



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY LEVEL DESIGNS

GRADE 4

**ENGLISH
FOR LEARNERS WITH HEARING IMPAIRMENT**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2019

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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 4 curriculum designs build on competencies attained by learners at Grade 3. *(Provide the focus of learning for the level)* Pre literacy. Pre numeracy and Social skills. Basic literacy, numeracy and interaction with the environment, Exploration, making informed decision on pathways based on careers, beginning of specialization as well as preparation for tertiary education Further, they provide 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.

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,
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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 4 is the first grade of Upper Primary Level in the reformed education structure. 12 marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Grade 4 curriculum furthers implementation of the CBC from Grade 3 in Upper Primary School. 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 4 curriculum designs 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 4 and prepare them for smooth transition to 5. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION**

ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 4 curriculum designs for learners with Hearing Impairment were developed 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,

We 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 of the Grade 4 curriculum designs for learners with Hearing Impairments. In relation to this, we 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 these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 4 and preparation of learners for transition to 5.

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfillment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

for shared responsibility and accountability through service- learning.

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

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

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community.

Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights, and benefits that this membership entails.

8. Good health and environmental protection

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

LESSON ALLOCATION AT UPPER PRIMARY

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

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

1. Communicate effectively in diverse contexts.
2. Apply literacy, numeracy skills and logical thinking appropriately in self-expression.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise hygiene, appropriate sanitation and nutrition to promote health.
6. Apply digital literacy skills appropriately for communication and learning.
7. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious coexistence
9. Manage pertinent and contemporary issues in society effectively.

ESSENCE STATEMENT

English is a major language of education, information, trade, diplomacy and social networking. It is the international common tongue and the most common foreign language. Moreover, English is the dominant language in science and technology, the internet and travel. Additionally, 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 as an official language and the medium of instruction from Grade Four. Hence, mastery of English will not only enhance learning in Junior Secondary School but will also prepare the learner to communicate appropriately in the national and international arenas.

Proficiency in English is key to the realisation of the National Goals of Education, the link to the global community, and the door to the worldwide information network. For this reason, the Upper Primary School learner with Hearing Impairment must be equipped with adequate signing, sign reading, as well as writing competencies in the English language. This will enable the learner to function competently in varied national and global communicative contexts. In this context, learners who are Hard of Hearing may benefit from listening, observing, signing, speaking, 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. Further, to aid in the conceptualization of ideas, sign language vocabularies will be introduced at the start of each sub-strand in English, 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

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Listen or *observe* and respond appropriately to relevant information in a variety of contexts.
2. Read or sign read a variety of texts fluently, accurately and interpretively for lifelong learning.
3. Use grammatical forms to communicate ideas, opinions and emotions appropriately in different settings.
4. Write texts for various purposes legibly, accurately, creatively and cohesively for self-expression.
5. Apply digital literacy skills to enhance their language competency.

STRANDS

1. Listening and Speaking or Observing and *articulating signs*
2. *Reading and sign reading*
3. Grammar in Use
4. Writing

THEMES

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

1. The Family
2. Family Celebrations
3. Etiquette
4. Accidents: *First Aid*
5. Nutrition: *Balanced Diet*
6. Internet: *Email*
7. Technology: *Cyber Safety*
8. The Farm
9. HIV and AIDS
10. Hygiene and Sanitation
11. Sports: *My Favourite Game*
12. Clean Environment
13. Money

NB: When in a discussion based activity, ensure that the discussion is based on bi lingual communication to suit both Hard of Hearing and Deaf learners. Let the learners adopt a seating arrangement that supports equal access to signed information. Provide the learners with sign language interpretations where necessary.

1.0 THE FAMILY

Suggested vocabulary to be signed: family, relative, care-giver, sibling, orphan, widow, clan, ancestor, mother-in-law, father in law, sister in law, brother in-law, elder, old, young, adopt, twin, love, home, chore, duties, visitors, friend.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p style="text-align: center;">1.1 Observing and articulating signs (Listening and Speaking)</p>	<p style="text-align: center;">1.1.1 Proper articulation of signs <i>and vocabulary:</i> <i>Observing a signed comprehension</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognize signs of words and phrases related to the theme, b) pronounce letter sounds and words correctly for effective oral communication (HoH), c) articulate signs of words or fingerspell letter sounds with correct mouth movement correctly for effective signed communication (Deaf), d) use vocabulary in sentences for effective oral and signed communication(HoH, e) use vocabulary in sentences for effective 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Family. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Family. ● In groups, learners who are Hard of Hearing are guided to fingerspell, sign <i>and</i> say tongue twisters with words containing the letter sounds; /t/ /d/ /f/ /v/ and the digraph /tw/. For example: <i>-I do dance during dark days.</i> <i>-The fruit farm flooded, frustrating the furious farmer.</i> ● In groups, learners who are Deaf is guided to fingerspell or sign finger fumlbers with words containing the letter sounds; /t/ /d/ /f/ /v/ and the digraph /tw/. For example: <i>-I do dance during dark days.</i> <i>-The fruit farm flooded, frustrating the furious farmer.</i> 	<p>Why should we pronounce words <i>and articulate signs or fingerspell with correct mouth, letter sounds correctly?</i></p>

		<p>signed communication(Deaf)</p> <p>f) listen attentively, an oral text for comprehension(HoH),</p> <p>g) observe keenly a signed text for comprehension,</p> <p>h) play language games for listening a comprehension(HoH),</p> <p>i) play language games for a sign observed text comprehension(Deaf).</p>	<ul style="list-style-type: none"> ● <i>In groups, learners are guided to use signs and repeat saying minimal pairs with the letter sounds /t/ /d/ /f/ /v/ and the digraph /tw/ from the teacher or a signed audio-visual recording.</i> ● In groups, learners are guided to match words that have the same sounds and use them to construct sentences collaboratively. ● In groups, learners are guided to search for words related to the theme on the internet and use them in sentences with peers. ● In groups, learners who are Hard of Hearing are guided to find out the correct pronunciation <i>or proper place of articulation of signs with correct mouth movement</i> of words and sentences from electronic or print dictionaries. ● In groups, learners who Deaf are guided to find out the proper place of articulation of <i>signs or fingerspelling with correct mouth movement</i> of words and sentences from electronic or print dictionaries. ● In groups, learners who are Hard of Hearing are guided to listen to <i>and observe a signed audio-visual recording or sign read</i> a printed text and answer comprehension questions. ● In groups, learners who are Deaf are guided to <i>observe a signed audio-visual recording or sign read</i> a printed text and answer comprehension questions. 	
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			<ul style="list-style-type: none"> In pairs or groups, learners are guided to play a language game with words containing the letter sounds /t/ /d/ /f/ /v/ and the digraph /tw/. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: Articulating signs clearly <i>as learner signs words and phrases</i> words related to the theme family. Digital literacy: Interacting with digital devices as learner uses digital technology to search for correct pronunciation <i>or proper articulation of fingerspelling and signing</i> of words. 				
<p>Pertinent and Contemporary Issues (PCIs) Social awareness skill: Effective communication as learners uses vocabulary in sentences correctly for effective <i>signed and oral</i> communication.</p>				
<p>Values:</p> <ul style="list-style-type: none"> Unity: Cooperation as learners work collaboratively during group tasks such as playing a language game Respect: Acceptance as learner appreciates individual differences in pronunciation and <i>fingerspelling</i> of <i>letter</i> sounds 				
<p>Link to other subjects The learner is able to connect the knowledge of correct pronunciation and articulation of signs or fingerspelling with correct mouth movement to their learning in Kiswahili and Indigenous languages.</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Assistive devices fitted with appropriate technology such as Hearing aids and Amplifiers for HoH learners,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Sign Reading	1.2.1 Extensive Sign Reading: <i>Reference Materials</i> (2 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> recognise signs of words and phrases related to the theme, identify the spelling and meaning of words from the dictionary for understanding, <i>sign</i> read the junior encyclopaedia to obtain information for lifelong learning, appreciate the use of reference materials to obtain information. 	<ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Family. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Family. In groups, learners are guided to express themselves <i>through signing as they</i> discuss with peers how words are organised in a dictionary. In groups, learner are guided to <i>fingerspell, sign</i> and arrange words alphabetically In groups, learners are guided to collaboratively identify the spelling and meaning of words from electronic or print dictionaries. In groups, learners are guided to <i>sign read</i> grade appropriate texts, write down unfamiliar words and check their meaning. In groups, learners are guided to select a topic and obtain information from references such as junior encyclopaedia. 	<ol style="list-style-type: none"> Why is it important to spell words correctly? <i>Why is it important to fingerspell words correctly?</i> How does a dictionary help us to learn?
Core competencies to be developed: <ul style="list-style-type: none"> Learning to learn: Self-discipline as learner properly utilise reference materials as they identify the spelling and meaning of words. Digital literacy: Interacting with digital devices as learner uses digital devices to search for meaning of words and information from the web. 				
Pertinent and Contemporary Issues (PCIs) Citizenship: social cohesion is promoted as the learner is exposed to content and information on the theme of the family.				

Values:

- Responsibility: Determination as learner collaborates with peers to perform various roles as they search for spelling and meaning of words.
- Integrity: Transparency as learners focus on specific information required of them when searching in online platforms.

Link to other subjects

The learner is able to relate the concept of reading for information to their learning in Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Grammar in use	1.3.1 Determiners: Articles (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognize signs of words and phrases related to the theme, b) identify definite and indefinite articles in a written text for effective communication, c) use definite and indefinite articles in sentences for effective communication, d) appreciate the use of articles in oral, <i>signed</i> and written contexts for self-expression. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Family. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Family. ● In groups, learners who are Hard of Hearing are guided to read aloud the articles a, an, and the with peers. ● In groups, learners who are Deaf are guided to sign read or <i>fingerspell clearly</i>, the articles a, an, and the with peers. ● <i>In groups, learners are guided to identify definite and indefinite articles (a, an, and the) from a paragraph.</i> ● In groups, learners are guided to match definite and indefinite articles with a list of nouns collaboratively. ● In groups, learners are guided to complete blanks in sentences using correct articles. ● In r groups, learners are guided to construct sentences using definite and indefinite articles with peers. ● In groups, learners are guided to type sentences on a digital device and share it with friends or family via mobile phone, email, computer printouts among others. 	How are articles used with nouns?

			<ul style="list-style-type: none"> ● In groups, learners are guided to view a <i>signed</i> video related to the theme in which the definite and indefinite articles are used. ● In groups, learners are guided to cooperate with others to search for sentences with articles from a selected newspaper, magazine or internet. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: Originality as learner independently creates a list of sentences that contain articles and share the content via digital device. ● Digital literacy: Interacting with digital devices as learners uses mobile phone, email, computer printouts to share their list of sentences that contain articles. ● Communication and collaboration: Articulating signs clearly as learner <i>fingerspell and signs words and phrases related to the theme family</i>. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Digital safety is promoted as the learner is able to observe discipline and cyber safety as they share their work through mobile phones, emails or online platforms.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Acceptance as learner is able to accommodate mistakes made by peers during sentence constructions and review. ● Love: Sharing as learners assist others as they use technology to share their work. 				
<p>Link to other subjects</p> <p>The learner is able to relate the concept of definite and indefinite articles to their learning in Kiswahili.</p>				
<p>Suggested learning resources:</p> <p>Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.4 Writing</p>	<p>1.4.1 Functional writing <i>Filling Forms</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme,</i></p> <p>a) identify the required information to be filled in forms for different purposes,</p> <p>b) fill information in forms correctly for self-expression,</p> <p>c) appreciate the importance of filling forms correctly for effective communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Family. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Family. ● In groups, learners are guided to <i>fingerspell and sign details used to fill in forms.</i> ● In groups, learner are guided to fill forms provided by the teacher with specific details such as: Personal details Name _____ Grade _____ Date of Birth _____ School Details Name _____ Address _____ Name of Class Teacher _____ Name of Head teacher _____ ● In groups, learners are guided to <i>sign read</i> and read instructions on filling in form collaboratively. ● In pairs, guided learners record the required information related to the theme in the forms with partners. 	<p>Why should one be careful when filling in forms?</p>

			<ul style="list-style-type: none"> ● In pairs, learners are guided to fill in forms in digital or print format and display them. ● In pairs, learners are guided to download online forms and fill in information with guidance from the teacher. ● In groups, learners are guided to create a form, and then type it on a computer, laptop or tablet with the guidance from teacher, peer or guardian. 	
Core competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination: Communication and self-expression as learner creates a form, and then type it on a computer, laptop or tablet ● Digital literacy: Interacting with digital technology as learner manipulates digital devices to download, create and fill and forms. 				
Pertinent and Contemporary Issues (PCIs) Gender education as learner interacts with content about the various people and genders in the theme of family.				
Values: <ul style="list-style-type: none"> ● Love: Sharing as learner records, together with their partners the required information related to the theme. ● Respect :Patience as a learner creates and fills forms with others. 				
Links to other subjects The learner is able to relate the concept of filling in the forms to Kiswahili.				
Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers				

2.0 FAMILY CELEBRATIONS

Suggested vocabulary to be signed: celebrate, ribbon, weather, ceremony, invitation, baptise, sing, invite, wedding, birthday, burial, party, enjoy, excite, dance, attend, feast, gift, balloon, decorate, drink, graduation, prize, present, song, joy, card, colourful, cake.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p style="text-align: center;">2.1</p> <p><i>Observing and articulating signs</i> (Listening and Speaking)</p>	<p style="text-align: center;">2.1.1</p> <p>Proper articulation of signs <i>letter sounds and vocabulary</i></p> <p style="text-align: center;">(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize signs of words and phrases related to the theme,</p> <p>b) discriminate sounds and words in a language sample for listening comprehension(HoH),</p> <p>c) discriminate <i>letter</i> sounds and words in a language sample for observing a signed comprehension(Deaf),</p> <p>d) pronounce words containing letter sounds related to the theme accurately for effective communication(HoH),</p> <p>e) observe proper place of articulation of <i>signs and fingerspelling</i></p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Family celebrations. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Family celebrations. ● In groups, learner are who Hard of Hearing are guided to practise <i>saying as they fingerspell and sign words with letter sounds</i> (/ɜ:/ for example, sound -/ɑ:/ for example start and art; -/ɔɪ/ for example: oil and point, -/aɪ/ for example life and society; letter -/ l/ for example late and almost; letter sound /r/ for example right and rain. ● In groups, learners who are Deaf are guided to practise <i>fingerspell and sign words with letter sounds</i> (/ɜ:/ for example, sound -/ɑ:/ for example start and art; -/ɔɪ/ for example: oil and point, -/aɪ/ for example life and society; letter -/ l/ for example late and almost; letter sound /r/ for example right and rain. 	<ol style="list-style-type: none"> 1. Why should you pronounce sounds and words correctly? 2. <i>Why should you fingerspell and sign words correctly?</i> 3. Which words are used as subjects in a sentence?

		<p>words containing letter sounds with correct mouth movement related to the theme accurately for effective communication(Deaf),</p> <p>f) appreciate the importance of accurate pronunciation <i>and correct articulation or fingerspelling of words</i> for effective communication,</p>	<ul style="list-style-type: none"> ● <i>In groups, learner who are Hard of Hearing are guided to listen to and observe signed passages or dialogue sign read and read by the teacher and identify the words with letter sounds /ɜ:/ /ɑ:/ /ɔ:/ /aɪ/ / ʌ/ /r/.</i> ● <i>In groups, learner who are Deaf are guided to observe signed passages or dialogue sign read by the teacher and identify the words with letter sounds /ɜ:/ /ɑ:/ /ɔ:/ /aɪ/ / ʌ/ /r/.</i> ● In groups, learners are guided to use vocabulary related to the theme to construct a variety of sentences. ● In groups, learner are guided to <i>fingerspell, sign and use words with letter sounds /ɜ:/ /ɑ:/ /ɔ:/ /aɪ/ / ʌ/ /r/ to form new words such as load, road, boy, toy.</i> ● <i>In groups, learners who are Hard of Hearing are guided to construct oral or signed sentences using the language patterns; verbs with two or more subjects.</i> ● <i>In groups, learners who are Deaf are guided to construct signed sentences using the language patterns; verbs with two or more subjects.</i> ● In pairs, learners are guided to role play and create a video collaboratively using the learnt <i>letter sounds and words.</i> 	
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Core competencies to be developed:

- Communication and collaboration: Team work as learner role-plays and create a video collaboratively using learnt *letter* sounds and words.
- Digital literacy: Interacting with technology as learners uses digital devices to watch *signed* videos with *captions* and identifies words with target letter sounds.

Pertinent and Contemporary Issues (PCIs)

Citizenship: Social cohesion as learners work together with peers harmoniously in role playing and creating a video collaboratively using the learnt letter sounds and words.

Values:

- Unity: Cooperation as learner, with peers, set up and watch the video together.
- Love: Care as the learner displays attitude of care for others as they work together.

