



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

EARLY YEARS CURRICULUM DESIGN

ENGLISH LANGUAGE ACTIVITIES GRADE TWO (2)

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

First Published in 2021

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed in any form or by any means; electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN:

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on the review of the Early Years English Curriculum Designs (EYE). The review of the designs resonates with Kenya's regional and international obligations and was occasioned by the need to align the language curriculum in EYE with the MOE status report.

The reviewed curriculum designs will facilitate the attainment of the core competencies by providing opportunities for the identification and nurturing of every learner's potential. The focus of learning in EYE is numeracy and literacy. Hence, the need to lay a firm foundation at the earliest stage. The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubrics, pertinent and contemporary issues, values and Community Service Learning (CSL) activities. It is my hope that all Government agencies and other stakeholders in Education will use the designs to implement the Competency Based Curriculum effectively.

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

PREFACE

The Ministry of Education (MoE) rolled out the first phase of the Competency Based Curriculum (CBC) in Early Years Education (EYE) in 2018. The Grade 1-3 English curriculum designs were developed in 2017 but a status report on the implementation of the languages necessitated the revision of these designs in the year 2021. EYE being the foundational stage is critical to the realisation of the Vision and Mission of the CBC as enshrined in the Sessional Paper No. I of 2019: “Towards Realising Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. “

The Sessional Paper explains the change in focus from content to nurturing every learner’s potential. Therefore, the Grade 1-3 English curriculum designs are intended to enhance development and attainment of the core competencies of CBC namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to learn and Self-efficacy. The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). Additionally, the designs offer suggested interactive learning activities and varied assessment techniques.

It is expected that the curriculum designs will guide the teacher on how to facilitate the acquisition of the desired knowledge, skills, attitudes and values in EYE. Indeed, it is my expectation that the teacher will use the designs to enliven learning.

DR. BELIO KIPSANG’, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

Kenya Institute of Curriculum Development (KICD) Act No. 4 of 2013 mandates the Institute to develop curricula and curriculum support materials for all levels of basic and tertiary education and training, below the university. The curriculum development process for any level involves research, benchmarking and stakeholder engagement. Through this consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). CBC is responsive to 21st Century needs as well as the aspirations of the Constitution 2010 constitution, Kenya's

Vision 2030, the East African Commission Protocol and the United Nations Sustainable Development Goals. Through funding from the Kenyan government, KICD executes its mandate in line with the Ministry of Education (MoE) directives. The Institute also receives support from development partners targeting specific programmes. The Grade 1-3 English curriculum designs have been reviewed with the support of USAID.

The Institute acknowledges the policy, resource and logistical support from the Government of Kenya, and development partners. KICD wishes to specifically thank the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education. Additionally, the institute appreciates KICD officers, teachers, officers from the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for participating in the revision of the Grade 1-3 curriculum designs. The Secretary – Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) also deserve special mention for supporting the review of these designs. Finally, we are very grateful to the KICD Council Chairperson Professor Elishiba Kimani and other council members for their consistent guidance during the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the learning of English in EYE.

PROF. CHARLES O. ONG'ONDO, PhD., MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENT

| | |
|--|------|
| FOREWORD | iii |
| PREFACE..... | iv |
| NATIONAL GOALS OF EDUCATION | viii |
| LESSON ALLOCATION AT LOWER PRIMARY | x |
| LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION | x |
| SUBJECT GENERAL LEARNING OUTCOME..... | xi |
| By the end of Early Years Education, the learner should be able to:..... | xi |
| THEMES | xiii |
| THEME1.0 School..... | 14 |
| THEME 2.0 Activities in the Home..... | 24 |
| THEME 3.0 Transport | 32 |
| THEME 4.0 Months of the Year..... | 43 |
| THEME 5.0 Shopping | 53 |
| THEME 6.0 Garden..... | 62 |
| THEME 7.0: Accidents..... | 71 |
| THEME 8.0 Classroom..... | 81 |
| THEME 9.0 The Farm | 92 |
| THEME 10.0 Position and Directions | 100 |
| THEME 11.0 Environment..... | 110 |
| THEME 12.0 Technology..... | 120 |
| THEME 13.0 Cultural Activities | 128 |
| THEME 14.0 Child Labour | 137 |
| THEME 15.0 Caring for others | 146 |

SCORING RUBRIC FOR EYE..... 156

LISTENING AND OBSERVING, SPEAKING AND ARTICULATING SIGNS OR FINGERSPELLING..... 156

WRITING RUBRICS 159

CSL at Early Years Education (PP1&2 and Grade 1-3) 160

Suggested Assessment Methods 162

Suggested Learning Resources 163

SUGGESTED NON FORMAL LEARNING ACTIVITIES..... 163

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**
Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.
2. **Promote the social, economic, technological and industrial needs for national development.**
Education should prepare the youth of the country to play an effective and productive role in the life of the nation.
 - a) **Social Needs**
Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.
 - b) **Economic Needs**
Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.
 - c) **Technological and Industrial Needs**
Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.
3. **Promote individual development and self-fulfillment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
4. **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
5. **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
7. **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
8. **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT LOWER PRIMARY

| | Learning Area | Number of Lessons Per Week |
|--------------|---|----------------------------|
| 1. | Indigenous Language Activities | 2 |
| 2. | Kiswahili Language Activities / Kenyan Sign Language Activities | 4 |
| 3. | English Language Activities | 5 |
| 4. | Mathematical Activities | 5 |
| 5. | Religious Education Activities | 3 |
| 6. | Environmental Activities | 4 |
| 7. | Creative Activities | 7 |
| 8. | Pastoral/Religious Instruction Programme | 1 |
| Total | | 31 |

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

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

Consequently, the learner with Hearing Impairments must be exposed to targeted interactive tasks in the four language skills and grammar in order to become a proficient user of English by the end of the Early Years Education. Additionally, the learner will be able to progressively demonstrate the expected range of competencies. A deliberate focus on each of the four language skills and grammar is expected even though the interrelatedness between the language skills must be taken into account. It should be noted that grammar in Early Years Education should be implicitly learnt since according to Piaget, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts. Hence, the explicit learning of grammar should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. On the contrary, the learner will be exposed to grammatical structure in an implicit way. In this context, learners who are Hard of Hearing may benefit from listening and observing, speaking and articulating signs, and lip reading while those who are Deaf may benefit from the use of observation, signing, and lip-reading. Therefore, the teacher should use total communication during the learning process.

To aid in the conceptualization of ideas, sign language vocabularies will be introduced at the start of each sub-strand recognizing the importance of sign language as a primary mode of communication for deaf students. Teachers are encouraged to use visuals so as to enhance a variety of signed vocabulary in different contexts object or word sign recognition.

