



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

## **JUNIOR SCHOOL CURRICULUM DESIGN**

**ENGLISH**

**GRADE 7**

**FOR LEARNERS WITH PHYSICAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

First Published in 2022

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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 seven curriculum designs for learners with Physical Impairment build on competencies attained by learners at Primary school level. Emphasis at this grade is the development of skills for exploration and making informed decision on pathways based on careers.

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 seven is the first grade of Junior school while Grade nine is the final grade of the level in the reformed education structure.

The reviewed Grade seven curriculum furthers implementation of the CBC from Primary Education 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 seven curriculum designs for learners with Physical Impairment are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade seven and prepare them for smooth transition to Grade eight. 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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**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review 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 21<sup>st</sup> 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 seven 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 seven 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 seven and preparation of learners with Physical Impairment for transition to Grade eight.

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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## 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. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that 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 necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernisation. Education should assist our youth in adapting to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building up a modern and independent economy that needs 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, especially in the developed world. We can only be part of this development if our education system focuses 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 personalities. 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 grow 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 that provides equal educational opportunities. 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 instill 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 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 in this international community with all the obligations, responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitudes towards good health and environmental protection.**

lead the youth of Kenya to appreciate the need for a healthy environment.

### ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons per week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
10.	Pastoral Religious Education	1
<b>Total</b>		<b>40 +1</b>

## **LEARNING OUTCOMES FOR JUNIOR SCHOOL**

By end of Junior School, the learner should be able to:

- a) Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
- b) Communicate effectively, verbally and non-verbally, in diverse contexts.
- c) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
- d) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- e) Practise relevant hygiene, sanitation and nutrition skills to promote health.
- f) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
- g) Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
- h) Manage pertinent and contemporary issues in society effectively.
- i) Apply digital literacy skills for communication and learning.

## **ESSENCE STATEMENT**

The Constitution of Kenya 2010 accords English the status of one of the official languages. According to the Language in Education Policy of 1976, English is the language of instruction from Grade Four onwards, including in colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities. The English subject at the junior school level will expose learners to both knowledge and use of the English language and literary appreciation. It will build on the competencies acquired at the upper primary school level in Listening, Speaking, Reading, Writing, and Grammar in Use.

By the end of the Junior level, learners will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners will be provided with appropriate varied experiences in listening, Speaking, Reading, Writing, and Grammar in Use to develop linguistic and communicative competence. They will also be expected to interact with print and non-print language and literary material both in and outside the classroom for enhanced mastery of the language.

English will lay a firm foundation for the learners' efficient and effective use of the language as a communication tool and the medium of instruction at Senior School. In addition, it will be a stepping stone for further study of English, Literature in English, and other pathways.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of the Junior School level, the learner should be able to:

- 1) listen and respond appropriately to relevant information in a variety of contexts,
- 2) read a wide variety of texts fluently, accurately, and interpretively for lifelong learning,
- 3) develop critical thinking skills for life,
- 4) read and analyse literary material and relate them to real-life experiences,
- 5) develop a lifelong interest in reading a wide range of subjects,
- 6) use grammatical forms to communicate appropriately in different settings,
- 7) write texts legibly, creatively, and cohesively to empower them for life
- 8) apply digital literacy skills to enhance proficiency in English,
- 9) appreciate the role of English as a medium for creativity and talent development.

## **GUIDELINES ON THE STUDY OF CLASS READERS IN JUNIOR SCHOOL**

### **Rationale for Class Readers in Junior School**

The genre selected for study as a class reader for Grade 7 is the novella. The intended outcome is to:

- i. enhance a reading culture among learners which is extremely valuable in lifelong learning;
- ii. prepare learners for the study of Literature in English in the Social Sciences pathway in Senior School;
- iii. expose learners to simple literary aspects useful in their day-to-day interactions taking cognizance of the fact that some will not pursue Literature in English at Senior School.

### **Teaching of Class Readers in Junior School**

The learner at Junior School level:

- i. will be guided to read a variety of class readers to expose them to the diverse concepts and skills in the design. This will form a backdrop on which aspects such as speaking, listening, reading, writing and grammar in use are brought to the fore;
- ii. is expected to adequately interact with varied readers for familiarisation with basic aspects of literary appreciation and enjoyment as well as enhance a reading culture;
- iii. should not be exposed to in-depth literary analysis.

It is important to note that only books approved by KICD and recommended for the level should be used as class readers.

### **Assessment of Class Readers**

As envisaged in the design, formative and summative assessment of readers should not be pegged to specific class readers. This is because readers are **NOT** set texts or set books as they are commonly referred to. Assessment tasks should be general in nature targeting concepts and skills spelt out in the curriculum design. Additionally, assessment should be prepared and conducted in such a manner that it will accord all learners a level playing field irrespective of the class reader they have studied.

## SUMMARY OF STRANDS AND SUBSTRANDS

STRAND	SUB STRAND	No. of Lessons
Listening and Speaking	1.1.1 Oral skills –polite language 2.1.1 Oral presentations-oral narratives 3.1.1 Listening for Main Idea 4.1.1 Selective listening 5.1.1 Sounds and word stress 6.1.1 Conversational skills 7.1.1 Listening for details 8.1.1 Explanatory Narratives 9.1.1 Consonant and vowel sounds 10.1.1 Delivering speeches 11.1.1 Interviews 12.1.1 Views and Opinions 13.1.1 Extensive Listening 14.1.1 Sounds and Intonation 15.1.1 Events within the classroom	30 Lessons
Reading 1 and 2	<b>Reading 1</b> 1.2.1 Independent reading 2.2.1 Simple poems 3.2.1 Information and meaning 4.2.1 Intensive reading 5.2.1 Synonyms and antonyms 6.2.1 Reading fluency	60 Lessons



	<p>7.2.1 Independent reading-Visuals  8.2.1 Main idea from supporting details  9.2.1 Grade appropriate fiction materials  10.2.1 Study skills –note making  11.2.1 Non-fiction materials  12.2.1 Reading comprehension  13.2.1 Comprehension strategies  14.2.1 Study skills –summary  15.2.1 Reading Fluency</p> <p><b>Reading 2</b></p> <p>1.4.1 Intensive reading-trickster narrative  2.4.1 Class reader –Previewing a text  3.4.1 Reading poetry  4.4.1 Class reader –Main characters  5.4.1 Intensive reading –Oral narratives  6.4.1 Oral literature -songs  7.4.1 Class reader -Characters  8.4.1 Intensive reading-Poetry  9.4.1 Class reader-sequence of events  10.4.1 Character traits-Monster Narratives  11.4.1 Intensive reading-Dilemma Narratives  12.4.1 Reading for Main idea  13.4.1 Praise songs-Purpose and occasion  14.4.1 Features of style-Identification and use  15.4.1 Poetry</p>	
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Grammar	1.3.1 Word classes -Nouns , 2.3.1 Word classes- Nouns 3.3.1 Verbs and tense-regular and irregular verbs 4.3.1 Verbs and tense-simple present and past 5.3.1 Comparative and superlative adjectives 6.3.1 Adverbs 7.3.1 Personal and possessive Pronouns 8.3.1 Simple prepositions 9.3.1 Conjunctions 10.3.1 Determiners 11.3.1 Formation of Adjectives 12.3.1 Phrasal verbs 13.3.1 Simple sentences 14.3.1 Subject verb agreement 15.3.1 Affirmative and Negative Sentences	30 Lessons
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Writing	1.5.1 Handwriting –Legibility 2.5.1 Punctuation marks 3.5.1 Narrative paragraphs 4.5.1 Paragraphing using examples 5.5.1 Friendly letter 6.5.1 Commonly misspelt words 7.5.1 The writing process-Narrative composition 8.5.1 Composition-Self assessment 9.5.1 Narrative Composition 10.5.1 Packing and Shopping lists 11.5.1 Spelling Antonyms ,Synonyms and Numbers 12.5.1 Writing process-Dialogues 13.5.1 Narrative Composition 14.5.1 Descriptive writing 15.5.1 Functional Writing –Notices, Posters	30 Lessons
<b>Total</b>		<b>150 Lessons</b>

Note: The suggested number of lessons per sub strand may be less or more depending on the context

<b>THEME 1.0: PERSONAL RESPONSIBILITY</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.1 Listening and Speaking</b>	<b>1.1.1 Conversational Skills: Polite Language</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify polite expressions used in the introduction of self and others, b) use polite expressions in the introduction of self and others in different speaking contexts, c) model respectful behaviour during introductions.	<ul style="list-style-type: none"> <li>• Make a list of necessary details about people that one needs to know for effective introduction, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make the list.</li> <li>• Brainstorm different types of introductions, Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views</li> <li>• List polite expressions that can be used during the introduction,</li> <li>• Match polite expressions to corresponding types of introductions,</li> </ul>	Why is it important for people to introduce themselves?

			<ul style="list-style-type: none"> <li>• Discuss reasons for using <i>polite language</i> in introductions,</li> <li>• Use games such as ‘<i>catch the ball</i>’ for the introduction of others, create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they carry out this activity.</li> <li>• Role-play different contexts of self-introduction with peers,</li> <li>• Review an audio or video recording of formal and informal introductions. Learners with postural limitation could be preferentially positioned for enhanced viewing when using a video recording.</li> </ul>	
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**Core Competencies**

Communication is developed as the learner listens critically and speaks clearly and effectively during role play of self-introduction with peers.

**Values:**

Respect is developed as learners acknowledges diverse opinions while brainstorming different types of introduction with peers.

**Pertinent and Contemporary Issues (PCIs)**

- Peace education is enhanced as the learner uses games such as ‘catch the ball’ for the introduction of others.
- Effective communication is enhanced as the learner uses polite language during introductions.

**Link to other subjects:**

The learner is able to use the concept of polite language while working with peers in various subjects such as Religious Education.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.2 Reading</b>	<b>1.2.1 Extensive Reading: Independent Reading</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: (a) identify a variety of texts for independent reading, (b) read selected materials for information and enjoyment, (c) appreciate the value of independent reading in lifelong learning.	<ul style="list-style-type: none"><li>• Think-pair-share on the factors to consider when selecting reading material, Learners with speech difficulties could use alternative communication modes as they share their views. Learners with manipulation difficulties could use any functional part of the body or use appropriate assistive devices during presentations. Allow more time for learners with speech difficulties to express their views</li><li>• Select appropriate reading materials related to personal</li></ul>	How can you ensure that you benefit from a reading session?

			responsibility <ul style="list-style-type: none"> <li>• Set and share reading goals for the session,</li> <li>• Read selected print and non-print materials independently,</li> <li>• Observe good reading habits,</li> <li>• Keep a portfolio or a journal of their experiences during the reading session,</li> <li>• Conduct peer review of the portfolios and journals kept.</li> </ul>	
<b>Core Competencies to be developed:</b> Critical Thinking and Problem Solving is developed as learner searches, collects, processes, and uses information from selected texts.				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect is developed as learners avoid distracting others by observing good reading habits.</li> <li>• Responsibility is nurtured as the learner is guided in selecting material that they consider appropriate for self and as they track personal progress.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs)</b> Effective Communication is enhanced as learner shares their experiences during the think-pair-share activity with peers.				
<b>Link to other subjects:</b> The learner uses the concept of independent reading in many subjects such as Agriculture and Nutrition.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.3 Grammar In Use</b>	<b>1.3.1 Word Classes: Nouns</b>  (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the different types of nouns from a print or digital text, b) use different types of nouns in sentences, c) appreciate the role of correct grammar in written and spoken communication.	<ul style="list-style-type: none"> <li>• Read a print or non-print text, Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers.</li> <li>• Identify <i>common, proper, concrete, and abstract nouns</i>,</li> <li>• Work with peers to search online for examples of the common, proper, concrete, and abstract nouns, Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Listen to a poem or a story and categorise the nouns used, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> <li>• Mention examples of common,</li> </ul>	Why is it important to identify items by name?



			<p>proper, concrete and abstract nouns in the classroom and school,</p> <ul style="list-style-type: none"> <li>• Construct sentences using common, proper, concrete, and abstract nouns,</li> <li>• Complete substitution tables with the different types of nouns,</li> <li>• Engage in language games such as scrabble, puzzles, code words, and guessing games,</li> <li>• Write and display stories, songs, or poems featuring the different types of nouns.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Learning to Learn is enhanced as the learner is motivated to learn continuously and work collaboratively while engaging in language games such as scrabble, puzzles, code words, and guessing games on nouns.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Harmony is fostered as the learner engages in games with peers and searches online for examples of concrete, proper and common nouns.</li> <li>• Patriotism: is promoted as learners identify with their locality as they talk about people, places, and institutions in their community.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs)**

Digital Citizenship and Cyber wellness is enhanced as the learner searches online for examples of common proper and concrete nouns.

**Link to other subjects:**

The learner uses the concept of nouns in learning other languages such as Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Reading	<b>1.4.1 Intensive Reading: Trickster Narratives</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main events in trickster narratives, b) analyse the characters in narratives, c) appreciate the importance of trickster narratives in the inculcation of values.	<ul style="list-style-type: none"> <li>• Engage in pre-reading activities such as previewing the title of the narrative, using picture clues, and brainstorming. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views</li> <li>• Recount the events in the <i>trickster narrative</i> and highlight the trick in the narrative,</li> </ul>	Why would we listen to trickster narratives?

			<ul style="list-style-type: none"> <li>• Discuss the various character traits displayed by the characters,</li> <li>• Brainstorm on the moral lessons of the narrative,</li> <li>• Work collaboratively to retell a trickster narrative,</li> <li>• Relate characters and events in the trickster narrative to real-life situations,</li> <li>• Collaborate with peers to explore and share how personal responsibility can be derived from the narrative's moral lessons.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and imagination is enhanced as the learner undertakes the task of retelling a trickster narrative.</p>				
<p><b>Values:</b> Integrity is enhanced as learner relates the moral in the trickster narrative to real-life situations.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner retells trickster narratives.</p>				
<p><b>Link to other subjects:</b> The learner is able to relate the concept of moral lessons to other learning areas such as Social Studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.5. Writing</b>	<b>1.5.1 Handwriting: Legibility and Neatness</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe features of legible and neat handwriting for efficient writing, b) write texts legibly and neatly for effective communication, c) acknowledge the importance of writing neatly and legibly.	<ul style="list-style-type: none"> <li>• Listen to an audio clip on the importance of developing legible and neat handwriting</li> <li>• Study written samples of legible and neat handwriting featuring all letters of the alphabet and short texts</li> <li>• Discuss the features of legible and neat handwriting, including shaping letters, joining and spacing letters and words. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views</li> <li>• Practise handwriting games such as blind writing, speed writing, and letter stations. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted</li> </ul>	Why should we write legibly and clearly?

			<p>digital devices to carry out this task.</p> <ul style="list-style-type: none"> <li>• Suggest ways of correcting bad handwriting habits such as joining letters and words inappropriately</li> <li>• Copy given texts on the theme of personal responsibility on charts and display for peer evaluation and correction</li> <li>• Write short paragraphs legibly and neatly, and share with peers for peer review.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Learning to Learn is developed as the learner collaborates with peers to suggest ways of correcting bad handwriting habits.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect is achieved as learners copy given texts on the theme of personal responsibility and display on charts for peer evaluation and correction.</li> <li>• Social justice is enhanced as the learner fosters non-discrimination while reviewing each other's written work.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication developed as the learner writes short paragraphs legibly and shares with peers.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of legible and neat handwriting to their learning in Kiswahili.</p>				

<b>THEME 2.0: SCIENCE AND HEALTH EDUCATION</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.1 Listening and Speaking</b>	<b>2.1.1 Oral Presentations: Oral Narratives</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the oral narrative performance techniques for effective delivery, b) use oral narrative techniques during the performance, c) appreciate the importance of performance techniques in the successful delivery of oral material.	<ul style="list-style-type: none"> <li>• Watch live or recorded oral performances of narratives as a class, Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>• Search online or offline for information on performance techniques, in pairs, and make presentations to peers, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Discuss the oral performance techniques, Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers Allow more time for learners with speech difficulties to express their views.</li> <li>• <i>Perform oral narratives</i> while peers watch, record, and then</li> </ul>	What makes one a good storyteller?

			<p>give feedback,</p> <ul style="list-style-type: none"> <li>• Compose oral narratives and suggest to peers the most suitable ways of performing them. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to compose and learners with speech difficulties could use alternative communication modes as they share their views.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Creativity and Imagination is developed as learner undertakes tasks such as creating and retelling narratives, which require remembering scenarios</p>				
<p><b>Values:</b>  Patriotism is achieved as learners compose and perform narratives on national values.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b>  Environmental conservation is enhanced as learner performs narratives on the need to take care of the environment.</p>				
<p><b>Link to other subjects:</b>  The skill of making presentations relates to showcasing of presentations in Creative Arts.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	<b>2.2.1 Intensive reading: Simple poems</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between poems and other literary genres, b) recite a variety of simple poems for enjoyment, c) collaborate in poetry recitation for enjoyment and learning.	<ul style="list-style-type: none"> <li>• Listen and respond to live or recorded poetry recitation,</li> <li>• Discuss what makes reading <i>simple poems</i> interesting, Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Pick out poems from a variety of texts and read them out aloud, Allow more time for learners with speech difficulties to express their views</li> <li>• Recite poems that address science and health issues such as HIV and AIDS,</li> <li>• Provide feedback to peers and seek help where necessary.</li> </ul>	How are poems different from other forms of literary genres?



**Core Competencies to be developed:**

Self-efficacy is enhanced as learners recite poems on HIV and AIDS with confidence.

**Values:**

- Peace is enhanced as learners work in teams during the poetry recitation.
- Social justice is developed as learners recite poems that promote fairness in society.

**Pertinent and Contemporary Issues (PCIs)**

Health education is promoted as learners recite poems that address health issues such as HIV and AIDS.

