



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**PRIMARY SCHOOL CURRICULUM DESIGN
ENGLISH**

GRADE 6

ENGLISH FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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FOREWORD

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

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

The reviewed Grade six curriculum designs for learners with Physical Impairment build on competencies attained by learners at Grade five. 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 Six curriculum furthers implementation of the CBC from Grade five 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 six curriculum designs for learner 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 Six and prepare them for smooth transition to Grade seven. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, review and 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 five 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 six 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 six and preparation of learners with physical impairment for transition to Grade seven.

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

PROF. CHARLES O. ONG'ONDO, PhD, MBS
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TABLE OF CONTENTS

FOREWORD.....	iii
PREFACE.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENT.....	viii
NATIONAL GOALS OF EDUCATION.....	x
LESSON ALLOCATION AT UPPER PRIMARY	xiii
PRIMARY EDUCATION GENERAL LEARNING OUTCOMES	xiv
ESSENCE STATEMENT FOR ENGLISH.....	xv
SUBJECT GENERAL LEARNING OUTCOMES	xvi
STRANDS.....	xvii
1.0 CHILD LABOUR	1
3.0 ETIQUETTE - TELEPHONE.....	15
4.0 EMERGENCY RESCUE SERVICES	24

5.0 OUR TOURIST ATTRACTIONS.....	35
6.0 JOBS AND OCCUPATION - WORK ETHICS.....	43
7.0 TECHNOLOGY: SCIENTIFIC INNOVATIONS.....	54
8.0 THE FARM – ANIMAL SAFETY AND CARE	65
8.0 LIFESTYLE DISEASES SUGGESTED.....	75
10.0 PROPER USE OF LEISURE TIME	86
11.0 SPORTS – INDOOR GAMES	95
12.0 ENVIRONMENT CONSERVATION.....	104
13.0 MONEY – TRADE	114
SUGGESTED NON-FORMAL LEARNING ACTIVITIES	128
SUGGESTED LEARNING RESOURCES	132

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1 Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

- 3 Promote individual development and self-fulfillment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- 4 Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5 Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6 Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7 Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8 Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		35

PRIMARY EDUCATION GENERAL LEARNING OUTCOMES

By the end of the Primary Education level, 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 FOR ENGLISH

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 learned foreign language in today's world. In Kenya, English is learned as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, mastery of English will not only enhance learning in Junior Secondary School but will also prepare the learner to communicate appropriately in the national and international arenas.

Proficiency in English is key to the realisation of the National Goals of Education, the link to the global community, and the door to the worldwide information network. For this reason, the Upper Primary School learner must be equipped with adequate oral, reading, and writing competencies in the English language. This will enable the learner to function competently in varied national and global communicative contexts.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Listen for the main idea and specific information from a variety of print and digital texts.
- b) Speak, at the right speed, accurately, and with expression on a variety of subjects and genres.
- c) Read a variety of texts fluently, interpretively, and with comprehension for lifelong learning.
- d) Use grammatical forms to communicate ideas, opinions, and emotions appropriately in different settings.
- e) Write texts for various purposes legibly, accurately, creatively, and cohesively for self-expression.
- f) Apply Digital Literacy skills to enhance their language competency.

STRANDS

1. Listening and Speaking
2. Reading
3. Grammar in Use
4. Writing

SUB STRANDS

Listening and speaking

1. Listening comprehension
2. Pronunciation
3. Vocabulary
4. Stress and intonation
5. Interactive listening
6. Speaking fluency
7. Listening fluency
8. Intensive listening
9. Interactive Listening

Reading

1. Extensive reading
2. Intensive reading
3. Reading fluency

Grammar in Use

Word classes

1. Nouns
2. Verbs
3. Determiners
4. Sentence patterns
5. Pronouns
6. Adjectives
7. Adverbs [manner, time, place, frequency, degree]
8. Conjunctions
9. Prepositions
10. Phrasal quantifiers
11. Tenses
12. Questions tags
13. Interrogatives

Writing

1. Functional writing
2. Punctuation
3. Creative writing
4. Mechanics of writing
5. Spelling
6. Guided writing
7. Sense relations

THEMES

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

1. Child Labour
2. Cultural and Religious Celebrations
3. Etiquette - Telephone Etiquette
4. Emergency Rescue Services
5. Our Tourist Attractions
6. Jobs and Occupations -Work Ethics
7. Technology - Scientific Innovations
8. The Farm - Animal Safety and Care
9. Diseases – Lifestyle Diseases
10. Proper Use of Leisure Time
11. Sports - Indoor Games
12. Environmental Conservation
13. Money - Trade

NB: Although the Grade Six Curriculum Designs includes fixed phrases and phrasal verbs but these terms should not be introduced to the learner because they are too complex. The terms proverbs, similes, idioms, and metaphors may however be used. The learner could be sparingly exposed to relevant examples of similes, metaphors, fixed phrases, proverbs, idioms, and phrasal verbs. However, these **proverbs, similes, idioms, fixed phrases, metaphors, and phrasal verbs** should be grade-appropriate. The expressions should also not be overused.

Finally, the aim of English language learning is the attainment of competency. Hence, in as much as learners will be exposed to certain terms, the emphasis of English language learning materials and assessment should be on usage rather than linguistic terms.

1.0 CHILD LABOUR

Suggested Vocabulary

an orphanage, orphan, domestic, servant, work, underage, teenager, labour, homeless, baby-sitter, trafficking, street children, children's department, children's court, exploit, chores, house help, violate, fatigue, tiredness, wages, employer, long hours, salary, income

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.1 Listening and Speaking	1.1.1 Pronunciation and Listening Comprehension (2 Lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) select words with the target sound /ɪə/ from an oral narrative, b) use vocabulary related to the theme in sentences correctly, c) use proverbs, fixed phrases, idioms, and metaphors with 	The learner is guided to: <ul style="list-style-type: none"> • Listen to an oral narrative from a digital device or a text read by the teacher, • Listen for specific information such as sounds: /ɪə/ as in tears, appear, rear, clear and severe from a text, • Listen for the main idea from a text, practise saying words with the sound /ɪə/, Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views 	<ol style="list-style-type: none"> 1. Why should you listen keenly? 2. What is the importance of proper pronunciation of words?

		<p>straightforward meanings in oral communication,</p> <p>d) Listen for the main idea and specific details from an oral text.</p> <p>e) Value the importance of listening attentively.</p>	<ul style="list-style-type: none"> • Infer the meaning of vocabulary and phrases using contextual clues, answer oral questions based on listening comprehension. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/digital devices with text-to-speech application/point/sign/write) to express their views • Use digital and print resources to look up the meaning and spelling of words. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices • In purposive groups, retell the story and record the narration on a digital device, • Use expressions such as <i>fixed phrases</i>: play games, far away, believe it or not, do your best, burst into tears; <i>similes</i>: as hungry as a wolf, as greedy as a hyena; <i>metaphors</i>: The thief was a 	
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			<p>hyena, he was so greedy!; <i>idioms</i>: work like a dog, dog tired, work for peanuts, donkey work; <i>proverbs</i>: all work and no play makes Jack a dull boy, <i>phrasal verbs</i>: beat up, agree with, put up with, cope with.</p> <ul style="list-style-type: none"> Learners to be assigned roles according to their ability. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they role-play in safe environment 	
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Core Competencies to be Developed:

Digital Literacy: The learner’s interaction with technology is enhanced as they manipulate digital devices when listening to an oral narrative.

Learning to Learn: The learner’s ability to grasp concepts is cultivated as they carry out pronunciation and retelling of stories with peers.

Values:

Responsibility: The learner shows accountability when listening to an oral narrative from a digital device.

Pertinent and Contemporary Issues (PCIs):

Child Rights: The learner's knowledge on the rights of children is enhanced as they listen and respond to texts on Child Labour.

Link to other Subjects

The learner uses proper pronunciation and acquires vocabulary learnt on the theme of Child Labour to learn a similar concept in Kiswahili and other Languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to; a) select appropriate reading materials in collaboration with peers, b) read a variety of materials independently for information and pleasure, c) use reference materials to find the required information,	The learner is guided to: <ul style="list-style-type: none"> Select age-appropriate reference materials from print and non-print sources. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices. Read selected reference materials independently, 	<ol style="list-style-type: none"> How do you select the books you read? Why do you read books?

		<p>d) judge the suitability of sample extensive reading materials.</p>	<ul style="list-style-type: none"> • Search for information on Child Labour from reference materials. Learners with manipulation difficulties could use any functional part of the body/ appropriate Assistive technology with physical support to search. • In purposive groups, compile a list of new words and their meaning, • Create a crossword puzzle from the list of new words. Learners with manipulation difficulties could use any functional part of the body/ appropriate Assistive technology with physical support • Make notes on the information they have obtained. 	
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Core Competencies to be Developed:

- Digital Literacy: The learner's ability to use digital technology is improved as they select age-appropriate reference materials from digital sources.
- Collaboration: The learner's capacity to appreciate the value of other's ideas is developed when selecting appropriate reading materials in collaboration with peers.

Values:

Unity: Cooperation is cultivated as the learner displays team spirit while obtaining information about Child Labour and sharing it with peers.

Pertinent and Contemporary Issues (PCIs):

Child Rights: The learner acquires more knowledge on the rights of children as they read and respond to material on Child Labour.

Link to other Subjects

The learner applies the knowledge of reading for information to learning of similar concepts in Kiswahili and Indigenous Languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Intensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify characters and events in a text for comprehension, b) predict events in a text accurately, c) answer factual and inferential questions	The learner is guided to: <ul style="list-style-type: none"> • in purposive groups, read a poem or story and identify the characters and events, • Read a story of about 500 words and predict the events then answer factual and inferential questions. Learners with speech difficulties could use residual speech/ digital devices with text- 	<ol style="list-style-type: none"> 1. Why do we enjoy reading stories and poems? 2. Which stories and poems have you read?

		<p>correctly for comprehension,</p> <p>d) create mental images from the events in poems and stories,</p> <p>e) judge the characters or events in a story in collaboration with peers.</p>	<p>to-speech application or point/sign or write to express their views.</p> <ul style="list-style-type: none"> • Read a poem of not more than six stanzas in small purposive groups, • Collaborate with peers to recite., mime, gesture a poem, • Summarise events in a story by retelling it in small groups, • Create crossword puzzles using learnt vocabulary, collaborate with peers to describe characters or places in poems or stories • Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher 	
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Core Competencies to be Developed:

- Communication and Collaboration: The learner's ability to recognise the value of others opinions is enhanced as they work with peers to describe characters or events in poems and stories.
- Creativity and Imagination: The learner undertakes tasks that encourage artistic expression of ideas while creating crossword puzzles using learnt vocabulary.

Values:

Respect is promoted as learner appreciates the opinion of others while collaborating with peers to recite a poem.

Pertinent and Contemporary Issues (PCIs):

Life Skills Education (Self-awareness): The learner becomes aware of their capability as they practise effective communication through proficiency in reading.

Link to other Subjects

The skill of predicting events in a story is relevant in the concept of storytelling in Religious Education.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.3 Grammar in Use	2.3.1 Word Classes: Nouns (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify concrete and abstract nouns from a text, b) use concrete and abstract nouns correctly in a variety of contexts,	The learner is guided to: <ul style="list-style-type: none">• Listen to a story, conversation or poem containing abstract nouns and concrete nouns,• In purposive groups, collaborate to pick out concrete and abstract	Which things can you see and touch in the classroom and which one can you not?

		<p>c) appreciate the role of concrete and abstract nouns in communication.</p>	<p>nouns from a story, conversation or poem,</p> <ul style="list-style-type: none"> • In purposive groups, work with peers to construct sentences using concrete and abstract nouns, • In purposive groups, make sentences from a substitution table featuring concrete and abstract nouns, collaboratively, • Use a laptop, tablet, computer, manila paper, notebook, among others and create a crossword puzzle or a word search, with peers. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices. • Share the puzzle or word search through, email, other social media platforms, posters or the school notice board. Learners with manipulation difficulties 	
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			could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher	
<p>Core Competency:</p> <ul style="list-style-type: none"> • Collaboration: The learner’s ability to work with others is improved as they collaboratively make sentences from a substitution table. • Digital Literacy: The learner’s interaction with technology is enhanced as they use a laptop, tablet, computer, Manila paper, notebook, among others to create a crossword puzzle or a word search in pairs or groups. 				
<p>Values:</p> <p>Love is inculcated in the learner when they portray a caring attitude as they collaborate to pick out concrete and abstract nouns from a story, conversation or poem.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Life Skills Education (Self-esteem) – The learner’s self-esteem is boosted as they become more effective communicators through practising using nouns in communication.</p>				
<p>Link to other Subjects</p> <p>The skill of correct use of concrete and abstract nouns in a variety of contexts relates to the learning of nouns in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Writing	<p data-bbox="388 330 575 504">2.4.1 Creative Writing: Narrative Compositions</p> <p data-bbox="388 546 523 577">(2 lessons)</p>	<p data-bbox="624 436 938 536">By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li data-bbox="624 550 938 687">a) identify topics and possible ideas for open ended compositions, <li data-bbox="624 701 938 755">b) organise ideas in a paragraph logically, <li data-bbox="624 769 938 879">c) create an open-ended composition on a variety of themes, <li data-bbox="624 893 938 1057">d) judge a narrative composition for correctness of language and relevance of topic. 	<p data-bbox="958 330 1263 362">The learner is guided to:</p> <ul style="list-style-type: none"> <li data-bbox="958 375 1450 471">• In purposive groups, list topics and possible ideas for open-ended compositions, <li data-bbox="958 485 1450 801">• Discuss in groups ideas and experiences on a given topic. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views. <li data-bbox="958 814 1450 1089">• Write down points to guide them in the writing of an open-ended composition on cultural and religious celebrations of about (160-200 words). Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount <li data-bbox="958 1103 1450 1157">• In purposive groups, collaborate to create the first paragraph, 	<ol style="list-style-type: none"> <li data-bbox="1485 330 1773 430">1. How can you make your composition interesting to read? <li data-bbox="1485 444 1812 540">2. Why is it important to proofread your composition?

