



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

**UPPER PRIMARY LEVEL DESIGNS
GRADE FIVE (5)**

**ENGLISH
FOR LEARNERS WITH HEARING IMPAIRMENT**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

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

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

The reviewed Grade 5 curriculum designs build on competencies attained by learners at Grade 4. (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 Competency Based Curriculum.

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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 1 is the first grade of Lower primary Level in the reformed education structure. Grade 12 marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Grade 5 curriculum furthers implementation of the CBC from Grade 4 in Upper Primary Level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade 5 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 5 and prepare them for smooth transition to Grade 6. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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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 5 curriculum designs for learners with Hearing Impairments 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 5 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 5 and preparation of learners for transition to 6.

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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.

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.

4. 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.

5. 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.

6. 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.

7. 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

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

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

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

ESSENCE STATEMENT

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learned foreign language in today's world. In Kenya, English is learned as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, mastery of English will not only enhance learning in Junior 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, oral, sign reading, and 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, 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 LEARNING OUTCOMES FOR ENGLISH

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

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

STRANDS

1. Observing and Articulating signs or Listening and Speaking
2. Reading
3. Grammar in Use
4. Writing

SUB STRANDS

Observing and Articulating signs or Listening and speaking

1. Observing signed (listening) comprehension
2. Observing proper place of articulation of signs with correct mouth movement (Pronunciation)
3. Vocabulary
4. Signing words in context or Word stress
5. Signing words in their context while observing proper body language and facial expressions (Stress and intonation)
6. Focused attention or Interactive listening
7. Tongue twisters
8. Signing or speaking fluency
9. Focused attention or Listening fluency
10. Intensive observation or Intensive listening
11. Focused attention or Interactive Listening

Sign Reading

1. Extensive sign reading
2. Intensive sign reading
3. Sign reading fluency

Grammar in Use

Word classes

1. Nouns
2. Verbs
2. Determiners
3. Language pattern
4. Pronouns
5. Adjectives
6. Adverbs [manner, time, place, frequency]

7. Conjunctions [Correlative conjunction]
8. Prepositions
9. Quantifiers
10. Aspect
11. Statements; [Positive and negative]
12. Sentences; [Double Imperatives]
13. Questions tags
14. Interrogatives

Writing

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

THEMES

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

1. Child Rights and Responsibilities
2. National Celebrations
3. Etiquette -Table Manners
4. Road Accidents - Prevention
5. Nutrition - Traditional Foods
6. Jobs and Occupations - Various Occupations
7. Technology - Learning through Technology
8. The Farm - Cash Crops
9. Diseases - Communicable Diseases
10. Leisure Time Activities
11. Sports - Appreciating Talents
12. Environmental Pollution
13. Money – Savings and Banking

NB: Although the curriculum design includes fixed phrases, and phrasal verbs in the **suggested vocabulary** section, these terms should not be introduced to learners because they are too complicated. Hence, learners may be exposed to appropriate example of fixed phrases and phrasal verbs, but the terms should not be mentioned at all. Further, Upper Primary learner should only be exposed to **proverbs, similes, idioms, fixed phrases, metaphors, and phrasal verbs** with straight forward meanings. Preferably, one or two examples may be used. Metaphors will be introduced at Grade Six but even then, the term metaphor should not be used. Rather, specific examples of metaphors should be incorporated into learning materials and during lesson delivery. In conclusion, the focus of language learning materials development and assessment should be language use rather than terminologies

1.0 CHILD RIGHTS AND RESPONSIBILITIES

Suggested Vocabulary to be signed

responsible, food, clothing, shelter, street, duties, punish, rest, respect, needs, abuse, exercise, violence, interest, harm, rights, law, freedom, security, unfair, education, deny, protect, rescue, citizen, justice, community, equal, prison, jail, adopt, labour.

Fixed phrase: above all, all right, take care of, fall asleep,

Simile: work like a donkey; as busy as a bee,

Idiom: in safe hands,

Proverbs: All is well that ends well, Actions speak louder than words,

Phrasal verbs: breath in, care for, left behind.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
1.1 Observing and articulating signs(Listening and Speaking)	<p>1.1.1proper articulation of signs and observing signed comprehension (Pronunciation and Listening Comprehension)</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) recognise sounds /ʌ/ /ɑ: /, in words, and phrases correctly(HoH)</p> <p>c) recognise letter sounds /ʌ/ as in cup, /ɑ: / as in far, in words, and phrases correctly(Deaf),</p> <p>d) use signs of words and phrases related to the theme in sentences correctly,</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 Child rights and responsibilities. ● In pairs, learners are guided to identify fingerspell and sign vocabulary related to Child rights and responsibilities. ● In pairs, learners who are Hard of Hearing are guided to listen to and observe a signed oral narrative. ● In pairs, learners who are Deaf are guided to observe a signed oral narrative. ● In groups, learners who are Hard of Hearing are guided to identify words and phrases containing the sounds /ʌ/ /ɑ: / from a print or audio text. 	<ol style="list-style-type: none"> 1. Why should we say as we fingerspell and sign letter sounds words, phrases, and sentences correctly? 2. How can we improve our pronunciation or observing proper place of articulation of signs or fingerspelling with correct mouth movement? 3. Why should we listen attentively or observe keenly?

		<p>e) listen and observe for the main idea and specific details for effective communication (HoH),</p> <p>f) observe for the main idea and specific details for effective communication (Deaf),</p> <p>g) respond to information from a signed oral text.</p> <p>h) appreciate attentive listening and observing keenly in effective communication</p>	<ul style="list-style-type: none"> ● In groups, learners who are Deaf are guided to identify by fingerspelling and signing words and phrases containing the letter sounds /ʌ/ as in cup, but; /ɑ:/ as in fast, far, hard, from a print or a signed audio visual text. ● In pairs, learners who are Hard of Hearing are guided to say as they sign words and phrases related to the theme accurately. ● In pairs, learners who are Deaf are guided to sign or fingerspell words and phrases related to the theme accurately ● In pairs, learners are guided to construct signed sentences using signs of words and phrases containing the letter sounds /ʌ/ as in cup, but; /ɑ:/ as in fast, far, ● In groups, learners who are Hard of Hearing are guided to say as they articulate signs of the tongue twisters containing the selected letter sounds. ● In pairs, learners who are Deaf are guided to sign or fingerspell tongue twisters containing the selected letter sounds. ● In groups or pairs, learners are guided to write sentences and phrases containing the selected 	
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			<p>letter sounds and words.</p> <ul style="list-style-type: none"> ● In groups or pairs learners are guided to make a signed audio visual recording of a poem containing the letter sounds /ʌ/ as in cup, but; /ɑ: / as in fast, far, ● In groups, learners are guided to play the signed audio visual recording and obtain feedback. 	
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Core Competencies to be developed:

- Communication and Collaboration: team work as learners work in pairs and groups to construct signed sentences.
- Digital Literacy: creating with technology as learner use of digital devices to observe and record themselves.
- Learning to Learn: reflection on work, as learner appreciates the use the correct articulation of signs in various context.

Pertinent issues and contemporary issues (PCIs)

Life Skill Issues: Social awareness skills as learners learn about child rights and responsibilities.

Values:

- Responsibility: Self- drive as the learners make a signed audio -visual recording of themselves reciting a poem containing the learnt sounds or articulate signs fingerspelt words and handshapes.
- Respect: humility as the learner plays the signed audio-visual recording and obtain feedback.

Link to other Subjects:

The learners are able to relate the concept of child rights and responsibilities to their learning in Social Studies and CRE.

Suggested learning resources:

adapted course books, flash cards, recording devices e.g tablets and mobile phone, dictionary, internet, signed audio-visual recordings, pictures and photographs of words containing target letter sound, charts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
1.2 Sign Reading	1.2.1 Extensive Sign Reading Use of Reference Materials (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) select relevant reference materials: dictionaries, junior encyclopaedias, and, subject-specific encyclopaedias, on a variety of subjects, c) spell words correctly for effective communication (HoH), d) fingerspell words correctly for effective communication (Deaf) e) sign read a variety of materials independently for information and pleasure, f) use reference materials to find the required information, g) demonstrate interest in using reference materials for 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 Child rights and responsibilities. • In pairs, learners are guided to identify spell or fingerspell and sign vocabulary related to Child rights and responsibilities. • In pairs or groups, learners are guided to select appropriate print and non-print reference materials (dictionaries, junior encyclopaedias, subject-specific encyclopaedias). • In pairs or groups, learners are guided to sign read selected reference materials independently. • In pairs or groups, learners are guided to look for information related to the theme from reference materials. • In groups, learners are guided to report and discuss what they have sign read. (Ensure the seating arrangement supports equal access to signed information). 	<ol style="list-style-type: none"> 1. Why do you read and sign read books? 2. Which type of books do you enjoy sign reading?

			<ul style="list-style-type: none"> In pairs, learners are guided to visit a library to find reference materials for information related to the theme,(Provide the learners with sign language interpretations where necessary during the visit). 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital Literacy: Interacting with technology as learners manipulate electronic reference materials. Learning to Learn: Learning independently as learners sign read selected reference materials independently. 				
<p>Pertinent and Contemporary Issues: Life Skills Education: Interpersonal relationship as learners fingerspell and sign words and phrases related to the theme child rights and responsibilities.</p>				
<p>Values:</p> <ul style="list-style-type: none"> Unity: Cooperation as the learner reports and discusses what they have read in small groups Responsibility: Hardwork as the learner visits a library to select reading materials and read independently 				
<p>Link to other Subjects: The learner uses the skill to use reference materials in all the other learning areas as they all require searching for information.</p>				
<p>Suggested learning resources: reference materials such as English dictionaries, Sign Language dictionaries ,junior encyclopaedias, and subject-specific encyclopaedias Pictures and photographs, extracts from newspapers, magazines and books</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question (s)
1.3 Grammar in Use	1.3.1 Word Classes: Demonstrative Determiners (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify demonstrative determiners: this, these, that, those, in a variety of texts, c) use demonstrative determiners: this, these, that, those correctly, d) appreciate the correct use of demonstrative determiners 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 Child rights and responsibilities. • In pairs, learners are guided to identify fingerspell and sign vocabulary related to Child rights and responsibilities • In pairs, learners are guided to identify and sign demonstrative determiners: this, these, that, those, from a text. • In pairs, learners are guided to sign read sentences containing demonstrative determiners in print or electronic materials. • In groups, learners are guided to construct sentences using demonstrative determiners. • In pairs, learners are guided to sign the constructed sentences using demonstrative determiners. • In pairs, learners are guided to make and sign sentences containing demonstrative determiners from a substitution table. • In groups, learners are guided to use demonstrative determiners to fill gaps in sentences. • In pairs, learners are guided to search for 	<ol style="list-style-type: none"> 1. How do you identify objects that are near or far? 2. How do we show that objects being referred to are singular or more?

			more examples of sentences containing demonstrative determiners in print and digital texts.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: team work as the learner work in groups and pairs to identify demonstrative determiners in a variety of texts. • Digital Literacy: interacting with digital technology as the learner manipulates digital devices as they search for more examples of sentences containing demonstrative determiners in print and digital texts. 				
<p>Pertinent and Contemporary Issues: Life Skills Education: learners' self-esteem is developed as they learn how to communicate effectively</p>				
<p>Values: Unity: Cooperation is developed as children work accomplish tasks in groups</p>				
<p>Link to other Subjects: The learner relates the knowledge gained in learning demonstrative determiners in learning Kiswahili</p>				
<p>Suggested learning resources: Charts, class readers, course books, flash cards dictionary, internet, signed audio-visual recordings, posters, pictures and photographs ,extracts from newspapers, , internet, dictionaries, digital story books, projector, computers</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Functional Writing: Filling Forms (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) record specific details: personal information, school information, parents /guardians details, religion/county information, favourite sport, hobby among others in a variety of forms, c) design a form to obtain the required information, d) acknowledge the importance of filling forms correctly.	<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 Child rights and responsibilities. • In pairs, learners are guided to identify fingerspell and sign vocabulary related to Child rights and responsibilities • Individually, learners are guided to search for sample forms from the internet. • In groups, learners are guided to select the information to be filled in a form. • In pairs, learners are guided to fill a form related to the theme using the following details: personal information, school information, parents/guardians details, religion/ county information, favourite sport, hobby among others. • In groups, learners are guided to discuss as they sign the importance of filling forms correctly (Ensure the seating arrangement of learners allows equal access to signed information). • In groups, learners are guided to download forms and fill them. • In groups, learners are guided to design a 	<ol style="list-style-type: none"> 1. Why do we fill forms? 2. Why is it important to fill forms accurately?

			form to obtain information.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: articulating signs clearly as the learner discusses and fills in forms in groups. • Digital Literacy: interacting with technology as the learner search and download forms from the internet. • Creativity and Imagination: originality as the learner designs and fill-in forms. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Analytical thinking skills: Creative thinking as the learner fills in a form related to the theme using personal details. • Social awareness skills: Effective communication as learners discuss as they sign during group discussions • Global citizenship: Social cohesion as learners interact with content on child rights and responsibilities. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Cooperation as learners downloads and fill in forms in groups. • Responsibility: Determination as learners, individually, learner search for sample forms from the internet. 				
<p>Link to other Subjects: The learners are able to relate content on child rights and responsibilities to their learning in social studies.</p>				
<p>Suggested learning resources: sample of filled and unfilled forms, chart, class readers, adapted 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>				

2.0 NATIONAL CELEBRATIONS

Suggested Vocabulary to be signed

parade, guests, heroes, heroines, leaders, crowd, security, custom, ceremony, history, decorate, gather, remember, costumes, famous, patriotic, citizens, national anthem, concert, event, entertain, unity, fireworks, ribbons, memories, national holidays, Jamhuri Day, Labour Day, independence, freedom fighter

Fixed phrase: do your best, come to an end, far away, enjoy yourself, go to sleep,

Simile: as happy as a king, as happy as a lark,

Idiom: around the corner, with open arms,

Proverbs: Practice makes perfect,

Phrasal verb: come along, get away; move on,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
2.1 Observing and Articulating signs(Listening and Speaking)	2.1.1 Proper articulation of signs and Vocabulary Observing signed Comprehension: Dialogue (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify signs of words, phrases, and sentences containing the target letter sounds/p/ /b/ from texts c) construct sentences orally using words related to the theme (HoH) d) construct signed sentences using signs of words related to the 	<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 National celebrations • In pairs, learners are guided to identify fingerspell and sign vocabulary related to National celebrations • In pairs, learners are guided to identify words with these letter sounds /p//b/ from print materials such as newspapers, magazines. • In groups, learners who are Hard of Hearing are guided to listen to and observe a signed audio-visual recording of a dialogue containing words and phrases with the target letter sounds /b/ /p/. • In groups, learners who are Deaf are guided to observe a signed audio-visual 	<ol style="list-style-type: none"> 1. Why should we listen carefully and observe keenly? 2. Why do we take turns when talking and signing?