SUBJECT GENERAL LEARNING OUTCOME

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

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

NOTE: In EYE, there should NOT be explicit mention of grammatical terms such as word classes. Learners in EYE should only be exposed to short grade appropriate sentence structures during instruction and assessment. This should also be reflected in the instructional materials developed for the level. The focus of English language learning at this level should be exposure to various language forms without making reference to word classes. Fluency and accuracy can be achieved by striking a balance between communicative language tasks and implicit exposure to language forms. **NB:** When in a discussion-based activity, ensure that the discussion is based on bi lingual communication to suit both Hard of Hearing and Deaf learners. Let the learners adopt a seating arrangement that supports equal access to signed information. Provide the learners with sign language interpretations where necessary.

SUB STRANDS

Observing and articulating signs

1. Attentive listening or keen observation
2. Pronunciation or Proper articulation of signs
3. Vocabulary

Reading

1. Sign Reading fluency
2. Reading comprehension

Language use

1. Nouns
2. Verbs
3. Pronouns
4. Adjectives
5. Conjunctions
6. Conjunction 'or'
7. Demonstratives (These, those)
8. Cardinal and ordinal numbers
9. Word sets (Gender sets for people/animals)
10. Prepositions
11. Interjections
12. Interjections of excitement/joy
13. Sentences; [Interrogatives- wh questions, Imperatives –commands]

Writing

1. Pre-writing
2. Handwriting
3. Spelling
4. Punctuation
5. Guided writing

THEMES

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

1. School
2. Activities in the Home
3. Transport
4. Months of the Year
5. Shopping
6. Gardening
7. Accidents
8. Classroom
9. The farm
10. Position and Directions
11. Environment
12. Technology
13. Cultural Activities
14. Child Labour
15. Caring for Others

| THEME1.0: School Suggested vocabulary to be signed bell, lesson, chalkboard, chalk, books, block, bag, grade two, class, learn, paper, play, question, answer | | | | |
|---|---|--|---|---|
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 1.1 Observing and articulating signs (Listening and Speaking) | 1.1.1 Articulation of words and signing vocabulary (2 Lessons) | By the end of the sub strand, the learner should be able to: a) recognise fingerspelled words with target letter sound combinations: bl, sp, sc, sk, ck for effective communication, b) articulate words with the target letter -sound combinations: bl, sp, sc, sk, ck in signed conversations, c) sign vocabulary related to the theme in in written text, d) respond to specific simple two-directional instructions using new words in oral communication(HoH), e) respond to specific simple two-directional signed instructions using new words in signed communication(Deaf), f) realize the importance of observing keenly and proper articulation of signs for effective communication. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of words with target letter combinations bl, sp, sc, sk, ck. ● In small groups, learners who are Hard of Hearing are guided to listen to an audio recording of songs, story/teacher read aloud among others, with the target letter sound combination. ● In small groups, learners who are Deaf are guided to observe signed audio-visual recordings of songs, story/teacher clearly signed stories, among others, with the target letter sound combination. ● Individually, the learner is guided to pick out, fingerspell words as they make appropriate mouth patterns and sign words with target fingerspelt letter sound | <ol style="list-style-type: none"> 1. Why should we listen and observe keenly when other people are communicating to us? 2. How should we respond to signed instructions from others? |

| | | | | |
|--|--|--|--|--|
| | | | <p>combination</p> <ul style="list-style-type: none">- bl as in blue,- sp as in spoon,- sc as in school,- sk as in sky- ck as in kick. <ul style="list-style-type: none">● In pairs, learners are guided to practice forming words using the fingerspelled target letter sound combinations.● In pairs, learners are guided to construct signed simple sentences using new signed words.● In small groups, learners are guided to make cards and use them to develop a talking tree using the new signed words.● In pairs, learners who are Hard of Hearing are guided to listen to and respond to two-directional instructions without interrupting as modeled by the teacher or peers.● In pairs, learners who are Deaf are guided to observe and respond to two-directional signed instructions without interrupting as modeled by the teacher or peers. | |
|--|--|--|--|--|

| |
|--|
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Teamwork as the learner works collaboratively with peers to develop a talking tree using the new words learnt. ● Self-Efficacy: Knowing my school as the learner learns the vocabulary of the theme “School”. |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect: Open mindedness as learner appreciates diverse opinions of peers during group activities. ● Unity: Cooperation as the learner collaborates with peers to develop a talking tree |
| <p>Pertinent and Contemporary Issues:</p> <p>Life-skills: Self-esteem as learners learn to pronounce words correctly and articulate signs correctly in communication.</p> |
| <p>Link to other Learning Areas:</p> <p>The learner is able to relate the skills of observing keenly, correct pronunciation and proper articulation of signs in signing of words to other learning areas.</p> |
| <p>Suggested Learning Resources</p> <p>Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio visual recordings.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------|-------------------------------------|---|---|---|
| 1.2 Sign Reading | 1.2.1 Fluency (2 Lessons) | By the end of the sub strand the learner should be able to: a) sign vocabulary related to the theme for effective communication, b) recognise fingerspelled words with the target letter-sound combinations for | <ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to watch an audio recording or a teacher model of the target letter sounds. ● In groups, learners who are Deaf are guided to watch a signed audio visual recording and observe a teacher model of the target letter sounds. | <ol style="list-style-type: none"> 1. Why should we sign read at the right speed? 2. Why should we sign read a text accurately? |

| | | | | |
|--|--|---|---|--|
| | | <p>ease of sign reading,</p> <p>c) sign read a grade appropriate text with the target letter sound combinations: bl, sp, sc, sk, ck at the right speed, expressively and accurately,</p> <p>d) realize the importance of sign reading fluently in a variety of genres.</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the theme. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the theme. ● In groups, learner is guided to pick out, fingerspell and sign words featuring the target letter-sound combinations: bl, sp, sc, sk ck. ● Individually, the learner is guided to practise sitting in the appropriate posture, put a book in the right position and turn the pages carefully while sign reading, ● In pairs, learners are guided to sign read short texts observing stress and intonation as well as the correct signing speed and facial expression ● In small groups, learners are guided to engage in timed sign reading 30 words per minute displaying right facial expression and body movement. | |
|--|--|---|---|--|

| |
|--|
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing skills as the learner sign reads grade appropriate texts at the right speed, expressively and accurately. ● Digital Literacy: Interacting with digital technology as the learner observes audio-visual devices with target letter sounds. |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Accountability as the learner cares for their books as they place books in the right position and turns the pages carefully while sign reading. ● Integrity: Discipline is nurtured as the learner sign reads given text. |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Effective communication is acquired as the learner sign reads texts fluently.</p> |
| <p>Link to other Learning Areas: Mathematical Activities: The learner relates sign reading skills in Sign reading fluency in these learning areas. Environmental activities: Learners learn about the school environment which is the theme for the strand.</p> |
| <p>Suggested Learning Resources Adapted course book, Chart, class reader, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|---|--|---|---|
| 1.2 Sign Reading | 1.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) make predictions and anticipate possible outcomes in a story for comprehension, c) use contextual clues to infer | <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 activities in the school. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to activities in school. | <ol style="list-style-type: none"> 1. How do pictures help us to know what the story is about? 2. Why is the meaning of words important in sign |