**Link to other subjects:**

The learner relates the skills of recitation to performance techniques in other learning areas such as Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 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 count, non-count, singular, and plural nouns from a variety of texts, b) use count, non-count, singular, and plural nouns in sentences, c) appreciate the importance of the correct use of nouns in communication.	<ul style="list-style-type: none"> <li>• Search for examples of <i>the count, non-count, singular, and plural nouns</i> from the internet, write them and post them on the class reading wall, Learners with manipulation difficulties could use an appropriate part of the body or use appropriate assistive devices during presentations. Adjust light intensity when using the digital device for learners with visual difficulties</li> </ul>	How can you group things that cannot be counted?

			<ul style="list-style-type: none"><li>• Listen to an audio text on the theme of science and health education, and pick out the target nouns,</li><li>• Pick out count, non-count, singular, and plural nouns from newspapers and magazine articles,</li><li>• Identify objects in the classroom and categorise them as count or non-count nouns,</li><li>• Change singular nouns to plural and vice versa,</li><li>• Construct sentences using the specified types of nouns orally and in writing,</li><li>• Work with peers to complete crossword puzzles with the target nouns,</li><li>• Work with peers to create posters using the learnt nouns, and post them on the class reading wall or share using digital learning platforms.</li></ul>	
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<p><b>Core Competencies to be developed:</b>          Collaboration is achieved as the learner creates posters and poems, and shares them on the classroom wall or through digital learning platforms. This enhances teamwork among the learners.</p>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity is enhanced as learners work together to identify the different types of nouns in the classroom.</li> <li>• Respect is achieved as learners take turns to work with peers to create posters using the learnt nouns.</li> </ul>
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Effective communication is achieved as the learner uses nouns in varied contexts correctly.</li> <li>• Health Education is promoted as the learner listens to an audio text on health issues.</li> </ul>
<p><b>Link to other subjects:</b>          The learner relates the concept of count and non-count nouns to their learning of nouns in Kiswahili.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Reading	<p><b>2.4.1 Intensive Reading: Class Reader</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>explain the different parts that aid in previewing a book,</li> <li>describe the author and the setting of the text in terms of time and place,</li> <li>underscore the value of reading for lifelong learning.</li> </ol>	<ul style="list-style-type: none"> <li>• Study the cover page of a class reader, read the blurb and highlight the outstanding features. Learners with speech difficulties could use alternative communication modes as they share their views</li> <li>• Discuss the title of the class reader,</li> </ul>	<p>Why should we not judge a book by its cover?</p>

			<ul style="list-style-type: none"> <li>• Research online for more information about the author and the setting of the story. Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Make oral presentations to the class on their findings from the research,</li> <li>• Identify words, images, and details that describe the setting in terms of place and time,</li> <li>• Design a graphic organiser such as a mind map or tree map to identify the setting. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> <li>• Share and give feedback using summary charts such as what I know - where I learned it - what I want to know - what I learned (K-W-W-L) chart to visualise what has been learned,</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Make short notes on the setting and the author.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn is enhanced as learners build on their learning experiences through analysis of the setting and research on the author.</li> <li>• Critical thinking is developed as learners explore the links between different events through tasks like creating graphic organisers that cultivate high-order thinking skills.</li> <li>• Problem-solving is archived as learner conducts research online to obtain more information about the author and the setting of the story.</li> </ul>				
<p><b>Values:</b> Unity is enhanced as the learner develops skills for working in harmony with others while participating.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Creative thinking is developed as the learner creates charts to summarise what they have learned.</p>				
<p><b>Link to other subjects:</b> The learner relates the skill of intensive reading to their reading of class readers in Kiswahili.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.5 Writing	<p><b>2.5.1 Mechanics of Writing: Punctuation Marks</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>recognise the full stop, exclamation mark, and question mark in texts,</li> <li>use the full stop, exclamation mark, and question mark in</li> </ol>	<ul style="list-style-type: none"> <li>• Read print or non-print text and identify the <i>full stop, exclamation mark, and question mark</i>,</li> <li>• Punctuate a text using the target punctuation marks. Learners with speech difficulties could use residual speech as they are lip-</li> </ul>	<p>Why is it important to punctuate a text?</p>

		<p>sentences, c) acknowledge the importance of punctuating sentences accurately.</p>	<p>read by the teacher or peers during the performance of this activity.</p> <ul style="list-style-type: none"> <li>• Write a short story or dialogue on the theme of science and health education using the full stop, exclamation mark, and question mark, where necessary. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write the short stories.</li> <li>• Engage in online or offline punctuation games with peers. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Create and display posters or charts with punctuated sentences for peer review and revision</li> <li>• Role-play well-punctuated dialogues and record. Ensure barrier-free access for learners with mobility difficulties. Safety for all learners should be</li> </ul>	
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			<p>observed and allocate roles according to each learner's abilities.</p> <ul style="list-style-type: none"> <li>• Discuss the effectiveness of punctuation marks in expressing meaning.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy is developed as learners use digital devices as they play online games and record dialogues.</li> <li>• Self-efficacy is achieved as learners pay attention to detail while role-playing and recording dialogues.</li> </ul>				
<p><b>Values:</b></p> <p>Unity is achieved as learners give each other feedback on charts and posters featuring the use of punctuation marks.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Effective communication is exhibited through well-punctuated texts.</li> <li>• Social skills are enhanced as learners discuss the effectiveness of punctuation marks in expressing meaning.</li> </ul>				
<p><b>Link to other subjects:</b></p> <p>The learner relates the concept of proper punctuation in other learning areas such as Kiswahili.</p>				

<b>THEME 3.0: HYGIENE</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.1 Listening and Speaking</b>	<b>3.1.1 Listening for the main idea</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main idea from varied descriptive texts, b) pick out specific information from varied descriptive texts, c) acknowledge the importance of listening skills in communication.	<ul style="list-style-type: none"> <li>• Listen to audio recordings on hygiene and identify the main idea. Learners with speech difficulties could use alternative communication modes as they share their views</li> <li>• Listen for specific information from the audio recording on hygiene and take notes. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to take notes.</li> <li>• Search online and offline for expressions that signal the main ideas, such as;</li> <li>• This talk is about...</li> <li>• I will talk about..., Control light intensity for learners who are sensitive to light while using digital devices.</li> </ul>	What can you do to ensure you capture the main ideas from a speaker?



			<ul style="list-style-type: none"> <li>• Watch a video describing a process, a person, or an object and pick out specific information. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>• Listen to peers read descriptive texts, and note down the main ideas in turns.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication is enhanced as the learner listens keenly and responds to descriptive texts.</li> <li>• Digital literacy is achieved as the learner uses digital devices to search online for expressions that signal the main idea and specific information.</li> </ul>				
<p><b>Values:</b> Respect is enhanced as the learner listens keenly to peers read descriptive texts and note the main ideas.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Health education - personal hygiene as the learner listens to audio texts on hygiene.</p>				
<p><b>Link to other subjects:</b> Learners relate to concepts in Agriculture and Nutrition as they listen to a recording on hygiene</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.2 Reading</b>	<b>3.2.1. Reading: Information and Meaning</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) distinguish between reading for information and reading for meaning,</li> <li>b) infer the meaning of words and phrases from varied texts,</li> <li>c) appreciate the importance of reading for information and meaning.</li> </ol>	<ul style="list-style-type: none"> <li>• Distinguish between reading for information and reading for meaning.</li> <li>• Collaborate with peers to scan through a text and identify text features (such as title, subtitles),</li> <li>• Read texts on issues such as hygiene, safety, and security and organise the information by making notes. Learners who may not turn pages to use page-turners or be supported by peers.</li> <li>• Infer and share, the meaning of words from varied texts,</li> <li>• Use the words to construct sentences to convey information and meaning. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital</li> </ul>	How would you tell the meaning of a word in a passage?

			devices to construct sentences. <ul style="list-style-type: none"> <li>• Fill in crossword puzzles using words learned.</li> </ul>	
<b>Core Competencies to be developed:</b> Collaboration is promoted as the learner infers and shares the meaning of words.				
<b>Values:</b> Respect is enhanced as the learner shares ideas as they work with peers to infer meanings of words				
<b>Pertinent and Contemporary Issues (PCIs):</b> Health and Safety is achieved as learner reads texts on issues such as hygiene, safety, and security				
<b>Link to other subjects:</b> The learner relates the skill of reading for information and meaning to other language learning areas such as Kiswahili.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.3 Grammar In Use</b>	<b>3.3.1 Verbs and Tense</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify regular and irregular verbs in sentences,</li> <li>use regular and irregular verbs to construct sentences using the past, present, and future tenses,</li> <li>appreciate the correct use of verbs and tenses for effective communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Search online and offline for information on verbs and their tenses. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Listen to texts read by the teacher on verbs and their tenses,</li> <li>• Identify and group verbs with similar endings such as: -ing, -ed, -ied, -d from passages on the theme of hygiene,</li> </ul>	Why is it important to use correct tenses in communication?

			<ul style="list-style-type: none"> <li>• Identify the tenses of the verbs in sentences,</li> <li>• Construct sentences using verbs in the correct tenses, Allow more time for learners with speech difficulties to express their views.</li> <li>• Participate in a language game on tenses,</li> <li>• Engage in conversations in pairs using verbs in various tenses,</li> <li>• Review their peers' use of tense in the conversations and give feedback. Learners with speech difficulties could use alternative communication modes as they share their views.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Communication and collaboration are developed as the learner engages in conversations in pairs using verbs in various tenses.</p>				
<p><b>Values:</b> Respect is inculcated as the learner reviews peers' use of tenses.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enhanced as the learner constructs sentences using verbs and tenses correctly.</p>				
<p><b>Link to other subjects:</b> The learner relates the correct use of verbs and tenses to correct language use when writing their essays in subjects such as Religious Education.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4. Reading	3.4.1 Intensive Reading: Poetry (2 lessons)	By the end of the sub strand, the learner should be able to: explain the structure of poems, analyse the structure of varied simple poems, read short poems addressing varied societal issues, appreciate the poem’s structure in communicating a message.	<ul style="list-style-type: none"> <li>• Source online or offline for different poems and note the titles and the poets while observing integrity and cyber safety. Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Brainstorm on the parts of a poem. Learners with speech difficulties could use alternative communication modes as they share their views and allow more time for learners with speech difficulties to express their views.</li> <li>• Read short poems addressing issues such as personal hygiene, hiv and aids, and covid-19,</li> <li>• Analyse how poems are broken into stanzas and stanzas into lines,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do people write poems?</li> <li>2. What makes a poem interesting?</li> </ol>

			<ul style="list-style-type: none"> <li>• Study varied poems and present their different structures using graphic organisers,</li> <li>• Compare the structures of different poems,</li> <li>• Relate the poem’s structure to the poem’s message.</li> </ul>	
<p><b>Core Competencies to be developed</b>  Digital literacy is achieved as the learner uses digital devices to search sources online for different poems and notes the titles and the poets, while observing cyber safety.</p>				
<p><b>Values:</b>  Integrity is achieved as the learner searches online or offline for poems while observing cyber security.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Health Education is promoted as the learner tackles poems on issues such as personal hygiene, HIV and AIDS, and COVID-19</li> <li>• Cyber Safety is promoted as the learner sources online or offline for poems.</li> </ul>				
<p><b>Link to other subjects</b>  The learner relates the structure of poems to other learning areas such as Kiswahili and Creative Arts.</p>				

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
3.5 Writing	3.5.1 Writing Narrative Paragraphs (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify the parts of a narrative paragraph,</li> <li>b) compose a narrative paragraph with the appropriate structure,</li> <li>c) acknowledge the significance of paragraphing in written communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Identify parts of a well-written paragraph specifically, an introduction, necessary details, and a conclusion,</li> <li>• Read samples of narrative paragraphs provided by the teacher and discuss the flow of ideas. Learners who may not turn pages to use page-turners or be supported by peers.</li> <li>• Write a paragraph using a digital device about issues such as hygiene, safety, and security. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write paragraphs.</li> <li>• Present the paragraphs in class for peer review. Learners with manipulation difficulties could use an available functional part</li> </ul>	Why do we write paragraphs?

			of the body or use appropriate assistive devices during presentations.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication is enhanced as the learner composes a narrative paragraph and reviews peers' work.</li> <li>• Creativity and imagination are developed as the learner writes narrative paragraphs and shares with peers.</li> </ul>				
<b>Values:</b>				
Respect is promoted as the learner gives feedback on the narrative paragraphs they have reviewed.				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Social cohesion is enhanced as the learner presents the narrative paragraph for peer review.				
<b>Link to other subjects:</b>				
The learner relates the use of digital devices to other learning areas such as Pre-Technical.				



<b>THEME 4.0: LEADERSHIP</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>4.1 Listening and Speaking</b>	<b>4.1.1 Listening Comprehension: Selective Listening</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between specific and general information from a listening text, b) select specific information from a listening text, c) listen and respond to texts on leadership, d) emphasise the value of listening skills in communication.	<ul style="list-style-type: none"> <li>• Listen to an audio text and decide whether the information presented is specific or general. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Search online for audio recordings on leadership and attentively listen to text for specific information. Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Watch a role play and respond to questions. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> </ul>	What can you do to ensure you capture relevant information from a speaker?

			<ul style="list-style-type: none"> <li>Listen to a passage on leadership (good governance) and answer questions posed by the speaker.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Critical Thinking is developed as the learner listens and selects general and specific information from oral texts.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Integrity is promoted as the learner nurtures discipline while listening to texts on good governance.</li> <li>Social justice is enhanced as the learner learns the need for fairness while listening to oral texts on leadership.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>Good governance is enhanced as the learner listens to texts on leadership.</li> <li>Effective communication is achieved as the learner listens and responds to audio texts on good governance.</li> </ul>				
<p><b>Link to other subjects:</b> The learner relates selective listening to their learning in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2. Reading	4.2.1 Intensive Reading  (2 lessons)	By the end of the sub strand, the learner should be able to: a) discuss the identified reading strategies, b) select main ideas and details from a variety of written texts,	<ul style="list-style-type: none"> <li>Search online and watch appropriate video clips on the selected reading strategies: reading for main ideas and reading for details. Adjust light intensity when using the digital device for learners with visual difficulties.</li> </ul>	How can you improve your reading?

		<p>c) acknowledge the importance of reading for main ideas and details as a comprehension skill.</p>	<ul style="list-style-type: none"> <li>• Read and underline the main ideas and details in texts on issues such as gender roles in leadership, and review each other's work. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> <li>• Share ideas on how they can use the selected reading strategies. Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Fill in substitution tables with specific details from texts, in pairs,</li> <li>• Complete a mind map with a focus on the main idea and details.</li> </ul>	
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**Core Competencies to be developed:**

- Learning to learn is developed as the learner shares what they have learnt using a mind map showing the main idea and details.
- Digital literacy is enhanced as the learner manipulates digital devices while searching online and watching appropriate video clips on the selected reading strategies.

**Values:**

Unity is achieved as the learner works together with peers to complete the mind map.

**Pertinent and Contemporary Issues (PCIs)**

Gender roles in leadership are enhanced as the learner reads and underlines the main ideas and details in texts focusing on leadership.

**Link to other subjects:**

The learner relates the skill of selecting main idea and specific detail to learning areas such as Religious Education.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>4.3 Grammar</b>	<b>4.3.1 Verbs and Tense</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify verbs in the simple present and simple past tense in a text, b) write sentences using the simple present tense, c) write sentences using	<ul style="list-style-type: none"> <li>• Underline verbs in <i>simple present and simple past tense</i> in a text. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to do the exercise.</li> </ul>	Why is it necessary to indicate when an activity takes place?

		<p>the simple past tense, d) advocate appropriate use of tense in communication.</p>	<ul style="list-style-type: none"> <li>• Reflect on the formation of <i>simple present and simple past tense</i> forms of verbs</li> <li>• Construct and share sentences on a variety of issues, including leadership, using verbs in the appropriate tense</li> <li>• Type the constructed sentences using a digital device</li> <li>• Search online or offline for verbs used in simple present and simple past tense from a variety of texts. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Complete sentences using the correct tense of the given verbs</li> <li>• Create and display charts showing words in their simple present and past tense</li> <li>• Play language games using verbs in the present and past tense. Allow more time for learners with speech difficulties to express they play the games.</li> </ul>	
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**Core Competencies to be developed:**

Self-efficacy is developed as the learner builds on their learning experiences while constructing grammatically correct sentences and using them in oral communication.

**Values:**

Integrity is enhanced as the learner constructs sentences on leadership.

**Pertinent and Contemporary Issues (PCIs)**

- Effective communication is enhanced as the learner uses the appropriate tense to discuss leadership.
- Good governance is enhanced as the learner constructs sentences on leadership.

**Link to other subjects:**

The learner relates the concept of tense to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.4 Reading</b>	<b>4.4.1 Intensive Reading: Class Readers</b>  (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the main characters in a text, b) explain how the characters make the story flow, c) make predictions based on the title and the sections read, d) appreciate the role of characters in the class reader.	<ul style="list-style-type: none"> <li>• Read a section of a class reader and identify the <i>main characters</i>,</li> <li>• Discuss <i>predictions</i> made from the title and the sections read. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> </ul>	What would you consider when selecting a storybook to read?

			<ul style="list-style-type: none"> <li>• Participate in a reader’s theatre and read portions of the class reader. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity.</li> <li>• Outline the things done by each character studied in the section,</li> <li>• Discuss how the characters make the story flow,</li> <li>• Write a summary about how the main characters make the story flow.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn is developed as the learner shares ideas on how the characters make the story flow.</li> <li>• Critical thinking is developed as the learner makes predictions from the title and the section read.</li> </ul>				
<p><b>Values:</b> Responsibility is enhanced as the learner writes a summary based on the main character.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is enhanced as the learner discusses how characters contribute to the flow of the story.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of prediction to their learning in Integrated Science.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.5 Writing	<b>4.5.1 Paragraphing: Using examples and incidents</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline examples and incidents to include in a paragraph, b) create a well-developed paragraph using examples and incidents, c) appreciate the importance of well-written paragraphs in writing.	<ul style="list-style-type: none"> <li>• Share ideas on <i>examples</i> and incidents that can be included in a paragraph. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers. Allow more time for learners with speech difficulties to express their views.</li> <li>• Collaborate with peers to develop a paragraph on leadership using the ideas generated in their earlier discussion,</li> <li>• Present their paragraphs in class for peer review. Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices during presentations.</li> </ul>	How can you organise your ideas logically?