			<ul style="list-style-type: none"> • In purposive groups, use expressions, proverbs, idioms fixed phrases, similes and metaphors appropriately in a composition, • Complete the composition individually. Learners with manipulation difficulties could write using any functional part of the body or appropriate Assistive technology with physical support. • In purposive pairs, proofread the composition and make necessary corrections. 	
2.4 Writing	2.4.1 Creative Writing: Narrative Compositions (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify topics and possible ideas for open ended compositions, b) organise ideas in a paragraph logically, c) create an open-ended composition 	The learner is guided to: <ul style="list-style-type: none"> • In purposive groups, list topics and possible ideas for open-ended compositions. • Discuss in groups ideas and experiences on a given topic. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to express their views 	<ol style="list-style-type: none"> 1. How can you make your composition interesting to read? 2. Why is it important to proofread your composition?

		<p>on a variety of themes,</p> <p>d) judge a narrative composition for correctness of language and relevance of topic.</p>	<ul style="list-style-type: none"> • write down points to guide them in the writing of an open-ended composition on cultural and religious celebrations of about (160-200 words). Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount. • In purposive groups, collaborate to create the first paragraph, • In purposive pairs, use expressions, proverbs, idioms fixed phrases, similes and metaphors appropriately in a composition, • Complete the composition individually, • Proofread the composition and make necessary corrections. • In purposive groups, work with peers to critique an open-ended composition while focusing on: <ul style="list-style-type: none"> - organisation of ideas (coherence) - creativity - relevance of topic - accuracy of language 	
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			<ul style="list-style-type: none"> - (grammar, choice of words, spelling) • In purposive groups, critic a composition written by peers. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner’s artistic ability is heightened as they organise ideas and create compositions based on a variety of themes. • Learning to Learn: The learner’s ability to learn is cultivated as they carry out activities with peers through brainstorming, research and listing topics and possible ideas for open ended compositions. 				
<p>Values: Social justice is cultivated in the learner as they grade composition written by peers thereby fostering inclusivity and non-discrimination.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Cultural awareness: The learner interacts with information on culture as they plan and write an open-ended composition on cultural and religious celebrations.</p>				
<p>Link to other Subjects The skills acquired in composition writing are relevant to the writing of essays in Social Studies.</p>				

3.0 ETIQUETTE - TELEPHONE

Suggested Vocabulary

phone, telephone, mobile, dial, cell phone, call, handset, disconnect, receive, network, signal, proper, mindful, polite, rude, voicemail, answering machine, etiquette, tone, courteous, inquire, privacy, guidelines, receiver, connect, video call

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.1 Listening and Speaking</p>	<p>3.1.1 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) pronounce words with target sounds correctly, b) use polite words and phrases in a variety of contexts, c) use a variety of similes, proverbs, idioms and fixed phrases in oral communication, d) collaborate with peers to judge whether words or phrases have been used politely in a text. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Say words containing the sounds /æ/ and /ɜ:/. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views. • Assess your peers as they pronounce words with the target sound, 	<p>Why should we use polite words and phrases in a conversation?</p>

			<ul style="list-style-type: none"> • Identify polite words and phrases used in a telephone conversation, • Role-play a telephone conversation, with peers. <p>Learners to be assigned roles according to their ability. 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"> • In purposive groups, work with peers to use polite language to interrupt politely in sentences, • In purposive groups, practise using expressions such as : <ul style="list-style-type: none"> - <i>fixed phrase: make friends,</i> - <i>simile: as proud as a peacock</i> - <i>metaphor: Peter is a giraffe. He is so tall</i> 	
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			<ul style="list-style-type: none"> - <i>idiom: feel at home</i> <i>proverbs: charity begins at home</i> <i>phrasal verb: pass by, look for, look at.</i> Learners with speech difficulties could be allowed extra time to make presentations 	
<p>Core Competencies to be Developed: Communication: The learner’s ability to communicate effectively is developed as they practise clarity in speech through pronunciation of words with the target sounds.</p>				
<p>Values: Responsibility: Accountability is enhanced as the learner demonstrates dependability when role-playing a telephone conversation, with peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills: Effective communication is promoted as the learners practises pronouncing words and using polite language in communication.</p>				
<p>Link to other Subjects The skill of using polite language in a variety of contexts is relevant in the learning of harmonious living in Religious Education.</p>				

Strand	Sub strand	Specific Learning	Suggested Learning	Suggested Key Inquiry
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		Outcomes	Experiences	Question(s)
3.2 Reading	3.2.1 Intensive Reading (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify new words</p> <p>b) in a text for comprehension,</p> <p>c) answer direct and inferential questions for comprehension,</p> <p>d) infer the meaning of words, similes, proverbs, metaphors and idioms with straight forward meanings using contextual clues,</p> <p>e) advocate the need to read intensively for lifelong learning.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • in purposive groups, skim and scan a text for specific information, • in purposive groups, read a text of up to 500 words on etiquette, • Answer direct and inferential questions, • Use contextual clues such as : synonyms and antonyms as well as neighbouring words to infer the meaning of <i>fixed phrases, similes, metaphors, idioms, proverbs and phrasal verbs</i>, • Use a dictionary to check the meaning of unfamiliar words. . Learners who may not perform the practical task could point/ carry out the task orally while being offered physical support. • In purposive groups, Collaborate to Create a crossword puzzle using 	<ol style="list-style-type: none"> 1. How do you obtain information from a text? 2. Why do you need to infer the meaning of unfamiliar words?

			vocabulary from the text in groups. . Learners who may not perform the practical task could point/ carry out the task orally while being offered physical support.	
Core Competencies to be Developed:				
<ul style="list-style-type: none"> • Learning to Learn: The learner’s ability to learn on their own is encouraged as they complete tasks and infer the meaning of words using contextual clues. • Creativity and Imagination: – The learner’s artistic prowess is enriched as they generate ideas when creating a crossword puzzle using vocabulary from the text read. 				
Values:				
Unity: Cooperation is cultivated as the learner displays team spirit while creating a crossword puzzle using vocabulary from the text read.				
Pertinent and Contemporary Issues (PCIs):				
Social cohesion: The learner acquires the skills of living harmoniously with others by reading texts on etiquette.				
Link to other Subjects				
The skill of intensive reading is a critical study skill as learners interact with varied texts in Pre-Technical Studies and Religious Education				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>3.3 Grammar in Use</p>	<p>3.3.1 Use of Correlative Conjunctions (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify correlative conjunctions in an oral or written text,</p> <p>b) use correlative conjunctions correctly in oral and written communication,</p> <p>c) use the pattern show... nominal... how/where/who in sentences,</p> <p>d) acknowledge the importance of using well-formed sentences in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • in purposive groups, identify the pattern : use of show... nominal... how/where/who in a text, • Use correlative conjunctions either...or/neither...nor in sentences, • In purposive groups, construct sentences using show... nominal... how/where/who, • Fill in blanks in provided sentences to practise the use of the pattern how/where/who. Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount. • In purposive groups, search for instances in which correlative conjunctions either...or/neither are used in newspapers or magazines or the internet. 	<p>Which words do we use when making a choice between two things?</p>
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Core Competencies to be Developed:

- Digital Literacy: The learner’s ability to use technology for learning is enhanced as they search from online sources for instances in which correlative conjunctions either...or/neither are used in newspapers or magazines.
- Creativity and Imagination: The learner’s ability to create is developed as they create short dialogues using sentence patterns.

Values:

Responsibility is inculcated as the learner observes safety precautions when searching on the Internet for instances in which correlative conjunctions either...or/neither are used.

Pertinent and Contemporary Issues (PCIs):

Life skills: Effective communication is enhanced as the learner practises the use of correlative conjunctions in a variety of sentences and contexts.

Link to other Subjects

The concept of correlative conjunctions is relevant in the learning and use of conjunctions in Kiswahili.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	3.4.1 Mechanics of Writing: (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify numerals, common abbreviations	The learner is guided to: <ul style="list-style-type: none">• Search for numerals, common abbreviations and acronyms from the internet. Learners with manipulation difficulties could	<ol style="list-style-type: none">1. Why do we use abbreviations and acronyms?2. How do we write numerals?

		<p>and acronyms from a text.</p> <p>b) compose a story incorporating acronyms, abbreviations and numerals,</p> <p>c) use similes, proverbs, metaphors and idioms with straight forward meanings in a composition,</p> <p>d) judge correctness of abbreviations, numerals and acronyms used in a text.</p>	<p>use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices</p> <ul style="list-style-type: none"> • Create a crossword puzzle featuring numerals, common abbreviations and acronyms in groups. Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher • In purposive groups, display the crossword puzzles in class for peer review, • Use expressions such as idioms, similes and metaphors correctly. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech 	
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			<p>application/point/sign/write) to express their views.</p> <ul style="list-style-type: none"> • Compose a story of about (150-200 words) incorporating common acronyms, abbreviations, numerals. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to writes clearly and correctly is improved as they write a story incorporating common acronyms, abbreviations, numerals. • Digital Literacy: The learner’s use of technology is enriches as they manipulate digital devices to search for common abbreviations and acronyms from the internet. 				
<p>Values: Love is displayed as the learner portrays a caring attitude when peer reviewing the crossword puzzles displayed in class.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Peaceful co-existence: Harmonious living is promoted by the learner while engaging in collaborative writing of tasks and displaying of their work.</p>				
<p>Link to other Subjects The use of acronyms, abbreviations, numerals is critical in learning of Mathematics and Agriculture and Nutrition.</p>				

4.0 EMERGENCY RESCUE SERVICES

Suggested Vocabulary

red cross, ambulance, emergency, flying doctors, rescue, security, epidemic, amputate, workers, aid, stroke, unconscious, casualty, oxygen mask, hazard, precaution, prepare, critical, escape, care, intensive care unit, watch out

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 a) select words with the target sound /ʊə/ from a text, b) use appropriate words, similes and proverbs with straight forward meanings in day-to-day communication, c) distinguish nouns, verbs and adjectives by stressing syllables correctly, d) apply stress on content words and	The learner is guided to: <ul style="list-style-type: none"> • Pronounce words containing the sound /ʊə/. Learners with speech difficulties could be allowed extra time to make presentations • Pronounce words with same spelling but different meanings, • Work with peers in purposive groups to distinguish verbs, nouns and adjectives on the basis of stress, for example, extract/extract, perfect /perfect, • Work with peers to make a recording of the poetry recitation. a song on emergency rescue services and lay emphasis on content words Learners with manipulation difficulties could 	<ol style="list-style-type: none"> 1. Which words have the same spelling but different meanings? 2. Why is it important to pronounce words accurately?

		<p>helping verbs for speech clarity,</p> <p>e) advocate the correct use of stress in oral communication</p>	<p>use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher ,</p> <ul style="list-style-type: none"> • View a video of a recitation of a poem and identify the stressed words. Preferential seating could be accorded learners with short stature while watching and Light intensity be adjusted for those who are sensitive to light • make recordings as they pronounce words and read sentences while applying the stress correctly. Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher to record. • Use expressions such similes, metaphors, idioms, fixed phrases and proverbs in a written text. Expressions may include: <i>fixed phrases</i>: Catch fire, on fire, cause for alarm, in time, on time, lose 	
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			<p>control, all day long, all day <i>similes</i>: As fast as lightning, as light as a feather, as helpless as a baby, as cunning as a fox, <i>metaphors</i>: The boy was a fox. He was so cunning. <i>proverb</i>: Prevention is better than cure, There is no smoke without fire, A stitch in time saves nine, All is well that ends well, <i>idioms</i> : Face the music, play with fire, in the nick of time, get into hot water, breakneck speed <i>phrasal verb</i>: Care for, disagree with, end in tears, put out. 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.</p>	
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Core Competencies to be Developed:

Communication: The learner's ability to speak effectively is improved as they pronounce words containing the target sound.

Digital Literacy: The learner's ability to interact with technology as they make recordings of songs and poetry recitations.

Values:

Unity The learner strives to achieve a common goal while working with peers to distinguish verbs, nouns and adjectives on the basis of stress.

Pertinent and Contemporary Issues (PCIs):

Health Education - as learners interact with content related to emergency rescue services.

Link to other Subjects

The learner is able to relate the skill of pronouncing words correctly when learning sounds in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Intensive Reading: Visuals (2 lessons)	By the end of the sub strand, the learner should be able to; a) predict events from visuals, b) create images from viewed, read or heard texts,	The learner is guided to: • in purposive groups, read a variety of visuals related to the emergency rescue services, • In purposive groups, make predictions about a story based on the visuals.	1. How can we communicate without using words? 2. What information can we obtain from pictures?

