



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**EARLY YEARS CURRICULUM DESIGN  
ENGLISH GRADE ONE (1)  
LANGUAGE ACTIVITIES**

**FOR LEARNERS WITH HEARING IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published in 2017

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## **FOREWORD**

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

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

The reviewed Grade one curriculum designs for learners with Hearing Impairments build on competencies attained by learners at Pre-primary level. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

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

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

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

## **PREFACE**

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

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

Therefore, the Grade two curriculum designs for learners with Hearing Impairments 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 one and prepare them for smooth transition to Grade two. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act No. 4 of 2013 mandates the Institute to develop and review (SNE adapt) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017, that responds to the demands of the 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 one curriculum designs for learners with Hearing Impairments 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 one curriculum designs for learners with Hearing Impairments. 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 one and preparation of learners with Hearing Impairments for transition to Grade two.

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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. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism to make a positive contribution to the life of the nation.

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which 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 taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

### **3.Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

### **4.Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

**5.Promote social equality and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

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

**LESSON ALLOCATION AT EARLY YEARS**

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



## **LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION**

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

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

## **ESSENCE STATEMENT**

English is a major language of Education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language in today's world. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, a solid foundation in the mastery of English must be laid in Early Years Education. This will not only enhance learning in Middle School but will also prepare the learner for future engagements in the national and international arenas. Consequently, the learner with Hearing Impairments must be exposed to targeted interactive tasks in the four language skills and grammar in order to become a proficient user of English by the end of the Early Years Education.

Additionally, the learner will be able to progressively demonstrate the expected range of competencies. A deliberate focus on each of the four language skills and grammar is expected even though the interrelatedness between the language skills must be taken into account. It should be noted that grammar in Early Years Education should be implicitly learnt since according to Piaget, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts. Hence, the explicit learning of grammar should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. On the contrary, the learner will be exposed to grammatical structure in an implicit way. In this context, learners who are Hard of Hearing may benefit from listening and observing, speaking and articulating signs, and lip reading while those who are Deaf may benefit from the use of observation, signing, and lip-reading. Therefore, the teacher should use total communication during the learning process. To aid in the conceptualization of ideas, sign language vocabularies will be introduced at the start of each sub-strand recognizing the importance of sign language as a primary mode of communication for deaf students. Teachers are encouraged to use visuals so as to enhance a variety of signed vocabulary in different contexts object or word sign recognition.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

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

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

## **STRANDS**

1. Observing and Articulating signs [Listening and Speaking]
2. Sign reading
3. Language Use
4. Writing

## **THEMES**

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

1. Greetings
2. School
3. Family
4. Home
5. Time
6. Weather and our Environment
7. Hygiene
8. Parts of the Body
9. My Friends
10. Safety
11. Community Leaders
12. Living Together
13. Technology
14. Numbers
15. Conserving Resources - Do not Waste

## THEME 1.0 GREETINGS

### Suggested vocabulary to be signed

Good morning, good afternoon, hello, good evening, greet, fine, how are you?

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.1 Observing and articulating signs (Listening and speaking)</b>	<b>1.1.1 Proper articulation of signs with correct mouth movement And Signing Vocabulary (Pronunciation and Vocabulary) (4 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>recognise the signs related to the theme,</li> <li>fingerspell letters <b>a-h</b> and their corresponding sounds for effective communication,</li> <li>pronounce words with the sounds <b>/a:/ /æ/, /ɜ:/ a:/ /e/ /b:/ /k/ /s/ /d/ /e/ /i/ /f/ /g/ /h/</b> for oral fluency (HoH),</li> <li>recognise the letters and their corresponding fingerspelled letter sounds for effective communication (Deaf),</li> <li>Use new words related to greetings in everyday conversations (HoH,</li> <li>use signs of words related to greetings in everyday conversations (Deaf),</li> <li>appreciate the importance of greetings in diverse contexts.</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to greetings such as <i>good morning, good afternoon, hello, good evening, greet, fine, how are you?</i></li> <li>In pairs, learners are guided to identify, fingerspell and sign vocabulary related to greetings such as <i>good morning, good afternoon, hello, good evening, greet, fine, how are you?</i></li> <li>In pairs, learners who are Hard of Hearing are guided to listen to and observe a signed oral text with words containing the sounds corresponding to the letters <b>a-h</b>.</li> <li>In pairs, learners who are Deaf are guided to observe a signed oral text with words containing the letter sounds</li> </ul>	<ol style="list-style-type: none"> <li>Why do we greet people?</li> <li>How do we greet people at different times of the day?</li> </ol>

			<p>corresponding to the letters <b>a-h</b>.</p> <ul style="list-style-type: none"> <li>• In pairs, learners who are Hard of Hearing are guided to take turns to pronounce, articulate signs and fingerspell letter sounds <b>a:</b> /æ/ (cat), / ɜ:/ ( bird) , / ɑ:/ (car) /ə/ (about) <b>b:</b> /b/c: /k/, /s/ <b>d:</b> /d/e: /e/ (bed), /i:/ (peel) <b>f:</b> /f/ <b>g:</b> /g/ <b>h:</b> /h/ , as modelled by peers, the teacher or an audio recording (provide basic speech training support such as hand analogy and auditory perception skills).</li> <li>• In pairs, learners who are Deaf are guided to take turns to articulate signs and fingerspell letter sounds <b>a:</b> /æ/ (cat), / ɜ:/ ( bird) , / ɑ:/ (car) /ə/ (about) <b>b:</b> /b/c: /k/, /s/ <b>d:</b> /d/e: /e/ (bed), /i:/ (peel) <b>f:</b> /f/ <b>g:</b> /g/ <b>h:</b> /h/ , as modelled by peers, the teacher or a signed audio visual recording (provide basic speech training support such as hand analogy and auditory perception skills).</li> <li>• In pairs, learners who are Hard of Hearing are guided to match sounds to corresponding letters.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● In pairs, learners who are Deaf are guided to match fingerspelled letter sounds to corresponding letters.</li> <li>● Individually, the learner is guided to sign and talk about or describe pictures/photos of people greeting one another.</li> <li>● Learner is guided to observe a signed audio-visual recording of people greeting each other.</li> <li>● In pairs, learners are guided to use non-verbal cues such as eye contact, appropriate gestures and facial expressions when greeting others.</li> <li>● In pairs, learners are guided to practice various types of greetings such as shaking hands, patting someone on the back, fist bump, waving among others as they take turns.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: The learner interacts with digital technology as they observe an audio visual recording of people greeting each other.</li> <li>● Learning to learn: The learner’s ability to recreate learning experiences outside the class is enhanced as they use vocabulary learnt to greet people at different times.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>● Responsibility: Self-drive is enhanced as learners practice using various types of greetings such as shaking hands, patting someone on the back, fist bump, waving and signs.</li> <li>● Respect is developed as the learner practises patience and humility with each other during turn taking as they greet.</li> </ul>				
<p><b>Pertinent and Contemporary Issue</b></p> <p>Life Skills: self-esteem is nurtured learners use appropriate gestures, facial expressions and appropriate signing when greeting others.</p>				

**Link to other Learning Areas**

The learner is able to relate the knowledge of greetings to concepts learnt on etiquette in Kiswahili and Kenyan Sign Language.

**Suggested Learning Resources**

Adapted course books, flash cards with the target letter sounds, sign language dictionary, internet devices, pictures and photographs of people greeting one another in sign language, online dictionaries, projector, and computers.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.2 Sign reading</b>	<b>1.2.1 Pre-reading</b>  Letter - sound Knowledge  <b>(1 lessons)</b>	By the end of the sub strand, the learner should be able to; a) identify an appropriate posture for reading preparedness, b) sign vocabulary related to the theme, sign read words containing the target letters <b>(a-h)</b> correctly, c) appreciate the importance of correct posture in preparation for sign reading.	<ul style="list-style-type: none"> <li>• Individually, the learner is guided to select the appropriate sitting position from pictures, videos, realia and teacher’s demonstration.</li> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to greetings <i>such as good morning, good afternoon, hello, good evening, greet, fine, how are you?</i></li> <li>• In pairs, learners are guided to identify fingerspell and sign vocabulary related to greetings such as <i>good morning, good afternoon, hello, good evening, greet, fine, how are you?</i></li> <li>• In groups or pairs, learners are guided to position self and reading materials appropriately.</li> <li>• In groups, learners are guided to turn take as they role play turning pages of a book from right to left for easy sign reading.</li> <li>• Individually, the learner is guided to track print through finger reading.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sit while sign reading?</li> <li>2. How do we position our books while sign reading?</li> </ol>

			<ul style="list-style-type: none"> <li>• Individually, the learner is guided to pick out and fingerspell words with letters (<b>a-h</b>) from flash cards or charts.</li> <li>• In pairs, learners are guided to match target letters with the fingerspelled letter sounds they represent.</li> <li>• Individually, the learner is guided to sign read 2-3 letter words containing the fingerspelled target letter sounds.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy: The learner interacts with digital technology as they select the appropriate sitting position from pictures, videos, realia and teacher’s demonstration.</li> <li>• Learning to learn: The learner’s ability to learn independently is nurtured as the learner practices reading words containing target letters on their own.</li> </ul>				
<p><b>Values</b> Responsibility: is developed as the learner takes care of reading materials entrusted to them.</p>				
<p><b>Pertinent and Contemporary Issues</b> Life Skills (self-awareness) : Effective communication is enhanced as learners sign read 2-3 letter words containing the fingerspelled target letter sounds</p>				
<p><b>Link to other Learning Areas</b> Sign reading is applied to all learning areas as it cuts across the curriculum.</p>				
<p><b>Suggested Learning Resources</b> Charts, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings, pictures and photographs.</p>				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Language use	1.3.1 Verb 'to be' (2 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify present tense forms and markers of the verb 'to be' in sentences,</p> <p>b) sign present tense forms and markers of the verb "to be" in sentences,</p> <p>c) use signed present tense realisations and markers of the verb 'to be' to greet and introduce oneself and others,</p> <p>d) acknowledge the various present tense forms of the verb 'to be' in day to day communication.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to observe visual aids such as pictures, diagrams and charts representing the concept of "to be" and label them with the corresponding form of the verb "to be."</li> <li>● In groups, learners are guided to observe, fingerspell and sign vocabulary related to present tense forms and markers of the verb "to be".</li> <li>● In pairs, learners are guided to participate in language games and songs as they sign using the present tense form and markers of the verb 'to be'.</li> <li>● In groups, learners are guided to observe a signed audio-visual recording of children greeting one another and introducing themselves.</li> <li>● Individually, the learner is guided to observe as peers introduce themselves using the signed verb 'to be'.</li> <li>● Individually, the learner is guided to introduce himself/herself politely through signing using the verb "to be".</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we introduce ourselves?</li> <li>2. How do we greet people in the morning/afternoon/evening?</li> </ol>

			<ul style="list-style-type: none"> <li>• Individually, the learner is guided to describe himself/herself, and other people as they sign using the verb ‘to be’ for peer critique.</li> <li>• In pairs, learners are guided to practise various types of greetings as they sign using appropriate language e.g. <i>how are you? I am fine.</i></li> <li>• In pairs, learners are guided to role play various types of greetings using the signed form the verb ‘to be’.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner observes keenly and articulates signs clearly and effectively as they use appropriate language structure (verb ‘to be’) to describe himself/herself, and other people.</li> <li>• Learning to Learn: The learner displays self-discipline as they practise introducing self and others using the verb ‘to be’.</li> </ul>				
<p><b>Values</b> Respect: Etiquette is promoted as the learner understands and appreciates the role of greetings in interaction.</p>				
<p><b>Pertinent and Contemporary Issues</b> Life Skills: Effective communication is nurtured as learners practise various types of greetings as they sign using appropriate language e.g. how are you? I am fine.</p>				
<p><b>Link to other Learning Areas</b> Learners relate the use of polite language during greetings to sign etiquette as used in Kenyan Sign Language.</p>				
<p><b>Suggested Learning Resources</b> Charts, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings, pictures and photographs.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Pre-writing  (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise appropriate sitting posture in preparation for writing, b) exhibit appropriate eye- hand coordination in preparation for writing, c) realise the role of correct posture and positioning of materials in writing.	<ul style="list-style-type: none"> <li>● In pairs, learners perform scribbling and shading techniques to develop their fine motor in readiness for writing.</li> <li>● In groups, learners are guided to look at/observe pictures, watch videos on demonstration of appropriate sitting posture.</li> <li>● In pairs, learners are guided to practise sitting in the right posture.</li> <li>● Individually, the learner is guided to position the exercise book correctly.</li> <li>● Individually, the learner is guided to hold pencils or colouring materials correctly.</li> <li>● Individually, the learner is guided to practise writing from the left to the right.</li> <li>● In pairs, learners are guided to join dotted lines to make letters and patterns.</li> <li>● In pairs, learners are guided to draw and colour different shapes and letters.</li> <li>● In pairs, learners are guided to draw patterns and shapes, trace letters and shapes, mould letters using plasticine or clay.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to sit properly when writing?</li> <li>2. How do we place our books when writing?</li> </ol>

**Core Competencies to be developed:**

Learning to learn: The learners learn independently as they practise holding pencils correctly and writing from the left to the right.

**Digital literacy:** Interacting with technology is strengthened as learners watch signed videos on demonstration of appropriate sitting posture.

**Values:**

- Respect: Open mindedness is developed and the learner values the role of correct posture and positioning of materials in writing.
- Responsibility: self-drive is nurtured as the learner practices holding pencils or colouring materials correctly and writing from left to right.

**Pertinent and Contemporary Issues:**

Learner support programmes: Clubs and Societies activities are enriched as learner use drawing and colouring skills in art clubs with peers.

**Link to other Learning Areas:**

The learner uses the pre-writing skills to practise writing clearly in other learning areas.

**Suggested Learning Resources**

- Plasticine or clay, signed video clip, Pictures and Photographs, Colouring materials, Manilla papers, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings.

**THEME 2.0: SCHOOL**

**Suggested vocabulary to be signed:**

school, classroom, desk, chair, table, field, gate, teacher, learner, office, head teacher, staffroom, chalkboard, book

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.1 Observing and Articulating signs (Listening and speaking)</b></p>	<p><b>2.1.1 Articulation of signs with correct mouth movement and Signing Vocabulary</b></p> <p><b>(Pronunciation and Vocabulary)</b></p> <p><b>(4 Lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) identify words with the target letter sounds <b>i:</b> /i:/, /ɪ / (fit) /aɪ/ <b>j:</b> /dʒ/ <b>k:</b> /k/ <b>l:</b> /l/ <b>m:</b> /m/ <b>n:</b> /n/ <b>o:</b> /ɒ/ /ɔ:/ <b>p:</b> /p/ for effective communication,</p> <p>c) articulate the target letter sounds <b>i:</b> /i:/, /ɪ / (fit) /aɪ/ <b>j:</b> /dʒ/ <b>k:</b> /k/ <b>l:</b> /l/ <b>m:</b> /m/ <b>n:</b> /n/ <b>o:</b> /ɒ/ /ɔ:/ <b>p:</b> /p/ correctly for effective communication,</p> <p>d) make signed sentences using vocabulary related to the theme,</p> <p>e) value the role of listening and observing in communication.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to school.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to school.</li> <li>● In pairs, learners who are Hard of Hearing are guided to identify the target letter sounds from short passages:               <ul style="list-style-type: none"> <li>- <b>i:</b> /i:/ (feet), /ɪ / (fit) /aɪ/ (price)</li> <li>- <b>j:</b> /dʒ/ (just)</li> <li>- <b>k:</b> /k/</li> <li>- <b>l:</b> /l/</li> <li>- <b>m:</b> /m/</li> <li>- <b>n:</b> /n/</li> <li>- <b>o:</b> for example /ɒ/ (lot), /ɔ:/ (cot)</li> <li>- <b>p:</b> /p/</li> </ul> </li> <li>● In pairs, learners who are Deaf are guided to identify the target finger spelled letter sounds from short sign read passages:</li> </ul>	<ol style="list-style-type: none"> <li>1. What items are found in the school environment?</li> <li>2. Which people are found in the school environment?</li> <li>3. How can we listen attentively and observe keenly to others?</li> </ol>

			<ul style="list-style-type: none"> <li>- <b>i:</b> /i:/ (feet), /ɪ / (fit) /aɪ/ (price)</li> <li>- <b>j:</b> /dʒ/ (just)</li> <li>- <b>k:</b> /k/</li> <li>- <b>l:</b> /l/</li> <li>- <b>m:</b> /m/</li> <li>- <b>n:</b> /n/</li> <li>- <b>o:</b> for example /ɒ/ (lot), /ɔ:/ (cot)</li> <li>- <b>p:</b> /p/</li> <li>● Individually, the learner is guided to take pictures of and sign items during a nature walk around the school.</li> <li>● In groups, learners are guided to use a Frayer model to discuss the meaning of words related to the theme.</li> <li>● In pairs, learners who are Hard of Hearing are guided to construct sentences using words related to the theme.</li> <li>● In pairs, learners who are Deaf are guided to construct signed sentences using words related to the theme.</li> <li>● In groups, learners who are Hard of Hearing are guided to sing as they sign songs and recite poems related to the theme.</li> <li>● In groups, learners who are Deaf are guided to</li> </ul>	
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			<p>sing songs and recite poems related to the theme.</p> <ul style="list-style-type: none"> <li>• In pairs, learners are guided to play language games depicting the school environment.</li> </ul>	
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**Core competencies to be developed:**

- Self –Efficacy: The learner gets to know their school as they sing songs and recite poems about their school.
- Digital literacy: The learner creates with technology as they take pictures of items during a nature walk around the school.
- Communication and collaboration: the learner’s ability to sign clearly and effectively is developed as they use the learnt words to talk about school.

**Values:**

- Respect: Acceptance as learners understands and appreciates others when playing language games in groups.
- Responsibility: Accountability is enhanced as the learner observes safety precautions during nature walk.

**Pertinent Contemporary Issues:**

- Environmental Education and Climate change: Nature walks, as learners take pictures of items during a nature walk around the school and sign name them.
- Life skills (self-awareness): the learner’s self-awareness is nurtured as they identify the general features of their school during nature walk.

**Link to other Learning Areas**  
Learner relates taking pictures of items during a nature walk around the school to field excursions in environmental activities.