			<ul style="list-style-type: none"> <li>• Use mind maps to generate examples and incidents for sample paragraphs,</li> <li>• Compose a paragraph based on suggested examples and incidents.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and imagination are enhanced as the learner creates a paragraph and makes connections between similar and related incidents.</p>				
<p><b>Values:</b> Love is enhanced as the learner shows care and compassion when reviewing paragraphs written by peers.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Diversity is developed as the learner collaborates with others to create a paragraph on leadership.</li> </ul>				
<p><b>Link to other subjects:</b> Kiswahili and Social Studies require learner to organise ideas in paragraphs.</p>				

**THEME 5.0: FAMILY**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>5.1</b> <b>Listening and Speaking</b></p>	<p><b>5.1.1</b> <b>Pronunciation: Sounds and Word Stress</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify the consonant and vowel sounds in words,</p> <p>b) articulate consonants and vowel sounds for oral fluency,</p> <p>c) distinguish the meaning of words on the basis of stress,</p> <p>d) advocate the role of correct pronunciation in communication.</p>	<ul style="list-style-type: none"> <li>• Pronounce the consonant sounds /p/, /b/, /k/ and /g/ from a text. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Practise saying the short /i/ and the long /i:/ sounds in pairs,</li> <li>• Watch and listen to an audio-visual recording featuring selected consonants <i>and vowel</i> sounds. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>• Work with peers to make a recording featuring learned sounds. Those with manipulation difficulties could use an alternative functional</li> </ul>	<p>Why is it important to articulate sounds correctly?</p>

			<p>part of the body to perform the task and assign activities according to each learner's abilities.</p> <ul style="list-style-type: none"> <li>• Practise saying words with the sounds/p/ as in pin; /b/ as in bean, /k/ as in kin; /g/ as in goat, /i/ as in bin; and /i:/ as in seen correctly,</li> <li>• Distinguish the meaning of words based on stress, for example, project (verb) project (noun),</li> <li>• Play language games to distinguish word meaning on basis of stress,</li> <li>• Practise pronouncing minimal pairs containing the target sounds.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy is developed as the learner selects digital technology to watch and listen to audio visual recordings on consonants and vowel sounds</li> <li>• Communication is developed as learner speaks clearly and effectively while articulating the consonant and vowel sounds correctly.</li> <li>• Collaboration is developed as the learner actively participates when making recording of the target vowel and consonant sounds.</li> </ul>				

**Values:**

Unity is enhanced as the learner displays team spirit while working with peers to record words with vowel and consonant sounds.

**Pertinent and Contemporary Issues (PCIs)**

- Self-esteem is enhanced as the learner practises pronunciation of vowel and consonant sounds.
- Social cohesion is enhanced as the learner makes sentences on family relationships.

**Link to other subjects:**

The learner relates the concept of correct articulation to their learning in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.2 Reading</b>	<b>5.2.1 Synonyms and Antonyms</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify synonyms and antonyms of words from written texts, b) spell synonyms and antonyms correctly for writing fluency, c) use synonyms and antonyms in sentences, d) appreciate the importance of correct use of words in communication.	<ul style="list-style-type: none"> <li>• Use reference materials such as the encyclopaedia and the dictionary to locate synonyms and antonyms. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Check the meaning and pronunciation of synonyms and antonyms from the dictionary</li> <li>• Search for synonyms and antonyms from print and digital</li> </ul>	Why do we use antonyms and synonyms?

			<p>texts. Control light intensity for learners who are sensitive to light while using digital devices.</p> <ul style="list-style-type: none"> <li>• Create a crossword puzzle using synonyms and antonyms and share it online.</li> <li>• Use synonyms and antonyms in sentences</li> <li>• Match words with their antonyms from a list of words,</li> <li>• Practise pronouncing synonyms and antonyms in pairs. Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Design and display a chart with antonyms and synonyms of words correctly spelled.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy is developed as the learner interacts with digital devices and uses them to access online encyclopedia and dictionary</li> <li>• Learning to learn is enhanced as learners work independently when looking up the meanings of words in the dictionary and encyclopedia.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs)**

Social cohesion is enhanced as learners construct sentences on varied issues such as family set- up using synonyms and antonyms of words.

**Values:** Patriotism is enhanced as the learner gains a sense of belonging to the family while constructing sentences using synonyms and antonyms about family.

**Link to other subjects:**

The learner relates the concept of synonyms and antonyms to their learning of vocabulary in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3. Grammar in Use	5.3.1. Comparative and Superlative Adjectives  (2 lessons)	By the end of the sub strand the learner should be able to: a) identify comparative and superlative adjectives in texts, b) use comparative and superlative adjectives in communication, c) acknowledge the value of comparative and superlative forms of adjectives in communication.	<ul style="list-style-type: none"> <li>Identify comparative and superlative adjectives from texts, in pairs. Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>Search online or offline for examples of comparative and superlative adjectives. Adjust light intensity when using the digital device for learners with visual difficulties.</li> </ul>	Why is it important to make comparisons in life?

			<ul style="list-style-type: none"><li>• Construct sentences using comparative and superlative adjectives. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct sentences.</li><li>• Play language games featuring adjectives. Assign activities according to each learner's abilities.</li><li>• Use a substitution table to complete sentences featuring comparative and superlative adjectives. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform the task.</li><li>• Use flashcards to categorise comparative and superlative adjectives,</li></ul>	
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			<ul style="list-style-type: none"> <li>Work with peers to compare various items within the environment using comparative and superlative adjectives.</li> </ul>	
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**Core Competencies to be developed:**

- Learning to learn is developed as the learner organises their learning and searches online or offline for examples of comparative and superlative adjectives.
- Self-efficacy is enhanced as the learner uses flashcards to categorise adjectives into comparatives and superlatives successfully.

**Values:**

Love is nurtured as the learner uses adjectives in the comparative and superlative forms to express family relations.

**Pertinent and Contemporary Issues (PCIs)**

Self-awareness is enhanced as the learner identifies comparative and superlative adjectives from texts on family relationships.

**Link to other subjects:**

The learner relates correct use of comparative and superlative forms to the editing of their written work in all learning areas including Pre-Technical Studies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4. Reading	5.4.1 Intensive Reading: Oral Narratives  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify heroic characters in legends, b) explain the moral lessons in legends,	<ul style="list-style-type: none"> <li>Predict the actions of characters in <i>legends</i>,</li> <li>Read a heroic narrative-(legends) aloud in turns. Learners with speech difficulties could use</li> </ul>	Why is it important to learn about heroes in society?



		<p>c) discuss why legends are important in various communities,</p> <p>d) relate the characters in the legends to real life.</p>	<p>alternative communication modes as they read aloud. Allow more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> <li>• Identify the characters in legends,</li> <li>• Discuss heroic acts in the legend,</li> <li>• Relate legends to their actions,</li> <li>• Identify and discuss the moral lessons learned from legends</li> <li>• Reflect on the impact of their actions on the society,</li> <li>• Discuss how to collect narratives from the community,</li> <li>• Use a mind map to show how the moral lessons in the narrative can be of benefit to the community,</li> <li>• Research and identify the community needs to be addressed through the functional reading of legend narratives,</li> </ul>	
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			<ul style="list-style-type: none"> <li>Collaborate with peers to develop legend narratives. Those with manipulation difficulties could use an alternative functional part of the body to perform this task.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Citizenship is enhanced as the learner reads about legends and discusses the moral lessons learned from the legends.</li> <li>Critical thinking and problem-solving are developed as the learners prepares and studies instructions on how collecting narratives can be conducted in the community.</li> </ul>				
<b>Values</b> Patriotism is enhanced as the learner reflects on the impact of the actions of the heroes and heroines on society.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Creative thinking is inculcated as the learner analyses the heroic actions of the characters in the oral narratives.				
<b>Link to other subjects:</b> The learner relates the learning of moral lessons from oral narratives to their learning in Religious Education.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.5 Writing</b>	<b>5.5.1 Functional Writing: Friendly Letters</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify the parts of a friendly letter,</li> <li>compose a friendly letter using the correct format,</li> <li>Appreciate the role of</li> </ol>	<ul style="list-style-type: none"> <li>Read sample friendly letters,</li> <li>Identify and underline parts of a friendly letter, Learners who may not turn pages to use page-turners or be supported by peers.</li> </ul>	Why do we write friendly letters?

		friendly letters in communication.	<p>They could use adapted writing materials or type on appropriate adapted digital devices to underline the parts of a friendly letter.</p> <ul style="list-style-type: none"> <li>• Create a friendly letter individually,</li> <li>• Exchange the friendly letter with a peer for feedback. Learners with speech difficulties could use alternative communication modes as they share their views and allow more time for learners with speech difficulties to express their views.</li> <li>• Incorporate the feedback obtained from a peer,</li> <li>• Type the friendly letter on a digital device or display the letter on a chart. Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Display friendly letters for other learners to give feedback.</li> </ul>	
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**Core Competencies to be developed:**

- Digital literacy is enhanced as the learner interacts with a digital device and uses it to type a friendly letter.
- Communication is developed as the learner practises writing clearly friendly letters.

**Values**

Respect is developed as the learner exchanges the friendly letter with a peer for feedback.

**Pertinent and Contemporary Issues (PCIs)**

Creativity and imagination is enhanced as the learner writes friendly letters.

**Link to other subjects:**

The learner relates the skill of friendly letter writing with letter writing in other languages such as Kiswahili.

<b>THEME 6.0: DRUG AND SUBSTANCE ABUSE</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>6.1 Listening and Speaking</b>	<b>6.1.1 Conversation Skills:</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify verbal and non-verbal forms of polite interruptions, b) apply turn-taking skills in different speaking contexts, c) use verbal and non-verbal cues to interrupt a conversation politely, d) acknowledge the importance of politeness in communication.	<ul style="list-style-type: none"> <li>• Watch a live or recorded dialogue depicting turn-taking skills and interrupting politely. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>• Practise in pairs interrupting someone politely. Learners with speech difficulties could use alternative communication modes as they participate in this activity. Allow more time for learners with speech difficulties.</li> <li>• Practise turn taking in a conversation with peers,</li> <li>• Watch short videos of conversations or television programmes and identify instances of turn taking and polite interruptions,</li> </ul>	How can you ensure that you do not dominate in a conversation?

			<ul style="list-style-type: none"> <li>• Listen to a radio talk show and pick out polite words and expressions,</li> <li>• Write examples of polite words and expressions on sticky notes or flash cards and paste them on the wall or class noticeboard. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform the task.</li> <li>• Create posters showing polite expressions as well as ways of interrupting someone politely,</li> <li>• Design posters on turn taking skills and polite interruptions and display them,</li> <li>• Role-play a dialogue on the effects of drug and substance abuse. Ensure barrier-free access for learners with mobility difficulties as they role-play and assign activities according to each learner's</li> </ul>	
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			<p>abilities. Safety for all learners should be observed.</p> <ul style="list-style-type: none"> <li>Recite a conversational verse (choral), make an audio or video recording and share it on WhatsApp, email, or social media.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication is enhanced as the learner takes turns in real life conversations and role-play.</li> <li>Collaboration is developed as the learner practises turn taking in a conversation with peers.</li> </ul>				
<p><b>Values:</b></p> <p>Peace is enhanced as the learner practices turn taking and polite interruptions in conversations. Respect is developed as the learner practises the skills of turn taking and interrupting politely.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Health issues are promoted as the learner role plays a dialogue on the effects of Alcohol and substance abuse.</p>				
<p><b>Link to other subjects:</b></p> <p>The skills of turn taking and interrupting politely are relevant during class discussions in all subjects such as Social Studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.2 Reading</b>	<p><b>6.2.1 Reading: Fluency</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify instances of expressive reading from a reading or digital text,</p>	<ul style="list-style-type: none"> <li>View a variety of video clips featuring <i>well-read scripts</i> related to the theme. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> </ul>	<p>Why is it important to read fluently?</p>

		<p>b) read a text at the right speed, accurately and with expression,</p> <p>c) appreciate the importance of reading fluency in communication.</p>	<ul style="list-style-type: none"> <li>• Watch news clips from a favourite television programme/presenter and comment on the presenter’s speed, accuracy, and expression,</li> <li>• Brainstorm ways of reading effectively. Learners with speech difficulties could use alternative communication modes as they share their views, allowing more time for learners with speech difficulties to express their views.</li> <li>• Reflect on the qualities of a good reader,</li> <li>• Read a text such as a poem, a narrative, or dialogue with: <ul style="list-style-type: none"> <li>- With appropriate expressions</li> <li>- With accuracy</li> <li>- right speed,</li> </ul> </li> <li>• Listen to a text read by a peer and provide feedback,</li> <li>• Engage in a readers’ theatre and read a poem, narrative, or dialogue,</li> <li>• Read a choral verse in pairs or small groups,</li> <li>• Time himself or herself while reading an excerpt of a text,</li> </ul>	
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			<ul style="list-style-type: none"> <li>Participate in activities that enhance reading fluently, such as reader's theatre, paired reading, echo reading, repeated reading and choral reading.</li> </ul>	
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**Core Competencies to be developed:**

- Learning to learn is developed as the learner builds on own learning experiences by listening and modelling fluent reading.
- Self-efficacy is developed as the learner documents success criteria while timing themselves as they read excerpts in pairs.
- Communication and collaboration is enhanced as the learner recites a choral verse clearly.

**Values**

Respect is achieved as the learner values human dignity while listening to their peers' reading.

**Pertinent and Contemporary Issues (PCIs)**

Critical thinking is enhanced as the learner views a video and comments on speaker reader's accuracy, speed, and ability to read with expression.

**Link to other subjects**

The learner relates the skill of fluency in reading with reading demands in other learning areas where reading fluency is demanded such as in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.3 Grammar in Use</b>	<b>6.3.1 Word Classes: Adverbs</b>	By the end of the sub strand, the learner should be able to: a) identify adverbs of time, place, and manner in texts,	<ul style="list-style-type: none"> <li>Read a print or non-print text on drug and substance abuse in pairs. Learners who may not turn pages to use page-turners or be supported by peers.</li> </ul>	Why is it important to describe where, when and how events happen?

	(2 lessons)	<p>b) use adverbs of time, place, and manner in different contexts,</p> <p>c) acknowledge the value of adverbs of manner, time, and place in communication.</p>	<ul style="list-style-type: none"> <li>● Identify the adverbs of time, place, and manner used in the text,</li> <li>● Categorise adverbs of time, place, and manner from word lists or flashcards,</li> <li>● Construct sentences using adverbs of time, place, and manner. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct the sentences.</li> <li>● Use adverbs of time, place, and manner in a role play, hot seating or simulation and make a video recording,</li> <li>● Share a story or dialogue featuring adverbs of time, place, and manner. Learners with speech difficulties could use alternative communication modes and allow more time for learners with speech difficulties to tell their stories too.</li> </ul>	
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**Core Competencies to be developed:**

- Critical thinking and problem solving is enhanced as the learner thinks of different ways of describing manner, time, and place.
- Learning to learn is developed when the learner organises own learning as they identify and use different types of adverbs.

**Values**

Responsibility is developed as the learner records videos and describes the events with peers.

**Pertinent and Contemporary Issues (PCIs)**

Health promotion is enhanced when learner reads different print and non-print texts on drug and substance abuse and learns their negative effects.

**Link to other subjects:**

The learner relates the concepts of adverbs of manner, place and time in their learning in Kiswahili.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>6.4 Reading</b>	<b>6.4.1 Oral literature Songs</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify repeated words and phrases in lullabies, b) use appropriate techniques when performing lullabies, c) pick out key messages communicated in lullabies, d) appreciate the importance of lullabies in real life.	<ul style="list-style-type: none"> <li>• Listen to audio recordings of lullabies,</li> <li>• View videos of lullabies and identify instances of repetition. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>• Perform a lullaby and make a recording. Learners with speech difficulties could use</li> </ul>	How are songs similar to poems?