		<p>theme(Deaf)</p> <p>e) listen for the main idea and specific details for effective communication,</p> <p>f) observe for the main idea and specific details for effective communication (Deaf))</p>	<p>recording of a dialogue containing words and phrases with the target letter sounds /b/ /p/.</p> <ul style="list-style-type: none"> • In groups, learners who are Hard of Hearing are guided to practise saying as they fingerspell and sign tongue twisters and finger fumblers with the letter sounds /b/ /p/. • In groups, learners who are Deaf are guided to practise fingerspelling and signing tongue twisters and finger fumblers with the letter sounds /b/ /p/. • In pairs, learners are guided to discuss as they sign vocabulary used in the text. • In pairs, learners are guided to construct sentences using the vocabulary. • In groups, learners are guided to respond correctly to signed questions based on the dialogue. 	
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		<p>d) respond to Information from an oral or signed text,</p> <p>e) interpret a speaker's feelings and emotions (non-verbal cues) correctly during an oral or signed presentation,</p> <p>f) appreciate the importance of non- verbal cues and appropriate word choice in communication.</p>	<ul style="list-style-type: none"> • In groups, learners who are Hard of Hearing are guided to write the main points from the listening or a signed text observed with focused attention. • In groups, learners who are Deaf are guided to write the main points from the signed text observed with focused attention. • In groups, learners are guided to role play the events depicted in the dialogue. • In pairs, learners are guided to interpret gestures, eye contacts, and facial expressions correctly. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-Efficacy: the learner role plays and constructs sentences using learnt vocabulary. • Learning to Learn: self discipline as learners take short notes from the text they have listened to or observed. • Digital Literacy:interacting with digital technology as learner listens to or observe audio-visual recordings 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life Skills Education: effective communication as learners discuss as they sign in groups or pairs • Citizenship: social cohesion is enhanced the learner listen to and observes signed texts on national celebrations 				
<p>Values:</p> <p>Unity: cooperation as learner engages in role play and answer questions related to the theme in pairs or small groups</p>				
<p>Link to other Subjects:</p> <p>The learners are able to relate the skills of listening and observing a signed comprehension to their learning in Kiswahili.</p>				
<p>Suggested learning resources:</p> <p>Chart, adapted course books, flash cards with the handshape of the target letter sounds, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, Online dictionaries, Digital story books, Projector, Computers</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Sign Reading	2.2.1 Intensive sign Reading: Signed Oral Narrative (about 400 words) Poem of about 5 Stanzas (2 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify characters, places, and events in a story for comprehension, c) predict events in a text for comprehension, d) respond correctly to factual and inferential questions for comprehension, e) use contextual clues to infer the meaning of words for comprehension, f) recommend appropriate sign reading techniques to peers. 	<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 National celebrations • In pairs, learners are guided to identify fingerspell and sign vocabulary related to National celebrations • In pairs, learners are guided to make predictions of what a story is about; what happens next in a story using the title/pictures in a story. • In groups, learners are guided to infer the meaning of words from the context. • In groups, learners are guided to use their imagination to visualise the events in a story. • In pairs, learners are guided to draw pictures, diagrams, or posters of events in the story. • In groups, learners are guided to read, or sign read poems of not more than five stanzas. • Individually, learners are guided to read a narrative of up to 400 words silently. • In groups, learners are guided to answer factual and inferential questions from a story. • In pairs, learners are guided to retell a narrative or recite as they sign a poem and create a signed video of the story. 	<ol style="list-style-type: none"> 1. How do we predict events in a story or poem? 2. How do we tell the of unknown meaning of words in a story?

Core Competencies developed:

- Communication and Collaboration: articulating signs clearly as the learner discuss as they sign about the tittle of the narrative or poem
- Digital Literacy: Interacting with digital technology as the learner watches a video on national celebration
- Learning to Learn: developing relationships as learners sign poem and create a signed video of a story in groups

Values:

Unity: cooperation as learner draws pictures diagrams or posters of events in pairs

Integrity: discipline as the learner sign sing songs or recite poems related to National celebration

Pertinent and Contemporary Issues (PCIs):

Life Skills Education: effective communication as learners discuss as they sign and collaborate with others in groups

Link to other Subjects:

The learners are able to relate sign reading skills to their learning in kiswahili and all other subjects

Suggested learning resources:

pictures, diagrams, posters chart, adapted course books, dictionary, Internet, signed audio-visual recordings, extracts from newspapers, magazines and books, online dictionaries, digital story books, projector

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
2.3 Grammar in Use	2.3.1 Word Class: Collective Nouns/ Reflexive Pronouns (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify collective nouns and reflexive pronouns in texts, b) use collective nouns and reflexive pronouns in sentences correctly, c) value the importance of using collective and reflexive pronouns during communication.	<ul style="list-style-type: none"> • In pairs, learners are guided to identify reflexive pronouns and collective nouns from print and digital texts. • In groups, learners are are guided to watch a signed video clip in which collective nouns and reflexive pronouns (myself, ourselves) have been used in sentences. • In pairs, learners are guided to pick out collective nouns and reflexive pronouns and list them. • In pairs, learners are guided to finger spell and sign collective nouns and reflexive pronouns identified. • In groups, learners are guided to give more examples of collective nouns and reflexive pronouns. • In pairs, learners are guided to construct sentences using collective nouns and reflexive pronouns. • In pairs, learners are guided to sign the sentences constructed using collective nouns and reflexive pronouns. • In groups, learners are guided to create and complete crossword puzzles using collective nouns and reflexive pronouns. 	<ol style="list-style-type: none"> 1. How do you emphasise that you did something on your own? 2. Which words do you use to refer to a group of things or animals?

Core Competencies to be developed:

- Communication and collaboration: team work as the learner works in pairs or groups to identify reflexive pronouns and collective nouns from print and digital texts..
- Digital Literacy: interacting with digital devices as learners watch a signed video clip in which collective nouns and reflexive pronouns have been used in sentences.

Pertinent and Contemporary Issues:

- Citizenship: Social cohesion as learners create and complete crossword puzzles using collective nouns and reflexive pronouns.
- Life Skill Education: Effective communication as learners uses collective nouns and reflexive pronouns in sentences correctly.

Values:

Unity: Cooperation as learners answers questions and create crossword puzzles in pairs.

Link to other Subjects:

Learners are able to relate the knowledge of Word Classes such as Collective Nouns, Reflexive Pronouns to their learning in Kiswahili.

Suggested learning resources:

charts, class readers, course books, flash cards, 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 Questions(s)
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: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) select relevant points when planning a composition, c) write an open-ended composition creatively, d) advocate for the use of creativity in writing among peers. 	<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 National celebrations • In pairs, learners are guided to identify fingerspell and sign vocabulary related to National celebrations • In pairs, learners are guided to brainstorm and discuss as they sign possible points to include in their composition. • In groups, learners are guided to write the first paragraph while observing correct punctuation and spelling. • Individually, learners are guided to complete the composition. • In pairs, learners are guided to proofread their compositions. • In groups, learners are guided to suggest suitable titles for their compositions. • Individually, learners are guided to display the completed compositions in class. • In pairs, learners are guided to conduct a gallery walk and give feedback. • In pairs, learners are guided to search 	<ol style="list-style-type: none"> 1. How do we express ideas on different topics? 2. Why do we share ideas?

			and read compositions online.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: articulating signs clearly as learners discuss as they sign possible points to include in their composition. • Critical Thinking and Problem Solving: open mindedness and creativity as learner suggests ideas to complete a story. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Social awareness skill: Effective communication as learners write an open-ended composition creatively while expresses ideas effectively. • Citizenship: patriotism as learners fingerspell and sign words related to the theme; national celebrations. 				
<p>Values: Unity: Cooperation as learners in pairs, search and read compositions online.</p>				
<p>Link to other Subjects: Learners are able to relate the skill of creative writing to their learning in Kiswahili.</p>				
<p>Suggested learning resources: Sample of a creatively written composition, Word cards, Chart, Class readers, Adapted Course books, Flash cards, tablets, mobile phone, dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries</p>				

3.0 ETIQUETTE-TABLE MANNERS

Suggested Vocabulary

neat, plate, cutlery, choke, chew, serve food, gesture, mouthful, order, host, restaurant, belch, lick, delicious, disgusting, dining room, good manners, habit, set the table, dessert, appetizer, polite, table, napkin, dinner, tablecloth, glass, saucer, serviette, cloth, pass the salt.

Fixed phrase: I beg your pardon, wash the dishes, good appetite, more than enough, feel at home, forgive me.

Simile: as hungry as a wolf, as greedy as a hyena.

Idiom: eat like a horse.

Proverbs: Courtesy costs nothing.

Phrasal verb: throw away.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.1 Observing and articulating signs (Listening and Speaking)</p>	<p>3.1.1 Proper articulation of signs and Vocabulary</p> <p>Polite Words Phrases and Expressions</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) identify signs of polite words, phrases, and expressions in signed oral contexts,</p> <p>c) construct sentences orally using words related to the theme (HoH)</p> <p>d) construct signed sentences using signs of words related to the theme (Deaf)</p> <p>e) listen for specific sounds in words, phrases, and expressions (HoH),</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-table manners • In pairs, learners are guided to identify fingerspell and sign vocabulary related to Etiquette-table manners • In pairs, learners who are Hard of Hearing guided listen to correct pronunciation of sounds, phrases, and expressions from the teacher, audio-visual recordings among others. • In pairs, learners who are Deaf are guided to observe correct place of articulation of signs and fingerspelling of target letter sounds in phrases and expressions from the teacher, signed audio-visual recordings or with captions among others. 	<ol style="list-style-type: none"> 1. Why should you use signs of polite expressions when talking by signing to others? 2. Why should you listen attentively and observe keenly others communicating? 3. Which words, phrases, or expressions do we use to show politeness?

		<p>f) observe specific t letter sounds in fingerspelt words, phrases, and expressions,</p> <p>g) use signs of polite words, phrases, and expressions to compliment others</p> <p>h) appreciate the importance of using polite words and phrases during communication.</p>	<ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to practise saying correctly as they fingerspell and sign words with the letter sound /ɔɪ/ as in boy, noise • In pairs, learners who are Deaf are guided to practise fingerspelling and signing words with the letter sound /ɔɪ/ as in boy, noise • In pairs, learners are guided to practise using signs of polite words and phrases. • In groups, learners are guided to role play using polite words, phrases, and expressions during meals. • In pairs, learners who are Hard of Hearing are guided to observe proper place of articulation of signs of words, phrases, and expressions and fingerspelling letter sounds with correct mouth movement from a signed digital text. • In pairs, learners who are Deaf are guided to observe proper place of articulation and fingerspelling with correct mouth movement of letter sounds, words, phrases, and expressions from a signed digital text. 	
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			<ul style="list-style-type: none"> In pairs, learners are guided to recite poems with words featuring the target letter sounds. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-Efficacy: Learner develops the skill of knowing who I am as they engage in role play using polite words, phrases, and expressions. Digital Literacy: Interacting with digital devices as learners use digital devices to listen to or observe the pronunciation or proper place of articulation of signs or fingerspelling letters with correct mouth movement of letter sounds, words, and phrases. 				
<p>Pertinent and Contemporary Issues:</p> <p>Social awareness skills: Effective communication as learners recite by signing poems with words featuring the target letter sounds.</p>				
<p>Values:</p> <p>Respect: Humility as learners role play the use of polite words, phrases, and expressions during meals.</p>				
<p>Link to other Subjects:</p> <p>Learners are able to relate the skill of proper articulation of signs to their learning in Kiswahili</p>				
<p>Suggested learning resources:</p> <p>Chart, Class readers, Course books, Flash cards, Dictionary, Internet, Signed audio-visual recordings, Pictures and Photographs ,Extracts from newspapers, magazines and books,, Internet, Online dictionaries, Digital story books, Projector, Computers</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
3.2 Sign Reading	3.2.1 Intensive Sign Reading (Narrative of about 400 words) (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme; b) relate events in the story with their life experiences, c) predict events in a text for comprehension, d) create mental images from the events in a story, e) answer factual and inferential questions correctly, f) advocate for the importance of intensive sign reading to long life 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 Etiquette-table manners • In pairs, learners are guided to identify fingerspell and sign vocabulary related to Etiquette-table manners • In pairs, learners are guided to make predictions on a story when sign reading. • In groups, learners are guided to use their imagination to visualise the events in a story. • In groups, learners are guided to scan and skim texts for new words and information. • In groups, learners are guided to answer factual and inferential questions from the texts. • In pairs, learners are guided to use digital devices to read and sign online stories for comprehension. 	How do you get information from a text?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: as learner the learner use their imagination to visualise the events in a story. 				

- Communication and Collaboration: team work as learner works in groups to share information.

Pertinent and Contemporary Issues:

- Analytical thinking skills: Creative thinking as learners create mental images from the events in a story
- Learner Support Programmes: positive discipline as learners relate events in the story with their life experiences.

Values:

Integrity: Discipline as learners relate events in the story with their life experiences

Link to other Subjects:

Learners are able to relate the concept of Etiquette in English to the concept of hygiene covered in Integrated Science.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, , 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)
3.3 Grammar in Use	3.3.1 Language Pattern: Use of too...to/for and Use of Must/Should with an Adverb/Adverbial (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify sentences featuring the target language patterns: use of too...to/for and use of Must/Should with an Adverb/Adverbial</p> <p>b) use the language patterns in sentences correctly,</p> <p>c) appreciate the importance of using sentence patterns correctly for clarity of communication.</p>	<ul style="list-style-type: none"> • In pairs, learners are guided to make sentences with too, to/for from a substitution table. For example, ‘The stone is too heavy for Nanjala to lift.’ • In pairs, learners are guided to construct sentences using: ‘must/should with an adverb/ adverbial’ for example, We must brush our teeth every day. • In groups, learners are guided to sign the constructed sentences using: ‘must/should with an adverb/ adverbial’ for example, We must brush our teeth every day. • In groups, learners are guided to recite poems with the target language pattern. • In groups, learners are guided to discuss instances when the sentence patterns are used (Ensure the seating arrangement of learners allows room to access signed information). • In pairs, learners are guided to fill in blank spaces in sentences using the patterns. • In groups, learners are guided to search for examples of sentences with the language patterns from the internet, newspapers, and magazines among 	<ol style="list-style-type: none"> 1. How do you identify correct sentences? 2. Why is it important to use sentences correctly?

			others.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Information and communication skills as learners discuss instances when the sentence patterns are used Learning to Learn: • Self-discipline the learner search for examples of sentences with the language pattern in newspapers, internet, magazines among others 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> •Social awareness skill: Effective communication as learners use the language patterns in sentences correctly. •Citizenship: Social cohesion as learners work in groups and in pairs. 				
<p>Values:</p> <p>Responsibility: Determination as learners listens to or observing signed poems based on the theme and answers questions in pairs or small groups.</p>				
<p>Link to other Subjects:</p> <p>The learners are able to relate the concept of Etiquette is learnt in all languages, to Integrated Science and Religious Education.</p>				
<p>Suggested learning resources:</p> <p>charts, class readers, course books, flash cards, dictionary, internet, posters, pictures and photographs , newspapers, magazines, online dictionaries, digital story books, projector, computers</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	suggested Key Inquiry Questions
3.4 Writing	3.4.1 Mechanics of Writing Handwriting Joined/Cursive script) (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) identify text written in joined letters or cursive script, c) write legibly using joined letters/cursive script, d) use visuals to create a story, e) recommend ways of improving legibility and neatness in written 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-table manners • In pairs, learners are guided to identify fingerspell and sign vocabulary related to Etiquette-table manners • Individually, learners are guided to copy words, sentences, and paragraphs in their books. • In groups, learners are guided to observe visuals/pictures and compose a story of about (120 -160 words). • In pairs or groups, learners are guided to discuss, as they sign, the importance of writing legibly and neatly as a class (Ensure the seating arrangement allows equal access to signed information). • In pairs, learners are guided to search for information from the internet or print sources and make notes. 	<ol style="list-style-type: none"> 1. Why should we write legibly and neatly? 2. How can you improve your handwriting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Communication and self-expression as learner uses visuals to compose a story of about 120 to 160 words. • Digital Literacy: Interacting with digital devices as learner uses internet resources to search for information. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills Education: Self-esteem as learner becomes more proficient in self-expression through writing. • Citizenship: Social cohesion as learners work in pairs and groups to observe visuals/pictures. 				

Values:

Social justice: Responsibility as learners write compositions based on the observed visuals/pictures.