**Suggested Learning Resources**  
Charts, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.2</b> <b>Sign Reading</b></p>	<p><b>2.2.1</b> <b>Pre-reading (1 lessons)</b></p>	<p>By the end of the sub strand the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify small and capital letters of the alphabet for reading preparedness,</li> <li>b) fingerspell names of objects found in school,</li> <li>c) position reading materials appropriately in preparation for reading,</li> <li>d) sign read the words featuring the letters <b>I-P</b> for fluency,</li> <li>e) value the importance of positioning materials appropriately for reading.</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to school.</li> <li>• In pairs, learners are guided to identify fingerspell and sign vocabulary related to school.</li> <li>• In pairs, learners are guided to pick out small letters with their corresponding capital letters from flash cards or charts.</li> <li>• Individually, the learner is guided to match small and capital letters of the alphabet.</li> <li>• Individually, the learner is guided to identify reading materials that are correctly positioned.</li> <li>• Individually, the learner is guided to focus eyes on a line or word.</li> <li>• Individually, the learner is guided to track print through finger pointing as the teacher sign reads letters <b>I</b> to <b>P</b>.</li> <li>• In pairs, learners are guided to observe each other's sitting posture and give feedback.</li> <li>• Individually, the learner is guided to demonstrate and practise positioning reading materials appropriately.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do people sit when reading?</li> <li>2. How do people place books and newspapers while reading?</li> </ol>



			<ul style="list-style-type: none"> <li>Individually, the learner is guided to practise turning over the pages of a book from left to right.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Communication and Collaboration: Teamwork is nurtured as the learner, in pairs, observe each other’s sitting posture and give feedback.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Unity: Cooperation is nurtured as learners observe each other’s sitting posture and give feedback.</li> <li>Responsibility is developed as the learner takes care of the reading materials.</li> </ul>				
<p><b>Pertinent Contemporary Issues:</b>  Life skills: self-awareness is enhanced as the learner observes appropriate posture in preparation for reading.</p>				
<p><b>Link to other Learning Areas:</b>  Sign reading skill is applied in all learning areas.</p>				
<p><b>Suggested Learning Resources</b>  Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Language use	2.3.1 Subject-verb agreement  (2 lessons)	By the end of the sub strand the learner should be able to: a) pick out the words ( <b>I, she/he, they</b> ) from a signed text, b) sign the words ( <b>I, she/he, they</b> ) from a text,	<ul style="list-style-type: none"> <li>In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to school.</li> <li>In pairs, learners are guided to identify fingerspell and sign vocabulary related to school.</li> </ul>	<ol style="list-style-type: none"> <li>How do you talk about person, an object or a place?</li> <li>How do we talk about many people?</li> </ol>

		<p>c) use subject-verb agreement in statements and questions,  d) acknowledge the importance of subject- verb agreement for fluency.</p>	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to listen to and observe a signed story and identify sentences with subject-verb agreement.</li> <li>● In groups, learners who are Deaf are guided to observe a signed story and identify signed sentences with subject-verb agreement.</li> <li>● In pairs, learners are guided to ask each other questions as they sign using the target language pattern.</li> <li>● In groups, learners are guided to use the words (<b>I, she/he, they</b>) <b>in a sentence, for example,</b> <ul style="list-style-type: none"> <li>- <i>He eats bananas.</i></li> <li>- <i>They eat bananas.</i></li> <li>- <i>She drives a car.</i></li> <li>- <i>They drive a car.</i></li> <li>- <i>I read books.</i></li> <li>- <i>She reads books.</i></li> <li>- <i>They read books.</i></li> </ul> </li> <li>● In pairs, learner is guided to engage in a dialogue as they sign using singular and plural items (I, she/he, they).</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Individually, the learner is guided to construct signed sentences about pictures showing singular and plural forms.</li> <li>• Individually, the learner is guided to construct signed sentences about actions demonstrated by peers.</li> <li>• In pairs, learners are guided to recite or sign poems featuring singular and plural forms.</li> </ul>	
<p><b>Core competencies to be developed</b>  Communication and collaboration: The learner articulates signs or fingerspell effectively as they recite poems featuring singular and plural forms.  Learning to learn: The learner learns independently as they individually construct sentences about actions demonstrated by peers.</p>				
<p><b>Values:</b>  Responsibility: self-drive is promoted as learners take roles in pair and group activities.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Life skills: self-esteem is nurtured as the learner constructs simple sentences with correct subject-verb agreement.</p>				
<p><b>Link to other Learning Areas:</b>  The learners relate grammatical items (subject-verb agreement) to sentence construction learnt in Kenyan Sign Language, Kiswahili Language Activities.</p>				
<p><b>Suggested Learning Resources</b>  flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Writing	2.4.1 Pre-writing (2 lesson)	By the end of the sub strand, the learner should be able to: a) describe the appropriate sitting posture and position materials appropriately in readiness for writing, b) coordinate the eye and hand in preparation for writing, c) value the importance of positioning oneself and writing materials appropriately in preparation for writing.	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to look at each other's sitting posture and identify the correct posture for writing.</li> <li>● Individually, learners are guided to demonstrate correct body posture for writing.</li> <li>● Individually, guide the learner to draw and colour objects to enhance the fine motor in readiness for writing.</li> <li>● In pairs, learners are guided to identify writing materials that are correctly positioned.</li> <li>● In pairs, learners are guided to demonstrate and practise positioning writing materials appropriately.</li> <li>● Individually, the learner is guided to practise writing from the left to the right.</li> <li>● In pairs, learners are guided to role play how to use their exercise books well.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sit when writing?</li> <li>2. How do we write?</li> </ol>

**Core Competencies to be developed:**

Creativity and imagination: The learner makes connections as they role play how to use their exercise books well.

**Values:**

- **Unity:** collaboration is enhanced as learner displays team spirit during pair and group activities.
- **Love:** Generosity is enhanced as the learner shares with peers drawing and colouring materials.

**Pertinent Contemporary Issues:**

Life skills: self-esteem is enhanced as learner learns how to sit appropriately in preparation for writing.

**Links to other Learning Areas:**

Correct body posture while writing is emphasised in Kiswahili Language Activities and all other learning areas.

**Suggested Learning Resources**

Flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

**THEME 3.0 FAMILY**

**Suggested vocabulary to be signed:**

father, mother, sister, brother, baby, aunt, uncle, parent, grandmother, grandfather, nephew, niece, cousin

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>3.1 Observing and Articulating signs (Listening and Speaking)</b></p>	<p><b>3.1.1 Proper articulation of signs with correct mouth movement and Signing Vocabulary (Pronunciation and Signing Vocabulary)</b></p> <p><b>(4 lessons)</b></p>	<p>By the end of the Sub strand the learner should be able to;</p> <p>a) recognise signs of vocabulary related to family,</p> <p>b) link the letters <b>q, r, s, t, u, v, w, x, y, z</b> with their corresponding sounds (HoH),</p> <p>c) fingerspell the target letters <b>q, r, s, t, u, v, w, x, y, z</b> with their corresponding mouth patterns appropriately (Deaf),</p> <p>d) use words featuring the letter sounds /q/, /r/, /s/, t, //Λ /, /v/, /w/, /x/, /y/ and /z / in oral and signed communication,</p> <p>e) respond verbally and non-verbally to signed simple one directional instruction,</p> <p>f) advocate the need for correct pronunciation and articulation of signs, fingerspelling with correct mouth movement in conversations.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to family.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to family.</li> <li>● In pairs, learners who are Hard of Hearing are guided to listen, observe and point out the fingerspelled letter sounds of: <b>q, r, s, t, u,v,w,x, y, z</b> as modelled by the teacher.</li> <li>● In pairs, learners who are Deaf are guided to observe and point out the fingerspelled letter sounds: <b>q, r, s, t,u,v,w,x, y, z</b> as modelled by the teacher.</li> <li>● In groups, learners who are Hard of Hearing are guided to say as they fingerspell the letter sounds as the teacher points at them.</li> <li>● In groups, learners who are Deaf are guided to fingerspell the letter sounds as the teacher</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are your family members important?</li> <li>2. Why should we pronounce and articulate signs or fingerspell words correctly?</li> <li>3. How can we listen attentively and observe keenly during conversations?</li> </ol>

			<p>points at them.</p> <ul style="list-style-type: none"> <li>• Individually, the learner is guided to role play responding to simple instructions using the new words related to the theme.</li> <li>• In groups, learners are guided to use dialogues/rhymes/tongue twisters/ finger fumlbers/ language games/ songs to practise vocabulary related to the theme.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learners listens and observes keenly is learners role play responding to simple one -directional instructions related to the theme.</li> <li>• Self-efficacy: The learner knows their family as they broaden the use of dialogues/rhymes/tongue twisters/ finger fumlbers/ language games/ sign sung songs about family.</li> </ul>				
<p><b>Values:</b> Respect: Humility is evident as the learner shows positive regard for self and others when role play during the lesson.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills: Gender issue is strengthened as learners show appreciation of gender and interpersonal relationship while talking as they sign about different family members.</p>				
<p><b>Link to other Learning Areas:</b> Learner applies the skill of listening attentively or observing keenly in Kiswahili Languages Activities.</p>				
<p><b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.2</b> <b>Sign reading</b>	<b>3.2.1</b> <b>Pre-reading</b> <b>(2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>sign vocabulary related to the theme,</li> <li>identify the target letters <b>q, r, s, t, u, v, w, x, y, z</b> by sign name in preparation for reading,</li> <li>sign read the letter sounds <b>/q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ and /z/</b> for fluency (HoH),</li> <li>fingerspell the letter sounds <b>/q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ and /z/</b> corresponding to the target letters fluently (Deaf),</li> <li>value the importance of accurate pronunciation in communication.</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to family.</li> <li>In pairs, learners are guided to identify fingerspell and sign vocabulary related to family.</li> <li>In pairs, learners are guided to articulate and fingerspell the target letter sounds <b>q, r, s, t, u, v, w, x, y, z</b>.</li> <li>In pairs, learners are guided to model shapes of the target letter sound using plasticine.</li> <li>In pairs, learners are guided to practise writing on a manila paper the target letter sound.</li> <li>Learner is guided to track print through finger pointing as the teacher reads.</li> <li>Individually, the learner is guided to match and pair letter sounds.</li> <li>Individually, the learner is guided to fingerspell the letter sounds <b>/q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ and /z/</b> corresponding to the target letters fluently (Deaf).</li> </ul>	<p>Why do we learn sounds?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Learning to learn: The learner learns independently they work on their own assigned tasks linking the target letters to their corresponding letter sounds in preparation for reading.</li> <li>Creativity and Imagination: The learner explores their model letter shapes for the target letters.</li> </ul>				



<b>Values:</b> Unity: Cooperation is strengthened as the learner collaborates with peers in group and pair activities.
<b>Pertinent and Contemporary Issues:</b> Life skills- (self- esteem) is enhanced as learners articulate the target letter sounds correctly and write the corresponding letter.
<b>Link to other Learning Areas:</b> Sign reading skill is applied in learning areas such as Kiswahili Language activities, Religious Education activities and Creative activities
<b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.3 Language use</b>	<b>3.3.1 Pronouns ('I, you')</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to; a) sign words related to pronouns, b) select the pronouns "I", and "you" from signed texts, c) use pronouns "I", and "you" in short signed sentences and other texts, d) value the role of pronoun "I", and "you" correctly in day- to- day communication.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of pronouns.</li> <li>• In pairs, learners are guided to identify fingerspell and sign the pronouns such as "I" and "you".</li> <li>• In pairs, learners are guided to observe an audio-visual recording of family members talking as they sign to each other using the pronouns "I", and "you."</li> <li>• In pairs, learners are guided to listen to and observe the teacher's instructions or an audio-visual recording of a signed dialogue, songs or stories using pronouns "I", and "you."</li> <li>• Individually, learner is guided to use pronouns "I", and "you" in a signed conversation related to the</li> </ul>	Which words do you use to talk about yourself?

			<p>theme,</p> <ul style="list-style-type: none"> <li>● In pairs, learners are guided to talk as they sign to other people/oneself using the pronouns ‘you’/ ‘I’.</li> <li>● In pairs, learners are guided to role play and record signed conversations between family members using the pronouns “I”, and “you.”</li> <li>● Individually, the learner is guided to answer signed questions related to the language structure.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: The learner signs engagingly as they use facts and examples to support their own opinion in a conversation using the pronouns ‘I’ and ‘you’.</li> <li>● Digital Literacy: The learner interacts with digital technology as they record a conversation between family members using the pronouns ‘I’ and ‘you’ during a role play.</li> </ul>				
<p><b>Values:</b> Love: Compassion is enriched as the learner understands and appreciates the other’s opinions as they work together.</p>				
<p><b>Pertinent and Contemporary Issues</b> Life skills: self-esteem is nurtured as the learner uses the pronouns ‘I’ and ‘you’ to talk about and sign members of the family.</p>				
<p><b>Link to other Learning Areas:</b> Concepts of pronouns ‘I’ and ‘you’ are learnt in Kiswahili and Kenya Sign Language.</p>				
<p><b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.4 Writing</b>	<b>3.4.1 Handwriting (2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify correctly formed letters in a text,</li> <li>b) form lower case letters for writing fluency,</li> <li>c) write from left to right legibly and neatly,</li> <li>d) appreciate the importance of well-formed letters in written communication.</li> </ol>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to trace over dotted or dashed letters to learn proper letter formation.</li> <li>● In pairs, learners are guided to fingerspell the traced over dotted or dashed letters.</li> <li>● Individually, the learner is guided to practise correct letter formation from models on the board, chart, pattern books.</li> <li>● In pairs, learners are guided to view flashcards featuring well-formed letters.</li> <li>● In groups, learners are guided to sort out flash cards showing the letters of the alphabet.</li> <li>● In groups, learners are guided to practise correct letter formation from models on the board, chart, pattern books.</li> <li>● Individually, the learner is guided to copy lowercase letter patterns.</li> <li>● Individually, learner is guided to copy lowercase letter patterns,</li> <li>● Individually, the learner is guided to draw and label objects related to the theme.</li> <li>● Individually, the learner is guided to practise writing lower case letters from left to right.</li> </ul>	<p>Why do we need to write in good handwriting?</p>

**Core Competencies to be developed:**

Learning to learn: The learner becomes self- disciplined as they practise correct letter formation and writing from left to right.

**Values**

Unity: cooperation is enhanced as learner collaborates with peers to practising shaping letters correctly

**Pertinent and Contemporary Issues: Life skills**

Life skill: self- esteem is enhanced as the learner is able to shape the letters of the alphabet correctly.

**Links to other Learning Areas:**

The learner is able to relate the skill of Legibility in handwriting to learning areas such as Indigenous Language activities, Religious Education activities and Creative activities.

**Suggested Learning Resources**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

## THEME 4.0 HOME

### Suggested vocabulary to be signed

hut, chair, table, mat, hen, cat, home, house, clothes, pan, cup, toilet, pot

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.1 Observing and Articulating signs (Listening and Speaking)</b>	<b>4.1.1 Proper articulation of signs with correct mouth movement and Signing Vocabulary (Pronunciation and Vocabulary)</b>  <b>(4 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>recognise signs of vocabulary related to the theme,</li> <li>articulate the sounds /æ/ /m/, /t/ /e/, for clarity in communication (HoH),</li> <li>recognise fingerspelled target letter sounds /æ/ /m/, /t/ /e/, in the given signed and fingerspelled words (Deaf),</li> <li>use the target sounds /æ/ /m/, /t/ /e/, for clarity in communication (HoH),</li> <li>articulate signs and fingerspell target letter sound /æ/ /m/, /t/ /e/, for clarity in communication (Deaf),</li> <li>respond to simple specific one- directional instructions using the new words,</li> <li>adopt using the vocabulary learnt in oral and signed communication.</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to home.</li> <li>In pairs, learners are guided to identify fingerspell and sign vocabulary related to home.</li> <li>In groups, learners who are Hard of Hearing are guided to listen to the teacher or observe an audio- visual modelling of the letter sounds /æ/ /m/, /t/ /e/.</li> <li>In groups, learners who are Deaf are guided to observe the teacher or an audio- visual modelling of the letter sounds /æ/ /m/, /t/ /e/.</li> <li>In groups, learners who are Hard of Hearing are guided to listen to and observe the teacher pronounce the target letter sounds.</li> <li>In groups, learners who are Deaf are guided to observe the teacher fingerspell the target letter sounds.</li> <li>In pairs, learners who are Hard of Hearing are guided to form words</li> </ul>	<ol style="list-style-type: none"> <li>Why should we listen attentively or observe keenly?</li> <li>Why should we pronounce or articulate signs and fingerspell the words correctly?</li> </ol>

			featuring the target letter sounds. <ul style="list-style-type: none"> <li>● In pairs, learners who are Deaf are guided to form signed words featuring the target letter sounds.</li> <li>● In pairs, learners who are Hard of Hearing are guided to use the vocabulary related to the theme to construct sentences.</li> <li>● In pairs, learners who are Deaf are guided to use the signs of vocabulary related to the theme to construct signed sentences.</li> <li>● Individually, the learner is guided to respond to signed instructions given by the teacher.</li> <li>● In groups learners are guided to role play giving each other one-directional instructions.</li> </ul>	
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**Pertinent Contemporary Issues:**

3. Life skills: Self-esteem is enhanced as the learner responds appropriately to one-directional instructions.

**Values:**

- Respect: open mindedness is enhanced as learner role plays giving each other one-directional instructions.
- Responsibility is enhanced as the learner takes up roles in role play activities with peers.

**Links to other learning areas:**

The learner relates observing keenly skills to Kiswahili Language Activities

**Suggested Learning Resources**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>4.2</b> <b>Sign reading</b>	<b>4.2.1</b> <b>Pre- sign reading</b>  <b>(2 lessons)</b>	By the end of the sub strand , the learner should be able to: a) recognise signed vocabulary related to home, b) identify target letters ( <i>A a; M m; Tt; Ee</i> ), in given fingerspelled words, c) form signed words using the target letters ( <i>A a; M m; Tt; Ee</i> ) in preparation for sign reading, d) realise the importance of letters in word formation.	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to home.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to home.</li> <li>● In groups, learners are guided to listen to or observe audio visual recordings of the target letters (A a; Mm; Tt; Ee).</li> <li>● Individually, the learner is guided to point out and fingerspell letters from a chart or flashcards.</li> <li>● Individually, the learner is guided to listen, observe and sort the target letters in word games.</li> <li>● Individually, the learner is guided to practise using target letters in forming words.</li> <li>● Individually, the learner is guided to match and pair the target letters with their corresponding letter sounds.</li> </ul>	1. Why do we learn letters?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Communication and Collaboration: The learner displays teamwork as they contribute to group decisions while playing word games.</li> <li>● Learning to learn: The learner learns independently as they practise using target letters in forming words and complete the task at the right time.</li> </ul>				

<b>Values</b> Unity: cooperation is nurtured as learners observe audio visual recordings of the target letters (A a; M m; Tt; Ee).
<b>Pertinent contemporary Issues (Pertinent and Contemporary Issues)</b> Life skills: self-esteem is enhanced as learners forms words correctly in preparation for reading.
<b>Link to other learning areas.</b> Learners are able to relate the sign reading skill to all learning areas.
<b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

<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 Language Use</b>	<b>4.3.1 Singular and plurals (add -s and -es) (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise signs of plurals markers -s and -es in signed text, b) identify singular and plural nouns which require addition of -s and -es in signed text, c) use singular and plural nouns which require an addition of -s and -es markers in signed sentences, d) appreciate the importance of using singular and plural nouns for effective oral and signed communication.	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to identify the plural markers -s and -es from a signed text.</li> <li>● In pairs, learners are guided to fingerspell and sign the plurals with -s and -es.</li> <li>● In pairs, learners are guided to identify singulars and plurals form tangible objects or manipulatives.</li> <li>● Individually, the learner is guided to talk and sign about objects at home in their singular and plural forms.</li> <li>● In pairs, learners are guided to group pictures of items found at home in columns of one and many.</li> <li>● In pairs, learners are guided to create signed matching</li> </ul>	What objects are found at home?