			<p>alternative communication modes as they perform. Allow more time for learners with speech difficulties to perform the lullabies.</p> <ul style="list-style-type: none"> <li>• Pick out key messages communicated in lullabies,</li> <li>• Share ideas on the key messages that are addressed in lullabies,</li> <li>• Discuss the functions of lullabies,</li> <li>• Collaborate to compose songs, sing and record lullabies from their immediate environment,</li> <li>• Work with peers to create lullabies and perform them in class. Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices during presentations.</li> <li>• Identify characters in different lullabies.</li> </ul>	
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<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination is developed as the learner creates lullabies.</li> <li>• Learning to learn is enhanced as the learner researches information about lullabies.</li> </ul>
<p><b>Values:</b></p> <p>Social justice is achieved as the learner fosters inclusivity while collaborating with peers in singing and recording lullabies from their immediate environment.</p>
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Healthy relationship is developed as the learner collaborates in singing and recording lullabies from their immediate environment.</p>
<p><b>Link to other subjects:</b></p> <p>The learner relates performing of lullabies to other learning areas such as Creative Arts.</p>

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>6.5 Writing</b>	<p><b>6.5.1 Commonly Misspelt Words</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>recognise commonly misspelt words in texts,</li> <li>use commonly misspelt words correctly in written texts,</li> <li>value the relationship between accurate spelling and effective written communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Mention words that are difficult to spell correctly. Learners with speech difficulties could use alternative communication modes as they participate and allow more time for learners with speech difficulties.</li> <li>• Work with peers to search for commonly misspelt words from textbooks and online sources.</li> </ul>	<p>How can we improve our spelling?</p>

			<p>Learners who may not turn pages to use page-turners or be supported by peers. Control light intensity for learners who are sensitive to light while using digital devices.</p> <ul style="list-style-type: none"> <li>• Discuss ways of correcting commonly misspelt words,</li> <li>• Correct texts with wrong spellings of <i>irregular plural nouns</i>, for example, Knife-knives; ox-oxen; fox-foxes; child-children; thief-thieves; lady-ladies; monkey-monkeys, And <i>-ing</i> verbs formed from verbs with final -e for example love – loving, dine – dining,</li> <li>• Explain to peers the effects of correct spelling on written communication,</li> <li>• Engage in spelling games such as crossword puzzles,</li> <li>• Write a story or dialogue on contemporary issues,</li> </ul>	
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			for example, keeping my neighbourhood safe, using the commonly misspelt words and share it with peers for feedback. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write the story.	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication is enhanced as the learner writes clearly and spells words correctly.</li> <li>• Collaboration is developed as the learner respects the opinion of peers when discussing ways of correcting commonly misspelt words.</li> </ul>				
<p><b>Values</b> Respect is enhanced as the learner explains to peers the effect of correct spelling.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Peace Education is enhanced as the learner writes a story or dialogue on contemporary issues such as peace.</p>				
<p><b>Link to other subjects:</b> The learner applies the principles of spelling to learning other subjects such as Religious Education and Integrated Science.</p>				

<b>THEME 7.0: NATURAL RESOURCES – FORESTS</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>7.1 Listening and Speaking</b>	<b>7.1.2 Listening Comprehension: Listening for Details</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify clues that signal details from a listening text, b) take detailed notes on a listening text, c) acknowledge the importance of listening for details.	<ul style="list-style-type: none"> <li>• Search online or offline for signposts that introduce <i>details</i> in an oral text. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Listen and identify words that introduce different types of details that indicate: <ul style="list-style-type: none"> <li>- addition <i>such as first, also, moreover;</i></li> <li>- Emphasis <i>such as an important note, especially, particularly;</i></li> <li>- Comparison <i>such as. Like, similarly, just as</i></li> <li>- Contrast <i>such as but, however, on the other hand;</i></li> <li>- Illustration <i>such as for example, for instance, such as,</i></li> <li>- cause-and-effect <i>such as because, therefore, so that,</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. What factors interfere with one’s ability to listen well?</li> <li>2. How can you tell that people are listening attentively?</li> </ol>



			<ul style="list-style-type: none"><li>• Discuss the kinds of details one should look out for from a text. The details could include <i>numbers, figures, points, facts, examples, people, places, behaviour, and opinions</i>. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li><li>• Listen and note the clues signalling details from a peer,</li><li>• Listen to a live or recorded oral presentation on a pertinent and contemporary issue such as natural resources, for example, forests, and take specific details,</li><li>• Role-play, in turns, and make oral presentations as the partner takes notes.</li></ul>	
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			<p>Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity. Assign activities according to each learner's abilities.</p> <ul style="list-style-type: none"> <li>• Collaborate with peers to compare the notes, then revise and display for review.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy is developed as the learner listens for detail, thus making them confident in note-taking.</li> <li>• Communication and collaboration are enhanced as the learner role-plays and makes oral presentations on pertinent and contemporary issues forests as natural resources.</li> </ul>				
<p><b>Values:</b> Patriotism is enhanced as the learners listens to texts on conservation of natural resources.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Environmental and social issues are emphasised as the learner listens to texts on natural resources.</p>				
<p><b>Link to other subjects:</b> The learner relates the skill of listening for details to their learning in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	<b>7.2.1Intensive Reading: Visuals</b>  (2 lessons)	By the end of the sub strand, the learner should be able to a) identify types of information conveyed by visuals for comprehension, b) interpret visuals for information, c) appreciate the importance of visual interpretation skills in different texts.	<ul style="list-style-type: none"> <li>• List common <i>visuals</i> like road signs, photographs, and billboards. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make the list.</li> <li>• Search online and offline for different types of information visuals convey such as stories, messages, feelings or emotions, relationships, mood. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Discuss class/school/ community/ national needs or issues that visuals can address. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers.</li> </ul>	Why are pictures and photographs important in written texts?

			<ul style="list-style-type: none"> <li>• Answer comprehension questions on the visuals,</li> <li>• Apply comprehension strategies such as prediction, making connections, inferences, questioning, and visualising in interpreting visuals,</li> <li>• Create stories or songs from visuals,</li> <li>• Discuss visuals of national importance like the national flag, the Kenyan currency,</li> <li>• Discuss the importance of developing visual interpretation skills for a full understanding of messages,</li> <li>• Use digital devices to create simple visuals through photographing, drawing, and making realia on natural resources.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy is enhanced as the learner uses digital devices to search for different information conveyed through visuals.</li> <li>• Citizenship is enhanced as the learner discusses national symbols such as the national flag and currency as examples of visuals.</li> </ul>				

**Values:**

Patriotism is enhanced as the learner acquires information about their country while discussing visuals like the national flag and the Kenyan currency.

**Pertinent and Contemporary Issues (PCIs)**

Environmental conservation is enhanced as the learner creates visuals such as drawings and realia on natural resources.

**Link to other subjects:**

The learner relates the concept of visuals to their learning in other learning areas such as Creative Arts and Sports, Social Studies, Mathematics and Integrated Science.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.3 Grammar in Use</b>	<b>7.3.1: Personal and possessive pronouns.</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between personal and possessive pronouns in sentences, b) use personal and possessive pronouns in sentences appropriately, c) appreciate the value of proper use of pronouns.	<ul style="list-style-type: none"> <li>• Pick out personal and possessive pronouns from print and non-print texts on natural resources in pairs. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Use personal pronouns to refer to people in a class,</li> <li>• Construct sentences using personal pronouns, Learners</li> </ul>	Why should we avoid unnecessary repetition?

			<p>with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct sentences.</p> <ul style="list-style-type: none"> <li>• Write a paragraph using possessive pronouns,</li> <li>• Construct sentences using personal pronouns from substitution and completion tables,</li> <li>• Draw a chart with singular/plural, subjective, and objective personal pronouns and display them for peer review.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Communication is enhanced as the learner uses correct personal pronouns to construct sentences.</p>				
<p><b>Values:</b> Respect is enhanced as the learner displays positive regard for others when using personal pronouns to construct sentences to refer to others in class.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is enhanced as the learner uses personal pronouns to refer to people as they construct sentences in the class.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of pronouns to their learning in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Reading	<p data-bbox="376 270 631 337"><b>7.4.1 Characters in class readers.</b></p> <p data-bbox="376 415 523 447">(2 lessons)</p>	<p data-bbox="651 270 1025 337">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="651 344 1025 408">a) identify minor characters in a text,</p> <p data-bbox="651 415 1025 522">b) discuss the relationships between different minor characters in the text,</p> <p data-bbox="651 529 1025 628">c) appreciate the place of minor characters in the class reader.</p>	<ul data-bbox="1070 275 1539 1146" style="list-style-type: none"> <li data-bbox="1070 275 1539 598">• Read and identify <i>minor characters</i> in a class reader. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li data-bbox="1070 605 1539 858">• Search online and offline for words and phrases used to describe <i>relationships between characters</i>, Control light intensity for learners who are sensitive to light while using digital devices.</li> <li data-bbox="1070 865 1539 1146">• Discuss how the characters relate with each other. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> </ul>	<ol data-bbox="1559 275 1843 632" style="list-style-type: none"> <li data-bbox="1559 275 1843 488">1. How can you tell the difference between a main and a minor character in a story?</li> <li data-bbox="1559 495 1843 632">2. How would you describe the behaviour of your classmates?</li> </ol>

			<ul style="list-style-type: none"> <li>• Collaborate with peers hot seat different minor characters to bring out their relationships,</li> <li>• Link characters’ reactions to the relationships they are in.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical thinking is developed as the learner links the relationships between characters in the class reader.</li> <li>• Collaboration is enhanced as the learner observes the rules of engagement while engaging in hot seating different minor characters in the class reader to bring out their relationships.</li> </ul>				
<b>Values:</b> Social justice is developed as the learner discusses the relationships between characters in a class reader.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Citizenship is enhanced as the learner discusses the character traits and relationships of the characters in the class reader.				
<b>Link to other subjects:</b> The learner relates the concept of relationship of characters in a class reader to their learning of characterisation in Creative Arts.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.5 Writing</b>	<b>7.5.1 Composition: The Writing Process</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the steps in the writing process, b) write a narrative composition following the writing process,	<ul style="list-style-type: none"> <li>• Watch a video of learners going through the writing process, Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> </ul>	How does one write a good composition?



		<p>c) acknowledge the role of writing fluency in communication.</p>	<ul style="list-style-type: none"> <li>• Read samples of well-written texts and highlight features that make them outstanding,</li> <li>• Discuss the writing process giving details of what each entails on a mind map. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Suggest the most suitable topics on issues like natural resources or saving forests for practising the writing process,</li> <li>• Work with peers to practise the writing process, for example by: <ul style="list-style-type: none"> <li>- Prewriting</li> <li>- Drafting</li> <li>- Editing</li> <li>- Revising</li> <li>- Publishing,</li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>• Write a narrative composition following the writing process and share using a digital device for peer review.</li> <li>• Review the effectiveness of the writing process in writing compositions.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy is developed as the learner watches video on the writing process and shares the compositions using a digital device for peer review.</li> <li>• Creativity and imagination is developed as the learner designs a mind-map of the ideas to be included in the narrative composition.</li> </ul>				
<p><b>Values:</b> Responsibility is enhanced as the learner practises writing on natural resources when they learn how to conserve the environment.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Environmental Conservation is enhanced as the learner comes up with mind maps of the details to include in a narrative composition on natural resources.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of the writing process to similar concepts in other learning areas such as Integrated Science.</p>				

<b>THEME 8.0: TRAVEL</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>8.1 Listening and Speaking</b>	<b>8.1.1 Listening Comprehension: Explanatory Narratives</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the characters from a listening text, b) sequence the events in explanatory narratives, c) explain the moral lessons in an explanatory narrative, d) acknowledge the importance of listening comprehension in communication	<ul style="list-style-type: none"> <li>• Listen to a recording of an explanatory <i>narrative</i> from a digital device and retell the story. Learners with postural limitation could be preferentially positioned for enhanced viewing. Allow more time for learners with speech difficulties to express their views. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Search online and offline for information on explanatory narratives,</li> <li>• Dramatise dialogues in the explanatory narratives. Ensure barrier-free access for learners with mobility difficulties. Safety for all learners should be observed and assign role as per each learner's abilities.</li> </ul>	What are the functions of oral narratives?

			<ul style="list-style-type: none"> <li>• Role-play the story telling session,</li> <li>• Identify the moral lessons and relate them to real life situations,</li> <li>• Discuss behaviour of the characters in the explanatory narratives, in pairs. Learners with speech difficulties could use alternative communication modes as they share their views allowing more time for learners with speech difficulties.</li> <li>• Create an explanatory narrative- and share it through whatsapp, social media, among others.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy is developed as the learner manipulates digital devices and uses them to create stories and share them with others</li> <li>• Communication and collaboration is developed when the learner recognises the value of others as they dramatise dialogues in explanatory tales.</li> </ul>				

**Values:**

Patriotism is promoted as the learner listens and responds to explanatory narratives and moral lessons and relating them to their real life.

**Pertinent and Contemporary Issues (PCIs):**

Digital citizenship is enhanced as the learner creates an explanatory narrative and shares it through WhatsApp, social media among others.

**Link to other subjects:**

The learner is able to relate performance of oral narratives to other learning areas such as Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Intensive Reading  (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish main ideas from supporting details from poems, b) use contextual clues to infer the meaning of words and phrases in a text, c) make connections between events in a poem and real life, d) summarise events in a poem, e) answer direct and	<ul style="list-style-type: none"> <li>• Search online and offline and discuss, in groups, the meaning of <i>reading for interpretation and evaluation</i>. Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Visualise events, people, and places in poems. Learners with speech difficulties could use alternative communication modes as they participate. their views.</li> <li>• Predict events in poems,</li> </ul>	How can you identify the message in a poem?

		<p>inferential questions from poems,</p> <p>f) acknowledge the role of reading comprehension in lifelong learning.</p>	<ul style="list-style-type: none"> <li>• Work with peers to utilise digital devices to check the meanings of words,</li> <li>• Infer meanings of vocabulary based on contextual clues,</li> <li>• Answer direct and inferential questions in pairs,</li> <li>• Summarise main issues from poems</li> <li>• Create word puzzles with learned vocabulary and share them online. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to create.</li> <li>• Relate the issues in a set poem to real life.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy is enhanced as the learner creates a word puzzle and shares it online using digital devices.</li> <li>• Critical thinking and problem solving are developed as the learner relates issues highlighted in poems and to real life.</li> </ul>				
<p><b>Values:</b></p> <p>Respect is enhanced as the learner respects the opinion of others as they utilise digital devices to check the meanings of words.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Peace is enhanced as the learner works in groups to evaluate issues highlighted in poems.</p>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>• The learner relates the concept of moral lessons learnt to other learning areas such as Social Studies.</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.3 Grammar in Use</b>	<b>8.3.1</b>  <b>Simple Prepositions</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different types of prepositions, b) use prepositions in sentences, c) attest to the importance of well-formed sentences in communication.	<ul style="list-style-type: none"> <li>• Identify and underline <i>simple prepositions</i> (agent, <i>instrument, and direction</i>) in texts. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Search online and offline for examples of simple prepositions. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Read texts and identify simple prepositions,</li> <li>• Complete sentences using a substitution table,</li> <li>• Match simple prepositions with the word they collocate with,</li> <li>• Watch video clips and identify simple prepositions.</li> </ul>	How do we show the relationship between words?

			<p>Learners with postural limitation could be preferentially positioned for enhanced viewing.</p> <ul style="list-style-type: none"> <li>• Construct sentences using prepositions,</li> <li>• Create a crossword puzzle featuring simple prepositions and the words or phrases they collocate with,</li> <li>• Share the puzzles online, on posters, charts, or through whatsapp.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy developed as the learner manipulates digital devices and uses them to create word puzzles and share them with others.</li> <li>• Communication and collaboration are enhanced as learners speak clearly and effectively during dramatization of narratives and discussion of moral lessons.</li> </ul>				
<p><b>Values:</b> Unity is enhanced as learners work together to construct sentences using prepositions.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is enhanced as learners work in groups cohesively as they give each other feedback.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of prepositions in learning other languages such as Kiswahili.</p>				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Reading	<b>8.4.1 Intensive Reading: Poetry</b>  (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the human characters in a set of poems, b) use adjectives to describe the traits of human characters in a set of poems, c) appreciate the importance of human characters in poetry.	<ul style="list-style-type: none"> <li>• Read a given poem and identify the human characters. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Search online and offline for adjectives that can be used to describe characters. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Discuss what each character does or says in each poem. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> </ul>	Why are human characters important in poetry?

			<ul style="list-style-type: none"> <li>• Role-play a given poem to bring out the characters' actions. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity. Assign activities according to each learner's abilities.</li> <li>• Take video clips of the role-play and share them as they discuss their performances,</li> <li>• Paste sticky notes containing character traits identified,</li> <li>• Work with peers to relate the human characters in the poem with real life lessons.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration are enhanced the learner contributes to group decision-making by participating actively in the discussion on what each character does or says in each poem.</li> <li>• Learning to learn is developed as the learner builds to on their own learning experiences while associating the human characters in the poem with real life situations</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Peace is enhanced as the learner works in groups to execute different tasks in the poem.</li> <li>• Love is nurtured as the learner shows a caring attitude when working with peers to relate human characters to real life.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs)**

- Social cohesion is enhanced as the learner role plays a given poem to bring out the characters' actions.

**Link to other subjects:**

- The learner relate the concepts learnt in poetry to the study of poems in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.5 Writing</b>	<b>8.5.1 Composition Writing: Self-Assessment</b>  (2 lessons)	By the end of the sub strand the learner should be able to: a) identify steps involved in the assessment of narrative compositions, b) write narrative compositions and assess the introduction, body, and conclusion, c) appreciate the importance of assessment in improving narrative composition writing.	<ul style="list-style-type: none"> <li>• Search online and offline for information on the aspects of self-assessment when writing a narrative composition. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Practise assessing own narrative composition,</li> <li>• Watch a video or listen to a recording on how to peer-assess a composition. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>• Plan, organise, and write a composition on travel, and share it with peers for review. Learners with manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to assess writing?</li> <li>2. How can one improve their composition writing skills?</li> </ol>

			<p>difficulties could use adapted writing materials or type on appropriate adapted digital devices to write the composition.</p> <ul style="list-style-type: none"> <li>• Identify and correct spelling, punctuation, and grammatical errors using a given checklist.</li> </ul>	
<p><b>Core Competencies to be developed</b>  Learning to learn is enhanced as the learner watches a video or listens to a recording on how to peer assess a composition.</p>				
<p><b>Values:</b>  Integrity is achieved as the learner learns to be honest and truthful while assessing the composition of peers.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Peer education is enhanced as the learner assesses the composition of peers.</p>				
<p><b>Link to other subjects</b>  The learner relates the skills of assessing own composition to assessing compositions and essays in subjects such as Kiswahili.</p>				

<b>THEME 9.0: HEROES AND HEROINES - KENYA</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>9.1 Listening and Speaking</b>	<b>9.1.1 Pronunciation: Consonant and Vowel Sounds</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) articulate correctly the consonant sounds /t/, /d/, /l/, /r/ in words articulate correctly vowel sounds /o/ and /u:/ in words, b) pronounce words correctly using stress, c) distinguish the meaning of words based on stress, d) acknowledge the importance of correct pronunciation in oral communication.	<ul style="list-style-type: none"> <li>● Listen to audio clips and watch video clips with the sounds /t/, /d/, /l/, /r/, /, /o/ and /u:/ in words. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>● Articulate the following consonants and vowel sounds: <ul style="list-style-type: none"> <li>- /t/ as in toll</li> <li>- /d/ as in doll</li> <li>- /l/ as in liver</li> <li>- /r/ as in river</li> <li>- /o/ as in pull, bull;</li> <li>- /u:/ as in pool, boot</li> </ul> </li> </ul> <p>Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</p>	<ol style="list-style-type: none"> <li>1. Why should you pronounce words correctly?</li> <li>2. Why do people find it difficult to pronounce some words?</li> <li>3. In what ways can one improve own pronunciation?</li> </ol>

