pronouns. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Play language games involving use of possessives. Organize a safe conducive environment. 	
<p>Core competencies to be developed: Learning to learn- learner’s self-discipline is enhanced as they practise using possessive pronouns in communication correctly.</p>				
<p>Values: Responsibility: Hard work is nurtured as the learner takes up roles in group/pair activities.</p>				
<p>Pertinent and Contemporary Issues: Citizenship (social cohesion) -as t h e learner works together with peers in role play activities.</p>				

Link to other Learning Areas:

Possessive Pronouns is handled in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	12.4.1 Paragraphs (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify the general idea in jumbled sentences, b) write the sentences sequentially to form a paragraph, c) advocate for the role of writing as a part of the learning process.	The learner is guided to: <ul style="list-style-type: none"> ● Study the jumbled sentences to establish the idea in each. ● Discuss the main idea conveyed in the jumbled words. ● Learners with speech difficulties could use alternative and augmentative modes of communication. ● Explore various possibilities with peers to get the correct order of the jumbled sentences, 	. Why is it important to put sentences in the correct order when writing?

			<ul style="list-style-type: none"> • Re-write the jumbled sentences according to the correct order. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. 	
<p>Core Competencies to be developed: Creativity and imagination- learner’s fluency is enhanced as they explore various possibilities with peers to get the correct order of the jumbled sentences.</p>				
<p>Values: Responsibility: Cooperation is enhanced as learner takes up roles in collaborative activities</p>				
<p>Pertinent and Contemporary Issues: Life-skills (self-esteem) learner’s esteem is enhanced as the learner improves their writing skills.</p>				
<p>Links to other Learning Areas: Writing in order is useful in Kiswahili and indigenous Language Activities.</p>				
<p>Suggested Learning Resources: Sample jumbled sentences, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p>				

13.0 Savings

Suggested vocabulary

wealth, income, needs, wants, spend, cost, save, pocket money, savings, earn, savings account, budget, bonus, bank, money box

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.1 Listening and Speaking</p>	<p>13.1.1 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 for effective communication,</p> <p>b) pronounce words with the target letter-sound combinations accurately,</p> <p>c) identify vocabulary related to the theme correctly,</p> <p>d) use the new words related to the theme in short sentences,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Listen and pick out words with the target letter sound combinations (-lf, -rf, spl-) from an audio clip/ poem/ story. Learners with speech difficulties can pick orally, by typing or writing. • Practise saying words with the target sounds with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Generate and list words with the target sounds. • Categorise different words according to each of the target sounds. 	<p>How can we use sounds to learn new words?</p>

		e) value the importance of using proper pronunciation and correct vocabulary in communication.	<ul style="list-style-type: none"> • Use new words to construct simple sentences. • Engage in role plays and use words related to the theme, 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 • Recite rhymes/sing songs which contain vocabulary related to the theme, with peers. 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 engagingly is enhanced as they use new words learnt in communication.</p>				
<p>Values: Peace: Love is enhanced as learner works harmoniously with peers during role plays activities.</p>				
<p>Pertinent and Contemporary Issues: Socio-economic issues (Financial Literacy): The learner acquires financial management skills as they learn vocabulary related to savings.</p>				

Link to other Learning areas:

The learner uses the skills of correct pronunciation of words in pronouncing words in Kiswahili Language Activities.

Suggested Learning Resources:

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

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; <ol style="list-style-type: none"> a) Identify words with the target letter-sound combinations in a text, b) read a grade-appropriate text accurately, at the right speed and with expressions, c) adopt reading fluently for comprehension. 	Learner is guided to: <ul style="list-style-type: none"> • Pick out words with letter- sound combinations: (-lf, -rf, spl-) from a text. Learners with speech difficulties can pick orally, by typing or writing. • Read words with letters –sound combination correctly. • Engage in timed reading of a text with minimal hesitations, displaying the right facial expressions and voice. Learners with speech difficulties could be given more considerable time. 	Why is it important to read at the right speed?