			<p>games where they match singular and plurals to corresponding images or objects.</p> <ul style="list-style-type: none"> <li>• In pairs, learners are guided to develop scenarios that involve characters changing from singular to plural.</li> <li>• Individually, the learner is guided to draw and colour pictures of objects found at home and indicate numbers.</li> <li>• Learners are guided to recite or sign and record poems containing singular and plural nouns.</li> </ul>	
<b>Core Competencies to be developed:</b>				
Digital literacy: The learner creates with technology as they recite and record poems containing singular and plural				
<b>Values:</b>				
Unity: inclusion is promoted as learners take different roles in group activities.				
<b>Pertinent Contemporary Issues :</b>				
<ul style="list-style-type: none"> <li>• Citizenship-social cohesion is enhanced as learners work together in groups cooperatively.</li> <li>• Life skills (Self-awareness): The learner's self-esteem is enhanced as they use singular and plural nouns which require an addition –s and –es.</li> </ul>				
<b>Link to other learning areas:</b>				
The learners relate the concept of singular and plural to the concept of counting learnt in mathematics activities.				
<b>Suggested Learning Resources</b>				
Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.4 Writing</b>	<b>4.4.1 Handwriting (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise fingerspelled letters from a signed text, identify the letters <b>Aa, Mm, Tt, Ee</b> in their small or capital forms in a written text, b) form the letters <b>Aa Mm, Tt, Ee</b> in their correct c) from left to right for lifelong learning, d) value the role of legible handwriting in written shape and size, e) write communication.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of letters.</li> <li>• In pairs, learners are guided to identify capital and small fingerspelled letter patterns.</li> <li>• Individually, learners are guided to copy capital and small letter patterns for target letters: <b>Aa, Mm, Tt, Ee</b>.</li> <li>• In groups learners are guided to practise correct letter formation of target letters <b>Aa, Mm, Tt, Ee</b> from models on the board/chart/pattern books.</li> <li>• In groups learners are guided to practise writing 3-4 letter words from left to right.</li> <li>• In groups learners are guided to watch signed videos on formation of target letters.</li> </ul>	Why do we need to write clearly and neatly?

**Core Competencies to be developed:**

Digital literacy: The learner connects with technology as they use the internet to connect and watch videos on formation of target letters.

**Values:**

Unity: cooperation is enhanced as learner, in small groups, practise writing 3-4 letter words from left to right

**Pertinent and Contemporary Issues :**

Life skills: effective communication is enhanced as learners use neat and legible handwriting in writing.

**Links to other Learning Areas :**

Legible handwriting is emphasised in Kiswahili Language Activities.

**Suggested Learning Resources**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

**THEME 5.0 TIME**

**Suggested vocabulary to be signed**

morning, afternoon, evening, night, day, late, early, yesterday, tomorrow, soon, now, break time, lunch time

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p><b>5.1 Observing and Articulating signs (Listening and Speaking)</b></p>	<p><b>5.1.1 Proper articulation of signs with correct mouth movement and Signing Vocabulary</b></p> <p><b>(Pronunciation and Vocabulary)</b></p> <p><b>(4 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to time,</p> <p>b) identify words with the target letter sounds (/s/, /l/, /i, /p/) in sentences (HoH),</p> <p>c) identify signs of words with the target letter sounds (/s/, /l/, /i, /p/) in signed sentences (Deaf),</p> <p>d) use words with the sounds (/s/, /l/, /i, /p/) in sentences, (HoH),</p> <p>e) use words with the sounds (/s/, /l/, /i, /p/) in signed sentences (Deaf),</p> <p>f) use facial expressions eye contact and gestures appropriately during</p> <p>g) conversations,</p> <p>h) appreciate the use of facial expression in communication.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to time.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to time.</li> <li>● In groups learners who are Hard of Hearing are guided to listen to and observe a signed captioned audio visual model of the target letter sounds ((/s/, /l/, /i, /p/ ) and mimic.</li> <li>● In groups learners who are Deaf are guided to observe a signed captioned audio visual model of the target letter sounds ((/s/, /l/, /i, /p/) and mimic.</li> <li>● In groups, learners are guided to look at pictures and watch signed videos depicting different times of the day.</li> <li>● In groups learners are guided to role play activities done at different times of the day using words related to the theme, with peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to look at the person talking to us?</li> <li>2. Which words do we use to talk about time?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups learners who are Hard of Hearing are guided to sing as they sign songs about time.</li> <li>● In groups, learners who are Deaf are guided to sign sing songs about time.</li> <li>● In groups, learners are guided to watch signed videos of people taking part in a conversation about time.</li> <li>● In pairs, learners are guided to interpret different facial expressions and critique each other.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: The learner displays teamwork as he or she role play activities done at different times of the day using words related to the theme with peers.</li> <li>● Digital literacy: The learner connects with technology as they connect the internet to watch videos depicting different times of the day and other social media sites and applications.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: Open mindedness is achieved as the learner appreciates diverse opinions from others during conversations.</li> <li>● Responsibility is enhanced as the learner takes up roles during role play activities with peers.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Social awareness skills: effective communication is achieved as learners take turns in conversations.</li> <li>● Life skills (Self -esteem). The learner's self- esteem is enhanced as they use new words learnt to talk about different times of the day.</li> </ul>				
<p><b>Link to other learning areas:</b> The learners relate the concept of time to concepts learnt in Mathematic activities.</p>				
<p><b>Suggested Learning Resources:</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, pictures, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings, signed video clips</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.2</b> <b>Sign reading</b>	<b>5.2.1</b> <b>Pre- sign reading</b>  <b>(2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise signed vocabulary related to the theme, match the letters (<i>S, L, I, P</i>) and their corresponding sounds for reading preparedness, (HoH)</p> <p>b) Identify the fingerspelled letters (<i>S, L, I, P</i>) and their corresponding handshape for sign reading preparedness, (Deaf)</p> <p>c) sign read simple 3 - 4 letter words with the letters (<i>S, L, I, P</i>) for effective sign reading,</p> <p>d) appreciate the role of letter sound knowledge in reading.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to time.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to time.</li> <li>● In pairs, learners are guided to engage in letter matching activities using pocket charts/digital flash or flash cards/ charts.</li> <li>● Individually, the learner is guided to fingerspell letters of the alphabet: (<i>S, L, I, P</i>).</li> <li>● In groups, learners are guided to match target letters to their corresponding letter handshape and sign read.</li> <li>● In groups, learners are guided to play a fishing game by identifying specific letter sounds.</li> <li>● Individually, the learner is guided to sign read simple 3-4 letter words made up of the target letters and letters learnt previously.</li> <li>● In pairs, learners are guided to sign read words encountered in a story.</li> </ul>	<p>Why do we learn letter sounds?</p>

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Learner displays teamwork as they match target letters to their corresponding letter sounds.</li> <li>• Digital literacy: The learner interacts with digital technology as engage in letter matching activities using digital flash cards.</li> </ul>
<p><b>Values:</b></p> <p>Unity: cooperation is nurtured as learner, in groups or pairs, play a fishing game by identifying specific letter sounds.</p>
<p><b>Link to Pertinent and Contemporary Issues :</b></p> <p>Life skills: effective communication is nurtured as learners develop confidence in their sign reading competency</p>
<p><b>Links to other learning areas:</b></p> <p>Sign reading skills facilitate knowledge acquisition in all learning areas.</p>
<p><b>Suggested Learning Resources:</b></p> <p>Manual alphabet chart, pocket charts, digital flash or flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>5.3 Language Use</b></p>	<p><b>5.3.1 Simple Present Tense</b></p> <p><b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) recognise signs related to simple present tense markers in signed sentences,</li> <li>b) identify words in the simple present tense markers in given signed or written sentences,</li> <li>c) use simple present tense forms and markers to describe routines or daily activities,</li> <li>d) appreciate the use of simple present tense markers when describing routines or activities.</li> </ol>	<ul style="list-style-type: none"> <li>• In groups, learners are guided to observe, fingerspelled and sign vocabulary related to morning, afternoon, evening, night, day, late, early, yesterday, tomorrow, soon, now, break time, lunch time.</li> <li>• In pairs, learners are guided to watch a signed video on children participating in routine activities and talk about the activities using present simple tense.</li> <li>• In pairs, learners are guided to respond to signed questions based on daily routines. What do you do everyday? <ul style="list-style-type: none"> <li>- <i>I wake up every day.</i></li> <li>- <i>I go to school every day.</i></li> <li>- <i>I brush my teeth every day.</i></li> </ul> </li> </ul>	<p>What do you do from morning to evening?</p>

			<p>- <i>I comb my hair every day.</i></p> <ul style="list-style-type: none"> <li>• Individually, the learner is guided to report what he or she does at home.</li> <li>• In pairs, learners are guided to respond to simple questions demonstrating the use of present tense in talking about routine activities.</li> <li>• Individually, learners are guided to repeat signed sentences containing present tense from a story, poem or conversation they have listened to or observed.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy: The learner connects using technology as they use the internet and other social media sites to watch a video on routine activities and talk about the activities.</li> <li>• Communication: The learner's ability to sign clearly and correctly is enhanced as they share about the activities they do every day.</li> </ul>				
<p><b>Values:</b> Respect: accountability is nurtured as learners respond to questions based on daily routines.</p>				
<p><b>Pertinent and Contemporary Issues :</b> Life skills: self-esteem is promoted as learners apply present tense forms to talk about time and sequence of routine or daily activities.</p>				
<p><b>Link to other Learning Areas:</b> Learners relate the concept of simple present tense to the concept of activities taking place at different times of the day learnt in Environmental Activities.</p>				
<p><b>Suggested Learning Resources:</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.4</b> <b>Writing</b>	<b>5.4.1</b> <b>Handwriting</b> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the letters Ss, Ll, Ii, Pp in their small or capital forms, b) form the letters Ss, Ll, Ii, Pp in their correct shape and size, c) value the role of legible handwriting in written communication.	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to sign and write letters in the space to enhance their handwriting skills.</li> <li>● In pairs, learners are guided to fingerspell the written letters in the space</li> <li>● In groups, the learners copy letters (Ss, Ll, Ii, Pp) as modelled by the teacher or peers.</li> <li>● In pairs, learners are guided to form the letters (Ss, Ll, Ii, Pp), as shown on boards/charts/pattern books among others.</li> <li>● Individually, the learner is guided to select the letters (Ss, Ll, Ii, Pp), from flashcards.</li> <li>● In groups, learners are guided to write 3-4 letter words from left to right,</li> <li>● Individually, the learner is guided to match flash cards of the small and capitals of the letters: (Ss, Ll, Ii, Pp), lowercase and uppercase.</li> <li>● In pairs, the learners practise correct letter formation from models on the board/ charts/pattern books.</li> <li>● Individually, draw and label objects related to theme.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to write clearly and neatly?</li> <li>2. How can we tell letters are correctly written?</li> </ol>



			<ul style="list-style-type: none"> <li>• Individually, the learner is guided to practise writing letters and words from left to right.</li> <li>• In groups, learners are guided to play as they sign language games involving the shaping of letters.</li> <li>• In groups, learners sort out small letters and capital letters and write them separately.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Learning to learn: The learner practises self- discipline they practise shaping letters and writing words from left to right.</p>				
<p><b>Values:</b>  Unity: cooperation is enhanced as the learner collaborates with others during language game activities.</p>				
<p><b>Pertinent and Contemporary Issues :</b>  Life skills: effective communication is acquired as learners write legibly for effective communication</p>				
<p><b>Links to other Learning Areas:</b>  All learning areas as they require legible handwriting.</p>				
<p><b>Suggested Learning Resources:</b>  Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

## THEME 6.0 WEATHER AND OUR ENVIRONMENT

### Suggested Vocabulary to be signed:

sun, shine, rain, clouds, blow, wind, grow, cut, grass, cloudy, windy, sunny, rainy

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.1 Observing and Articulating signs. (Listening and Speaking)</b>	<b>6.1.1 Proper articulation of signs with correct mouth movement and Signing Vocabulary</b>  <b>(Pronunciation and Vocabulary)</b>  <b>(4 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>recognise signs of vocabulary related to the theme,</li> <li>identify words with the target letter sounds /f/, /n/ /h/ / v/ and / ɔ:/ from an oral text (HoH),</li> <li>identify fingerspelled words with the target letter sounds /f/, /n/ /h/ / v/ and / ɔ:/ from an a signed text (Deaf),</li> <li>pronounce words with the target letter sounds /f/, /n/ /h/ / v/ and / ɔ:/ for reading preparedness (HoH),</li> <li>articulate words with the target fingerspelled letter sounds /f/, /n/ /h/ / v/ and / ɔ:/ for sign reading preparedness (Deaf),</li> <li>responding to simple specific one - directional signed instructions using new words,</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to Weather and Environment.</li> <li>In pairs, learners are guided to identify fingerspell and sign vocabulary related to Weather and Environment.</li> <li>In groups, learners who are Hard of Hearing are guided to listen and observe a signed audio-visual text containing the target letter sounds: /f/, /n/ /h/ / v/ and / ɔ:/ and identify words with the target letter sounds.</li> <li>In groups, learners who are Deaf are guided to observe a signed audio-visual text containing the target letter sounds: /f/, /n/ /h/ / v/ and / ɔ:/ and identify signs of words with the target letter sounds.</li> <li>In pairs, learners who are Hard of Hearing are guided to say as they sign the target letter sounds as modelled by peers/ teacher/ a signed audio-visual recording.</li> <li>In pairs, learners who are Deaf are guided to sign as they say the target</li> </ul>	<ol style="list-style-type: none"> <li>Why is it important to pronounce, articulate signs or fingerspell words correctly?</li> <li>What should we do when someone is talking as they sign to us?</li> </ol>

		<p>g) appreciate the need of correct pronunciation and articulation of signs with correct mouth movement in communication.</p>	<p>letter sounds as modelled by peers/ teacher/ a signed audio-visual recording.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to use a Frayer model to discuss as they sign the meaning of words with the target letter sounds in sentences.</li> <li>● In pairs, learners are guided to recite and sign rhymes/sign sing songs about weather.</li> <li>● In groups, learners who are Hard of Hearing are guided to say as they sign the target letter sounds /f/, /n/ /h/ / r/ and / ɔ:/ as modelled by peers/ teacher/ a signed audio-visual recording.</li> <li>● In groups, learners who are Deaf are guided to fingerspell the target letter sounds as modelled by peers/ teacher/ a signed audio-visual recording.</li> <li>● In groups, learners who are Hard of Hearing are guided to listen to and observe signed story related to the theme, and discuss as they sign the story using the new words.</li> <li>● In groups, learners who are Deaf are guided to observe a signed story related to the theme, and discuss the story using the signs of new words.</li> <li>● In pairs, learners are guided to role play responding to simple instructions related to the theme, using appropriate eye contact and facial expressions.</li> </ul>	
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<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: observation skills is enhanced learners observe keenly to respond to simple instructions in a role play.</li> <li>• Learning to learn: The learner’s ability to build relationships is promoted as they play language games with peers involving the shaping of letters.</li> </ul>
<p><b>Values:</b></p> <p>Unity: cooperation is enhanced as the learner works together in group and pair activities.</p>
<p><b>Pertinent and Contemporary Issues</b></p> <ul style="list-style-type: none"> <li>• Life skills-social cohesion is enhanced as the learners work collaboratively in group or pair activities.</li> <li>• Life skills (Self -esteem): The learner acquires a high level of self-esteem as they form letters correctly for effective communication.</li> </ul>
<p><b>Link to other learning areas</b></p> <p>Observing keenly is emphasized in Kiswahili and Indigenous Language activities.</p>
<p><b>Suggested Learning Resources :</b></p> <p>Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.2 Sign reading</b>	<b>6.2.1 Word Reading</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) recognise signed vocabulary related to weather and environment,</li> <li>b) identify words with the target letter sounds /f/, /n/ /h/ /v/ and / ɔ:/ in preparation for reading,</li> <li>c) pronounce words with the target letter sounds /f/, /n/ /h/ /v/ and / / ɔ:/accurately for fluency,(HoH)</li> <li>d) articulate signs and fingerspell letter sounds /f/, /n/ /h/ /v/ and / / ɔ:/ with</li> </ol>	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to sign read vocabulary related to Weather and Environment from a written text.</li> <li>• In pairs, learners are guided to fingerspell and sign vocabulary related to Weather and Environment.</li> <li>• In pairs, learners who are Hard of Hearing are guided to point out as they sign and fingerspell words with the letter sounds: <ul style="list-style-type: none"> <li>- /f/, /n/ /h/ /v/ and / / ɔ:/.</li> </ul> </li> <li>• In pairs, learners who are Deaf are guided to point out, sign and fingerspell words with the letter sounds:</li> </ul>	<p>Why should we pronounce words and articulate signs or fingerspell correctly?</p>

		<p>correct mouth movement (Deaf) for fluency,</p> <p>e) value the role of fluency in lifelong learning.</p>	<p>- /f/, /n/ /h/ /v/ and // ɔ:/.  <ul style="list-style-type: none"> <li>• In pairs, learners are guided to select words with the target letter sounds from a chart.</li> <li>• In pairs, learners who are Hard of Hearing are guided to read as they sign words with target letters sounds.</li> <li>• In pairs, learners who are Deaf are guided to sign read words with target letters sounds.</li> <li>• In pairs, learners are guided to practice sign reading sentences containing decodable words.</li> </ul> </p>	
<p><b>Core competencies to be developed:</b>  Learning to learn: The learner learns independently as they practice reading decodable words.</p>				
<p><b>Values:</b>  Peace: love is developed as the learner displays tolerance during group and pair work.</p>				
<p><b>Pertinent and Contemporary Issues</b>  Citizenship: Social cohesion is enhanced as the learner collaborates with others to practise reading the words</p>				
<p><b>Link to other learning areas</b>  Word reading is also emphasised in Kiswahili Language Activities.</p>				
<p><b>Suggested Learning Resources:</b>  Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6. 3 Language Use	6.3. 1 Present continuous tense	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) ongoing activities in and out of school,</p> <p>b) use the present continuous tense to describe on-going activities related to weather and the environment,</p> <p>c) appreciate the importance of present continuous tense in recognise signs of vocabulary related to the theme.\</p> <p>d) identify communication.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to Weather and Environment.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to Weather and Environment.</li> <li>● Individually, the learner is guided to name by signing the activities going on in the school compound. <ul style="list-style-type: none"> <li>- <i>The teacher is walking</i></li> <li>- <i>The children are singing</i></li> <li>- <i>The cat is jumping.</i></li> <li>- <i>They are writing.</i></li> </ul> </li> <li>● In pairs, learners are guided to engage in signed interactive activities that involve movement and participation.</li> <li>● In pairs, learners are guided to recite or sign poems/sign sing songs featuring the present continuous tense.</li> <li>● Individually, the learner is guided to answer questions about ongoing activities related to the theme.</li> </ul>	<p>What is going on in the school compound?</p>

			<ul style="list-style-type: none"> <li>• In groups, learners are guided to listen to and observe a signed story '<i>The hare is running.</i>' with present continuous tense.</li> <li>• Individually, the learner is guided to retell through signing portions of a short story in the present continuous tense, for example, 'the hare was going.'</li> <li>• In groups, learners are guided to role play events using the present continuous tense with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Communication and Collaboration: The learner role play events using the present continuous tense with peers.</p>				
<p><b>Values:</b> Unity: cooperation is enhanced as the learner strives to achieve common goals as they role play events using the present continuous tense.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Education for Sustainable Development: Environmental Education is enhanced as the learner asks and answers questions about the weather.</p>				
<p><b>Links to other learning areas :</b></p> <ul style="list-style-type: none"> <li>• The present continuous tense is a key feature in Kiswahili Language Activities.</li> </ul> <p>The learner relates the concept of Weather and our environment that is taught in Environmental activities</p>				
<p><b>Suggested Learning Resources:</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.4 Writing</b>	<b>6.4.1 Spelling</b>  <b>(2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) copy short word with correct spelling from a model,</li> <li>b) select words featuring the letters Ff, Hh, Nn, Oo, in written texts,</li> <li>c) fingerspell 3-5 letter words featuring the letters for writing fluency,</li> <li>d) advocate for the need for correct spelling in written communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Individually, learners are guided to copy short words with correct spelling from a model.</li> <li>• In pairs, learners are guided to fingerspell and sign the modelled words.</li> <li>• In pairs, learners are guided to sign words featuring the target capital and small letters: <b>Ff, Hh, Nn, Oo.</b></li> <li>• Individually, the learner is guided to sit appropriately when writing down vocabulary related to the theme.</li> <li>• Individually, the learner is guided to practise holding pencils/ colouring materials correctly.</li> <li>• In pairs, learners are guided to copy a list of sentences featuring the target words and fingerspell them.</li> <li>• In groups, the learners complete the word shapes featuring the letters: <b>Ff, Hh, Nn, and Oo.</b></li> <li>• In pairs, learners are guided to play spelling games that involve hands-on activities such as arranging letters to spell out words.</li> <li>• In pairs or small groups, learners are guided to create a poster featuring the target words.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we fingerspell words correctly?</li> <li>2. What makes one's handwriting readable?</li> </ol>



**Core competencies to be developed:**

- Learning to Learn: The learner develops relationships as they create a poster featuring the target words in pairs and in groups.
- Digital literacy: The learner interacts with technology as they manipulate and observe an audio visual recording featuring the target words.