Link to other subjects

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

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Assistive devices fitted with appropriate technology such as Hearing aids and Amplifiers for HoH learners,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.2 Sign Reading</p>	<p>2.2.1 Intensive Sign Reading: <i>Poems and Stories</i> (2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognize signs of words and phrases related to the theme,</p> <p>b) <i>sign read</i> poems or stories related to the theme for comprehension,</p> <p>c) apply appropriate reading techniques to answer direct and indirect questions based on a poem or story for self-expression,</p> <p>d) appreciate the importance of reading comprehension for lifelong learning.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Family celebrations. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Family celebrations. ● In groups, learners are guided to express themselves through <i>signs to talk about pictures</i> and the title of a poem and story (featuring similes and sayings) together. ● In groups, learners are guided to <i>sign read a poem</i> or story (featuring similes and sayings) in print and non-print texts related to the theme for comprehension. ● In groups, learners are guided to identify events in a poem or a story for logical and fluent flow. ● In pairs, learners are guided to find new words and similes in a poem or story. ● In groups, learners are guided to recite the poem and answer questions from poems and stories (featuring similes and sayings). ● Participate in a readers' theatre collaboratively to <i>sign read</i> a passage. ● In groups, learners are guided to <i>discuss through signing and role play events</i> in a text based on the theme. ● In pairs, learners are guided to watch a <i>signed video</i> related to the theme for specific information. 	<ol style="list-style-type: none"> 1. Why should we read the title and pictures in a story? 2. <i>Why should we discuss through signing pictures in a story?</i>

Core competencies to be developed:

- Self-efficacy: learner confidently identifies and talks about events in a story logically and fluently.
- Learning to learn: learner uses appropriate *sign reading* techniques to answer questions appropriately.

Pertinent and Contemporary Issues (PCIs)

Self-esteem as learner gains confidence as they recite poems or stories with peers.

Values:

Responsibility: Determination as learner engages in assigned roles and duties diligently.

Link to other subjects

The learner is able to link the concept of reading poems and songs to their learning in Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Digital devices with internet.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Grammar in uses	2.3.1 Word Classes: <i>Regular and Irregular Nouns</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of words and phrases of regular and irregular nouns, b) identify plurals of regular and irregular nouns for effective communication, c) use plurals of regular and irregular nouns in spoken, <i>signed</i> and written language for communication clarity, d) appreciate the use of regular and irregular nouns in communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of words and phrases of regular and irregular nouns. ● In pairs, learners are guided to identify, fingerspell and sign words and phrases of regular and irregular nouns. ● In groups, learners are guided to <i>fingerspell and sign</i> the words regular and irregular nouns and give examples of regular and irregular nouns. ● In groups, learners are guided to discuss <i>as they sign (Ensure learners adopt a seating arrangement that supports equal access to signed information)</i> the difference between regular and irregular nouns as they work together. ● In groups, learners are guided to pick out and write plurals of regular and irregular nouns from signed audio-visual recording. ● In pairs, learners are guided to construct <i>signed</i> sentences using regular and irregular nouns in their plural forms. ● In groups, learners are guided to look up regular and irregular nouns on the internet and write them down as well as <i>sign</i> the words. 	<ol style="list-style-type: none"> 1. How do you show the number of things you have? 2. Which things do we have in our classroom?

			<ul style="list-style-type: none"> ● In groups, learners are guided to create a puzzle using a list of regular and irregular nouns on a digital device or exercise book. 	
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Core competencies to be developed:

- Communication and collaboration: Teamwork as learner work with peers during discussions and sentence construction activities on regular and irregular nouns.
- Learning to learn: learner gains knowledge on nouns and applies it in making sentences as well as creating puzzles.

Pertinent and Contemporary Issues (PCIs)

Peace education is developed as the learner is able to coexist with peers as they work together during group discussion on nouns.

Values:

- Love as the learner empathises and assists peers construct sentences and create puzzles using regular and irregular verbs.
- Unity as the learner cooperates with others to use digital device to learn about nouns.

Link to other subjects

The learner is able to connect the concept of plural forms of nouns to their learning in Kiswahili and Indigenous languages.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Digital devices with internet.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.4 Writing	2.4.1 Creative Writing: Open ended Compositions (2 lessons)	By the end of the sub strand, the learner should be able to: a) <i>recognize words and phrases related to the theme,</i> b) express ideas on a given topic relevantly for effective communication, c) write an open-ended composition creatively for self-expression, d) appreciate the importance of creativity in writing for effective communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to observe, fingerspell and sign words and phrases related to the theme family celebrations ● In groups, learners are guided to discuss how to write a story on a given topic together. ● In pairs, learners are guided to express themselves through <i>signing</i> and talk about the possible order of events in a given story with peers. ● In groups, learners are guided to write the first paragraph of a composition while observing the correct punctuation and spelling. ● In groups, learners are guided to write the whole composition legibly and neatly, independently. ● In groups, learners are guided to proof-read compositions with peers <i>and sign the compositions</i> to each other. ● In groups, learners are encouraged to share their completed stories with peers. ● In groups, learners are guided to search and read <i>and sign read</i> written compositions online or offline. 	<ol style="list-style-type: none"> 1. Why is it necessary to express thoughts and feelings clearly? 2. How can you make your story interesting?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: learner engages in composition search and is able to come up with own stories for composition writing. ● Digital literacy: learner use digital devices to search for resources on guided compositions online. 				
<p>Pertinent and Contemporary Issues (PCIs) Social cohesion is developed as the learner fosters tolerance and respect for one another during group activities.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: is developed as the learner is able to work hard to complete own compositions independently. 				

- Patriotism is cultivated as the learner exhibits a sense of honesty and respect to the theme of family as a unit of national fabric.

Link to other subjects

The learner is able to connect the aspect of guided composition writing to their learning in Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Digital devices with internet.

3.0 ETIQUETTE

Suggested vocabulary to be signed: excuse me, may I, please, welcome, thank you, I am sorry, ask, I beg your pardon, congratulations, borrow, polite, politeness

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>3.1 Observing and articulating signs. (Listening and Speaking)</p>	<p>3.1.1 Proper articulation of signs and vocabulary:</p> <p><i>Polite Words and Phrases</i></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize words and phrases related to the theme,</p> <p>b) identify polite words and phrases in a conversation for communication,</p> <p>c) pronounce words and phrases containing letter sounds related to etiquette accurately for effective communication(HoH),</p> <p>d) observe <i>proper place of articulation of signs</i> of words and phrases containing letter sounds related to etiquette accurately for effective communication,</p> <p>e) use appropriate signs of words and phrases to show politeness in different contexts,</p> <p>f) appreciate the importance of using polite words and phrases in different contexts.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to observe, fingerspell and sign words and phrases related to the theme. ● In groups, learners are guided to identify words and phrases containing the letter sounds /e/, /ei/, /p/ and /b/, for example <i>said, bed</i> /ei/ for example <i>play, rain</i>, /p/ for example <i>apple</i> and /b/ for example <i>rabbit</i>. ● In groups, learners are guided to use tongue twisters to practise <i>fingerspelling and signing</i> words with letter sounds /e/, /ei/, /p/ and /b/. ● In groups, learners who are Hard of Hearing are guided to listen to correct <i>pronunciation</i> of words and phrases related to etiquette containing the letter sounds /e/, /ei/, /p/ and /b/ from a digital device. ● In groups, learners who are Deaf are guided to observe correct place of articulation of signs of words and phrases related to etiquette and containing the letter sounds /e/, /ei/, /p/ and /b/ from a digital device. 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds and words clearly? 2. <i>Why should we articulate signs or fingerspell letter sounds and words clearly?</i> 3. Which words do we use to show politeness?

			<ul style="list-style-type: none"> ● In groups, learners are guided to practise <i>fingerspelling and signing</i> words and phrases containing the letter sounds /e/, /ei/, /p/ and /b/, for example red, wait, stop, bat. ● In pairs, learners are guided to use a word puzzle to find words and phrases containing the letter sounds learnt. ● In pairs, learners are guided to construct simple sentences using words related to the theme. ● In groups, learner are guided to write words containing the sounds /e/, /ei/, /p/ and /b/ from a <i>signed dictation</i>. ● In pairs or groups, learners are guided to <i>recite</i> a poem featuring words related to etiquette, with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner work together in groups using appropriate words and phrases. ● Learning to learn: learner uses appropriate words to show politeness in different contexts. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: is demonstrated as the learner show compassion as they recite a poem. ● Respect: is developed as the learner appreciates individual differences when using word puzzles. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Social cohesion: is developed as the learner harmoniously co exists with peers and collaboratively work in groups recite by signing a poem.</p>				
<p>Link to other subjects</p> <p>The learner is able to link the concept of learning pronunciation and vocabulary to Kiswahili.</p>				
<p>Suggested learning resources:</p> <p>Word cards, Charts of signed polite words and expressions, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books,</p>				

Internet, Online dictionaries, Digital story books, Projector, Computers, Digital devices with internet, Assistive devices fitted with appropriate technology such as Hearing aids and Amplifiers for HoH learners,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Sign Reading	<p data-bbox="405 312 584 528">3.2.1 Intensive Sign Reading: <i>Skimming and Scanning</i></p> <p data-bbox="405 603 562 639">(2 Lessons)</p>	<p data-bbox="636 312 1010 379">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="636 384 1010 488">a) recognize signs of words and phrases related to the theme.</p> <p data-bbox="636 493 1010 596">b) sign read a text of about 300 words for comprehension,</p> <p data-bbox="636 601 1010 817">c) apply appropriate reading <i>and sign reading</i> skills when reading a text of about 300 words to obtain both factual and inferential information,</p> <p data-bbox="636 821 1010 925">d) appreciate the importance of intensive reading in their day-to-day life.</p>	<ul data-bbox="1081 312 1727 1353" style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to etiquette. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to etiquette. ● In groups, learners are guided to <i>sign read and read</i> a variety of print and non-print texts of about 300 words for comprehension. ● In groups, learners are guided to identify events in a story or a passage of about 300 words with logical and fluent flow. ● In groups, learners are guided to answer factual and inferential questions from a text of about 300 words. ● In pairs, learners are guided to work together to infer the meaning of vocabulary from contexts. ● In groups, learners are guided to skim through a digital text of about 300 words focusing mainly on the title and illustrations. ● In pairs, learners are guided to scan for information such as words and answer questions from print or digital text. ● In pairs, learners are guided to skim or scan a comic, magazine, newspaper or age-appropriate reader. 	<ol data-bbox="1767 312 2107 528" style="list-style-type: none"> 1. Why do we read? 2. <i>Why do we sign read?</i> 3. How can we read faster? 4. <i>How can we sign read faster?</i>

			<ul style="list-style-type: none"> ● In groups, learners are guided to discuss as they sign and role play events in texts based on the theme. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner works collaboratively with peers during a group discussion. ● Digital literacy: learner independently interacts with digital devices to sign read texts. 				
<p>Pertinent and Contemporary Issues (PCIs): Citizenship-Social cohesion is fostered as the learner is able to work with peers peacefully during group activities.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace is developed as the learners use polite language and etiquette to avoid hurting others. ● Respect is developed as the learner is able to demonstrate etiquette when dealing with peers in class. 				
<p>Link to other subjects The learner is able to connect the concept of etiquette and politeness to their learning in Integrated Science.</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Digital devices with internet Course books, class readers, charts, pictures, Electronic and digital devices , magazines, newspapers</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Grammar in use	3.3.1 Language pattern: <i>Enough + Nominal + Infinitive/A lot/a lot of...</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of words and phrases related to the theme ,etiquette , b) use a language pattern in sentences correctly for fluency in signed speech, c) respond to questions on the language patterns in written and <i>signed communication</i> , d) appreciate the importance of language structures for effective communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to etiquette. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to etiquette. ● In pairs or groups, learners are guided to recite and <i>sign</i> a poem with the pattern enough + nominal + infinitive and a lot/a lot of... related to the theme with peers. ● In pairs, learners are guided to identify lines from the poem that have the language patterns enough + nominal + infinitive and a lot/a lot of... ● In pairs or groups, learners are guided to construct signed sentences related to the theme using the language patterns enough + nominal + infinitive and a lot/a lot of... with peers, for example: <ol style="list-style-type: none"> 1)Hard work brings enough joy. 2)There is a lot of rain today. 3)Thanks a lot for your kindness. ● In pairs or groups, learners are guided to complete a written exercise based 	<ol style="list-style-type: none"> 1. Why should we use correct sentences in our signed speech or writing? 2. How can we write sentences correctly?

			on the language patterns enough + nominal + infinitive and a lot/a lot of	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Communication and collaboration: learners work in pairs to make sentences using appropriate language structures correctly. ● Self-efficacy: learner gains confidence to recite poems before peers. 				
Pertinent and Contemporary Issues (PCIs):				
Peaceful co-existence is promoted as the learner is able to interact and socialise with peers with appropriately when working collaboratively.				
Values:				
<ul style="list-style-type: none"> ● Respect is promoted as the learner is able to tolerate individual differences as peers recite <i>by signing</i> poems. ● Integrity: the learner is able to demonstrate commitment to task individually or when working with peers. 				
Link to other subjects				
The learner is able to relate the concept of language structures with their learning in Kiswahili and Indigenous Languages.				
Suggested learning resources:				
Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Digital devices with internet				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.4 Writing</p>	<p>3.4.1 Handwriting: Legibility and Neatness</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize signs of words and phrases related to the theme,</p> <p>b) write legibly and neatly in print script for clarity of communication,</p> <p>c) apply accurate and consistent spelling in print script for writing fluency,</p> <p>d) appreciate the use of accurate and consistent spelling in a variety of print scripts for effective communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to etiquette. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to etiquette. ● In groups, learners are guided to use appropriate writing instruments (pencil first and then a pen), ● In groups, learners are guided to print lower- and upper-case letters neatly and legibly. ● In pairs, learners are guided to pay attention to consistent letter size and height, direction of strokes such as dots, tails, crossbars, curves and differences in letter orientation like ‘d and ‘b. ● In groups, learners are guided to <i>fingerspell and use visual aids like colour coding to highlight the silent letter correctly for example honour, hour, match, watch, comb, thumb.</i> ● In pairs or groups, learner is guided to write silent letters in words and phrases such as ‘Please’, “listen’ ‘I beg your pardon’, ‘may I borrow your watch.’ ● In pairs or groups, learner is guided to look up for words and find the correct spelling from a digital device with peers. ● In pairs or groups, learner is guided to consistently use the correct spelling of words 	<ol style="list-style-type: none"> 1. How does being unable to read other people’s work make you feel? 2. Why should you ensure your written work is easy to read?

			with blends and double consonants <i>for example, blends :blue, cross, grass, clouds and double consonants: kettle, pepper, miss, egg.</i>	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Self-efficacy: learner writes words legibly, neatly and spells them correctly. ● Digital literacy: learner use online dictionaries to find out the spelling of words. 				
Pertinent and Contemporary Issues (PCIs):				
Self-esteem: is developed as the learner gains confidence in writing legibly and neatly.				
Values:				
<ul style="list-style-type: none"> ● Love: is shown as the learners share correctly spelt words with peers. ● Responsibility: the learner uses the digital devices appropriately. 				
Link to other subjects				
The learner is able to relate the concept of writing legibly and neatly in Kiswahili.				
Suggested learning resources:				
A sample of a legible and a neatly written piece, Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Digital devices with internet.				