		<p>c) answer direct and inferential questions correctly for comprehension,</p> <p>d) assess the relevance of visuals in a text.</p>	<ul style="list-style-type: none"> • Create a story from visuals and retell it. Learners with speech difficulties could be allowed extra time to make presentations • In purposive groups, collaborate with peers to judge the relevance of visuals, • Watch videos, mimes or cartoons and answer questions based on the texts. Preferential seating could be accorded learners with short stature while watching and Light intensity be adjusted for those who are sensitive to light 	
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Core Competencies to be Developed:

- Collaboration: The learner’s ability to work harmoniously with others is developed as they recognise the rules of engagement and collaborate with peers to judge the relevance of visuals.
- Digital Literacy: The learner’s ability to interact with digital technology is improved as they watch videos, mimes or cartoons and answer questions based on the texts.

Values:

Responsibility is inculcated in the learner as they proactively learn to solve problems by working with peers to interpret visuals related to the theme.

Pertinent and Contemporary Issues (PCIs):

Safety and security: The learner's sense of safety is heightened as they interact with information and texts on emergency rescue services.

Link to other Subjects

The skills required in creating stories from visuals relates to skills of creating in Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Grammar in Use	4.3.1 Word Classes: Pronouns (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify relative and indefinite pronouns in a text, b) use relative and indefinite pronouns correctly in oral and written texts,	<ul style="list-style-type: none"> • The learner is guided to: • In purposive groups, identify relative pronouns such as <i>'that,' 'which' 'who,' 'whom,' and 'whose'</i> from a text, • Construct sentences using relative pronouns. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC 	Which words do we use to refer to people or things without saying who or what they are exactly?

		<p>c) judge the correctness of sentences featuring relative and definite pronouns from various texts.</p>	<p>(residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views.</p> <ul style="list-style-type: none"> • In purposive groups, complete sentences on emergency rescue services featuring relative pronouns, • In purposive groups, use indefinite pronouns such as <i>anyone, anything, everybody, everyone, everything, nobody, somebody, and someone</i> and <i>each</i> from a text, • Collaborate with others to judge the correctness of sentences from a sample text, • Create posters, crossword puzzles or charts featuring relative and indefinite pronouns and share in class. Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, 	
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			learner support assistant or teacher	
<p>Core Competencies to be Developed: Communication: The learner’s speaking and writing skills are sharpened as they use relative and indefinite pronouns to construct sentences. Self-efficacy: The learner’s confidence in themselves is enhanced as they plan efficiently and create posters, crossword puzzles or charts featuring relative and indefinite pronouns.</p>				
<p>Values: Love is cultivated in the learner as they put the interest of others before own during the display of their work and appreciation of the projects accomplished by their peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Health Education: The learner gains knowledge and skills on health education as they interact and write sentences related to emergency rescue services, featuring relative pronouns.</p>				
<p>Link to other Subjects Correct use of relative and indefinite pronouns is relevant in the learning of Foreign languages and Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Functional Writing (2 lessons)	By the end of the sub strand, the learner should be able to a) identify the key features of a formal letter, b) create a formal invitation letter using the correct format, c) judge a formal letter for correctness of language and relevance.	The learner is guided to: <ul style="list-style-type: none"> • In purposive group, go through a sample formal letter and identify its components, • search and download samples of formal letters online. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices • in purposive groups, collaborate to plan a formal invitation letter, • Write the formal letter individually. Learners with manipulation difficulties could be purposively grouped/ paired/ 	<ol style="list-style-type: none"> 1. Why do you write letters? 2. Which kinds of letters do you write?

			<p>individually to write/ stamp/ mount</p> <ul style="list-style-type: none"> • Proofread the letter and make corrections, • In purposive groups, display the letter in the classroom, noticeboard or posters, • Upload the invitation letter online or send through email, WhatsApp, among others, to peers. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices. 	
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Core Competencies to be Developed:

- Collaboration: The learner’s ability to work with others is enhanced as they collaborate to plan a formal invitation letter.
- Digital Literacy: The learner’s ability to interact with technological devices is enhanced as they access learning materials in digital platforms by searching for sample letters online and downloading them.

Values:

Responsibility is enhanced as the learner engages in assigned roles when proofreading the letter and making corrections.

Pertinent and Contemporary Issues (PCIs):

Health and Safety (Online Safety): The learner observes online safety as they upload the invitation letter online or send through email, WhatsApp, among others, to peers.

Link to other Subjects

The skill of writing invitation letters is related to the writing of letters in Kiswahili.

5.0 OUR TOURIST ATTRACTIONS

Suggested Vocabulary

big five, museum, attract, tour, park, warden, game park, wonder, seven wonders of the world, poach, protect, national park, game reserve, film, watch, beauty, beach, holiday, tourist, tour guide, hotel, nature walk, travel, bird watching, swimming, snake park, dance, music, mountain climbing, foreign exchange, game keeper, sun bathe

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) listen for specific information and the main idea for self-expression, b) respond to oral questions based on the theme, c) use expressions such as similes, metaphors and proverbs in oral communication, d) advocate the importance of listening comprehension 	The learner is guided to: <ul style="list-style-type: none"> • Listen to correct pronunciation of sounds, words, and phrases from the teacher, audio-visual recordings among others. • In purposive groups, work with peers to say words and phrases with the sounds /ð / and /θ / and assist one another, • Listen to a poem on tourist attraction sites in Kenya with various adverbial phrases such as proudly, in the park, by the river among others and recite it. 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds correctly? 2. What information do we obtain when we listen keenly?

			<ul style="list-style-type: none"> • In purposive groups, respond to questions on the poem, • In purposive group, use the following expressions in sentences: <i>fixed phrases: Make friends, be careful, fall asleep, in future, in a hurry</i> <i>simile: As brave as a lion; as blind as a bat</i> <i>metaphor: She is a lion. She is so brave</i> <i>proverbs: Prevention is better than cure, seeing is believing, The early bird catches the worm</i> <i>idioms: Sick as a dog, you are what you eat, kick the habit, let the cat out of the bag, would not hurt a fly</i> <i>phrasal verbs: Go away, go back, pick up, get away...the antelope got away from the lion.</i> 	
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Core Competencies to be Developed:

- Citizenship: The learner’s sense of patriotism is enhanced as they develop interest in socio-cultural and economic activities by interacting with poems on Kenya’s tourist attraction sites.
- Self-efficacy: The learner’s ability to pay attention to detail is brought out as they use varied expressions in sentences to express themselves.

Values:

Social justice is inculcated as the learner assists others to say words and phrases with the sounds /ð / and /θ/ without discrimination.

Pertinent and Contemporary Issues (PCIs):

Patriotism : The learner’s sense of patriotism is promoted as they are exposed to information on our tourist attraction sites by listening to poems on the theme.

Link to other Subjects

The learner is able to relate the skills of pronouncing words correctly to the learning of sounds in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Extensive Reading: Fiction/ Non-Fiction (2 lessons)	By the end of the sub strand, the learner should be able to; a) select appropriate reading materials from varied texts,	The learner is guided to: • In purposive groups, preview a text by focusing on the title, author, among others (fiction/ non-fiction) 1251- 1500 words),	1. Why should we read a variety of materials? 2. How do you identify the book you want to read?

		b) read a variety of texts for enjoyment and general understanding, c) assess a text for appropriateness and relevance.	<ul style="list-style-type: none"> • In purposive groups, collaborate to determine the appropriateness of a reading text, • In purposive groups skim texts on the theme of tourist attraction sites in Kenya to find out the general idea, • In purposive groups scan a text to find specific details such as key words, • In purposive groups select and read an appropriate reading material based on their interest. 	
Core Competencies to be Developed: <ul style="list-style-type: none"> • Learning to Learn: The learner's ability to grasp information is enhanced as they interact with a variety of texts. • Critical Thinking and Problem Solving: The learner's ability to solve simple problems is developed through selection and reading of appropriate texts based on their interest. 				
Values: Responsibility cultivated in the learner as they undertake assigned roles when selecting and reading an appropriate reading material based on their interest.				
Pertinent and Contemporary Issues (PCIs): Patriotism is advocated for as the learner is exposed to information on our tourist attraction sites by reading texts on the said theme.				
Link to other Subjects The skill of extensive reading is appropriate in the learning and study of Agriculture and Nutrition.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.3 Grammar in Use	5.3.1 Adjectives (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 simple, comparative and superlative forms of adjectives in print and digital texts correctly, b) use simple, comparative and superlative forms of adjectives in oral and written texts, c) acknowledge the importance of using adjectives correctly in communication. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Identify adjectives in print and digital texts. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices. • In purposive groups, compare items using simple, comparative and superlative forms of adjectives, • In purposive groups collaborate with peers to make a list of regular and irregular adjectives, • Create a crossword puzzle and a word search, using comparative and superlative adjectives. <p>Learners who may not perform the practical task could point/ carry out</p>	<ol style="list-style-type: none"> 1. Which words do we use to describe people, things, and places? 2. How do we compare people, things, and events?

			<p>the task orally while being offered physical support</p> <ul style="list-style-type: none"> • In purposive groups, display the completed crossword puzzle and word search on social media, posters or charts. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner’s ability to plan efficiently is developed as they create and display the crossword puzzles and word search. • Digital Literacy: The learner’s ability to manipulate digital devices is improved as they share work accomplished (crossword puzzles and word search) through digital communication platforms such as social media. 				
<p>Values:</p> <p>Respect is inculcated as the learner collaborates with peers to make a list of regular and irregular adjectives by respecting diverse opinions.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Safety and Security: The learner’s sense of security is promoted as learner the learns about safety when interacting with animals and when they visit various tourist attraction sites.</p>				
<p>Link to other Subjects</p> <p>The learner is able to apply the knowledge of adjectives which are a key aspect in the grammar lessons in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Writing	5.4.1 Creative Writing - Narrative Compositions (2 lessons)	By the end of the sub strand, the learner should be able to; a) plan a narrative composition collaboratively, b) organise ideas coherently, clearly, and logically for writing fluency, c) create a narrative composition on a variety of topics. d) judge a narrative composition for correctness of language, relevance of the topic, and organisation of ideas.	The learner is guided to: <ul style="list-style-type: none"> • In purposive groups, identify the parts of a narrative composition, • In purposive groups work with peers to plan a narrative composition of about 160-200 words, • In purposive groups read sample narrative compositions with peers and critique them for: <ul style="list-style-type: none"> - correctness of language - flow or organisation of ideas - relevance to the topic - creativity • Use the steps of the writing process to create a narrative composition of about (160 -200 words), on tourist attraction sites. Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount. 	<ol style="list-style-type: none"> 1. Why should we organise ideas in our compositions? 2. How can you make your writing interesting?

			<ul style="list-style-type: none"> Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount. use appropriate fixed phrases such as: <i>catch fire</i>; <i>similes such as: as fast as lightning</i>; <i>metaphors such as: the boy was a fox. He was so cunning</i>; <i>proverbs such as: prevention is better than cure</i>; <i>idioms such as get into hot water</i>; <i>and phrasal verbs such as: care for.</i> 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> Communication: The learner’s ability to communicate effectively is developed as they practise the skills of writing clearly by following the stages of the writing process and creating a narrative composition. Creativity and Imagination: The learner’s artistic skills are enhanced as they create and write narrative compositions. 				
<p>Values: Unity: Cooperation is displayed as the learner collaborates with peers to plan a narrative composition.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Environmental education: The learner interacts with information on tourist attraction sites when creating a narrative composition using the steps of the writing process thereby grasping knowledge on the environmental.</p>				
<p>Link to other Subjects The learner is able to relate the concept of the writing process to their learning in Kiswahili.</p>				

6.0 JOBS AND OCCUPATION - WORK ETHICS

Suggested Vocabulary

value, work, bad, virtue, upright, code, responsible, occupation, teamwork, integrity, trespass, co-worker, self-esteem, passion, smart, early, unethical, loyal, hardworking, hard work, character, corrupt, honest, reward, excel,

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 (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify words and phrases with the sounds /f/, /v/ and /əʊ/, b) use vocabulary related to the theme in sentences correctly, c) apply stress and intonation in questions, statements, and exclamatory sentences, d) value the importance of stress and intonation in sentences. 	The learner is guided to: <ul style="list-style-type: none"> • say sounds, words, phrases, and sentences with the sounds /f/, /v/ and /əʊ/. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views • Say tongue twisters with the sounds /f/ and /v/ and /əʊ/. Learners with speech difficulties could be allowed 	<ol style="list-style-type: none"> 1. Why do we put emphasis on some words and not others? 2. How can you vary your voice to convey different meanings?