**Values:**

Responsibility: as learners take up assigned roles in group/pair work activities.

**Pertinent and Contemporary Issues:**

Life skills: effective communication is enhanced as learners fingerspell effectively and write legibly.

**Link to other learning areas:**

The learner is able to relate the skills used in writing to all Learning Areas as they require legible handwriting.

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

**THEME 7.0 HYGIENE**

**Suggested vocabulary to be signed:**

ill, wash, soap, clean, water, dirty, food, sick, toilet, cold, towel, handkerchief, bath, shower,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p><b>7.1 Observing and Articulating signs (Listening and Speaking)</b></p>	<p><b>7.1.1 Proper articulation of signs with correct mouth movement And Signing Vocabulary (Pronunciation and Vocabulary)</b></p> <p><b>(4 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>identify words with the sounds /b/, /r/, /u/ and /g/in a text, [HoH],</p> <p>b) identify words with the target letter sounds /b/, /r/, /u/ and /g/ in a signed text [Deaf],</p> <p>c) pronounce words with the target sounds /b/, /r/, /u/ and /g/ in preparation for reading [HoH],</p> <p>d) articulate signs and fingerspell the target letter sounds /b/, /r/, /u/ and /g/ with correct mouth movement in preparation for sign reading [Deaf],</p> <p>e) use signs of new words related to the theme in a variety of contexts,</p>	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to hygiene</li> <li>• In pairs, learners are guided to identify fingerspell and sign vocabulary related to hygiene.</li> <li>• In pairs, learners who are Hard of Hearing are guided to listen to and observe a signed audio-visual recording/clip about hygiene.</li> <li>• In pairs, learners who are Deaf are guided to observe a signed audio-visual recording/clip about hygiene.</li> <li>• Individually, the learner is guided to pick out, sign and fingerspell words which have the letter sounds /b/, /r/, /u/ and /g/.</li> <li>• Individually, the learner is guided to recite as they sign alliterative words that have the target letter sounds as modelled by the peers/</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to pronounce words correctly?</li> <li>2. Why is it important to fingerspell letters with correct mouth movement?</li> <li>3. How do we learn to speak and sign?</li> </ol>

		<p>f) acknowledge the role of accurate pronunciation and articulation of signs in signed and oral communication.</p>	<p>teacher or a signed audio-visual record/clip.</p> <ul style="list-style-type: none"> <li>● In pairs, learners are guided to look at pictures from a story, and sign the meaning of words related to the theme.</li> <li>● In pairs, learners are to practise matching vocabulary learnt to pictures and objects.</li> <li>● In groups, learners are guided to recite as they sign rhymes and sing songs, with peers.</li> <li>● Individually, learners are guided to make signed sentences using new words related to the theme.</li> </ul>	
<p><b>Core competencies to be developed</b></p>				
<p>Digital literacy: The learner interacts with digital technology and they observe a signed audio-visual recording/clip about hygiene.</p>				
<p><b>Values:</b></p>				
<p>Unity: cooperation is enhanced as learners recite rhymes and sign sing songs, with peers.</p>				
<p><b>Pertinent and Contemporary Issues</b></p>				
<p>Education for Sustainable Development (ESD) - Health Education: as learners sign about the theme hygiene.</p>				
<p><b>Link to other learning areas</b></p>				
<ul style="list-style-type: none"> <li>● Learner is able to relate the skill of articulation of signs or fingerspelling to learning areas such as Kiswahili Language Activities.</li> <li>● Learner is able to relate the knowledge of hygiene to Environmental Activities.</li> </ul>				
<p><b>Suggested Learning Resources :</b></p>				
<p>Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Sign Reading	7.2.1 Word Sign Reading  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signed vocabulary related to hygiene, b) identify signs of words with the target letter sounds /b/, /r/ /u/ and /g/ for sign reading competence, c) sign read non-decodable words related to the target letter sounds for sign reading competence, d) appreciate the importance of word reading in lifelong learning.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to sign read vocabulary related to hygiene</li> <li>• In pairs, learners are guided to fingerspell and sign vocabulary related to hygiene.</li> <li>• Individually, the learner is guided to sign read simple sentences such as <ul style="list-style-type: none"> <li>- <i>I see the school bus. Wash the school bus. Clean the cup. My dress is clean.</i></li> </ul> </li> <li>• Individually, the learner is guided to read short words such as <b>green, wash, clean, brush, cup,</b></li> <li>• Individually, the learner is guided to identify, fingerspell and sign read non- decodable words with the letter sounds /b/, /r/ /u/ and /g/.</li> <li>• In groups, learners are guided to listen to or observe a signed audio-visual recording containing non decodable words.</li> <li>• In small groups, the learner is guided to practise sign reading non-decodable words on a word wall.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce words correctly?</li> <li>2. Why should we articulate signs or fingerspell with correct mouth movement?</li> </ol>

<p><b>Core competencies to be developed:</b> Learning to learn: The learner displays self-discipline as they practise sign reading non-decodable words.</p>
<p><b>Values:</b> Unity: cooperation is enhanced as the learner collaborates with others in pair or in group activities.</p>
<p><b>Pertinent and Contemporary Issues:</b> Health education (personal hygiene): is enhanced as the learner acquires relevant information on hygiene.</p>
<p><b>Link to other learning areas:</b> Learner is able to relate the concept of sign reading to all learning areas</p>
<p><b>Suggested Learning Resources:</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>7.3 Language Use</b></p>	<p><b>7.3.1 Simple past tense (adding - ed/- d)</b></p> <p><b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme, b) identify words with -ed/ and -d from a written text, c) use simple past tense to discuss activities they carried out in the past, d) value the need to use the correct tense when conveying information.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to hygiene</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to hygiene.</li> <li>● In pairs, learners are guided to identify and sign sentences with simple past tense from a story, signed poem or a signed conversation they have listened to or observed.</li> <li>● Individually, the learner is guided to respond to simple questions related to the theme using the simple past tense.</li> <li>● Individually, the learner is guided to write short sentences using the words:</li> </ul>	<ol style="list-style-type: none"> <li>1. What did you do in the morning before coming to school?</li> <li>2. What did your family do last Saturday to keep the home clean?</li> </ol>

			<p>brush, polish, clean, wash or any other grade appropriate word related to the theme, for example,</p> <ul style="list-style-type: none"> <li>● <b>I brush my teeth every day. I clean my cup every day. I polish my shoes every day. I wash my handkerchief every day.</b></li> <li>● Individually, the learner is guided to rewrite the above in the past tense,</li> <li>● Individually, the learner is guided to sign read out sentences with simple past tense from a story, poem or conversation, for example, <b>‘I washed my shirt yesterday.’ I cleaned my cup yesterday. I brushed my teeth yesterday.,</b></li> <li>● In groups, learners are guided to create a story to talk about an event in the past. For example, ‘Yesterday, I went to a party. I ate a banana and a cake. I saw many people. We sang many songs. Then, I went home. I was very happy.,’</li> <li>● In groups, learners are guided to play a game ‘tense scavenger hunt’: scan a paragraph of about 4 short lines. look for examples of the simple past tense. highlight the words in the simple past. (For struggling learners, write out a list of all the past-tense words instead. For advanced learners, have them practise writing the words in cursive.) work collaboratively and compare their lists.</li> </ul>	
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			<p>Make a master list with help from the whole class to make sure no one missed any words.</p> <ul style="list-style-type: none"> <li>• In groups learners are guided to engage in games, changing verbs from present simple to past simple tense.</li> <li>• In pairs, learners are guided to construct oral and signed sentences using simple past tense ending with -ed, -d, to talk and sign about hygiene.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: The learner develops relationships as they engage in games, changing verbs from present simple to past simple tense in groups.</li> <li>• Communication and collaboration learner: signing clearly and effectively is enhanced as learners use appropriate language structure to respond to questions related to the theme.</li> </ul>				
<p><b>Values:</b> Respect: acceptance is promoted as learners appreciate each other's opinion when engaging in language games</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b> Life skills: Effective communication is developed: as learners use simple past tense confidently in day- to -day communication.</p>				
<p><b>Link to other learning areas:</b> Learner is able to relate the knowledge of simple past tense to Kiswahili Language Activities.</p>				
<p><b>Suggested Learning Resources:</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Writing	7.4.1 Spelling (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words featuring the letters <b>Bb, Rr, Uu, Gg</b> in written texts,</p> <p>b) form the letters <b>Bb, Rr, Uu, Gg</b> appropriately with reference to shape and size,</p> <p>c) fingerspell 3-5 letter words related to the target sounds /b/, /r/, /u/, /g / correctly for effective communication,</p> <p>d) acknowledge the role of proper spelling in written communication.</p>	<ul style="list-style-type: none"> <li>● Individually, learners are guided to copy short words with correct spelling from a model.</li> <li>● In pairs, learners are guided to fingerspell and sign the modelled words.</li> <li>● In pairs, learners are guided to pick out words with the letters <b>Bb, Rr, Uu, Gg</b>.</li> <li>● Individually, the learner is guided to practise correct letter formation from models drawn on the board chart or pattern books.</li> <li>● In pairs, learners are guided to differentiate neat handwriting from untidy ones, with peers.</li> <li>● Individually, the learner is guided to practise writing letters <b>Bb, Rr, Uu, Gg</b> neatly from the left to the right.</li> <li>● Learner is guided to draw and label objects.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should people write neatly?</li> <li>2. How can we spell words correctly?</li> </ol>



## THEME 8.0 PARTS OF THE BODY

### Suggested vocabulary to be signed:

head, hand, leg, eye, ear, nose, neck, finger, mouth, hair, teeth, toes, knee

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>8.1 Observing and Articulating signs [Listening and Speaking]</b></p>	<p><b>8.1.1 Proper articulation of signs with correct mouth movement And Signing Vocabulary (Pronunciation and Vocabulary) (4 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs related to parts of the body,</p> <p>b) identify the target sounds (/k/, /d/ and /w/) from an audio text (HoH),</p> <p>c) identify the target letter sounds (/k/, /d/ and /w/) from an audio-visual text (Deaf),</p> <p>d) pronounce words with the target letter sounds (/k/, /d/ and /w/) correctly for communication clarity (HoH),</p> <p>e) articulate signs and fingerspell target letter sounds (/k/, /d/ and /w/) with correct mouth movement for communication clarity;(Deaf),</p> <p>use words featuring the sounds (/k/, /d/ and /w/) but related to the theme in relevant contexts,</p> <p>f) appreciate the importance of using</p> <p>g) words appropriately in communication.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to parts of the body.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to parts of the body.</li> <li>● In groups, learners who are Hard of Hearing are guided to listen to and observe a signed audio-visual recording of words featuring the target letter sounds (/k/, /d/ and /w/) or words modelled by the peers or teacher.</li> <li>● In groups, learners who are Deaf are guided to observe a signed audio-visual recording of words featuring the target letter sounds (/k/, /d/ and /w/) or signs words modelled by the peers or teacher.</li> <li>● In pairs, learners who are Hard of Hearing are guided to pronounce the sounds as they fingerspell letter sounds by taking turns.</li> <li>● In pairs, learners who are Deaf</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you do when someone is talking to you?</li> <li>2. What is likely to happen if you pronounce and articulate signs or fingerspelling a word wrongly?</li> </ol>

			<p>are guided to fingerspell letter sounds by taking turns.</p> <ul style="list-style-type: none"> <li>● In pairs, learners are guided to match vocabulary learnt to pictures and objects for peer review.</li> <li>● In pairs, learners are guided to recite poems featuring the target sounds.</li> <li>● In pairs, learners are guided to construct sentences using vocabulary related to the theme.</li> <li>● In groups, learners are guided to recite or sign rhymes, sing songs, with peers.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Learning to learn: The learner learns independently as they individually work on their own to match vocabulary learnt to pictures and objects for peer review.</p>				
<p><b>Values:</b>  Unity: cooperation is nurtured as the learner appreciates other’s opinions in group work activities.  Responsibility: self-drive is developed as the learner works in groups to match vocabulary learnt to pictures and objects.</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b>  Life skills: Self-awareness is nurtured as the learner develops knowledge about the parts of their body.</p>				
<p><b>Link to other Learning Areas:</b>  Learner is able to relate the knowledge of parts of the body to Environmental activities</p>				
<p><b>Suggested Learning Resources:</b>  Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Sign reading	8.2.1 Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signed vocabulary related to the theme,</p> <p>b) identify words with the target letter sounds /k/, /d/ and /w/, in preparation for sign reading,</p> <p>c) sign read a grade- appropriate text at the right speed and with minimal hesitations</p> <p>d) display the right feelings or emotions when sign reading a text,</p> <p>e) appreciate the importance of reading fluency in lifelong learning.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to sign read vocabulary related to parts of the body.</li> <li>● In pairs, learners are guided to fingerspell and sign vocabulary related to parts of the body.</li> <li>● Learner is guided to point out and fingerspell words with the letter sounds /k/, /d/ and /w/,</li> <li>● In pairs learners are guided to sign read 3-4 letter words including words with letters ‘c, d, w’ in a text,</li> <li>● Individually, learner is guided to engage in timed sign reading (30 words per minute),</li> <li>● In pairs, learners are guided to practice sign reading sentences containing decodable and non-decodable words, with peers,</li> <li>● In groups, learners are guided to participate in a reader's theatre where he or she sign reads some lines or stanzas of a poem.</li> <li>● Individually, learner is guided to display the right facial expressions and pace of signing when sign reading,</li> <li>● Individually, the learner is guided to sign read a text with minimal hesitations.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to sign read at the right speed?</li> <li>2. Why should we display the right feelings and expressions when sign reading a text?</li> </ol>

<p><b>Core Competencies to be developed:</b> Learning to Learn: The learner learns independently as they participate in a readers theatre where he or she sign reads some lines or stanzas of a poem.</p>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: care is developed as learner positively regards self and others.</li> <li>• Unity: cooperation is developed as learners strive to achieve a common goal in group tasks.</li> </ul>
<p><b>Link to Pertinent and Contemporary Issues:</b> Life skills (self-awareness)- learner self- awareness is nurtured as they acquire information about parts of the body.</p>
<p><b>Link to other Learning Areas</b> Learner is able to relate the knowledge of reading fluency to read effectively in all learning areas.</p>
<p><b>Suggested Learning Resources:</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Language Use	8.3.1 Demonstratives ( <i>this, that, these and those</i> ) (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of demonstratives for communication, b) select the words, this, that, these and those from a text, c) use the words this, that, these, those in sentences, d) appreciate the importance of the words this, that, these and those in oral and written communication.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to sign demonstratives used for communication. Such as this, that, those and these.</li> <li>• In pairs, learners are guided to, fingerspell and sign the demonstratives</li> <li>• Individually, the learner is guided to use demonstratives in singular and plural to talk as they sign about objects identified through signing,</li> <li>• In pairs, learners are guided to complete a vocabulary word search featuring <i>this, that, these and those</i>,</li> <li>• In groups, learners are guided to use flash cards with the words, <i>this, that, these and those</i> and ask one another</li> </ul>	How do we tell others about near and far objects?