| | | | | |
|---|--|---|--|----------|
| | | <p>meaning of vocabulary words related to the theme,</p> <p>d) answer direct and indirect questions for comprehension,</p> <p>e) value the importance of reading for lifelong learning.</p> | <ul style="list-style-type: none"> ● In small groups, learners are guided to discuss as they sign pictures and the title of a text and make predictions, ● In pairs, learners are guided to sign read a text and locate phrases and sentences to get the meaning of new words. ● Individually, the learner is guided to locate sentences containing answers to direct questions. ● Individually, the learner is guided to interact with the text and answer indirect questions using contextual clues. | reading? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Teamwork as the learner actively takes part in discussing pictures and the title of a text and making predictions. ● Learning to Learn: The skill of reflection on own work as the learner interacts with the text and answers direct and indirect questions using contextual clues. | | | | |
| <p>Values: Unity: Cooperates with others as they sign pictures and title of text during discussions</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Learner’s self-awareness is evident as he/she adopt the appropriate posture during sign reading</p> | | | | |
| <p>Link to other Learning Areas: Kenyan Sign Language Activities, Mathematical Activities: Learner relates the skill of Sign reading fluency to these learning areas.</p> | | | | |
| <p>Suggested Learning Resources</p> | | | | |

Adapted course book, Chart, class readers, course books, flash cards, audiovisual devices e.g. tablets, laptops, mobile phone, dictionary, internet

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|--|--|---|
| <p>1.3 Language Use</p> | <p>1.3.1 The verb ‘to be’ (is, are) (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise the correct use of the verbs ‘to be’ is and are in sentences,</p> <p>b) articulate signs of the different forms and markers of the verb ‘to be’ for effective communication,</p> <p>c) use the present tense forms of the verb ‘to be’ correctly to construct simple sentences,</p> <p>d) adopt the use of the present tense forms of the verb ‘to be’ in their day-to-day conversation.</p> | <ul style="list-style-type: none"> • In groups, learners who are Hard of Hearing are guided to listen to a story, poem or conversation from an audio recording/ teacher model containing is and are. • In groups, learners who are Deaf are guided to observe a signed story, poem or conversation from a signed audio visual recording or a teacher model containing is and are. • Individually, the learner is guided to identify sentences showing present tense forms of the verb ‘to be’ from the text. • In pairs, learners are guided to describe their own and other learners’ demonstrated actions using is and are. • Individually, the learner is guided to ask and answer questions using | <p>How do we talk about or sign what is happening at the present?</p> |

| | | | | |
|---|--|--|--|--|
| | | | <p>is and are, collaboratively with peers observing turn taking.</p> <ul style="list-style-type: none"> • In small groups, learners are guided to practice the use of is and are during role play, language games or songs. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Teamwork as the learner collaborates with others in group activities such as role play and language games. • Creativity and imagination: Communication and self-expression as the learner describes own and other learners' demonstrated actions using the verb 'to be'. | | | | |
| <p>Values: Respect: Patience as the learner waits patiently to take turns during the question and answer activities.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: Effective communication as the learner uses the verbs “ to be” in day to day conversations.</p> | | | | |
| <p>Link to other Learning areas:</p> <ul style="list-style-type: none"> • Kenyan Sign Language Activities, Mathematical Activities as Sign reading fluency is a key skill to the learner in these learning areas. • The learner relates the target verb form learnt to Kenyan Sign Language. | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|--|-----------------------------------|
| 1.4 Writing | 1.4.1 Handwriting (2 lessons) | By the end of the sub strand, the learner should be able to; a) recognise descenders in long words in a text, b) form all descenders correctly in long words, legibly and neatly for correct word formation, c) realize the importance of writing long words correctly, legibly and neatly for different purposes. | <ul style="list-style-type: none"> ● In small groups, learners are guided to watch signed demonstrations of videos on how to write long words with descenders from a digital device, or as modelled by the teacher or peers and identify descenders in long words in a text. ● Individually, the learner is guided to copy long words forming all the descenders correctly, legibly and neatly. ● Individually the learner is guided to write words with descenders from a dictation correctly, legibly and neatly. ● Individually, the learner is guided to write long words related to the theme in response to a picture prompts. | Why should we write clearly? |
| <p>Core Competencies to be developed: Learning to learn: The skill of working independently as the learner practices forming all the descenders correctly. Creativity and Imagination: The skill of communication and self-expression as the learner writes words related to the theme in response to picture prompts.</p> | | | | |
| <p>Values: Responsibility: Self- drive as the learners ensure their writing is neat and legible through practise.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Learner Support Programmes: Peer education as the learner demonstrates aspects of good handwriting to the peers.</p> | | | | |

Link to other learning areas:

Kenyan Sign Language Activities, Mathematical Activities: Good handwriting is necessary in all these learning areas.

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recording.

THEME 2.0 Activities in the Home

Suggested vocabulary to be signed:

clean, wash, sweep, water, feed, care, mop, fetch, cook, farm, weed, harvest, shop, build, shed

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--|---|---|---|
| <p>2.1 Observing and articulating signs (Listening and Speaking)</p> | <p>2.1.1 Articulation of words and signing vocabulary (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to;</p> <p>a) sign vocabulary related to the theme in written text,</p> <p>b) recognise fingerspelled words with target letter sound combinations: /tʃ/ /əʊ / ʃ/ /kl/ for effective communication,</p> <p>c) pronounce words with the target letter-sound combinations /tʃ/ /əʊ / ʃ/ /kl/ accurately in various written contexts,</p> <p>d) articulate words with target letter- sounds combination /tʃ/ /əʊ / ʃ/ /kl/ for clarity in communication,</p> <p>e) use new signed words related to the theme to communicate in various contexts,</p> <p>f) respond to specific two-directional instructions in oral communication, (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 words with target letter combinations /tʃ/ /əʊ / ʃ/ /kl/ . ● In groups, learners who are Hard of Hearing are guided to listen to an audio recording or teacher model of the target letter-sound combinations, <ul style="list-style-type: none"> - /tʃ/ as in match - /əʊ/ goat, no - / ʃ/ as in shop - cl as in clean ● In groups, learners who are Deaf are guided to observe an audio-visual recording or a teacher model of the target letter-sound combinations, <ul style="list-style-type: none"> - /tʃ/ as in match - /əʊ/ goat, no - / ʃ/ as in shop - cl as in clean | <ol style="list-style-type: none"> 1. Why should we listen and observe attentively? 2. Why should we pronounce and fingerspell letter sounds correctly? |

| | | | | |
|--|--|--|---|--|
| | | <p>g) respond to specific two-directional signed instructions in communication (Deaf),</p> <p>h) realize the importance of listening attentively and observing keenly for effective communication.</p> | <ul style="list-style-type: none"> ● Individually, learner who is Hard of Hearing is guided to pronounce target letter-sound combinations taking turns. ● Individually, learner who is Deaf is guided to fingerspell the target letter-sound combinations taking turns. ● In small groups, learners are guided to take photos and record video clips about activities in the home and discuss as they sign its content. ● In pairs, learners are guided to use dialogues/ rhymes/ tongue twisters/finger fumlbers language games and sign sing songs to practise vocabulary related to the theme. ● Individually, the learner is guided to respond correctly to two-directional instructions related to the theme. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Listening or observing skills as the learner actively listens or observe keenly and respond appropriately to two-directional instructions. ● Digital literacy: Skill of interaction with digital devices as learners take photos and record signed video clips of activities in the home. | | | | |