			<p>extra time to make presentations</p> <ul style="list-style-type: none"> • Watch a video of a dialogue on work ethics and imitate the use of stress and intonation by the speakers. Preferential seating could be accorded learners with short stature while watching and Light intensity be adjusted for those who are sensitive to light. • Recite, mime, gesture a choral verse, with peers, • Sing songs featuring stress and intonation. form sentences using the following expressions: <i>fixed phrases: Take care of, have no idea, you never know simile: As happy as king, as busy as a bee, work like a horse metaphor: Wambui is a bee. She is so busy.</i> 	
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			<p><i>idioms: Lay off, hand in, take over, deal with, strike while the iron is hot, go the extra mile</i></p> <ul style="list-style-type: none"> • <i>proverbs: Make hay while the sun shines. The sun does not wait for a king, Honesty is the best policy, Slow but sure wins the race, Jack of all trades, master of none</i> <p><i>phrasal verbs: Grow up, take over, deal with, give up, go on.</i> Learners with speech difficulties could be lip-read by peers, teacher or learner support assistants as they use residual speech</p>	
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Core Competencies to be Developed:

- Communication: The learner’s ability to speak clearly and effectively is enhanced through practice and saying tongue twisters with the sounds /f/ and /v/ and /əʊ/.
- Self-efficacy: The learner’s ability to analyse is developed when they give their views on strengths and weakness as they form sentences using the given expressions.

Values:

Integrity is enhanced as the learner practices accountability through watching a video of a dialogue on work ethics and imitating the use of stress and intonation by the speakers.

Pertinent and Contemporary Issues (PCIs):

Career Guidance: The learner's grasp of careers is heightened as they interact with information on work ethics by watching a dialogue.

Link to other Subjects

The learner is able to relate the concept of stress and intonation to their learning in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Intensive Reading: Dialogue (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) make connections between events in the text and prior experiences, b) use contextual clues to infer the meaning of vocabulary such as words, proverbs, fixed phrases, similes, and phrasal verbs, 	The learner is guided to: <ul style="list-style-type: none"> • In purposive groups, relate the title and illustrations/pictures with their personal experiences. • In purposive groups skim a text to obtain a general idea (dialogue of about 500 words), • In purposive groups scan a text on work ethics for specific details, 	<ol style="list-style-type: none"> 1. Why is it important to relate events in a story to our own experience? 2. How can you predict what will happen in a story or passage?

		<p>c) respond to a reading text for comprehension.</p> <p>d) acknowledge the role of reading comprehension in lifelong learning.</p>	<ul style="list-style-type: none"> • Observe the cover, pictures, and read the title to make predictions, • In purposive groups infer the meaning of unknown words, similes, metaphors and fixed phrases from context, • Create mental images (visualise) from read, viewed, or heard text, • Retell events in a story/dialogue in their own words. Learners with speech difficulties could use Alternative and Augmentative modes of Communication- AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views. • Work with peers to make posters featuring the new words he or she has learnt. And answer literal and inferential questions. Learners with 	
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			manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher	
<p>Core Competencies to be Developed: Communication and Collaboration: The learner’s ability to reasons and express own opinion is enhanced as they work with peers to make posters featuring the new words learnt. Self-efficacy: The learner’s confidence is elevated as they display posters made featuring new words learnt through concerted attention to detail.</p>				
<p>Values: Responsibility is developed as the learner displays dependability while scanning a text on work ethics for specific details.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life skills: Effective communication is developed as learners retell the events in the story in their own words.</p>				
<p>Link to other Subjects The learner is able to relate the skills of intensive reading to their learning in Kiswahili.</p>				

Strand	Sub strand	Specific Learning	Suggested Learning	Suggested Key Inquiry
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		Outcome	Experiences	Question (s)
6.3 Grammar in Use	6.3.1 Phrasal Quantifiers (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise phrasal quantifiers in oral and written contexts, b) use phrasal quantifiers with countable and uncountable nouns correctly, c) judge the correctness of phrasal quantifiers in sentences.	The learner is guided to: <ul style="list-style-type: none"> • In purposive pairs work with peers to view a video or listen to an audio text on work ethics featuring phrasal quantifiers and identify them • In purposive groups, make sentences using phrasal quantifiers such as a lot of..., a pinch of... plenty of..., a number of, a crate of ... • Create charts and posters using phrasal quantifiers and share them on the school notice board or social media, Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by 	<ol style="list-style-type: none"> 1. How do we tell countable nouns from uncountable ones? 2. Which words are used to show the amount of something?

			peers, learner support assistant or teacher <ul style="list-style-type: none"> • In purposive groups, form sentences from a substitution table. 	
Core Competencies to be Developed: <ul style="list-style-type: none"> • Communication: The learner’s ability for self-expression is developed through creating posters using phrasal quantifiers. • Digital Literacy: The learner’s ability to manipulate technology for learning is improved as they view videos featuring phrasal quantifiers or display charts on social media. 				
Values: Integrity is inculcated in the learner as they interact with information on choosing to do the right thing by reading material/text on work ethics.				
Pertinent and Contemporary Issues (PCIs): Career exploration: The learner’s knowledge on careers is enhanced as they interact with information on the theme by working with peers to view a video or listen to an audio text on work ethics featuring phrasal quantifiers.				
Link to other Subjects The correct use of phrasal quantifiers is relevant when handling food and nutrition in Agriculture and Nutrition.				

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.4 Writing	6.4.1 Creative Writing - Pictorial Compositions (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) plan a composition in preparation for writing, b) use appropriate words and expressions such as similes, metaphors, fixed phrases, phrasal verbs and idioms in written communication, c) create a pictorial composition from visuals. d) judge a pictorial composition for relevance of topic, correctness of language, and creativity. 	The learner is guided to: <ul style="list-style-type: none"> • In purposive groups, collaborate to view a variety of pictures, illustrations, and other visuals in print and digital texts and discuss what is happening. Learners with speech difficulties could be allowed extra time to make presentations • View comic strips from newspapers and magazine columns, • Use relevant <i>fixed phrases, similes, metaphors, idioms, proverb and phrasal verbs in a composition,</i> • In purposive groups collaborate to use visuals to compose a story of about (160-200 words), 	<ol style="list-style-type: none"> 1. How can you make others want to read your composition? 2. What information do we obtain from pictures or visuals?

			<ul style="list-style-type: none"> • In purposive groups organise ideas logically, coherently, and clearly, • In purposive groups revise their composition by incorporating suggestions given by peers, • Publish the composition by displaying it on the wall, charts, online, posters, and social media platforms, among others. Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner’s ability to undertake tasks that encourage artistic expression is enhanced by creating a story from a collection of visuals provided by the teacher. • Self-efficacy: The learner’s ability to confidently express themselves is developed as they publish compositions by displaying them on the wall, charts, online, posters, and social media platforms, among others. 				
<p>Values: Respect is emphasised as the learner appreciates diverse opinions while viewing a variety of visuals.</p>				

Pertinent and Contemporary Issues (PCIs):

Life skills: Effective communication is developed as the learner organises ideas logically, coherently, and clearly while writing their compositions.

Link to other Subjects

The skills acquired by learners as they create pictorial compositions are related to learning of composition writing in Kiswahili.

7.0 TECHNOLOGY: SCIENTIFIC INNOVATIONS

Suggested Vocabulary

engineer, computer science, device, app, telephone, industrial, laboratory, evolve, architect, irrigation, electronic, wireless, digital, invent, modern, medical, advance, space, rocket, science, discover, satellite,

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
7.1 Listening and Speaking	7.1.1 Pronunciation and Interactive Listening (3 lessons)	By the end of the sub strand, the learner should be able to; a) articulate sounds correctly for communication clarity, b) seek clarification during a two-way conversation to express different moods in oral contexts, c) interrupt appropriately during a conversation. d) use appropriate words and expressions such as similes, metaphors, proverbs among others	The learner is guided to: <ul style="list-style-type: none"> • Practise saying the sounds: /v/ as in, of, on, from, lot; hot, /ɔ:/ as in door, sort, short, ball, call, or among others. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to express their views. • Show moods such as happiness, surprise, sadness, regret, and pain, among others, when seeking clarification, 	<ol style="list-style-type: none"> 1. How do you interrupt a speaker politely during a conversation? 2. What emotions or feelings do we show on our faces when talking?

		<p>e) advocate the importance of interactive listening.</p>	<ul style="list-style-type: none"> • In purposive groups, take turns and interrupt appropriately during conversations, • Role play short interviews. Learners to be assigned roles according to their ability. 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 • Watch partial dialogues on video, the computer, tablets, and other devices and respond to questions appropriately. Preferential seating could be accorded learners with short stature while watching and Light intensity be adjusted for those who are sensitive to light 	
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			<ul style="list-style-type: none"> • practise using expressions such as: <i>fixed phrases: such as good at, be familiar with, little by little, long ago, a long time ago</i> <i>similes: work like magic, as easy as ABC., like a sea of knowledge, as slow as a snail, as quick as silver</i> <i>metaphors: The internet is a sea of knowledge. It has a lot of information</i> <i>idioms: To make headway, apple of my eye</i> <i>proverbs: Practice makes perfect, Necessity is the mother of invention, Live and learn, Little learning is a dangerous thing, phrasal Verbs: Start over, key in, leave behind, look for, come up with.</i> <ul style="list-style-type: none"> • Preferential seating could be accorded learners with short stature while watching 	
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			and Light intensity be adjusted for those who are sensitive to light	
<p>Core Competencies</p> <ul style="list-style-type: none"> • Digital Literacy: The learner’s ability to use digital devices is enhanced while watching partial dialogues on video, the computer, and tablets, other devices and responding to questions appropriately. • Communication and Collaboration: The learner’s ability to speak clearly and effectively is developed as they take turns during a conversation. 				
<p>Values: Peace is cultivated as the learner avoids hurting other by practising the skills of turn taking and interrupting appropriately during conversations.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is promoted as they practise effective communication while engaging in role-play and retelling the events in the story.</p>				
<p>Link to other Subjects The skill of interactive listening is relevant to the learning of listening skills in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Extensive Reading: Fictional and Non-Fictional (2 lessons)	By the end of the sub strand, the learner should be able to; a) select appropriate reading texts from a library, b) read a variety of texts for general information and enjoyment, c) acknowledge the importance of reading widely for lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • Select a reading text from a varied collection of materials or library, • Preview the table of contents from a book, find the required information, and answer oral questions, • In purposive groups, skim a text to obtain the gist or general idea, • In purposive groups scan a text to obtain specific information, • In purposive groups select a reading text (1251-1500 words), • Use a dictionary to look up the meaning of unfamiliar words. Learners who may not perform the practical task could point/ carry out the task orally while being offered physical support 	<ol style="list-style-type: none"> 1. How can you obtain the general idea of what a text is about? 2. Why is it important to read many books?

			<ul style="list-style-type: none"> • Write a summary of a text he or she has read and share it with peers. Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Learning to Learn: The learner’s ability to acquire the skill of selecting and reading a variety of texts is enhanced as they select, read and summarise texts. • Collaboration: The learner’s ability to work with others harmoniously is boosted as they observe the rules of engagement while sharing a summary of the text he or she has read. 				
<p>Values: Respect is inculcated in the learner as they display patience while writing a summary of a text he or she has read and sharing it with peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Critical Thinking: The learner acquires the skills of critical thinking while skimming a text to obtain the gist or general idea.</p>				
<p>Link to other Subjects Extensive reading is necessary as learners carry out research while doing assignments and general reading in Social Studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.3 Grammar in Use	7.3.1 Tense: Future Continuous Tense (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify sentences featuring future continuous tense in print and digital texts,</p> <p>b) use future continuous tense in oral and written contexts correctly,</p> <p>c) assess sentences for correctness and appropriateness of tense.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • In purposive groups, ask the following questions to peers: <i>What are you doing? What were you doing yesterday? What will you be doing tomorrow?</i> • In purposive groups view a map, globe, list of time zones, video or pictures of animals, plants, or people and describe what will probably happen next day starting with the words, <i>they, he, and she</i>, among others, • Talk about activities in the past, present, and future time. Learners with speech difficulties could be allowed extra time to make presentations 	<p>How do you show an action will take place tomorrow or at a later time?</p>

			<ul style="list-style-type: none"> • Search the internet for examples of sentences expressing continuous tense. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices. • In purposive groups, collaborate with peers to determine the correctness of tense in sample sentences. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner’s ability to speak clearly is enhanced as they talk about activities in the past, present, and future time by recognizing the value of others. • Self-efficacy: The learner states what they find difficult to do as they talk about activities in the past, present, and future time. 				
<p>Values: Love is cultivated as the learner learns to resolve conflicts while collaborating with peers to determine the correctness of tense in sample sentences.</p>				

Pertinent and Contemporary Issues (PCIs):

Life skills – Effective communication is achieved as learners engage in role play and retell the events in the story.

Link to other Subjects

The skill of correct use of tense is critical in Kiswahili and communication in all the learning areas as they make presentations.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
7.4 Writing	7.4.1 Punctuation: The Comma and Double Quotation Marks (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify the comma and double quotation marks in a text, b) use the comma and the double quotation marks correctly in oral and written texts, c) collaborate with peers to determine the correct use of the comma and the double quotation marks.	The learner is guided to: <ul style="list-style-type: none"> • In purposive groups, collaborate to identify sentences in which the comma and the double quotation marks have been used, • Recite, mime, hum, sign a poem on scientific innovations paying attention to the use of the comma and the double quotation marks, • Listen to an oral presentation and answer questions, • In purposive groups form sentences from a substitution table, 	<ol style="list-style-type: none"> 1. Why should we punctuate our speech or writing correctly? 2. Which punctuation marks do you use frequently?