Link to other Subjects:

Learners are able to relate the skill of legible handwriting to learning in all learning areas.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Dictionary, Internet, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers

4.0 ROAD ACCIDENTS - PREVENTION

Suggested Vocabulary to be signed

skid, speed, hit and run, reckless, block, traffic, speed, fatal, first aid, rescue, ambulance, road signs, zebra crossing, bump, pedestrian, risk, slide, smog, brake, emergency, police, license, prevent, safety, vehicle, prevention, fracture, risk, crowd, victim, brake, collision, crash.

Fixed phrase: by accident, catch fire, heavy traffic, in a hurry, jump the queue, in a minute, a narrow escape, lose control,

Simile: as fast as a hare, as fast as a deer.

Idiom: in a fraction of a second, in the twinkle of an eye.

Proverb: Prevention is better than cure.

Phrasal verbs: run over, roll over.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
<p>4.1 Observing and articulating signs(Listening and Speaking</p>	<p>4.1.1 Proper articulation of signs and vocabulary</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) list words whose meaning differs according to pronunciation (Word Stress (contrast between, nouns/verbs, verb /adjectives)</p> <p>c) list words whose meaning differs according to the context signed (Word Stress (contrast between, nouns/verbs, verb /adjectives)</p> <p>d) construct sentences orally using words related to the theme,</p>	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to road accidents-prevention • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related road accidents-prevention • In groups, learners who are Hard of Hearing are guided to recite a poem and apply the correct stress and the correct signing in context; words spelt the same, by varying facial expression and body movement when signing. • In groups, learners who are Deaf are guided to recite a poem and sign words in their correct context and vary facial expressions and body movement 	<ol style="list-style-type: none"> 1. Why should we pronounce or observe the proper place of articulation of signs and fingerspelling words correctly? 2. Why do words spelt the same have different meanings at times?

		<p>e) construct signed sentences using signs of words related to the theme,</p> <p>f) pronounce words using the correct stress,</p> <p>g) articulate signs of words in their right contexts while observing proper body language and facial expressions,</p> <p>h) use vocabulary related to the theme correctly,</p> <p>i) advocate for the importance of correct of use of stress in communication.</p>	<ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to listen to and watch a signed audio-visual material on pronunciation • In pairs, learners who are Deaf are guided to watch a signed audio-visual material on proper articulation of signs and fingerspelling with the correct mouth movement. • In pairs, learners are guided to list the words that are stressed or words that are spelt the same but with different manner of articulation when signing. <ul style="list-style-type: none"> • In groups, learners are guided to classify the nouns, verbs, and adjectives from the list. • In pairs, learners are guided to practise saying as they sign words using the correct stress and the correct signing in context; words spelt the same by varying facial expression and body movement when signing for example <ul style="list-style-type: none"> • conflict (verb)/conflict (noun). • subject(verb)/subject(noun) • In groups, learners are guided to say as they sign and fingerspell words containing the letter sounds /t/ as in fatal, /d/ as in 	
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			<p>first aid, pedestrian, road</p> <ul style="list-style-type: none"> • In pairs, learners are guided to construct sentences orally or through signing using the new vocabulary. • In groups or pairs, learners are guided to take part in a language game involving word stress and words spelt the same but with different manner of articulation when signing. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: articulating signs clearly as learner practises correct pronunciation or observing proper place of articulation of signs and fingerspelling words in small groups. • Self-Efficacy: the learner recites by signing poems and stress words and signing in context; words spelt same while varying facial expression and body movement correctly 				
<p>Pertinent and Contemporary Issues: Life Skill Education: Self awareness as the learner learns content on accident prevention</p>				
<p>Values: Love: Selflessness as learners help one another to improve their pronunciation or observing proper place of articulation of signs and fingerspelling with the correct mouth movement</p>				
<p>Link to other Subjects: The learner applies the knowledge derived from the theme accident and road safety to the concept of accidents is learnt in such learning areas as Environmental Studies.</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs , 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)
4.2 Sign Reading	4.2.1 Intensive Sign Reading Comprehension (Visuals) (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) list the illustrations, posters, videos, pictures maps mnemonics in the classroom, c) make predictions based on visuals for comprehension, d) create mental images from text they have viewed, read or heard or observed, e) answer factual and inferential questions correctly, f) judge the appropriateness of visuals in conjunction with peers. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to road accidents-prevention • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related road accidents-prevention • In groups, learners are guided to view pictures, illustrations, posters, videos, pictures maps mnemonics, and symbols among others. • In groups, learners are guided to describe and interpret visuals correctly. • In pairs or groups, learners are guided to preview and make predictions based on pictures, illustrations, titles, and experiences. • In pairs, learners are guided to compose and sign songs, stories, poems or dialogues based on visuals. • In groups, learners are guided to answer questions based on the visuals. • In groups, learners are guided to represent own stories using pictures or videos. g) In pairs, learners are guided to 	<ol style="list-style-type: none"> 1. Why do you like pictures? 2. How can you use pictures to communicate?

			create visuals based on their experiences.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: Communications and self expression as learner read and interpret visuals correctly. • Digital Literacy: interacting with digital devices as learners look or watch visuals in digital format. 				
Pertinent and Contemporary Issues: Social awareness skill: Effective communications as learners answer questions based on the visuals.				
Values: Unity: Cooperation: developed the learner compose poems and answer questions related to the theme in pairs or groups.				
Link to other Subjects: The learners are able to relate the concept of interpreting maps and charts in English to the same concept in Social 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				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	suggested Key Inquiry Question(s)
4.3 Grammar in Use	4.3.1 Word Class: Possessive Pronouns (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) identify possessive forms in print or digital texts, c) use possessive forms correctly in sentences, d) advocate the correct use of possessive forms among peers.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to road accidents-prevention • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related road accidents-prevention • In pairs, learners are guided to engage in online or offline games involving pronouns such as dice, goofy cards and word search. • In pairs or groups, learners are guided to simulate, dramatise or role play a conversation featuring possessive forms. • In pairs, learners are guided to watch signed videos/songs involving the use of possessive pronouns/ belong to. • In pairs, learners are guided to compose signed songs based on the use of personal and possessive pronouns. • In pairs, learners are guided to fill gaps in sentences correctly using possessive pronouns and belong to. • In groups, learners are guided to create a list of sentences with possessive and 	<ol style="list-style-type: none"> 1. Which words show something belongs to a person? 2. Why should we use possessive forms correctly?

			personal pronouns for display.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Team work as learner engages in online or offline games involving pronouns such as dice, goofy cards and word search. • Citizenship: Information and communication skills to compose signed songs based on the use of personal and possessive pronouns. 				
<p>Pertinent and Contemporary Issues: Analytical thinking skills: Problem solving as learners play offline games involving pronouns</p>				
<p>Values: Responsibility: Hard work as learner use pronouns in spoken or signed and written sentences to show possession</p>				
<p>Link to other Subjects: The learners are able to relate the concept of pronouns to similar concepts 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, Course books, dictionaries, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
4.4 Writing	<p data-bbox="461 408 752 488">4.4.1 Functional Writing</p> <p data-bbox="461 536 752 616">A Reply to a Friendly Letter</p> <p data-bbox="461 663 607 695">(2 lessons)</p>	<p data-bbox="775 408 1193 488">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="775 488 1193 983">a) recognise signs of vocabulary related to the theme, a) identify the components of a friendly letter from a sample letter, b) write a friendly letter using the correct format for effective communication, c) judge the appropriateness of words, phrases and sentences used in friendly letters.</p>	<ul data-bbox="1216 408 1796 1275" style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to road accidents-prevention. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related road accidents-prevention. • In pairs, learners are guided to read and sign read a sample friendly letter and pick out as they sign the parts such as address, salutation, date, complimentary close among others. • Individually, learners are guided to write a reply to a sample friendly letter using the correct format. • In groups or pairs, learners are guided to proofread each other's work and edit the letter. • In groups, learners are guided to present the edited version to other groups. • In pairs, learners are guided to search for more examples of friendly letters on the internet. 	<ol data-bbox="1818 408 2132 647" style="list-style-type: none"> 1. How do you communicate with people who are far away? 2. Why do we write letters?

Core Competencies to be developed:

- Learning to Learn: Learning independently as learners, individually, write a reply to a sample friendly letter using the correct format.
- Creativity and Imagination: Originality as learners compose friendly letters

Pertinent and Contemporary Issues:

Social awareness skills: Effective communication enhanced through letter writing

Values:

Love: Sharing as learner proofread each other's work and edit the letter reads

Link to other Subjects:

Learners are able to relate the skill of letter writing to their learning in Kiswahili.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, 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, Course books, dictionaries,

5.0 TRADITIONAL FOODS

Suggested Vocabulary to be signed

dish, flavour, smell, delicious, appetite, nature, culture, herbs, grains, junk food, obesity, ugali, recipe, tasty, Kenyan, wild, digest, home-made, cereals, mix, energy, berries, vegetables, healthy, diet, githeri, pilau, matoke, muthokoi, avocado, yams, sweet potatoes, arrow roots, cassava, millet, porridge, nutrients.

Fixed phrase: more than, more and more, long ago, a long time ago.

Simile: as sweet as sugar, as sweet as honey, as bitter as herbs.

Idiom: in hot soup.

Proverb: Charity begins at home.

Phrasal verbs: hurry up, feed on.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	suggested Key Inquiry Question(s)
5.1 Observing and articulating signs (Listening and Speaking)	5.1.1 Observing signed comprehension: -Sounds -Adjectives (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) recognise by fingerspelling and signing letter sounds, words and phrases correctly, c) listen to and the main idea and specific details for effective communication, d) use adjectives to construct sentences orally and through signing,	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to traditional foods • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to traditional foods. • In groups, learners who are Hard of Hearing are guided to listen to and observe a signed speech and pick out fingerspelt words containing target letter sound /e/ as in energy, millet, recipe. • In groups, learners who are Deaf are guided to observe a signed speech and pick out fingerspelt words containing 	<ol style="list-style-type: none"> 1. Why should we pronounce or observe proper place of articulation of signs and fingerspelling letters with correct mouth movements of sounds or articulation of signs and fingerspelling of letters correctly? 2. Which words do

		<p>e) respond appropriately to a signed speech related to the theme,</p> <p>f) display varied emotions and feelings during oral or signed presentation.</p>	<p>target letter sound /e/ as in energy, millet, recipe.</p> <ul style="list-style-type: none"> • In groups, learners are guided to interpret non-verbal cues such as gestures, facial expressions and eye contact correctly. • In groups, learners are guided to prepare and make a signed speech. • In groups, learners are guided to observe a signed speech with correct articulation of letter sounds, signed words and phrases from the teacher or a signed audio-visual recording. • In pairs, learners are guided to practise saying as they sign words and phrases containing the letter sound /e/ as in energy, millet, recipe. • In pairs, learners who are Hard of Hearing are guided to listen to and observe a signed poem with various adjectives describing traditional foods. • In pairs, learners who are Deaf are guided to observe a signed poem with various adjectives describing traditional foods • In groups, learners are guided to recite as they sign the poem in pairs and pick out adjectives. • In pairs, learners are guided to search for examples of adjectives on the 	<p>we use to describe things, people or events?</p>
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			internet, newspapers and magazines.	
<p>Core Competency:</p> <ul style="list-style-type: none"> • Citizenship: national and cultural identity skills as learner discuss as they sign about traditional foods from different communities. • Self-Efficacy :Confidence as learners recite poems and make signed speeches • Critical thinking and problem solving: Research skill as learner search for examples of adjectives on the internet, newspapers and magazines. 				
<p>Pertinent and Contemporary Issues:</p> <p>Social awareness skills: Effective communications as learners prepare and make a signed speech about traditional foods from different communities.</p>				
<p>Values:</p> <p>Responsibility: Hard work as learners practise saying as they sign words and phrases containing the letter sound /e/.</p>				
<p>Link to other Subjects:</p> <p>The learners are able to relate the listening and observing a signed comprehension to in all other learning areas as they all require listening skills as a learning prerequisite..</p>				
<p>Suggested learning resources:</p> <p>Word cards, Chart, Class readers, Course books, Flash cards, 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, Course books, dictionaries,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question (s)
5.2 Sign Reading	5.2.1 Extensive Sign Reading Fiction and Non-Fiction Materials (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) select relevant reading and sign materials from a collection of books, c) scan a text to obtain specific information, d) skim through digital or print text to establish appropriateness and relevance, e) read and sign a variety of materials for fluency, f) judge the appropriateness of a reading text on the basis of language and interest.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to traditional foods • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to traditional foods. • In pairs, learners are guided to preview a text to determine suitability. • In groups, learners are guided to skim through reading materials. • In pairs, learners are guided to select fiction and non-fiction reading materials (both print and non-print). g) Independently, learners are guided to sign read selected materials. h) In groups, learners are guided to set up an after school reading club where they meet regularly. i) In groups, learners are guided to share reflections on the books read and sign read. 	Why is it necessary to read many books?

Core Competencies to be developed:

- Communication and Collaboration: Team work as learners engage in an after school reading club where they meet regularly
- Learning to Learn: Independent Learning as learners sign read selected materials.

Pertinent and Contemporary Issues:

Learner Support Programmes: Club and societies as learners engage in after school reading clubs

Values:

Integrity: Transparency as learners share reflections on the books read and sign read.

Link to other Subjects:

The learners are able to relate the concept of extensive sign reading to their learning in Kiswahili.

Suggested learning resources:

chart, class readers, course books, flash cards, 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, course books, dictionaries,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
5.3 Grammar in Use	5.3.1 Word Class: <ul style="list-style-type: none"> • Comparatives and Superlatives forms of Regular and Irregular adjectives • Order of Adjectives (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify comparative and superlative forms of adjectives in a text, c) order adjectives in terms of size, shape and age appropriately, d) use the comparative and superlative forms of adjectives accurately, e) advocate the importance of using adjectives correctly in communication. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to traditional foods • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to traditional foods. • In pairs, learners are guided to describe items using the signs of comparative and superlative forms of adjectives e.g. That window is bigger than this one. • In groups, learners are guided to change positive forms of regular and irregular adjectives to their comparative and superlative forms. • In groups, learners are guided to pick out, and sign adjectives of size, shape and age from a narrative or poem. • In groups, learners are guided to construct sentences featuring adjectives of size, shape and age. • In groups, learners are guided to sign the constructed sentences featuring adjectives of size, shape and age. • In groups, learners are guided to fill gaps using adjectives in the correct order. • In groups, learners are guided to 	<ol style="list-style-type: none"> 1. How do we compare things, people or events? 2. Which words are used to describe things or people?

			create a crossword puzzle using adjectives.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Communication and Self-expression as learners create crossword puzzles and make sentences based on adjectives. • Communication and collaboration: Articulating signs clearly as learners pick out, as they sign, adjectives of size, shape and age from a narrative or poem. 				
<p>Pertinent and Contemporary Issues: Environmental Education: learners are exposed to information on traditional foods.</p>				
<p>Values: Unity: Cooperation is enhanced the learner performs pair and group tasks.</p>				
<p>Link to other Subjects: The use of adjective is a concept learnt in Kiswahili.</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, 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, Course books, dictionaries,</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
5.4 Writing	5.4.1 Creative Writing Narrative Compositions (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify the parts of a narrative composition, c) write coherently on different topics, d) create a narrative composition for self-expression, e) promote creativity in writing among peers. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to traditional foods. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to traditional foods. • In groups, learners are guided to brainstorm ideas for a narrative composition. • In pairs, learners are guided to read and sign read samples of narrative compositions. • In pairs, learners are guided to identify and sign the parts of a narrative composition. • Individually, learners are guided to compose a narrative of (120 -160 words) • Individually, learners are guided to practise writing own narratives. • In pairs, learners who are Hard of Hearing are guided to listen or watch a signed recording of a narrative and rewrite it in own words. • In pairs, learners who are Deaf are guided to watch a signed recording of a narrative and rewrite it in own words. 	<ol style="list-style-type: none"> 1. Why do you enjoy reading and sign reading stories? 2. How do you make your composition interesting?