| |
|--|
| <p>Values: Responsibility: Hardwork as the learner actively engages in assigned roles and duties.</p> |
| <p>Pertinent and Contemporary Issues: Life skills: Self-esteem as the learner articulates signs of words correctly for clarity in communication.</p> |
| <p>Suggested Learning Resources Adapted course book, Chart, Class readers, Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Signed Audio-visual recordings, Laptops.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|--|--|--|--|
| <p>2.2 Sign Reading</p> | <p>2.2.1 Fluency (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify fingerspelled words with the target letter-sound combinations: /tʃ/ /əʊ / ʃ/ /kl/ from a text in preparation for reading,</p> <p>b) pronounce words with the target letter sounds correctly: /tʃ/ /əʊ / ʃ/ /kl/ (HoH)</p> <p>c) articulate signs of words with the target letter sounds correctly: /tʃ/ /əʊ / ʃ/ /kl/ (Deaf)</p> <p>d) sign read a text accurately at the right speed, displaying the</p> | <ul style="list-style-type: none"> ● In groups, learners are guided to watch a signed video clip on reading fluency and respond to questions from the teacher and peers. ● In groups learners are guided to pick out and sign words featuring the target letter-sound combinations: /tʃ/ /əʊ / ʃ/ /kl/ from various texts, ● In pairs, learners are guided to practise sign reading a short print or digital text featuring words with the target blend expressively and fluently, ● In pairs, learners are guided to engage in timed reading of a text displaying appropriate feelings or | <ol style="list-style-type: none"> 1. How do we sign read accurately? 2. How do we acquire fluency in sign reading? 3. How do we sign read fluently? 4. How do we show feelings when sign reading? |

| | | | | |
|--|--|--|---|--|
| | | appropriate feelings or emotions for fluency, e) value the importance of sign reading fluently. | emotion, ● In groups, learners are guided to practise sign reading texts with peers for fluency. | |
| Core Competencies to be developed: Learning to learn: Skill of independent learning as the learner practices sign reading texts with peers for fluency. | | | | |
| Values Respect: Acceptance as the learner appreciates diverse opinion from others | | | | |
| Pertinent and Contemporary Issues: Life skills: Effective communication as learners sign and read a text fluently. | | | | |
| Link to other Learning Areas: Mathematical Activities and Indigenous Language Activities: Sign reading fluency is a key skill in all these learning areas. | | | | |
| Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptops, dictionary, internet, signed audio-visual recordings. | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------|---|---|---|---|
| 2.2 Sign Reading | 2.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to; a) recognise signs of vocabulary related to the theme for effective communication, b) make connections between the text and their daily life | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to activities in the home. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to activities in the home. | <ol style="list-style-type: none"> 1. Why do we listen to and observe signed stories? 2. How do we answer question from a text? |

| | | | | |
|---|--|---|--|---|
| | | <p>experiences,</p> <p>c) infer meanings of new words from the context,</p> <p>d) sign read a text to answer direct and indirect questions correctly,</p> <p>e) adopt sign reading simple, short narratives and informational texts in a variety of genres.</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to sign read texts and pick out words related to the theme. ● In groups, learners are guided to discuss as they sign pictures and the title of a text with peers and make predictions. ● Individually, the learner is guided to sign read simple digital or print texts related to the theme, and locate phrases and sentences to get the meaning of words. ● In groups learners are guided to locate sentences containing answers to direct questions and answer the questions. ● In groups learners are guided to interact with the text and answer indirect questions. ● Individually learner is guided to summarise the story in a few words, ● In groups, learners are guided to brainstorm on the relevance of the story to their day-to-day activities. | <p>3. How do we make sure we understand what we read?</p> |
| <p>Core Competencies to be developed: Communication and collaboration: speaking or signing skills as learners reason and argue out their points during group discussions. Digital literacy: Skill of interaction with digital devices as learners sign read simple digital texts related to the theme.</p> | | | | |
| <p>Values: Unity: Cooperation as the learner collaborates with others in group activities.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life Skills: Effective communication as learners sign reading abilities improve.</p> | | | | |
| <p>Link to other Learning Areas:</p> | | | | |

Mathematical Activities and Kenyan Sign Language Activities: Comprehension is necessary in all these learning areas.

Suggested Learning Resources

Adapted course book , chart, class readers, course books, recording devices e.g. tablets, mobile phone, internet, dictionary, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------------------|--|--|---|--|
| <p>2.3 Language Use</p> | <p>2.3.1. The verb ‘to be’ (was, were) (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognise the correct use of markers of the verb ‘to be’ (was, were) in sentences,</p> <p>b) sign the markers of the various forms of the verb “to be” in written sentences correctly,</p> <p>c) use correct subject-verb agreement to construct simple signed sentences about activities in the home,</p> <p>d) realize the importance of subject- verb agreement in conversation for effective communication.</p> | <ul style="list-style-type: none"> ● In groups, learners who are Hard of Hearing are guided to listen to digital text containing ‘was’ and ‘were’ and identify sentences with the target grammar item. ● In groups, learners who are Deaf are guided to observe a signed digital text containing ‘was’ and ‘were’ and identify sentences with the target grammar item. ● In groups learners are guided to type sentences based on pictures on a digital device (using was and were) ● In groups learners are guided to use the verb to be to construct signed sentences from actions demonstrated by peers. ● In groups, learners are guided to play a language game using the verb to be (was, were), | <ol style="list-style-type: none"> 1. What were you doing at home yesterday? 2. Why should we construct correct sentences? |

| |
|--|
| <p>Core Competencies to be developed: Digital literacy: Skill of interaction with digital devices is enhanced as the learner type sentences using was and were based on pictures on a digital device. Communication and Collaboration: Teamwork as the learner collaborates with peers in the language game activities.</p> |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect: Acceptance as the learner appreciates others opinions during language game activities. ● Unity: Cooperation as the learner collaborates with peers to construct signed sentences demonstrated by peers |
| <p>Link to Pertinent and Contemporary Issues: Citizenship: Social cohesion as the learners work together to demonstrate actions.</p> |
| <p>Link to other Learning Areas: The learner is able to apply the knowledge of the verb ‘to be’ to other learning areas such as environmental activities and creative activities.</p> |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|---|--|--|--|
| 2.4 Writing | 2.4.1 Handwriting (2 lessons) | By the end of the sub strand, the learner should be able to; a) recognise ascenders in long words in a text, b) write long words correctly, legibly and neatly forming all ascenders for correct word formation, c) realise the importance of writing long words correctly, legibly and | <ul style="list-style-type: none"> ● In pairs, learners are guided to look at samples of correct, clear, and legible handwriting from a text. ● Individually, the learner is guided to observe peer/teacher demonstration of well- shaped letters. ● Individually, the learner is | <ol style="list-style-type: none"> 1. Why is it important to shape letters well? 2. What do you consider to be a good handwriting? |