			<ul style="list-style-type: none"><li>● Watch an oral presentation and pick out words with the target sounds. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li><li>● Practise pronouncing words with the target consonant and vowel sounds, in pairs,</li><li>● Sort words based on the pronunciation of the target, consonant, and vowel sounds</li><li>● Recite poems or sing songs on national heroes with the target sounds,</li><li>● Say tongue twisters with the target consonant and vowel sounds,</li><li>● Listen to audio featuring a variety of words and classify them in their word classes according to the stressed syllables,</li></ul>	
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			<ul style="list-style-type: none"> <li>• Engage in pronunciation drills on stress for distinguishing word class,</li> <li>• Underline stressed syllables in words</li> <li>• Discuss the importance of correct pronunciation and use of stress in conveying meaning,</li> <li>• Reflect on the target consonant and vowel sounds and identify those they struggle with for further practise.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy is enhanced as the learner listens to audio clips and watches videos on pronunciation of the vowel and consonant sounds.</li> </ul> <p>Learning to learn is emphasised as the learner practises the vowel and consonant sounds that they find difficult to pronounce.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Patriotism as the learner inculcates the love for own country while reciting poems on nationalism.</li> <li>• Unity is enhanced as the learner strives to achieve common goals while practising to recite and sing songs on nationalism with peers.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Patriotism and Good Governance are enhanced as the learner sings songs and recites poems on national heroes/ heroines with the target vowel and consonant sounds.</p>				
<p><b>Link to other subjects:</b></p> <p>The learner relates the concept of pronunciation with other language learning areas such as Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	<b>9.2.1</b> <b>Grade-appropriate fiction materials</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) select a variety of fictional texts for extensive reading, b) read fictional texts for information and enjoyment, c) appreciate the importance of fiction in life.	<ul style="list-style-type: none"> <li>• Identify fictional material to read by looking at the cover page, blurb, and title. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Read texts on varied issues such as national heroes and heroines and discuss the elements of fiction in the text,</li> <li>• List down words and phrases encountered,</li> <li>• Re-tell the story in their own words. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to read fictional materials?</li> <li>2. What should you consider when selecting fictional texts for reading?</li> </ol>



			<ul style="list-style-type: none"> <li>• Dramatise a section of the text and record themselves. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they dramatise. Assign activities according to each learner's abilities.</li> <li>• Relate the ideas expressed in fiction to real life,</li> <li>• Read fiction materials for enjoyment.</li> </ul>	
<p><b>Core Competencies:</b> Learning to learn as the learner endeavours to complete tasks on time when identifying fictional texts by looking at the cover, blurb for reading.</p>				
<p><b>Values:</b> Patriotism is enhanced as the learner reads fictional materials on national heroes and heroines.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Citizenship is enhanced as the learner is exposed to individual and cultural differences through extensive reading of fictional materials.</p>				
<p><b>Link to other subjects:</b> The learner relates the fictional materials to others found in languages such as Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.3 Grammar In Use</b>	<b>9.3.1 Conjunctions</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify the conjunctions <i>and</i>, <i>but</i> and <i>or</i> in sentences,</li> <li>use <i>and</i>, <i>but</i> and <i>or</i> in sentences accurately,</li> <li>appreciate the importance of proper use of conjunctions in written and spoken contexts.</li> </ol>	<ul style="list-style-type: none"> <li>Search, in pairs, online and offline for the use of the conjunctions <i>and</i>, <i>but</i> and <i>or</i> in texts. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>Identify the conjunctions <i>and</i>, <i>but</i> and <i>or</i> from different texts, Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>Construct sentences using the conjunctions <i>and</i>, <i>but</i> and <i>or</i>,</li> <li>Fill in substitution and completion tables using the conjunctions <i>and</i>, <i>but</i> and <i>or</i>,</li> <li>Create and share a story or dialogue on heroes in Kenya, using the conjunctions <i>and</i>, <i>but</i> and <i>or</i>,</li> </ul>	How do the words <i>and</i> , <i>but</i> and, <i>or</i> used in conversation?

			<ul style="list-style-type: none"> <li>Discuss the importance of proper use of conjunctions in sentences. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Self-efficacy is developed as the learner uses conjunctions <i>and, but, or</i> to communicate in different circumstances.</li> <li>Learning to learn is achieved as the learner creates and shares songs using conjunctions <i>and, but, or</i> about heroes and heroines in Kenya.</li> </ul>				
<p><b>Values:</b> Peace is enhanced the learner works harmoniously with peers when completing tables with conjunctions <i>and, but, or</i> in groups.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Patriotism is enhanced as the learner creates stories using the conjunctions <i>and, but, or</i> about local heroes and heroines.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of conjunctions to their learning in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.4 Reading</b>	<b>9.4.1 Intensive reading: Class Reader</b>  (2 lessons)	By the end of the sub strand the learner should be able to: a) explain the sequence of events in a text, b) make short notes on the sequence of events in a text,	<ul style="list-style-type: none"> <li>Read sections of a class reader and explain the sequence of events. Learners with speech difficulties could use alternative communication modes as they share their views. Learners with manipulation difficulties could</li> </ul>	What marks the climax of a story?

		<p>c) appreciate reading works of art for information and enjoyment.</p>	<p>use an appropriate functional part of the body or use appropriate assistive devices during presentations.</p> <ul style="list-style-type: none"> <li>• Work with peers to dramatise parts of the class reader for clarity. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they dramatise. Assign activities according to each learner's abilities.</li> <li>• Outline the actions of each character studied in the section,</li> <li>• Discuss, how the characters make the story in the class reader flow,</li> <li>• Use a sequence chart to show the order of events in the class reader,</li> <li>• Make short notes on the sequence of events in the class reader, learners with</li> </ul>	
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			<p>manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to make notes.</p> <ul style="list-style-type: none"> <li>• Relate the events in the class reader to real life,</li> <li>• Discuss possible solutions to the problems portrayed in the class reader.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Collaboration is enhanced as the learner participates actively in dramatising parts of the class reader for conceptualisation.</li> <li>• Critical thinking and problem-solving are developed as the learner comes up with possible options as solutions to problems the problems portrayed in the class reader.</li> </ul>				
<p><b>Values:</b> Respect is enhanced as the learner respects diverse opinions while working with peers to dramatise parts of the class reader.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Ethical relationships are enhanced as the learner relates issues of relationships in the class reader to real life.</p>				
<p><b>Link to other subjects:</b> The learner relates performance skills to the concept of performance techniques in Creative Arts.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.5 Writing	9.5.1 Creative writing: Narrative compositions	By the end of the sub strand, the learner should be able to: a) identify features of narrative composition in	<ul style="list-style-type: none"> <li>• Search for features of a well-written narrative from print and non-print sources. (200-240 words) such features include:</li> </ul>	Which things make a narrative composition memorable?

	(2 lessons)	<p>creative writing,</p> <p>b) create well-written narrative compositions on a variety of topics,</p> <p>c) appreciate the importance of writing in day-to-day life.</p>	<ul style="list-style-type: none"> <li>- <i>A narrow and clearly defined focus (title)</i></li> <li>- <i>A strong introduction</i></li> <li>- <i>Character descriptions</i></li> <li>- <i>Dialogue</i></li> <li>- <i>Setting description</i></li> <li>- <i>Interesting details</i></li> <li>- <i>A logical sequence</i></li> <li>- <i>Purposeful and precise word choice</i></li> <li>- <i>Varied sentence structure and</i></li> <li>- <i>A strong conclusion,</i></li> </ul> <p>Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</p> <ul style="list-style-type: none"> <li>• Read well-written samples of narrative compositions noting the most outstanding parts,</li> <li>• Plan a narrative composition in groups, and tell it as a chain story. Learners with speech difficulties could use alternative communication modes. Allow more</li> </ul>	
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			<p>time for learners with speech difficulties to tell their chain stories.</p> <ul style="list-style-type: none"> <li>• Write a narrative composition on issues like historical and current heroes and share it with peers for discussion and revision,</li> <li>• Create displays of narrative writing skills learned and publish them in the classroom.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and imagination are enhanced as the learner writes narrative composition on historical and current heroes and heroines and shares with peers.</li> <li>• Self-efficacy is attained as the learner plans a narrative composition and tell a chain story with peers.</li> </ul>				
<p><b>Values:</b> Social justice is achieved as the learner researches and writes stories of heroes and heroines thus enabling them to learn from the experiences of the heroes and heroines.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Patriotism is enhanced as the learner becomes aware of their culture while creating narratives on historical and current heroes and heroines.</p>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>• The learner relates narrative writing skill to other learning areas such as Kiswahili and Religious Education.</li> <li>• The learner relates the skill of composing and performance to their learning in Creative Arts.</li> </ul>				

<b>THEME 10.0: MUSIC</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>10.1 Listening and Speaking</b>	<b>10.1.1 Oral Presentations: Delivering Speeches</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify occasions where speeches are presented, b) apply the features of oral presentations for effective communication, c) appreciate the importance of good oral presentation skills when delivering a speech.	<ul style="list-style-type: none"> <li>• Think, pair, and share on occasions where speeches are presented. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Search online or offline for features of oral presentation and make short note. Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Work with peers to listen to recorded grade-appropriate speeches the share their opinions on the speeches,</li> <li>• Brainstorm the importance of body language in delivering a speech.</li> <li>• Collaborate with peers to</li> </ul>	How can one deliver a speech effectively?



			rehearse a speech and present it to each other, <ul style="list-style-type: none"> <li>• Write short speeches on the importance of music and present it to peers. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write the speeches.</li> <li>• Record the speeches being presented and discuss the presentations.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital Literacy is enhanced as the learner uses digital devices to record speeches as presented to the class.</li> <li>• Self-efficacy is enhanced as learner pays attention to details while rehearsing speeches and presenting them to each other in groups.</li> </ul>				
<b>Values:</b> Respect is enhanced as the learner considers the point of view of peers as they listen to their short speeches on the importance of music.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Social cohesion is enhanced as the learner engages in collaborative learning activities while writing a short speech on the importance of music and presenting it to peers.				
<b>Link to other subjects:</b> The learner relates principles of oral presentation of speeches to other learning areas such as Creative Arts.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>10.2 Reading</b>	<b>10.2.1 Study Skills: Note Making</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main and supporting points in texts, b) make notes from varieties of written texts, c) relate note-making to effective reading.	<ul style="list-style-type: none"> <li>• Conduct an online and offline search on the format of note-making- (<i>heading, subheading, main points, supporting point, keywords</i>). Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Discuss the importance of note making in reading. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Read texts on varied issues, including music, and select the key points. Learners with speech difficulties could use residual speech as they are lip-read by the teacher or peers.</li> </ul>	What is the importance of note-making in reading?

			<ul style="list-style-type: none"> <li>• Pick the keywords from reading texts,</li> <li>• Fill in the key points in a note making a template. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to fill a digital template.</li> <li>• Collaborate with peers to draw a mind map to show the relationship between the topic, main idea, and supporting ideas,</li> <li>• Read print or non-print texts and make notes from them.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Digital literacy is enhanced as the learner use digital devices to search online for information on note-making.</li> <li>• Learning to learn is enhanced as the learner organises own learning and makes notes after reading varied texts.</li> </ul>				
<b>Values:</b>				
Unity is enhanced as the learner displays team spirit while working with peers to a draw mind maps.				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Career guidance is enhanced as the learner reads and makes notes on types of music thereby exposing them to career in music.				
<b>Link to other subjects:</b>				
The learner develops the skill of note making which is relevant in the study of all subjects including Pre-Technical Studies.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>10.3 Grammar in Use</b>	<b>10.3.1 Determiners</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify articles and possessives in texts, b) use articles and possessives in sentences, c) acknowledge the importance of articles and possessives for effective communication.	<ul style="list-style-type: none"> <li>• Identify articles and possessives from a text.</li> <li>• Underline <i>articles a, an, the and possessives my, our, your, his, her, their</i> used in print and non-print texts, Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to underline the articles in a provided digital template.</li> <li>• Read out examples of possessives from flashcards. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Correct errors in sentences that contain articles,</li> </ul>	How do we indicate that something belongs to somebody?

			<ul style="list-style-type: none"> <li>• Work with peers to engage in language games using articles,</li> <li>• Practise matching articles with nouns,</li> <li>• Construct sentences using possessives. Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices to construct sentences.</li> <li>• Compose a song on children’s rights using relevant articles and possessives and video record the performances.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy is developed as the learner pays attention to detail and corrects errors in sentences.</li> <li>• Communication and collaboration are enhanced as the learner practices using articles and possessives to communicate clearly and effectively.</li> </ul>				
<p><b>Values:</b> Respect is achieved as the learner acknowledges diverse opinions as they work with peers to engage in language games using articles.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Child rights is enhanced as the learner composes a song on the rights of children using articles and possessives.</p>				
<p><b>Link to other subjects:</b> The learner relates the concepts of articles and possessive’s in learning other languages such as Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Reading	<b>10.4.1 Characters and their traits</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: (a) identify characters in monster narratives, (b) explain traits of characters in given monster narratives, (c) relate monster narratives to real life situations, (d) appreciate the importance of monster narratives in life.	<ul style="list-style-type: none"> <li>• Describe <i>a monster/ ogre</i>. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Search online and offline for features of monster narratives. Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Narrate monster narratives from their immediate environment to their peers,</li> <li>• Discuss what monsters/ogres represent,</li> <li>• Discuss how monster narratives relate to real life,</li> <li>• Explain health education lessons they learn from monster narratives,</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the relevance of oral narratives in modern society?</li> <li>2. What should one consider when collecting narratives among people of varied socio-cultural backgrounds?</li> </ol>

			<ul style="list-style-type: none"> <li>• Dramatise a monster narrative and record the performance. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they dramatise and assign roles according to each learner’s abilities.</li> <li>• Discuss the traits of the characters involved in a monster narrative in pairs,</li> <li>• Brainstorm the reading strategies suitable for sharing experiences with community members,</li> <li>• Interact actively with resource persons to pick out the relevant reading strategies,</li> <li>• Seek support from resources persons on how to relate monster narratives to real life,</li> <li>• Collect, analyse and compile them into an anthology of narratives from the community,</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Collaborate with peers to conduct a reader’s theatre,</li> <li>• Describe the procedure used in collecting the narratives.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Critical thinking and problem solving are enhanced as the learner discusses the lessons learned and the relevance of monster narratives in real life.</li> <li>• Learning to learn is enhanced as the learner seeks support from resource persons on how to relate monsters to real life.</li> </ul>				
<b>Values:</b>				
Patriotism is enhanced since the learner becomes conscious of their moral duties upon relating monster narratives to real life.				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Social awareness is enhanced when the learner relates monsters to real life.				
<b>Link to other subjects:</b>				
The learner relates the concept of characters and their traits to their learning of literary texts in Kiswahili.				

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>10.5 Writing</b>	<b>10.5.1 Functional Writing: Packing and Shopping lists</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify ways of grouping items in packing and shopping lists, b) write a packing list for a specified event, c) prepare a shopping list for use in a given context,	<ul style="list-style-type: none"> <li>• Search online and offline for samples of <i>packing</i> and <i>shopping lists</i>. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Discuss the parts of a shopping list. Learners with speech difficulties could use alternative</li> </ul>	<ol style="list-style-type: none"> <li>1. What should one consider when grouping items in a packing list?</li> <li>2. Why should a shopping list be prepared?</li> </ol>



		<p>d) recognise the importance of preparing a shopping and packing list in their everyday lives.</p>	<p>communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> <li>• Create and fill a packing list template, and share with peers. Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices to perform this task.</li> <li>• Discuss different ways of grouping items in packing and shopping lists,</li> <li>• Give in pairs the prices of different items in the shopping list to match a given budget.</li> </ul>	<p>3. What is the importance of a packing list?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking is enhanced as learners categorise the various items included in a shopping and packing list in order of importance.</li> <li>• Learning to learn is enhanced as prepare and shares a packing list with peers.</li> </ul>				

**Values:**

- Integrity – as learners come up with shopping lists that adhere to given budgets
- Social responsibility – mastery of writing of shopping and packing list would ensure public projects are completed within stated budgets.

**Pertinent and Contemporary Issues (PCIs)**

Financial literacy is enhanced as the learner prepares a realistic budget for the shopping list and categorises items.

**Link to other subjects:**

Preparing a shopping list involves budgeting which is a concept learnt in Pre-Technical Studies.

<b>THEME 11.0: PROFESSIONS</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>11.1 Listening and Speaking</b>	<b>11.1.1 Interviews</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify reasons for sitting an interview, b) articulate points clearly and confidently during an oral interview, c) respond confidently to questions during an interview, d) Seek clarification during an oral presentation, e) appreciate the importance of interviews in getting school placement and scholarships.	<ul style="list-style-type: none"> <li>• Listen to and review an audio clip on school placement and scholarship interviews. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</li> <li>• Discuss reasons for sitting for a placement and scholarship interview. Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Search online and watch video clips on school placement and scholarship interview. Adjust light intensity when using the digital device for learners with visual difficulties.</li> </ul>	Why are interviews important?

			<ul style="list-style-type: none"> <li>• Role-play the school placement and scholarship interview, record and share them via mobile phones and other social media channels. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play and assign activities as per each learner’s abilities.</li> <li>• Conduct mock interviews in pairs or small groups,</li> <li>• Collaborate with peers to record the interviews on digital devices</li> <li>• Share the videos with friends and peers on social media platforms, blogs among others.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration are enhanced as the learner contributes to group decision making while discussing in groups reasons for sitting for a placement and scholarship interview.</li> <li>• Digital Literacy is enhanced as the learner uses digital devise to search online and watch video clips on school placement and scholarship interviews.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility is achieved as the learner role- plays school placement and scholarship interview with peers.</li> <li>• Respect <b>is</b> enhanced as the learner collaborate with peers to record interviews on digital devices and shares with peers.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs)**

Peace Education is developed as the learner works in harmony with peers to conduct mock interviews and role play.