4.0 ACCIDENTS: FIRST AID

Suggested vocabulary to be signed: emergency, choke, painkiller, bleed, illness, snake bite, injury, hurt, slip, fall, poison, bandage, antiseptic, sting, first aid kit, treatment, hospital, health centre, doctor, patient.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p style="text-align: center;">4.1 <i>Observing and articulating signs</i> (<i>Listening and Speaking</i>)</p>	<p style="text-align: center;">4.1.1 Proper articulation of signs and Vocabulary: <i>Word Stress and signing in context.</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize signs of words and phrases related to the theme,</p> <p>b) pronounce words related to the theme using the correct stress for effective communication(HoH),</p> <p>c) observe proper place of <i>articulation of signs of words related to the theme using correct sign context for effective communication(Deaf),</i></p> <p>d) use vocabulary related to the theme in a variety of contexts for speech clarity,</p> <p>e) appreciate the use of stress <i>or signing word in context, in a variety of contexts for communication.</i></p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to accidents. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to accidents. ● In groups, learners who are Hard of Hearing are guided to listen to and recite short rhythmic poems. ● In groups, learners who are Deaf are guided to observe signed short rhythmic poems and recite. ● In pairs, learners who Hard of Hearing are guided to say tongue twisters practise letter sounds /ɒ/ eɪ/ /aɪ/ and the consonant clusters ‘sn’ ‘tr’ ‘st’ collaboratively. ● In pairs, learner who are Deaf are guided to sign <i>or fingerspell finger fumblers and</i> practise the letter sounds /ɒ/ eɪ/ /aɪ/ and the consonant clusters ‘sn’ ‘tr’ ‘st’ collaboratively. 	<ol style="list-style-type: none"> 1. Why should we learn new words? 2. How can we say sounds and words correctly? 3. <i>How can we fingerspell letter sounds and articulate signs of words correctly?</i>

			<ul style="list-style-type: none"> ● In groups, learners are guided to identify words containing the letter sounds /ɒ/ eɪ//aɪ/ and the consonant clusters 'sn' 'tr' 'st'. ● In pairs, learners are guided to <i>say</i> as they sign words related to the theme using the correct stress with peers, (<i>'object, ob'ject</i>) <i>'object, ob'ject</i>, <i>'record -record</i>, <i>'increase-in'crease</i>, <i>'repeat- re'peat</i>. ● In pairs, learners are guided to sign words related to the theme using the <i>correct signing word stress in context</i> with peers, (<i>'object, ob'ject</i>) <i>'object, ob'ject</i>, <i>'record -record</i>, <i>'increase-in'crease</i>, <i>'repeat- re'peat</i>. ● In groups, learners are guided to construct sentences with words whose meaning may be distinguished through word stress. ● In groups, learners are guided to construct sentences using vocabulary related to the theme collaboratively. ● In groups, learners who are Hard of Hearing are guided to listen to correct pronunciation of words whose meaning is contrasted by stress from <i>a signed</i> audio-visual or role played phone recordings. ● In groups, learners are guided to listen to <i>and observe</i> the correct pronunciation and <i>articulation of signs or fingerspelling with correct mouth movement</i>, words whose meaning is contrasted by stress and <i>words signed in context</i> from <i>a signed</i> audio-visual or role played phone recordings. 	
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			<ul style="list-style-type: none"> In pairs or groups, learners are guided to record themselves practising word stress and <i>signing in context</i> and present the recording to the whole class. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: learner <i>signs sentences</i> containing words whose meaning is contrasted by stress or signing stressed words in context with peers. Digital literacy: interacting with digital technology as learners learn applying correct stress in words or <i>signing stressed words in context</i> from digital devices and platforms. Self-efficacy: knowing who I am is promoted as the learner develops self-belief as they apply stress in words or <i>signing word stress accurately</i>. 				
<p>Pertinent and Contemporary Issues (PCIs) Safety and security education: is promoted as the learner is exposed to things that potentially cause accidents in the theme of accidents and first aid.</p>				
<p>Values:</p> <ul style="list-style-type: none"> Love: the learner is able to assist peers to pronounce words or <i>observe proper place of articulation of signs and finger spelling accurately and record themselves</i>. Responsibility: is promoted as the learner is able to take a role as they participate in recording activities. 				
<p>Link to other subjects The learner is able to connect the concept of pronunciation and stress to their learning of Kiswahili.</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Digital devices with internet.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Sign Reading	4.2.1 Intensive Sign Reading: Visuals (2 lessons)	By the end of the sub strand learner should be able to: <ol style="list-style-type: none"> a) <i>recognize signs of words and phrases related to the theme,</i> b) <i>sign read visuals in print and digital formats for information,</i> c) <i>interpret visual media appropriately for comprehension,</i> d) <i>acknowledge the importance of visual media for lifelong learning.</i> 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to accidents. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to accidents. ● In pairs or groups, learners are guided to <i>sign read</i> age-appropriate digital texts in different formats such <i>signed video with captions</i> and <i>animated stories with captions or speech bubbles</i>. ● In pairs or groups, learners are guided to view cartoons, mimes, pictures, photographs, and comics collaboratively. ● In groups, learners are guided to work together to interpret visuals <i>and discuss (using signs)</i>. ● In pairs or groups, learners are guided to predict happenings in cartoons or comics and write down their thoughts. ● In pairs or groups, learners are guided to conduct virtual tours on google maps and find the direction of various places on the map. ● In pairs, learners are guided to use google maps, digital maps and printed maps to give directions. ● In pairs or groups, learners are guided to locate information from a simple map and make short sentences using terms like north, south, east and west. For example, ‘The sun rises in the east.’ 	<ol style="list-style-type: none"> 1. Why is it important to interpret visuals correctly? 2. How do visuals like photos and videos enhance our understanding of a text?

Core competencies to be developed:

- Digital literacy: Interacting with digital technology as learner use Google maps in finding directions of places.
- Learning to learn: learning independently as learner interprets visual media appropriately.

Values:

- Unity: Cooperation is developed as the learner works together with peers to discuss and interpret visuals.
- Love: Sharing as the learner appreciates viewing and interpreting visuals collaboratively.

Pertinent and Contemporary Issues (PCIs)

Self-esteem: Effective communication is developed as the learner is able to interpret visuals independently for information and directions in their daily experiences.

Link to other subjects

The learner is able to relate the concept of reading and interpreting visuals with their learning in Kiswahili and Social Studies.

Suggested learning resources:

Course books, charts, pictures, word cards, realia, electronic and digital devices with internet, *animated stories with captions or speech bubbles*, cartoons, mimes, pictures, photographs, comics, printed maps.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Grammar in use	Pronouns: <i>Personal and Possessive pronouns</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognize signs of words and phrases related to the theme, b) identify personal and possessive pronouns used as subjects and objects for communication, c) use personal and possessive pronouns correctly as subject and object for self-expression, d) appreciate the importance of personal and possessive pronouns in communication. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to accidents. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to accidents. ● In groups, learners are guided to identify personal and possessive pronouns used as subjects and objects in sentences with peers. ● In groups, learners are guided to <i>discuss through signing</i>, pictures on the theme using personal and possessive pronouns collaboratively. ● In pairs, learners are guided to construct sentences about the theme using personal and possessive pronouns as subjects and objects. ● In groups, learners are guided to create a list of sentences containing pronouns, and key them in on a digital device; share with friends via email, or printed pages. ● In groups, learners are guided to watch a video game where personal and possessive pronouns have been used. ● In groups, learners are guided to read a newspaper, magazine or poem among others; identify personal and possessive 	<ol style="list-style-type: none"> 1. Why or how do words replace names of people or things in sentences? 2. Why or how do we use words to show that something belongs to us? <ul style="list-style-type: none"> •

			pronouns and type them on a word processor, mobile device or tablet.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: <i>articulating signs clearly</i> as learner constructs sentences through signing, with peers. • Self-efficacy: knowing who I am as learner gains confidence and high self-esteem when working individually. 				
<p>Pertinent and Contemporary Issues (PCIs) Analytical thinking skills: creative thinking as learners <i>discuss through signing</i>, pictures on the theme using personal and possessive pronouns.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Accountability, is developed as the learner discovers causes of minor accidents and the first aid procedures to be applied. • Love: caring is promoted the learners share experiences about accidents and how first aid procedures are undertaken to help survivors. 				
<p>Link to other subjects: The learner is able to connect the concept of personal safety and first aid to their learning in Integrated Science and Science and Technology.</p>				
<p>Suggested learning resources: Newspaper, magazine ,poems, mobile device or a tablet ,course books, signed audio-visual recordings.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Guided Composition: Friendly Letter/SMS (2 lessons)	By the end of the sub strand, the learner should be able to: a) <i>recognize words and phrases related to the theme,</i> b) identify the key parts of a friendly letter in preparation for writing, c) write a friendly letter using the correct format for effective communication, d) send an SMS correctly for effective communication, e) appreciate the role of friendly letters and SMS in a variety of communication contexts.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to accidents. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to accidents. ● In pairs, learners are guided in discussing (<i>through signing</i>) how to write an SMS and the correct format of a friendly letter with peers (such as address, date, ending, telephone numbers, sender and receiver.) ● In groups, learners are guided to write friendly letters using the correct format - such as letters to siblings, parents, and friends. ● In groups, learners are guided to practise writing friendly letters and SMS. ● In pairs, learners are guided to use mobile phones to write friendly letters and SMS to one another on the given theme. 	<ol style="list-style-type: none"> 1. Why do you pass information to others? 2. How do you pass information to your friends? 3. What kind of information do you give to your friends?
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration: observing an articulating signs clearly as learner discusses with peers, <i>through signing</i>, how to write an SMS using the correct format. 				

- Self-efficacy: Knowing and saying my need is nurtured as learner expresses themselves through writing letters and SMS with confidence.

Pertinent and Contemporary Issues (PCIs):

Analytical thinking skills: Creative thinking: as learner writes a friendly letter using the correct format effectively.

Values:

- Unity: cooperation is developed as the learner cooperates with peers as they discuss letter writing through SMS.
- Integrity: is developed as the learner displays honest as they use a mobile phone.

Link to other subjects

The learner is able to relate the skill of letter writing to Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Digital devices with internet.

5.0 NUTRITION – BALANCED DIET

Suggested vocabulary to be signed: nutrition, healthy, food, diet, plump, thin, vitamin, sugar, protein, fat, water, habit, obesity, anaemia, kwashiorkor deficiency, marasmus, meat, carbohydrates, fruits.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.1 Observing and articulating signs (Listening and Speaking)</p>	<p>5.1.1 Proper articulation of signs <i>vocabulary:</i> <i>Observing a signed Comprehension/ Pattern (noun phrase + would like to be ...)</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognize signs of words and phrases related to the theme, Nutrition-balanced diet, listen to a variety of texts to gain information(HoH), <i>observe keenly</i> to a variety of texts to gain information(Deaf), apply vocabulary related to the theme in a variety of contexts for effective communication, use the language pattern correctly for effective oral or <i>signed</i> communication, appreciate listening or <i>observing</i> to a variety of texts for information and enjoyment. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to nutrition. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to nutrition. ● In groups, learners who are Hard of Hearing are guided to <i>listen an audio-visual</i> recording of songs, stories and passages featuring the letter sounds /ʊ/ /u:/ /æ/ /f/ /v/, -/ʊ/ /u:/ for example put and food /æ/ for example cat /f/ /v/ for example fan and van. ● In groups, learners who are Deaf are guided to <i>observe a signed audio-visual</i> recording of songs, stories and passages featuring the letter sounds /ʊ/ /u:/ /æ/ /f/ /v/, -/ʊ/ /u:/ for example put and food /æ/ for example cat /f/ /v/ for example fan and van ● In groups, learners who are Hard of Hearing are guided to respond 	<ol style="list-style-type: none"> Why should we listen carefully? <i>Why should we observe keenly?</i> How can we improve our pronunciation? <i>How can we improve our articulation of signs and fingerspelling?</i>

			<p>to questions from a listening <i>comprehension</i>.</p> <ul style="list-style-type: none"> ● In groups, learners who are Deaf are guided to respond to questions from a <i>Signed comprehension</i>. ● In pairs, learners who are Hard of Hearing are guided to construct sentences related to a story or listening or a <i>listening comprehension</i> using the language pattern, (<i>noun phrase + would like to be ...</i>) for example: <ol style="list-style-type: none"> 1) The girl would like to be a nurse. 2) The family would like to visit the park. 3) The family would like to visit the park. ● In pairs, learners who are Deaf are guided to construct sentences, <i>through signing</i>, related to a story or listening or a <i>signed comprehension</i> using the language pattern, (<i>noun phrase + would like to be ...</i>) for example: <ol style="list-style-type: none"> 1) The girl would like to be a nurse. 2) The family would like to visit the park. 	
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			<p>3) The family would like to visit the park.</p> <ul style="list-style-type: none"> ● In pairs learners who are Hard of Hearing are guided to retell a story he or she has listened to correctly. ● In pairs learners who are Deaf are guided to retell a story he or she has <i>observed</i> correctly. ● Learners are guided to respond correctly to questions based on the text. ● In groups, learners are guided to dramatise sections of a story for comprehension. ● In groups, learners are guided to discuss with peers, (<i>through signing</i>), the lesson learnt from a story <i>they have observed</i>. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner participates in sharing their thoughts as they discuss collaboratively. ● Critical thinking and problem solving: learner is able to independently draw conclusions after listening to a text. 				
<p>Pertinent and Contemporary Issues (PCIs): Prevention of lifestyle or non-communicable diseases: is promoted as learner gets informed on a balanced diet varied nutritional needs.</p>				
<p>Values: Love: is cultivated as the learner is able to portray a caring attitude to special groups of people that require meals with diverse nutritional value.</p>				
<p>Link to other subjects The learner is able to relate the theme of nutrition to their learning in Integrated Science.</p>				

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Sign Reading	5.2.1 Extensive Sign Reading: <i>Independent Reading and sign reading</i> (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognize signs of words and phrases related to the theme, Nutrition-balanced diet, select appropriate reading materials for lifelong learning, <i>sign</i> read a variety of familiar materials independently to build <i>sign</i> reading speed and fluency, apply appropriate strategies to read <i>and sign read</i> independently for information and enjoyment, appreciate the importance of independent reading and <i>sign reading</i> in lifelong learning. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to nutrition. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to nutrition. ● In groups, learners are guided to select age - appropriate and high- interest reading materials such as narratives, poems, newspapers and magazines in print or electronic format. ● In groups, learners are guided to set up an after-school club where they meet on a regular basis and <i>read, and sign read</i> varied texts. ● In groups, learners are guided to retell by signing the stories they have read collaboratively. ● In groups, learners are guided to share opinions and reflections on the texts they have <i>read or sign read</i>. ● In groups, learners are guided to use materials in the classroom to read or sign read extensively. ● In groups, learners are guided to <i>read, and sign read</i> texts quietly or silently for pleasure. 	<ul style="list-style-type: none"> ● Why should we read widely? ● Why should we <i>sign read</i> widely? ● What materials do you enjoy reading?

Core competencies to be developed:

- Digital literacy: interacting with digital technology as learner uses selected reading materials from electronic sources.
- Learning to learn: Learn independently as learner develops extensive reading strategies in their language clubs.

Pertinent and Contemporary Issues (PCIs)

Life skill: Effective communication is demonstrated as the learner reads or sign reads a variety of materials to build speed and fluency

Values:

- Responsibility: is cultivated as the learner engages diligently in assigned duty.
- Love: the learner respects other learners' opinions when reading.

Link to other subjects

The learner is able to link the concept of reading to Kiswahili, English language ,Science and Technology ,Social Studies Mathematics, Integrated Science, Agriculture and Nutrition, Religious Education, Creative Arts.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.3 Grammar in use</p>	<p>5.3.1 Word Class: <i>Regular and Irregular Adjectives</i></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize signs of words and phrases related to the theme,</p> <p>b) describe items using comparative forms of both regular and irregular adjectives for effective communication,</p> <p>c) use adjectives of size and shape in the right order for clarity of communication,</p> <p>d) appreciate the use of adjectives for effective communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to nutrition. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to nutrition. ● In groups, learners are guided to identify adjectives from a <i>signed audio visual recording</i> or written text for example, Regular Adjectives: large-larger, big-bigger, health-healthier, clean-cleaner. Irregular Adjectives: -delicious, more delicious, most delicious. -balanced, more balanced, most balanced. ● In pairs, learners are guided to collaboratively, talk <i>as they sign</i> about various items in the classroom using adjectives. ● In pairs, learners are guided to describe items using the comparative forms of regular and irregular adjectives with peers. ● In pairs, learners are guided to use adjectives in the correct order in sentences. ● In pairs, learners are guided to write correct sentences using comparative forms of adjectives in the right order. 	<ol style="list-style-type: none"> 1. Why should we say the correct shape and size of things? How do you use words to talk about how someone feels or looks? 2. How do we describe things?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to type sentences on tablets, computers and other digital resources using adjectives. ● In pairs, learners are guided to use adjectives to talk, <i>as they sign</i> about, scenes, pictures or comics based on the themes with peers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner uses adjectives correctly in sentence as they interact with peers. ● Self-efficacy: learner confidently uses adjectives correctly in their day-to-day communication. 				
<p>Pertinent and Contemporary Issues (PCIs): Health education: is promoted as the learner gets information on lifestyle diseases through the theme of balanced diet</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: is promoted the learners cohesively relate with each to perform activities such as identifying and discussing adjectives. ● Responsibility: is cultivated as the learner takes personal initiative to complete assigned roles. 				
<p>Link to other subjects: The learner is able to connect the concept of comparative adjectives to the learning in English and Kiswahili.</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Writing	5.4.1 Creative Writing: Narrative Compositions (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize signs of words and phrases related to the theme, b) describe the parts of a narrative composition in preparation for writing, c) organise thoughts fluently, clearly and precisely in a coherent paragraph for self-expression, d) create a narrative composition of about 60-80 words for self-expression, e) appreciate the role of creativity in writing for different purposes. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to nutrition. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to nutrition. ● In pairs or groups, learners are guided to practise saying <i>as they sign</i> similes such as: as cold as ice, as soft as butter, as hot as pepper, as sweet as honey. ● In groups, learners are guided to identify similes from a <i>signed audio</i> visual or printed text. ● In groups, learners are guided to plan a composition, write a draft and present it to the whole class. ● In pairs or groups, learners are guided to use similes to make their compositions interesting. ● In pairs or groups, learners are guided to create their own similes and use them in their composition. ● In pairs or groups, learners are guided to write a narrative composition of about 60-80 words and incorporate similes. ● In pairs or groups, learners are guided to rearrange jumbled up sentences from a 	<ol style="list-style-type: none"> 1. Why do we enjoy listening to stories? 2. Why do we enjoy observing signed stories? 3. Why is it important to plan our composition? 4. How can you write an interesting composition?

			<p><i>signed oral narrative</i> into coherent paragraphs.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to listen to a narrative on radio or observe a <i>signed narrative on television</i> and rewrite it in their own words. ● In groups, learner are guided to watch and dramatize a story related to the theme (could be from a digital device), ● In groups, learners visit a supermarket, food store or grocery store in the school neighbourhood and write a narrative composition based on that experience. 	
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Core competencies to be developed:

- Communication and collaboration: Team work as learners work together in writing a composition and presenting it in class.
- Digital literacy: interacting with technology learner is able to use a digital device to access and share information online.