| | | | | |
|---|--|--------------------------------|---|--|
| | | neatly for different purposes. | <p>guided to model ascenders using different materials.</p> <ul style="list-style-type: none"> ● Individually, the learner is guided to copy words and letter patterns ascenders featuring the target letter -sound combinations ‘dr’, ‘fr’, ‘fl’, ‘gl’. ● Individually, the learner is guided to copy sentences with ascenders from charts/ flash cards/ chalkboard. ● Individually, the learner is guided to write words related to the theme in response to a picture prompt. | |
| <p>Core Competencies to be developed: Communication and collaboration : Ability to write clearly and correctly as the learner write long words forming all ascenders correctly, legibly and neatly</p> | | | | |
| <p>Values: Responsibility: Self-drive as the learner practices writing neatly and legibly.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Self-esteem as learners gain skills in writing the letters correctly.</p> | | | | |
| <p>Link to other Learning Areas: Kenyan Sign Language Activities, Religious Activities, Environmental Activities and Indigenous Language Activities: Good handwriting is integral in all these learning areas.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book ,Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings, modelling clay</p> | | | | |

THEME 3.0 Transport**Suggested vocabulary to be signed:**

fly, float, road, rail, water, air, tarmac, fast, slow, traffic, jam, driver, pilot, obey, grey, flat, accident, captain.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|--|
| 3.1 Observing and articulating signs. (Listening and Speaking) | 3.1.1 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> sign vocabulary related to the theme in written text, recognise fingerspelled words with target letter sound combinations /s/ /l/ 'fl' / ei / for effective communication pronounce target letter-sound combinations /s/ /l/ 'fl' / ei / in words from a an oral text, (HoH) articulate target letter- sound combinations /s/ /l/ 'fl' / ei / in words from fingerspelled text, (Deaf) pronounce words with target letter- sound combinations correctly (HoH), articulate words with target letter- sound combinations with | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of words with target letter combinations /s/ /l/ 'fl' / ei / . In groups, learners who are Hard of Hearing are guided to listen to an oral featuring the target letter- sound combinations, <ul style="list-style-type: none"> - /s/ as in dress, - /l/- call, tall - 'fl' as in flew - / ei / as in way, grey In groups, learners who are Deaf are guided to observe a signed text featuring the target letter- sound combinations, <ul style="list-style-type: none"> - /s/ as in dress, - /l/- call, tall - 'fl' as in flew | Why should we listen attentively and observe keenly when other people are talking and signing? |

| | | | | |
|--|--|--|--|--|
| | | <p>correct mouth movement correctly,</p> <p>g) use new signed words related to the theme in short sentences,</p> <p>h) respond to specific simple two- directional signed instructions using new words in communication,</p> <p>i) acknowledge the importance of listening attentively and responding appropriately for effective communication (HoH),</p> <p>j) acknowledge the importance of observing keenly and responding appropriately for effective communication (Deaf).</p> | <p>- / ei / as in way, grey</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to say as they sign or fingerspell words with the target letter-sound combinations. ● In groups, learners are guided to sign sing simple songs or recite poems with words which have the target letter-sound combinations. ● In groups, learners are who are Hard of Hearing are guided to pronounce new words related to the theme from flash cards/picture cues/sound and signs prompts. ● In groups, learners are who are Deaf are guided to articulate signs of new words related to the theme from flash cards/picture cues/sound and signs prompts, | |
|--|--|--|--|--|

| | | | | |
|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> ● In pairs, learners are guided to discuss as they sign meaning of new words with the target finger letter sounds with peers. ● Individually, learner is guided to construct sentences using the new words. ● In groups, learners who are Hard of Hearing are guided to listen to, and respond to two-directional instructions as modelled by peers or teacher. ● In groups, learners who are Deaf are guided observe and respond to two-directional instructions as modelled by peers/teacher. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Ability to listen and observe keenly and actively as they the learner listens attentively, observes keenly and responds appropriately to two-directional instructions. ● Learning to learn: Ability to work independently as they practise saying and signing words with the target letter-sound combinations correctly. | | | | |
| <p>Values: Respect: Acceptance as the learner understands and appreciates others during group discussions</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: The learner' self-esteem is nurtured as they are able to read words with the target letter sound combinations correctly.</p> | | | | |

Link to other Learning Areas:

Kiswahili Language Activities and Indigenous Language Activities: Attentive listening and observing is emphasised in these learning areas.

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|---|---|---|--|
| 3.2 Sign Reading | 3.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify fingerspelled words with target letter- sound combinations fl, ey in sentences, b) sign read words related to the theme fluently, with accuracy and expressions, c) value the correspondence between signed, spoken and written words for fluency in signed reading. | <ul style="list-style-type: none"> ● In groups, learners are guided to point out words from the text with target letter- sound combinations (fl, ey). ● In pairs, learners who are Hard of Hearing are guided to watch videos or listen the teacher model reading with fluency words related to the theme. ● In pairs, learners who are Deaf are guided to watch signed videos or observe the teacher model sign reading with fluency words related to the theme. ● Individually, the learner is guided to sign read a print/digital text at the benchmark level of 40 words per minute for learner who is Hard of Hearing and 30 words per minute for learner who is | <ol style="list-style-type: none"> 1. How do we join letter sounds to read words? 2. Why should we sign read fluently? |

| | | | | |
|--|--|--|---|--|
| | | | <p>Deaf and pick out decodable and non-decodable words.</p> <ul style="list-style-type: none"> ● Individually, the learner is guided to use word attack skills such as look and say or sign to recognise and sign read words related to the theme. ● In groups, learners who are Hard of Hearing are guided to play word ladder and pronounce words or listen to audio visual recording of words without letter sound correspondence. ● In groups, learners who are Deaf are guided to play word ladder and articulate signs of words with correct mouth pattern ● In groups, learners are guided to play word ladder and pronounce words or articulate signs with correct mouth pattern or listen to audio and observe signed visual recording of words without letter sound correspondence, observe signed visual recording of words without letter sound correspondence, | |
| <p>Core Competencies to be developed: Digital literacy: interaction with digital devices as the learner sign read digital texts.</p> | | | | |

| |
|---|
| <p>Values: Unity: Cooperation skills as learners work collaboratively with others during word games.</p> |
| <p>Pertinent Contemporary Issues: Life Skills: Effective communication as learners sign reading skills improves.</p> |
| <p>Link to other Learning Areas: Kiswahili Language Activities and Indigenous Language Activities: Fluency in sign reading is an important skill in all these learning areas.</p> |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recordings, stop watch</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------|---|--|--|--|
| 3.2 Sign Reading | 3.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to; a) recognise signs of vocabulary related to the theme for effective communication, b) identify words with the target letter sound combinations from a written text, c) make predictions about a story based on the title and pictures, infer the meanings of words from the context, d) respond to direct and indirect questions for comprehension, | <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 transport. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to transport. • In pairs, learners are guided to sign read a digital or print text, pick out and sign words with the target letter- sound combinations. | Why is it important to understand what we sign read? |