**Link to other subjects:**

The learner relates the concept of interviews to the learning of conversational skills in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>11.2 Reading</b>	<b>11.2.1 Extensive Reading: Non-Fiction materials</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify print or electronic non-fiction materials that are interesting to read, b) read a variety of grade-appropriate non-fiction materials independently for lifelong learning, c) recommend to peers suitable non-fiction materials to read for information, d) acknowledge the importance of reading for enjoyment and general understanding.	<ul style="list-style-type: none"><li>• Search for digital and print non-fiction materials. Control light intensity for learners who are sensitive to light while using digital devices.</li><li>• Read a variety of non-fiction materials. Learners who may not turn pages to use page-turners or be supported by peers.</li><li>• Infer the meaning of the words and phrases used in non-fiction materials. Learners with speech difficulties could use alternative communication modes in this task and allow more time for learners with speech difficulties as they share their views</li></ul>	Why should we read non-fiction materials?

			<ul style="list-style-type: none"> <li>• Skim through the non-fiction material for the main idea. Learners who may not turn pages to use page-turners or be supported by peers.</li> <li>• Scan the non-fiction material to obtain specific information,</li> <li>• Prepare a reading log of the reading activities of the non-fiction texts. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to prepare the reading log.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy is strengthened as the learner reads a variety of non-fiction materials to inculcate a reading culture.</li> <li>• Learning to learn is instilled as the learner searches for digital and print non-fiction materials using electronic gadgets.</li> </ul>				
<p><b>Values:</b> Responsibility is honed as the learner makes informed choices by recommending to peers suitable non-fiction materials to read.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Life skills, especially self-awareness, is developed as the learner makes own choice of non-fiction materials to interact with.</p>				
<p><b>Link to other subjects:</b> The learner relates extensive reading as a skill which is required in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.3 Grammar in Use</b>	<b>11.3.1 Formation of Adjectives</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) recognise adjectives from a text,</li> <li>b) construct simple sentences using the adjectives formed,</li> <li>c) appreciate the value of proper use of adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Search for online tutorials on adjectives and examples of adjectives formed from nouns and verbs. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Listen to a poem or passage from the teacher and pick out adjectives formed from nouns and verbs. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</li> <li>• Read a given passage and identify adjectives formed from nouns and verbs,</li> <li>• Form adjectives using nouns and verbs</li> <li>• Work with peers to construct simple sentences using the adjectives formed,</li> </ul>	<ol style="list-style-type: none"> <li>1. How are adjectives formed?</li> <li>2. Why should we use adjectives correctly?</li> </ol>

			<ul style="list-style-type: none"> <li>Engage in language games such as scrabble, puzzle code words, and guessing games. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they play the games.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication and collaboration are developed as the learner works collegially with peers to identify adjectives formed from nouns and verbs.</li> <li>Digital literacy is enhanced as the learner interacts with technology while searching and watching online tutorials on adjectives.</li> </ul>				
<p><b>Values:</b> Love is instilled as the learner portrays a caring attitude when engaging in language games such as scrabble, puzzle code words, and guessing games.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Self-esteem is enhanced as the learner engages in language and guessing games using adjectives formed from nouns and verbs.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of adjectives to their learning in Kiswahili.</p>				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.4 Reading</b>	<b>11..4.1 Intensive reading: Dilemma Narratives</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe the characters in a given dilemma narrative, b) recognise a closing formula as a feature of dilemma narratives, c) relate the lessons learnt in the dilemma narrative to real life experiences, d) appreciate the lessons learnt from the dilemma narrative for literary appreciation.	<ul style="list-style-type: none"> <li>• Read the dilemma narrative in a given text and describe the characters. Learners with speech difficulties could use alternative communication modes as they share their views. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Identify a closing formula as a feature of dilemma narratives,</li> <li>• Discuss what makes dilemma narratives interesting,</li> <li>• Dramatise parts of the dilemma narrative. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they dramatise.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the qualities of a good narrator?</li> <li>2. How can narratives contribute to decision making?</li> </ol>

			<ul style="list-style-type: none"> <li>• Draw a chart showing the sequence of events in dilemma narrative,</li> <li>• Search online and watch an adaptation of a dilemma narrative. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Relate the lessons learnt from the dilemma narrative to real life experiences.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and imagination is engrained as the learner draws charts to show the sequence of events in a dilemma story.</p>				
<p><b>Values</b> Respect is enhanced as the learner displays patience when working with peers to dramatise parts of a dilemma story.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Life skills is enhanced as the learner relates what is learnt in dilemma stories to real life.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of performance to other learning areas such as Kiswahili and Creative Arts.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.5 Writing</b>	<b>11.5.1 Spelling antonyms, synonyms, and numbers</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>• recognise antonyms, synonyms, and numbers in words from a selected text,</li> <li>• use antonyms, synonyms, and numbers in words correctly in writing,</li> <li>• appreciate the usage of antonyms, synonyms, and numbers in words in effective writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a text with <i>antonyms, synonyms, and numbers in words</i> from print and non-print sources. Learners who may not turn pages to use page-turners or be supported by peers. Control light intensity for learners who are sensitive to light where digital devices are used.</li> <li>• Identify the <i>antonyms, synonyms, and numbers in words</i> from a selected text,</li> <li>• Listen to a dictation of a text with antonyms and synonyms, and write them down. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write/type.</li> <li>• Collaborate with peers to search for antonyms and synonyms from books, newspapers and the internet, and compile a list,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to tell the synonyms and antonyms of words?</li> <li>2. Why is it important to write numbers in words?</li> </ol>

			<ul style="list-style-type: none"> <li>• Write a list of antonyms and synonyms and, with peers, exchange for assessment.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy is developed as the learner searches for more antonyms and synonyms from the internet to boost their ability to use digital devices.</li> <li>• Collaboration is enhanced as the learner generates a list of antonyms and synonyms in collaboration with peers.</li> </ul>				
<p><b>Values:</b> Unity is cultivated as the learner collaborates with peers to search for more examples of antonyms and synonyms.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is improved as the learner uses antonyms, synonyms, and figures in words correctly in writing.</p>				
<p><b>Link to other subjects</b> The learner relates the concepts of antonyms, synonyms and writing of numbers to other learning areas such as Kiswahili, Mathematics and Integrated Science.</p>				

<b>THEME 12.0: TRADITIONAL FASHION</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>12.1 Listening and Speaking</b>	<b>12.1.1 Listening: Views/ Opinions</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) list ways of expressing views/opinions in different contexts, b) use different expressions that indicate own views/opinions in a given text, c) acknowledge the value of one's views/opinions as a lifelong skill in communication.	<ul style="list-style-type: none"> <li>• Search online and offline for the different ways of expressing views/opinions,</li> <li>• Listen to an oral narrative and identify the different ways used to express opinions/views,</li> <li>• Role-play the different characters in the narrative and bring out different ways of expressing opinions/views. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play.</li> <li>• Explain their feelings towards issues raised in the trickster narrative. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> </ul>	Why is it important to express one's opinion?

			<ul style="list-style-type: none"> <li>• Write on a chart the words they have used to describe their feelings. Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices to write.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn is enhanced as learner searches online and offline for the different ways of expressing views and opinions.</li> <li>• Digital literacy is enhanced as the learner interacts using technology when searching online and listening to an oral narrative from digital gadgets.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect is enhanced as the learner appreciates diverse opinions as they conduct the role play.</li> <li>• Unity is achieved as the learner displays team spirit as they role play different ways of expressing opinion and views.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b>  Effective communication is enriched as learner expresses their views/opinions on different subjects.</p>				
<p><b>Link to other subjects:</b>  The concept of expressing opinions and views is a lifelong skill which is applicable in subjects such as Creative Arts and Social Studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.2 Reading</b>	<b>12.2.1 Intensive Reading-Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify the main ideas in a text, b) use contextual clues to infer the meaning of words in a text, c) describe characters, ideas, or events in a text, d) appreciate the importance of reading comprehension in lifelong learning.	<ul style="list-style-type: none"> <li>• Download and share texts with mental images from the texts and draw conclusions. Adjust light intensity when using the digital device for learners with visual difficulties. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to</li> <li>• Read a passage individually, and identify keywords in the passage, Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Infer the meaning of words using contextual clues.</li> </ul>	How can we tell the meaning of words and phrases in a text?

			<p>Learners with speech difficulties could use alternative communication modes as they share their views.</p> <ul style="list-style-type: none"> <li>• Choose descriptive parts of the passage on traditional fashion and share the vivid images created in their mind,</li> <li>• Role-play the characters and events in the text. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they role-play and assign roles as per each learner’s abilities.</li> <li>• Use contextual clues to decipher the meaning of words,</li> <li>• Answer questions based on the passage</li> <li>• Give an appropriate title to a story or passage.</li> </ul>	
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<p><b>Core Competencies to be developed:</b>  Critical thinking is enhanced as the learner solves simple problems as they answer questions based on the passage and give an appropriate title to the passage.  Imagination is developed as the learner role plays the characters and events in the text.</p>
<p><b>Values:</b>  Unity is developed when the learner displays team spirit while collaborating with peers to role play characters and events in a text.</p>
<p><b>Pertinent and Contemporary Issues (PCIs)</b>  Analytical thinking is enhanced when the learner infers the meaning of words using contextual clues.</p>
<p><b>Link to other subjects:</b>  The learner relates the skills of making inferences and visualising when reading texts in Kiswahili.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.3 Grammar in Use</b>	<b>12.3.1 Phrasal Verbs</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify phrasal verbs formed from put, come and give in a given text, b) use given phrasal verbs correctly in sentence construction, c) acknowledge the role of phrasal verbs in communication.	<ul style="list-style-type: none"> <li>Read a text and identify the phrasal verbs formed from put, come and give. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>Search online and use charts to</li> </ul>	Why should we use phrasal verbs correctly?

			<p>write the meanings of the phrasal verbs they have identified. Control light intensity for learners who are sensitive to light while using digital devices.</p> <ul style="list-style-type: none"> <li>• Fill in blanks in a text using the most appropriate phrasal verb</li> <li>• Search on the internet for more examples of phrasal verbs</li> <li>• Construct sentences using the phrasal verbs.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication is enhanced as the learner uses phrasal verbs correctly, thereby developing the skills of speaking and writing correctly.</li> <li>• Digital literacy is developed when the learner searches online for phrasal verbs, using digital devices.</li> </ul>				
<p><b>Values:</b> Responsibility is developed as the learner diligently searches on the internet for more phrasal verbs.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is improved when learners refine their ability to communicate by using phrasal verbs correctly.</p>				
<p><b>Link to other subjects:</b> The learner links the concept of phrasal verbs in learning similar concepts in Kiswahili.</p>				

Strand	Sub strand	Learning outcomes	Suggested learning experiences	Suggested Key inquiry questions
<b>12.4 Reading</b>	<b>12.4.1 Class Reader: Main Ideas</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in the section read in the text, b) discuss the lessons learnt from the text c) relate the lessons learnt to real life experiences d) appreciate the role of literature in fostering critical thinking.	<ul style="list-style-type: none"> <li>● Read a section of the text aloud in turns and dramatise the events. Learners with speech difficulties could use alternative communication modes as they share their views. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity.</li> <li>● Discuss the main ideas in the sections read in the text in groups • relate the lessons learnt from the section read to real life experiences in groups.</li> <li>● Draw a chart showing the sequence of the main events in the section read.</li> <li>● Search online and watch an adapted dramatisation of the section read. Adjust light</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do people read story books?</li> <li>2. What is the importance of reading a short story?</li> </ol>

			intensity when using the digital device for learners with visual difficulties.	
<b>Core Competencies:</b>				
<ul style="list-style-type: none"> <li>• Self-Efficacy is strengthened since learners’ self-awareness is improved as they acquire literary analysis skills.</li> <li>• Creativity and Imagination is developed as learners undertake group discussions and role-play to enhance creativity.</li> <li>• Critical thinking and problem solving is developed as learners relate the lessons learnt from the section read to real life experiences.</li> </ul>				
<b>Values:</b>				
Peaceful coexistence is nurtured as learners discuss in groups.				
Love is reinforced as learners work in groups				
<b>Pertinent Contemporary Issues (PCIs)</b>				
Self -awareness is enhanced as learners relate the story to real life experiences.				
Social cohesion is cultivated as learners work in groups thus creating a sense of oneness.				
<b>Link to other subjects:</b>				
Reading and analysis of class readers is done in Kiswahili and Creative Arts.				

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>12.5 Writing</b>	<b>12.5.1 The writing Process: Dialogues (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) outline the format of a dialogue, b) apply the writing process in writing a dialogue,	<ul style="list-style-type: none"> <li>• Search online and offline for an example of a dialogue. Adjust light intensity when using the digital device for learners with visual difficulties.</li> </ul>	What should we consider before writing a dialogue?

		<p>c) acknowledge the importance of the writing process in acquiring good writing skills.</p>	<ul style="list-style-type: none"> <li>• Dramatise the identified dialogue. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity.</li> <li>• Discuss the format of the dialogue they have identified. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Fill in missing words in a set dialogue on traditional fashion, individually. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to fill in words from the template provided.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Discuss the correctness of the words they have used,</li> <li>• Create a rough draft of a short dialogue using the format they have identified individually,</li> <li>• Edit each other’s dialogue to check for repetition, clarity, grammar, spelling and punctuation errors, in pairs,</li> <li>• Revise the dialogue individually,</li> <li>• Publish the final product for assessment, share the samples of well written dialogues with others in class.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Collaboration is enhanced when the learner observes the rules of engagement as they discuss the format of the dialogue identified in groups</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility is enhanced when the learner takes up the task of editing and assessing their peers’ dialogues.</li> <li>• Unity is achieved as learners work together to generate ideas for writing tasks.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b>  Effective communication is enhanced as learners communicate effectively through writing.</p>				
<p><b>Link to other subjects:</b>  The learner relates the skill of writing dialogues to similar writing in Kiswahili.</p>				

<b>THEME 13.0: LAND TRAVEL</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>13.1 Listening and Speaking</b>	<b>13.1.1 Listening Comprehension: Extensive Listening</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the key issues raised in songs, addressing land travel, b) listen attentively to songs on land travel, c) use vocabulary identified from songs on land travel correctly, d) Acknowledge the importance of extensive listening in communication.	<ul style="list-style-type: none"> <li>• Listen to songs on local and international land travel from audio recordings. Learners with postural limitation could be preferentially positioned to enhance the listening to the songs.</li> <li>• Respond to comprehension questions on key issues raised in the song, Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Pick out key issues raised from a song sung by the teacher or resource person on land travel,</li> <li>• Share ideas on the key issues addressed in the songs they have listened to using wall charts,</li> </ul>	How can we tell the main message in a song?

			<ul style="list-style-type: none"> <li>• Identify vocabulary used in songs on land travel and infer their meaning from context,</li> <li>• Construct sentences orally using the vocabulary learnt. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to construct th sentences.</li> <li>• Sing choral songs on land travel.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy is enhanced when learner manipulates digital tools as they listen to songs based on local and international land travel from audio recordings and respond to them.</li> </ul>				
<p><b>Values:</b> Patriotism as the learner becomes conscious of their social and moral duties while picking out key issues raised from a song on land travel</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is strengthened as the learner listens to songs on local and international land travel from audio and video sources.</p>				
<p><b>Links to other subjects:</b> The skills of listening attentively and vocabulary use are relevant in the learning of other subjects such as Integrated Science and Mathematics.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.2 Reading</b>	<b>13.2.1 Intensive Reading: Comprehension Strategies</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify key ideas from a passage, b) summarise key ideas from a passage, c) create mental images from the events in a passage, d) deduce the meaning of words from context, e) respond to factual and inferential questions correctly from the passage f) acknowledge the importance of comprehension strategies in effective reading.	<ul style="list-style-type: none"> <li>• Read selected grade-appropriate passages on issues related to land travel, such as safety and security from print and online sources, Learners who may not turn pages to use page-turners or be supported by peers. Control light intensity for learners who are sensitive to light where digital devices are used.</li> <li>• Discuss opinions formed about the characters or ideas presented in the passage. Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Infer the meaning of words based on how they have been used in the passage</li> <li>• Complete oral and written exercises using the vocabulary learnt. Learners with manipulation difficulties could use adapted writing materials or</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the importance of reading a passage?</li> <li>2. What makes people write passages?</li> </ol>

			<p>type on appropriate adapted digital devices to carry out this task.</p> <ul style="list-style-type: none"> <li>• Answer factual and inferential questions from the passages, both orally and in writing,</li> <li>• Summarise key ideas presented in the passages by paraphrasing,</li> <li>• Work jointly with peers to retell sections of the passage.</li> </ul>	
<p><b>Core competencies developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking is cultivated when the learner demonstrates that they can follow simple instructions to complete tasks.</li> <li>• Problem solving is cultivated as the learner finds required information when discussing opinions formed about the characters or ideas presented in the passage.</li> </ul>				
<p><b>Values:</b></p> <p>Love is cultivated as the learner portrays a caring attitude when working jointly with peers to retell sections of the passage.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <p>Safety and security is reinforced as the learner reads and responds to texts on safe and secure land travel.</p>				
<p><b>Link to other subjects:</b></p> <p>The learner relates issues on safety to their learning in Creative Arts.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.3 Grammar in Use</b>	<b>13.3.1 Sentences: Simple Sentences</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify simple sentences from varied texts, b) construct simple sentences on a variety of issues, c) advocate the importance of using a variety of sentences in communication.	<ul style="list-style-type: none"> <li>• Listen keenly to a poem or a story on land travel and write down all the simple sentences that feature in the texts. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to carry out this task.</li> <li>• Collaborate with peers to read a print or non-print text on land travel and identify the simple sentences.</li> <li>• Tell a chain story featuring simple sentences. Learners with speech difficulties could use alternative communication modes and allow them more time to as they express their views.</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the role of sentences in a text?</li> <li>2. What constitutes a simple sentence?</li> <li>3. How do you determine what to include in a sentence?</li> </ol>