Pertinent and Contemporary Issues (PCIs):

- Sensitisation on lifestyle and communicable diseases: is achieved as the learner writes compositions based on the theme Balance Diet.

Values:

- Love: sharing as learner interacts with others when working collaboratively.
- Responsibility: is developed as the learners takes a positive initiative writing a composition.

Link to other subjects:

The learner is able to relate the concept of writing a narrative to their learning in Kiswahili and French.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

6.0 INTERNET-Email

Suggested vocabulary to be signed: internet, computer, mobile phone, email, address, type, search, find, click, send, save, reply, inbox, outbox, compose, keyboard.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 <i>Observing and articulating signs</i>	6.1.1 <i>Proper articulation of signs vocabulary:</i> Stress and Intonation or signing in context and varying signing speed and facial expression (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of words and phrases related to the theme, internet, b) identify correct stress and intonation in ‘WH’ questions, other questions and statements for clarity in speech;(HoH) c) <i>identify correct sign in context and signing speed and facial expression in ‘WH’ questions, other questions and statements for clarity in speech;</i> (DEAF) d) use correct stress and intonation in questions and statements to communicate clearly;(HoH), e) <i>use correct signing speed and context in questions and statements to communicate clearly;</i> (DEAF), f) use vocabulary related to the theme in a variety of contexts for effective oral or <i>signed communication,</i>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the internet. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the internet. ● In groups, learners who are Hard of Hearing are guided to <i>listen to an audio</i> recording of words featuring the letter sound /ʊ/ /u:/ /f/ /v/ <ul style="list-style-type: none"> -/ʊ/ - oo in words such as <i>book, look</i> -/u:/-u in words such as <i>blue, bullet</i> -/f/ -f in words such as <i>file, find</i> -/v/ -v in words such as <i>vault, view.</i> ● In groups, learners who are Deaf are guided to <i>observe an audio-visual</i> recording of fingerspelled words featuring the letter sound /ʊ/ /u:/ /f/ /v/ <ul style="list-style-type: none"> -/ʊ/ - oo in words such as <i>book, look</i> 	<ol style="list-style-type: none"> 1. Why do we vary our voice when asking questions? 2. <i>Why do we vary signing speed and facial expression when conversing?</i> 3. How does good pronunciation of words and sounds help us? 4. <i>How do proper articulation signs of words help us?</i> 5. How do we find out what we do not know?

		<p>g) appreciate the importance of varying intonation or <i>signing speed and facial expression</i> in communication.</p>	<p><i>-/u:/-u</i> in words such as <i>blue, bullet</i> <i>-/f/ -f</i> in words such as <i>file, find</i> <i>-/v/ -v</i> in words such as <i>vault, view</i>.</p> <ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to listen to correct stress in words such as <i>address, increase</i> among others (whether noun or verb). ● In groups, learners who are Deaf are guided to <i>sign words according to context</i> in words such as <i>address, increase</i> among others (whether noun or verb). ● In groups, learners who are Hard of Hearing are guided to listen to correct intonation in questions and statements to identify a speaker's feelings. ● In groups, learners who are Deaf are guided to <i>observe correct variation in signing speed and facial expression</i> in questions and statements to identify <i>a signer's</i> feelings. ● In groups, learners are guided to recite a poem featuring '<i>WH</i>' questions and declaratives. ● In pairs or groups, learners are guided to vary intonation or <i>vary signing speed and facial</i> 	
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			<p><i>expression when signing and when uttering questions and statements.</i></p> <ul style="list-style-type: none"> ● In pairs, learners are guided to construct sentences orally or <i>through signing</i>, with peers using vocabulary related to the theme. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Team work learner is able to recite poems collaboratively. ● Self-efficacy: learner achieves correct stress and intonation, <i>correct signing speed and signing in context</i> in signed speech. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Digital literacy: is promoted as the learner is able to use and manipulate digital devices to learn correct stress and intonation <i>and correct signing speed and signing in context</i></p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Determination as the learner is able to take initiative of creating sentences using vocabulary individually. ● Love: caring is promoted as the learner is able to show care as they assist peers use correct stress and intonation <i>and correct signing speed and signing in context</i> in sentences. 				
<p>Link to other subjects</p> <p>The learner is able to connect the concept of articulation with the learning in Kiswahili and Music.</p>				
<p>Suggested learning resources:</p> <p>Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Sign Reading	6.2.1 Intensive Sign Reading: Dialogue (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of words and phrases related to the theme, b) <i>sign read</i> a variety of dialogues related to email and the internet for comprehension, c) <i>sign read</i> a variety of dialogues related to email and the internet for comprehension, d) apply appropriate intensive reading skills to obtain specific factual and inferential information for lifelong learning, e) appreciate reading for purposes of comprehension and information.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the internet. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the internet. ● In groups, learners are guided to make predictions from a dialogue about events based on pictures and the title. ● In pairs or groups, learners are guided to locate new words and sentence structures in a dialogue. ● In groups, learners are <i>guided to read and sign read</i> a variety of dialogues related to the theme in print and non-print formats. ● In pairs, learners are guided to answer factual and inferential questions. ● In pairs, learners are guided to retell stories related to the theme(<i>ensure that the sitting arrangement allows access to information.</i>) ● In groups, learners are guided to identify events in a dialogue for logical flow. 	<ol style="list-style-type: none"> 1. How can we obtain information from texts? 2. What stories or books have you read?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: learner uses appropriate intensive reading skills to obtain factual and inferential information. ● Learning to learn: learner independently locates new words and sentence structure in written dialogue. 				
<p>Pertinent and Contemporary Issues (PCIs): Safety and security: is inculcated as the learner is guided on how to take precautions when using the internet.</p>				

Values:

Responsibility: self-drive as the learner takes up specific roles during story telling.

Link to other subjects:

The learner is able to relate the concept on internet to learning in Science and Technology.

Suggested learning resources:

Story books, Course books, charts, pictures, digital resources, class readers, flash cards, *signed audio visual recordings*, tablets, laptops, mobile phone, dictionary, and internet.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.3 Grammar in use</p>	<p>6.3. 1 Word Class: Quantifiers</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize signs of words and phrases related to the theme,</p> <p>b) identify quantifiers and nouns used with them appropriate for effective communication,</p> <p>c) use quantifiers in sentences correctly for communication clarity,</p> <p>d) appreciate the correct use of quantifiers in everyday communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the internet. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the internet. ● In pairs, learners are guided to select countable and uncountable nouns from a list provided by the teacher. ● In groups, learners are guided to use the quantifiers (<i>much, many, some and any</i>) correctly with nouns and construct sentences, for example: <ul style="list-style-type: none"> ○ They had much time to finish the work. ○ There were many children in school. ○ There is some water in the bottle. ○ We don't have any water in the tank. ● In groups, learners are guided to recite, poems and rhymes containing the quantifiers (<i>much, many, some and any</i>). ● In pairs, learners are guided to fills in blank spaces using correct quantifiers. ● In groups, learners are guided to use digital devices to compose a short poem or a paragraph featuring the quantifiers (<i>much, many, some and any</i>). ● In groups, learners are guided to use the quantifiers (<i>much, many, some and any</i>) in a role play or a dialogue together. 	<ol style="list-style-type: none"> 1. Why are some things unable to be counted? 2. How do we use words to indicate the quantity of countable and uncountable nouns?

Core competencies to be developed:

- Critical thinking and problem solving: learner independently composes poems and paragraphs using own ideas.
- Digital literacy: interacting with digital devices as learner uses digital devices while downloading and composing poems.

Pertinent and Contemporary Issues (PCIs):

Citizenship-Social cohesion the learner harmoniously interact to use quantifiers in sentences during group tasks:

Values:

- Unity: cooperation is promoted as the learner is able to cooperate with peers as they recite poems and role play dialogues:
- Love: care is developed as the learner demonstrates care to peers when assisting them to recite a poem:

Link to other subjects:

The learner is able to relate the concept of quantifiers to their learning in mathematics

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Creativity Writing: Pictorial Compositions (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of words and phrases related to the theme, b) organise pictures in a logical sequence to write pictorial compositions of about 60-80 on the theme, c) write a pictorial composition of about 60-80 words on the theme for effective communication, d) appreciate the use of a wide range of pictures to write pictorial compositions on different topics for communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the internet. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the internet. ● In pairs, learners are guided to identify pictures from online and offline sources. ● In pairs or groups, learners are guided to pick out common sayings from a text and write them in the exercise books or word processor. ● In pairs, learners are guided to use pictures from online and offline sources to write a pictorial composition of 60-80 words based on the theme. ● Learners are guided to, through signs, discuss pictures in pairs/groups and write pictorial compositions of about 60-80 words. ● In pairs, learners are guided to use sayings to make their compositions interesting. ● In groups, learners are guided to watch a variety of videos related to the theme and write pictorial compositions. ● In groups, learners are guided to generate a wide range of pictures from the internet and write pictorial composition together. 	<ol style="list-style-type: none"> 1. How do we use words to indicate the quantity of countable and uncountable nouns? 1. How do pictures make you feel?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner collaboratively discusses and uses pictures to write composition based on related themes. ● Digital literacy: Learners seamlessly use digital devices to view pictures online and write compositions. 				

Pertinent and Contemporary Issues (PCIs)

- Cyber Safety: is promoted as the learners use internet responsibly to access pictures and visuals for composition writing.

Values:

- Unity: is promoted as the learner collaborates harmoniously with peers in groups to discuss pictures and watch videos related to the theme.
- Respect: is cultivated as the learner engages with peers mutually and accommodates other's opinion on issues.

Link to other subjects

- The learner is able to relate the concept of pictorial compositions to their learning in Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

7.0 TECHNOLOGY- CYBER SAFETY

Suggested vocabulary to be signed: crime, trust, stranger, share, care, leisure, safe, cybercafé, data bundles, twitter, laptop, camera, desktop, download, upload, Facebook, WhatsApp, password, video, picture.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p style="text-align: center;">7.1</p> <p><i>Observing and articulating signs</i></p>	<p style="text-align: center;">7.1.1</p> <p>Proper articulation of signs and vocabulary:</p> <p><i>Observing interactively</i></p> <p style="text-align: center;">(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme, technology,</i></p> <p>b) participate actively in a two-way signed conversation (turn taking) in various settings for self-expression,</p> <p>c) apply vocabulary related to the theme in different settings for clarity of speech,</p> <p>d) use the present and past tense correctly in a two-way dialogue for communication,</p> <p>e) appreciate the importance of turn taking in oral <i>and signed</i> communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. ● In groups, learners who are Hard of Hearing are guided to listen for sounds /εə/ /j/ /dʒ//z/ from <i>an audio</i> text and then say them aloud for example: <ul style="list-style-type: none"> ○ sounds /εə/- share, bear, wear, care ○ sounds /j/ - you, yield, yes, youtube ○ sounds /dʒ/- judge, edge, job, language ○ sounds /z/- vision, manage, decision ● In pairs learners who are Deaf are guided to <i>observe, fingerspell and sign words with the letter</i> sounds /εə/ /j/ /dʒ//z/ from a <i>signed audio-visual</i> text and then <i>sign the word</i> clearly, for example: <ul style="list-style-type: none"> ○ letter sounds /εə/- share, bear, wear, care ○ letter sounds /j/ - you, yield, yes, youtube ○ letter sounds /dʒ/- judge, edge, job, language ○ letter sounds /z/- vision, manage, decision 	<ol style="list-style-type: none"> 1. Why should you listen to others when they are speaking? 2. <i>Why should you observe others when they are signing and fingerspelling?</i> 3. Why should we wait for our turn to speak? 4. How do we show when an action took place?

			<ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to listen to an introduction to a dialogue and predict events. ● In groups, learners who are Deaf are guided to <i>observe</i> an introduction to a signed dialogue and predict events. ● In pairs or groups, learner is guided to act out a dialogue featuring vocabulary with the sounds /εə/ /j/ /dʒ/ /ʒ/ collaboratively. ● In groups, learners are guided to construct sentences using present and past tense. ● In groups, learners are guided to apply <i>facial expressions and gestures appropriately</i> while reciting choral verses with peers. ● In pairs, learners are guided to record one another when performing a <i>signed</i> choral verse or short dialogues. ● In groups, learners are guided to watch a <i>signed</i> audio-visual recording of short interviews and then conduct a role play with others. ● In groups, learners who are Hard of Hearing are guided to take turns during an oral interview, discussion or debate. ● In groups, learners who are Deaf are guided to take turns during a <i>signed</i> interview, discussion or debate. ● In pairs or groups, learners are guided to participate in a debate, <i>signed interview</i> or discussion on social media. 	
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Core competencies to be developed:

- Communication and collaboration: *observing and articulating a sign clearly* is enhanced as learner participates effectively in a two way conversation with peers.
- Digital literacy: connecting with technology is developed as learner uses social media to share views on debates and watch interviews.

Pertinent and Contemporary Issues (PCIs)

Cyber safety: is promoted as the learner uses the internet responsibly and with integrity to watch interview

Values:

- Unity: cooperation as the learner is able to collaborate with peers to perform task such as debates, interviews and role playing a dialogue.
- Respect: open mindedness is promoted as the learner is able to accommodate the views of others during debates or interviews.

Link to other subjects

The learner is able to relate the theme of technology to their learning in Pre-technical studies.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.2 Sign Reading	7.2.1 Extensive Reading and sign reading: Narratives/Poems (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize signs of signs of words and phrases related to poems and narratives, b) <i>sign</i> read a variety of materials (narratives, poems, graded readers) for lifelong learning, c) demonstrate independent reading of a variety of materials (narratives, poems, graded readers) for information, d) appreciate the importance of independent reading in a variety of contexts for enjoyment.	<ul style="list-style-type: none"> ● In groups, learner is guided to <i>sign read, fingerspell and sign</i> vocabulary items in a narrative, poem or graded readers and relate them with their meaning. ● In pairs, learner is guided to select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers. ● In pairs or groups, learner is guided to select, <i>read or sign read</i> graded readers independently for pleasure. ● In groups, learner is guided to set up an after-school club where they meet on a regular basis to read extensively. ● In groups, learner is guided to retell and sign the stories they have read in pairs or groups. ● In groups, learner is guided to share opinions and reflections on the texts they have read. ● In pairs or groups, learner is guided to identify and discuss, <i>by signing</i>, proverbs used in graded readers, (<i>ensure seating arrangement allows access to information</i>). 	Why should we read different types of materials?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: team work as learners exchange ideas during school reading clubs. ● Learning to learn: learning independently as learner work on their own to source information from graded readers. 				

<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none">● Safety and security education: are inculcated through the theme of cyber safety:● Self-awareness: is developed when learners acquire ability to describe themselves through interactive language tasks.
<p>Values:</p> <ul style="list-style-type: none">● Respect: open mindedness is developed as the learner appreciates opinions of others when sharing reflections on the text.● Unity: inclusion is nurtured as learner is guided to set up an after-school club where they meet on a regular basis to read extensively.
<p>Link to other subjects:</p> <p>The learner is able to relate the theme to learning Science and Technology.</p>
<p>Suggested learning resources:</p> <p>Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Grammar	7.3.1 Tense: <i>Present and Past progressive aspect</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) <i>recognize signs of words and phrases related to the theme,</i> b) identify the present and past progressive forms of the verb in oral, <i>signed</i> and written texts for communication, c) use the present and past progressive aspect correctly in oral, <i>signed</i> and written contexts for self-expression, d) appreciate the role of the present and past continuous tense in communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. ● In groups, learners are guided to listen to a radio or <i>observe a signed</i> or <i>a sign interpreted</i> TV programme and identify the present and past progressive aspect. ● In pairs or groups, learners are guided to give examples of actions in the present and past progressive aspect. ● In pairs learners are guided to use a given list of verbs to form sentences in the present and past continuous tense collaboratively. ● In groups, learners are guided to watch a video and write examples of the present and past continuous tense in a notebook. ● In groups, learners are guided to role-play or simulate an event in which they use the present and past continuous forms. ● Individually, learner is guided to identify present and past continuous forms from a newspaper or magazine article. ● In groups, learners are guided to complete a sentence using words in their present and past progressive aspect. 	<ol style="list-style-type: none"> 1. Why is it important to show when something happened? 2. How do we tell if an action is or was happening?

Core competencies to be developed:

- Self-efficacy: learner confidently uses present and past progressive aspect in sentences correctly.
- Learning to learn: learning independently as learner is able to identify present and past progressive aspect from newspaper and magazine articles.
- Digital literacy: interacting with digital technology as learners manipulate digital devices to watch a video,listen *or observe* signed programs featuring tenses.

Values:

- Responsibility: self-drive is cultivated as the learner is able take up roles during role play and simulation activities with peers.
- Unity: cooperation as learner is able to work in groups to carry out class activities.

Pertinent and Contemporary Issues (PCIs):

Life skills: Effective communication is nurtured as learners complete a sentence using words in their present and past progressive aspect.