| | | | | |
|---|--|---|--|--|
| | | <p>e) value the importance of sign reading texts for information.</p> | <ul style="list-style-type: none"> • In groups, learners are guided to sign read the title and look at the pictures to make predictions about the story. • In pairs, learners are guided to discuss as they sign the possible outcome of the story with peers. • Individually, the learner is guided to sign read a text and locate phrases and sentences to get the meaning of new words. • Individually, the learner is guided to locate sentences containing answers to direct questions and use them to answer questions. • In groups learners are guided to respond to indirect questions using contextual clues. • In groups or pairs, learners are guided to role play the events in story for comprehension. | |
| <p>Core Competencies to be developed: Digital literacy: interaction with digital devices is enhanced as the learner sign reads simple digital texts. Creativity and imagination as the learner makes predictions about a story.</p> | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Unity: Cooperation as the learner collaborates with others in group activities. • Respect: Acceptance as the learner appreciates diverse opinions of others during group activities. | | | | |

Link to Pertinent Contemporary Issues:

Education for Sustainable Development: Disaster Risk Reduction is enhanced as the learner becomes aware of safety in the use of the different modes of transport.

Link to other Learning areas:

This is able to relate the skill of sign reading comprehension to all other learning areas.

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, magazine, newspaper, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|--|--|--|---|
| 3.3 Language Use | 3.3.1. Objective pronouns <ul style="list-style-type: none"> ● Singular ● plural <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 the correct use of singular and plural objective pronouns in sentences, b) use singular and plural objective pronouns to construct simple sentences related to the theme, c) value the importance of singular and plural objective pronouns in communication, | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed story/poem/ conversation featuring objective pronouns (me, us, you, him/her, them). ● In groups, learners who are Hard of Hearing are guided to listen a story/poem/ conversation featuring objective pronouns (me, us, you, him/her, them). ● In groups, learners who are Deaf are guided to observe a signed story/ poem/ conversation featuring objective pronouns (me, us, you, him/her, them). ● In groups or pairs, learner is guided to pick out and sign singular and plural | <p>How do we talk about a person without mentioning their name?</p> |

| | | | | |
|---|--|--|--|--|
| | | | <p>objective plurals in the text.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to discuss as they sign how pronouns have been used in the text with peers. • Individually, learner who is Hard of Hearing is guided to construct correct sentences using singular and plural objective pronouns orally with peers and give feedback. • Individually, learner who is Deaf is guided to construct correct sentences using singular and plural objective pronouns through signing with peers and give feedback. • Individually, the learner is guided to answer questions using objective pronouns. | |
| <p>Core Competencies to be developed: Communication: Listening attentively or observing keenly skills as learners listens to or observe attentively to signed story/poems/conversations featuring objective pronouns.</p> | | | | |
| <p>Values: Unity: Cooperation as the learner works collaboratively with others in a group discussing the use of pronouns I text.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Self-esteem as the learner constructs sentences using objective pronouns.</p> | | | | |
| <p>Link to other Learning Areas: Learner is able to relate the knowledge of modes of transport, to their learning in Environmental Activities</p> | | | | |
| <p>Suggested Learning Resources</p> | | | | |

Adapted course book, word cards, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|---|--|---|--|
| 3.4 Writing | 3.4.1 Handwriting (2 lessons) | By the end of the sub strand, the learner should be able to; a) recognise ascenders and descenders in long words, b) write long words forming all ascenders and descenders, correctly, legibly and neatly, c) value the importance of forming all ascenders and descenders appropriately in writing long words. | <ul style="list-style-type: none"> ● In groups, learners are guided to observe a video recording on how to write long words with ascenders and descenders from a digital device, or as modelled by the teacher or peers, ● Individually, learner is guided to practise writing the letters in the air. ● In groups, learners are guided to observe displayed flash cards and copy the letters. ● In pairs, learners are guided to copy long words with the target letter-sound combinations (fl- and -ey). ● Individually, learner is guided to practise writing long word forming ascenders and descenders with peers. ● Individually, learner is guided to write and sign words related to the theme from a dictation, in response to a picture prompt. | How do we write ascenders and descenders in words? |

Core Competencies to be developed:

- Learning to learn: Learning independently as learners practise forming ascenders and descenders correctly as an aspect of good handwriting.
- Communication and collaboration: Writing skills are improved as the learner writes ascenders and descenders clearly and spell words correctly.

Values:

Responsibility: Ability to care for own and other's property is enhanced as learner take care of digital devices when watching videos

Link to Pertinent Contemporary Issues:

Learner Support Programmes : Peer education and mentorship is enhanced as the learner interpersonal relationships with others improve.

Link to other Learning Areas:

Mathematical Activities, Environmental Activities and Kenya Sign Language all emphasise good handwriting.

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices such as tablets, mobile phone, dictionary, internet, signed audio-visual recordings

THEME 4.0 Months of the Year

Suggested vocabulary to be signed:

later, before, after, sunrise, daylight, sunset, tonight, midnight, now, noon, months of the year (January – December)

| 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 Articulation of words and signing vocabulary (Pronunciation and Vocabulary)</p> <p>(2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) sign vocabulary related to the theme in written text,</p> <p>b) recognise words with the target letter-sound combinations /ŋ /, / i:/, st, gl in oral texts(HoH),</p> <p>c) recognise words with the target letter-sound combinations /ŋ /, / i:/, st, gl in signed texts (Deaf),</p> <p>d) articulate words with the target letter -sound combinations /ŋ /, / i:/, st, gl for effective communication,</p> <p>e) pronounce words related to the theme correctly (HoH),</p> <p>f) articulate signs of words related to the theme correctly(Deaf),</p> | <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to pronounce words with the target letter- sound combinations as modelled by the teacher or peers. <ul style="list-style-type: none"> - / ŋ / ing as in thing;/ ŋ - / i:/ as in happy in words ending with letter y - st as in stick - gl as in glass • In pairs, learners who are Deaf are guided to articulate signs of words with target letter- sound combinations as modelled by the teacher or peers. <ul style="list-style-type: none"> - / ŋ / ing as in thing;/ ŋ - / i:/ as in happy in words ending with letter y - st as in stick - gl as in glass • In groups, learners who are Hard of Hearing are guided to say tongue twisters/poems/songs | <p>Why should we pronounce words and articulate signs with mouth movement correctly?</p> |

| | | | | |
|--|--|---|--|--|
| | | <p>g) use the new words to construct sentences in various contexts,</p> <p>h) value the importance of using appropriate words in a variety of contexts.</p> | <p>containing the target letter-sound combinations, with peers.</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 months of the year. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to months of the year. ● In groups, learners who are Deaf are guided to sign finger fumbers/ poems/songs containing the target letter-sound combinations, with peers. ● In pairs, learners who are Hard of Hearing are guided to pronounce words related to the theme accurately. ● In pairs, learners who are Deaf are guided to articulate signs of words related to the theme correctly. ● In groups, learners who are Hard of Hearing are guided to construct simple sentences orally using the new words, with peers and give feedback. <p>● In groups, learners who are Hard of</p> | |
|--|--|---|--|--|