			<ul style="list-style-type: none"> <li>• Complete a substitution table featuring simple sentences,</li> <li>• Complete a mind map to practise the construction of simple sentences,</li> <li>• Write a short dialogue using simple sentences and share it with peers online and off line.</li> </ul>	
<p><b>Core competencies to be developed:</b> Communication and collaboration are improved as the learner speaks clearly and effectively by making points in a logical order.</p>				
<p><b>Values:</b> Responsibility is enhanced as the learner takes up the task of writing a short dialogue using simple sentences.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Self-esteem is nurtured as the learner ably writes a short dialogue using simple sentences and shares it with peers online and off line.</p>				
<p><b>Link to other subjects:</b> The learner relates the concept of land travel to what is also taught in Social Studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.4 Reading</b>	<b>13.4.1 Oral Literature: Praise Songs</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the purpose and occasions for which praise songs are performed, b) discuss the relationship between the singer and the person being praised in praise songs, c) perform praise songs sung in their immediate environment d) collaborate with peers in performing the praise songs, e) appreciate the purpose of praise songs in communication.	<ul style="list-style-type: none"> <li>• Listen to praise songs from audio-visual sources or from a resource person. Learners with postural limitation could be preferentially positioned to enhance the listening to the songs.</li> <li>• Identify and discuss the purpose of the praise songs they have listened to,</li> <li>• Share ideas on the relationship between the singer and the person being praised in the praise songs they have listened to. Learners with speech difficulties could use alternative communication modes and allow them more time to as they express their views.</li> <li>• Identify a praise song sang in their immediate environment,</li> <li>• Collaborate to present praise songs to the class and share</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we sing?</li> <li>2. What are the qualities of a good singer?</li> </ol>

			<p>experiences,</p> <ul style="list-style-type: none"> <li>• Discuss the character traits of the singer(s) as brought out in the praise song(s).</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy is strengthened as the learner shares ideas on the relationship between the singer and the person being praised in a praise song.</li> <li>• Creativity and imagination are enhanced as the learner gains new perspectives on how to do things as they collaborate to present praise songs to the class and share experiences.</li> </ul>				
<p><b>Values:</b> Respect is enhanced as the learner values human dignity while collaborating with peers to perform praise songs.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Life skills – The skill of living with others is inculcated as the learner identifies and performs praise songs.</p>				
<p><b>Link to other subjects:</b> The learner relates performance skills to other learning areas such as Creative Arts.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.5 Writing</b>	<b>13.5.1 Creative Writing: Narrative Composition</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of specified idioms in context, b) create well-written narrative compositions using the specified idioms,	<ul style="list-style-type: none"> <li>• Brainstorm on the reason creative writers use idiomatic expressions in writing. Learners with speech difficulties could use alternative communication modes and allow them more time to as they express their views.</li> </ul>	<ol style="list-style-type: none"> <li>1. What makes a story memorable?</li> <li>2. What is the importance of using idioms in communication?</li> </ol>

		<p>c) appreciate the role of idioms in creative writing.</p>	<ul style="list-style-type: none"> <li>• Explain situations that call for the use of the following idiomatic expressions: <ul style="list-style-type: none"> <li>- <i>Biting off more than you can chew</i></li> <li>- <i>Own up to something</i></li> <li>- <i>Having a lot on your plate</i></li> <li>- <i>Call it a day</i></li> <li>- <i>Piece of cake</i></li> <li>- <i>Hold your tongue</i></li> </ul> </li> <li>• Confirm the meaning of the idiomatic expressions from print and online dictionaries, Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Practise using the idiomatic expressions in sentences,</li> <li>• Plan a narrative composition in groups, incorporating the specified idiomatic expression on the theme of land travel,</li> <li>• Write a narrative composition individually. Learners with manipulation difficulties could</li> </ul>	
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			<p>use adapted writing materials or type on appropriate adapted digital devices to write the narratives.</p> <ul style="list-style-type: none"> <li>Peer review each other's work and revise as per the suggestions given.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Problem Solving is boosted when the learner explains situations that calls for the use of idioms.</li> <li>Creativity and imagination are developed as the learner undertakes tasks that encourage artistic expression of ideas while composing narratives using idiomatic expressions.</li> </ul>				
<p><b>Values:</b> Integrity is enhanced as the learner displays honesty when reviewing peers' compositions.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Effective communication is enriched as the learner plans to write narrative composition in groups</p>				
<p><b>Link to other subjects:</b> Learner relates the narrative writing skill to their learning of creative writing in Kiswahili.</p>				



<b>THEME 14.0: SPORTS - OUTDOOR GAMES</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>14.1 Listening</b>	<b>14.1.1 Consonant Sounds and Intonation</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds /v/, /f/, /n/ and /ŋ/ from a text, b) pronounce words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences, c) use correct intonation for yes/no and wh- questions in varied contexts, d) appreciate the importance of correct pronunciation and intonation in a conversation.	<ul style="list-style-type: none"> <li>• Search from print and non-print sources for tongue twisters with some of the target sounds and say them for enjoyment. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Watch a video or listen to a recording or conversation on outdoor games and group the words in a table according to the following target sounds: v/ <i>as in very</i>; /f/ <i>as in ferry</i> /n/ <i>as in been</i> an /ŋ/ <i>as in being</i>. Learners with postural limitation could be preferentially positioned for enhanced viewing/listening.</li> </ul>	How can one learn to correctly pronounce words?

			<ul style="list-style-type: none"> <li>• Listen to, and model native speaker clips with the target sounds in words. Learners with speech difficulties could use alternative communication modes as they model and allow them more time.</li> <li>• Work with peers to practise the pronunciation of words with the target sounds and record themselves,</li> <li>• Share the clips for peer review,</li> <li>• Listen to an audio or a dramatised conversation on outdoor games in which yes/no and wh- questions are used and point out whether a rising or falling intonation is used,</li> <li>• <i>Practise articulation of Yes/No and WH- questions with the appropriate intonation in dialogues,</i></li> <li>• Write, dramatise and record a dialogue using words with the target sounds as well as Yes/ No and WH- questions and</li> </ul>	
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			<p>share with peers for review.          Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they dramatise. Learners with manipulation difficulties could use an alternative functional part of the body to perform the task.</p>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy is enhanced as the learner uses digital tools to record themselves and shares dramatised dialogues.</li> <li>• Self-efficacy is developed as the learner documents their successes when writing and dramatising the conversations.</li> </ul>				
<p><b>Values:</b>          Respect is achieved as the learner works with peers to practise the pronunciation of words and record themselves.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b>          Health Education is developed as the learner listens to dramatised conversations on outdoor games leading to body fitness.</p>				
<p><b>Link to other subjects:</b>          The learner relates the concept of pronunciation and intonation to learning pronunciation of sounds in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	<b>14.2.1 Study Skills: Summarising</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in texts b) write a summary of ideas from varied texts c) appreciate the importance of summarising information in a given context.	<ul style="list-style-type: none"> <li>• Brainstorm on the steps to follow when writing a summary of a text. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Read a print or non-print text on varied issues, including outdoor games, and underline the main ideas,. Learners with manipulation difficulties could use an alternative functional part of the body to perform the task. Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Make notes from the underlined sentences and use them to make a rough draft,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to summarise information?</li> <li>2. What factors should one consider when summarising an event?</li> </ol>

			<ul style="list-style-type: none"> <li>• Use the rough draft to make a fair copy,</li> <li>• Share the summaries through charts for peer review,</li> <li>• Collaborate with peers to check and make corrections on the written summarised pieces,</li> <li>• Discuss the purpose of making summaries.</li> </ul>	
<p><b>Core competencies to be developed:</b> Learning to learn developed as the learner summarises excerpts and makes presentations for peer review.</p>				
<p><b>Values:</b> Responsibility is enhanced as learner undertakes the task of making notes from the underlined sentences and using them to make a rough draft as guided.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Life skills as the learner decides on the content to pick or leave out in writing summary.</p>				
<p><b>Link to other subjects:</b> The learner relates the skill of summary writing to other learning areas where summarising information is practised such Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>14.3 Grammar in Use</b>	<b>14.3.1 Subject-Verb Agreement</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the subject and the verb in sentences</li> <li>b) construct sentences ensuring subject-verb agreement</li> <li>c) affirm the importance of subject-verb agreement in sentences.</li> </ol>	<ul style="list-style-type: none"> <li>• Read texts on varied topics such as outdoor games and identify the subject and verbs in the sentences. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Brainstorm and make short notes on the relationship between a subject and a verb in a sentence in terms of number and person, Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</li> <li>• Read sentences and label</li> </ul>	How do we construct sentences?

			subject-verb agreement in them, <ul style="list-style-type: none"> <li>• Make sentences based on outdoor sports in which the rule of subject-verb agreement has been applied,</li> <li>• Share the sentences in charts for peer review.</li> </ul>	
<b>Core Competencies to be developed:</b> Collaboration is enhanced by the learner recognising the value of others ideas when sharing sentences on charts for peer review.				
<b>Values:</b> Love is enhanced as the learner shows a caring attitude while peer reviewing peers' sentences.				
<b>Pertinent and Contemporary Issues (PCIs)</b> Value for sports is enhanced as the learner reads texts on varied topics such outdoor games.				
<b>Link to other subjects:</b> The learner relates the concept of subject-verb agreement when editing their written work in subjects such as Integrated Science and Pre-Technical Studies.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Reading	<b>14.4.1 Features of style</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of dialogue, similes, and metaphors in the text,	<ul style="list-style-type: none"> <li>• Search online and offline for examples of dialogue, similes, and metaphors in stories and them with the rest of the class. Control light intensity for</li> </ul>	Why do we use stylistic devices in writing?

		<p>b) use the styles of dialogue, similes, and metaphors in guided context,</p> <p>c) appreciate the importance of style in a work of art.</p>	<p>learners who are sensitive to light while using digital devices. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their views.</p> <ul style="list-style-type: none"> <li>• Read the class reader and identify with illustrations instances of dialogue, similes, and metaphors in the text, and display their work on the class notice boards. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Role-play selected dialogues from the class reader and record themselves for video</li> </ul>	
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			<p>sharing and review. Ensure barrier-free access for learners with mobility difficulties. Safety for all learners should be observed. Assign activities according to each learner's abilities.</p> <ul style="list-style-type: none"> <li>• Make sentences using the similes and metaphors identified from the text,</li> <li>• Discuss instances in real life where dialogues, similes, and metaphors can be used.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy is developed as the learner holds a discussion on instances in real life where dialogues, similes, and metaphors can be used, thereby enhancing their literary skills.</li> <li>• Learning to learn is achieved as the learner interacts with technology when recording and sharing videos of selected dialogues from the class reader.</li> </ul>				
<p><b>Values:</b> Respect is enhanced as the learner appreciates others when role-playing selected dialogues.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Critical thinking is achieved as the learner relates use of the features of styles in real life.</p>				
<p><b>Link to other subjects:</b> The learner relates features of style in the study of class readers to the learning of readers in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>14.5 Writing</b>	<b>14.5.1 Descriptive Writing</b> (200 – 240 words)  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify features of a person, a thing, or a place that can be described b) write a descriptive composition on a given subject c) underscore the importance of creative writing in communication.	<ul style="list-style-type: none"> <li>• Collaborate with peers to view videos or pictures of people, things or places and list the features of each that can be described in an essay. Learners with postural limitation could be preferentially positioned for enhanced viewing.</li> <li>• Search online and offline for words and expressions that can be used to describe different features like weather emotions, events, and characters. Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Explain the difference between descriptive writing and other forms of writing. Learners with speech difficulties could use alternative communication modes as they share their views.</li> </ul>	What do you consider when describing something?

			<ul style="list-style-type: none"> <li>• Allow more time for learners with speech difficulties to express their views.</li> <li>• Read samples of descriptive essays and classify the features that are described and the expressions used in a graphic form for sharing. Learners who may not turn pages to use page-turners or be supported by peers. They could use adapted writing materials or type on appropriate adapted digital devices to record findings.</li> <li>• Create a descriptive composition of between 200 to 240 words on an interesting topic like outdoor sports and display it in a gallery for peer review and revision.</li> </ul>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> <li>• Communication is developed as the learner writes descriptive composition clearly and correctly.</li> <li>• Collaboration is promoted as the learner actively engages in peer review of other’s work.</li> </ul>				

**Values:**

Unity is enhanced as learners engage each other to view videos or pictures of people, things, or places.

**Pertinent and Contemporary Issues (PCIs)**

Creative thinking is enhanced as the learner composes descriptive texts.

**Link to other subjects:**

The learner relates the concept of descriptive writing in their writing of similar compositions in Kiswahili.

<b>THEME 15.0: TOURIST ATTRACTION SITES - KENYA</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>15.1 Listening and Speaking</b>	<b>15.1.1 Events within the Classroom</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the organisation of an oral report of events within the classroom b) present an oral report on events that occur within the classroom c) enjoy delivering and listening to oral reports in various contexts.	<ul style="list-style-type: none"> <li>• Brainstorm the content and organisation of an oral report e.g. Introduction, body, and conclusion. Learners with speech difficulties could use alternative communication modes as they share their views.</li> <li>• Search online and offline in pairs, the steps for conducting an oral report e.g. Research, compile (write), rehearse, and report (present/deliver). Adjust light intensity when using the digital device for learners with visual difficulties.</li> <li>• Role-play methods of delivering oral reports such as clear pronunciation, voice projection, tonal variation, use of non-verbal cues, and use of visuals. Ensure barrier-free</li> </ul>	How can you make an oral report presentation interesting?

			<p>access for learners with mobility difficulties. Safety for all learners should be observed. Assign activities according to each learner's abilities.</p> <ul style="list-style-type: none"> <li>• Use flashcards to prepare speaking notes for the reports,</li> <li>• Simulate an oral report preparation and delivery procedure and video or audio record themselves,</li> <li>• Watch or listen to the recorded reports and evaluate them in terms of strengths and weaknesses. Learners with postural limitation could be preferentially positioned for enhanced viewing/listening.</li> <li>• Collaborate with peers to prepare and present actual oral reports, Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices</li> </ul>	
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			during presentations. <ul style="list-style-type: none"> <li>Write the reports on charts and share them with peers for evaluation,</li> </ul>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>Digital Literacy is developed as the learner searches online for skis on preparing and presenting reports.</li> <li>Critical thinking and problem solving is enhanced as the learner evaluates the strengths and weaknesses of their peers' oral reports.</li> </ul>				
<b>Values:</b>				
Love is enhanced as the learner portrays a caring attitude while evaluating the reports of peers.				
<b>Pertinent and Contemporary Issues (PCIs)</b>				
Effective communication is enhanced as learners use verbal and non-verbal reporting skills.				
<b>Link to other subjects:</b>				
The learner relates the skill of oral report preparation and presentation to report presentation in Kiswahili.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>15.2 Reading</b>	<b>15.2.1 Reading Fluency</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the use of fluency strategies in the reading process b) apply fluency strategies while reading	<ul style="list-style-type: none"> <li>Watch and listen to videos of students reading fluently and discuss what makes them good readers. Learners with postural limitation could be preferentially positioned for enhanced viewing/listening.</li> </ul>	How can you improve your reading fluency?

		<p>c) hail the role of reading fluency in communication.</p>	<ul style="list-style-type: none"> <li>• Search online and offline for different reading fluency strategies such as previewing and predicting, skimming, scanning, and ignoring</li> <li>• Unknown words and share with peers. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>• Watch or listen to sample reading clips and simulate the model reading as they apply reading strategies,</li> <li>• Practise, with peers, timed reading, accurate reading, and reading with expression on issues like tourist attraction sites in Kenya. Learners with speech difficulties could use alternative communication modes as they share their views. Allow more time for learners with speech difficulties to express their</li> </ul>	
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			<p>views.</p> <ul style="list-style-type: none"> <li>• Assess peers’ reading based on the aspects of fluency – accuracy, speed, and reading.</li> <li>• Record sample readers in class and save the recordings on a digital device</li> <li>• Discuss the importance of reading fluently.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy is achieved as the learners gains confidence in reading by applying fluency strategies.</li> <li>• Citizenship is developed as the learner reads about tourist attraction sites in Kenya promoting national responsibility.</li> </ul>				
<p><b>Values:</b></p> <p>Unity is achieved as the learner strives to achieve a common goal while practising, with peers, timed reading, accurate reading, and reading with expression.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Effective Communication is enhanced as the learner develops competence in fluency as a reading skill.</li> <li>• Environmental Education is enhanced as the learner reads about tourist attraction sites in Kenya.</li> </ul>				
<p><b>Link to other subjects:</b></p> <p>The learner relates the concept of reading fluency to the teaching of comprehension in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>15.3 Grammar in Use</b>	<b>15.3.1 Affirmative and Negative Sentences</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>differentiate between affirmative and negative sentences in spoken and written contexts,</li> <li>construct affirmative and negative sentences in varied contexts,</li> <li>acknowledge the expressive role of sentences in effective communication.</li> </ol>	<ul style="list-style-type: none"> <li>Search online and offline for the differences between affirmative and negative sentences and share them with peers. Control light intensity for learners who are sensitive to light while using digital devices.</li> <li>Role-play a dialogue with affirmative and negative sentences and record themselves. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they perform the activity. Assign roles as per each learner's ability.</li> <li>Watch/listen to a conversation on issues like tourist sites in Kenya and pick out the affirmative and negative sentences.</li> </ul>	<ol style="list-style-type: none"> <li>When do we use affirmative statements?</li> <li>When do we use negative statements?</li> <li>Why is it important to use the right sentence when saying something?</li> </ol>

			<ul style="list-style-type: none"> <li>• Sort jumbled up sentences into affirmative and negative sentences</li> <li>• Construct affirmative and negative sentences, Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to perform this task.</li> <li>• Share sentences made in the form of charts for peer review,</li> <li>• Write a short story or dialogue on an issue like tourist attraction sites in Kenya using affirmative and negative sentences.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: using critical inquiry as learners make affirmative and negative sentences on the tourist attraction sites in Kenya.</li> <li>• Digital literacy is developed as learner uses digital devices to search online and offline for the differences between affirmative and negative sentences and shares them with peers.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity is enhanced as learners share sentences made in the form of charts for peer review</li> <li>• Patriotism is enhanced as the learner nurtures love for own country by reading texts on tourist attraction sites.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs)**

- Citizenship Education is enhanced through texts on tourist sites in Kenya.
- Creative Thinking is enhanced as learners create dialogue and stories using declarative sentences.
- Friendship Formation is developed as the learners ask and answer questions and state facts with their peers

**Link to other subjects:**

The learner relates the concept of affirmative and negative sentences to their learning of language use in Kiswahili.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>15.4 Reading</b>	<b>15.4.1 Poetry</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the subject matter of a poem b) analyse ideas in the poem c) reiterate the role of poetry in passing information.	<ul style="list-style-type: none"><li>• Collaborate with peers to recite poems for enjoyment and outline the subject matter, Learners with speech difficulties could use alternative communication modes as they share their views. Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices during presentations. Allow more time for learners with speech difficulties to express their views.</li></ul>	<ol style="list-style-type: none"><li>1. Why would you use a poem instead of a story to pass information?</li><li>2. What makes a poem interesting to read?</li><li>3. What kind of ideas can one convey using a poem?</li></ol>

			<ul style="list-style-type: none"><li>• Search online and offline for ways of determining ideas in a poem, such as studying the title, the persona, the events, and the choice of words. Adjust light intensity when using the digital device for learners with visual difficulties.</li><li>• Discuss how the use of repetition and other styles can help bring out the ideas in the poem,</li><li>• Collaborate with peers to pick a poem and identify the ideas brought out and share their findings with peers through charts or graphic organisers for review,</li><li>• Dramatise a poem displaying ideas generated from it using placards and record their performances. Create a conducive environment and adequate space for learners with mobility difficulties and ensure safety for all learners as they</li></ul>	
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			perform the activity. Assign activities according to each learner's abilities.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving: finding extra information as learners search online and offline for ways of determining ideas in a poem</li> <li>• Critical thinking: following simple instructions as learners dramatise a poem displaying ideas generated from it using placards and record their performances</li> </ul>				
<p><b>Values:</b> Peace: enhanced as learners share their findings and provide positive feedback.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b> Life Skills Education: decision making enhanced as learners evaluate which ideas a poem conveys.</p>				
<p><b>Link to other subjects:</b> Poetry recitation and performance of poems relates to the learning of performance techniques in Kiswahili and Creative Arts.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>15.5 Writing</b>	<b>15.5.1 Functional Writing: Notices Posters</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the format of presenting notices and posters b) design notices and posters on current issues	<ul style="list-style-type: none"> <li>• Collect posters and notices online or offline tourist attraction sites in Kenya and display them in class. Adjust light intensity when using the digital device for learners with visual difficulties.</li> </ul>	What kind of messages do posters convey?