Link to other subjects:

The learner can connect the concept of past and present tense to the learning in Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Writing	7.4.1 Punctuation: <i>Full Stop/Capital Letters</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) <i>recognize signs of words and phrases related to the theme, technology,</i> b) identify commonly used punctuation marks in written texts for effective communication, c) use full stops and capital letters correctly in written texts for communication clarity, d) appreciate the role of punctuation marks in various contexts for writing fluency.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. ● In pairs or groups, learners are guided to identify proper nouns such as names of people, places and features like mountains and rivers. ● In pairs, learners are guided to form sentences using proper nouns. ● In groups, learners are guided to write a list of common abbreviations and punctuate them correctly. ● In pairs, learners are guided to write abbreviations of their school, names among others and punctuate them correctly. ● In groups, learners are guided to design drawings or illustrations of the full stop and capital letters in cards and display them in class. ● In pairs, learners are guided to use punctuation cards to arrange or make coherent sentences and paragraphs. ● In pairs or groups, learners are guided to write well-punctuated sentences dictated by a teacher, peer or digital device. ● In groups, learners are guided to make stickers with sentences punctuated with full stops and capital letters and stick them to a central place for everyone to see. 	1. Why do you use punctuation marks?

			<ul style="list-style-type: none"> ● In pairs or groups, learner is guided to use digital resources to play games such as punctuation ladder and punctuation posters. ● In pairs or groups, learner is guided to type sentences on a digital device, with the help of parents, siblings and guardians and share with teacher and friends. 	
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Core competencies to be developed:

- Communication and collaboration: team work as learners work together in groups forming sentences using proper nouns.
- Digital literacy: creating with technology as learner manipulates digital devices to type sentences and text.

Values:

Unity: cooperation is developed as the learner is able to work together while they make coherent sentences.

Responsibility: determination is promoted as the learner makes a list of abbreviations and punctuates them.

Pertinent and Contemporary Issues (PCIs):

Social cohesion the learner is able to work in group activities as they make stickers with punctuated sentences.

Link to other subjects

The learner is able to relate the concept of punctuation with the learning in Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

8.0 THE FARM

Suggested vocabulary to be signed: kitchen, garden, watering, vegetables, weeding, manure, wastage, dig, save, tomatoes, fruit, orchard, flower, domestic animal, farm tool, farmer, wild animal

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p style="text-align: center;">8.1 <i>Observing and articulating signs</i></p>	<p style="text-align: center;">8.1.1 Proper articulation of signs and Vocabulary: Tongue Twisters and finger fumlbers.</p> <p style="text-align: center;">(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme,</i></p> <p>b) <i>articulate letter sounds accurately for clarity of speech,</i></p> <p>c) <i>select letter sounds correctly from a language sample to improve listening and observing a signed comprehension,</i></p> <p>d) <i>use vocabulary items related to the theme in a variety of contexts for effective communication,</i></p> <p>e) <i>appreciate the role of correct pronunciation and articulation of signs in speech for communication clarity.</i></p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the Farm. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the farm. ● In groups, learners who are Hard of Hearing are guided to recognise the vowels sounds and diphthongs (sounds /ʊə/ /v/ /w/ /s//tʃ/) from <i>audio</i> materials. For example: <ul style="list-style-type: none"> ○ sounds /ʊə/- pure, cure, ensure, flour, tour ○ sounds /v/- vegetables, harvest, livestock, oven ○ sounds /w/- weed, water, wool, work ○ sounds /s/-seed, soil, season, silo ○ sounds /tʃ/- chicken, rich, hatch ● In groups, learners who are Deaf are guided to recognise the vowels letter sounds and diphthongs (<i>letter sounds</i> /ʊə/ /v/ /w/ /s//tʃ/) from a <i>fingerspelt-signed audio visual</i> materials. For example: <ul style="list-style-type: none"> ○ <i>letter sounds</i> /ʊə/- pure, cure, ensure, flour, tour ○ <i>letter sounds</i> /v/- vegetables, harvest, livestock, oven ○ <i>letter sounds</i> /w/- weed, water, wool, work ○ <i>letter sounds</i> /s/-seed, soil, season, silo ○ <i>letter sounds</i> /tʃ/- chicken, rich, hatch 	<ol style="list-style-type: none"> 1. Why should you say <i>as you sign and fingerspell</i> words clearly? 2. What should you do to sign and fingerspell words correctly? 3. <i>Why should we articulate signs correctly?</i>

			<ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to use words and sentences containing vowel <i>letter</i> sounds and consonants in a spoken conversation. ● In groups, learners who are Deaf are guided to use words and sentences containing vowel <i>letter</i> sounds and consonants in a signed conversation. ● In groups, learners who are Hard of Hearing are guided to create a tongue twister using words with the target letter sounds. ● In groups, learners who Deaf are guided to create <i>finger fumlbers</i> using words with the target letter sounds. ● In groups, learners who are Hard of Hearing are guided to listen and identify words with the selected sounds (consonants, diphthongs and vowels) from a <i>signed</i> audio-visual materials, for example, letter sounds /ʊə/ /v/ /w/ /s//tʃ/; <ul style="list-style-type: none"> ○ /ʊə/ as in <i>pure ,sure.</i> ○ /v/as in <i>van,vein,vice.</i> ○ /w/ as in <i>water,work,walk.</i> ○ /s/ as in <i>see,say, sing</i> ○ /tʃ/ as in <i>church,cheese,child.</i> ● In groups, learners who are Deaf are guided to <i>observe</i> and identify <i>signed</i> words with the selected <i>letter</i> sounds (consonants, diphthongs and vowels) from a <i>signed</i> audio-visual materials, for example, letter sounds /ʊə/ /v/ /w/ /s//tʃ/; <ul style="list-style-type: none"> ○ /ʊə/ as in <i>pure ,sure.</i> ○ /v/as in <i>van,vein,vice.</i> ○ /w/ as in <i>water,work,walk.</i> ○ /s/ as in <i>see,say, sing</i> 	
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			<ul style="list-style-type: none"> ○ /tʃ/ as in church,cheese,child. ● Individually learner is <i>guided to sign read or say by signing tongue twisters and finger fumblers with the words containing the letter sounds /ʊə/ /v/ /w/ /s//tʃ/.</i> ● In groups, learners are guided to repeat <i>reading or sign reading tongue twisters and finger fumblers with the words containing the letter sounds /ʊə/ /v/ /w/ /s//tʃ/ from an signed audio-visual recording.</i> ● In groups, learners are guided to select words containing vowels and diphthongs and consonants from a tongue twister <i>or a finger fumbler</i>, passage, a poem, a song or a story. ● In groups, learners who are Hard of Hearing are guided to practise clear pronunciation by listening to <i>a video, online dictionaries and recordings.</i> ● In groups, learners who are Deaf are guided to practise proper articulation of signs <i>with correct mouth movement</i> by <i>observing</i> a signed video, online dictionaries and recordings. ● In pairs or groups, learners are guided to say <i>as they sign</i> vocabulary items correctly and match them with their meanings. ● In pairs or groups, learners are guided to articulate vowels and consonants as well as <i>fingerspell and sign</i> them as the teacher models. ● In pairs, learners are guided to participate in video conferencing with children from other schools or native speakers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: team work as learner say as they sign tongue twisters and finger fumblers in pair and group practice. ● Digital literacy: interacting with digital technology as learner participates in video conferencing with children from other schools or native speakers. 				

Pertinent and Contemporary Issues (PCIs):

- Ethnic, race and social integration: fostered through group work and video conferencing.
- Sensitisation on lifestyle and non-communicable diseases: as learners learn how to eat healthy through the theme of the farm or kitchen garden.

Values:

- Responsibility: determination as learner *repeats sign reading* tongue twisters and *finger fumblers* from an *signed audio-visual recording*.
- **Unity:** cooperation as learners participates in video conferencing with children from other schools or native speakers.

Link to other subjects:

Learner is able to relate the concept of articulation of letter sounds to Kiswahili and music .

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>8.2 Sign Reading</p>	<p>8.2.1 Sign Reading Fluency (3 Lessons)</p>	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme,</i></p> <p>b) read a text of about 300 words accurately, at the right speed and with expression for effective communication(HoH),</p> <p>c) <i>sign</i> read a text of about 300 words accurately, at the right speed and with expression for effective communication(Deaf)</p> <p>d) use fluency strategies to <i>sign</i> read a text of about 300 words related to the theme to enhance comprehension,</p> <p>e) appreciate the importance of fluency in sign reading for comprehension.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the farm. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the farm. ● In pairs or groups, learners are guided to listen to, <i>observe, and</i> follow along the <i>signed audio-visual recordings.</i> ● In groups, learners are guided to perform a reader’s theatre by taking turns <i>as they sign read</i> their parts from a script and bringing the text alive <i>through their voices and articulation of signs. (a reader’s theatre does not need any set or costumes and it is excellent for building fluency).</i> ● In pairs, learners are guided to do <i>sign reading</i> to each other (<i>More fluent readers should be paired with less fluent ones. They take turns sign reading by sentence, paragraph, or page.</i>) ● In groups, learners are guided to make predictions based on the pictures or the title and anticipate possible outcomes in a story of about 300 words. 	<p>1. Why is it important to read <i>and sign read</i> at a reasonable speed?</p> <p>2. How can you read <i>and sign read</i> a text fast?</p>

			<ul style="list-style-type: none"> ● In pairs or groups, learners are guided to read or <i>sign read</i> digital or non-digital texts of about 300 words related to the theme. ● In groups, learners are guided to respond to <i>oral and signed</i> questions that require inferences from a text of about 300 words. ● In groups, learners are guided to write correct answers to direct and indirect questions that require inferences. ● In pairs or groups, learners are guided to listen to <i>and observe a signed audio-visual</i> recording of songs and poems; and repeat them <i>as they sign</i>. ● In groups, learners are guided to <i>sign read</i> or <i>sign</i> sing lyrics of relevant English songs. ● Sign read poems and rhymes while paying attention to <i>body language and facial expression</i>. 	
<p>Core competencies to be developed: Digital literacy: interacting with technology as learner manipulates digital devices.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Learner support programmes: Clubs and societies as learners form and participate in reading clubs.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: accountability as learners take care of digital devices when observing to signed audio visual of songs and poems. ● Unity: Cooperation: as learners perform a reader’s theatre by taking turns sign reading their parts from a script and bringing the text alive. 				

Link to other subjects:

Learners are able to relate the concept of sign reading to their learning in Science and Technology, Social Studies, Mathematics, Integrated Science, Agriculture and Nutrition, Religious Education, Creative Arts.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Grammar	8.3.1 Parts of Speech: <i>Contracted Verb Forms / Positive/Negative Statements</i> (3 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) <i>recognize signs of words and phrases related to the theme, the farm,</i> b) <i>use contracted forms of verbs correctly for effective communication,</i> c) <i>use positive and negative statements correctly for effective communication,</i> d) <i>appreciate the importance of correct sentence structures in communication.</i> 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the farm. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the farm. ● In groups, learners are guided to <i>sign read</i> the following words: isn't- is not, don't- do not, doesn't- does not, it's- it is. ● In pairs, learners are guided to identify contracted forms from a signed audio-visual or written text. ● In groups, learners are guided to categorise sample sentences into negative or positive. <i>learner could display the work in a chart.</i> ● In pairs, learners are guided to write contracted forms of verbs and use them in sentences correctly. ● In groups, learners are guided to change positive statements to negative statements and vice versa. ● In groups, learners are guided to ask each other questions that elicit both positive and negative answers. ● In pairs, learners are guided to construct positive and negative sentences orally, <i>through signing</i>, and in writing. ● In groups, learners are guided to make and display charts containing contracted forms of verbs. ● In groups, learners are guided to use digital devices to search for online resources on contracted verbs. 	Why do we shorten words like cannot as can't?

<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners develop listening or <i>observing skill</i> as they talk about objects in their classroom. ● Digital literacy: interacting with technology as learners use digital devices to construct sentences.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skills: Effective communications as learners gain communicative skills through interactive language activities. ● Environmental information and knowledge on lifestyle diseases is fostered through the theme of the farm
<p>Values:</p> <p>Unity: cooperation As learners work together to create a chart on contracted form of verbs. Responsibility: determination as learner make and display a chart of contacted sentences as guided.</p>
<p>Link to other subjects:</p> <p>Learner is able to relate the concept of verbs, positive and negative statements to their learning in Kiswahili.</p>
<p>Suggested learning resources:</p> <p>Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	8.4.1 Creative Writing: <i>Narrative Compositions</i> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) <i>recognize signs of words and phrases related to the theme, the farm,</i> b) describe the parts of a narrative composition in preparation for writing, c) organise thoughts fluently, clearly and precisely in a coherent paragraph for self-expression, d) create a narrative composition of about 60-80 words for self-expression, e) appreciate the role of creativity in writing for different purposes.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the farm. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the farm. ● In groups, learners are guided to rearrange jumbled up sentences from a <i>signed oral narrative</i> into a coherent paragraph. ● In pairs, learners are guided to listen to and watch a <i>signed narrative</i> on a video and rewrite it in their own words. ● In groups, learners are guided to plan a narrative composition. ● In pairs, learners are guided to use similes to make the narrative interesting. ● In groups, learners are guided to watch and dramatize a story from a digital device. ● In groups, learners are guided to visit a farm and write a narrative composition about their experience. 	Why do you enjoy listening to and reading stories?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: teamwork as learner, in pairs or groups, plans a narrative composition. ● Digital literacy: interacting with digital technology as learners watch and dramatize a story from a digital device. ● Critical thinking and problem solving: interpretation and inference skill is developed as learners <i>rearrange jumbled up sentences from oral and signed narrative</i> into a coherent paragraph. 				

Pertinent and Contemporary Issues (PCIs):

- Environmental education is nurtured as learner learns about crops and animals found in the farm as well as their welfare.
- Social cohesion is inculcated through group activities.

Values:

Responsibility: Determinations as learners watch and dramatize a story from a digital device.

Link to other subjects

Learners are able to relate the concept of creative writing to their learning in Creative Arts and Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

9. 0 HIV AND AIDS

Suggested vocabulary to be signed: tuberculosis, cough, share, haircut, wait, virus, sharp object, blood, death, spread, infect, affect, signs, prevention, diet, razor blade, shave, cure, medicine, pierce, needle, tweezer.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">9. 1</p> <p><i>Observing and articulating signs</i></p>	<p align="center">9.1.1</p> <p>Proper articulation of signs and Vocabulary:</p> <p><i>Speaking and Signing fluency.</i></p> <p align="center">(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme,</i></p> <p>b) <i>speak fluently and confidently on a given topic to enhance oral skills,(HoH),</i></p> <p>c) <i>sign fluently and confidently on a given topic to enhance signing skills,(Deaf),</i></p> <p>d) <i>articulate letter sounds accurately for effective communication,</i></p> <p>e) <i>apply vocabulary related to the theme in a variety of oral or signed presentations for fluency.</i></p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Hiv and Aids. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Hiv and Aids. ● In groups, learners who are Hard of Hearing are guided to listen to oral <i>presentations</i> such as poems and topical issues from <i>audio recordings</i> with words containing the letter sounds /s/ /z/ /h/ /f/ and digraph ‘gh’. For example: <ul style="list-style-type: none"> ○ sounds /s/ - sign, symptom, sun, sister, sick ○ sounds /z/- buzz, zebra, zoo, freeze ○ sounds /h/- house, hospital, horse, hut ○ sounds /f/- fruit, food, family, football ○ digraph ‘gh’- straight, thought, fought. ● In groups, learners who are Deaf are guided to <i>observe signed presentations</i> such as poems and topical issues from <i>signed audio visual recordings</i> with words containing the letter sounds /s/ /z/ /h/ /f/ and digraph ‘gh’. For example: <ul style="list-style-type: none"> ○ lettersounds /s/ - sign, symptom, sun, sister, sick ○ letter sounds /z/- buzz, zebra, zoo, freeze ○ letter sounds /h/- house, hospital, horse, hut ○ letter sounds /f/- fruit, food, family, football 	<ol style="list-style-type: none"> 1. Why should you speak accurately? 2. <i>How can we sign accurately?</i> 3. How can you speak without unnecessary pauses? 4. <i>How can you sign without unnecessary pauses?</i>

		<p>f) appreciate the importance of speaking or <i>signing</i> at a reasonable speed and without hesitation in daily life.</p>	<ul style="list-style-type: none"> ○ digraph ‘gh’- <i>straight, thought, fought</i>. ● In pairs, learners who are Hard of Hearing are guided to identify similes with target letter sounds from an oral text. ● In pairs, learners who are Deaf are guided to identify similes with target letter sounds from a <i>signed</i> text. ● In groups, learners are guided to incorporate similes in an oral <i>or signed</i> presentation. ● In groups, learners are guided to pick out, <i>fingerpell and sign</i> words with the <i>letter</i> sounds /s/ /z/ /h/ /f/ in ‘gh’ from a <i>signed</i> audio-visual or printed text. ● In groups, learners are guided to repeat, <i>by signing</i>, words with target <i>letter</i> sounds /s/ /z/ /h/ /f/ and digraph ‘gh’ <i>sign</i> read by the teacher or <i>observed</i> from a <i>signed</i> audio-visual recording accurately. ● In groups, learners are guided to speak <i>as they sign</i> on a familiar text accurately and at a reasonable pace and use similes where possible. ● In groups, learners are guided to speak or <i>sign</i> expressively on a familiar text within a specified time. ● In groups, learners are guided to recite poems related to the theme. ● In groups, learners are guided to say or <i>sign</i> vocabulary related to the theme correctly. ● In groups, learners are guided to fill gaps in sentences using the vocabulary learnt. ● In groups, learners are guided to repeat <i>and sign</i> texts without hesitation and at a reasonable speed. ● In pairs or groups, learners are guided to use non-verbal cues when speaking or <i>signing</i>. 	
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Core competencies to be developed:

- Communication and collaboration: observing and signing skills as learner work in pairs and groups *to say by signing* vocabulary related to the theme.
- Self-efficacy: the skill of knowing who I am is nurtured as learners speak *as they sign* in confidence.
- Digital literacy: interacting with technology as learners *observe signed* audio-visual recording using digital devices.