| | | | | |
|---|--|--|--|--|
| | | | <p>Hearing are guided to construct simple sentences as they sign using new words, with peers and give feedback.</p> <ul style="list-style-type: none"> • In groups, learner are guided to make a talking tree using the new words related to the theme. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: listening attentively and observing keenly as learners listen to and observe teacher/peer model of pronunciation of words and articulation of signs of words with correct mouth movement. • Collaboration: Teamwork as learners work collaboratively with others using new words to make a talking tree. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Unity: Collaborative working is enhanced as learners sign sing a song /recite rhymes to practise pronunciation or articulation of signs of words with others. | | | | |
| <p>Pertinent Contemporary Issues:</p> <p>Self-esteem: Effective communication as learners are able to talk about months of the year in various contexts.</p> | | | | |
| <p>Link to other Learning Areas:</p> <p>Learner is able to relate the skills of Listening and observing attentively as well as accurate pronunciation and articulation of signs to their learning in Mathematical Activities, Environmental Activities and Kenya Sign Language Activities.</p> | | | | |
| <p>Suggested Learning Resources</p> <p>Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings, calendar</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|----------------------------------|--|---|---|
| 4.2. Sign Reading | 4.2.1 Fluency (2 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 for effective communication,</p> <p>b) identify words with the target letter sound combinations from a written text (HoH)</p> <p>c) identify fingerspelled words with the target letter-sound combinations/ ŋ /, / i:/, -y, st, gl in preparation for sign reading (Deaf),</p> <p>d) sign read a text accurately, at the right speed and with expression,</p> <p>e) value reading simple, short narratives and informational texts in a variety of genres.</p> | <ul style="list-style-type: none"> ● In pairs, learner is guided to select words featuring the target letter-sound combinations (/ ŋ /, / i:/, -y, st, gl-) in a text, with peers. ● In pairs, learners are guided to practise sign reading words with the letter-sound combinations. ● Individually, learner is guided to engage in timed reading (40 words per minute), for learner who is Hard of Hearing and 30 words per minute for learner who is Deaf, observing stress and intonation and the correct pace of signing. ● In groups, learners are guided to sign read a short print or digital text featuring words with the target letter-sound combinations expressively and fluently. ● In pairs, learners are guided to practise sign reading sentences containing non-decodable words with target letter-sound combinations. | <ol style="list-style-type: none"> 1. Why should we pronounce words and articulate signs with correct mouth movement with fingerspelt letter sounds correctly? 2. Why should we sign read a story at the right speed? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learning independently as the learner practices sign reading fluently on their own. ● Digital literacy: Interacting with digital devices as the learner sign reads digital texts. | | | | |

| |
|--|
| <p>Values: Unity: Learner cooperates with others as they collaborate with peers in groups to practise sign reading.</p> |
| <p>Pertinent and Contemporary Issues: Life skills: Effective communication is enhanced as learners acquire sign reading fluency skills.</p> |
| <p>Link to other learning areas: Learner is able to relate Sign reading skills to their learning in Kiswahili Language Activities, Religious activities, Mathematical Activities, Environmental Activities.</p> |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings, stopwatch.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------|---------------------------------|---|--|---|
| 4.2 Sign Reading | 4.2.2 Comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> recognise signs of vocabulary related to the theme for effective communication, make predictions and anticipate possible outcomes in a text for comprehension, use contextual clues to infer meanings of words, answer direct and indirect questions for comprehension, value retelling a story to check understanding. | <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 months of the year. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to months of the year. In pairs, learners are guided to sign read and pick out words related to the theme from a text. | How do we tell what the story is about? |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none">• In pairs, learners are guided to observe pictures, the title of the text and make predictions on the outcome of the story with peers.• In groups, learners are guided to sign read a printed or digital text related to the theme and infer the meanings of new words using contextual clues.• In pairs learners who are Hard of Hearing are guided to respond orally to direct questions based on a text they have read.• In pairs, learners who are Deaf are guided to respond by signing to direct questions based on a text they have read.• In pairs, learners are guided to locate sentences containing answers to direct questions,• Individually, learner is guided to respond to inferential questions using contextual clues, | |
|--|--|--|--|--|

| | | | | |
|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> • In pairs, learners are guided to make connections between the story and their experiences. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Learner’s ability to think creatively and imaginatively as they make connections between the story and their experiences. • Communication and Collaboration: Skill of speaking or signing is enhanced as learner makes predictions on the outcome of the story. | | | | |
| <p>Values: Respect: Learner appreciates the diverse opinions from others</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skill: Effective communication as learner answers direct and indirect questions correctly.</p> | | | | |
| <p>Link to other Learning Areas: Learner is able to relate the skill of sign reading to their learning in Kenya Sign Language Activities, Mathematical Activities, and Environmental Activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|---|--|---|---|
| 4.3 Language Use | 4.3.1 Simple Past Tense (2 lessons) | <p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognise simple past tense verb forms and markers from signed texts,</p> <p>b) use simple past tense to discuss past activities,</p> <p>c) acknowledge the use of past tense in everyday communication.</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to identify and sign simple past tense verbs from print and digital text. ● In groups, learners are guided to select sentences containing simple past tense from a text or conversation. ● In groups, learners are guided to construct sentences using simple past tense on demonstrated actions and report to peers. ● In pairs, learners are guided to construct sentences from a substitution table with peers and give feedback, ● In groups, learners are guided to engage in games, involving time and months of the year to change verbs from simple present to simple past tense. | <ol style="list-style-type: none"> 1. How do we talk about what happened in the past? 2. What did you do last week? |

| |
|---|
| <p>Core Competencies to be developed: Communication and collaboration: Signing clearly and effectively as learners use the simple past tense correctly to talk as they sign about past activities.</p> |
| <p>Values: Unit: Learner cooperates with others as they work collaboratively in group activities</p> |
| <p>Pertinent and Contemporary Issues: Life skills: Nurturing self-esteem when learners use simple past tense correctly to talk about past activities.</p> |
| <p>Link to other Learning areas: Learner is able to relate the concept of tenses to their learning in Kiswahili Language Activities:</p> |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|-----------------------------------|
| <p>4.4 Writing</p> | <p>4.4.1 Handwriting (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognise aspects of good handwriting for effective communication, write words in clear and legible handwriting, form words related to the theme from the target letters gl, y, appreciate the importance of writing clearly and legibly for effective communication. | <ul style="list-style-type: none"> In groups, learners are guided to observe samples of texts with good handwriting. In pairs, learners are guided to identify aspects of good handwriting such as letter formation, spacing, alignment, capitalization. Individually, learner is guided to copy letter patterns of the target letter-sound combinations (gl, y), | <p>How do we write words?</p> |