			<ul style="list-style-type: none"> In pairs, learners are guided to proofread each other's work and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and Imagination: Exploration as learners read and sign read samples of narrative compositions Learning to learn: Learning Independently as learners individually compose a narrative of (120 -160 words) . 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Analytical thinking skills: Creative thinking as learners view a signed recording of a narrative and rewrite it in own words. Social awareness skill: Friendship formation as learners proofread each other's work and give feedback. 				
<p>Values: Unity: Cooperation as learners, In groups, brainstorm ideas for a narrative composition.</p>				
<p>Link to other Subjects: The learners are able to link the knowledge on traditional food crops taught in writing to similar concepts in Science and Technology.</p>				
<p>Suggested learning resources: chart, class readers, course books, flash cards, 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, course books, dictionaries,</p>				

6.0 JOBS AND OCCUPATIONS

Suggested Vocabulary to be signed job, occupation, accountant, actor, doctor, engineer, actress, banker, babysitter, captain, dentist, gardener, garbage collector, hair dresser, butcher, chemist, cobbler, security officer, police officer, judge, teacher, lecturer, lawyer, mason, model, musician, architect.

Fixed phrase: how much, make friends, by the way.

Simile: as busy as an ant, as sober as a judge, as free as a bird.

Idiom: call a spade a spade.

Proverb: A bad workman quarrels with his tools, the early bird catches the worm, Make hay while the sun shines.

Phrasal verbs: stand up; hurry up.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.1 Observing and articulating signs (Listening and Speaking)</p>	<p>6.1.1 Proper articulation of signs and Vocabulary :</p> <p>Signing words in context with proper body language and facial expressions (Stress and Intonation)</p> <p>(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) sort statements and questions based on rising and falling intonation (HoH),</p> <p>c) sort statements and questions based on variation of facial expression and body language(Deaf),</p>	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to jobs and occupations. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to jobs and occupations. • In pairs, learners who are Hard of Hearing are guided to reproduce appropriate patterns of stress and intonation in speech. • In pairs, learners who are Deaf are guided to reproduce appropriate patterns of signing words in context with variation of facial expression and body movement in signed speech. 	<ol style="list-style-type: none"> 1. Why should we pronounce letter sounds or observe proper place of articulation of signs and fingerspelling letters with correct mouth movement and words correctly? 2. Why do we raise our

		<p>d) pronounce words and phrases with the target sounds /f/ and /v/, correctly (HoH),</p> <p>e) fingerspell and articulate signs of words and phrases with the target letter sounds /f/ and /v/, with mouth movement correctly (Deaf),</p> <p>f) construct sentences orally, , using words related to the theme(HoH),</p> <p>g) construct signed sentences using sign of words related to the theme(Deaf),</p> <p>h) use stress and intonation appropriately statements and questions(HoH),</p> <p>i) sign words in context with proper body language and facial expressions appropriately in statements and questions(Deaf),</p> <p>j) advocate the need for correct stress and intonation in varied contexts (HoH),</p> <p>k) advocate the need for signing words in context with proper body language and facial expressions in varied contexts(Deaf),</p>	<ul style="list-style-type: none"> • In groups, learners who are Hard of Hearing are guided to sort the statements and questions on the basis of rising or falling intonation. • In groups, learners who are Deaf are guided to sort the statements and questions on the basis of articulation of signs with variation of facial expression and body movement • In pairs, learners are Hard of Hearing are guided to practise saying and signing or fingerspelling words, phrases and sentences with the letter sound /f/and/v/. • In pairs, learners are Deaf are guided to practise signing or fingerspelling words, phrases and sentences with the letter sound /f/ as in farmer, /v/ as in van, driver • In groups, learners who area Hard of Hearing are guided to say as they fingerspell and sign tongue twisters and finger fumblers with the letter sound / f/ as in farmer, /v/ as in van, driver, • In groups, learners who area Hard of Hearing Deaf are guided to fingerspell and sign tongue twisters and finger fumblers with the letter sound / f/ as in farmer, /v/ as in van, driver, • In groups, learners are guided to watch a signed video of a dialogue in which 	<p>voices or vary our facial expression, body movement and manner of articulation of signing with when asking questions?</p> <p>3. How can you change your voice and vary our facial expression, body movement and manner of articulation of signing to show different meanings?</p>
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			<p>statements and questions are used.</p> <ul style="list-style-type: none"> • In groups, learners are guided to recite a choral verse. • In groups, learners who are Hard of Hearing are guided to use the right intonation to role play on telephone conversation. • In groups, learners who are Deaf are guided to use signs of words while varying body movement and facial expressions to role play on telephone conversation. • In groups pairs, learners who are Hard of Hearing are guided to sign and sign songs featuring stress and intonation • In pairs, learners who are Deaf are guided to sign sing songs featuring words signed in context with proper body language and facial expressions 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Articulating signs clearly as learners practise say as they sign and fingerspell words, phrases and sentences with the letter sound /f/and/v • Digital literacy: Interacting with digital technology as learners watch a signed video of a dialogue in which statements and questions are used. 				
<p>Pertinent and Contemporary Issues: Social awareness Skills: Effective communications as learners use stress and intonation or appropriately in statements and questions.</p>				
<p>Values: Unity: Inclusion as learners, In pairs or groups, observe, fingerspell and sign words related to the theme; Respect: Human dignity as learners use the right intonation or articulate as they sign words while varying body movement and facial expressions to</p>				

role play on telephone conversation.

Link to other Subjects:

The learners are able to relate the concept of stress and intonation or manner of articulation of signing observing proper body language and facial expression to their learning in Kiswahili

Suggested learning resources:

word cards, chart, class readers, course books, flash cards phone, dictionary, internet, signed audio-visual recordings, posters, pictures and photographs ,extracts from newspapers, magazines and books, internet, online dictionaries, digital story books, projector, computers,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
6.2 Sign Reading	6.2.1 Intensive Sign Reading Comprehension (Dialogues) (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) select unfamiliar words and phrases from text, c) use contextual clues to infer the meaning of words, d) respond to direct and inferential questions for comprehension, e) relate events in the story to their own experiences.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to jobs and occupations. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to jobs and occupations. • In pairs, learners are guided to make connections between the characters in the text and the people they know. • In groups, learners are guided to relate events in the dialogue to their experiences. • In groups, learners are guided to sign read and role play a dialogue. • In pairs, learners are guided to pick out, as they sign, main ideas from the dialogue. • In pairs, learners are guided to answer direct and inferential questions based on the dialogue. • In pairs, learners are guided to infer the meaning of words from the context (for example, from words occurring before or after). 	How do we tell the meaning of words?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: Making observation as learners make connections between the characters in the text and the people they know. • Citizenship: Active community life skills as learners discuss as they sign about words related to the theme; jobs and occupation 				

- Critical thinking and problem solving: Open mindedness and creativity as learners sign read and role play a dialogue.

Pertinent and Contemporary Issues:

- Learner Support Programmes: Career guidance as learners discuss as they sign about the theme job occupations.
- Social awareness skill: Effective communication as learners pick out, as they sign, main ideas from the dialogue.

Values:

Responsibility: Self-drive as learner role play dialogues related to the theme.

Link to other Subjects:

The learner can apply the skill of reading for comprehension to all other areas of learning as they all require reading.

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, Course books, dictionaries, electronic and digital devices, encyclopaedia

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	suggested Key inquiry question(s)
6.3 Grammar in Use	6.3.1 Word Class: Determiners: Quantifiers (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme; jobs and occupations, b) identify quantifying determiners: few/ a few, little/ a little, a lot of/ lots of, each, all, enough, most, least in a variety of texts, c) use signs of quantifying determiners few/ a few, little/ a little, a lot of/ lots of, each, all, enough, most, least appropriately in a variety of contexts, d) judge the appropriateness of quantifying determiners in oral, signed and written texts. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to jobs and occupations. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to jobs and occupations. • In pairs, learners are guided to sign read a passage related to the theme featuring quantifying determiners. • In groups, learners are guided to identify and sign quantifying determiners from the passage. • In pairs, learners are guided to match quantifying determiners with corresponding countable and uncountable nouns. • In groups, learners are guided to list quantifying determiners that can be used with both countable and uncountable nouns. • In pairs, learners are guided to sign read sentences containing quantifying determiners from the internet. • In groups, learners are guided to construct sentences using quantifying determiners. 	<ol style="list-style-type: none"> 1. Which words do we use to show amount or quantity? 2. Why is it important to tell the quantity of something?

			In pairs, learners are guided to complete sentences by filling in gaps using the correct quantifying determiners.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-Efficacy: as learners use quantifying determiners in sentences correctly. • Communication and Collaboration: Team work learners work in groups and pairs. • Digital Literacy: Interacting with digital technology as learners use the internet to sign read sentences containing quantifying determiners. 				
<p>Pertinent and Contemporary Issues: Life Skills Education: Effective communications as learners practise using quantifiers correctly in sentences.</p>				
<p>Values: Unity: Cooperation: as learners' complete pair and group tasks involving the use of quantifiers.</p>				
<p>Link to other Subjects: The learner uses the knowledge of quantifying determiners to learn similar concepts in Kiswahili and Kenya Sign Language.</p>				
<p>Suggested learning resources: word cards, chart, class readers, course books, flash cards, mobile phone, dictionary, internet, signed audio-visual recordings, posters, pictures and photographs ,extracts from newspapers, magazines and books, online dictionaries, digital story books, projector, computers, course books, dictionaries, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Creative Writing Pictorial Composition (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) choose possible topics for pictorial compositions, c) create a composition based on the visuals or pictures, d) judge visuals appropriately for creativity in writing.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to jobs and occupations. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to jobs and occupations. • In pairs, learners are guided to interpret pictures. • In pairs, learners are guided to match the pictures with the different parts of a composition: beginning, middle and end. • In groups, learners are guided to watch a variety of animations, videos and sample written pictorial compositions. • In groups, learners are guided to arrange different pictures logically to write a story coherently. • In groups, learners are guided to write a pictorial composition. • In groups, learners are guided to proofread the pictorial composition. • In pairs, learners are guided to display their compositions in the classroom. 	Why do we enjoy looking at pictures?

Core Competencies to be developed:

- Communication and Collaboration: Team work as learners work in groups to match the pictures with the different parts of a composition.
- Creativity and Imagination: Making observation as learners interpret pictures and write pictorial compositions.

Pertinent and Contemporary Issues:

Life Skill Education: Effective communication as learners expressed in writing pictorial compositions.

Values:

Unity: Inclusion as learner works together, in pairs and groups, to write pictorial compositions.

Link to other Subjects:

The learner can apply the skills to similar concepts in Art and craft drawing is a skill in this learning area and Social studies which features interpretation of maps and charts.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards 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, Course books, dictionaries, electronic and digital devices, encyclopaedia

7.0 TECHNOLOGY - LEARNING THROUGH TECHNOLOGY

Suggested Vocabulary to be signed browse, browser, cartoon, internet, search, bundle, email, video chat, Bluetooth, key in, boot, shutdown, login, logout, download, upload, delete, attach, create, website, wireless, online, laptop, tablet, desktop, research, source, projector, network, email, discover, connect.

Fixed phrase: make use of.

Simile: as wise as Solomon, as wise as an owl.

Idiom: make yourself at home, in broad daylight.

Proverbs: Slow but sure wins the race.

Phrasal verb: put down, pick up.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	suggested Key Inquiry Question (s)
<p>7.1 Observing and articulation of signs(Listening and Speaking)</p>	<p>7.1.1 Proper articulation of signs and Vocabulary:</p> <p>focused attention.(Interactive Listening)</p> <p>(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) identify words, phrases or sentences with the target letter sounds : /ə/ and the diphthongs: /ɪə/ and /eɪ/ from a dialogue,</p> <p>c) construct sentences orally using words related to the theme (HoH),</p> <p>d) construct signed sentences using signs of words related to the theme(Deaf),</p> <p>e) pronounce sounds correctly for accuracy in signed</p>	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to technology • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to technology. • In groups, learners are guided to select words with the letter sound: /ə/ as in about, never, water, and the diphthongs: /ɪə/ as in here, year; /eɪ/ as in make, brain from a dialogue. • In groups, learners who are Hard of Hearing are guided to take turns to read and sign a dialogue. • In groups, learners who are Deaf are guided to take turns to sign read a dialogue. • In pairs, learners are guided to interrupt a conversation as 	<ol style="list-style-type: none"> 1. Why should we pronounce and observe proper place of articulation of signs or fingerspelling with correct mouth movement letter sounds and words correctly? 2. Why should you give others a chance to speak as they sign? 3. How do you tell if someone is happy or sad?

		<p>speech(HoH),</p> <p>f) observe proper articulation of signs and fingerspell letters with correct mouth movement correctly for accuracy in signed speech(Deaf),</p> <p>g) use words non-verbal cues to express different moods,</p> <p>h) appreciate the importance of listening interactively for effective communication (HoH</p> <p>i) appreciate the importance of focused attention for effective communication(Deaf))</p>	<p>they sign appropriately.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to view a signed video of a conversation and list words or phrases used to interrupt politely. • In groups, learners are guided to say as they fingerspell and sign the target letter sounds and words with vowel letter sound and diphthongs as modelled from a recording or the teacher. • In pairs, learners who are Hard of Hearing are guided to make sentences with words containing the letter sound /ə/ and the diphthongs vowel :/Iə/and diphthong /eI/. • In pairs, learners who are Deaf are guided to make signed sentences with signs of words containing the letter sound /ə/ and the diphthongs vowel :/Iə/and diphthong /eI/. 	
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Core Competencies to be developed:

- Self-Efficacy: learners improve their pronunciation skills or ability to observe proper place of articulation of signs and fingerspelling letters with correct mouth movement.
- Digital Literacy: Interacting with digital devices as learners view a signed video of a conversation and list words or phrases used to interrupt politely.

Pertinent and Contemporary Issues:

Social awareness skills: Effective communication as learners take turns to read and sign read a dialogue.

Values:

Responsibility: Determination as learners observe fingerspell and sign words related to the theme; technology.

Link to other Subjects:

The learners are able to link the skill of correct pronunciation or proper articulation of signs to learning in Kiswahili

suggested learning resources:

word cards, chart, class readers, course books, flash cards, , 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, course books, dictionaries, electronic and digital devices, encyclopaedia

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
7.2Sign Reading	<p>7.2.1 Extensive Sign Reading</p> <p>Fiction and Non-Fiction Texts (1000-1250 words)</p> <p>Poems (not more than 5 stanzas)</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme; technology,</p> <p>b) select relevant reading materials from a collection of books,</p> <p>c) sign read a variety of materials for information and pleasure,</p> <p>d) judge the appropriateness of reading and sign reading materials on the basis of interest, complexity and subject.</p>	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to technology • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to technology. • In pairs, learners are guided to skim through reading and sign materials to obtain the main idea. • In groups, learners are guided to preview texts to determine suitability and relevance. • In pairs, learners are guided to scan materials for specific details. • In groups, learners are guided to visit a library and select appropriate reading and sign materials (Provide learners with sign language interpretations where necessary). • Individually, learners are guided to read and sign read the selected materials. 	<ol style="list-style-type: none"> 1. What kind of information do you find in books? 2. Why is it necessary to read many books? 3. What do you consider when choosing a material to read and sign read?