Pertinent and Contemporary Issues (PCIs):

HIV and AIDs Education: as learners listen *to and observe signed* comprehensions, poems and songs related to HIV and AIDs

Values:

Unity: cooperation as learners work in groups or pairs to recite, *by signing*, a poem.

Links to other subjects:

Learner is able to relate the concept of signing fluency to their learning in Kiswahili.

Suggested learning resources:

Signed audio visual recording, class readers, Course books, electronic and digital devices, Poetry books, Flash cards, Recording devices e.g tablets and mobile phone, Dictionary, Internet, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Online dictionaries, Digital story books, Projector, Computers

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.2 <i>Sign Reading</i></p>	<p>9.2.1 Intensive Sign Reading: Narratives (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <i>recognize signs of words and phrases related to the theme,</i> <i>sign read a short narrative of about 320 words for comprehension,</i> <i>apply appropriate sign reading strategies to sign read a narrative of about 320 words for information,</i> <i>appreciate sign reading for purposes of comprehension and information.</i> 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Hiv and Aids. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Hiv and Aids. ● In groups, learners are guided to <i>sign read</i> vocabulary items from a short narrative. ● In pairs, learners are guided to skim through a narrative. ● In pairs, learners are guided to scan a narrative to obtain specific information. ● In pairs, learners are guided to <i>sign read</i> a passage in print or non-print format and answer questions. ● In groups, learners are guided to, <i>through signs</i>, discuss vocabulary from the passage and use them to construct simple sentences. ● In groups, learners are guided to answer factual and inferential questions from a passage. ● In groups, learners are guided to tell and <i>sign</i> stories related to the theme. ● In groups, learners are guided to give the sequence of events in a given story or passage. ● In groups, learners are guided to, <i>through signs</i>, discuss and role play events in a passage. 	<p>Why do we read narratives?</p>

			<ul style="list-style-type: none"> ● In pairs, learners are guided to <i>sign read</i> a digital text online or offline and answer question. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner develops the skill of teamwork as they retell stories related to the theme in pairs and groups. ● Self- efficacy: learner develop efficacy as they answer inferential and factual questions correctly. 				
<p>Pertinent and Contemporary Issues (PCIs): Life skills: Effective communications as learners discuss vocabulary from the passage and use them to construct simple sentences.</p>				
<p>Values: Unity: inclusion as learners <i>sign read</i> a digital text online or offline and answer question in groups or pairs.</p>				
<p>Link to other subjects Learner is able to relate the concept of on HIV and AIDS to their learning in Integrated Science, Science and Technology</p>				
<p>Suggested learning resources: Course books, charts, story books, realia, electronic and digital devices with internet, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Online dictionaries, Digital story books, Projector and Computers</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.3 Grammar</p>	<p>9.3.1 Word Class: <i>Adverbs</i></p> <p>(3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme,</i></p> <p>b) distinguish adverbs of manner, time and place for effective communication,</p> <p>c) use adverbs of manner, time and place correctly in both oral, <i>signed</i> and written sentences,</p> <p>d) appreciate the importance of adverbs in oral and written communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Hiv and Aids. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Hiv and Aids. ● In groups, learners are guided to play games that involve grouping adverbs of manner, time and place. ● In groups, learners are guided to, <i>recite</i> poems containing adverbs of manner, time and place. ● In pairs, learners are guided to construct sentences using adverbs. ● In pairs, learners are guided to listen to or <i>observe a signed</i> story or poem <i>sign</i> read by the teacher or <i>observed</i> from a <i>signed</i> audio-visual recording and respond to questions. ● In groups, learners are guided to create word lists of adverbs and use them to construct sentences on a word processor or a web page. 	<p>How do you do your work?</p>
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner develops the skill of teamwork as they conduct activities in pair and group. ● Self-efficacy: as learner play games that involve grouping adverbs of manner, time and place, recites poems and constructs sentences. 				

Pertinent and Contemporary Issues (PCIs):

Life skills: self-awareness as learners interacts with the theme HIV and AIDS education.

Values:

Responsibility: Determinations as learners creates word lists of adverbs and use them to construct sentences on a word processor.

Link to other subjects:

Learner is able to relate the concept of types of adverbs to their learning in Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.4 Writing</p>	<p>9.4.1 Punctuation: <i>Comma</i> <i>Question</i> <i>Marks</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme,</i></p> <p>b) identify commonly used punctuation marks in written texts for effective communication,</p> <p>c) use commas and question marks correctly in written texts for clarity of writing,</p> <p>d) appreciate the role of punctuation marks for clarity in writing.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Hiv and Aids. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Hiv and Aids. ● In groups, learners are guided to use commas and question marks correctly to write well punctuated sentences. ● In pairs, learners are guided to draw the comma and question marks on cards and display them in the classroom. ● In groups, learners are guided to use punctuation cards to arrange or make coherent sentences and paragraphs featuring the comma and question marks. ● In pairs, learners are guided to take punctuation cards with different punctuation marks and match them with their names. ● In groups, learners are guided to take stickers with correctly punctuated sentences and display them at a central place for everyone to see. ● In pairs, learners are guided to type sentences on a word processor, tablet 	<p>1. Why should we punctuate written work?</p> <p>2. How do we use these punctuation marks: comma and full stop?</p>

			<p>or mobile phone and send the work to the teacher or friends.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to play games such as punctuation ladder and punctuation posters. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Communication and self-expression as learners make coherent sentences and paragraphs featuring the comma and question marks • Digital literacy: interacting with digital technology as learner use digital devices to type sentences and text, access and play online and offline games. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Personal safety and security education with regard to HIV prevention and the need for balanced meals to for those infected by AIDs is promoted in the theme Hiv and Aids. 				
<p>Values:</p> <p>Love: sharing as learners, in pairs take punctuation cards with different punctuation marks and match them with their names.</p>				
<p>Link to other subjects:</p> <p>Learner is able to link the concept of punctuation marks to their learning in other learning areas.</p>				
<p>Suggested learning resources:</p> <p>Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet</p>				

10.0 HYGIENE AND SANITATION

Suggested vocabulary to be signed – cleanliness, hygiene, sanitation, toilet, flush, latrine, waste, refuse, health, wipe, wash, drainage, infection, food, diarrhoea cholera, faeces, scrub, sweep mop, broom, rinse, care, dust, safe, dangerous, unsafe, health, care, dirty, disease, tidy

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">10.1 <i>Observing and articulating signs</i></p>	<p align="center">10.1.1 <i>Proper articulation of Signs and Vocabulary: Interactive Listening or observing keenly Turn Taking /Riddles</i></p> <p align="center">(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme,</i></p> <p>b) <i>articulate letter sounds accurately for effective communication.</i></p> <p>c) <i>interact with a speaker actively during an oral speech or narration for listening fluency(HoH),</i></p> <p>d) <i>interact with a signer actively during signed presentation, speech or narration for an observing fluency(Deaf),</i></p> <p>e) <i>interrupt a speaker or a signer appropriately for politeness in conversation,</i></p> <p>f) <i>speak confidently during an oral interview or debate for self-expression,(HoH),</i></p> <p>g) <i>sign confidently during a signed interview or debate for self-expression(Deaf),</i></p> <p>h) <i>use vocabulary related to the theme in a variety of contexts for self-expression.</i></p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Hygiene and Sanitation. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Hygiene and Sanitation . ● In groups, learners are guided to repeat <i>as they sign</i> words with the letter sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/ after the teacher or <i>a signed audio-visual</i> recording correctly <ul style="list-style-type: none"> ○ /ɪ/, - i for example <i>sit</i> ○ /i:/,- ee, for example <i>see</i> ○ /s/,- s for example ○ /ʃ/ sh for example <i>wish</i> ○ /əʊ/ our, ure for example <i>tour, cure.</i> ● In groups, learners are guided to tell, <i>as they sign</i>, riddles containing words with the letter sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/. ● In groups, learners are guided to interact with a speaker, <i>signer</i> or 	<ol style="list-style-type: none"> 1. Why should we listen to others? 2. What do you do when you want to talk and your friend is still talking? 3. <i>What do you do when you want to talk to your friend and your friend is still signing?</i>

		<p>i) appreciate the importance of turn taking in oral <i>or signed</i> interviews or debates for effective oral <i>or signed</i> communication.</p>	<p>presenter through verbal and non-verbal cues.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to engage the audience when making an oral or <i>signed</i> presentation. ● In groups, learners who are Hard of Hearing are guided to watch a <i>video recorded</i> or listen an audio recording or a video of a riddling session. ● In groups, learners who are Deaf are guided to watch a <i>signed video recorded</i> or observe a signed audio-visual recording or a video <i>with captions</i> of a riddling session. ● In groups, learners are guided to participate in a debate or interview through signing, (<i>ensure turn taking to enhance learner participation</i>). ● In groups, learners who are Hard of Hearing are guided to listen to a <i>speaker</i> and answer oral questions. ● In groups, learners who are Deaf are guided to <i>observe</i> a signer and answer <i>signed</i> questions. ● In pairs, learners are guided to interview one another <i>as they sign</i> on a topical issue. ● In pairs or groups, learners are guided to use facial expressions and gestures appropriately when speaking or <i>signing</i>. 	
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			<ul style="list-style-type: none"> ● In pairs or groups, learners are guided to listen to and <i>observe</i> a <i>signed</i> poem, story or a song based on the theme and answer questions orally or <i>through signing</i>. ● In pairs or groups, learners are guided to watch <i>signed audio-visual recordings</i> of short interviews and conduct own interview. ● In pairs or groups, learners are guided to use digital devices to record solo or choral poetry performances. ● In pairs or groups, learners are guided to engage in short dialogues based on the theme. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner develops the skill of speaking fluently or <i>signing fluently</i> when they say or <i>sign</i> the words correctly and work in pairs and groups. ● Digital Literacy: creating with technology as learners interact with digital devices when recording solo or choral poetry performances. 				
<p>Pertinent and Contemporary Issues (PCIs) Self-esteem: The skill of knowing who I am is enhanced through acquisition of better self- expression and pronunciation or <i>articulation of signs</i>.</p>				
<p>Values: Unity: Cooperation as learners work together as they record solo or choral poetry performances.</p>				
<p>Link to other subjects: Learner is able to link the concept of health and sanitation to their learning in Integrated Science Learner is able to link the concept of pronunciation <i>and articulation of signs</i> to their learning in Kiswahili</p>				

Suggested learning resources:

Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines and books, E-book, Internet, Online dictionaries, Digital story books, Course books, charts, pictures, electronic and digital devices, poetry books

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.2 <i>Sign Reading</i></p>	<p>10.2.1 <i>Intensive Sign Reading: Factual Texts</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme, hygiene and sanitation,</i></p> <p>b) <i>sign read factual texts of about 320 words related to the theme for comprehension,</i></p> <p>c) <i>apply appropriate sign reading habits in sign reading factual texts of about 320 words for information,</i></p> <p>d) <i>appreciate the importance of sign reading for comprehension and information.</i></p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Hygiene and Sanitation. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Hygiene and Sanitation ● In pairs, learners are guided to <i>sign read</i> factual texts in print and non-print formats. ● In groups, learners are guided to infer the meaning of vocabulary in a text. ● In pairs, learners are guided to answer factual and inferential questions from a variety of texts. ● In groups, learners are guided to retell, stories related to the theme. ● In groups, learners are guided to discuss <i>as they sign</i> and role play events in a story. ● In groups, learners are guided to <i>watch a signed video or a video with closed captions</i> related to the theme and pick out specific information. ● In pairs, learners are guided to use the dictionary to find the meaning of new words. ● In pairs, learners are guided to use the encyclopaedia to get more information related to the theme. 	<ol style="list-style-type: none"> 1. Why should we read at the right speed? 2. <i>Why should we sign read at the right speed?</i>

Core competencies to be developed:

- Digital literacy: interacting with technology as learners manipulate digital devices as they *watch a signed video or a video with closed captions* related to the theme.
- Learning to learn: learner to develop the skill of independent learning as they use the dictionary and children's encyclopaedia to obtain information.

Pertinent and Contemporary Issues (PCIs):

- Personal hygiene is enhanced through interactive language tasks on the theme hygiene and sanitation.

Values:

Unity: sharing as learner works together to retell, *through signing*, stories related to the theme.

Link to other subjects:

Learner is able to relate the skill of sign reading to their learning in Kiswahili, Science and Technology ,Social Studies Mathematics, Integrated Science, Agriculture and Nutrition, Religious Education and Creative Arts

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.3 Grammar</p>	<p>10.3.1 Word Classes: Conjunctions (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <i>recognize signs of words and phrases related to the theme,</i> identify conjunctions correctly in oral, <i>signed</i> and written texts for fluency of <i>signed</i> speech, engage in short dialogues featuring conjunctions for fluency of <i>signed</i> speech, use conjunctions in a variety of contexts for effective oral <i>signed</i> and written communication, appreciate the importance of conjunctions in communication. 	<ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Hygiene and Sanitation. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Hygiene and Sanitation In groups, learners are guided to use the conjunctions (<i>and, but, or, yet, so, for, nor</i>) to talk about topics related to the theme(<i>ensure the seating arrangement allows access to information</i>). In groups, learners are guided to respond appropriately to questions. In pairs, learners are guided to construct sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and type them on a digital device. In groups, learners who are Hard of Hearing are guided to listen to short dialogue containing the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and discuss their usage, (<i>ensure the speed of signing and</i> 	<p>Why do we join sentences?</p>

			<p><i>appropriate turn taking is happening to allow access to conversation).</i></p> <ul style="list-style-type: none"> ● In groups, learners who are Deaf are guided to <i>observe</i> a short <i>signed</i> dialogue containing the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and discuss their usage, (<i>ensure the speed of signing and appropriate turn taking is happening to allow access to conversation).</i> ● In pairs or groups, learners are guided to answer and ask questions involving conjunctions correctly. ● In pairs, learners are guided to fill in blank spaces in sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners develop the skill of speaking accurately or signing accurately as talk about topics related to the theme. ● Digital literacy: interacting with digital technology as learners type sentences in a digital device. 				
<p>Pertinent and Contemporary Issues (PCIs): Personal hygiene: is promoted through interaction with content on hygiene and sanitation.</p>				
<p>Values: Respect: etiquette as learners appropriately take turns during dialogue.</p>				

Link to other subjects:

- Learner is able to relate conjunctions to their learning in Kiswahili.
- Learner is able to relate content on hygiene and sanitation to their learning in Integrated Science, Environmental Science and Physical Health Education.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.4 Writing</p>	<p>10.4.1 Creative Writing: <i>Descriptive Compositions</i> (3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme, hygiene and sanitation,</i></p> <p>b) describe the parts of a descriptive composition for self-expression,</p> <p>c) organise thoughts clearly, precisely and creatively into a coherent paragraph for self-expression,</p> <p>d) create a descriptive composition of about 80-100 words on various topics for effective communication,</p> <p>e) appreciate the role of creativity in descriptive writing for effective communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Hygiene and Sanitation. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Hygiene and Sanitation. ● In groups, learners are guided to <i>sign read</i> a sample descriptive composition of about 80-100 words and identify the paragraphs. ● In groups, learners are guided to use similes or proverbs to make their writing interesting. ● In pairs or groups, learners are guided to use similes to make the composition interesting. Write a composition with a proverb as a title. ● In pairs, learners are guided to talk, <i>as they sign</i>, about different activities they engage in such as ‘how we clean our house’. ● In pairs, learners are guided to write four descriptive sentences on a given topic. ● In groups, learners are guided to write an 80-100 words descriptive composition (2– 3 coherent paragraphs). ● In pairs, learners are guided to proofread and display their composition. ● In groups, learners are guided to type their compositions on a digital device. 	<ol style="list-style-type: none"> 1. Why should you organise your thoughts in clear sentences and paragraphs? 2. How can you tell others about yourself?

Core competencies to be developed:

- Citizenship: active community life skills as learners talk, *as they sign*, about different activities they engage in such as ‘how we clean our house’.

Pertinent and Contemporary Issues (PCIs):

Learner support programmes: positive discipline as learners interact with content on the theme of hygiene and sanitation.

Values:

Unity: cooperation as learners work together in groups to write a descriptive composition.