			<ul style="list-style-type: none"> • Take appropriate pauses at punctuation marks as they read a text, Learners with speech difficulties could read at their level of functional ability. • In purposive groups, practise reading sentences containing decodable and non-decodable words, • Participate in reading a text in readers' 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. 	
<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 as they read a grade-appropriate text accurately, at the right speed and with expressions, • Digital Literacy: The learner's ability to interact with technology is enhanced as they participate in reading a text in readers' theatre with peers and record on a digital device. 				

<p>Values: Respect is enhanced as the learner appreciates the effort of peers as they engaged in timed reading and give positive feedback.</p>
<p>Pertinent and Contemporary Issues: Life-skills (Self-esteem): The learner’s self-esteem is nurtured as they gain reading fluency skills.</p>
<p>Links to other Learning Areas: The learner uses the reading fluency skills acquired in reading texts 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</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.2 Reading</p>	<p>13.2.2 Comprehension (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) make predictions about a story based on the title and pictures,</p> <p>b) respond to direct and indirect questions about the text to show comprehension,</p> <p>c) summarise a text for</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Look at the title of the story, pictures and guess what will happen in the story. • Locate sentences in the text to answer direct questions. • Get clues from the story to answer direct and indirect questions. • Learners with speech difficulties could 	<p>1. What do you think will happen in this story?</p> <p>2. What does this story remind you about?</p>

		<p>comprehension, d) adopt reading texts for information.</p>	<p>use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Summarise a story, poem or conversation using a concept map with peers. Learners with speech difficulties can summarize orally, by typing or writing. • Participate in a ‘five finger retell’ activity. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology when demonstrating using the model. • Talk/write/type about their own experiences in relation to the story. 	
<p>Core Competencies to be developed:</p> <p>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> <p>Learning to learn: The learner’s ability to build relationships is enhanced as they summarise a story, poem or conversation using a concept map with peers.</p>				
<p>Values:</p> <p>Peace: Love is nurtured as the learner displays tolerance to peers as they work together in harmony.</p>				

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner’s self-esteem is nurtured as they answer questions correctly to show comprehension.

Link to other Learning Areas:

The learner uses the comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.

Suggested Learning Resources:

Chart with five finger retell model, 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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Language Use	13.3.1 ‘Wh’ questions (why, whom, how) (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify sentences containing Wh- questions from a text, b) use Wh- questions in sentences for effective communicatio, c) realize the role of WH- questions in seeking information. 	The learner is guided to: <ul style="list-style-type: none"> • Listen to recorded conversations containing the Wh- questions. • Identify sentences containing Wh-questions. Learners with speech difficulties can identify orally, by typing or writing. • Engage in meaningful question and answer dialogues using of ‘why’, ‘whom’ and ‘how’ with peers. • Role play activities that lead 	Why is it important to ask questions correctly?

			<p>to the use of of ‘why’, ‘whom’ and ‘how’, 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</p> <ul style="list-style-type: none"> • Answer questions of ‘why’, ‘whom’ and ‘how’ appropriately. • Sing/recite short poems to practice the use of ‘why’, ‘whom’ and ‘how’. 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 engage in meaningful question and answer dialogues using ‘why’, ‘whom’ and ‘how’ appropriately.</p>				

<p>Values: Unity: Cooperation is enhanced as the learner works collaboratively with peers to practise Wh- questions.</p>
<p>Pertinent and Contemporary Issues: Life-skills (self-esteem) learner acquires high level enhanced self-esteem as they gain the mastery of asking questions using the Wh- words.</p>
<p>Links to other Learning Areas: The learner uses the Wh- questions to seek for information through asking questions in other 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</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 words related to the theme from a written text, b) write simple paragraphs related to the theme clearly, c) realize the importance of writing simple paragraphs for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • Pick out various words related to the theme from a text. Learners with speech difficulties can select orally, by typing or writing. • Write/type 3-5 simple short and correct meaningful sentences in response to a prompt. Learners with manipulation difficulties 	<ol style="list-style-type: none"> 1. Why should we write sentences correctly? 2. How do we form a paragraph?