			<ul style="list-style-type: none"> • In pairs, learners are guided to share reflections on the books read and sign read. • Individually, learners are guided to keep a record of materials read and sign read. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: Independent learning as learners, individually, read and sign read the selected materials. • Critical thinking and problem solving: Reflection as learners share reflections on the books read and sign read. 				
<p>Pertinent and Contemporary Issues: Analytical thinking skills: Decision making as learners visit a library and select appropriate reading and sign materials.</p>				
<p>Values: Unity: Cooperation as learners, in groups or pairs, fingerspell and sign words related to the theme; technology.</p>				
<p>Link to other Subjects: The learner applies the skill of extensive reading to select and read non-fiction materials in all the learning areas.</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, , 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, Course books, dictionaries, electronic and digital devices, encyclopaedia</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
7.3 Grammar in Use	7.3.1 Tense Future Time using will/ shall. (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify words that indicate future time in sentences, c) use will and shall to express future time correctly, d) collaborate with others to determine the correctness and appropriateness of the tense used in own or provided texts. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to technology • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to technology. • In groups, learners are guided to pick sentences which express future time from a text. • In pairs, learners are guided to make sentences from a substitution table. • In groups, learners are guided to answer questions on future time using will/shall. • In pairs, learners are guided to construct and sign sentences using Will/shall. • In groups, learners are guided to role play activities they plan or wish to do in future. • In groups, learners are guided to watch signed videos or a video with closed captions, offline or online and identify sentences featuring future time. • In groups, learners are guided to use computers, tablets or mobile phones to listen to and observe signed audio visual materials or teacher modelled materials featuring future time. 	<ol style="list-style-type: none"> 1. Which words do we use to show future time? 2. How do you tell the time something happened?

			<ul style="list-style-type: none"> • In pairs, learners are guided to make predictions on(events, weather) among others using will and shall. • In groups, learners are guided to create display charts with sentences which feature will and shall. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: Interacting with digital devices as learners watch signed videos or a video with closed captions, offline or online to identify sentences featuring future time. • Creativity and Imagination: Making observations as learners make predictions about (events, weather) among others using will and shall. 				
<p>Pertinent and Contemporary Issues: Social awareness skills: Effective communication as learners use will and shall to express future time correctly.</p>				
<p>Values: Love: Sharing as learners use computers, tablets or mobile phones to observe signed audio visual materials.</p>				
<p>Link to other Subjects: Learners are able to relate the concept of future time to their learning in Kiswahili.</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, 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, Course books, dictionaries, electronic and digital devices, encyclopaedia</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
7.4 Writing	7.4.1 Mechanics of Writing: Punctuation- <ul style="list-style-type: none"> • Commas • Double Quotation Marks (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify the comma and the double quotation marks in written texts, c) use the comma and double quotation marks correctly in sentences, d) advocate the use of correct punctuation in written communication. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to technology • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to technology. • In pairs, learners are guided to sign read a short text. • In pairs, learners are guided to identify punctuation marks used in the text. • In groups, learners are guided to use the comma to show pauses between words, phrases or clauses. • In pairs, learners are guided to complete sentences using the double quotation marks and the comma. • In pairs, learners are guided to pick out as they sign sentences with the double quotation marks in newspapers, magazines, articles or internet resources. • In groups, learners are guided to play punctuation games. • In groups, learners are guided to create posters or charts with sentences with the double quotation marks and the comma and display them in class. 	<ol style="list-style-type: none"> 1. Which Punctuation marks do you know? 2. Why do we punctuate sentences?

Core Competencies to be developed:

- Communication and collaboration: Writing clearly as learners use the comma to show pauses between words, phrases or clauses.
- Learning to Learn: Self-discipline as learner explores the internet sources on the use of the comma and the double punctuation marks

Pertinent and Contemporary Issues:

Life Skills Education: Effective communication as learners, in groups or pairs, play punctuation games.

Values:

Love: Sharing as learners display posters or charts with sentences using the double quotation marks.

Link to other Subjects:

Learners are able to relate the concept of correct use of punctuation marks to their learning in all other subjects.

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, Course books, dictionaries, electronic and digital devices, encyclopaedia

8.0 THE FARM: CASH CROPS

Suggested Vocabulary:

acre, harvest, worker, cooperative, fertilizer, greenhouse, machine, season, agriculture, plantation, labourer, swamp, highland, subsistence, sell, commercial, harvest, equipment, fertile, yield, nursery, seedling, climate, sow, cash crop, sugar cane, coffee, cultivate, estate, granary, irrigate, plough, rice paddy, scarecrow, cotton, wheat, sisal, tea.

Fixed phrase: go away, go on.

Similes: as busy as a bee, as faithful as a dog, strong like a horse.

Idiom: at the end of the day; not the end of the world.

Proverbs: Unity is strength, The early bird catches the worm, A bad workman quarrels with his tool.

Phrasal verb: search for

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>8.1 Observing and articulating signs(Listening and Speaking)</p>	<p>8.1.1 Proper articulation of signs and Vocabulary.</p> <p>Oral Narrative Featuring Proverbs and Sayings (about 130 words)</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • recognise signs of vocabulary related to the theme; the farm, • list proverbs and sayings in a narrative, • construct sentences orally and through signing using words related to the theme, • pronounce and articulate signs or fingerspell with correct mouth movement, words with the target /k/ /g/ 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to the farm-cash crops • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to the farm-cash crops • In groups, learners who are Hard of Hearing are guided to listen to and observe a signed narrative and select proverbs and sayings. • In groups, learners who are Deaf are guided to observe a signed narrative and select proverbs and sayings. • In pairs, learners are guided to match 	<ol style="list-style-type: none"> 1. Why should we pronounce and observe proper place of articulation of signs and fingerspelling words correctly? 2. Which proverbs and sayings do you know? 3. Why are proverbs and sayings important speech?

		<p>letter sounds correctly,</p> <ul style="list-style-type: none"> • use words, proverbs and sayings appropriately in oral and signed communication. • anticipate what is likely to happen as a story unfolds, • display varied emotions and feelings when listening an oral and observing a signed presentation. • appreciate the role of oral and signed narratives to long life learning. 	<p>the vocabulary with their meanings.</p> <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to make oral and signed sentences using vocabulary. • In pairs, learners who are Deaf are guided to make signed sentences using vocabulary. • In pairs, learners who are Hard oof Hearing are guided to practise saying as they sign words with the letter sounds /k/ and /g/. • In pairs, learners who are Deaf are guided to practise to sign words with the letter sounds /k/ and /g/. • In groups, learners are guided to create tongue twisters and finger fumlbers with letter sounds /k/ and /g/. • In pairs or groups, learners are guided to search for vocabulary, proverbs and sayings from the internet. • In pairs, learners are guided to listen or observe and view signed stories and songs featuring proverbs and sayings. • In groups, learners are guided to create posters and charts with common proverbs and sayings that the learners can relate to and display them in the classroom. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: Research skills as learners search for vocabulary, proverbs and sayings from the internet. 				

- Learning to Learn: Reflection on work as learners display in classroom posters and charts with common proverbs and sayings.

Pertinent and Contemporary Issues:

Environmental Education: as learner fingerspell and sign words related to the theme; the farm.

Values:

Love: Sharing as learners display to peers posters and charts with common proverbs and sayings.

Link to other Subjects:

Learners are able to relate the theme; the farm-cash crops to their learning in Agriculture and Social 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, Course books, dictionaries, electronic and digital devices, encyclopaedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Sign Reading	8.2.1 Fluency in Sign Reading Texts of about 400 words (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise signs of vocabulary related to the theme; the farm, identify unfamiliar words in texts for fluency, sign read a text accurately and with expression for fluency, sign read a text at the right speed for fluency, challenge peers and parents to read and sign read correctly, at the right speed and without hesitation. 	<ul style="list-style-type: none"> In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to the farm-cash crops In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to the farm-cash crops In groups, learners are guided to skim and scan through paragraphs for information. In pairs, learners are guided to search for an article on a topic they enjoy, select a portion to sign read. In pairs, learners are guided to set a goal on the number of words to be sign read per minute. In pairs, learners are guided to gauge the number of words sign read per minute. In pairs, learners are guided to find a word or phrase from a word - chart within a stipulated time. In groups, learners are guided to sign read a text in unison (choral sign reading). In pairs, learners are guided to participate in a reader's theatre using a short text from a poem or short play. In groups, learners are guided to select a story or poem that can be divided into parts or characters. 	How long do you take to sign read a text?

			<ul style="list-style-type: none"> • In groups, learners are guided to assign a portion to each member of the group. • In pairs, learners are guided to sign read a portion of the script orally and by signing for practice. • In pairs, learners are guided to sign read the assigned parts. • In pairs, learners are guided to echo or imitate a model intonation or varied manner of articulation of signs with body language and facial expressions as they sign read a short paragraph or sentence at a time. 	
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Core Competencies to be developed:

- Learning to Learn: Self-discipline as learners practise reading texts at the right speed and pace.

Pertinent and Contemporary Issues:

- Social awareness skills: Effective communication as learners sign read a text accurately and with expression.
- Learner Support Programmes: Mentorship and peer education as learners participate in a reader's theatre using a short text from a poem or short play.

Values:

Unity: Equality as learners assigns a portion to each member of the group to sign read.

Link to other Subjects:

Learners are able to relate the skill of fluency in sign reading to their learning in all other subjects.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, 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, dictionaries, electronic and digital devices, encyclopaedia

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
8.1 Grammar in Use	8.3.1 Sentences <ul style="list-style-type: none"> • Use of Double Imperatives: • Question Tags on the Verb to be <p>8.3.1.1 Use of Double Imperatives:</p> <p>8.3.1.2 Question Tags on the Verb to be</p> <p>(3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify sentences with tag questions and double imperatives from a text, c) use question tags and double imperatives correctly in sentences, d) advocate the correct use of double imperatives and question tags in communication. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to the farm-cash crops. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to the farm-cash crops. • In pairs, learners are guided to fill in gaps in sentences using double imperatives. • In groups, learners are guided to select question tags from a story, dialogue or poem. • In groups, learners are guided to match statements with the correct question tag to make a tag question. • In pairs, learners are guided to practise giving instructions using double imperatives. • In groups, learners are guided to practise giving instruction related to the theme using double imperatives such as: Shut down your tablets and listen to the teacher. Type this word in your tablet and look up its meaning. • In pairs, learners are guided to role play 	<ol style="list-style-type: none"> 1. What are some of your school rules? 2. How do you give instructions? 3. Why do we ask questions?

			<p>giving and receiving of instructions at home using double imperatives.</p> <ul style="list-style-type: none"> • In groups, learners are guided to use double imperatives to make rules for their classroom and display them in charts or posters. <p>e) In groups, learners are guided to write correct sentences using double imperatives.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: Self-discipline as learners practise giving instruction related to the theme using double imperatives • Self-Efficacy: Knowing my school surrounding as learners role play giving and receiving of instructions at home using double imperatives. 				
<p>Pertinent and Contemporary Issues: Life Skill Education: Effective communication as learner uses question tags and double imperatives correctly in sentences.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Cooperation as learners, in groups or pairs, select question tags from a story, dialogue or poem. • Love: Sharing as learners display rules using double imperatives for their classroom. 				
<p>Link to other Subjects: Learners are able to relate the knowledge of question tags and double imperatives 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, Course books, dictionaries, electronic and digital devices, encyclopaedia</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question (s)
8.4 Writing	<p data-bbox="461 336 658 411">8.4.1 Creative Writing</p> <ul data-bbox="499 419 763 619" style="list-style-type: none"> <li data-bbox="499 419 763 515">• Narrative Composition (120-160 words) <li data-bbox="499 555 763 619">• Similes and Proverbs <p data-bbox="461 707 707 826">9.4.1.1 Narrative Composition (120-160 words)</p> <p data-bbox="461 874 696 1066">9.4.1.2 Similes and Proverbs (3 lessons)</p>	<p data-bbox="775 336 1196 411">By the end of the sub strand, the learner should be able to:</p> <ol data-bbox="775 419 1196 954" style="list-style-type: none"> <li data-bbox="775 419 1196 515">a) recognise signs of vocabulary related to the theme, <li data-bbox="775 523 1196 635">b) identify similes and proverbs in a variety of texts, <li data-bbox="775 643 1196 722">c) use similes and proverbs correctly, <li data-bbox="775 730 1196 834">d) create a narrative composition featuring similes and proverbs, <li data-bbox="775 842 1196 954">e) advocate the use of similes and proverbs to enhance creativity in writing. 	<ul data-bbox="1211 336 1803 1359" style="list-style-type: none"> <li data-bbox="1211 336 1803 440">• In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to the farm-cash crops <li data-bbox="1211 448 1803 584">• In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to the farm-cash crops <li data-bbox="1211 592 1803 703">• In pairs, learners are guided to sign read narratives with formulaic expressions in print and digital format. <li data-bbox="1211 711 1803 783">• In groups, learners are guided to list and sign similes and proverbs in texts. <li data-bbox="1211 791 1803 895">• In pairs, learners are guided to create a clear and coherent storyline using proverbs and similes. <li data-bbox="1211 903 1803 1015">• In groups, learners are guided to engage in a dialogue as they sign to advance plot and storyline. <li data-bbox="1211 1023 1803 1126">• In groups, learners are guided to compose a story featuring similes and proverbs. <li data-bbox="1211 1134 1803 1246">• Individually, learners are guided to write creative compositions featuring similes and proverbs. <li data-bbox="1211 1254 1803 1359">• In pairs, learners are guided to create and display charts with proverbs and similes. 	<ol data-bbox="1818 336 2143 683" style="list-style-type: none"> <li data-bbox="1818 336 2143 448">1. How do we make our compositions interesting? <li data-bbox="1818 456 2143 568">2. Which stories do you enjoy sign reading? <li data-bbox="1818 576 2143 683">3. Which similes and proverbs do you know?

Core Competencies to be developed:

- Creativity and Imagination: Communication and self-expression as learners compose a story featuring similes and proverbs
- Learning to learn: Learning independently as learners, individually, writes creative compositions featuring similes and proverbs.

Pertinent and Contemporary Issues:

- Social awareness skills: Effective communication as learners uses similes and proverbs to create a narrative composition.

Values:

- Love: Sharing as learners display charts with proverbs and similes with peers.
- Responsibility: Determination as learners write creative compositions featuring similes and proverbs .

Link to other Subjects:

Learners are able to relate the skill of creative writing to their learning in Kiswahili and Kenya Sign Language.

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, Course books, dictionaries, electronic and digital devices, encyclopaedia

9.0 HEALTH – COMMUNICABLE DISEASES

Suggested Vocabulary to be signed:

virus, hygiene, bacteria, tuberculosis, measles, pneumonia, cold, mumps, cholera, typhoid, parasite, infect, germs, illness, symptoms, vomit, pharmacy, treat, dose, blood pressure, weight loss, injection, tablet, vaccine, fever, medicine, syrup, laboratory, cure, outbreak, epidemic, immunity.

Fixed phrase: at last, from time to time, in future.

Simile: as helpless as a baby, as patient as job.

Idiom: spread like wildfire.

Proverb: An apple a day keeps the doctor away, Cleanliness is next to godliness.

Phrasal verb: pass away.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
<p>9.1 Observing and articulating signs (Listening and Speaking)</p>	<p>9.1.1 Signing Fluency: Proper articulation of signs (pronunciation) (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) recognise signs of vocabulary related to the theme; diseases, b) list words with letter sound /h/ from an oral and signed text, c) construct sentences orally, or through signing, using words related to the theme, d) speak accurately by fingerspelling and signing correctly, at the right speed and with expression on a given topic, 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to communicable diseases. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to communicable diseases. • In groups, learners are guided to construct signed sentences containing words and phrases with letter sound/h/ as in health, heal. • In pairs, learners who are Hard of Hearing are guided to listen to and observe a signed poem/a signed narrative with closed captions and identify signed or fingerspelt words with letter sound /h/ as in health, heal • In pairs, learners who are Deaf are 	<ol style="list-style-type: none"> 1. Why is it important to speak as you sign correctly and express the right feelings? 2. How can you listen attentively and observe keenly? 3. Which words do you use to talk as you sign about diseases?