			<p>questions as they point at objects,</p> <ul style="list-style-type: none"> <li>● in groups, learners are guided to recite a poem featuring the words, this, that, these and those with peers,</li> <li>● In groups, learners are guided to play “run and touch the object game (” ... stand up. run and touch the things in the class a teacher or peer mentions), for example, if someone says “These are pencils” the learner must touch the pencils nearest the person, that is a window...that is a desk...</li> <li>● In groups, learners are guided to play a ‘What is That? Board Game ’ ( printed paper with pictures of objects and the words they refer to. learner works with others/pairs and ask one another questions using the words – <b><i>this and that</i></b>)</li> <li>● Individually, the learner is guided to fill in gaps in a sentence with the words this, that, these and those,</li> <li>● In groups, the learner is guided to sing songs or recite rhymes about parts of the body.</li> <li>● In pairs or small groups, learners are guided to point at parts of the body and describe them using the words: (this/ that), (these/those).</li> <li>● Learner is guided to use demonstratives to talk as they sign about near or far objects,</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Learner is guided to recite a poem featuring the new words with demonstratives,</li> <li>• Learner is guided to sing songs, or play games about parts of the body.</li> </ul>	
<b>Core Competencies to be developed:</b>				
Self-efficacy: knowing who I am is developed as learners point at parts of the body and describe them using demonstratives.				
<b>Values:</b>				
Unity: cooperation is enhanced as learners participate collaboratively in tasks such as singing, playing games among others.				
<b>Link to Pertinent and Contemporary Issues:</b>				
Life skills: self-esteem is enhanced as the learner expresses self effectively through singing and playing games.				
<b>Links to other Learning Areas:</b>				
Learner is able to relate the knowledge of demonstratives to learning areas such as Kiswahili Language Activities.				
<b>Suggested Learning Resources:</b>				
Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.4 Writing</b>	<b>8.4.1 Spelling</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) copy short word with correct spelling from a model, select words with the letters <i>Wc, Dd and Ww</i> , in a written text, b) fingerspell words with the letters <i>Wc, Dd and Ww</i> , for writing fluency, c) value the importance of correct spelling in written communication.	<ul style="list-style-type: none"> <li>• Individually, learners are guided to copy short words with correct spelling from a model.</li> <li>• In pairs, learners are guided to fingerspell and sign the modelled words.</li> <li>• select words with the letters <i>Wc,Dd and Ww</i>,</li> <li>• spell the words with the letters <i>Wc, Dd and Ww</i>, make words related to parts of the body from jumbled letters,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we spell words correctly?</li> <li>2. How can we write legibly and neatly?</li> </ol>

			<ul style="list-style-type: none"> <li>• Individually, the learner is guided to fingerspell the letters that make words with the target sounds.</li> <li>• Individually, the learner is guided to select words with the letters 'c', 'd' and 'w'.</li> <li>• Individually, the learner is guided to spell or fingerspell the words with the letters 'c', 'd' and 'w'.</li> <li>• In pairs, learners are guided to make words related to parts of the body from jumbled letters and fingerspell them.</li> <li>• Learners are guided to write the words read aloud or sign publicly.</li> <li>• Individually the learner is guided to copy words legibly and correctly.</li> <li>• In pairs the learner is guided to form words using the letters of their names.</li> </ul>	
<b>Core competencies to be developed:</b>				
Creativity and Imagination: The learner makes decisions as they make words related to parts of the body from jumbled letters and fingerspell them.				
<b>Values:</b>				
Responsibility: hard work is enhanced as the learner engages in assigned roles and duties in their groups.				
<b>Link to Pertinent and Contemporary Issues</b>				
Life skills: Effective communication is enhanced as learners fingerspell words correctly.				
<b>Link to other Learning Areas:</b>				
Learners are able to relate the knowledge of spelling to spell words correctly in all learning areas.				
<b>Suggested Learning Resources:</b>				
Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings				

**THEME 9.0 MY FRIENDS**

**Suggested vocabulary to be signed:**

kind, caring, loving, funny, friendly, close, play, trust, like, share, enjoy, peer, visit

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>9.1 Observing and Articulating signs (Listening and Speaking)</b></p>	<p><b>9.1.1 Proper articulation of signs with correct mouth movement and Signing Vocabulary (Pronunciation and Vocabulary)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) identify words with the target letter sounds /k/, /j/, /l/ and /s/ from written texts,</p> <p>c) pronounce words with the target letter sounds /k/, /j/, /l/ and /s/ correctly (HoH),</p> <p>d) articulate signs and fingerspell</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to my friends.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to my friends.</li> <li>● In pairs, learners who are Hard of Hearing are guided to say, sign and fingerspell the target letter sounds: /k/, /j/, /l/ and /s/</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce and articulate signs or fingerspell with correct mouth movement letter sounds and words correctly?</li> <li>2. Why should we articulate signs or fingerspell with correct mouth</li> </ol>



	<p><b>(4 lessons)</b></p>	<p>words with the target letter sounds /k/, /j/, /l/ and /s/ correctly (Deaf),</p> <p>e) use the vocabulary related to the theme in oral sentences (HoH),</p> <p>f) use the signs of vocabulary related to the theme in signed sentences (Deaf),</p> <p>g) value the role of vocabulary in communication.</p>	<p>as modelled by peers, teacher, audio or visual recording.</p> <ul style="list-style-type: none"> <li>● In pairs, learners who are Deaf are guided to sign and fingerspell the target letter sounds: /k/, /j/, /l/ and /s/ as modelled by peers, teacher, signed audio-visual recording.</li> <li>● In groups, learners are guided to recite as they sign rhyming words featuring the target letter sounds.</li> <li>● In pairs, learners who are Hard of Hearing are guided to use words with the target letter sounds to talk and sign about their friends.</li> <li>● In pairs, learners who are Deaf are guided to use signs of words with the target letter sounds to talk as they sign about their friends</li> <li>● In groups, learners are guided to listen to and observe a signed, captioned audio-visual recording on friendship.</li> <li>● In pairs, learners are guided to use signs of vocabulary related to the theme as they dialogue.</li> <li>● In groups, learners are guided to role play events related to the theme.</li> <li>● In groups, learners are guided to sign sing songs related to friends.</li> </ul>	<ol style="list-style-type: none"> <li>3. movement letter sounds and words correctly?</li> <li>4. How can we improve our pronunciation?</li> <li>5. How can we improve our articulation signs or fingerspelling?</li> </ol>
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**Core competencies to be developed:**

- Learning to learn: The learner learns independently as they individually use words with the target letter sounds to talk or sign about their friends.
- Digital literacy: The learner interacts with technology as they observe a signed audio or visual recording and mimic the letter sounds.

**Values:**

Unity: cooperation is enhanced as le collaborates with others as they sing and recite poems related to friends

**Pertinent and Contemporary Issues:**

Life Skills: Self-awareness is nurtured as learners knowledge about friends.

**Link to other Learning Areas:**

Learner is able to relate the knowledge of appropriate articulation of signs to enhance communication in all learning areas.

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.2 Sign Reading</b>	<b>9.2.1 Fluency (1 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise signed vocabulary related to the theme, b) identify words with the target letter sounds /k/, /j/ and /l/ in preparation for sign reading (HoH), c) identify fingerspelled words with the target letter sounds /k/, /j/ and /l/ in preparation for sign reading (Deaf), d) sign read a text featuring the sounds /k/, /j/ and /l/, accurately, at the right speed	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to my friends.</li> <li>• In pairs, learners are guided to identify fingerspell and sign vocabulary related to my friends.</li> <li>• Individually, learner is guided to identify and fingerspell words with the letter sounds /k/,/j/ and /l/,</li> <li>• In groups, learners are guided to select words with the target letter sounds from a chart and fingerspell them.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce sounds and words correctly?</li> <li>2. How does correct pronunciation help us in reading?</li> </ol>

		<p>and with expression, e) value the importance of sign reading fluency in lifelong learning.</p>	<ul style="list-style-type: none"> <li>• Individually, learners engage in timed sign reading (30 words per minute).</li> <li>• Individually, the learner is guided to display the right facial expressions when sign reading.</li> <li>• Individually, the learner is guided to pause appropriately and avoid hesitations while sign reading.</li> <li>• In groups, learners recite as they sign poems relevant to the theme.</li> <li>• Individually, the learner is guided to participate in a readers' theatre where he or she reads some lines or stanzas of a poem.</li> </ul>	
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**Core competencies to be developed:**

Citizenship: Information and communication skills are enhanced; learners learn about friendship as a basis for social cohesion and demonstrate interest in interacting with others.

**Values:**

- Respect: acceptance enhanced as the learner understands and appreciates the importance of friendship.
- Unity: cooperation is enhanced as the learner takes turn in performing activities and in conversation

**Pertinent and Contemporary Issues:**

Citizenship: social cohesion is nurtured as the learners learn about social relationships.

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.3</b> <b>Language Use</b>	<b>9.3.1</b> <b>Common and proper nouns</b>  <b>2 lessons</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>recognise signs of common and proper nouns from texts,</li> <li>identify people, things or places around them by name from texts,</li> <li>use signs of common and proper nouns in short sentences,</li> <li>appreciate the importance of identifying objects, places or things by name.</li> </ol>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to observe, fingerspell and sign vocabulary related to proper nouns.</li> <li>● Individually, the learner is guided to name the places, people or things around them collaboratively, for example,               <ul style="list-style-type: none"> <li>- <i>places – Nairobi,</i></li> <li>- <i>people – teacher, mother, brother</i></li> <li>- <i>things – chair, desk, pen</i></li> </ul> </li> <li>● Individually, the learner is guided to single out and sign common and proper nouns from a text.</li> <li>● In groups, learners name items in the classroom.</li> <li>● In pairs, learners are guided to talk about their friends as they sign using common and proper nouns in pairs.</li> <li>● Individually, the learner is guided to talk about what their friends like as they sign using common and proper nouns.</li> <li>● Individually, the learner is guided to fill in blank spaces using common and proper nouns.</li> </ul>	<ol style="list-style-type: none"> <li>What things can you see in the classroom?</li> <li>Why is it important to refer to people and places by their names?</li> </ol>

**Core Competencies to be developed:**  
 Communication and Collaboration: The learner articulates signs effectively as they talk about what their friends like as they sign using common and proper nouns in pairs.

<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: selflessness is enhanced as learners appreciate friendship</li> <li>● Respect: open mindedness is achieved as the learners understand and appreciate each other's work.</li> </ul>
<p><b>Link to Pertinent and Contemporary Issues:</b></p> <p>Citizenship: is nurtured learners acquire a sense of togetherness when talking about their friends.</p>
<p><b>Links to other Learning Areas:</b></p> <p>The learners relate common and proper nouns to terminologies learnt about the community in environmental activities.</p>
<p><b>Suggested Learning Resources</b></p> <p>Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.4 Writing	9.4.1 Punctuation (capital letters and the full stop)  (2 lessons)	By the end of the sub strand, the learner should be able to: - a) respond to simple writing prompts to enhance writing skills, b) write the capital and small letters of the alphabet correctly for c) use capital letters appropriately when writing the names of people and places, d) appreciate the use of capital letters, small letters and the full e) stop when writing.	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to respond to simple writing prompts to enhance writing skills,</li> <li>● In pairs, learners are guided to fingerspell and sign capital letters, comma and full stop.</li> <li>● In groups, learners are guided to observe a display of correctly written text containing capital and small letters.</li> <li>● Individually, the learner is guided to point out and write capital letters, small letters and the full stop in a text.</li> <li>● Individually, learners are guided to use capital and small letters correctly when writing proper nouns.</li> <li>● In pairs, learners are guided to practise writing their names/names of their friends starting with capital letters.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we use the full stop?</li> <li>2. When do we</li> <li>3. use capital letters?</li> </ol>

**Core Competencies to be developed:**

Learning to Learn: The learner learns independently as they practise writing their names/names of their friends starting with capital letters.

**Values:**

Unity: Cooperation is enhanced as learners work in groups collaboratively.

**Link to Pertinent and Contemporary Issues:**

Life skills: self-esteem learner's esteem is nurtured as they use target punctuation correctly in writing.

**Link to other Learning Areas:**

Proper use of punctuation is learnt in Kiswahili Language Activities.

**Suggested Learning Resources**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

**THEME 10.0 SAFETY**

**Suggested vocabulary to sign:**

safe, road, narrow, wide, danger, needle, bottle, stones ,pain, hurt, blood ,hot ,thorn , first aid ,lock, door, ambulance, steep, play, toy, cart, fire engine, pedestrian, walk way

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>10.1 Observing and Articulating signs (Listening and Speaking)</b></p>	<p><b>10.1.1 Proper articulation of signs with correct mouth movement and Signing Vocabulary</b></p> <p><b>(Pronunciation and Vocabulary)</b></p> <p><b>(4 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) identify words with the target letter sounds /æ/ /ɔ:/ //i:/ //u:/ //ɔɪ // eɪ / for oral fluency (HoH)</p> <p>c) identify signs of words with the target letter sounds /æ/ /ɔ:/ //i:/ //u:/ //ɔɪ // eɪ / for signing fluency(Deaf),</p> <p>d) pronounce words with the target letter sounds /æ/ /ɔ:/ //i:/ //u:/ //ɔɪ // eɪ / in preparation for reading (HoH)</p> <p>e) articulate signs of words with the target letter sounds /æ/ /ɔ:/ //i:/ //u:/ //ɔɪ // eɪ / with correct mouth movement in preparation for reading (Deaf),</p> <p>f) use words correctly in oral communication (HoH)</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to safety.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to safety.</li> <li>● In groups, learners who are Hard of Hearing are guided to listen to as they observe the target letter sounds as modelled by peers, teacher or a signed audio-visual recording.</li> <li>● In groups, learners who are Deaf are guided to observe the target letter sounds as modelled by peers, teachers or a signed audio-visual recording.</li> <li>● In pairs, learners who are Hard of Hearing are guided to say as they sign words with the vowel letter sounds and diphthongs:               <ul style="list-style-type: none"> <li>- / æ/ as in heart</li> <li>- / ɔ:/ as in thought</li> <li>- /i:/ as in feet</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. What happens if we don't listen to or observe instructions carefully?</li> <li>2. How can we ensure we are safe when doing activities at home or at school?</li> </ol>

		<p>g) use words correctly in signed communication (Deaf),</p> <p>h) value the importance of varied vocabulary in communication.</p>	<ul style="list-style-type: none"> <li>- /u:/ as in pool</li> <li>- /ɔɪ / as in boy</li> <li>- /eɪ / as in day</li> </ul> <ul style="list-style-type: none"> <li>● In pairs, learners who are Deaf are guided to sign and fingerspell words with the vowel letter sounds and diphthongs: <ul style="list-style-type: none"> <li>- /æ/ as in heart</li> <li>- /ɔ:/ as in thought</li> <li>- /i:/ as in feet</li> <li>- /u:/ as in pool</li> <li>- /ɔɪ / as in boy</li> <li>- /eɪ / as in day</li> </ul> </li> <li>● In pairs, learners are guided to play word family games containing the target letter sounds.</li> <li>● Individually, the learner is guided to use picture clues to explain the meaning of new words related to safety.</li> <li>● In pairs, learners are guided to play signed video games related to the theme with peers.</li> <li>● Individually, the learner is guided to respond to simple questions and instructions about safety.</li> </ul>	
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**Core competencies to be developed:**  
Learning to learn: The learner learns independently as they recreate learning experiences outside of class playing signed word family games containing the target letter sounds.

**Values:**  
Unity: is enhanced as learners work collaboratively in groups and show respect for each other’s opinions.

**Link to Pertinent and Contemporary Issues:**  
Socio -economic and environmental issues (safety and security) – is enhanced as learners acquire information about safety.



**Link to other Learning Areas:**

Learners relate correct pronunciation or articulation of signs to accurate articulation of new words in Indigenous Language Activities.

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>10.2 Sign reading</b>	<b>10.2.1 Fluency  (1 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise signed texts to observe fluency in reading, b) identify words with the target letter sounds (a:/, /o:/, /i:/, /u:/, /oi/ and /ei/ in preparation for sign reading, c) sign read a text correctly, at the right speed and with expression for fluency, d) value the importance of reading accurately, at the right speed and e) with expression in lifelong learning.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to sign read various texts as they observe fluency.</li> <li>• Individually, the learner is guided to identify and fingerspell words with the target letter sounds ( a:/, /o:/, /i:/, /u:/, /oi/ and /ei/).</li> <li>• Individually, the learner is guided to track print through finger pointing observing punctuation as the teacher sign reads.</li> <li>• Individually, the learner is guided to engage in timed sign reading (30 words per minute) displaying the correct expressions and observing punctuations.</li> <li>• In pairs, learners are guided to practice sign reading sentences containing decodable and non-decodable words.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you like reading?</li> <li>2. How can you show that you are observing correct punctuations?</li> </ol>

**Core competencies to be developed:**

Learning to Learn: The learner develops relationships as they practise reading sentences containing decodable and non-decodable words with peers

**Values:**

Responsibility is developed as the learner engages actively in activities to excel in reading fluency.

**Link to Pertinent and Contemporary Issues:**

Citizenship (social cohesion)-is nurtured as the learners take turns to sign read a text with peers

**Link to other Learning Areas:**

Reading fluency is practised when reading texts in all learning areas.

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>10.3</b> <b>Language use</b>	<b>10.3.1 Simple prepositions</b>  (in, on, under, between, behind, in front, inside, outside)  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to prepositions, b) select the words ( <i>in, on, under, between, behind, in front, inside, outside</i> ) from a text, c) use the words ( <i>in, on, under, between, behind, in front, inside and outside</i> ) in short sentences, d) advocate for the use of prepositions for effective communication.	<ul style="list-style-type: none"> <li>● In groups, learners are to observe, fingerspell and sign vocabulary related to prepositions.</li> <li>● In groups, learners are guided to discuss where different objects are found at home.</li> <li>● In pairs, learners are guided to describe positions of various items as displayed in the classroom.</li> <li>● Individually, the learner is guided to respond to questions related to where the objects are on the flash cards using the words: <i>in, on, under, between, behind, in front, inside, outside</i>, for example, where is the fire engine? It is on the road.</li> <li>● In pairs, learners are guided to look at pictures and complete sentences using a word from a box.</li> <li>● Individually, the learner is guided to fill in gaps with the correct word (<i>in, on, under, between, behind, in front, inside, outside</i>),</li> <li>● Individually, the learner is guided to</li> </ul>	<ol style="list-style-type: none"> <li>1. Where do we keep different items in the classroom?</li> <li>2. Where do we keep different items at home?</li> </ol>

			<p>circle the correct word in a sentence,</p> <ul style="list-style-type: none"> <li>• In groups, learners are guided to sing a song that features the words (<i>in, on, under, between, behind, in front, inside, outside,</i></li> <li>• Individually, the learner is guided to answer questions such as:</li> <li>• Where is the pencil? It is on the table.</li> <li>• Where are the children? They are in class.as displayed in the classroom.</li> <li>• Where is the cat? It is under the table.</li> <li>• In groups, learners are guided to engage in a hide and seek game to locate their peers.</li> <li>• In groups, learners are guided to play signed digital games based on prepositions.</li> <li>• Individually, the learner is guided to construct sentences featuring target prepositions in a story, poem or conversation.</li> <li>• In groups, learners are guided to role play situations related to the use of target prepositions.</li> </ul>	
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**Core Competencies to be developed:**

Digital Literacy: Interacts with technology as they play digital games based on prepositions.

**Values:**

- Unity: cooperation is developed as learners collaborate and take up roles in assigned games.
- Social justice: fairness is enhanced as learners accord each other equal opportunities in sharing roles.

**Link to Pertinent and Contemporary Issues:**

Life skills: Self-esteem is enhanced as the learner uses prepositions in various contexts correctly.

**Links to other Learning Areas :**

Learners relate prepositions to the concept of directionality taught in Kenyan Sign Language.

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>10.4 Writing</b>	<b>10.4.1 Punctuation</b> (capital letters and question marks)  (2 lessons)	By the end of the sub strand, the learner should be able to: - a) respond to simple writing prompts to enhance writing skills, b) identify capital letters and question marks in a text, c) use capital and question marks in sentences correctly, d) acknowledge the use of capital letters and question marks for writing fluency.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to respond to simple writing prompts to enhance writing skills,</li> <li>• In pairs, learners are guided to fingerspell and sign capital letters, comma and full stop.</li> <li>• Individually, the learner is guided to show capital letters and question marks in a written text.</li> <li>• In pairs, learners are guided to punctuate sentences using capital letters and question marks,</li> <li>• In pairs, learners are guided to use capital letters and question marks in sentences related to the theme.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we use the question marks?</li> <li>2. When do we use capital letters?</li> </ol>

**Core Competencies to be developed:**

Learning to Learn: The learner learns independently they practise how to use the target punctuation correctly in writing.