		<p>c) acknowledge the role of notices and posters in disseminating information.</p>	<ul style="list-style-type: none"> <li>• Brainstorm the format for presenting notices and posters. Learners with speech difficulties could use alternative communication modes as they share their views. Learners with manipulation difficulties could use an appropriate functional part of the body or use appropriate assistive devices during presentations. Allow more time for learners with speech difficulties to express their views.</li> <li>• Study samples of notices and posters presented in class and label features of format,</li> <li>• Differentiate between a poster and a notice in writing. Learners with manipulation difficulties could use adapted writing materials or type on appropriate adapted digital devices to write.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Discuss and select issue(s) that can be addressed by notices and posters including matters relating to tourist attraction sites in Kenya,</li> <li>• Design a notice and a poster on the selected issue using the model format and display for peer review,</li> <li>• Keep the revised notice and poster in their portfolio.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn is enhanced as the learner organises own learning by designing notices, and posters on a selected issue using the modelled format</li> <li>• Citizenship is developed as the learner demonstrates cultural awareness and heritage by collecting posters and notices on tourist attraction sites in Kenya</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Patriotism is enhanced as the learner designs posters on tourist attraction sites and community issues.</li> <li>• Responsibility is enhanced as the learner organises their own learning in designing notices and posters.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Effective Communication is achieved as the learner designs different notices and posters on selected issues.</li> <li>• Problem Solving is enhanced as the learner identifies community needs to be displayed on posters.</li> </ul>				
<p><b>Link to other subjects:</b> The learner relates the skill of making posters to other learning areas such as in Creative Arts.</p>				



**Suggested Assessment Rubric**

<b>STRAND: LISTENING AND SPEAKING</b>					
	<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
	<b>Indicator</b>				
<b>Conversational skills</b>	Ability to use polite language during conversations	Always applies polite language with ease during conversations	Always applies polite language during conversations	Applies polite language during most conversations	Applies polite language during some conversations
<b>Presentation skills</b>	Ability to use oral narrative performance techniques during their performance	Uses all oral narrative performance techniques during their performance with a lot of creativity	Uses most oral narrative performance techniques during their performance	Uses some oral narrative performance techniques during their performance	Uses few oral narrative performance techniques during their performance
	Ability to deliver speeches, oral reports and express views and opinions	Fluently delivers speeches, oral reports and confidently expresses views and opinions with ease	Fluently delivers speeches, oral reports and confidently expresses views and opinions	Delivers speeches, oral reports with some inconsistencies and needs help to express views and opinions	Delivers speeches, oral reports with many inconsistencies and rarely expresses views and opinions

<b>Listening for information</b>	Ability to pick out specific details from texts	Picks out specific information from a listening text with ease	Picks specific information from a listening text	Picks out some specific information from a listening text	Finds it difficult to pick out specific information from a listening text
	Ability to identify clues that signal details and take notes from a listening text	Identifies all the clues that signal details from a listening text and takes detailed notes of all the details	Identifies clues that signal details from a listening text and takes notes of all details	Identifies some clues that signal details from a listening text and takes notes of some details	Struggles to identify some clues that signal details from a text and takes notes of some details from the text with assistance.
	Ability to analyse characters, events, moral lessons from narratives	Effortlessly analyses all the characters, events, and moral lessons from narratives and provides varied illustrations	Analyses all the characters, events and moral lessons from narratives	Analyses most of the characters, events and moral lessons from narratives	Analyses some of the characters, events and moral lessons from narratives

<b>Pronunciation skills</b>	Ability to articulate given sounds, and apply stress and intonation appropriately in given texts	Articulates all the target consonant and vowel sounds correctly and applies stress and intonation with ease	Articulates most the target consonant and vowel sounds correctly and uses stress and intonation	Articulates some of the target consonant and vowel sounds correctly and applies stress and intonation in some contexts	Articulates a few of the target consonant and vowel sounds correctly and finds it difficult to apply stress and intonation.
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<b>STRAND: READING</b>					
	<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
	<b>Indicator</b>				
<b>Reading for information and comprehension</b>	Ability to distinguish between reading for meaning, information and infer meanings of words and phrases and use contextual clues	Effortlessly distinguishes between reading for meaning, information and infers meanings of all the words and phrases and use contextual clues with ease	Distinguishes between reading for meaning, information and infers meanings of all words and phrases and uses most contextual clues	Partially distinguishes between reading for meaning, information and infer meanings of some words and phrases and uses some contextual clues	Rarely distinguishes between reading for meaning, information and infer meanings of few words and phrases and struggles to use some contextual clues

	Ability to distinguish between main ideas from supporting ideas	Distinguishes between main ideas from supporting ideas with ease and provides illustrations	Distinguishes between main ideas from supporting ideas with ease	Distinguishes between main ideas from supporting ideas with ease with prompts	Has difficulty distinguishing between main ideas from supporting ideas even with prompts
	Ability to make connection between texts and real life, summarise events and answer direct and inferential questions from poems	Effortlessly makes all connections between texts and real life and provides examples, summarises events and answers all direct and inferential questions from poems	Makes most connections between texts and real life, summarises events and answers all direct and inferential questions from poems	Make some connections between texts and real life, summarises events and answers some direct and inferential questions from poems	Makes few connections between texts and real life, struggles to summarise events and answers few direct and inferential questions from poems
	Ability to create mental images from texts	Creates a variety of mental images from texts with ease	Creates mental images from texts with ease	Creates mental images from texts	Creates mental images from texts
<b>Oral literature</b>	Ability to analyse characters, derive moral lessons and relate different narratives to real	Analyses all characters, aptly derives moral lessons and relates different narratives	Analyses all characters, derives moral lessons and relates different narratives to real	Analyses most characters, derives moral lessons and has difficulty relating	Analyses a few characters, struggles to derive moral lessons and has difficulty

	life.	to real life with ease	life	different narratives to real life	relating different narratives to real life.
	Ability to pick specific messages from songs and use appropriate performance techniques	Articulately picks all specific messages from songs and creatively uses appropriate performance techniques with ease	Picks all specific messages from songs and creatively uses appropriate performance techniques	Picks most specific messages from songs and uses appropriate performance techniques.	Picks some specific messages from songs and lacks creativity when using performance techniques
<b>Poetry</b>	Ability to recite, analyse the structure, characters and subject matter of poems	Eloquently recites poems and exhaustively analyses the structure, characters and subject matter of poems with ease	Recites poems and analyses the structure, characters and subject matter of poems with ease	Recites poems and scantily analyses the structure, characters and subject matter of poems	Incoherently recites poems and barely analyses the structure, characters and subject matter of poems
<b>Class reader</b>	Ability to preview, analyse characters and their traits, explain the sequence of events, discuss subject matter and style in a class reader	Conclusively previews the class reader, analyses all the characters and their traits with ease, explains the sequence of events with ease and exhaustively	Satisfactorily previews the class reader, analyses all the characters and their traits, explains the sequence of events and discusses subject matter and	Scantily previews the class reader, analyses some e characters and their traits, explains the sequence of events with difficulty and	Barely previews the class reader, analyses few characters and their traits, has difficulty explaining the sequence of events and discussing subject matter and

		discusses subject matter and style	style	struggles to discuss subject matter and style	style
<b>Extensive reading</b>	Ability to identify and read fictional and non-fictional texts for independent reading and information	Excellent identifies and reads a variety of non-fictional texts independent reading and records experiences from the reading sessions for tracking progress	Identifies and reads a variety of fictional and non-fictional texts for independent reading and information	Identifies some texts for independent reading with assistance	Makes an attempt to identify some texts for independent reading even with assistance
<b>Study skills</b>	Ability to read a text expressively- at the right speed, accurately and with expression.	Eloquently and fluently reads a text at the right speed, with expression and accurately	Fluently reads a text at the right speed, with expression and accurately	Reads a text at a slow speed, and lacks expression and accuracy	Struggles to read a text at a slow speed, and lacks expression and has many pronunciation errors
	Ability to interpret visuals for information	Easily interprets visuals for information with exceptional insight	Easily interprets visuals for information	Interprets some visuals for information	Interprets some visuals for information with support
	Ability to identify main points, make notes and write a summary	Accurately identifies all the main points, makes notes and writes a summary with ease	Identifies all the main points, makes notes and writes a summary	Identifies some main points, makes notes and writes a summary in exhaustively	Identifies few main points, make shoddy notes and write a sketchy summary

	Ability to apply fluency strategies while reading	Aptly and easily applies all fluency strategies while reading	Applies all fluency strategies while reading	Applies some fluency strategies while reading	Applies few fluency strategies while reading
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<b>STRAND: GRAMMAR</b>					
	<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
	Ability to use different parts of speech in sentences	Uses all the different parts of speech accurately and in a variety of sentences	Uses all the different parts of speech and in sentences	Uses most parts of speech and in sentences	Uses few parts of speech and in sentences
	Ability to construct different types of sentences	Creatively constructs all the different types of sentences with ease	Creatively all the constructs different types of sentences	Constructs most of the different types of sentences	Constructs some types of sentences with assistance

<b>STRAND: WRITING</b>					
	<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Paragraph a writing</b>	Ability to write a well-developed paragraph	Writes a well-developed Paragraph effortlessly and consistently	Writes a well-developed Paragraph consistently	Writes a Paragraph but leaves out some details.	Writes a paragraph but it lacks most details.

<b>Functional writing</b>	Ability to write different documents using correct format	Writes different documents using correct format with ease and uses correct tone and vocabulary	Writes different documents using correct format with ease	Writes some documents using correct format but struggles with tone and vocabulary	Barely writes any documents using correct format, and vocabulary
<b>Creative writing</b>	Ability to a write composition using correct punctuation, handwriting and specified idioms.	Writes a composition in neat and legible handwriting, correctly spells words, punctuates it and creatively uses specified idioms with ease	Writes a composition in neat and legible handwriting, correctly spells words, punctuates it and creatively uses specified idioms	Writes a composition in neat and legible handwriting, has some spelling errors, struggles to punctuate it, and uses some specified idioms	Writes a composition illegible handwriting, has little command of punctuation is unable to use specified idioms
	Ability to apply the writing process in writing and assess appropriately.	Aptly and meticulously applies the writing process and accurately assesses own composition	Meticulously applies the writing process and accurately assesses own composition	Applies the writing process with assistance and assesses own composition but leaves some errors	Barely applies the writing process and assesses own composition but leaves many errors



## **GUIDELINES FOR INTEGRATING COMMUNITY SERVICE-LEARNING (CSL) AT JUNIOR SCHOOL**

### **Introduction**

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	<b>Implementation</b> The learners execute the project and keep evidence of work done.

Milestone 5	<p><b>Showcasing /Exhibition and Report Writing</b>  Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback  Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p><b>Reflection</b>  Learners review all project work to learn from the challenges faced.  They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

**Assessment of CSL integrated Activity**

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

**APPENDIX: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
<p><b>LISTENING AND SPEAKING</b></p>	<ul style="list-style-type: none"> <li>• Oral reading or dictation recitations</li> <li>• Role play</li> <li>• Debates</li> <li>• Oral interviews</li> <li>• Dialogues</li> <li>• Oral discussions</li> <li>• Oral presentations</li> <li>• Public speaking</li> <li>• Peer assessment</li> </ul> <p>Self-assessment and standardized listening assessments</p>	<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Manilla papers</li> <li>• Models</li> <li>• Pictures and photographs</li> <li>• Diorama</li> <li>• Flash cards</li> <li>• Charts and realia</li> </ul> <p><i>(Digital sources)</i></p>	<ul style="list-style-type: none"> <li>• Participation in poetry recitations during music and drama festivals</li> <li>• Interclass or club debating contests</li> <li>• Improve vocabulary, speech and values through Christian union, Catholic Action, Muslim, Hindu associations</li> <li>• Come up with speeches and deliver them during prize giving days, school assembly, extravaganzas among others, to enhance fluency.</li> <li>• Participate in music festivals to hone communication and listening skills.</li> </ul>

<p><b>READING</b></p>	<ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Dictation</li> <li>• Oral interviews</li> <li>• Question and answer</li> <li>• Learner summaries of what they read</li> <li>• Learner journals</li> <li>• Learner portfolios</li> <li>• Peer assessment</li> <li>• Self-assessment and standardized reading assessments</li> </ul> <p>Keeping a record of books read</p>	<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Manilla papers</li> <li>• Word trees</li> <li>• Posters</li> <li>• Models</li> <li>• Storybooks</li> <li>• Poetry books</li> <li>• Pictures and photographs</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Junior Encyclopedia</li> <li>• Journals</li> <li>• Course books</li> <li>• Diorama</li> <li>• Flash cards</li> <li>• Charts and realia</li> </ul> <p><i>(Digital sources)</i></p> <ul style="list-style-type: none"> <li>• Digital storybooks</li> <li>• Journals</li> <li>• Electronic and digital devices</li> <li>• Electronic or online dictionaries</li> <li>• Flashcards</li> <li>• Charts</li> </ul> <p>Other web resources</p>	<ul style="list-style-type: none"> <li>• Reading news during assemblies and other school functions</li> <li>• Virtual tours using Google maps and establishing the direction of various locations using Google maps</li> <li>• Collecting different forms of oral literature from their community for a school magazine</li> <li>• Showcasing short plays, conversational poems or choral verses within or out of school</li> </ul> <p>Participating in Journalism Club Activities to improve reading.</p>
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<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Learner journals</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Portfolio</li> <li>• Dictation</li> <li>• Standardized writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Manilla papers</li> <li>• Word trees</li> <li>• Posters</li> <li>• Course books</li> <li>• Flash cards</li> <li>• Word wheels</li> <li>• Word puzzles</li> <li>• Code words</li> <li>• Charts and realia</li> <li><i>(Digital sources)</i> <ul style="list-style-type: none"> <li>• Digital course books</li> <li>• Journals</li> <li>• Electronic and digital devices</li> <li>• Electronic or online dictionaries</li> <li>• Flashcards</li> <li>• Other web resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Essay writing competitions</li> <li>• Writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent</li> <li>• Interclass or school Spelling contests</li> <li>• Letter writing drills</li> <li>• Mentorship in writing</li> <li>• Report writing based on activities such as school sports and games</li> </ul>
<b>GRAMMAR IN USE</b>	<ul style="list-style-type: none"> <li>• Multiple choice tasks</li> <li>• Discrimination</li> <li>• Gap-filling</li> <li>• Short-answer</li> <li>• Dialogue-complétion, information gap</li> <li>• Role Play</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Workbooks</li> <li>• Word trees</li> <li>• Models</li> <li>• Pictures and photographs</li> <li>• Junior Encyclopedia</li> <li>• Course books</li> <li>• Diorama</li> </ul>	<ul style="list-style-type: none"> <li>• competitions on different topics</li> <li>• Hot seating sessions to enhance their language competence</li> <li>• Language symposiums to sharpen their language capacity</li> </ul>

	<ul style="list-style-type: none"> <li>• Matching tasks</li> <li>• Substitution tables</li> <li>• Word games</li> <li>• Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Word wheels</li> <li>• Word puzzles</li> <li>• Code words</li> <li>• Charts and realia</li> <li>(<i>Digital sources</i>) <ul style="list-style-type: none"> <li>• Digital course books</li> <li>• Pictures and photographs</li> <li>• Electronic and digital devices</li> <li>• Electronic or online dictionaries</li> <li>• Flashcards</li> <li>• Charts</li> <li>• Video clips</li> <li>• Audio-visual resources</li> <li>• Other web resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Word based sports or games for example crossword puzzles or scrabble</li> <li>• Shadowing language users</li> <li>• Language drills</li> <li>• Announcement posters and advertising of school activities as a practice.</li> </ul>
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