		<p>a) use vocabulary related to the theme correctly in oral communication,</p> <p>e) display appropriate emotions and feelings when making an oral or signed presentation.</p>	<p>guided to observe a signed poem/a signed narrative with closed captions and identify signed or fingerspelt words with letter sound /h/ as in health, heal</p> <ul style="list-style-type: none"> • In groups, learners are guided to retell, as they sign, a narrative in own words. • In pairs, learners who are Hard of Hearing are guided to listen to and observe graded texts with signed audio visual recordings of whole narratives. • In pairs, learners who are Deaf are guided to observe graded texts with signed audio visual recordings of whole narratives • In pairs, learners who are Hard of Hearing guided to listen to and observe signed music and pick out, by fingerspelling and signing, words with target letter sound and vocabulary. • In pairs, learners who are Deaf are guided to observe signed music or with captions and pick out, words with target letter sound and vocabulary. • In groups, learners are guided to watch news at home for fun and retell as they sign the interesting episodes to peers and friends in the classroom. • In groups, learners are guided to practise delivering the news highlights in the classroom through signing. 	
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			<ul style="list-style-type: none"> ● In pairs or groups, learners are guided to respond to oral or signed questions on given texts confidently and with speed. ● In groups, learners are guided to make a one-minute signed speech on communicable diseases. ● In groups, learners are guided to recite, as they sign, poems on communicable diseases. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Articulating signs clearly observe a signed poem/a signed narrative with closed captions and identify signed or fingerspelt words with letter sound /h/. ● Learning to learn: Learning independently as learners practise delivering the news highlights in the classroom through signing 				
<p>Pertinent and Contemporary Issues: Social awareness skill: Effective communications as learners make a one-minute signed speech on communicable diseases.</p>				
<p>Values: Love: Sharing as learner retell as they sign the interesting episodes about the news to peers and friends in the classroom.</p>				
<p>Link to other Subjects: Fluency in listening and speaking or observing and articulating signs and fingerspelling is emphasised in Kiswahili.</p>				
<p>Suggested learning resources: Class readers, Course books, Flash cards, 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, dictionaries, electronic and digital devices, encyclopaedia</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
9.2Sign Reading	9.2.1 Intensive Sign Reading Descriptive Fictional or Non-Fictional Texts (about 400 words) (3 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify the main idea in each paragraph. c) visualise events, characters and descriptions in texts for comprehension. d) summarise the main points in a text. e) answers factual and inferential questions for comprehension. f) value the importance of focus on detail when reading a text. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to communicable diseases. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to communicable diseases. • In groups, learners are guided to make connections between events in the text and their experiences. • In groups, learners are guided to retell as they sign the story. • In pairs, learners are guided to use illustrations, the introduction and the title of a text to make predictions. • In groups, learners are guided to describe as they sign the characters, episodes and places in a text. • In groups, learners are guided to scan a text for specific details. • In pairs, learners are guided to answer questions from a text. • In pairs, learners are guided to say as they sign the main ideas from a text. • In pairs, learners are guided to watch a signed video related to the theme and pick specific information. 	<ol style="list-style-type: none"> 1. How do you describe things? 2. How can you tell what will happen in a story?

Core Competencies to be developed:

- Creativity and Imagination: Making observations as learners make connections between events in the text and their experiences.
- Digital literacy: Interacting with digital technology as learners watch a signed video related to the theme and pick specific information.

Pertinent and Contemporary Issues:

- Health Education as learners observe fingerspell and sign words related to the theme; health-communicable diseases.
- Social awareness skill: Effective communication as learners retell as they sign stories related to the theme.

Values:

Responsibility: Hard works as learners answer questions from a text.

Link to other Subjects:

Learners are able to relate the concept of communicable diseases to their learning in Environmental Studies, Science and Technology, 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, Course books, dictionaries, electronic and digital devices, encyclopaedia

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
9.3 Grammar in Use	9.3.1 Word Classes: <ul style="list-style-type: none"> ➤ Adverbs ➤ Use of could, would and how many ➤ How many...could/would (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify adverbs of manner, time, place and frequency in a text. c) use adverbs correctly in oral, signed and written contexts. d) use the modals could and would and the phrase how many in sentences correctly. e) judge the appropriateness of adverbs used in oral or signed and written texts. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to communicable diseases. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to communicable diseases. • In pairs, learners are guided to identify, list and sign adverbs from a digital or print text. • In groups, learners are guided to make sentences from a substitution table using the pattern how many...could/ would. • In pairs, learners are guided to fill in blank spaces with appropriate adverbs. • In groups, learners are guided to construct sentences using adverbs of manner, time place and frequency. • In groups, learners are guided to recite as they sign poems containing adverbs. • In pairs, learners are guided to create a crossword puzzle using different types of adverbs. 	<ol style="list-style-type: none"> 1. How do we describe when, how, where and how many times an action takes place? 2. Which word or words do we use to ask questions?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Articulating signs clearly as learners recite as they sign poems containing adverbs • Critical thinking and problem solving: Open mindedness and creativity as learners make sentences from a substitution table using the pattern how many...could/ would. 				

Pertinent and Contemporary Issues:

Health Education: as learner acquires information on communicable diseases.

Values:

Unity: Cooperation as learners, in groups and in pairs, creates a crossword puzzle using different types of adverbs.

Link to other Subjects:

Learners is able to relate their knowledge of communicable diseases to their learning in Science and Technology.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, mobile phone, Internet, Signed audio-visual recordings, Posters, Pictures, Extracts from newspapers, magazines and books, Internet, Online dictionaries, Digital story books, Projector, Computers, dictionaries.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question (s)
9.4 Writing	9.4.1 Mechanics of Writing: Punctuation Marks ➤ Apostrophe ➤ Exclamation Mark (2 Lessons) 9.4.1.1 Apostrophe 9.4.1.2 Exclamation Mark (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) identify the apostrophe and exclamation mark in sentences, c) punctuate sentences correctly using the apostrophe and the exclamation mark, d) value the importance of correct punctuation for effective communication.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to communicable diseases. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to communicable diseases. • In groups, learners are guided to listen or observe to a short oral and signed text and write the text with the correct punctuation marks. • In groups, learners are guided to underline the apostrophe and exclamation marks in a text. • In groups, learners are guided to construct sentences using the apostrophe and exclamation mark. • In groups, learners are guided to watch online videos or slides about the correct use of the apostrophe and exclamation mark. • In pairs, learners are guided to complete exercises related to the apostrophe and exclamation mark online and offline. • In pairs, learners are guided to create and display charts or posters with sentences in which the apostrophe and exclamation 	1. Why do we punctuate sentences?

			<p>mark are used.</p> <ul style="list-style-type: none"> • In groups, learners are guided to conduct a gallery walk and view the charts made by each group. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Interacting with digital technology as learners watch online videos or slides about the correct use of the apostrophe and exclamation mark. • Creativity and Imagination: Exploration as learners conducts a gallery walk and view the charts made by each group. • Learning to Learn: Reflection on work as learners display charts or posters with sentences in which the apostrophe and exclamation mark are used. 				
<p>Pertinent and Contemporary Issues: Analytical thinking skills: Creative thinking as learners constructs sentences using apostrophe and exclamation mark.</p>				
<p>Values: Love: Sharing as learners display charts or posters with sentences in which the apostrophe and exclamation mark are used.</p>				
<p>Link to other Subjects: Punctuation marks is used in all areas of learning as the learner takes down notes, Kiswahili in particular is an area that the learner can apply this concept as it teaches on punctuation as a skill</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, , mobile phone, Internet, Signed audio-visual recordings, Extracts from newspapers, magazines and books, Internet, Projector, Computers, Course books, dictionaries.</p>				

10.0 LEISURE TIME ACTIVITIES

Suggested Vocabulary

leisure, interest, favourite, cinema, football, tennis, karate, swimming, skating, basketball, cycling, jogging, diving, fishing, picnic, hiking, gardening, hobby, entertain, enjoy, racing, talent, event, visit, park.

Fixed phrase: in future, from now on.

Simile: as free as a bird.

Idiom: face the music.

Proverb: An idle mind is the devil’s workshop, Birds of a feather flock together.

Phrasal verb: shut up.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	suggested Key Inquiry Question (s)
<p>10.1 Observing and articulating signs(Listening and Speaking)</p>	<p>10.1.1 Proper articulation of signs and Vocabulary: Focused attention(Interactive Listening)</p> <ul style="list-style-type: none"> ➤ Choral verse ➤ Narrative in Dialogue Format (Conversation Narrative) <p>(3 lessons) s)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify different moods in a signed narrative or a choral verse c) use words and phrases with the selected letter sound /s/ and /z/ in sentences(HoH), d) use signs of words and phrases with the selected letter sound /s/ and /z/ in signed sentences(Deaf), e) interrupt politely during a signed conversation, 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to leisure time activities. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to leisure time activities • In groups, learners who are Hard of Hearing are guided to listen to and observe a signed narrative and retell it through signing while expressing different moods or feelings. • In groups, learners who are Deaf are guided to observe a signed narrative and retell it as they sign while expressing different moods or feelings. • In groups, learners who are Hard of Hearing are guided to construct sentences orally or through signing. 	<ol style="list-style-type: none"> 1. Why should you interrupt others politely? 2. How do you show different moods and feelings when listening to or observing someone?

		<p>f) appreciate listening interactively during conversations(HoH),</p> <p>g) appreciate focused attention during conversations(Deaf),</p>	<ul style="list-style-type: none"> • In groups, learners who are Deaf are guided to construct signed sentences. • In pairs, learners who are Hard of Hearing are guided to say as they sign words containing the letter sounds /s/ as in surf; and /z/ as in zoo • • In pairs, learners who are Deaf are guided to sign words containing the letter sounds /s/ as in surf; and /z/ as in zoo. • In pairs, learners are guided to watch a signed audio-visual video of a conversational narrative or a choral verse and a signed verse online or offline. • In pairs or groups, learners are guided to take turns during a signed conversation. • In groups, learners are guided to engage in a signed dialogue and practise interrupting one another politely. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Team works as learner work in pairs and groups • Digital literacy: Interacting with digital devices: watch a signed audio-visual video of a conversational narrative or a choral verse and a signed verse online or offline. 				
<p>Pertinent and Contemporary Issues: Social awareness skills: Effective communication as learners take turns during a signed conversation.</p>				
<p>Values: Responsibility: Determination as learners practice interrupting one another politely during a signed conversation.</p>				

Link to other Subjects:

Learners is able to relate the concept of leisure time activities to their learning in Creative Arts

Suggested learning resources:

Charts, Course books, Flash cards, , mobile phone, Dictionary, Internet, Signed audio-visual recordings, Extracts from newspapers, magazines and books, E-books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, dictionaries.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Sign Reading	10.2.1 Intensive Reading Factual Texts of about 400 Words (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) relate the ideas in a text to their experiences. c) respond to factual and inferential questions correctly, d) summarise the main ideas in a text for comprehension, e) encourage others to pay attention to detail when sign reading.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to leisure time activities. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to leisure time activities • Individually, learners are guided to skim through a text and obtain the main idea. • In pairs, learners are guided to scan through a text to obtain specific information. • In groups, learners are guided to discuss as they sign and relate ideas to their experiences. • In pairs, learners are guided to retell or sign read text in own words. • In pairs, learners are guided to sign read a text independently. • In pairs, learners are guided to answer direct inferential questions from the text. • In groups, learners watch a signed video or a video with closed captions on leisure time and write the main points. 	<ol style="list-style-type: none"> 1. Why do we sign read books? 2. Why should we make notes when sign reading? 3. What makes you a good reader?

Core Competencies to be developed:

- Learning to Learn: Learning independently as learner, individually, skims and scans texts for information.
- Creativity and imagination: Making observations as learner discuss as they sign and relate ideas to their experiences.
- Digital literacy: Interacting with digital devices as learners watch a signed video or a video with closed captions on leisure time and write the main points.

Pertinent and Contemporary Issues:

Safety and Security: Personal safety as learner acquires skills on proper utilisation of leisure time

Values:

Responsibility: Determination as learners reads different texts and answer questions in pairs or small groups.

Link to other Subjects:

Learners are able to apply the skill intensive sign reading to their learning in Religious Education, Science and Technology, Agriculture, Social studies 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, Course books, dictionaries.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10. 3 Grammar in Use	10.3.1 Word Classes: Conjunctions (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) identify conjunctions: but, or, yet, because, since and also, in texts for effective communication,</p> <p>c) use conjunctions but, or, yet, because, since and also, correctly in communication,</p> <p>d) judge the correctness and appropriateness of conjunctions in oral, signed and written texts.</p>	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to leisure time activities. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to leisure time activities • In groups, learners who are Hard of Hearing are guided to listen to a short signed dialogue and identify conjunctions. • In groups, learners who are Deaf are guided to observe a short signed dialogue and identify conjunctions. • In pairs, learners are guided to make and sign sentences, from a substitution table using but, or, yet, because, since and also. • In pairs, learners are guided to construct sentences using conjunctions. • Individually, learners are guided to fill in blank spaces using conjunctions in sentences or paragraphs. 	<ol style="list-style-type: none"> 1. Why do you join words and sentences? 2. How do you join words or sentences?

			<ul style="list-style-type: none"> • In pairs, learners are guided to create a display chart of sentences containing conjunctions. • In groups, learners are guided to conduct a gallery walk and give feedback to each other's work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: Learning Independently as learners, individually, fill in blank spaces using conjunctions in sentences or paragraphs • Critical thinking and problem solving: Open mindedness and creativity as learners give feedback to each other's work after conducting a gallery walk. • Communication and Collaboration: Articulating signs clearly as learners, in pairs or groups, observe, fingerspell and sign words related to the theme; leisure time activities 				
<p>Pertinent and Contemporary Issues: Social awareness skills: Effective communications as learners use conjunctions correctly in communication.</p>				
<p>Values: Love: Sharing as learners display chart of sentences containing conjunctions to their peers.</p>				
<p>Link to other Subjects: Learners are able to relate the knowledge of the use of conjunctions to their learning in Kiswahili .</p>				
<p>Suggested learning resources: Word cards, Chart, Class readers, Course books, Flash cards, , Internet, Signed audio-visual recordings, Posters, ,Extracts from newspapers, magazines and books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, dictionaries.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
10.4 Writing	10.4.1 Creative Writing: Descriptive Composition (120 -160 words) (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme; leisure time activities, b) describe people or things mentioned in a text, c) create a descriptive composition related to the theme for effective communication, d) critique a composition on the choice of words, creativity, relevance to theme and logical flow. e) Appreciate a well written composition from a text	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to leisure time activities. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to leisure time activities • In groups, learners are guided to sign read a sample composition from print or electronic sources. • In pairs, learners are guided to talk, as they sign, about people or things in the text. • In groups, learners are guided to make sentences to describe how they spent their leisure time. • In pairs, learners are guided to organise the sentences to make a paragraph. • Individually, learners are guided to write a descriptive composition. • In groups, learners are guided to proofread the compositions of each other and give feedback. 	<ol style="list-style-type: none"> 1. How do we describe things or events? 2. Why is it important to describe things or events clearly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: Learning independently as learners, individually, writes a descriptive composition. • Critical thinking and problem solving: Evaluation and decision making skill as learners organise sentences describing how they spent their leisure time into a paragraph. 				

- Communication and Collaboration: Articulating signs clearly as learners, talk, as they sign, about people or things in the text.