**Values:**

Unity: Cooperation is enhanced as learners work collaboratively in groups.

**Link to Pertinent and Contemporary Issues:**

Life skills: Self-esteem is acquired as learners punctuate their writing correctly.

**Link to other Learning Areas:**

Proper use of punctuation is emphasised in Kiswahili Language Activities and Kenya Sign Language.

**Suggested Learning Resources**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

## THEME 11.0 COMMUNITY LEADERS

### Suggested vocabulary to be signed:

chief, leader, group leader, head teacher, pastor, Imam, guide, advise,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>11.1</b> <b>Observing and Articulating signs (Listening and Speaking)</b></p>	<p><b>11.1.1</b> <b>Proper articulation of signs with correct mouth movement and Signing Vocabulary</b>  <b>(Pronunciation and vocabulary)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme</p> <p>b) recognise the target letter sounds /f/, /tʃ/, /θ/, /ð/ in words from an oral text (HoH),</p> <p>c) recognise the target letter sounds /f/, /tʃ/, /θ/, /ð/ in signed and finger spelled words from a sign read text (Deaf),</p> <p>d) articulate words correctly to discriminate the target letter sounds /f/, /tʃ/, /θ/, /ð/ for clarity of speech (HoH),</p> <p>e) articulate signs of words with mouth movement correctly to discriminate the target letter sounds /f/, /tʃ/, /θ/, /ð/ for clarity of</p>	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to ‘community leaders.</li> <li>• In pairs, learners are guided to identify fingerspell and sign vocabulary related to ‘community leaders.</li> <li>• In groups, learners who are Hard of Hearing are guided to listen to and observe a print or digital text</li> <li>• containing the target letter sounds: /f/, /tʃ/, /θ/, /ð/,</li> <li>• In groups, learners who are Deaf are guided to observe a print or digital text containing the target letter sounds: /f/, /tʃ/, /θ/, /ð/,</li> <li>• In pairs, learners who are Hard of Hearing are guided to practise letter sound discrimination using minimal pairs.</li> <li>• In pairs, learners who are Deaf are guided to practise articulating signs</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we use letter sounds to make new words?</li> <li>2. How do we learn to pronounce words correctly?</li> <li>3. How do we learn to articulate signs or fingerspelling words correctly?</li> </ol>

		<p>signs (Deaf),</p> <p>f) use the signs of vocabulary learnt in relevant contexts,</p> <p>g) advocate for appropriate pronunciation and articulation for clarity in communication.</p>	<p>and fingerspelling letters sounds with correct mouth movement using minimal pairs.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to pick out and sign the target vocabulary as used in short sentences/short paragraphs/teacher read-aloud and clearly signed stories.</li> <li>● In pairs, learners are guided to infer the meaning of new words from stories, dialogues, and role plays.</li> <li>● In pairs, learners are guided to construct simple signed sentences using signs of new words learnt.</li> <li>● In pairs, learners who are Head of Hearing are guided to practise pronouncing words and articulating signs with correct mouth movement in response to picture cues, with peers.</li> <li>● In pairs, learners who are Deaf are guided to practise articulating signs with correct mouth movement in response to picture cues, with peers</li> <li>● In groups, learners are guided to recite poems/ rhymes/ tongue twisters/finger fumlbers using words with the target letter sounds.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Learning to Learn: Learner practise self- discipline as learners they practise pronouncing words and articulating signs with correct mouth movement in response to picture cues, with peers.</p>				

<p><b>Values:</b> Respect: Acceptance is developed as the learner understands and appreciates community leaders</p>
<p><b>Pertinent and contemporary issues:</b> Citizenship (leadership): is enhanced as the learner acquires information on the roles and responsibilities of leaders.</p>
<p><b>Link to other Learning Areas:</b> Vocabulary is emphasized in Kiswahili and Kenya Sign Language</p>
<p><b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>11.2</b> <b>Sign reading</b></p>	<p><b>11.2.1 Fluency</b> <b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>recognise signed vocabulary related to the theme ‘community leaders,’</li> <li>identify words with the target letter sounds /f/, /tf/, /θ/, /ð/, correctly,</li> <li>sign read sentences in a text accurately, at the right speed and with facial expression for effective communication,</li> <li>appreciate the importance of fluency in reading.</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to ‘community leaders.</li> <li>In pairs, learners are guided to identify fingerspell and sign vocabulary related to ‘community leaders.</li> <li>In groups, learners are guided to listen to and observe signed short paragraphs containing words with the target letter sounds: /f/, /tf/, /θ/, /ð/</li> <li>In pairs, learners are guided to sign read words with the target letter sounds adhering to the correct pronunciation and articulation of signs with correct mouth movement.</li> </ul>	<p>Which words have the target sounds?</p>

			<ul style="list-style-type: none"> <li>• In groups, learners are guided to watch signed videos on sign reading fluently.</li> <li>• In groups, learners are guided to sign read simple sentences in the story clearly, paying attention to the punctuation.</li> <li>• Individually, the learner is guided to take part in timed - sign reading competitions.</li> <li>• In groups, learners are guided to recite by signing poems/ rhymes related to the theme.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Communication and Collaboration: The learner signs clearly and effectively as they take part in timed-reading competitions collaboratively.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: Open mindedness is developed as the learner understands and appreciates others during timed- sign reading competitions.</li> <li>• Responsibility: Hard work is developed as learners recite poems/ rhymes related to the theme.</li> </ul>				
<p><b>Link to Pertinent and contemporary issues:</b>  Learner support programmes (clubs and society) :enhanced as learner recite poems in reading clubs.</p>				
<p><b>Link to other learning areas:</b>  Learner is able to relate the knowledge of reading fluency to read effectively in all the other learning areas.</p>				
<p><b>Suggested Learning Resources:</b>  Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Sign reading	11.2.2 <b>Comprehension</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Recognise signed vocabulary related to comprehension. b) make predictions about a story related to the theme in preparation for reading, c) answer direct and indirect questions from a text to show comprehension, d) appreciate reading pictures and texts for enjoyment and information.	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to sign read vocabulary related to community leaders.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to community leaders.</li> <li>● In pairs, learners are guided to discuss as they sign, the pictures and the title, and make predictions through signing.</li> <li>● Individually, the learner is guided to sign read words with the target letter sounds in a text of about <b>60 words</b>.</li> <li>● In pairs, learners are guided to take turns to sign read simple sentences in the story clearly paying attention to the punctuation.</li> <li>● Individually, the learner is guided to answer comprehension questions.</li> <li>● Individually, the learner is guided to answer indirect questions from a passage,</li> <li>● obtain specific information from a passage, for example, <i>'What colour was hare's tail'</i>,</li> <li>● In pairs, learners are guided to complete a sentence using picture clues,</li> <li>● In groups, learners are guided to state whether phrases or sentences are true</li> </ul>	<ol style="list-style-type: none"> <li>1. What do the pictures and the title tell us about the story?</li> <li>2. Which words have the target letter sounds?</li> </ol>

			<p>("real" or a "fact") according to the passage, for example, ‘<i>The teacher’s name was.... true...false</i>’</p> <ul style="list-style-type: none"> <li>• Individually, the learner is guided to colour a picture based on the details in the passage.</li> </ul>	
<b>Core competencies to be developed:</b>				
Creativity and Imagination: The learner explores as they predict what will happen in a story based on the title and the pictures.				
<b>Values:</b>				
Respect: patience is developed as the learner displays patience with each other as they take turns in reading.				
<b>Link to Pertinent and Contemporary Issues:</b>				
Citizenship(leadership): is nurtured as the learner appreciates the role of leaders in the community				
<b>Link to other Learning Areas:</b>				
Learners are able to relate the knowledge of reading fluency to read effectively in all the other learning areas.				
<b>Suggested Learning Resources:</b>				
Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.3 Language Use</b>	<b>11.3.1 Adjectives one and two-syllable adjectives</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise signs of adjectives for effective communication, b) state words which describe people, places or things for clarity, c) use describing words to talk about people, places and objects,	<ul style="list-style-type: none"> <li>• In small groups or pairs, learners are guided to observe, fingerspell and sign vocabulary related to adjectives.</li> <li>• Individually, the learner is guided to fingerspell and sign objects in the classroom and attach appropriate adjectives to them.</li> <li>• In groups or pairs, learners are guided to talk as they sign about objects in a</li> </ul>	How do we talk about people, things or places?

		<p>d) appreciate the use of adjectives for effective communication.</p>	<p>picture/photograph/video clip by using correct adjectives.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to engage in signed language games containing base forms of one and two- syllable adjectives.</li> <li>● In groups, learners are guided to say and sign the colour, size, shape, of the things they see in the classroom or school,</li> <li>● Individually, the learner is guided to draw and colour different shapes, namely, oval, triangle, square, rectangle,</li> <li>● In pairs, learners are guided to say and sign the colours of the things in the classroom, home or school,</li> <li>● In groups, learners are guided to use words such as good, bad, handsome, beautiful, kind, among others,</li> <li>● In pairs, learners are guided to describe objects in a picture/photograph/video clip by saying the colour, shape and size, for instance, (big table. tall boy),</li> <li>● In groups, learners are guided to play language games involving one and two- syllable adjectives,</li> <li>● Individually, the learner is guided to answer ‘yes’ or ‘ no’ questions about the colour, shape or size of</li> </ul>	
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			objects, <ul style="list-style-type: none"> <li>• In groups, learners are guided to sing songs/ rhymes, recite and sign poems that use adjectives.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<b>Learning to learn:</b> The learner practises self-discipline as they sign about objects in a picture/photograph/video clip by using correct adjectives.				
<b>Values:</b>				
Unity: developed as the learner shows team spirit during language games.				
<b>Link to Pertinent and Contemporary Issues:</b>				
Life skills: self-esteem is enhanced as learners describe objects using adjectives correctly.				
<b>Links to other Learning Areas:</b>				
Adjectives are learnt in Kiswahili and Kenyan Sign Language.				
<b>Suggested Learning Resources</b>				
Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.4 Writing</b>	<b>11.4.1 Guided Writing</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) Write labels for different parts of a picture in preparation for guided writing, b) identify ideas depicted in different pictures related to the theme in preparation for writing, c) use 4-6 letter words in short sentences, d) appreciate the importance of	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to write labels for different parts of a picture such as labelling parts of a house in preparation for guided writing,</li> <li>• In groups, learners are guided to describe what they have seen in pictures with peers.</li> <li>• Individually, the learner is guided to engage in fingerspelling games with words related to the theme and picture prompts in preparation for writing.</li> </ul>	How do pictures help us to write?

		writing fluency in lifelong learning.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to observe a signed story and list four things they observe.</li> <li>● Individually, the learner is guided to create sentences from pictures, with peers and sign them.</li> <li>● Individually, the learner is guided to match pictures and sentences.</li> <li>● Individually, the learner is guided to fill in gaps in sentences.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and Imagination: The learner explores as they create sentences from pictures, with peers and sign them.</p>				
<p><b>Values:</b> Unity: cooperation is enhanced as learners work in groups collaboratively.</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b> Life skills: Self-esteem is enhanced as learners express oneself effectively through writing.</p>				
<p><b>Links to other Learning Areas:</b> Guided writing is practised in Kiswahili and Kenyan Sign Language.</p>				
<p><b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

## THEME 12.0 LIVING TOGETHER

### Suggested vocabulary to be signed

share, respect, together, love, care, living, me , us, his , hers, unity, peace, harmony

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.1</b> <b>Observing and Articulating signs (Listening and Speaking)</b>	<b>12.1.1</b> <b>Proper articulation of signs with correct mouth movement and Signing Vocabulary (Pronunciation and Vocabulary)</b> <b>(4 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) recognise the target sounds /e /, / i:/ and / eə / in words for effective communication;(HoH) c) recognise the target letter sounds /e /, / i:/ and / eə / in signed and fingerspelled words for effective communication; (Deaf) d) articulate the sounds /e /, / i:/ and / eə/ words for speech clarity ;(HoH), e) articulate fingerspelled words correctly to discriminate the target letter sounds /e /, / i:/ and / eə /;(Deaf), f) use vocabulary related to the theme in sentences, g) appreciate the importance of proper pronunciation and articulation in oral and signed communication.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to living together.</li> <li>• In pairs, learners are guided to identify fingerspell and sign vocabulary related to living together</li> <li>• In groups, learners who are Hard of Hearing are guided to listen to and observe a signed audio -visual recording or sign read clearly a passage and identify words with the letter sounds: /e /, / i:/, / eə /.</li> <li>• In groups, learners who are Deaf are guided to observe a signed audio -visual recording or sign read clearly a passage and identify words with the letter sounds: /e /, / i:/, / eə /</li> <li>• In pairs, learners are guided to practise letter sound discrimination using minimal pairs.</li> <li>• In groups, learners recite by signing poems, rhymes or tongue twisters and finger fumlbers using words with the target letter sounds as they observe turn taking rules.</li> </ul>	<ol style="list-style-type: none"> <li>1. How would you know if someone is listening to and observing you?</li> <li>2. How do we learn to pronounce words correctly?</li> <li>3. How do we learn to articulate signs or fingerspell with correct mouth movement correctly?</li> </ol>

			<ul style="list-style-type: none"> <li>● Individually, the learner is guided to pick out the new words as used in short sentences/short paragraphs/teacher read aloud or clearly sign read stories.</li> <li>● In small groups, learners who are Hard of Hearing are guided to practise pronouncing words and articulating signs in response to picture cues.</li> <li>● In small groups, learners who are Deaf are guided to practise articulating signs of words in response to picture cues.</li> <li>● Individually, learners who are Hard of Hearing are guided to construct simple sentences using new words and sign them.</li> <li>● Individually, the learner who is Deaf is guided to construct simple signed sentences using new signs of words</li> <li>● Individually, the learner is guided to respond to simple one-directional instructions orally, signed or by using appropriate gestures.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<b>Learning to learn:</b> Learners learn independently as they construct simple sentences using new words and sign them.				
<b>Values:</b>				
: Patience is enhanced as the learner accepts diverse opinions from others in group activities.				
<b>Link to Pertinent and Contemporary Issues:</b>				
Citizenship: Social cohesion is enhanced as the learner practices living together in harmony.				

**Link to other Learning Areas:**

Learner is able to relate the skill of observing keenly as well as knowledge of vocabulary will help learners in all learning areas.

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.2 Sign Reading</b>	<b>12.2.1 Fluency</b>	By the end of the sub strand, the learner should be able to: a) recognise signed vocabulary related to the theme. b) identify words with the target letter sounds /e /, / i:/, /ea/,/i:/ in a text, c) sign read sentences in a text accurately, at the right speed and with the right facial expression for effective communication, d) appreciate the role of fluency in reading.	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to sign read vocabularies related to living together.</li> <li>● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to living together</li> <li>● In groups, learners are guided to listen to and observe short signed paragraphs and point out and fingerspell words with the target letter sounds; /e /, / i:/, /ea/,/i:/.</li> <li>● In pairs, learners are guided to sign read words with the target letter sounds correctly.</li> <li>● Individually, the learner is guided to sign read simple sentences in a story clearly paying attention to the punctuation.</li> <li>● In pairs, learners are guided to take part in timed-sign reading of a text of about 60 words, displaying the right facial expressions.</li> <li>● In groups, learners are guided to recite</li> </ul>	How do we read or sign read fluently?



			through signing poems/ rhymes related to the theme.	
<b>Core Competencies to be developed:</b>				
Communication and Collaboration: Team work spirit is enhanced as learners collaborate with others to recite poems/rhyme to gain fluency in reading.				
<b>Values:</b>				
Responsibility: Hard work is developed as learner engage effectively in assigned roles and duties during group activities.				
<b>Link to Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>• Citizenship: Social cohesion as learners applies knowledge gained from the theme on living together in their day to day life.</li> <li>• Learner Support Programmes: Clubs and societies is enhanced as the learner practises timed sign reading in reading clubs.</li> </ul>				
<b>Link to other Learning Areas</b>				
Learner is able to relate the knowledge of reading fluency to read effectively in all the other learning areas				
<b>Suggested Learning Resources</b>				
Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.2 Sign Reading</b>	<b>12.2.2 Comprehension (1 lessons)</b>	By the end of the sub strand, learner should be able to: a) recognise signed vocabulary related to the theme, b) make predictions about a story related to the theme based on the title and picture, c) sign read words that have the target letter sounds in a text related to the theme, d) respond to direct and indirect questions from a text to show comprehension,	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to living together.</li> <li>• In pairs, learners are guided to identify fingerspell and sign vocabulary related to living together.</li> <li>• In groups, learners are guided to make predictions of what will happen after discussing the title and pictures in the text.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you think will happen in this story?</li> <li>2. How can you tell that someone has understood a story?</li> <li>3. What makes a story interesting?</li> </ol>

		<p>e) appreciate reading pictures and texts for enjoyment and information.</p>	<ul style="list-style-type: none"> <li>• In groups, learners are guided to read or sign read a story and identify words that have the vowel letter sounds: /e/, /i:/, / eə /with their meaning.</li> <li>• In pairs, learners are guided to talk about or sign their own experiences in relation to the story, with peers.</li> <li>• Individually, the learner is guided to respond to direct and indirect questions from a text in print or digital device, using contextual clues.</li> <li>• In groups, learners are guided to role play, with peers the events from a story.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p>				
<p>Creativity and imagination: The learner makes connections as they talk about or sign their own experiences in relation to the story.</p>				
<p><b>Values:</b></p>				
<ul style="list-style-type: none"> <li>• Peace: responsibility is developed as the learner develops awareness of living with others.</li> <li>• Responsibility: Hard work is enhanced as the learner engages in assigned roles and duties during role play.</li> </ul>				
<p><b>Link to Pertinent and Contemporary Issues:</b></p>				
<p>Citizenship: Social cohesion is promoted as learners apply knowledge gained from the theme on living together in their day to day life.</p>				
<p><b>Link to other Learning Areas</b></p>				
<p>Learner is able to relate the knowledge of reading comprehension to read effectively in all the other learning areas</p>				
<p><b>Suggested Learning Resources</b></p>				
<p>Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>12.3</b> <b>Language Use</b>	<b>12.3.1 Use of possessives</b> (my, our, her, his, their, its)  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>recognise signs of possessives for effective communication.</li> <li>recognise possessives from a written text,</li> <li>use possessives to state ownership in relation to the theme,</li> <li>appreciate the use of possessives to show ownership in oral and signed communication.</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, the learner is guided to observe, fingerspell and sign vocabulary related to the theme, ‘living together’, share, respect, together, love, care, living, me , us, his , hers, unity, peace, harmony.</li> <li>In groups, learners are guided to identify by signing objects in the classroom and attach appropriate possessives to each.</li> <li>In pairs, learners are guided to ask questions whose responses will include possessives such as: (my pen, his book) with peers,</li> <li>In groups, learners are guided to engage in a role play to show ownership of various items.</li> <li>Individually, the learner is guided to pick out and sign possessives from a text.</li> <li>Individually, the learner is guided to use possessives in phrases and sentences to illustrate ownership.</li> </ul>	<ol style="list-style-type: none"> <li>Which words do we use to show that something belongs to you?</li> <li>Why is it important to use words like ‘my, our, her, his, their,’ correctly?</li> </ol>

**Core Competencies to be developed:**  
 Learning to Learn: The learner develops relationships as they carry out an activity of showing assertiveness when referring to what belongs to them with peers.