			<p>could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> ● List the sentences logically in preparation for writing, with peers. ● Write/type simple sentences to form a paragraph, ● Use the five steps of the writing process: Planning, drafting, revising, editing and writing the final piece. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. 	
<p>Core competencies to be developed: Creativity and imagination: The learner’s ability to come up with unique ideas is enhanced as they use the five steps of writing process to write a short paragraph about the theme.</p>				
<p>Values: Responsibility: Self-drive is enhanced as the learner practises writing simple paragraphs using the five step writing process.</p>				

Pertinent and contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is enhanced they logically communicate ideas in paragraphs.

Link to other Learning Areas:

The learner uses the five steps of the writing process to write paragraphs 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

14 .0 Talents

Suggested vocabulary

gift, talent, able, artist, skill, great, star, lack, weak, sport, struggle, personal, strong

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>14.1 Listening and Speaking</p>	<p>14.1.1 Pronunciation and Vocabulary (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) recognise words with the target letter- sound combinations in a text, b) pronounce words with the target letter- sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) realize the importance of listening attentively, and correct pronunciation in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Identify and pronounce words and phrases with the target letter-sound combinations (spr and str’) as modelled by the peers/ teacher or audio recording. • Learners with speech difficulties could use alternative and augmentative modes of communication. • In purposive pairs use words which have the target letter combinations to talk about talent. Learners with speech difficulties can identify orally, by typing or writing. 	<ul style="list-style-type: none"> 1. What words do you use to talk about talents? 2. What helps us to remember the meaning of words?

			<ul style="list-style-type: none"> ● In purposive groups, practise using vocabulary related to the theme in short sentences. ● In purposive pairs recite rhymes/sing songs with peers using the vocabulary related to the theme. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. ● In purposive pairs, play language games matching vocabulary learnt to pictures and objects. ● Listen and respond to simple specific three directional instructions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: The learner’s ability to speak clearly and correctly is enhanced as they use the new words learnt to talk about talents. ● Collaboration: Teamwork is enhanced as the learner actively participates in playing language game with peers observing the rules of engagement. 				

<p>Values: Social justice is enhanced as the learner fosters inclusivity and non-discrimination to peers as they play language games.</p>
<p>Pertinent and Contemporary Issues: Life skills (Self-awareness): The learner’s self-awareness is enhanced as they become aware of their own talents.</p>
<p>Link to other Learning Areas The learner applies attentive listening skills in learning of similar concepts in Kiswahili and Indigenous Language Activities.</p>
<p>Suggested Learning Resources: Sample rhymes and songs, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.1 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) read a text accurately, at the right speed and with expression, c) adopt reading simple, d) short narratives for information.	The learner is guided to: <ul style="list-style-type: none"> • Pick out and read words with target letter-sound combinations (spr and str) from a text. Learners with speech difficulties can pick out orally, by typing or writing. • Read words with letters –sound combination correctly. 	What makes it easy to read well?

			<ul style="list-style-type: none"> • Learners with speech difficulties could use alternative and augmentative modes of communication. • Read a text, display the right facial expressions and tone. • Engage in timed reading taking appropriate pauses at punctuation marks. Learners with speech difficulties could be given more considerable time. • In purposive groups, record reading of texts by peers and give feedback, • Practise reading sentences containing decodable and non-decodable words. 	
<p>Core competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they adopt reading simple, short narratives for information.</p>				
<p>Values: Respect is enhanced as the learner appreciates the effort of peers and gives positive feedback as they engage in timed reading.</p>				