			<ul style="list-style-type: none"> • Work with peers in purposive groups to construct and punctuate sentences correctly, • In purposive groups, Create a poster or power point presentation and display the work to another group. Learners with manipulation difficulties could use any functional part of the body/ appropriate Assistive technology with physical support • Listen to a dictation of sentences, write the sentences and punctuate them appropriately. Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount. Learners with manipulation 	
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Core Competencies to be Developed:

Collaboration: The learner's ability to collaborate and carry out activities with peers is enhanced as they create a poster or power point presentation and display the work to another group.

Creativity: The learner's artistic prowess is developed as they make posters or power point presentations and document successes made during recitations.

Values:

Love is cultivated as the learner learns to resolve conflicts while collaborating with peers to determine the correctness of tense in sample sentences.

Pertinent and Contemporary Issues (PCIs):

Information Technology: The learner interacts with technology and learns more about emerging trends as they recite poems on scientific innovations paying attention to the use of the comma and the double quotation marks.

Link to other Subjects

The skill of correct use of punctuation marks is critical when making writing essays in other learning areas such as Kiswahili and Religious Education.

8.0 THE FARM – ANIMAL SAFETY AND CARE

Suggested Vocabulary

veterinary, poisonous, cruel, brand, sanctuary, adoption, orphanage, cage, inspect, helmet, pesticide, tether, endangered, die, protect, safety, danger, care, cage, suffering, clean, pet, feed, animal rights, overwork

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) explain the difference between riddles and proverbs, b) pronounce sounds, words, and phrases related to the theme accurately, use words and expressions such as idioms, fixed phrases, phrasal verbs and proverbs in varied contexts, 	Learners is guided to: <ul style="list-style-type: none"> • Search from online sources for information on the differences between riddles and proverbs and share with peers. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices • Participate in a riddling session. Learners with speech 	<ol style="list-style-type: none"> 1. Why do we tell riddles and proverbs? 2. Which are some of the proverbs you know?

		<p>c) acknowledge the importance of proverbs, riddles, and idioms in communication.</p>	<p>difficulties could use Alternative and Augmentative modes of Communication- AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views.</p> <ul style="list-style-type: none"> • In purposive groups, say sounds, words, idioms, and proverbs with the sounds /f/ and /ʃ/ accurately, • create own riddles and share them their peers, • find and use words and expressions such as: fixed phrases: <i>in good shape, at the moment, make money, one by one,</i> simile: <i>as mischievous as a monkey, as helpless as a baby, as gentle as lamb, as white as wool,</i> metaphor: <i>the girl is a lamb. she is so gentle.</i> idioms: <i>would not hurt a fly, curiosity killed the cat, let the cat out of the</i> 	
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			<p><i>bag, kill two birds with one stone,</i></p> <p>proverbs: <i>a bad workman quarrels with his tools, put all your eggs in one basket, it is no use crying over spilt milk, a barking dog never bites, a dog is a man's best friend,</i></p> <p>phrasal verbs: <i>die out, care for, care about, look after, rely on.</i></p> <ul style="list-style-type: none"> • use words, phrases, and proverbs in a conversation. 	
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Core Competencies to be Developed:

- Digital Literacy: The learner’s ability to make use of digital devices is improved and they search for information on the differences between riddles and proverbs from online sources.
- Learning to Learn: The learner’s ability to grasp concepts is enhanced as they share ideas with peers on the differences between riddles and proverbs.

Values:

- Respect is enhanced as the learner keeps an open mind with regard to the opinions of others as they share ideas with peers on the differences between riddles and proverbs.
- Peace is inculcated as the learner displays tolerance during the riddling session.

Pertinent and Contemporary Issues (PCIs):

Life skills: Critical Thinking and effective communication is emphasised as learners unravel the meaning of proverbs, idioms and riddles.

Link to other Subjects:

The concept of riddles and tongue twisters is related to the use of these genres to learn pronunciation of sounds in Kiswahili.

trand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Fluency (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) select a reading text from a collection of materials or the library, b) read a text at a reasonable speed for fluency, c) read a text accurately and with expression, d) acknowledge the importance of reading fluency in lifelong learning. 	Learners is guided to: <ul style="list-style-type: none"> • In purposive groups, obtain specific information from a text, • In purposive groups practise reading at the right speed, with peers, • In purposive groups read a text on animal safety, while observing punctuation marks correctly, • Watch a video on reading fluency and practise the various aspects of fluency. 	<ol style="list-style-type: none"> 1. How can you improve your reading speed? 2. What are some of the feelings you show when reading a story or poem?

			<p>Preferential seating could be accorded learners with short stature while watching and Light intensity be adjusted for those who are sensitive to light.</p> <ul style="list-style-type: none"> • In purposive groups, collaborate in reading a choral verse, • In purposive groups read a paragraph, a passage, or story in turns. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner’s ability to read fluently builds confidence as the learner reads a text on animal safety, while observing punctuation marks. • Digital Literacy: The learner’s ability to manipulate devices is enhanced as they access a video and practise various aspects of reading fluency. 				
<p>Values:</p> <p>Social Justice is developed in the learner as they share resources equitably with peers while watching a video on reading fluency.</p> <p>Unity is displayed as the learner displays team spirit while reciting the choral verse with peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p>				

Animal welfare: The learner develops a sense of responsibility and care for animals as they interact with information on animal safety while reading a text.

Link to other Subjects

Reading fluency is critical when reading and appreciating reading texts in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>8.3 Grammar in Use</p>	<p>8.3.1 Sentence Patterns (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) distinguish the active and passive voice in a sample text correctly, b) contrast the use of some given words in sentences, c) use active and passive voice correctly, d) assess sentences for correctness on the use of active and passive voice. 	<p>Learners is guided to:</p> <ul style="list-style-type: none"> • In purposive groups identify sentences in the active and passive voice from a text, • In purposive groups change sentences from active to passive voice and vice-versa, • Sort pairs of sentences and classify them into either active or passive voice categories. Learners with manipulation difficulties could use any functional part of the body/ appropriate Assistive technology with physical support 	<p>How do we change a sentence from active to passive form?</p>

			<ul style="list-style-type: none">• Construct sentences, related to animal safety, in the active and passive voice, type them on a computer, laptop, tablet, or mobile phone and share them through, email or other web platforms. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices• In purposive groups, search for more examples of sentences in the active and passive voice from the internet,• In purposive groups collaborate with peers to determine the correctness of sentences.	
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Core Competencies to be Developed:

- Digital Literacy: The learner’s ability to interact with technology is developed as they search the Web for more examples of active and passive sentences.
- Critical Thinking and Problem-Solving: The learner’s ability to reason clearly is cultivated while changing sentences from active to passive voice and vice-versa.

Values:

Social Justice is enhanced in the learner as they gain knowledge about animals during their interaction with information on animal safety.

Pertinent and Contemporary Issues (PCIs):

Animal Welfare: The learner improves their grasp on animal conservation and care as they construct sentences related to animal safety, in the active and passive voice.

Link to other Subjects:

The skill of using active and passive sentences correctly in key to the writing of minutes in Kiswahili.

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	8.4.1 Creative Writing – Narrative Compositions (3 lessons)	By the end of the sub strand, the learner should be able to; a) plan a narrative composition in preparation for writing, b) use proverbs, phrasal verbs and idiomatic expressions in writing,	The learner is guided to: • Collaborate to use the writing process (planning, drafting, editing, revising, and publishing) and create a narrative composition of about (160-200 words). Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount. Learners with	1. Why is it important to plan your composition? 2. What makes a composition interesting?

		<p>c) create a narrative composition based on a given theme for self-expression,</p> <p>d) judge a narrative composition for creativity, organisation of ideas, relevance of topic, and correctness.</p>	<p>manipulation difficulties could write using any functional part of the body or appropriate Assistive technology with physical support.</p> <ul style="list-style-type: none"> • In purposive groups, identify idioms, proverbs, and similes from an oral or written text, • In purposive groups use appropriate words and expressions such as fixed phrases: similes, idioms phrasal verbs and metaphors in their writing, complete a gap-filling exercise involving similes, proverbs, and idioms. Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount. Learners with manipulation difficulties 	
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Core Competencies to be Developed:

- Creativity and Imagination: The learner’s ability to come up with new ideas is enhanced while creating narrative compositions.
- Digital Literacy: The learner’s ability to use digital devices to communicate effectively is improved while displaying his or her composition on blogs and other social media platforms.

Values:

Love is inculcated as the learner cares for others and collaborates with peers to use the writing process to create a narrative composition.

Pertinent and Contemporary Issues (PCIs):

Animal Welfare: The learner's grasp on Animal safety is promoted through the theme of taking care of animals.

Link to other Subjects:

Writing of narrative compositions entails skills of planning, drafting, editing, revising and publishing which are critical in essay writing in Creative Arts and Pre-Technical Studies.

8.0 LIFESTYLE DISEASES SUGGESTED

Vocabulary

cancer, high blood pressure, heart disease, heart attack, obesity, overweight, diabetes, exercise, incurable, cure, allergy, treat, distress, headache, prevention, diet, lifestyle, heart disease, stroke, obesity,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Pronunciation and Speaking Fluency (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify words, phrases and sentences with the target sounds, b) use words and expressions such as idioms, proverbs and similes related to the theme in sentences correctly, c) make an oral presentation related to the theme fluently, d) acknowledge the importance of fluency in oral communication. 	The learner is guided to: <ul style="list-style-type: none"> • say words and phrases with the sounds /eə/, /aʊ/ and /h / correctly. Learners with speech difficulties could be allowed extra time to make presentations • In purposive groups, practise saying tongue twisters with the selected sounds, • Recite, mime, gesture poems on lifestyle diseases with words which have the sounds /eə/ /aʊ/ and /h/, • Speak at the right speed. Learners with speech difficulties could be allowed extra time to make presentations 	<ol style="list-style-type: none"> 1. Why should you speak accurately and without hesitations? 2. What is the importance of showing the right feelings when reciting a poem or telling a story?

			<ul style="list-style-type: none"> • Make short speeches on lifestyle diseases expressively, accurately and without hesitations. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views • Recite, mime, gesture choral and oral verses poems and show the right facial expressions through readers' theatres, • Use fixed phrases such as <i>fall sick similes such as ... as right as rain, metaphor, for example, Kadzo is a lark. She is always happy. idioms such as fit as a fiddle, sick like a dog, proverbs such as an apple a day keeps the doctor away, , prevention is better than cure, phrasal verbs such as pass out,</i> 	
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			<ul style="list-style-type: none"> • Make short videos of the poetry recitation or narrations and share them with friends or peers. Learners who may recod could point/ carry out the task orally while being offered physical support 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner’s ability to speak engagingly is enhanced as they make short videos of the poetry recitation or narration and share them with friends or peers. • Self-efficacy: The learner’s ability to speak more fluently and with confidence is developed as they make short speeches expressively, accurately and without hesitations. 				
<p>Values:</p> <p>Responsibility is cultivated in the learner as they undertake assigned roles while delivering speeches on lifestyle disease. Peace is enhanced as the learner displays tolerance while reciting choral verses with peers</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Lifestyle diseases: The learner’s grasp of health issues is enhanced as they make short speeches on lifestyle diseases expressively, accurately and without hesitations.</p>				
<p>Link to other Subjects</p> <p>Effective use of fixed expressions, proverbs and similes is related to use of these expressions in public speaking in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.2 Reading	9.2.1 Intensive Reading - Fictional and Non-fictional (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) make connections between events in the text and real life experiences, b) create mental images from viewed, heard or read text for comprehension. c) respond to texts correctly for comprehension, d) acknowledge the importance of reading comprehension in lifelong learning. e) acknowledge the importance of reading comprehension in lifelong learning. 	Learners is guided to: <ul style="list-style-type: none"> • Predict events by studying the title, cover or pictures in a text on lifestyle diseases. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to express their views • Picture events, characters or places in their minds, • In purposive groups, read texts of up to 500 words related to the selected theme, • In purposive groups connect events in a text with an occurrence in their own life or real world events, • In purposive groups use the image on the front cover to predict events in the text, 	<ol style="list-style-type: none"> 1. Why should we relate events in a text with real life, people or places? 2. How can we predict what will happen in a text or story?

- In purposive groups infer the meaning of unfamiliar words and expressions such as fixed phrases, idioms, proverbs and phrasal verbs,
- Retell the events depicted in a text in their own words. Learners with speech difficulties could be allowed extra time to make presentations
- In purposive groups, answer direct and inferential questions from a variety of texts,
 - Create a mind map using words in a text.

Core Competencies to be Developed:

- Learning to Learn: The learner’s ability to be self-driven and perform tasks on their own is enhanced as they engage in self-driven tasks by inferring the meaning of unfamiliar words and phrases.
- Creativity and Imagination: The learner’s ability to – The learner comes up with unique and new ideas through creation of mind maps using words in a text.

Values:

Responsibility – The learner proactively solves problems by connecting events in a text with an occurrence in their own life or real world events.

Pertinent and Contemporary Issues (PCIs):

Lifestyle diseases: The learner is able to make life changing decisions on health as they interact with information on lifestyle diseases by reading texts on the themes.