**Values:**  
 Responsibility: Accountability is developed as the learner endeavours to respect other people’s property when learning about possession.

**Pertinent and Contemporary Issues:**  
 Life skills: Self-awareness is nurtured as learners learn self-awareness in relation to possession.

**Link to other Learning Areas:**

Possessives are learnt in Kiswahili and Kenya Sign Language.

**Suggested Learning Resources**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	<b>12.4.1 Guided Writing</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the correct words to fill in gaps to complete sentences, b) fill in gaps in simple sentences for effective communication, c) appreciate the importance of writing complete sentences to express meaning.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to write labels for different parts of a picture such as labelling parts of a house in preparation for guided writing,</li> <li>• In groups, learners are guided to describe what they have seen in pictures with peers.</li> <li>• In pairs or groups, the learner is guided to work to match pictures with signed words.</li> <li>• Individually, the learner is guided to pick out and sign correct words that can be used to fill in gaps in sentences appropriately.</li> <li>• Individually, the learner is guided to use the words provided to fill in gaps correctly and meaningfully in given sentences.</li> <li>• Individually, the learner is guided to write short sentences using prompts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we write clearly and legibly?</li> <li>2. How do we fill in gaps?</li> </ol>

**Core Competencies to be developed:** Creativity and Imagination: The learner explores as they recognise and use the correct word to fill in the gaps in simple sentences.

**Values:**

Responsibility: Self-drive is enhanced as the learner observes/ listens to and responds to prompts appropriately.

**Link to Pertinent and contemporary issues:**

Citizenship: Social cohesion is nurtured as learners work collaboratively to match the pictures with the words.

**Link to other Learning Areas:**

Learner is able to relate the knowledge of writing in all learning areas.

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

**THEME 13.0 TECHNOLOGY**

**Suggested vocabulary to be signed**

mobile phone, call, battery, text, message, smartphone, airtime, balance, photograph, selfie, games, music, charge

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>13.1 Observing and Articulating signs (Listening and Speaking)</b></p>	<p><b>13.1.1 Proper articulation of signs with correct mouth movement and Signing Vocabulary</b></p> <p><b>(Pronunciation and Vocabulary)</b></p> <p><b>(4 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) identify fingerspelled target letter sounds /ʊ/ and / eɪ / in words from a signed text,</p> <p>c) articulate signs of words with the target letter sounds /ʊ/ and / eɪ / accurately and correctly to discriminate the letter sounds,</p> <p>d) use the vocabulary learnt in relevant context,</p> <p>e) appreciate the use of vocabulary learnt to communicate effectively.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to technology.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to technology.</li> <li>● Learner who is Hard of Hearing is guided to listen to and observe a print or a signed digital text containing the target letter sounds:</li> <li>● /ʊ/ and / eɪ / (pay, wait)</li> <li>● Learner who is Deaf is guided to observe a print or a signed digital text containing the target letter sounds: /ʊ/ and / eɪ / (pay, wait).</li> <li>● In groups or pairs, learners are guided to practise letter sound discrimination using minimal pairs.</li> <li>● Learner is guided to pick out the target vocabulary and fingerspell as used in short sentences/short paragraphs/teacher sign read clearly stories.</li> <li>● In groups, learners are guided to infer the meaning of new words from stories, dialogues, and role plays.</li> </ul>	<p>Why is it important to pronounce words correctly?</p>

			<ul style="list-style-type: none"> <li>• Individually a learner who is Hard of Hearing is guided to construct simple sentences using new words learnt and sign them.</li> <li>• Learner who is Deaf is guided to construct simple signed sentences using new signs of words.</li> <li>• Learners who are Hard of Hearing are guided to practise pronouncing words in response to picture cues and record themselves.</li> <li>• Learners who is Deaf are guided to practise articulating signs or fingerspelling words in response to picture cues and record themselves.</li> <li>• In groups or pairs, learner is guided to recite poems/ rhymes/ tongue twisters and finger fumlbers using words with the target letter sounds</li> </ul>	
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**Core Competencies to be developed:**

Digital literacy: Interaction with digital devices is enhanced as learners record word pronunciations.

**Values**

Responsibility: Accountability is enhanced as they handle digital devices carefully to record their response.

**Link to Pertinent and Contemporary Issues:**

Life skills: Self-esteem is nurtured as learners actively participate in interactive group activities.

**Link to other Learning Areas:**

Learner is able to incorporate technology effectively in all the other learning areas

**Suggested Learning Resources**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

<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>13.2</b> <b>Sign reading</b>	<b>13.2.2</b> <b>Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signed vocabulary related to the theme, b) use the title and the pictures to make predictions about a story, c) use context clues to infer the meanings of new words, d) answer direct and indirect questions from a text to show comprehension, e) appreciate reading for enjoyment and information.	<ul style="list-style-type: none"><li>● In pairs, learners are guided to sign read vocabulary related to technology.</li><li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to technology from a signed text.</li><li>● In groups or pairs, learners are guided to talk as they sign about the title and pictures of a story.</li><li>● In pairs, learners are guided to make predictions of where the action could be happening.</li><li>● In groups, pairs, or individually, the learner is guided to sign read a text (about 40 words).</li><li>● Individually, the learner is guided to infer the meanings of words using contextual clues.</li><li>● Individually, the learner is guided to answer comprehension questions related to the theme.</li></ul>	<ol style="list-style-type: none"><li>1. What do you see in the pictures?</li><li>2. Where do you think the events in story are happening?</li></ol>



<p><b>Core competencies to be developed</b> Creative and problem solving: The learner practices making connections as they predict what could be happening in the story.</p>
<p><b>Values:</b> Respect: Acceptance is enhanced as the learner appreciates others’ opinions during group activities.</p>
<p><b>Link to Pertinent and Contemporary Issues:</b> Life skills: Self -esteem is enhanced as learners use analytical skills to make predictions of a story life skills</p>
<p><b>Link to other Learning Areas:</b> Learner is able to relate the knowledge of reading comprehension to read effectively in all the other learning areas</p>
<p><b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Language Use	13.3.1 Yes/ No questions  (with can, may, will)  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme. b) identify signed Yes/No questions, with <i>can, may</i> and <i>will</i> from a text, c) respond to Yes/No questions using <i>can, may and will</i> , for clarity in communication, d) appreciate the use of <i>can, may and will</i> to seek information.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to technology.</li> <li>• In pairs, learners are guided to identify fingerspell and sign vocabulary related to technology.</li> <li>• In groups or pairs, learners are guided to use signed songs/short poems to practise the use of Yes/No questions with <i>can, may</i> and <i>will</i>.</li> <li>• Individually, the learner is guided to point out and sign questions which require a YES/NO response from a written text.</li> <li>• In pairs, learners are guided to ask</li> </ul>	Which words do you use to ask your friends for help?

			<p>and answer Yes/No questions related to the theme using can, may and will.</p> <ul style="list-style-type: none"> <li>• Individually, the learner is guided to restate by signing sentence structures containing Yes/No questions from a story, poem or conversation they have listened to or observed.</li> <li>• In groups or pairs, the learner is guided to role play activities that will elicit use of can, may and will.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication: The learner speaks or signs clearly and effectively as they practise asking Yes/No questions with peers.</p>				
<p><b>Values</b>  Love: hospitality is enhanced as the learner shows respect to the others during group activities.</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b>  Life skills: Self-esteem is enhanced as the learner asks and answers questions appropriately.</p>				
<p><b>Link to other Learning Areas</b>  Learner is able to relate the knowledge of question and answer in all other learning areas</p>				
<p><b>Suggested Learning Resources:</b>  Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4 Writing	13.4. Guided Writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the correct form of words to be used in writing simple sentences,	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to write labels for different parts of a picture such as labelling parts of a house in preparation for guided writing,</li> </ul>	What makes a sentence correct?

		<p>b) rearrange words to form simple sentences for fluency in writing,  c) appreciate the importance of writing correct and meaningful sentences to express meaning.</p>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to describe what they have seen in pictures with peers.</li> <li>● Individually, the learner is guided to write the correct words with the target letter sounds from a fingerspelled dictation.</li> <li>● In pairs, learners are guided to play a sentence- building drill game using the correct form of words.</li> <li>● In groups, learners are guided to match pictures with the correct sentences.</li> <li>● Individually, the learner is guided to rearrange jumbled words to form simple sentences.</li> <li>● Individually, learner is guided to form simple sentences related to the theme (3-5 sentences)</li> </ul>	
<p><b>Core Competencies to be developed:</b>  <b>Collaboration:</b> Team work spirit is enhanced as learners plays sentence building drills collaboratively with peers.</p>				
<p><b>Values:</b>  Unity: cooperation is enhanced as the learner works collaboratively with others in groups.</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b>  Life skills: Self -esteem is enhanced as learners use correct and meaningful sentences</p>				
<p><b>Link to other Learning Areas:</b>  Guided writing is practiced in Kiswahili and Kenya Sign Language.</p>				
<p><b>Suggested Learning Resources:</b>  Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

<b>THEME 14.0 NUMBERS</b>				
<b>Suggested vocabulary to be signed</b> count, colour, size, number value, shape, once, age, page, change, nice, twice,				
<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</b> <b>Observing and Articulating signs (Listening and Speaking)</b>	<b>14.1.1</b> <b>Proper articulation of signs with correct mouth movement and Signing Vocabulary</b>  <b>(Pronunciation and Vocabulary)</b>  <b>(4 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) recognise the target letter sounds /dʒ/ , /s/ , /ŋ/ used in words for effective communication, c) articulate the words with the target letter sounds /dʒ/ , /s/ , /ŋ/ in oral communication(HoH), d) articulate the signs of words with the target letter sounds /dʒ/ , /s/ , /ŋ/ in signed communication(Deaf) e) use the vocabulary for oral communication in relevant contexts HoH), f) use the signs of vocabulary for signed communication in relevant contexts Deaf) g) advocate for appropriate use of correct pronunciation and	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to numbers.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to numbers.</li> <li>● In groups, learners who are Hard of Hearing are guided to listen to and observe a variety of signed words, signed songs, poems and stories with the letter sounds: /dʒ/ , /s/ , /ŋ/.</li> <li>● In groups, learners who are Deaf are guided to observe a variety of signed words, signed songs, poems and stories with the letter sounds: /dʒ/ , /s/ , /ŋ/.</li> <li>● In groups, learners who are Hard of Hearing are guided to practise pronouncing the target letter sounds with mouth- position models demonstrated by the teacher or a signed video clip.</li> <li>● In groups, learners who are Deaf</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce words correctly?</li> <li>2. Why is it important to learn new words?</li> </ol>

		<p>articulation of signs or fingerspelling with correct mouth movement in communication.</p>	<p>are guided to practise fingerspelling the target letter sounds with mouth- position models demonstrated by the teacher or a signed video clip.</p> <ul style="list-style-type: none"> <li>● In small groups, learners who are Hard of Hearing are guided to practise pronouncing and articulating signs or fingerspelling words in response to picture cues.</li> <li>● In groups, learners who are Deaf are guided to practise articulating signs or fingerspelling words in response to picture cues.</li> <li>● Individually, the learner who is Hard of Hearing are guided to use the vocabulary learnt to construct simple sentences.</li> <li>● Individually, the learner who is Deaf is guided to use the signs of vocabulary learnt to construct simple signed sentences.</li> <li>● In groups, learners who are Hard of Hearing are guided to sign as they sing songs/chants using words related to the theme.</li> <li>● In groups, learners who are Deaf are guided to sign sing songs/chants using words related to the theme.</li> </ul>	
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<p><b>Core Competencies to be developed:</b> Digital literacy: The learner interacts with technology as they practise articulation of signs and fingerspelling as observed from signed video</p>
<p><b>Values:</b> Unity: Cooperation is enhanced as the learner works together with peers to sign sing songs/chants using words related to the theme.</p>
<p><b>Link to Pertinent and Contemporary Issues:</b> Life skills: Learner’s self-esteem is enhanced as they use correct articulation of signs and fingerspelling words in communication.</p>
<p><b>Links to other Learning Areas:</b> Proper pronunciation or articulation of signs is emphasised in Kiswahili and Kenyan Sign Language</p>
<p><b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Sign reading	14.2.1 Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signed vocabulary related to the theme,</p> <p>b) identify words with the target letter sounds /dʒ/ , /s/ , /ŋ/ in preparation for reading,</p> <p>c) sign read sentences in a text accurately, at the right speed and with right facial expression for fluency,</p> <p>d) appreciate the</p> <p>e) role of fluency in reading.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to sign read vocabulary related to numbers.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to numbers from a signed text.</li> <li>● Individually, learner is guided to identify and sign read words with the letter sounds /dʒ/ , /s/ , /ŋ/ from a text.</li> <li>● In pairs, learners are guided to practise sign reading a text containing words with the target letter sounds /dʒ/ , /s/ , /ŋ/ adhering to the correct pronunciation and articulation of signs or fingerspelling with correct mouth movement.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words have the target sounds?</li> <li>2. What makes it easy to read fluently?</li> </ol>

			<ul style="list-style-type: none"> <li>• In small groups, learners are guided to practise sign reading sentences containing decodable and non-decodable words.</li> <li>• Individually, the learner is guided to engage in timed sign reading (30 words per minute), displaying the right facial expressions and pace of signing.</li> <li>• Individually, the learner is guided to participate in a readers theatre where he or she sign reads some lines or stanzas of a poem.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Learning to Learn: The learner learns independently as they practice timed sign reading on their own.</p>				
<p><b>Values:</b>  Responsibility: Inclusion is enhanced as the learner offers guidance during sign reading activities to those with difficulties.</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b>  Learner Support Programmes: Mentorship as learners assist each other to sign read fluently.</p>				
<p><b>Link to other Learning Areas</b>  Learner is able to relate knowledge of reading fluency in all the other learning areas.</p>				
<p><b>Suggested Learning Resources</b>  Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Sign reading	14.2.2 Comprehension (1 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) recognise signed vocabulary related to the theme,</li> <li>b) make predictions about a story based on the title and picture,</li> <li>c) sign read words that have the target letter sounds in a text related to the theme,</li> <li>d) respond to direct and indirect questions from a text to show comprehension,</li> <li>e) appreciate reading pictures and texts for enjoyment and</li> <li>f) information.</li> </ul>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to sign read vocabulary related to numbers.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to numbers from signed text.</li> <li>● In groups or pairs, learners are guided to discuss the title and pictures in the text as they sign and make predictions of what will happen.</li> <li>● Individually, learner is guided to sign read a story and identify words that have the letter sounds /dʒ/, /s/, /ŋ/.</li> <li>● In pairs, learners are guided to sign read simple stories or passages clearly.</li> <li>● In groups or pairs, learners are guided to talk and sign about their own experiences in relation to the story.</li> <li>● Individually, the learner is guided to respond to direct and indirect questions from a print or non-print text using contextual clues.</li> <li>● In groups, learners are guided to role play, with peers, the events from a story sign read.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we tell that someone has understood a story?</li> <li>2. What helps us to understand a story?</li> </ol>



**Core competencies to be developed:** Creativity and Imagination: The learner makes connections and discusses their own experiences in relation to the story read.

**Values:**

Unity: Cooperation is enhanced as they work collaboratively in groups.

Respect: love is enhanced as the learner appreciates other's opinions during group activities.

**Link to Pertinent and Contemporary Issues:**

Life skills: Creative and critical thinking skills are enhanced as the learner uses analytical skills to make predictions.

**Link to other Learning Areas:**

Learner is able to relate the knowledge of reading comprehension to read effectively in all other learning areas

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>14.3</b> <b>Language Use</b></p>	<p><b>14.3.1</b> <b>Adverbs of Place</b>  <b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) recognise the adverbs of place in sentences to show awareness,</li> <li>b) sign adverbs of place in sentences,</li> <li>c) use adverbs of place to describe the position of objects and people for effective communication,</li> <li>d) appreciate the proper use of adverbs of place to describe the position of objects and people in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>● In groups or pairs, the learner is guided to observe, fingerspell and sign adverbs of place.</li> <li>● Individually, the learner is guided to identify different positions of things in the classroom.</li> <li>● Individually, the learner is guided to point out and sign the adverbs of place in sentences.</li> <li>● In pairs, learners are guided to practise using adverbs of place to construct signed sentences describing objects in the classroom.</li> </ul>	<ol style="list-style-type: none"> <li>1. Where do you find different things in the classroom?</li> <li>2. Why is it important to place things in the right place?</li> </ol>

			<ul style="list-style-type: none"> <li>• In groups, learners are guided to sign sing songs, role play and recite or sign poems related to the theme.</li> </ul>	
<b>Core Competencies to be developed:</b> Learning to Learn: The learner learns independently as they practise using adverbs of place in sentences to complete the task in time.				
<b>Values :</b> Responsibility: Accountability is enhanced the learner keeps classroom objects in the right places.				
<b>Link to Pertinent and Contemporary Issues</b> Life Skills: Self-esteem is enhanced as learners use the knowledge of adverbs of place to describe the position of objects and people.				
<b>Link to other Learning Areas:</b> Adverbs are emphasized in Kiswahili Language Activities.				
<b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Writing	14.4.1 Guided Writing  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of words related to the theme in simple sentences, b) write simple meaningful sentences as guided for effective communication, c) appreciate the importance of writing for effective communication.	<ul style="list-style-type: none"> <li>• In pairs, learners are guided to write labels for different parts of a picture such as labelling parts of a house in preparation for guided writing,</li> <li>• In groups, learners are guided to describe what they have seen in pictures with peers.</li> <li>• Individually, the learner is guided to identify the target vocabulary in sentences.</li> <li>• In pairs, learners are guided to</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to write meaningful sentences?</li> <li>2. What makes it easy to write clear sentences?</li> </ol>

			<p>write simple meaningful sentences (not more than 5 words).</p> <ul style="list-style-type: none"> <li>• In pairs, learners are guided to practise writing sentences from a substitution table.</li> <li>• Individually, the learner is guided to fill in gaps to complete sentences.</li> <li>• Individually, the learner is guided to form simple meaningful sentences in relation to the theme and sign them clearly.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and Imagination: The learner explores as they practise writing sentences from a substitution table.</p>				
<p><b>Values:</b> Unity: cooperation is enhanced as the learner works collaboratively with others in writing sentences from a substitution table in groups.</p>				
<p><b>Link to Pertinent and contemporary issues:</b> Life-skills: Self-esteem is nurtured as learners write correct sentences for effective communication.</p>				
<p><b>Link to other learning areas:</b> Learner is able to relate the writing skill to writing effectively in all other learning areas.</p>				
<p><b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings.</p>				

**THEME 15.0 CONSERVING RESOURCES**

**Suggested vocabulary to be signed:**

waste, save, careful, share, close, switch off, spare, dustbin, re-use

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>15.1</b> <b>Observing and Articulating signs</b> <b>[Listening and Speaking]</b></p>	<p><b>15.1.1 Proper articulation of signs with correct mouth movement and Signing Vocabulary</b></p> <p><b>[Pronunciation and Vocabulary]</b></p> <p><b>(4 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) identify the target letter sounds /l/, / s/, /r/ in an oral text text (HoH),</p> <p>c) identify the target letter sounds in a signed text (Deaf))</p> <p>d) articulate words with the target letter sounds/l/, / s/, /r/ correctly to discriminate letter sounds (HoH),</p> <p>e) articulate signs and fingerspell words with the target letter sounds /l/, / s/, /r/ correctly to discriminate letter sounds (Deaf),</p> <p>f) use the signs of vocabulary learnt in relevant contexts.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to conserving resources.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to conserving resources.</li> <li>● In pairs, learners who are Hard of Hearing are guided to listen to and observe, pronounce and articulate signs or fingerspell words with the target letter sounds; /l/, / s/, /r/ as modelled by the teacher or signed audio-visual recording.</li> <li>● In pairs, learners who are Deaf are guided to observe and articulate signs or fingerspell words with the target letter sounds; /l/, / s/, /r/ as modelled by the teacher or signed audio-visual recording.</li> <li>● In pairs, learners who are Hard of Hearing are guided to practise letter sound discrimination and articulate letters, signs with correct mouth</li> </ul>	<p>What are the words that we can make from the sound given?</p>

		g) appreciate the role of vocabulary in communication.	<p>movement using minimal pairs.</p> <ul style="list-style-type: none"> <li>● In pairs, learners who are Deaf are guided to practise letter sound discrimination by articulating signs and fingerspelling letters with correct mouth movement using minimal pairs</li> <li>● In pairs, learners are guided to use the vocabulary relevant to the theme in short sentences.</li> <li>● In groups, learners are guided to play language games to practise signing and fingerspelling new words.</li> <li>● In groups, learners are guided to recite rhymes, sing songs, say tongue twisters or sign finger fumlbers with peers.</li> </ul>	
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**Core Competencies to be developed:**

- Communication and Collaboration: The learner articulates signs correctly as they use the new words in communication.
- Learning to learn: Learn independently as the learner plays language games to practise new words,

**Values:**

Respect: Acceptance is developed as the learner accepts diverse opinions from others during group discussions.