Link to other subjects:

Learner is able to link the concept of descriptive writing to their learning in Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

11.0 SPORTS: MY FAVOURITE GAME

Suggested vocabulary to be signed: win, lose, football, throw, race, match, athletics, netball, handball, exercise, practice, relax, referee, score, cheer, whistle, kit, team, competition, captain, stadium, coach and field

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p style="text-align: center;">11.1 <i>Observing and articulating signs</i></p>	<p style="text-align: center;">11.1.1 Proper articulation of signs and Vocabulary: Listening Fluency or visual fluency (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) <i>recognize signs of words and phrases related to the theme, sports,</i> b) listen to a short speech related to the theme for listening fluency(HoH), c) <i>observe</i> to short <i>signed</i> speech related to the theme for visual fluency(Deaf), d) apply vocabulary related to the theme in a variety of contexts for self-expression. e) distinguish letter sounds and words from an oral and for listening fluency(HoH), f) distinguish letter sounds and words from a signed text for visual fluency(Deaf), g) articulate <i>letter</i> sounds <i>correctly</i> for effective communication. h) interpret non-verbal cues correctly for <i>visual</i> or listening fluency(HoH), 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Sports. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Sports. ● In pairs, learners who is Hard of Hearing are guided to listen attentively <i>and observe keenly to a signed video recording with the letter sounds</i> <ul style="list-style-type: none"> ○ /ɑʊ/ - ou as in house, mouse ○ /ð/ - th as in this , brother ○ /θ/- th as in think, math ○ <i>and consonant cluster</i> ○ ‘sk’ - sk as in sky, skirt. ● In pairs, learners who is Hard of Hearing are guided to listen attentively <i>video recording with the sounds</i> <ul style="list-style-type: none"> ○ /ɑʊ/ - ou as in house, mouse ○ /ð/ - th as in this , brother ○ /θ/- th as in think, math ○ <i>and consonant cluster</i> ○ ‘sk’ - sk as in sky, skirt. 	<ol style="list-style-type: none"> 1. How do facial expressions and gestures help us to communicate well? 2. Why should we listen actively to what others are saying?

		<p>i) interpret non-verbal cues correctly for <i>visual</i> fluency(Deaf),</p> <p>j) appreciate the importance of <i>visual</i> or listening fluency in oral or <i>signed</i> comprehension.</p>	<ul style="list-style-type: none"> ● In pairs, learners who are Deaf are guided to <i>observe keenly to a signed video recording with the letter sounds</i> <ul style="list-style-type: none"> ○ /aʊ/ - ou as in <i>house, mouse</i> ○ /ð/ - th as in <i>this , brother</i> ○ /θ/- th as in <i>think, math</i> ○ <i>and consonant cluster</i> ○ ‘sk’ - sk as in <i>sky, skirt.</i> ● In pairs or groups, learner is guided to repeat <i>signing</i> words with <i>letter sounds</i> /aʊ/ /ð/ /θ/ and consonant cluster ‘sk’ after the teacher or a <i>signed audio visual</i> recording. ● In pairs or groups, learners are guided to respond, <i>as they sign</i>, to questions on given texts confidently. ● In groups, learners are guided to make a three-minute <i>signed</i> speech using vocabulary related to the theme. ● In pairs or groups, learners are guided to recite, <i>by signing</i>, poems about games. ● In groups, learners are guided to role play and make <i>signed</i> speeches to an imaginary audience. ● In groups, learners are guided to watch a video <i>with closed captions</i> on speeches related to sports and then make similar <i>signed</i> speeches. 	
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			<ul style="list-style-type: none"> • In groups, learners are guided to use and interpret non-verbal cues in oral or <i>signed</i> contexts correctly. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: learner develops skill of communication and self-expression as they make a three-minute signed speech. • Self-efficacy: learner develops the skill of knowing who I am, as they role play and use non-verbal cues. 				
<p>Pertinent and Contemporary Issues (PCIs) Life skills: Effective communication as learners make a three-minute <i>signed</i> speech using vocabulary related to the theme. Learner support programmes: Peer education and career guidance is enhanced during club meetings as well as presentation of signed speeches</p>				
<p>Values: Unity: determination as learner makes short speeches using vocabulary related to the theme.</p>				
<p>Link to other subjects Learner is able to link the concept of sports: My favourite game to their learning in Creative arts and sports</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 <i>Sign Reading</i>	11.2.1 Intensive Sign Reading: <i>Reading with Technology</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) <i>recognize signs of words and phrases related to the theme, sports,</i> b) <i>sign read grade appropriate digital poems and narratives of about 300-320 words interpretively for comprehension.</i> b) <i>access grade appropriate online materials of about 300-320 words for lifelong learning.</i> c) <i>appreciate reading with digital resources for information.</i> 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Sports. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Sports. ● In groups, learners are guided to <i>sign</i> read animated stories, comics and cartoons interpretively. ● In pairs, learners are guided to watch videos or mimes and answer questions. ● In groups, learners are guided to interpret visual representations such as mind maps. ● In pairs, learners are guided to click on or highlight words read by a computer-generated voice or <i>signed by the teacher</i>. ● In groups, learners are guided to carry out simple online research on topics related to the theme. ● In groups, learners are guided to create simple crossword puzzles based on animated stories. ● In pairs, learners are guided to infer the moral lesson of a story. ● In groups, learners are guided to <i>sign</i> read, a poem or story expressively to bring out varying emotions. 	<ol style="list-style-type: none"> 1. Why should we read using technology? 2. How do you search for information using technology?

			<ul style="list-style-type: none"> ● In pairs, learners who are Hard of Hearing are guided to take cues from the teacher or a audio presentation of such stories or poems. ● In pairs, learners who are Deaf are guided to take cues from the teacher or a signed audio-visual presentation of such stories or poems. 	
<p>Core Competency Developed</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: research skills as learners carry out simple research on topics online. ● Digital literacy: interacting with digital technology as learners read on issues or topics online and offline. 				
<p>Pertinent and Contemporary Issues (PCIs) Learner Support Programme: Club and societies enhanced through the theme of games and sports</p>				
<p>Values: Responsibility: accountability as learners take care of digital devices when clicking on or highlighting words read by a computer-generated voice <i>or signed by the teacher.</i></p>				
<p>Link to other subjects Learner is able to link the skill of intensive reading and sign reading to all learning areas</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, Word puzzles magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Grammar	11.3.1 Language Patterns: <i>Interrogatives</i> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) <i>recognize signs of words and phrases related to the theme, sports,</i> b) identify interrogatives in a variety of texts for communication clarity. c) use interrogatives in a variety of contexts for effective communication. d) respond to a variety of questions based on interrogatives for effective communication. e) appreciate the importance of interrogatives in communication. 	<ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Sports. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Sports. • In pairs or groups, learners are guided to sign read interrogatives <i>when, where, whose, who</i> and <i>what</i>. • In groups, learners are guided to identify the interrogatives <i>when, where, whose, who</i> and <i>what</i> in a variety of texts. • In pairs, learners are guided to construct sentences with interrogatives (<i>when, where, whose, who</i> and <i>what</i>). • In pairs, learners are guided to answer questions based on interrogatives (<i>when, where, whose, who</i> and <i>what</i>). • In groups, learners are guided to identify interrogatives (<i>when, where, whose, who</i> and <i>what</i>) from online texts and use them to make own sentences. • In groups, learners are guided to view videos, cartoons or pictures and ask one another questions <i>as they sign</i>. • In groups, learners are guided to <i>sign read</i> a newspaper, magazine, brochures or any other authentic texts and identify 	<ol style="list-style-type: none"> 1. Why do we ask questions? 2. Which words do we use to ask questions?

			<p>the interrogative (<i>when, where, whose, who and what</i>) sentences.</p> <ul style="list-style-type: none"> • In groups, learners are guided to write the interrogatives in their exercise books or type them in on a word processor. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: learners develop relationships as they use appropriate interrogatives to ask questions. • Digital literacy: learners develop the skill of interacting with technology as they interact with digital devices when searching for information online. 				
<p>Pertinent and Contemporary Issues (PCIs): Social awareness skill: Friendship formation as learners interact with Games and sports.</p>				
<p>Values: Responsibility: accountability as learners choose the correct content to watch when directed to view videos, cartoons or pictures.</p>				
<p>Link to other subjects: Learner is able to link the concept of interrogatives to their learning in Kiswahili.</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet</p>				

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Writing	11.4.1 Spelling: Commonly Misspelt Words (2 lesson)	By the end of the sub strand, the learner should be able to: a) <i>recognize signs of words and phrases related to the theme, sports,</i> b) identify signs of commonly misspelt words in oral and written contexts(HoH), c) identify signs of commonly misspelt words in <i>signed</i> and written contexts(Deaf), d) write commonly misspelt words correctly for communication clarity, e) appreciate the importance of writing words clearly and correctly in communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Sports. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Sports. ● In pairs or groups, learners are guided to listen to, observe and write commonly misspelt words. ● In groups, learners are guided to observe <i>a signed</i> dictation and fingerspell selected words and sentences. ● In groups, learners are guided to search for commonly misspelt words and create a word puzzle. ● In pairs or groups, learners are guided to copy the words correctly in their vocabulary book. ● In pairs, learners are guided to construct sentences using commonly misspelt words. ● In groups, learners are guided to form commonly misspelt words from jumbled up letters. 	<ol style="list-style-type: none"> 1. Why is it difficult to spell <i>and fingerspell</i> some words correctly? 2. How can we become better at spelling and fingerspelling words?
<p>Core competencies to be developed: Critical thinking and problem solving: making connection as learner, in groups, make words from jumbled up letters. Learning to learn: self-discipline is developed as learn how to spell through learner centred activities.</p>				

Pertinent and Contemporary Issues (PCIs):

- Social awareness skill: Effective communication is enhanced as learners learn how to spell words correctly.
- Learner support programmes: Games and sports help build confidence and self-esteem in learners.

Values:

Unity: cooperation is enhanced learners, in groups, search for commonly misspelt words and create a word puzzle.

Link to other subjects

Learner is able to link the skill of correct spelling of words to their learning in Kiswahili, Science and Technology ,Social Studies, Mathematics, Integrated Science, Agriculture and Nutrition, Religious Education and Creative Arts

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

12.0 CLEAN ENVIRONMENT

Suggested vocabulary to be signed: compound, bin, bush, tree, conserve, water, clear, care, sweep, rubbish pit, broom, protect, rivers, drain, neighbourhood, hills, green, grass, environment and cleanliness

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<p>12.1 <i>Observing and articulating signs</i></p>	<p>12.1.1 Proper articulation of signs and Vocabulary: Speaking or Signing Fluency (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme, clean environment,</i></p> <p>b) <i>speak correctly, with expression and at the right speed (minimal hesitation) for fluency(HoH),</i></p> <p>c) <i>sign correctly, with expression and at the right speed (minimal hesitation) for fluency(Deaf),</i></p> <p>d) <i>use non-verbal cues appropriately for self-expression,</i></p> <p>e) <i>use vocabulary related to the theme in a variety of contexts for effective communication,</i></p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Sports. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Sports ● In groups, learners are guided to <i>say as they fingerspell and sign</i> words containing the <i>letter</i> sounds /ʌ/ /ɔ:/ and the consonant clusters ‘br’ ‘sw’ ‘pr’ ‘cl’ ‘gr’ correctly <ul style="list-style-type: none"> ○ /ʌ/ -"u" as in words like "cup," "luck," ○ /ɔ:/ -"o" and "r" or "au" in words like "thought," "law," <i>and the consonant clusters ‘</i> <ul style="list-style-type: none"> ○ <i>br’ - br as in words like break, brown</i> ○ <i>‘sw’ -sw as in words like sweep, swim</i> ○ <i>‘pr’ - pr as in words like</i> 	<ol style="list-style-type: none"> 1. Why should you speak <i>as we sign</i> at the right speed? 2. How can you make others feel what you are saying?

		<p>f) appreciate the importance of fluency in speech.</p>	<ul style="list-style-type: none"> ○ 'cl' -cl as in words like <i>clear</i>, <i>close</i> ○ 'gr' -gr as in words like <i>grass</i>, <i>grow</i>. ● In groups, learners are guided to select words with the letter sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' from an oral <i>or signed text</i>. ● In pairs or groups, learners are guided to construct sentences that require a yes or no response using the vocabulary. ● In groups, learners who are Hard of Hearing are guided to listen to oral presentations such as poems and topical issues from <i>audio recording</i> related to the theme. ● In groups, learners who are Deaf are guided to observe <i>signed</i> presentations such as poems and topical issues from <i>signed audio-visual recording</i> related to the theme. ● In pairs, learners are guided to repeat <i>signed</i> and oral texts from the teacher or a signed audio visual recording without hesitations. ● In groups, learners are guided to respond to questions <i>as they sign</i> on given texts confidently. ● In groups, learners are guided to repeat oral <i>and signed</i> texts without hesitation and at a reasonable speed. 	
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			<ul style="list-style-type: none"> ● In groups, learners are guided to make a three-minute spoken <i>or signed</i> speech on environment. ● Individually, learner is guided to make short <i>signed</i> speech correctly, at the right speed and with expression. ● In pairs or groups, learners are guided to use non-verbal cues when speaking or <i>signing</i>. ● In pairs or groups, learners are guided to speak <i>as they sign</i> expressively on a variety of topics. ● In groups, learners are guided to recite poems related to the theme. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing clearly as learners make short speeches accurately, at the right speed and with expression. ● Creativity and imagination: exploration as learners create signed speeches on topical issues. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion and integrity: as learners work in pairs and group work. 				
<p>Values: Unity: cooperation is developed as learners, in groups, make three-minute signed speech on environment.</p>				
<p>Link to other subjects: Learner is able to link the skill of signing fluency to their learning in Kiswahili, Science and Technology ,Social Studies, Mathematics, Integrated Science, Agriculture and Nutrition, Religious Education and Creative Arts</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 <i>Sign Reading</i>	12.2. 1 Intensive sign Reading: <i>Poem/Song/Proverbs</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) <i>recognize signs of words and phrases related to the theme, clean environment,</i> b) <i>sign read a poem, song or passage containing proverbs with expression for effective communication,</i> c) <i>apply basic stress, rhythm vary facial expression and body movement when sign reading a poem, song or passage containing proverbs for self-expression,</i> d) <i>respond to questions based on a poem, song or passage containing proverbs for comprehension,</i> e) <i>appreciate the importance of intensive reading in day-to-day communication.</i>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Sports. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Sports ● In groups, learners are guided to apply stress and rhythm <i>and vary facial expression and body movement when reciting a signed poem, passage that incorporates proverbs or sign singing a song.</i> ● In pairs, learners are guided to <i>sign read a poem, song or passage that incorporates proverbs related to the theme and answer questions.</i> ● In groups, learners are guided to answer factual and inferential questions from a given poem, song or passage. ● In pairs, learners are guided to identify events in a poem, song or passage logically. ● In pairs, learners are guided to <i>discuss as they sign</i> and role play events in a passage containing proverbs, poems or a song based on the theme. 	<ol style="list-style-type: none"> 1. Why do we enjoy <i>sign reading poems</i>? 2. How are poems different from stories?

			<ul style="list-style-type: none"> ● In groups, learners are guided to watch a recitation of a <i>signed</i> poem on video and identify specific details. ● In pairs, learners are guided to identify proverbs used in a passage. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Team works as learners sign read and role-play events in groups. ● Self-efficacy: as learners answer questions from songs, poems and taking part in role play confidently. ● Digital Literacy: learners interact with digital technology as they watch a recitation of a poem on video. 				
<p>Pertinent and Contemporary Issues (PCIs): Social awareness skills: friendship formation as learners work in groups and in pairs.</p>				
<p>Values: Peace: love as learners, in groups or pairs, watch a recitation of a <i>signed</i> poem on video</p>				
<p>Link to other subjects: Learner is able to relate the concept of Clean environment to their learning in Social studies and Science and Technology.</p>				
<p>Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>12.3 Grammar</p>	<p>12.3.1 Aspect : <i>Present and Past Perfect</i></p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme, clean environment,</i></p> <p>b) identify the present and past perfect aspect in varied texts for effective communication.</p> <p>c) use the present perfect and past perfect aspect to form correct sentences for effective communication.</p> <p>d) appreciate the importance of proper aspect in everyday communication.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Sports. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Sports. ● In groups, learner is guided to read, <i>and sign read</i> sentences in the present and past perfect aspect related to the theme such as: Present perfect aspect: <ul style="list-style-type: none"> ○ The county government has implemented new recycling programs to reduce waste. ○ Our community has planted thousands of trees to improve air quality. ○ The school has organized several clean-up projects to maintain cleanliness. ● In groups, learner is guided to read and <i>sign read</i> sentences in the present and past perfect tenses related to the theme such as: Past perfect aspect: <ul style="list-style-type: none"> ○ The county government had implemented new recycling programs to reduce waste. ○ Our community had planted thousands of trees to improve air quality. ○ The school had organized several clean-up projects to maintain cleanliness. 	<ol style="list-style-type: none"> 1. How do we show the time an action took place? 2. How do we show that an action has been completed?