Link to other Subjects:

The learner is able to relate the concept of creating mental images from viewed, heard or read text to the concept of drama techniques in Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.3 Grammar in Use	9.3.1 Adverbs (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify adverbs in oral and written texts. b) use adverbs to express different meanings correctly. c) judge the appropriateness of adverbs used in oral and written texts. 	The learner is guided to: <ul style="list-style-type: none"> • In purposive groups, identify the adverbs of manner, time place and frequency in a text on lifestyle diseases, • Underline the adverbs in a passage. Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, 	<ol style="list-style-type: none"> 1. How do we show where, how, when and how many times an action occurs? 2. What are some of the words you could use to talk more about an action?

			<p>learner support assistant or teacher</p> <ul style="list-style-type: none"> • Pick out different adverbs from print texts or the internet in small groups. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices. • Collaborate with peers in purposive groups to judge the correctness of sentences featuring adverbs. • In purposive groups, form sentences using adverbs, • In purposive groups create a poem or story using different types of adverbs, • In purposive groups create and solve crossword puzzles using adverbs. 	
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Core Competencies to be Developed:

- Digital Literacy: The learner's ability to use digital devices is improved as they search for adverbs on the internet.
- Creativity and Imagination: The learner's ability to come up with new ideas is enhanced while creating crossword puzzles using adverbs.

Values:

- Unity is cultivated in the learner as they strive to achieve common goals by collaborating with peers to judge the correctness of sentences featuring adverbs.
- Responsibility is emphasised as the learner interacts with texts on lifestyle diseases and learns how to reduce the risk of contracting these diseases.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-esteem): The learner gains confidence as they practise identifying the adverbs of manner, time place and frequency in a text.

Link to other Subjects:

The learner is able to relate the correct use of adverbs to the learning of word classes in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.4 Writing	9.4.1 Punctuation: The Hyphen (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify grade appropriate hyphenated words from a written text, b) use grade appropriate hyphenated words correctly for clarity of meaning, c) judge sentences for correctness of language, and use of the hyphen. 	The learner is guided to: <ul style="list-style-type: none"> • search for and share with peers in purposive groups, hyphenated words such as dark-blue shirt, good-looking, goodhearted, fast-moving, anticlockwise from the internet, magazines, newspapers, textbooks or brochures, • Listen to a dictation of the following words: mother-in-law, father-in-law, sister-in-law, brother-in law and write them down. Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount • Listen to an audio recording of the words mother-in-law, father-in-law, sister-in-law, 	Why is it important to punctuate texts appropriately?

			<p>brother-in-law and anti-clockwise and create a list,</p> <ul style="list-style-type: none"> • Use words such as fast-flowing, slow-moving, open-mouthed, big eyed, sugar-free among others in sentences, • Hyphenate words which refer to age such as five- year-old girl, two-year-old and middle-aged man, • use the hyphen correctly when writing numbers 21 through 99: for example, • twenty-one; ninety-nine • Work with peers in purposive groups to create a poster on lifestyle diseases featuring the words, mother in law, father--in law, sister-in law, brother -in-law, anticlockwise among others. <p>Note: The learner should only be exposed to simple and common hyphenated words. Again, the focus should be on the usage of the words in sentences.</p>	
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Core Competencies to be Developed:

- Communication: The learner's ability to write clearly and efficiently is promoted as the learner punctuates and hyphenates words correctly.
- Digital Literacy: The learner's ability to interact with technological devices is enhanced as they view videos on the internet and explaining how the hyphen is used.

Values:

- Social Justice is fostered in the learner as non-discrimination is encouraged while searching for and sharing with peers, hyphenated words.
- Unity is displayed in the team spirit that is inculcated in the learner as they work with peers to create a poster on lifestyle diseases.

Pertinent and Contemporary Issues (PCIs):

Lifestyle Diseases: The learner's general health and wellbeing is improved as they interact with and gain knowledge on lifestyle diseases while creating a posters featuring the target words.

Link to other Subjects

The learner is able to relate the learning of punctuation marks (the hyphen) to correct punctuation of texts in Agriculture and Nutrition.

10.0 PROPER USE OF LEISURE TIME

Suggested Vocabulary

holiday, enjoy, drugs, recreation, leisure, pastime, vacation, relax, loiter, waste, squander, idle, pleasure, hobbies, bully, misconduct, stroll, insult, blackmail, exercise, sports, games, picnic

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.1 Listening and Speaking	10.1.1 Pronunciation and Interactive Listening (3 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 sound /h/ in an oral text, b) use turn taking and polite interruption during a conversation, c) express appropriate moods during a conversation, d) advocate the importance of polite interruption and turn taking in oral communication. 	The learner is guided to: <ul style="list-style-type: none"> • in purposive groups, pick out the sound /h/ as in holiday, /j/ as in yam and /eə/ as in air, from an audio text, • listen to a text on proper use of leisure time and say words and phrases with the sound /h/, • Take turns during short interviews, debates and discussions on grade appropriate topics. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual 	<ol style="list-style-type: none"> 1. Why should we take turns in a conversation? 2. What are some of the moods/feelings we can show during a conversation?

			<p>speech/ digital devices with text-to-speech application/point/sign/write) to express their views.</p> <ul style="list-style-type: none"> • In purposive groups, interrupt appropriately during a class discussion, interview or debate, • In purposive groups, perform a choral verse (about six stanzas) or conversational poem in a reader's theatre, and display various moods, • In purposive groups, practise using expressions such as <i>fixed phrase: kill time; simile: sleep like a log; metaphor: My mother is hawk eyed. She sees everything; proverbs: There is no time like the present, idioms: day dream, phrasal verbs: good at.</i> 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Collaboration: The learner's ability to contribute to group decision making is enhanced by reciting choral poems with peers. • Self-efficacy: The learner's ability to confidently share what they have learnt is developed as they take turns and interrupt effectively in conversations. 				

Values:

Responsibility is inculcated in the learner as they engage in assigned tasks and pick out the sound /h/, /j/ and /eə/ from an audio text.

Pertinent and Contemporary Issues (PCIs):

Life Skills: The learner is able to communication effectively through acquisition of interactive listening skills.

Link to other Subjects

The learner is able to relate the skills of interactive listening to group interactions in the learning of Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.2 Reading	10.2.1 Intensive Reading (3 lessons)	By the end of the sub strand, the learner should be able to; a) make connections between events in a text and real life experiences, b) respond to a text correctly for comprehension, c) use contextual clues to infer the meaning of unfamiliar words and expressions such as proverbs, similes among others,	Learners is guided to: <ul style="list-style-type: none"> • In purposive groups, preview a text (of about 500 words) on proper use of leisure time for general understanding, • Make predictions about events in a text. Learners with speech difficulties could be allowed extra time to make presentations • In purposive groups infer the meaning of unfamiliar words and expressions using prior knowledge and contextual clues, 	<ol style="list-style-type: none"> 1. Why should we 2. relate events in a book to our own life experiences? 3. How can you predict the information in a book even before you read it?

		<p>d) acknowledge the role of reading comprehension in lifelong learning.</p>	<ul style="list-style-type: none"> • Answer direct and inferential questions orally and in writing, Learners with manipulation difficulties could write using any functional part of the body or appropriate Assistive technology with physical support • Summarise the events in the text through retelling. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views • Create a password puzzle using the learnt vocabulary. Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher <ul style="list-style-type: none"> • In purposive groups, Create a crossword puzzle using the learnt vocabulary. 	
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Core Competencies to be Developed:

- Learning to Learn: The learner's ability to learn on their own and complete tasks is developed as they engage in self-driven tasks by creating a crossword puzzle using the learnt vocabulary.
- Critical Thinking and Problem-Solving: The learner's ability to solve simple problems is developed by creating a crossword puzzle using the learnt vocabulary.

Values:

Integrity is enhanced as the learner acquires discipline by interacting with information from a reading text on proper use of leisure time.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Decision making): The learner is equipped with decision making skills as they preview a text on proper use of leisure time.

Link to other Subjects

The learner is able to relate the skills of reading comprehension to the learning of reading skills in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 Grammar in Use	10.3.1 Conjunctions (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify conjunctions in a text, b) use conjunctions correctly in varied contexts, c) judge the appropriateness of conjunctions used in sentences. 	The learner is guided to: <ul style="list-style-type: none"> • In purposive groups, identify the conjunctions since, so, nor, yet, for, unless, although, though, in a text, • Construct sentences on proper use of leisure time using conjunctions. Learners with speech difficulties could use Alternative and Augmentative modes of Communication- AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to construct sentences, • Fill in blanks in sentences using conjunctions. Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount 	How do you join two or more sentences?

			<ul style="list-style-type: none"> • Collaborate with peers in purposive groups, to construct sentences using conjunctions, • Create a crossword puzzle using conjunctions and share it with peers through posters, charts or social media. Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher . 	
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Core Competencies to be Developed:

- Self-efficacy: The learner’s ability to focus on achieving the set tasks is enhanced as they identify and use conjunctions in sentences.
- Digital Literacy: The learner’s ability to interact with technological devices is developed as they observe safety precautions and share their crossword puzzles on various social media platforms.

Values:

Love is inculcated in the learner as they portray a caring attitude while collaborating with peers to construct sentences using conjunctions.

Pertinent and Contemporary Issues (PCIs):

- Life Skills (Effective Communication): The learner develops better communication skills through correct use of conjunctions.
- Life skills (Decision making) – The learner is equipped with decision making skills as they construct sentences on proper use of leisure time using conjunctions.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.4 Writing	10.4.1 Creative Writing- Descriptive Compositions (2 lessons)	By the end of the sub strand, the learner should be able to; a) use appropriate adjectives to describe a person, object or a place, b) plan a descriptive composition in preparation for writing, c) create a descriptive composition on a variety of topics, d) judge a descriptive composition for correctness of language, relevance to the topic, creativity and organisation of ideas.	The learner is guided to: • In purposive groups, identify key points about an event such as a wedding ceremony, football match and dance, among others, • suggest people, events, places or objects that can be described in purposive pairs, • in purposive groups, plan a descriptive composition of about (160-200 words), • in purposive groups, select and use appropriate expressions such as proverbs and idioms in a composition,	1. What words do we describe objects, people or events? 2. How can we make our descriptions more interesting?

			<ul style="list-style-type: none"> • Collaborate to write the introductory paragraph of the descriptive composition. Learners with manipulation difficulties could write using any functional part of the body or appropriate Assistive technology with physical support • Complete the descriptive composition. Learners with manipulation difficulties could use any functional part of the body/ appropriate Assistive technology with physical support. 	
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Core Competencies to be Developed:

- Creativity and imagination: The learner’s ability to improve their prowess in art is enhanced as the learner undertakes tasks that require artistic expression of ideas while writing and editing their compositions.
- Digital Literacy: The learner’s ability to make use of digital devices is developed as they share the corrected compositions through the internet, email or social media.

Values:

Integrity is emphasised as the learner demonstrates reliability while working with peers to write the introductory paragraph of the descriptive composition.

Pertinent and Contemporary Issues (PCIs):

Life skills (Effective communication): Learner is able to communicate with clarity as they follow the writing process while writing a descriptive composition.

11.0 SPORTS – INDOOR GAMES

Suggested Vocabulary

sports, volleyball, basketball, wrestling, gymnasium, arena, stadium, monopoly, lane, chess, court, card room, host, draw, front runner, table tennis, badminton, Olympics, netball, boxing, swimming, compete, win, hobby,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.1 Listening and Speaking	11.1.1 Pronunciation and Vocabulary: Audio Files (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) select sounds, words and phrases from a text for listening fluency, b) use words and expressions such as proverbs, phrasal verbs, among others in sentences, c) listen for specific details and main idea from audio recordings, internet, radio or television programmes. 	The learner is guided to: <ul style="list-style-type: none"> • Listen to audio stories and pick out specific sounds, words, phrases or sentences, • Say words with the sounds /ʊ/ and /u:/ correctly. Learners with speech difficulties could be allowed extra time to make presentations • Say tongue twisters with the target sounds. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application to say tongue twisters. 	<ol style="list-style-type: none"> 1) Why should we look at the face of people as they speak? 2) How are audio stories different from a written story?

		<p>d) appreciate the importance of effective listening in communication.</p>	<ul style="list-style-type: none"> ● In purposive groups, collaborate to listen to choral poems with the sounds /ʊ/ and /u:/ and pick out words with the selected sounds, ● Interpret non-verbal cues correctly during conversations. ● Practise using expressions such as <i>fixed phrases: out of breath; similes: as bright as day; metaphor: Lodunga is a deer. He runs very fast. ; idioms: get a head start; proverbs: look before you leap and phrasal verbs such as pass round.</i> 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Communication: The learner’s ability to speak fluently and clearly is enhanced as learner says tongue twisters that contain the target sounds. ● Digital Literacy: The learner’s ability to manipulate digital devices is developed while listening to audio stories and picking out specific sounds, words, phrases or sentences. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is cultivated as the learner collaborates with peers by listening to choral poems and picking out words with the selected sounds. ● Social justice is displayed by the learner as they foster fairness while working with peers to listen to choral poems. 				

Pertinent and Contemporary Issues (PCIs):

Life Skills (Effective communication): The learner's clarity in communication is developed as learners engage in role-play and retell the events in the story.