Pertinent and Contemporary Issues:

Social awareness skill: Effective communication as learners create a descriptive composition related to the theme.

Values:

Integrity: Transparency as learners give feedback to each others work on the compositions proof read.

Link to other subjects:

Learners are able to relate the knowledge of creative writing to their learning in all other subjects.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, , Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online sign language dictionaries, Digital story books, Projector, Computers, Course books, dictionaries.

11.0 SPORTS - APPRECIATING TALENTS

Suggested Vocabulary to be signed competition, cheer, score, award, medal, champion, guest, spectators, fans, courage, whistle, upper hand, walkover, celebrate, sports, ability, gift, genius, artist, magic, skill, blessing, giant, adjudicator, talent show, athletic, discover, brave.

Fixed phrase: at present, no problem.

Simile: as proud as a peacock, as simple as one, two, three.

Idiom: loud and clear.

Proverbs: Slow but sure wins the race, The race is not to the swift.

Phrasal verb: breath in.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(S)
11.1 Observing and articulating signs (Listening and Speaking)	11.1.1 Proper articulation of signs and Vocabulary: <ul style="list-style-type: none"> • Listening Fluency • Non-verbal cues (3 lessons) <p>Letter Sound /aɪ/ as in my, mind, ride, wide</p> 11.1.1.3 Non-verbal cues (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme; sports, b) select words containing the target letter sound /aɪ/, in sentences, c) construct sentences orally using words related to the theme(HoH), d) construct signed sentences using signs of words related to the theme(Deaf), e) listen for words with the sound /aɪ/ from an audio text(HoH), f) observe for signed words with the fingerspelt letter sound /aɪ/ from a signed audio text(Deaf), g) interpret a speaker’s emotions and feelings correctly during oral presentations(HoH), 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to sports-appreciating talents. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to sports-appreciating talents. • In groups, learners who are Hard of Hearing are guided to listen to and observe a signed oral presentations (dialogues or poems on topical issues) containing words with the letter sound /aɪ/ as in my, mind, ride, wide • In groups, learners who are Deaf are guided to observe a 	<ol style="list-style-type: none"> 1. Why is it important to listen carefully and observe keenly? 2. How can we become better listeners and observers?

		<p>h) interpret a signer emotions and feelings correctly during signed presentations(Deaf),</p> <p>i) acknowledge the importance of listening fluency in communication(HoH)</p> <p>j) acknowledge the importance observing fluency in signed communication (Deaf),</p>	<p>signed oral presentations (dialogues or poems on topical issues) containing words with the letter sound /aɪ/ as in my, mind, ride, wide</p> <ul style="list-style-type: none"> • In groups, learners who are Hard of Hearing are guided to listen to or observe for words with letter sound aɪ/ as in my, mind, ride, wide from a signed audio visual text or a video with closed captions. • In groups, learners who are Deaf are guided to observe for words with letter sound aɪ/ as in my, mind, ride, wide from a signed audio visual text or a video with closed captions. • In pairs, learners are guided to identify words with the letter sound /aɪ// as in my, mind, ride, wide from texts. • In pairs, learners who are Hard of Hearing are guided to practise saying as they sign tongue twisters and finger fumblers. 	
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			<ul style="list-style-type: none"> • In pairs, learners who are Deaf are guided to practise signing and fingerspelling tongue twisters and finger fumlbers. • Individually, the learner makes a three-minute signed speech. • In pairs or groups, learners are guided to recite as they sign poems in unison. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Articulating signs clearly as learners make short signed speeches. • Learning to learn: Self-discipline as learners practise saying as they sign tongue twisters and finger fumlbers. • Self-Efficacy: as learners pick out target letter sounds from poems or stories. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Social awareness skills: Effective communication as learners construct sentences orally or through signing using words related to the theme. • Learner Support Programmes: Club and Societies as learners fingerspell and sign words related to the theme; sports games. 				
<p>Values:</p> <p>Responsibility: Determination as learners, individually, make a three-minute signed speech.</p>				
<p>Link to other Subjects:</p> <p>Learners are able to relate the theme; sports to their learning in Creative Arts.</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</p>				

books, Projector, Computers, Course books, dictionaries.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Questions (s)
11.2 Sign Reading	11.2.1 Intensive Sign Reading Sign Reading with Technology (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) relate ideas in the text to personal experiences. c) creates mental images from the events, characters or places in a text. d) answer factual and inferential questions correctly. e) judge the appropriateness of digital texts on the basis of word choice, theme and interest.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to sports-appreciating talents. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to sports-appreciating talents. • In groups, learners are guided to infer the meaning of words from context. • In pairs, learners are guided to make connections between town experiences and events in the sign reading text. • In groups, learners are guided to create pictures, mimes, videos or crossword puzzles. • In pairs, learners are guided to search and sign read texts from the internet. • In pairs, learners are guided to answer questions. • In pairs, learners are guided to dramatise or role play events or characters in stories they have read and sign read online. f) In pairs, learners are guided to print the visuals obtained from online sources and share or display in a gallery. 	<ol style="list-style-type: none"> 1. Why is it important to relate what you read to real life experiences? 2. What digital resources can you use in your reading? 3. Why are digital materials more interesting to read than print ones?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: Research skills as learners search and sign read texts from the internet.
- Communication and collaboration: Articulating signs clearly: as learners observe fingerspell and sign words related to the theme; sports.
- Creativity and imagination: Making connections as learners, in groups or pairs, create pictures, mimes, videos or crossword puzzles.

Pertinent and Contemporary Issues:

Learner Support Programmes: Clubs and societies as learners engage with the theme sports.

Values:

- Responsibility: Determination as learners dramatise or role play events or characters in stories they have read and sign read online.
- Love: Sharing as learners display in a gallery walk visuals obtained from online sources.

Link to other Subjects:

Learners are able to relate the skill of intensive sign reading to their learning in 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, Course books, dictionaries.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(S)
11.3 Grammar in Use	11.3.1 Sentences (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) identify interrogatives: how, what, when, why, who in sentences correctly, c) use interrogatives how much more..., when/who/why/what else accurately in sentences, d) appreciate the correctness and appropriateness of interrogatives used in oral and written texts.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to sports-appreciating talents. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to sports-appreciating talents. • In pairs, learners are guided to mention the words used to ask questions - how, what, when, why, who • In pairs, learners are guided to use the Wh- words and how to ask questions. • In groups, learners are guided to construct and sign questions using the pattern: how much more..., when/who/why/ what else, for example, who else attended the ceremony? How much more sugar was bought? • In pairs, learners are guided to use the interrogatives with else, much to complete sentences. e) In pairs, learners are guided to use digital devices to practice constructing and signing questions. 	<ol style="list-style-type: none"> 1. Why do we ask questions? 2. How do we ask questions?

Core Competencies to be developed:

- Communication and communication: Articulating signs clearly as learners fingerspell and sign words related to the theme.
- Digital literacy: Creating with technology as learners use digital devices to practice constructing questions.

Pertinent and Contemporary Issues:

Social awareness skill: Effective communications as learners use interrogatives correctly in sentences.

Values:

Unity: Cooperation as learners, in pairs or groups, construct questions using the patterns.

Link to other Subjects:

Learners are able to relate the concept of interrogatives learnt in English to similar concept in Kiswahili.

Suggested learning resources:

Word cards, Charts, Flash cards, mobile phone, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, Internet, Online dictionaries, Digital story books, Projector, Computers, Course books, dictionaries.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(S)
11.4 Writing	11.4.1 Spelling ➤ Commonly Misspelt Words ➤ Homophones ➤ Homonyms (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise signs of vocabulary related to the theme, b) spell and fingerspell selected words correctly for effective communication, c) use homophones and homonyms in sentences correctly, d) advocate the use of correct spelling of words among peers.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to sports-appreciating talents. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to sports-appreciating talents. • In groups, learners are guided to discuss as they sign words they find difficult to spell and fingerspell. • In pairs, learners are guided to make a presentation on correct spelling and fingerspelling of homophones and homonyms. • In groups, learners are guided to write words from a dictation signed by the teacher or from a signed audio-visual recording. • In pairs, play spelling games; for example, scramble or scrabble. • In groups, learners use a jigsaw puzzle to form words correctly. • In pairs, learners make words from jumbled up letters. 	<ol style="list-style-type: none"> 1. Why do we write words correctly? 2. Which words do you find difficult to write? 3. How do we learn to spell or fingerspell words?

Core Competencies to be developed:

- Communication and Collaboration: Team work as learners, in pairs, play spelling games; for example, scramble or scrabble.
- Critical Thinking and Problem Solving: Open mindedness and creativity as learners make words from jumbled up letters.

Pertinent and Contemporary Issues:

Social awareness skill: Effective communication as learners spell and fingerspell selected words correctly for effective communication

Values:

Responsibility: Determination as learners writes words from a dictation signed by the teacher.

Link to other Subjects:

Learners are able to relate the concept of spelling of words to all learning areas.

Suggested learning resources:

Word cards, Chart, Class readers, Course books, Flash cards, Dictionary, Internet, Signed audio-visual recordings, Posters, Pictures and Photographs ,Extracts from newspapers, magazines and books, E-books, Internet, Online sign language dictionaries, Digital story books, Projector, Computers, dictionaries.

12.0 ENVIRONMENTAL POLLUTION

Suggested Vocabulary to be signed:

environment, atmosphere, conserve, acid rain, recycle, sewage, poisonous, pollution, destroy, dirt, disaster, dump, erosion, famine, poison, preserve, purify, sewage, waste, flood, dirty, chemicals, sick, cancer.

Fixed phrase: fresh air, keep a promise, excuse me.

Simile: as white as snow, as clear as glass, as clear as the sky.

Idiom: feel at home, fight for your life.

Proverbs: Cleanliness is next to godliness.

Phrasal verb: grow up.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
<p>12.1 Observing and articulating signs(Listening and Speaking)</p>	<p>12.2 Proper articulation of signs Vocabulary</p> <ul style="list-style-type: none"> • Speaking Fluency (Content from other Learning areas) • Making a Speech <p>(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) pronounce words with selected sounds /f/ and /v /accurately for effective communication(HoH),</p> <p>c) articulate signs and fingerspell selected letter sounds /f/ and /v /accurately for effective signed communication(Deaf),</p> <p>d) construct sentences</p>	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to environmental pollution. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to environmental pollution. • In groups, learners who are Hard of Hearing are guided to say words containing the letter sounds /f/ as in purify; as in; and /v/ as in vapour, preserve. • In groups, learners who are Deaf are guided to sign and fingerspell words containing the letter sounds /f/ as in purify; as in; and /v/ as in vapour, preserve. 	<ol style="list-style-type: none"> 1. Why should we speak as we articulate signs clearly and confidently? 2. Why do we make signed speeches?

		<p>orally using words related to the theme(HoH),</p> <p>e) construct signed sentences using words related to the theme(Deaf),</p> <p>f) speak without hesitation and with expression(HoH),</p> <p>g) articulate signs or fingerspell without hesitation and with expression(Deaf),</p> <p>h) appreciate speaking accurately at the right speed and to display appropriate expressions during oral presentations(HoH),</p> <p>i) appreciate articulating signs accurately at the right speed and to display appropriate expressions during oral presentations(Deaf),</p>	<ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to pronounce words related to the theme correctly. • In pairs, learners who are Deaf are guided to articulate signs and fingerspell words related to the theme correctly. • In groups, learners who are Hard of Hearing are guided to construct oral sentences using vocabulary learnt. • In groups, learners who are Deaf are guided to construct signed sentences using signs of vocabulary learnt. • In pairs, learners who are Hard of Hearing are guided to listen to and observe a recorded signed speech from a digital device. • In pairs, learners who are Deaf are guided to observe a recorded signed speech from a digital device. • In pairs, learners are guided to make short signed speech using signs of vocabulary learnt, and appropriate non-verbal cues. 	
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Core Competencies to be developed:

- Communication and Collaboration: Articulating signs clearly as learners observe, fingerspell and sign words related to the theme; environmental pollution.
- Self-Efficacy: as learners make short signed speech using vocabulary learnt, and appropriate non-verbal cues.

Pertinent and Contemporary Issue:

Environmental Education: as learner interact with content related to environmental pollution.

Values:

Patriotism: Dedication as learner practise caring and owning for the environment.

Link to other Subjects:

The learners are able to relate concept of environmental pollution to their learning on environmental pollution in Science and Technology.

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, Course books, dictionaries.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
12.2 Sign Reading	12.2.1 Intensive Sign Reading: Poems, Songs and Tongue Twisters (2 lessons) 12.2.1.1 Poems, Songs and Tongue Twisters and finger fumblers (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise signs vocabulary related to the theme, b) creates mental images from events, characters and places in a text, c) infer information and meaning of words from context, d) answer factual and inferential questions correctly for comprehension, e) relate events and characters in the reading text to personal experiences.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to environmental pollution. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to environmental pollution. • In groups, learners are guided to watch a signed video or with captions using a digital device, on environmental pollution and answer questions. • In pairs, learners are guided to sign read a poem or song and role play the events, experiences or characters in the text. • In groups, learners are guided to answer factual and inferential questions on the poem and song they have sign read. • In pairs, learners are guided to visualise events, characters or places mentioned in a text. • In groups , learners are guided to role play events or characters in the poem. 	<ol style="list-style-type: none"> 1. Which poems and songs do you know? 2. How do you tell the meaning of unfamiliar words while reading and sign reading?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Articulating signs clearly as learners fingerspell and sign words related to the theme. • Digital Literacy: Interacting with digital devices as learners are guided to watch a signed video using a digital device, on environmental pollution. 				

- Learning to Learn: Developing relationships as learner role plays events or characters in the poem.

Pertinent and Contemporary Issues:

Social awareness skill: Effective communications as learners answer factual and inferential questions correctly.

Values:

Responsibility: Hardwork as learners answer factual and inferential questions on the poem and song they have sign read.

Link to other Subjects:

The learners are able to relate the concept of songs and poems in English to their learning in Music 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, Course books, dictionaries.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(S)
12. 3 Grammar in Use	12.3.1 Word Class: Nouns (which only occur in singular or plural) (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs vocabulary related to the theme, b) identify nouns which only occur in singular or plural from given sentences, c) use nouns which only occur in singular or plural to make sentences, d) collaborate with others to determine the correctness and appropriateness of nouns used in various texts.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to environmental pollution. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to environmental pollution. • In groups, learners are guided to identify, underline and sign nouns which only occur in singular or plural sentences. • In groups, learners are guided to construct and sign sentences using nouns which only occur in singular or plural such as news, dirt, waste and rubbish. • In pairs, learners are guided to practise a conversation using signs of plurals of nouns which only occur in singular or plural. • In groups, learners are guided to watch videos (supported with closed captioning or sign interpretation) on nouns which only 	Why is it important to use words correctly?