			<ul style="list-style-type: none"> • In pairs, learners are guided to respond to questions, <i>as they sign</i>, on activities they have just completed depicting the present and past perfect tenses. • In pairs, learners are guided to use games to form sentences in the present perfect and past perfect with given verbs. • In groups, learners are guided to repeat sentences containing present perfect and past perfect tenses from a story or poem. • In pairs, learners are guided to create a list of sentences in the present perfect and past perfect on a computer or tablet. • In groups, learners are guided to construct sentences using the present perfect and past perfect tenses. • In groups, learners are guided to <i>sign</i> sing songs containing the present perfect and past perfect tenses. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: learners develop the skill of teamwork as they engage in games in small groups or in pairs. • Self-efficacy: as learners confidently use the correct tenses in their communication 				
<p>Pertinent and Contemporary Issues (PCIs) Social awareness skills: Effective communication skill is enhance as learners use tenses correctly.</p>				
<p>Values: Unity: cooperation as learners in groups <i>sign sing songs</i> containing the present perfect and past perfect tenses respect.</p>				
<p>Link to other subjects Learner is able to link the concept of tenses to their learning in Kiswahili.</p>				

Suggested learning resources:

Story books, Course books, charts, poetry books, digital devices with internet, Flash cards ,Recording devices e.g. tablets, mobile phone, Dictionary, signed audio-visual recordings, Pictures and Photographs, Extracts from newspapers, magazines and books, E-books, Digital games, Computers

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	12.4.1 Guided Composition: <i>Personal Diary</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) <i>recognize signs of words and phrases related to the theme, clean environment,</i> b) identify the components of a personal diary for effective writing, c) write a personal diary in the right format for effective communication, d) appreciate the role of diaries in our day today life.	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Sports. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Sports. ● In groups, learners are guided to identify components of a diary. ● In pairs, learners are guided to view samples of diaries and through speaking and discussing <i>as they sign</i>. ● In pairs or groups, learners are guided to write a diary using the right format. ● In groups, learners are guided to search for information on how to write personal diaries from electronic devices or printed sources. ● In groups, learners are guided to write a diary and display it to the rest of the class members. 	Why should we keep a record of what we do?
Core competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking and problem solving: open mindedness and creativity as learners come up with their own diary entries. 				

- Digital literacy: interacting with digital technology as learners manipulate digital devices when searching for information on how to write personal diaries from digital devices.

Pertinent and Contemporary Issues (PCIs):

Environmental education is enhanced through the theme of clean environment

Values:

Unity: Cooperation as learners work together in groups to search for information on how to write personal diaries from digital devices.

Link to other subjects:

Learner is able to link the theme clean environment to their learning in Integrated Science, Science and Technology and Social Studies.

Suggested learning resources:

A sample of personal diary, Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet

13.0 MONEY

Suggested vocabulary to be signed: tax, pay, business, collect, money, honest, profit, salary, fine, loss, law, government, buy, sell, parking, market, fee, fine, bank, income, borrow, credit.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p align="center">13.1</p> <p><i>Observing and articulating signs</i></p>	<p align="center">13.1.1</p> <p>Proper articulation of signs</p> <p>Intensive Listening or observing keenly Pattern /Riddles/Tongue Twisters and finger fumlbers (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize</i> signs of <i>words and phrases related to the theme, money,</i></p> <p>b) listen intensively for specific sounds, words, phrases or sentences for fluency(HoH),</p> <p>c) <i>observe keenly</i> for specific <i>signed</i> letter sounds, words, phrases or sentences for fluency(Deaf),</p> <p>d) select <i>fingerspelt</i> silent letters in words from an oral <i>and signed text</i> for listening and <i>observing fluency,</i></p> <p>e) use the language pattern ‘very...but...’ correctly for effective oral <i>and signed</i> communication,</p> <p>f) use vocabulary to construct sentences for effective communication,</p> <p>g) appreciate the importance of listening to <i>or observing</i> a</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Money. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Money. ● In groups, learner is guided to identify and signing words with <i>the letter</i> sounds /k/ in letter x for example box- read as boks as well as /m/ - m in words like money /n/ - n in words like new /ŋ/- ng in words like long from an oral <i>and written text.</i> ● In groups, learners are guided to identify the silent letters in words such as honest, park, debt among others. ● In groups, learners who are Hard of Hearing are guided to listen to stories related to the theme from a teacher or an <i>audio recording.</i> 	<ol style="list-style-type: none"> 1. How can we learn the meaning of a new word? 2. Why should we listen carefully? 3. <i>Why should we observe keenly?</i>

		<p>variety of <i>signed texts</i> for information and enjoyment.</p>	<ul style="list-style-type: none"> ● In groups, learners who are Deaf are guided to <i>observe</i> to signed stories related to the theme or from a teacher or <i>a signed audio-visual recording</i>. ● In pairs or groups, learner is guided to listen to <i>or observe to signed</i> three words, phrases among others and fill in the blank spaces in an exercise book or a worksheet. ● In groups, learners are guided to play the telephone game: <i>let the learners adopt a proper seating arrangement preferably a horse shoe type of arrangement. A learner to write on a piece of paper, a secret word and shows to the next learner briefly. The next learner writes the word they have seen to the next learner and so on. The last learner runs and writes the word on the board. The closest to the original wins. To make it more interesting, you could start on both ends of the line.</i> ● In pairs or groups, learners are guided to guess the meaning of a word or phrase after listening to and observing a brief <i>signed text</i>. ● In pairs, learners are guided to answer oral <i>and signed</i> questions based on a text. 	
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			<ul style="list-style-type: none"> ● In pairs, learners are guided to identify the relevant language pattern in a text. ● In groups, learners are guided to observe a signed story and retell it (<i>ensure the seating arrangement allows access to information</i>). ● In groups, learners are guided to use vocabulary learnt to construct sentences and compose a poem featuring the language pattern. ● Learners are guided to discuss <i>as they sign</i> the use of the language pattern ‘very...but...’ in sentences. (<i>ensure the seating arrangement allows access to information</i>) 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learner develops listening skills/ observing keenly skills as they identify the letter sounds /k/ in letter x as well as /m/ /n/ /ŋ/ from an oral or written text. <p>Self-efficacy is developed when playing the telephone language game.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Financial literacy is nurtured as learners engage with the theme money.</p>				
<p>Link to Values:</p> <p>Respect: open mindedness is enhanced the learners work together in groups and respect each other’s opinions.</p>				
<p>Links to other subjects</p> <p>Learners are able to relate the importance of appropriate pronunciation and articulation of signs to all other learning areas.</p>				

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet.

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.2 Sign Reading</p>	<p>13.2.1 Extensive Sign Reading: <i>Newspapers/Magazines</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <i>recognize signs of words and phrases related to the theme, money,</i></p> <p>b) <i>sign read a variety of grade-appropriate digital and print texts such as newspapers and magazines for lifelong learning,</i></p> <p>c) <i>demonstrate independent sign reading of grade appropriate digital and print texts such as newspapers, magazines and articles for information and enjoyment,</i></p> <p>d) <i>appreciate the importance of independent sign reading in lifelong learning.</i></p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Money. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Money ● In pairs, learners are guided to visit a library and find articles, magazines and newspapers for reading <i>and sign reading (Provide learners with sign language interpretations where necessary).</i> ● In groups, learners are guided to select and <i>sign read</i> age appropriate and high- interest materials from print and electronic sources related to the theme. ● In pairs, learners are guided to infer the meaning of words related to the theme. ● In groups, learners are guided to retell <i>as they sign</i>, the stories they have sign read. ● In groups, learners are guided to share opinions and reflect on the materials they have read or <i>sign read</i>. 	<ol style="list-style-type: none"> 1. Why is it important to read newspapers and magazines? 2. How do we choose the materials we read? 3. When do we read?

			<ul style="list-style-type: none"> • In groups, learners are guided to set up an after-school club where they meet on a regular basis to read or <i>sign read</i> books and do extensive reading activities. • In pairs, learners are guided to read or <i>sign read</i> online newspapers, magazines or articles. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: learner develops the skill of teamwork as they set up after-school clubs for reading purposes. • Learning to learn: learner develops the skill of independent learning as they look for information on their own. 				
<p>Pertinent and Contemporary Issues (PCIs): Problem solving skills is enhanced as learners, through financial literacy, acquire skills for better living.</p>				
<p>Values: Responsibility: hard work, as learners sign read the children’s section of a newspaper or magazine and later writes their own stories or articles.</p>				
<p>Link to other subjects Learners relate the concept of extensive sign reading to their learning in Kiswahili, creative arts, social studies and RE</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers or Digital devices with internet.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Grammar	13.3.1 Word Class: <i>Prepositions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) <i>recognize signs of words and phrases related to the theme, money,</i> b) <i>identify prepositions of position and direction in sentences for comprehension,</i> c) <i>use prepositions correctly in oral and written contexts for effective communication,</i> d) <i>appreciate the importance of prepositions for clarity in communication.</i> 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Money. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Money. ● In pairs, learners are guided to <i>sign read</i> words indicating prepositions of position and direction such as: in, into, on. To, from, towards, up, down, among, between, though, over, under, ● In pairs, learners are guided to identify prepositions in samples of oral, <i>signed</i> or written texts sentences. ● In groups, learners are guided to play grade appropriate preposition games online or offline. ● In pairs, learners are guided to construct sentences using prepositions. ● In pairs, learners are guided to complete gaps in sentences, matching prepositions with pictures. ● In pairs, learners are guided to complete substitution exercises on various prepositions. ● In pairs, learners are guided to watch videos, visit web pages and other online resources and pick out prepositions. ● In groups, learners are guided to use prepositions in a role play or simulation of people paying tax. ● In groups, learners are guided to create and display preposition charts. 	Why should we tell others exactly where people and things are?

Core competencies developed:

- Self-efficacy: learners develop confidence and self-esteem as the learners use prepositions in a role play or simulation of people paying tax.
- Digital literacy: learner interacting with technology through watching videos and visit web pages and other online resources.
- Learning to learn: learner develop self-discipline as they play grade appropriate preposition games online or offline.

Pertinent and Contemporary Issues (PCIs):

- Financial literacy: is realised when learners interact with materials about money.
- Citizenship: sense of initiative and entrepreneurship skills as learners learn about money and tax.

Values:

Unity: non-discrimination as learners, in groups, play grade appropriate preposition games online or offline.

Link to Other Subjects:

Learner is able to relate the concept of patriotism to their learning in Social Studies through sensitising learners about money and payment of tax.

Suggested learning resources:

Language games, Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.4 Writing</p>	<p>13.4.1 Spelling: <i>Double Word Consonants</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <i>recognize signs of words and phrases related to the theme, money,</i> <i>fingerspell</i> words with double consonants correctly for clarity of writing, construct correct sentences using words with double consonants for cohesive writing, appreciate the importance of writing words clearly and correctly in communication. 	<ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to Money. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to Money. In pairs, learners are guided to listen to and observe the teacher <i>fingerspelling or observe a signed audio-visual recording with closed captioning</i> and write words with double consonants. Learners are guided to construct sentences using words with double consonants. In pairs, learners are guided to watch a <i>signed video with closed captioning</i> and write various words. In pairs, learners are guided to use a jigsaw puzzle to form words with double consonants. In groups, learners are guided to make words with double consonants from jumbled up letters. In groups, learners are guided to write words and sentences as dictated by a peer. 	<ol style="list-style-type: none"> Why is it important to write words correctly? How can we improve our spelling?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Critical thinking and problem solving: interpretation and inference is enhanced the learners make words with double consonants from jumbled up letters. 				

- Learning to learn: self-discipline is developed as the learners write words and sentences as dictated by a peer in groups and in pairs.

Pertinent and Contemporary Issues (PCIs):

Social awareness skills: Effective communication: is enhanced the learners learn how to spell words correctly.

Values:

Unity: Inclusions as learners play word spelling games such as scrabble with peers.

Link to other subjects

Learners are able to link the knowledge of correct spelling to all learning areas

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers

SUGGESTED ASSESSMENT RUBRICS FOR LISTENING AND SPEAKING AND OBSERVING AND ARTICULATING SIGNS

Level Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Listening to or observe for words with the sound or articulation of signs and fingerspelling letters with correct mouth movement /aI/ from an audio signed text	Correctly selects all the words with the sound or articulation of signs and fingerspelling letters with correct mouth movement of sound /aI/ from an audio or signed text	Selects most of the words with the sound or articulation of signs and fingerspelling letters with correct mouth movement /aI/ from an audio signed text	Selects some of the words with the sound or articulation of signs and fingerspelling letters with correct mouth movement /aI/ from an audio signed text	Hardly selects any word with the sound or articulation of signs and fingerspelling letters with correct mouth movement /aI/ from an audio signed text
<i>Pronouncing or observes proper place of articulation of signs or fingerspelling of words and phrases related to the theme</i>	<i>Consistently pronounces or observes proper place of articulation of signs or fingerspelling of words and phrases related to the theme correctly or with ease.</i>	<i>Pronounces or proper place of articulation of signs or fingerspelling words and phrases related to them</i>	<i>Pronounces or observes proper place of articulation of words or fingerspelling of some words and phrases related to the theme.</i>	<i>Pronounces words or observes the proper place of articulation of signs or fingerspelling of words and phrases related to the theme with difficulty</i>
Retelling short narratives (<i>ensure seating arrangement allows room for access to information</i>)	Always retells short narratives, expressively, accurately and without hesitation (<i>ensure seating arrangement allows room for access to information</i>).	Retells short narratives expressively, accurately and without hesitation (<i>ensure seating arrangement allows room for access to information</i>).	Retells some parts of the narrative with expression and some hesitations (<i>ensure seating arrangement allows room for access to information</i>).	Retells parts of a narrative with assistance and hesitates a lot (<i>ensure seating arrangement allows room for access to information</i>).

<p>Identifying Words With the sound or articulated and fingerspelt at the same time as /ɔɪ/</p>	<p>Consistently identifies words with the sound or articulated and fingerspelt at the same time as /ɔɪ/ with ease.</p>	<p>Identifies words with the sound or articulated and fingerspelt at same time as /ɔɪ/.</p>	<p>Identifies Some Words With the sound or articulated and fingerspelt at the same time as /ɔɪ/.</p>	<p>Hardly identifies any word with the sound or articulated and fingerspelt at the same time as /ɔɪ/.</p>
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SUGGESTED ASSESSMENT RUBRICS FOR SIGN READING SKILLS

Levels Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Sign reading a variety of materials independently for information and pleasure	Always sign reads a variety of materials independently for information and pleasure.	Sign reads a variety of materials independently for information and pleasure.	Sign reads some materials independently for information and pleasure.	Hardly sign reads any material independently for information and pleasure.
Use Fluency Strategies such as previewing, skimming and scanning strategies to find required information	Uses Fluency Strategies Such as previewing, skimming and scanning strategies to find all the required information.	Uses fluency strategies such as previewing, skimming and scanning strategies to find most of the required information.	Uses fluency strategies such as previewing, skimming and scanning strategies to find some of the required information.	Has difficulty using fluency strategies such as previewing, skimming and scanning strategies to find most of the required information.
Answering Factual And inferential questions for comprehension	Answers all factual and inferential questions correctly.	Answers most factual and inferential questions correctly.	Answers some factual and inferential questions correctly.	Hardly answers any factual or inferential questions correctly.
Summarising The Main points in a text	Summarises all the main points in a text.	Summarises most of the main points in a text.	Summarises Some Of The main points in a text.	Hardly identifies any of the main points in a text.

SUGGESTED ASSESSMENT RUBRICS FOR WRITING SKILLS

Levels Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying the Features of a diary/journal	Identifies all features of a journal/diary.	Identifies most features of a journal/diary.	Identify Some Features of a journal/diary.	Has difficulty identifying any feature of a journal/diary.
Spelling or fingerspelling words correctly	Spells or fingerspells all words correctly.	Spells or fingerspells most words correctly.	Spells or fingerspells some words correctly.	Hardly spells or fingerspells any word correctly.
Using commonly misspelt words in sentences	Uses all commonly misspelt words in sentences correctly.	Uses most commonly misspelt words in sentences correctly.	Uses some commonly misspelt words in sentences correctly.	Has difficulty using commonly misspelt words in sentences.
Creating narrative composition featuring similes and proverbs	Always creates a narrative composition featuring a wide range of similes and proverbs.	Creates a narrative composition featuring similes and proverbs.	Creates a narrative composition featuring a few similes and proverbs.	Hardly uses any simile or proverb to create a narrative composition.

SUGGESTED ASSESSMENT RUBRICS FOR GRAMMAR IN USE

Levels Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying prepositions of time and direction	Identifies all prepositions from a text correctly.	Identifies most prepositions from a text correctly.	Identifies some prepositions from a text correctly.	Has difficulty identifying most prepositions from a text correctly.
Using prepositions in sentences	Uses all prepositions in sentences correctly.	Uses prepositions in sentences correctly	Uses some prepositions in sentences correctly.	Has difficulty using most prepositions in sentences correctly.
Using question tags correctly	Uses all question tags correctly.	Uses most question tags correctly.	Uses some question tags correctly.	Uses some question tags correctly with assistance.
Using double imperatives in sentences correctly	Consistently uses double imperatives sentences correctly.	Uses double imperatives in sentences correctly using.	Uses some double imperatives in sentences correctly.	Uses some double imperatives in sentences correctly with assistance.

SUGGESTED NON FORMAL LEARNING ACTIVITIES

Listening and observing, speaking and articulating signs or fingerspelling	
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.
Reading	
1.2	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.
Grammar	
3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competency.
Writing	
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	Reading Skills	Grammar	Writing Skills
<ul style="list-style-type: none"> • Oral reading /sign reading or dictation recitations • Role play • Debates • Signed interviews • Dialogues • Oral and signed discussions • Oral and signed presentations • Public speaking and signing • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests 	<ul style="list-style-type: none"> • Reading aloud /sign reading clearly • Dictation • Oral/signed interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read 	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests 	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation • Standardised writing tests

SUGGESTED LEARNING RESOURCES:

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