<p>Pertinent and Contemporary Issues: Life-skills (self-esteem): The learner’s esteem is enhanced as their fluency in reading improves.</p>
<p>Link to other Learning Areas: The learner applies the fluency skills when reading texts 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</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.2 Comprehension (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) make predictions about a story based on the title and picture,</p> <p>b) identify the main idea in a text for comprehension,</p> <p>c) infer meanings of new words from the context,</p> <p>d) respond to direct and indirect questions on a text for comprehension,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Predict what will happen in a story based on the theme after discussing the title and pictures with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Identify the main idea in a text, with peers. Learners with speech difficulties can identify orally, by typing or writing. • Use contextual clues to get meanings of new words. 	<ol style="list-style-type: none"> 1. What do pictures tell us about a story? 2. What do you think we shall learn in this story?

		e) adopt reading texts for information.	<ul style="list-style-type: none"> • Respond to direct and indirect questions from a text using contextual clues. • Talk/write/type about own experiences in relation to a story, with peers. 	
Core Competencies to be developed:				
Creativity and imagination: The learner's communication and self-expression skills are enhanced as they talk about their own experiences in relation to the story.				
Values:				
Unity: Cooperation is enhanced as the learner work with peers collaboratively in group activities.				
Pertinent and Contemporary Issues:				
Life skills (Self-esteem): The learner's self-esteem is enhanced as they answer comprehension questions correctly.				
Link to other Learning Areas:				
The learner applies comprehension strategies when reading texts 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				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Language use	14.3.1 Adverbs of manner (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify adverbs of manner in a written text in preparation for writing, b) use adverbs of manner to describe actions, c) realize the use of adverbs in writing.	The learner is guided to: <ul style="list-style-type: none"> • Listen to a descriptive story, poem or conversation read by the teacher or from a digital devices and point out adverbs. • Construct simple sentences about talents using verbs matched to adverbs of manner. Learners with speech difficulties could use alternative and augmentative modes of communication. • In purposive groups, role play familiar situations using given verbs, with peers and describe the actions using adverbs of manner appropriately. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility 	<ol style="list-style-type: none"> 1. Which words do you use to talk about how things are done? 2. Why is it important to clearly describe how something is done?

			<p>devices by ensuring that they role-play in safe environment.</p> <ul style="list-style-type: none"> • Make sentences from a substitution table. • Take part in language games that allow turn taking while using adverbs of manner. Learners with speech difficulties could be given more considerable time. 	
<p>Core Competencies to be developed: Learning to learn- as the learner chooses correct adverbs of manner to describe actions. Self -efficacy – as the learner takes part in language games using adverbs of manner.</p>				
<p>Link to Values: Respect as learner appreciates diverse opinions from peers as they interact.</p>				
<p>Pertinent and Contemporary Issues: Life-skills (effective communication)- as the learner improves his or her communication skills through description of actions.</p>				
<p>Links to other Learning Areas: Adverbs are learnt in Kiswahili Language Activities.</p>				
<p>Suggested Learning Resources: Sample descriptive stories and poems, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.1 Writing	14.4.1 Guided writing (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise the steps of composition writing in preparation for writing, b) write a short narrative related to the theme following the five steps of the writing process, c) realize the importance of correctly writing simple paragraphs for effective communication.	The learner is guided to: <ul style="list-style-type: none"> ● Pick out new words from a text based on the theme. Learners with speech difficulties can select orally, by typing or writing. ● Write the new words correctly and legibly. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, type or use assistive technology. ● Write 3-5 meaningful sentences using the new words in response to a prompt, ● Write own paragraphs of 3-5 sentences using the steps in the writing process. Learners with manipulation difficulties could use adapted writing tools. 	<ol style="list-style-type: none"> 1. How do we plan before writing a composition? 2. How do we learn to write fluently?