Link to other Subjects

The learner is able to relate the correct use of words and expressions to the completing of written correctly in Religious Education

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
11.2 Reading	11.2.1 Intensive Reading – Digital Stories (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify words, phrases and proverbs from a digital text, b) create mental images from viewed, heard or read text, c) answer direct and inferential questions correctly for comprehension, d) acknowledge the role of reading comprehension in lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • Participate in a reader's theatre and read solo or choral poems on indoor games. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views. • In purposive groups, make predictions about a text by observing the cover or title, 	<ol style="list-style-type: none"> 1. What part do pictures in a book or cover play in a story? 2. How are digital stories different from story books?

			<ul style="list-style-type: none"> • Make connections between the pictures in a text and real life situations, • In purposive groups, summarise important ideas and restate them in own words, • Retell events in a poem chronologically Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views, • In purposive groups, use contextual clues to infer the meaning of expressions similes, metaphors, idioms, proverbs and phrasal verbs. • Summarise events in a text through retelling such as fixed phrases. Learners with speech difficulties could be allowed extra time to make presentations. 	
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Core Competencies to be Developed:

- Self-efficacy: The learner's ability to engages in self-driven tasks is enhanced while participating in a reader's theatre and reading solo or choral poems on indoor games.
- Creativity and Imagination: The learner's ability to create mental images is developed through the tasks on creation of mental images from viewed, heard or read texts.

Values:

Unity inculcated in the learner while collaborating with peers and retelling events in a poem chronologically.

Pertinent and Contemporary Issues (PCIs):

Learner Support Programmes: The learner is able to provide support to each other as they interact with reading texts related to indoor sports and games.

Link to other Subjects

The learner is able to relate intensive reading to reading of passages and other texts on Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
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<p>11.3 Grammar in Use</p>	<p>11.3.1 Interrogatives (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify interrogatives in print or digital texts, b) use interrogatives correctly to express different meanings, c) assess the appropriateness of interrogatives used in print and digital texts.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • discuss in pairs or groups which among the following words are not interrogatives: whip, how, what, when, whom, why, which, whisper, where and whole, • practise using when clauses with present tense to show the future, for example, ‘When are you going to school?’, • collaborate with peers to use interrogatives in sentences correctly, • create lists of interrogative sentences using words related to the theme, • type the list using a computer, laptop or tablet in groups and display his or her work to peers. 	<ol style="list-style-type: none"> 1. How do you form questions? 2. Why do we ask questions?
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Core Competencies to be Developed:

- **Communication:** The learner’s ability to clearly communicate with others is improved as they use clauses with present tense to show the future.

- Creativity and Imagination: The learner’s ability to come up with new ideas is enhanced as they create lists of interrogative sentences using words related to the theme.

Values:

Responsibility is inculcated in the learner as they engage in assigned tasks and collaborate with peers to use interrogatives in sentences.

Pertinent and Contemporary Issues (PCIs):

Life Skills: Self-esteem is nurtured as the learner practises using interrogatives in sentences.

Link to other Subjects

The learner is able to relate the concept of interrogatives to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Writing	11.4.1 Spelling: Synonyms and Antonyms (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify synonyms and antonyms correctly for writing fluency,	Learner is guided to: <ul style="list-style-type: none"> • Listen/watch a video recording on in-door games and identify words with synonyms and antonyms. Preferential seating could be accorded learners with short stature while watching and 	<ol style="list-style-type: none"> 1. How do you tell the meaning of unfamiliar words? 2. Which are some of the words with same or opposite meaning?

		<p>b) use synonyms and antonyms correctly in sentences,</p> <p>c) advocate the use of a rich vocabulary in writing.</p>	<p>Light intensity be adjusted for those who are sensitive to light.</p> <ul style="list-style-type: none"> • In purposive groups, form sentences using synonyms and antonyms, • Identify synonyms and antonyms from newspapers, magazines or the internet and create a crossword puzzle. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices • Display their work on posters. Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher 	
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Core Competencies to be Developed:

Learning to Learn: The learner's ability to learn on their own is enhanced as they engage in self-driven tasks such as identifying synonyms and antonyms from newspapers, magazines or the internet.

Values:

Love – The learner considers the interests of others as they display their work on posters.

Pertinent and Contemporary Issues (PCIs):

Career opportunities in sports: The learner acquires more information on careers as they listen/watch a video recording on indoor games and identify words with synonyms and antonyms.

Link to other Subjects:

The learner is able to relate the concept of spelling (synonyms and antonyms) to their learning in Kiswahili.

12.0 ENVIRONMENT CONSERVATION

Suggested Vocabulary

conserve, preserve, restore, wildlife, nature, drought, dry, die, reforestation, safeguard, sustain, sewage, garbage, refuse, pollute, forest, gullies, recycle, soil erosion,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.1 Listening and Speaking	12.1.1 Pronunciation and Vocabulary (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) listen for specific details such as sounds words and expressions for effective oral communication, b) make oral presentations such as speeches accurately, with minimal hesitations and with expressions. c) use non-verbal cues appropriately to enhance fluency, d) judge the appropriateness of non-verbal cues in a 	The learner is guided to: <ul style="list-style-type: none"> • Say words and phrases with the sounds / ʒ/ / dʒ/ correctly. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to express their views. • Recite, poems with words that have the sounds /ʒ/ / dʒ/. Learners with speech difficulties could be lip-read by peers, teacher or learner support assistants as they use residual speech. They 	<ol style="list-style-type: none"> 1. Why should you speak at the right speed, accurately, and with expression? 2. How do our faces, hands, and eyes help us communicate better?

		<p>conversation or video recordings.</p>	<p>could also sign, point, write, type, use multipurpose communication board, speech generating device, be allowed extra time to make presentations</p> <ul style="list-style-type: none"> • <i>Listen for specific details such as:</i> <i>fixed phrases: as long as, all the time, set on fire, from time to time, too bad, be in trouble;</i> <i>simile: as wide as the sky, as brave as a lion, as green as grass, as clear as crystal, as clear as day, as black as soot, as pure as snow; metaphor: The man is a tortoise. He walks so slowly! Sanaipei is a lion. She is very brave; idioms: A drop in the ocean, add fuel to the fire, beat about the bush, the grass is always greener on the other side of the fence; proverbs: Prevention is better than cure; The best things in life are free, An apple never</i> 	
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			<p><i>falls far from the tree; If you want to be happy for a year, plant a garden; If you want to be happy for life, plant a tree; phrasal Verbs: clean up, cut down, die out, dry up, cut down, die out</i></p> <ul style="list-style-type: none"> • Speak on topics based on environmental conservation or content from other areas in class. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views, • participate in mock interviews in small purposive groups, groups, • Recite, mime, sign choral and solo verses related to the theme. 	
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Core Competencies to be Developed:

- Communication: The learner's ability to speak clearly and correctly is developed as they practise saying words and phrases with the sounds / z/ / dz/.
- Self-efficacy: The learner's ability to confidently communicate is enhanced as they master the art of speaking fluently while practising correct articulation of sounds.

Values:

Peace is enhanced as the learner avoids hurting others while speaking on environmental conservation or content from other areas in class.

Unity is inculcated in the learner through collaboration with peers as they make presentations in class.

Pertinent and Contemporary Issues (PCIs):

Environmental Conservation: The learner is more informed on matters about the environment as they interact with information on environmental conservation and speak on topics based on the same.

Link to other Subjects

The learner is able to relate the concept of making oral presentations to their learning in Social Studies and other learning areas.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.2 Reading	12.2.1 Intensive Reading (3 lessons)	By the end of the sub strand, the learner should be able to; a) identify words, phrases, and proverbs used in a song or poem, b) uses stress and rhythm correctly while reading lines and words in a poem or song. c) respond to a reading text for comprehension, d) advocate the importance of correct stress and rhythm in communication.	The learner is guided to: <ul style="list-style-type: none"> • Participate in a reader’s theatre and read solo or choral poems, using correct stress. Learners with speech difficulties could be allowed extra time to make presentations • In purposive groups, Sing, ham, clap rhythmically along as a video of poetry recitation or song plays with the lyrics provided, using the correct rhythm, • In purposive groups, identify words, phrases, and proverbs used in the song or poem, • Make predictions about events in a poem on environmental conservation by observing the picture or title. Learners with speech difficulties could be allowed extra time to make predictions, • In purposive groups, answer direct and inferential questions from a comprehension passage, 	<ol style="list-style-type: none"> 1. Why are songs and poems more enjoyable than reading a book? 2. How can we make a poem or song more interesting?

			<p>Create mental images by viewing pictures or events in a poem or song and comparing them to real-life situations,</p> <ul style="list-style-type: none"> • In purposive groups, infer the meaning of new words and expressions such as fixed phrases, proverbs, idioms, phrasal verbs and similes from the way they have been used in a text. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner’s ability to confidently plan and carry out tasks independently is enhanced as they engage in the reader’s theatre activity with peers. • Learning to Learn: The learner’s ability to grasp concepts on their own is developed as they share what they have learnt by participating in a reader’s theatre. 				
<p>Values:</p> <p>Patriotism is fostered as the learner acquires knowledge about his or her county’s environment and how to conserve it for future generations as they interact with texts on environmental conservation.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental Conservation: The learner’s knowledge on preservation of the environment is enhanced as they make predictions about events in a poem on environmental conservation. • Life Skills (Creative Thinking): The learner is able to think creatively as they engage in the task of giving the meaning of new words in the poem from the way they have been used in the text. 				
<p>Link to other Subjects</p> <p>The learner is able to relate the skill of intensive reading to their learning in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.3 Grammar in Use	12.3.1 Question Tags (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify tag questions from a print or digital text for information, b) form tag questions from verbs to be, verbs to have, verbs to do and modals, c) use tag questions correctly in oral and written texts, d) appreciate the importance of well-formed sentences in communication. 	The learner is guided to: <ul style="list-style-type: none"> • In purposive groups, identify the verbs to be, verbs to have, verbs to do and modals, • Form tag questions using verbs to be, verbs to have, verbs to do and modals. Learners with speech difficulties could be allowed extra time to make presentations • Apply rules when forming tag questions, for example, a positive statement results in a negative tag question and vice versa, • search for examples of question tags on the web, with peers, • practise using tag questions in dialogues and conversations, 	<ol style="list-style-type: none"> 1. What is a question tag? 2. How do we form question tags?

			<ul style="list-style-type: none"> • Make posters featuring tag questions and display them in class. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices. 	
<p>Core Competencies to be Developed: Collaboration: The learner’s ability to work with peers is enhanced as they practice using tag questions in dialogues and conversations. Digital Literacy: The learner’s ability to manipulate digital devices is improved as they search for more examples of question tags on the internet.</p>				
<p>Values: Love is fostered as the learner portrays a caring attitude while collaborating with peers to display posters on tag questions in class. Respect is inculcated as the learner displays patience while searching for examples of question tags on the web, with peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental Conservation (Environment Education): The learner is able to communicate to others about environmental conservation practices using tag questions in dialogues and conversations. 				

- Life Skills (Creativity): The learner displays creativity as they form tag questions using verbs to be, verbs to have verbs to do and modals.

Link to other Subjects:

The learner is able to relate the skills of using question tags to the learning of interrogatives in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.4 Writing	12.4.1 Functional Writing (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify all the components of a personal journal, b) use the correct format to create a personal journal, c) judge the correctness sentences, relevance to the topic and the format of a personal journal.	The learner is guided to: <ul style="list-style-type: none"> • In purposive groups, identify all the components of a personal journal, • Read a sample personal journal, • Create a personal journal for seven days. Learners with manipulation difficulties could use any functional part of the body/ appropriate Assistive technology with physical support. Learners who may not perform the practical task could point/ carry out the task orally while being offered physical support. • Peer-edit the personal journals – different purposive pairs exchange their journals for editing, 	<ol style="list-style-type: none"> 1. Why do we keep journals and diaries? 2. How do you record important occasions or dates in your life?

			<ul style="list-style-type: none"> • Revise personal journals, • Display the personal journals in class, on the school notice board, internet among others. Learners with manipulation difficulties could use any functional part of the body/ appropriate Assistive technology with physical support. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner’s ability to undertake tasks that require artistic expression is enhanced as they create a personal journal for seven days. <p>Self-efficacy: The learner’s ability to confidently communicate is developed as they become more adept at creating personal journals.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is fostered as the learner carries out assigned tasks as they create personal journals and share them with peers. • Social justice is displayed as the learner acquires a sense of sharing resources equitably as they interact with information on environmental conservation. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Life Skills (Effective communication): The learner is able to communicate clearly as they practise creating a personal journal for seven days.</p>				
<p>Link to other Subjects:</p> <p>The learner is able to relate the concept of making and keeping a journal to self-assessment when learning Social Studies.</p>				

13.0 MONEY – TRADE

Suggested Vocabulary

currency, funds, stock, purchase, foreign exchange, wholesale, retail, export, product, online trade, import, deal, hawker, boutique, service, consume, tax, negotiate, credit, hike, buy, batter trade, profit, invest, save, safe, tax

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.1 Listening and Speaking	13.1.1 Pronunciation and Intensive Listening (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify specific sounds, words, phrases, and sentences from a text. b) listen to a short text and rewrite it accurately. c) use expressions such as similes, proverbs, fixed phrases idioms and metaphors in oral contexts correctly, d)) advocate the need for attentive listening during oral comprehension. 	The learner is guided to: <ul style="list-style-type: none"> • Dictate a story featuring proverbs and similes, pick them out and list them in pairs.say the sounds: /ʌ / as in but, /ʊ / as in put, [ʊə] as in tour and [eɪ] as in gate. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech application/point/sign/write) to express their views • Rewrite a short text in his or her own words 	<ol style="list-style-type: none"> 1. Why should we listen carefully? 2. What is the function of similes and proverbs in communication?