**Link to Pertinent and Contemporary Issues:**

**Socio-economic and Environmental:** Sustainable consumption is enhanced as the learner is sensitised on avoiding wastage and uses things at home in the right way.

**Link to other Learning Areas:**

Learners are able to apply the skill of observing keenly in all learning areas.

**Suggested Learning Resources:**

Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>15.2 Sign reading</b></p>	<p><b>15.2.1 Fluency</b> <b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>recognise signed vocabulary related to the theme,</li> <li>identify signs of words with the target letter sounds /l/, / s/, /r/ correctly,</li> <li>sign read sentences in a text accurately, at the right speed and with the right expression for effective communication,</li> <li>appreciate the importance of fluency in sign reading.</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, learners are guided to sign read vocabulary related to conserving resources from a signed text.</li> <li>In pairs, learners are guided to identify fingerspell and sign vocabulary related to conserving resources from a signed text..</li> <li>In groups, learners are guided to identify and sign words with the letter sounds /l/, / s/, /r/ from a text.</li> <li>Individually, learners are guided to sign read a text containing words with the target letters sounds adhering to the correct pronunciation and articulation of signs or fingerspelling.</li> <li>In pairs, learners are guided to practise sign reading sentences containing decodable and non-decodable words.</li> <li>Individually, the learner is guided to engage in timed sign reading (30 words per minute) displaying the right facial expressions and pace of signing.</li> <li>Individually, the learner is guided to participate in a readers theatre where he or she sign reads some lines or stanzas of a poem.</li> </ul>	<p>Why are punctuation marks important in reading?</p>

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: The learner learns independently as they practise reading sentences containing decodable and non- decodable words.</li> <li>● Communication: Singing skills are enhanced as the learner develops fluent sign reading skills.</li> </ul>
<p><b>Values:</b></p> <p>Integrity: Discipline is enhanced as the learner conserves resources prudently.</p>
<p><b>Link to Pertinent and Contemporary Issues:</b></p> <p>Citizenship: Integrity is developed as the learner uses resources responsibly.</p>
<p><b>Link to other Learning Areas</b></p> <p>Learner is able to relate the skill of sign reading fluently in all learning areas.</p>
<p><b>Suggested Learning Resources:</b></p> <p>Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Sign Reading	15.2.2 Comprehension  ( 2 lessons)	By the end of the sub strand, the learner should be able to: a) and indirect questions from a text Sign vocabulary related to the theme, b) identify by signing, words that have the target letter sounds /l/, /r/, /s/ in a text related to the theme, c) make predictions about a story using the title and the pictures, d) respond to direct to show comprehension,	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to sign read vocabulary related to conserving resources from a written text</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to conserving resources from a written text.</li> <li>● Individually, the learner is guided to sign read simple sentences clearly while paying attention to new words and correct pronunciation and articulation of signs or fingerspelling of words with sounds: /l/, /r/, /s/.</li> <li>● In groups, learners are guided to discuss the title and the pictures of the</li> </ul>	<ol style="list-style-type: none"> <li>1. What do the pictures tell us about the story?</li> <li>2. What does the title tell us about the story?</li> </ol>

		e) appreciate reading pictures and texts for enjoyment and information.	<p>story to make predictions.</p> <ul style="list-style-type: none"> <li>● Individually, the learner is guided to sign read a text (of about 60 words) clearly.</li> <li>● Individually, the learner is guided to infer the meaning of new words using contextual clues.</li> <li>● Individually, the learner is guided to answer direct and indirect questions using contextual clues.</li> <li>● In pairs, learners are guided to draw pictures to show what is happening in the story.</li> <li>● Individually, the learner is guided to sign read a text or view pictures for enjoyment and information.</li> </ul>	
<b>Core Competencies to be developed:</b>				
Creativity and imagination: The learner explores as they draw pictures to show what is happening in the story.				
<b>Values:</b>				
Unity: Cooperation is enhanced as the learner works collaboratively with others.				
<b>Link to Pertinent and Contemporary Issues:</b>				
Socio-economic and environmental issues: Sustainable consumption as learner is sensitised and uses resources properly.				
<b>Link to other Learning Areas:</b>				
Learner is able to relate the knowledge of reading comprehension to sign read effectively in all the other learning areas				
<b>Suggested Learning Resources</b>				
Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>15.3</b> <b>Language Use</b></p>	<p><b>15.3.1</b> <b>Interjections of surprise</b> <b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Sign vocabulary related to the theme,</li> <li>identify interjections of surprise in a variety of texts,</li> <li>use interjections of surprise in simple sentences related to the theme,</li> <li>appreciate the use of interjections of surprise in day to day communication.</li> </ol>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to sign read vocabulary related to conserving resources from a signed text.</li> <li>● In pairs, learners are guided to identify fingerspell and sign vocabulary related to conserving resources from a signed text.</li> <li>● Learner who is Hard of Hearing is guided to listen to or observe a short dialogue from a signed audio-visual recording containing interjections of surprise.</li> <li>● Individually, the learner is guided to observe pictures depicting interjections of surprise by use of facial expressions.</li> <li>● Individually, the learner is guided to repeat sentence structures containing interjections of surprise from a story, poem or conversation they have listened to,</li> <li>● In groups, learners are guided to respond appropriately to interjections of surprise as modelled,</li> <li>● In pairs, learner is guided to use</li> </ul>	<ol style="list-style-type: none"> <li>How can you know that someone is surprised?</li> <li>What are the things that can make someone surprised?</li> </ol>

			<p>digital devices to search for emojis showing surprise,</p> <ul style="list-style-type: none"> <li>● In groups, learner is guided to practise making different familiar faces showing surprise, in pairs/groups,</li> <li>● Individually, the learner is guided to construct sentences using interjections of surprise.</li> <li>● Learner is guided to recite by singing rhymes and poems related to the theme using interjections of surprise.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: The learner interacts with digital devices as they search for emojis showing surprise</li> <li>● Creativity and Imagination: The learner creates as they make different familiar faces showing surprise.</li> </ul>				
<p><b>Values:</b> Respect: Acceptance is developed as the learner understands and appreciates others during group activities.</p>				
<p><b>Link to Pertinent and contemporary issues:</b> Life skills: Effective communication as learner uses interjections correctly in communication.</p>				
<p><b>Link to other learning Areas:</b> Interjections of surprise are learnt in Kiswahili Language and Kenyan Sign Language</p>				
<p><b>Suggested Learning Resources</b> Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>15.4 Writing</b>	<b>15.4.1 Guided Writing Grade appropriate adjectives (2 lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>identify words describing people, things and places,</p> <p>a) recognise the correct order of words in sentences,</p> <p>b) write sentences of not more than five words related to the theme,</p> <p>c) appreciate the importance of writing correct and meaningful sentences to express meaning.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to conserving resources.</li> <li>● In pairs, learners are guided to identify, fingerspell and sign letters and words from a book that is age appropriate.</li> <li>● Individually, the learner is guided to identify and sign the target vocabulary in sentences.</li> <li>● Individually, the learner is guided to circle words showing colour, height, feelings, taste, smell, among others,</li> <li>● Individually, the learner is guided to copy sentences featuring common describing words,</li> <li>● In groups or pairs, the learner is guided to match pictures with the correct sentences.</li> <li>● In groups, learners are guided to write meaningful sentences (not more than 5 words).</li> <li>● Individually, the learner is guided to fill in gaps to complete sentences.</li> <li>● Individually, the learner is</li> </ul>	<p>Why are important in writing?</p>

			guided to form simple meaningful sentences in relation to the theme.	
<b>Core Competencies to be developed:</b>				
Learning to learn: The learner learns independently as they match pictures with correct sentences.				
<b>Values:</b>				
Unity: Cooperation is nurtured as the learner displays team spirit during group activities.				
<b>Link to Pertinent and Contemporary Issues:</b>				
Life Skills: Effective communication is enhanced as the learner expresses himself/herself creatively in writing.				
<b>Link to other areas:</b>				
Learner relates the writing skills developed in all the other learning areas.				
<b>Suggested Learning Resources</b>				
Manual alphabet chart, flash cards, internet, posters, online dictionaries, assistive devices fitted with appropriate technologies such as hearing aids and amplifiers, adapted course books, flash cards, sign language dictionary, internet, signed audio-visual recordings				

## SUGGESTED ASSESSMENT RUBRIC

### Listening and observing, speaking and articulating signs or fingerspelling

Level \ Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Signing vocabulary related to theme.	Signs a wide range of words/ vocabulary related to theme and effectively conveys ideas and details with clarity and precision while showcasing an advanced grasp of the thematic concepts, and confidently engages in expressive signing, incorporating appropriate facial expressions and gestures that enhance the overall use of sign language.	Signs common words related to theme, articulating the signs with clarity and without hesitations and at a pace that allows comprehension. Incorporates clear hand movements, correct facial expression body movements and maintains eye contact when signing.	Signs a few words/a limited vocabulary related to the theme. Articulates the signs with hesitations and at a slow pace of signing. Partly incorporates facial expressions, body movements and eye contact when signing.	Signs few vocabulary related to the theme with hesitations and frequent pauses. Articulates the signs with uncertainty and lack of clarity, lacks the ability to incorporate appropriate facial expressions and gestures.
Fingerspelling words related to the themes.	Fingerspells a wide range of words related to the theme. Fingerspells letters of words with clear hand shapes and at a moderate pace that allows understanding. Fingerspells letters of words with a smooth and connected flow between letters, transitioning seamlessly from one to another.	Fingerspells satisfactory number of words related to the theme and easily represents individual target letters and words using fingerspelling. Fingerspells at a reasonable pace balancing between accuracy with fluency	Fingerspells a few words related to the theme. Fingerspells words while jerking.	Fingerspells few words related to the theme facing challenges forming clear and recognizable handshapes for each letter leading to inaccuracies or delays in conveying words through fingerspelling

Expressing self in verbal and sign language in relation with the theme	Expresses self-using sign language, appropriate expressive facial expressions and appropriate body language by using a broad vocabulary of signs to accurately convey their thoughts and feelings, and effectively communicate with others.	Expresses self-using sign language, appropriate facial expressions and body language by using basic sign language vocabulary to effectively communicate simple messages.	Expresses self-using sign language with a limited range of signs to communicate basic ideas and emotions.	Expresses self in sign language and may rely on a very limited set of signs with minimal use of facial expressions and body language.
Comprehending speaking and signing when used by others	Consistently understands a wide range of signs, facial expressions, body movement, eye contact and gestures by responding to a variety of signed instructions, questions, and stories accurately.	Consistently understands common signs, facial expressions, body movement, eye contact and gestures, displaying a good understanding of sign language vocabulary by accurately responding to routine signed instructions and questions.	Shows partial understanding of some basic signs, facial expressions, body movement, eye contact and gestures, and may struggle with less familiar signs.	Struggles with understanding basic signs, facial expressions , body movement, eye contact and gestures and Exhibits difficulty in responding to basic signed instructions or questions.

## Sign Reading

<b>Level Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Articulating target letter sound correctly for effective fingerspelling and signing.	Articulates the target letter sounds while demonstrating a high level of proficiency in understanding and articulation	Articulates the target letter sounds showcasing a solid understanding and consistent ability to convey information	Articulates target letter sounds with basic understanding, Occasionally encountering challenges in the articulation	Articulates some target letter sounds with limited proficiency, leading to inconsistencies in conveying the articulation
Reading or sign reading three letter words in and out of school.	Fluently reads or sign reads three letter words in and out of school fluently.	Read or sign reads three letter words in and out of school.	Makes significant effort to read or sign read three letter words in and out of school.	Read or sign reads a few letter words in and out of school when guided.
Sign reading correctly within 1 minute.	Sign reads correctly more than 15 words within 1 minute. Sign reading is consistently smooth and natural; pauses are consistently where they should be throughout the sign reading time.	Sign reads correctly at least 15 words within 1 minute. Sign reading is smooth and natural; pauses are where they should be most of the sign reading time.	Sign reads correctly between 10 to 14 words Sign reading is sometimes with hesitations	Sign reads correctly below 9 words in a minute. Sign reading proceeds with difficulty and many words are repeated. There are many stops and starts that make the sign reading hard to follow.
Sign reading written text from left-right.	Sign reads written text from left-right appropriately.	Sign reads written text from left-right.	Sign reads written text from left-right often.	Reads written text from left-right at with minimal assistance.

<b>Language use</b>				
<b>Level Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Constructing simple sentences with correct subject-verb agreement.	Constructs simple sentences with subject-verb agreement correctly and consistently.	Constructs simple Sentences with subject-Verb agreement correctly.	Constructs some simple sentences with correct Subject-verb agreement.	Construct a few simple sentences with correct subject-verb agreement with assistance.
Discussing a story, asking questions, or expressing opinions about the content.	Actively participates in discussions as he/she signs about a story by summarizing the plot through signing, asks thoughtful and relevant questions that show curiosity and engagement with the material and expresses opinions clearly, providing justified reasons.	Actively participates in discussions as he/she signs about a story, showing a good understanding of the key elements, asks relevant questions, that show curiosity and engagement with the material and expresses opinions clearly, providing some reasons.	Participates in discussions as he/she signs but may struggle to grasp some key elements of the story, asks basic questions, showing a limited level of curiosity and engagement with the material and tempts to express opinions but may struggle to provide clear reasons.	Struggles to actively participate in discussions as he or she signs, showing difficulty in understanding the story, rarely asks has difficulty expressing opinions about the story



## Writing

<b>Level</b>  <b>Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Controlling hand movements for tasks like holding a pencil, using scissors, and colouring.	Demonstrates a high level of control and precision in their fine motor skills by showcasing exceptional finger strength, coordination, and manipulation by performing tasks such as threading small beads and manipulating small objects with ease.	Demonstrates fine motor skills by performing a range of tasks that require coordination and control, such as using scissors to cut along a line, holding a pencil with a proper grip, and stacking blocks.	Demonstrates signs of developing foundational fine motor skills and may be able to complete basic tasks.	Struggle significantly with fine motor tasks and may exhibit challenges in holding and manipulating small objects, and their movements may lack precision and coordination.
Using capital and small letters correctly for names and proper nouns in writing.	Uses capital and small letters for names and proper nouns in writing correctly and consistently.	Uses capital and small letters for names and proper nouns in writing correctly.	Uses capital and small letters for names and proper nouns in writing, with assistance.	Uses capital and small letters for some names and proper nouns in writing, with assistance.
writing words and sentences correctly	Demonstrates ability to write words and sentences with speed incorporating expressive elements, writing with advanced fine motor skills, precision, and attention to detail.	Demonstrates a satisfactory proficiency in writing words and sentences with moderate speed and writing with control over basic writing tools, forming letters legibly and consistently.	Demonstrates developing proficiency in writing words and sentences with occasional inconsistent letter formations.	Demonstrates developing ability in writing words and sentences with noticeable inconsistencies.

Following writing directions, including starting from the left, moving to the right, and returning to the next line.	Consistently starts from the left, moves to the right, and successfully returns to the next line with a high degree of accuracy producing well-organised and neatly aligned written work.	Consistently starts writing from the left, progresses to the right, and appropriately returns to the next line accurately producing neatly aligned written work.	Demonstrates ability to start from the left, move to the right, and return to the next line with inconsistencies in maintaining directionality.	Struggles to consistently follow writing direction with noticeable challenge in starting from the left, moving to the right, and returning to the next line.
Using and controlling writing tools, such as pencils, crayons, or markers.	Demonstrates proficiency in using and controlling writing tools by consistently showing precise and controlled movements, producing well-formed letters and shapes with accurate strokes.	Demonstrates consistent use of writing tools with reasonable control and precision to form recognizable letters and shapes.	Inconsistently attempts to form letters and shapes and may struggle with maintaining proper grip and control.	Struggles to form recognizable letters and shapes lacks control of writing tools.

### SUGGESTED NON FORMAL LEARNING ACTIVITIES

Listening and speaking	
1.1	Participation in poetry recitations during music and drama festivals.
2.1	Readers' theatres organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.
6.1	Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency.
7.1	Debating club contests
8.1	Taking part in the 4K club and young farmers association to reinforce learnt vocabulary.
13.1	Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.

11.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.
<b>Sign Reading</b>	
1.2	Sign Reading news during the morning assembly.
3.2	Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps.
4.2	Collecting narratives from their community for a school magazine.
5.2	Performing short plays, conversational poems or choral verses within the school or during drama festivals.
12.2	Acting as reporters, sports commentators or journalists during sports and games activities in school.
<b>Grammar</b>	
3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competency.
<b>Writing</b>	
8.4	Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent.
12.4	Spelling contests among schools.

## SUGGESTED ASSESSMENT METHODS

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

## SUGGESTED LEARNING RESOURCES:

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