			<ul style="list-style-type: none"> • Write/type simple guided composition of about 5-10 sentences. • Use the five steps of the writing process: planning, drafting, revising editing and writing the final piece. Learners with manipulation difficulties could type or be supported. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and legibly is enhanced as they write short narratives following the five steps of the writing process. • Creativity and Imagination: The learner’s originality skills are enhanced as they come up with unique and new ideas and use them to write a narrative. 				
<p>Values: Responsibility is nurtured as the learner ensures that they develop organisation skills in preparation for independent writing.</p>				
<p>Pertinent and Contemporary issues: Life Skills (Self-esteem): The learner’s acquires an enhanced level self-esteem as their writing skills improve.</p>				
<p>Link to other Learning Areas The learner is able to apply the five steps of the writing process when writing paragraphs in Kiswahili Language Activities.</p>				
<p>Suggested Learning Resources: Well written texts, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices</p>				

15.0 Environment

Suggested vocabulary

conserve, care, responsibility, natural, weather, desert, forest, destroy, dry, future, harsh, control

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.1 Listening and Speaking	15.1.1 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 the target letter-sound combinations from a text, b) identify words related to the theme from an oral text, c) engage in meaningful conversations using new words, d) realize the importance of proper pronunciation and attentive listening in everyday conversations. 	The learner is guided to: <ul style="list-style-type: none"> • Identify words with the target letter-sound combinations ('scr-', 'que-') from a list individually/in purposive pairs or groups. Learners with speech difficulties can identify orally, by typing or writing. • In purposive groups, practise saying words with the target letter-sound combinations with peers. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Listen to peers for 	How can we use sounds learnt to make new words?

			<p>correctness of pronunciation of the target letter-sound combinations.</p> <ul style="list-style-type: none"> ● Explore the other sounds that can combine with target sounds to make new words. ● Take part in nature walk around the school and participate in dialogue 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 move in safe environment. Learners with speech difficulties could be given more considerable time. ● Construct sentences using the new words. ● Sing /hum/mime songs 	
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			related to the theme. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they engage in meaningful conversations on environment using new words.</p> <p>Critical thinking and problem solving: The learner’s research skills are enhanced as they think of how to take care of the environment.</p> <p>Learning to learn: The learner’s ability to learn independently is enhanced as they recreate learning experiences outside class by taking care of the environment.</p>				
<p>Values: Responsibility is enhanced as the learner takes up assigned roles when engaging in a dialogue with peers.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Environmental Education and Climate Change: (Nature Walk): The learner gets information on how to take care of the environment as they take part in nature walks.</p>				
<p>Link to other Learning Areas: The learner applies attentive listening skills acquired to learning of concepts in other learning areas.</p>				
<p>Suggested Learning Resources: Assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners,</p>				

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) articulate words with the target letter-sound combinations for clarity of meaning, c) read a text accurately, at the right speed and with expression, d) adopt reading simple, short narratives for information.	The learner is guided to: <ul style="list-style-type: none"> • Select words with the target letter- sound combinations ('scr' and 'que') from a print or digital text. Learners with speech difficulties can select orally, by typing or writing. • Pronounce words with the target letter- sound combinations. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Take part in timed reading, with peers. Learners with speech difficulties could be given more considerable time. • Read narratives/poem / dialogue paying attention to pace, pitch and volume. Learners with speech difficulties could read at their level of functional ability. 	<ol style="list-style-type: none"> 1. Why is it important to read words accurately? 2. What makes it easy to read well?

<p>Core Competencies to be developed: Learning to learn: The learner’s self- drive is enhanced as they practise reading texts paying attention to pace, pitch and volume for fluency.</p>
<p>Values: Unity: Cooperation is enhanced as the learner works collaboratively with peers in timed reading activities.</p>
<p>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: The learner applies the fluent reading skills when reading texts in Kiswahili Language activities.</p>
<p>Suggested Learning Resources: Sample dialogues/narratives/poems, 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>

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 outcome of a story based on available clues, b) identify the order of events or information in a text for comprehension,	The learner is guided to: <ul style="list-style-type: none"> ● Predict what will happen in a story, based on pictures and title of a text, with peers. Learners with speech difficulties can predict orally, by typing or writing. ● Read a print or non-print story 	How do we get the meaning of new words in a story?