			<p>accurately, read a written version of what they have listened to. Learners with manipulation difficulties could be purposively grouped/ paired/ individually to write/ stamp/ mount</p> <ul style="list-style-type: none"> • In purposive groups, predict the likely outcome of events in a listening text, • Pick out information such as amounts, dates, time, facts, characters, and the sequence of events from an oral text, • <i>In purposive groups, use expressions such as fixed phrases: at once, no entry, similes such as: sell like hot cakes, as happy as a hippo; metaphors such as - Chebet is a hare. She is so clever. proverbs such as A stitch in time saves nine, grow on trees, idioms such as back</i> 	
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			<i>to square one, to cut corners and phrasal verbs such as count on, give in and give back.</i>	
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Core Competencies to be Developed:

- Communication and Collaboration: The learner’s ability to express themselves well is enhanced as they make suggestions on improvements to be made and rewrite the short text in their own words accurately.
- Creativity and Imagination: The learner’s ability to artistically communicate is developed as they rewrite the short text in own words accurately.

Values:

- Unity is fostered in the learner as they collaborate with peers and interact with grade-appropriate texts featuring similes and metaphors.
- Integrity is enhanced as the learner interacts with materials on the theme of trade which enhances a sense of financial responsibility and informs them on fair trade practices.

Pertinent and Contemporary Issues (PCIs):

Life skills (Critical Thinking): The learner develops critical thinking by predicting the likely outcome of events in a listening text.

Link to other Subjects:

The learner is able to relate the skill of proper pronunciation and intensive reading to the reading of texts in Kiswahili.

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
13.2 Reading	13.2.1 Extensive Reading (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) select appropriate reading texts from print or digital collections, b) read a variety of print or digital texts for enjoyment and general understanding, c) appreciate the importance of extensive reading in lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • in purposive groups, skim various texts to find out the general idea, • in purposive groups scan a text to find specific details such as key words, • Read a variety of texts of about (1251 to 1500 words) newspaper, magazines, grade appropriate digital/print texts, articles. Light intensity be adjusted for those who are sensitive to light. • In purposive groups, collaborate with peers to establish a class library, • Read print and non-print materials (websites and blogs independently. Learners with manipulation difficulties could use adapted digital resources 	<ol style="list-style-type: none"> 1. Why do we enjoy reading some materials but not others? 2. How do you obtain information from a newspaper, book, or magazine quickly?

			<p>with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices.</p> <ul style="list-style-type: none"> • Read newspapers, magazines poems, and class readers on trade, • In purposive groups, read digital versions of newspapers and magazines for information. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner’s ability to confidently express themselves is boosted as they practise and master reading increasingly difficult texts. • Digital Literacy: The learner’s ability to manipulate digital devices is improved as they read online versions of newspapers. 				
<p>Values</p> <p>Respect is fostered as the learner appreciates diverse opinions and collaborate with peers to establish a class library. Integrity is inculcated as the learner develops accountability by interacting with extensive reading texts about trade.</p>				
<p>Pertinent and Contemporary Issues</p> <p>Financial Literacy: The learner’s knowledge on financial management is enhanced through the theme of money.</p>				
<p>Link to other Subjects:</p> <p>The learner is able to relate the skill of reading extensively for information their learning in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
13.3 Grammar in Use	13.3.1 Word Classes: Prepositions (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify prepositions correctly in oral and written texts,</p> <p>b) use prepositions correctly in varied texts,</p> <p>c) judge the appropriateness of prepositions used in various texts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • In purposive groups identify prepositions of time such as since, before, until, about, during, past directions: such as above, across, below, after agent such as by, and with instrument such as with and by, • In purposive groups collaborate with peers to create visuals demonstrating the use of various prepositions, • Construct sentences on money and trade using prepositions. Learners with speech difficulties could use Alternative and Augmentative modes of Communication- AAC (residual speech/ digital devices with text-to-speech 	<p>What words do we use to describe the position of people or objects in relation to others?</p>

			<p>application/point/sign/write) to express their views.</p> <ul style="list-style-type: none"> • Create crossword puzzles using prepositions in pairs or small groups. Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher • Create visuals to demonstrate the use of various prepositions in sentences, • Work with peers' in purposive groups, to create charts or posters showing where objects are, for example, 'The pupils are inside the classroom. 	
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Core Competencies to be Developed:

Learning to Learn: The learner's ability to grasp concepts on their own is enhanced as they plan and manage time well and collaborate with peers to create and display charts featuring prepositions.

Digital Literacy: The learner's ability to interact with digital devices is developed as they search for examples of prepositions online.

Values:

- Social justice is inculcated in the learner s they display fairness while work with peers to create charts or posters showing where objects are.
- Integrity is fostered as the learner practises accountability by constructing sentences on money and trade using prepositions.

Pertinent and Contemporary Issues (PCIs):

Financial literacy is developed as the learner constructs sentences based on the theme of trade.

Link to other Subjects:

The learner is able to relate the skill of correct use of prepositions to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
13.4 Writing	13.4.1 Spelling: Affixes (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise affixes used to change the form and meaning of words, b) form new words using prefixes and suffixes, c) spell words correctly for writing fluency,	The learner is guided to: <ul style="list-style-type: none"> • In purposive identify words with prefixes and suffixes and use them to create puzzles and share with peers, • In purposive groups, form words using prefixes and affixes, • Match words with their appropriate affixes (-un,-cian, 	<ol style="list-style-type: none"> 1. Why is it difficult to spell some words? 2. How can we become better at spelling?

		<p>d) determine the correctness and appropriateness of affixes used in various texts.</p>	<p>sion, - tion), Learners with manipulation difficulties could use adapted digital devices or be supported to perform the task by peers, learner support assistant or teacher</p> <ul style="list-style-type: none"> • Use mind maps to generate a list of related words and change their form by adding affixes, • Create a crossword puzzle using the words they have generated. . Learners who may not perform the practical task could point/ carry out the task orally while being offered physical support 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner’s ability to confidently perform tasks is developed as they show concerted attention to detail while forming words using prefixes and affixes. • Creativity and Imagination: The learner’s ability to create something new is improved as they generate ideas using mind maps and come up with a list of related words. 				
<p>Values: Peace is promoted as the learner collaborates with peers to edit and display their journals.</p>				

Pertinent and Contemporary Issues (PCIs):

Financial Literacy: The learner is able to manage their finances better as they interact with the theme on money and trade to create mind maps and crossword puzzles.

Link to other Subjects

The learner is able to relate the skill of spelling words correctly to their editing of written work in Kiswahili and other learning areas.

Suggested Assessment Rubric

Strand	Sub Strand	Level	Exceeds Expectation 4	Meets Expectation 3	Approaches Expectation 2	Below Expectation 1
		Indicator				
LISTENING	Intensive listening	Ability to listen actively to a variety of oral texts to gain information.	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

	Interactive Listening	Ability to listen and participate actively in conversations in various settings for self-expression and effective communication	Participates actively in conversations, observes proper turn-taking skills, nods, maintains meaningful eye contact in a variety of settings for effective communication	Participates actively in conversations in various settings for self-expression and effective communication	Participates passively in conversations	Shows outright disinterest in conversations. Yawns, doses and interrupts conversations
SPEAKING	Speaking Fluency(Pronunciation, word stress, intonation)	Ability to speak accurately with expression and at the right speed, with minimum hesitation for fluency for effective communication	Speaks accurately with expression and at the right speed without hesitation in varied contexts for effective communication	Speaks accurately with expression and at the right speed, with minimum hesitation for fluency.	Speaks accurately with expression but at slow speed and with hesitation	Speaks inaccurately without expression and at a slow speed with many hesitations.
READING	Reading Fluency (speed, accuracy)	Ability to read about 400 words fluently and accurately, at the right speed and with	Reads more than 350 words in varied texts fluently,	Reads about 300 words fluently and accurately at	Reads about 800 words fluently and accurately at	Reads about 200 words fluently and accurately but

		expression for effective communication -	accurately and expressively for effective communication .	the right speed and with expression for effective communication	the right speed and with expression for effective communication	at slow speed without expression.
	Intensive Reading	Ability to read the text for inferential comprehension and meaning.	Reads a variety of texts for inferential meaning and relates to real life experiences.	Reads the text for inferential comprehension and meaning	Reads the text for comprehension and meaning but fails to locate inferential meaning	Reads the text for comprehension only.
	Extensive Reading	Ability to select and read relevant materials of between 1000-1250 words for information and pleasure.	Selects and reads a variety of relevant materials of more than 1300 words for information and pleasure	Selects and reads relevant materials of between 1000-1250 words for information and pleasure.	Selects and reads relevant materials of below 1000 words for information and pleasure	Selects and reads relevant material of below 500 words and reads for information and pleasure.
LANGUAGE USE	Word classes (Nouns, Pronouns, Tenses, Adjectives,	Ability to use grammatical forms to communicate ideas, opinions, and emotions	Uses grammatical forms to communicate ideas,	Uses grammatical forms to communicate ideas,	Uses grammatical forms to communicate ideas, but not	Fails to use correct grammatical forms to communicate,

	Adverbs of manner, Conjunctions Prepositions, Interrogatives, Quantifiers, Statements Aspect)	appropriately in different settings for effective communication.	opinions, and emotions appropriately at all times in different settings and contexts for effective communication	opinions, and emotions appropriately in different settings for effective communication	opinions and emotions.	ideas, opinions and emotions.
WRITING	Mechanics of Writing (punctuation, paragraphing, spelling)	Ability to use punctuation, paragraphing and spelling correctly for effective communication	Uses punctuation, paragraphing and spelling correctly for varied types of writing for effective communication	Uses punctuation, paragraphing and spelling correctly for effective communication	Uses either punctuation, paragraphing or spelling correctly.	Uses faulty paragraphing, poor punctuation and spelling when writing..
	Functional Writing	Ability to write a variety of writings using the correct formats for effective communication	Writes a variety of writings using correct formats and uses appropriate language for varied writing	Writes a variety of writings using the correct formats for effective communication	Writes a number of writings using correct formats for effective communication	Writes all the writings using wrong formats.

			tasks for effective communication			
	Creative Writing	Ability to plan and write compositions, coherently, clearly and logically for effective communication.	Plans and writes a variety of compositions coherently, clearly and logically with apt expressions and idioms for effective communication	Plans and writes compositions coherently, clearly and logically for effective communication	Plans and writes compositions with some illogical and unclear parts	Plans but writes compositions that are incoherent, lacks clarity and many illogical parts.

SUGGESTED NON-FORMAL LEARNING ACTIVITIES

Listening and speaking	
1.1	Narrating stories during music and drama festivals.
2.1	Sharing ideas from their extensive reading sessions during club activities such as the writer's club
	Role playing dialogues and staging skits during drama club meetings
2.2	Readers' theatres organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.
	Engage in debates to practise the use of polite words and phrases
4.1	Engaging in public speaking where knowledge stress is required
4.2	Creating and retelling stories from visuals during drama festivals
5.4	Participating in writing contests organised by the journalism club and Ministry of Education, among others
7.1	Debating club contests
8.1	Taking part in the 4K Club and Young Farmers Association to reinforce learnt vocabulary.

9.1	Preparing speeches and delivering them during the prize giving days, school assembly and extravaganzas, among others, to enhance fluency.
9.4	Taking part in activities of the writer's and journalism clubs to help learners improve their punctuation and other writing skills
12.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.
13.1	Christian Union, Catholic Action, Muslim and Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.

Reading	
1.2	Reading news during the morning assembly.
2.2	Reciting poems during school events such as forums involving parents and teachers
5.2	Conducting virtual tours using Google Maps and establishing the direction of various national parks using Google Maps.

5.2	Performing short plays, conversational poems or choral verses within the school or during drama festivals.
7.2	Collecting narratives from their community for a school magazine.
10.2	Acting as reporters, sports commentators or journalists during sports and games activities in school.
Grammar in Use	
3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competency.
12.3	Participating in clubs such as debate and journalism to enhance their communicative competency
Writing	
4.4	Writers Club: Functional Writing - Formal Letter- Letter of Invitation could be written to invite members from other schools.
8.4	Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent.
12.4	Spelling contests among schools.
13.4	Participation in spelling contests such as the Spelling Bee Competition could help learners improve their spelling

SUGGESTED ASSESSMENT METHODS

Listening and Speaking	Reading Skills	Grammar in Use	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 • Peer assessment • Self-assessment and standardised listening assessments 	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading assessments • 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 	<ul style="list-style-type: none"> • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation • Standardised writing assessment

SUGGESTED LEARNING RESOURCES

Non-digital	Digital
<ul style="list-style-type: none">• Course books• Storybooks• Poetry books• Pictures and photographs• Newspapers• Magazines• Junior encyclopaedia• 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