			<p>occur in singular or plural and answer questions.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to create and display charts on nouns which only occur in singular or plural in sentences. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: Interacting with digital technology as learners watch videos (supported with closed captioning or sign interpretation) on nouns. • Learning to learn: Self-discipline as learners practise signing conversations using plurals of nouns. 				
<p>Pertinent and Contemporary Issues: Social awareness skill: Effective communications as learners use nouns which only occur in singular or plural to make sentences.</p>				
<p>Values: Love: Sharing as learners display charts they created about nouns</p>				
<p>Link to other Subjects: The learners are able to relate the concepts of sentence pattern with familiar content in Kiswahili and French.</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, Course books, dictionaries.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	12.4.1 Functional Writing <ul style="list-style-type: none"> • Appointment Diary • Journal (3 days) <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme, b) identify the key components of a diary/ journal from sample diary/journal, c) create a journal/diary to convey desired information in the right format, d) appreciate the role of functional writing in everyday communication. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to environmental pollution. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to environmental pollution. • In groups, learners are guided to view a sample diary sample journal/and identify the components. • In pairs, learners are guided to write journal/diary entries. • In pairs, learners are guided to create an appointment diary. • In groups, learners are guided to create a three-day journal entry. • In pairs, learners are guided to display their work in class and take a gallery walk. • In groups, learners are guided to give feedback to each group about their work after the gallery walk. • In pairs, learners are guided to search for examples of diaries or journals on the internet, text, books, or the 	<p>Why should we plan our activities in advance?</p>

			library. <ul style="list-style-type: none"> • In pairs, learners are guided to collaborate with peers to create personal journals and diaries on varied topics. • Individually, a learner creates a diary or journal. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: Team work as learner work in groups to give feedback to each group about their work after the gallery walk. • Creativity and imagination: Communication and self-expression as learners create personal journals and diaries on varied topics. 				
Pertinent and Contemporary Issues: Social awareness skill: Effective communications as learners improve their writing skills through journal and diary writing.				
Values: Responsibility: Determination as learner, individually, creates a diary or journal.				
Link to other Subjects: Learner relates the skill of diary and journal writing to their learning in Kiswahili.				
Suggested learning resources: sample diaries, journals, internet, text, books, library, audio-visual recordings, posters, pictures and photographs ,extracts from newspapers, magazines and books, e-books, internet, online dictionaries, digital story books, projector, computers, course books, dictionaries.				

13.0 MONEY- SAVINGS AND BANKING

Suggested Vocabulary

debt, banker, teller, lend, customer care, banking hall, queue, ATM machine, safe, save, savings, account, balance, cash, deposit, interest, internet, cheque, exchange, loan, value, credit, bank manager, a lot.

Fixed phrase: be in debt, make money.

Simile: as cheap as dirt, as good as gold.

Idiom: go for, money changed hands, loud and clear.

Proverbs: A fool and his money are soon parted, keep something for a rainy day, Money does not grow on trees.

Phrasal verb: give back, give out, give away.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
<p>13.1 Observing and articulating signs(Listening and Speaking)</p>	<p>13.1.1 Proper articulation of signs and Vocabulary</p> <p>keen observation or Intensive Listening (Dialogue containing similes)</p> <p>Letter</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) select words and phrases with the target letter sounds/m/ /n/ /ŋ/ , digraphs and consonant clusters from a text (HoH),</p> <p>c) select signed words and phrases with the target letter sounds/m/</p>	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to money-savings and banking. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to money-savings and banking. • In pairs, learners who are Hard of Hearing are guided to listen to and observe a dialogue from a signed audio- visual recording, videos supported with closed captioning or sign read by the teacher and select words with the target letter sounds, 	<ol style="list-style-type: none"> 1. Why should we listen attentively or observe keenly? 2. How can you tell someone is attentive?

	<p>Sounds:/ /ŋ/ as in shilling 13.1.1.3 Digraphs such as ‘gh’ as in high and Clusters: ‘sn’ as in sneeze, ‘sl’ as in sling (3 lessons)</p>	<p>/n/ /ŋ/ , digraphs and consonant clusters from a signed text(Deaf)</p> <p>d) use similes and vocabulary related to the theme correctly in sentences(HoH)</p> <p>e) use signs of similes and vocabulary related to the theme correctly in signed sentences,</p> <p>f) interpret a speaker’s feelings and emotions correctly during oral and signed presentations(HoH),</p> <p>g) interpret a speaker’s feelings and emotions correctly during signed presentations(Deaf)</p> <p>h) judge the appropriateness of words, similes non-verbal cues during an oral or signed presentation.</p>	<p>digraphs and clusters.</p> <ul style="list-style-type: none"> • In pairs, learners who are Deaf are guided to observe a dialogue from a signed audio- visual recording, videos supported with closed captioning or sign read by the teacher and select signs of words with the target letter sounds, digraphs and clusters • In groups, learners who are Hard of Hearing are guided to say as they sign words containing the letter sounds m/ as in money;/n/ as in notes. • In groups, learners who are Deaf are guided to sign and fingerspell words containing the letter sounds m/ as in money;/n/ as in notes. • In pairs, learners are guided to identify and sign words featuring the target letter sounds. • In pairs, learners are guided to identify and sign similes from a signed audio- visual text. • In groups, learners are guided to list the similes as they sign then write. • In groups, learners are guided to use similes and words in signed sentences. • In pairs, learners are guided to 	
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			<p>discuss as they sign new words found in the signed dialogue. (Ensure the seating arrangement gives equal access to the signed information)</p> <ul style="list-style-type: none"> • Individually, learners are guided to construct signed sentences using the new words. • In groups, learners are guided to dramatize, the signed dialogue. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Articulating signs clearly as learners, fingerspell and sign words related to the theme; money- savings. • Digital Literacy: Interacting with digital devices as learners observes dialogue from a signed audio- visual recording/videos 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Financial literacy: as learner listen to and observes signed dialogues based on the theme of money. • Social awareness skill: Effective communications as learners use similes and vocabulary related to the theme correctly in signed sentences. 				
<p>Values:</p> <p>Responsibility: Self-drive as learners familiarise themselves with words and phrases e.g. saving, money and a proverbs e.g. ‘A fool and his money are soon parted’</p>				
<p>Link to other Subjects:</p> <p>Learner relates the skill of keen observation 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, Course books, dictionaries.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(s)
13.2 Sign Reading	13.2.1 Extensive Sign Reading (texts of about 1001 - 1250) Variety of texts such as Newspapers, magazines, class readers and poems (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme; money, b) select suitable reading materials newspapers, magazines, class readers or poems, from a variety of texts, c) sign read a variety of materials independently for information and pleasure, d) use fluency strategies such as previewing, skimming and scanning strategies to find necessary information, e) judge the appropriateness of a reading text on the basis of theme, interest and language complexity. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to money-savings and banking. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to money-savings and banking. • In groups, learners are guided to select appropriate print and non-print reading materials; newspapers, magazines, class readers or poems. • In pairs, learners are guided to preview sign reading materials to determine suitability. • In pairs, learners are guided to scan through a text for specific details. • In pairs, learners are guided to skim through a material to obtain the main idea. • In groups, learners are guided to scan through newspapers, magazines among others to find specific information. • In pairs, learners are guided to 	<ol style="list-style-type: none"> 1. Why do you sign read? 2. How do you obtain specific information from a text?

			<p>skim through materials.</p> <ul style="list-style-type: none"> • Independently, learners are guided to sign read selected materials. • In groups, learners are guided to promote extensive reading among peers and the greater community. • In groups, learners are guided to look for specific information from a sign reading material. • In pairs, learners are guided to make notes on a topic they sign read. • In pairs, learners are guided to make an entry of what they have sign read in their creative writing diary. • In groups, learners are guided to visit a library to read and sign online and offline materials(provide learners with sign language interpretations where needed) 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: Learning independently as learners, independently, sign read selected materials. • Critical thinking and problem solving: Interpretation and inference as learners make notes on a topic they sign read. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Social awareness skill: Effective communication as learners sign read a variety of materials independently for information and pleasure. • ESD financial literacy: as learner sign read material containing topics on money 				
<p>Values:</p> <p>Integrity: Accountability as learners sign read materials about spending money wisely and the importance of saving money</p>				

Link to other Subjects:

Learner relates the skill of reading extensively for information to their learning in all other learning areas.

Suggested learning resources:

word cards, flash cards, 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, course books, dictionaries.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	suggested Key Inquiry Questions
13.3 Grammar in Use	13.3.1 Word Class: Prepositions (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme, b) identify prepositions of time, in, on, at place in, on, at and direction into, towards, to, through in sentences, c) use prepositions of time, place and direction appropriately for effective communication, d) collaborate with others to judge the accuracy, appropriateness and correctness of prepositions used in varied texts.	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to money-savings and banking. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to money-savings and banking. • Independently, learners are guided to underline Prepositions of Time, place and direction in sample sentences: time such as in, on, at) place such as: in, on, at direction such as into, towards, to, through. • In pairs, learners are guided to play preposition games and songs online/offline. • In groups, learners are guided to construct and sign sentences using prepositions. • In pairs, learners are guided to use prepositions to perform classroom tasks. • In pairs, learners are guided to watch videos (supported with closed caption and sign interpreter) and online material on prepositions. • In groups, learners are guided to create 	<ol style="list-style-type: none"> 1. Which words show direction and time? 2. Why is it important to show time and direction?

			<p>display charts containing prepositions of time and direction.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to create crossword puzzles using prepositions. • In groups, learners are guided to solve code words and crossword puzzles involving prepositions. • In pairs, learners are guided to search for prepositions online, from newspapers magazines among others. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Team work as learners, in pairs, play as they sign preposition games and songs. • Digital Literacy: Interacting with digital devices as learner watch videos (supported with closed caption and sign interpreter) and online material. • Critical thinking and problem solving: Research skills as learners search for prepositions online, from newspapers magazines among others. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Social awareness skill: Friendship formation as learners, in pairs, play as they sign preposition games and songs. • Learner Support Programmes: Mentorship and peer Education as learners sign read material related to the theme; money- savings and banking 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Hard works as learners solve code words and crossword puzzles involving prepositions. • Love: Sharing as learners display charts containing prepositions of time and direction 				
<p>Link to other Subjects:</p> <p>Learner relates the concept of prepositions to their learning in Kiswahili, Kenya sign Language and all other learning areas.</p>				
<p>Suggested learning resources:</p> <p>cross word puzzles, adapted course books, flash cards, 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, course books, dictionaries.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested Key Inquiry Question(S)
13.4 Writing	13.4.1 Spelling <ul style="list-style-type: none"> • Homophones • Words with double consonants • Words with double vowels <p>(2 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme,</p> <p>b) identify homophones, words with double consonants and words with double vowels correctly,</p> <p>c) spell and fingerspell homophones, words with double consonants and words with double vowels correctly,</p> <p>d) uses homophones, words with double consonants and words with double vowels in sentences correctly,</p> <p>e) recommend to peers' ways of enhancing their spelling skills for clarity of communication,</p> <p>f) appreciate the appropriateness of words, phrases and sentences</p>	<ul style="list-style-type: none"> • In groups, learners are guided to watch a demonstration or signed video clip with vocabulary related to money-savings and banking. • In pairs, learners are guided to identify, fingerspell and articulate signs of vocabulary related to money-savings and banking • In groups, learners are guided to identify and sign or fingerspell homophones, words with double consonants and words with double vowels from a text. • In pairs, learners who are Hard of Hearing are guided to listen to and observe words sign read by the teacher or from a signed audio-visual recording for example: waist/waste Collect or dropped • In pairs, learners who are Deaf are guided to observe signs of words sign read by the teacher or from a signed audio-visual recording for example: waist/waste Collect or dropped 	<p>1. Why should we write words correctly?</p>

		used in own or provided documents.	<ul style="list-style-type: none"> • In groups, learners are guided to write down from a dictation correctly. • In groups, learners are guided to use a jigsaw puzzle to form words. • In pairs, learners are guided to make words from jumbled up letters. • In groups, learners are guided to form sentences from the words they have spelt and fingerspell. • In pairs, learners are guided to search for homophones, words with double consonants and words with double vowels from the internet. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Articulating signs clearly as learner observes, fingerspell and sign words related to the theme; money-savings • Creativity and problem solving: Making observation as learner make words from jumbled up letters 				
<p>Pertinent and Contemporary Issues: Social awareness skill: Effective communication as learners uses homophones, words with double consonants and words with double vowels in sentences correctly,</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Determination as learners write down from a dictation correctly • Unity: Cooperation as learner creates puzzles and rearrange jumbled up sentences in pairs or groups 				
<p>Link to other Subjects: Learners relates spelling and fingerspelling words correctly to their learning in all learning areas.</p>				

Suggested learning resources:

jigsaw puzzle, course books, flash cards, 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, course books, Sign language dictionaries.

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

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Listening to or observing for words with the letter sound /aI/ from an signed audio visual text	Correctly selects all the words with letter sound /aI/ from a signed audio visual text	Selects most of the words with letter sound /aI/ from a signed audio visual text	Selects some of the words with letter sound /aI/ from a signed audio visual text	Hardly selects any word with letter sound /aI/ from a signed audio visual text
Pronouncing or observes proper place of articulation of signs or fingerspelling of words and phrases related to the theme	Consistently pronounces or observes proper place of articulation of signs or fingerspelling of words and phrases related to the theme correctly or with ease.	Pronounces or proper place of articulation of signs or fingerspelling words and phrases related to them	Pronounces or observes proper place of articulation of some words and phrases related to the theme.	Pronounces words or observes the proper place of articulation of signs or fingerspelling of words and phrases related to the theme with difficulty
Retelling short narratives (ensure seating arrangement allows room for access to information)	Always retells short narratives, expressively, accurately and without hesitation (ensure seating arrangement allows room for access to information).	Retells short narratives expressively, accurately and without hesitation (ensure seating arrangement allows room for access to information).	Retells some parts of the narrative with expression and some hesitations (ensure seating arrangement allows room for access to information).	Retells parts of a narrative with assistance and hesitates a lot (ensure seating arrangement allows room for access to information).
Identifying Words With the sound or articulated and fingerspelt at the same time as /ɔI/	Consistently identifies words with the sound or articulated and fingerspelt at the same time as /ɔI/ with ease.	Identifies words with the sound or articulated and fingerspelt at same time as /ɔI/.	Identifies Some Words With the sound or articulated and fingerspelt at the same time as /ɔI/.	Hardly identifies any word with the sound or articulated and fingerspelt at the same time as /ɔI/.

SUGGESTED ASSESSMENT RUBRICS FOR SIGN READING SKILLS

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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 GRAMMAR IN USE

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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 ASSESSMENT RUBRICS FOR WRITING SKILLS

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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 METHODS, NON-FORMAL ACTIVITIES AND LEARNING RESOURCES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Non Formal Activities	Suggested Learning Resources
1.1 Listening and Speaking	1.1 Pronunciation and Vocabulary	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions g) Oral presentations h) Public speaking i) Teacher-made tests j) Peer assessment k) Self-assessment and standardised listening tests	<ul style="list-style-type: none"> · Participation in poetry recitations during music and drama festivals. · Readers’ theatres organised after classes where poems are read for fun. · Engaging in public speaking contests where knowledge on pronunciation is applied. · Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency. · Debating club contests · Taking part in the 4K club and young farmers association to reinforce learnt vocabulary. · Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues. · Taking part in integrity clubs in schools to help learners hone their speaking skills. 	Non Digital Resources <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

2.0 Reading	2.1 Intensive Reading 2.2 Extensive 2.3 Reading Fluency	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests f) Learner summaries of what they read g) Learner journals	<ul style="list-style-type: none"> · Reading news during the morning assembly. · Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps. · Collecting narratives from their community for a school magazine. · Performing short plays, conversational poems or choral verses within the school or 	Digital Resources <ul style="list-style-type: none"> · digital story books · pictures and photographs
		h) Learner portfolios i) Peer assessment j) Self-assessment and standardised reading tests k) Keeping a record of books read	<ul style="list-style-type: none"> · during drama festivals. · Acting as reporters, sports commentators or journalists during sports and games activities in school. 	<ul style="list-style-type: none"> · journals · electronic and digital devices · electronic or online dictionaries · flash cards · charts · video clips · audio-visual resources · other web resources

3.0 Grammar in Use	3.1 Word Classes 3.2 Sentences 3.3 Patterns 3.4 Tense	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation h) Matching tasks i) Substitution tables j) Word games k) Puzzles l) Teacher made tests	<ul style="list-style-type: none"> · Essay writing competitions on different topics. · Debating club sessions to enhance their language competency. 	
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