		<p>c) infer the meanings of new words and phrases from the context,</p> <p>d) answer direct and indirect questions based on a text,</p> <p>e) adopt reading texts for information.</p>	<p>aloud. • Learners with speech difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Talk/write/type about the setting and characters in a story. • Discuss the plot of a story with peers. • Use context clues to find the meanings of words. • Locate sentences containing answers to direct questions. • Answer indirect questions using contextual clues. • Retell a story read, to peers.. <p>Learners with speech difficulties can select orally, by typing or writing.</p>	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they argue out their own points during discussions with peers.</p> <p>Creativity and imagination: The learner’s fluency skills are enhanced as they organize ideas sequentially to retell the story they have read.</p>				

<p>Values: Respect is enhanced as the learner understands and appreciates the opinions of peers during discussions.</p>
<p>Pertinent and Contemporary Issues: Life skills (Self- esteem): The learner’s self-esteem is nurtured as they answer questions from a text correctly.</p>
<p>Link to other Learning Areas: The learner applies comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.</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 with filter keys/key guards/larger mouse/head control input devices such as head wand</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Language Use	15.3.1 Interjections of displeasure (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words that are often used to express displeasure, b) use words that express displeasure appropriately, c) value the role of interjections in communication.	The learner is guided to: <ul style="list-style-type: none"> • Listen to a descriptive story, poem or conversation read by the teacher or from a digital device and identify interjections of displeasure. • Role play situations of displeasure and use the appropriate expressions/ words. Safety precautions for all the learners should be observed with extra caution taken for learners 	How do we use to show that we are not happy about something?

			<p>with health conditions and those using mobility devices by ensuring that they role-play in safe environment</p> <ul style="list-style-type: none"> • Construct sentences using interjections of displeasure. • Learners with speech difficulties could use alternative and augmentative modes of communication. • Take part in a language game that allows turn taking while using interjections of displeasure. Organize a safe conducive environment. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they use appropriate interjections to express displeasure.</p> <p>Learning to learn: The learner’s ability to develop relationships is enhanced they take part in playing a language game with peers.</p>				

<p>Values: Unity: Cooperation is enhanced as the learner observes turn taking during language game activities with peers.</p>
<p>Link to Pertinent and Contemporary Issues: Life-skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they learn how to express displeasure using the appropriate interjections.</p>
<p>Links to other Learning Areas: Interjections are learnt in Kiswahili and Indigenous Language Activities.</p>
<p>Suggested Learning Resources: Sample descriptive stories, poems or conservations, 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>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>15.4 Writing</p>	<p>15.4.1 Guided Writing (factual paragraph) (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify facts from various processes and contexts in preparation for writing,</p> <p>b) order the factual ideas logically for clarity of communication,</p> <p>c) write a paragraph using factual sentences,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • In purposive groups, identify facts from various processes and contexts collaboratively with peers. • <i>Learners with speech difficulties could use alternative and augmentative modes of communication.</i> • List the facts identified logically 	<p>What are the pictures showing?</p>

		<p>d) realize the use of factual texts in communication.</p>	<ul style="list-style-type: none"> • Make oral presentations of the facts. Learners with speech difficulties could be given more considerable time. They could also present by typing or writing. • In purposive groups, select the most appropriate sentences for the pictures. Learners with manipulation difficulties could use alternative functional part of the body or be assisted by peers or learner support assistant to select. • Write/type simple sentences based on oral presentations of facts to form a paragraph. 	
<p>Core Competencies to be developed: Creativity and Imagination: The learner’s fluency skills are enhanced as they order factual ideas logically and write a paragraph using factual sentences.</p>				
<p>Values: Respect is enhanced as the learner appreciates the effort of peers during oral presentations of facts and gives positive feedback.</p>				

Pertinent and Contemporary Issues:

Life-skills (Self-esteem): The learner’s self-esteem is nurtured as they write factual paragraphs clearly and correctly.

Links to other Learning Areas:

The learner applies the skill of factual writing to learning of similar concept in Kiswahili Language Activities.

SUGGESTED ASSESSMENT RUBRIC

Strand	Sub Strand	Level Indicator	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Below Expectations 1
LISTENING	Attentive listening	Ability to listen attentively and respond to relevant information in a variety of contexts	Maintains meaningful eye-contact, sits upright, nods, takes notes, responds to oral questions correctly for information in a variety of contexts	Maintains eye contact, sits upright, nods and takes notes for information in varied contexts	Either maintains eye contact or sits upright or takes notes for information	Yawns, looks out, has to be prompted while listening for information
SPEAKING	Pronunciation.	Ability to pronounce words correctly for effective communication	Pronounces words correctly, applies correct stress patterns, uses appropriate intonation,	Pronounces words correctly for effective communication	Either pronounces words correctly or applies stress patterns on words correctly	Mispronounces words.

			gestures and facial expressions for effective communication in varied oral contexts.		for effective communication	
READING	Fluency (speed, accuracy)	Ability to read 200 words fluently and accurately. -	Reads more than 350 words fluently, accurately and expressively.	Reads 200 words fluently and accurately.	Reads about 160 words fluently and accurately	Reads below 100 words fluently and accurately
	Comprehension	Ability to read for comprehension short texts for information and pleasure.	Reads for comprehension varied short texts for information and pleasure	Reads shorts for comprehension short texts for information and pleasure	Reads a short text for information	Reads a short text fails to explain the information.
LANGUAGE USE	Word classes (Nouns, Pronouns, Tenses, Adjectives, Adverbs of manner,	Ability to express self-confidently using the language structures and vocabulary for	Expresses self-confidently using the language structures and vocabulary for interaction with others in varied	Express self-confidently using the language structures and vocabulary for interaction with	Expresses self-less confidently. Occasionally uses the structures and vocabulary acquired.	Expresses self with no confidence at all.

	Conjunctions ‘but’ ‘because’, demonstratives, Prepositions, Interjections)	interaction with others.	contexts at all times	others.		
WRITING	Handwriting	Ability to form letters in terms of shape and size correctly for effective communication	Forms letters in terms of shape and size correctly, legibly and neatly for effective communication	Forms letters in terms of shape and size correctly for effective communication	Forms some letters in terms of shape and size incorrectly	Forms all letters in terms of shape and size illegibly and incorrectly
	Punctuation (capital letters, commas, full stops, question marks and exclamation marks)	Ability to use capital letters, commas, full stops, question marks and exclamation marks correctly for effective communication	Uses in varied contexts, capital letters, commas, full stops, question marks, exclamation marks and spells words correctly for effective communication.	Uses capital letters, commas, full stops, question marks and exclamation marks correctly for effective communication	Uses any 2 of the basic punctuation marks correctly for communication	Uses only 1 of the basic punctuation marks correctly for communication.
	Guided Writing	Ability to write paragraphs to express facts, ideas and	Writes a variety of paragraphs to express facts, ideas and	Writes paragraphs to express facts, feelings and	Writes paragraphs but only express facts, ideas and	Writes paragraphs to express only facts

		feelings for effective communication	feelings in varied contexts for effective communication	ideas for effective communication.	feelings inaccurately.	inaccurately and incoherently
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Suggested Assessment Methods

Listening and Speaking	Reading Skills	Grammar	Writing Skills
<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests 	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read 	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests 	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation • Standardised writing tests

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

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation of CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills
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3) Reflection on the CSL Activity

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

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

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

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

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

ASSESSMENT OF THE CSL ACTIVITY

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

Suggested Learning Resources

Non-digital	Digital
<ul style="list-style-type: none">• Course books• Story books• Poetry books• Pictures and photographs• Newspapers• Magazines• Junior encyclopedia• Journals• Dictionaries• Diorama• Flash cards• Word wheels• Word puzzles• Code words• Charts and realia	<ul style="list-style-type: none">• Digital story books• Pictures and photographs• Journals• Electronic and digital devices• Electronic or online dictionaries• Flash cards• Charts• Video clips• Audio-visual resources• Other web resources