| | | | | |
|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> ● In groups, learners are guided to form words related to the vocabulary learnt from the target letters. ● Individually, learner is guided to write words related to the theme in response to a picture prompt. | |
| <p>Core Competencies to be developed: Communication and collaboration as learners write clearly and fingerspell words related to transport correctly</p> | | | | |
| <p>Values: Responsibility: Excellence as learners offer leadership and guidance to others on how to write neatly.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Learner Support Programmes: Peer education and mentorship as learner's help peers with writing difficulties to write clearly to develop interpersonal relationships.</p> | | | | |
| <p>Link to other Learning Areas: Learner is able to relate the skill of neat and legible handwriting to their learning in Kiswahili Language Activities, Mathematical Activities, Environmental Activities and Indigenous Language Activities:</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> | | | | |

| THEME 5.0 Shopping Suggested vocabulary to be signed shop, shopkeeper, market, supermarket, buy, price, cheap, spend, expensive, sell, flour, fruits, vegetables, meat, pencils | | | | |
|---|--|---|---|--|
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 5.1 Observing and articulating signs (Listening and Speaking) | 5.1.1 Articulation of words and signing vocabulary (2 lessons) | By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> recognise signs of words related to the theme for effective communication, recognise words with target letter-sound combinations nt, sl, -ar, nd, nk in spoken and fingerspelled words and sentences(HoH), pronounce letter sound combinations nt, sl, -ar, nd, nk in a variety of words and sentences (HoH), articulate words with target letter sound combinations nt, sl, -ar, nd, nk in a variety of words and sentences(Deaf), use signed vocabulary related to the theme learnt to communicate in various contexts, | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of words with target letter combinations nt, sl, -ar, nd, nk. ● In groups, learners who are Hard of Hearing are guided to listen audio recording/ teacher model featuring the letter-sound combinations: <ul style="list-style-type: none"> - nt as in sent - sl as in sleep - words ending with ar such as jar, - nd as in hand, - nk as in ink, drink ● In groups, learners who are Deaf are guided to observe a signed audio-visual recording/ teacher model featuring the letter-sound combinations: <ul style="list-style-type: none"> - nt as in sent - sl as in sleep - words ending with ar such as jar, | <ol style="list-style-type: none"> Why do we go for shopping? Why should we pronounce words and articulate signs with correct mouth movement ? |

| | | | | |
|--|--|--|--|--|
| | | <p>f) appreciate the importance of listening attentively and observing keenly for effective communication.</p> | <ul style="list-style-type: none"> - nd as in hand, - nk as in ink, drink • In groups, learners who are Hard of Hearing are guided to pronounce letter-sound combinations in words. • In groups, learners who are Deaf are guided to fingerspell with correct mouth movement letter-sound combinations in words. • In groups, learners who are Hard of Hearing are guided to listen to tongue twisters and poems or songs and identify words with the fingerspelt target letter-sound combinations e.g. slippers, jar. • In groups, learners who are Deaf are guided to observe finger fumlbers, poems or songs and identify words with target letter-sound combinations e.g. slippers, jar. • In pairs, learners are guided to recognise new words related to the theme and use them to construct sentences. • Individually learner is guided to use the class shop to role play shopping activities/watch a signed video about shopping and construct sentences about it | |
|--|--|--|--|--|

| |
|--|
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Listening attentively and observing keenly is enhanced as they listen to or observe audio-visual recording/teacher model of the target letter sound combinations and pronounce and articulate the signs with correct mouth movement. ● Digital literacy: Interacting with digital devices as learners watch a video on shopping. ● Learning to learn: Independent reading skills as they practice pronouncing and articulating the sign with correct mouth movement of the target letter-sound combinations correctly. |
| <p>Values: Responsibility: Self-drive as learners take up assigned roles and responsibilities during role play of shopping activities.</p> |
| <p>Link to Pertinent and Contemporary Issues: Life Skills: Effective communication as learners use vocabulary learnt when doing shopping.</p> |
| <p>Link to other Learning Areas: Learner is able to relate proper pronunciation and articulation of signs of words to their learning in Kenya Sign Language.</p> |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------|--------------------------------------|--|---|--|
| 5.2 Sign Reading | 5.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective sign reading, b) pronounce words with target sounds correctly (HoH), c) articulate signs of words with target sounds correctly (Deaf), | <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 shopping. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to shopping. ● In pairs, learners are guided to | <ol style="list-style-type: none"> 1. Why do we pause as we read texts? 2. What do we do if we cannot read a word? |

| | | | | |
|---|--|--|---|--|
| | | <p>d) sign read a text at the right speed, observing punctuation and displaying the right feelings and emotions for fluency,</p> <p>e) value reading simple, short narratives and informational texts in a variety of genres fluently.</p> | <p>identify and read, fingerspell and sign read words with the target letter sounds.</p> <ul style="list-style-type: none"> • Individually, learner is guided to engage in timed reading at 40 words per minute for learner who is Hard of Hearing and timed sign reading of 20 words per minute for learner who is Deaf observing punctuations and displaying the right feelings and emotions. • In pairs, learners are guided to sign read short print or digital texts related to the theme expressively and fluently. • Individually, learner is guided to practise sign reading sentences containing decodable and non-decodable words from print or digital sources with peers. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Interacting with digital devices as learner sign read digital texts related to the theme. • Learning to learn: Independent learning skills as learners practise reading sentences containing decodable and non-decodable words. | | | | |
| <p>Values: Unity: Cooperation as the learner collaboratively works with peers in carrying out group activities.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: Effective communications as learners acquire reading fluency skills.</p> | | | | |

Link to other Learning Areas:

Learner relates sign reading fluency to their learning in Kenya Sign Language Activities.

Suggested Learning Resources

Adapted course books, Chart, class reader, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings, stopwatch

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|---|---|--|--|
| 5.3 Sign Reading | 5.3.3 Comprehension (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) make predictions and anticipate possible outcomes in a story for comprehension, c) use contextual clues to infer meanings of words, d) answer direct and indirect questions for comprehension, e) value the role of sign reading in life-long 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 shopping. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to shopping. ● In pairs, learners are guided to sign read sentences featuring words with the target letter sound combinations. ● In groups, learners are guided to discuss as they sign pictures and the title of a text and predict what will happen in the story, with peers. ● In pairs, learners are guided to sign read a printed or digital text (story/poem). ● In pairs, learners are guided to use contextual clues to get the meaning of words. | <ol style="list-style-type: none"> 1. How do we show that we have understood what we have read? 2. How can we predict how a story, poem or conversation will end? 3. How can we tell where events have taken place? |

| | | | | |
|---|--|--|--|--|
| | | | <ul style="list-style-type: none"> • In groups, learners are guided to locate sentences containing answers to direct questions in the text. • In pairs, learners are guided to interact with the text, answer indirect questions using contextual clues, with peers. • In pairs, learners are guided to retell the story as they sign in own words. | |
| <p>Core Competencies to be developed: Communication and collaboration: speaking or signing skills as learners retell the story in their own words.</p> | | | | |
| <p>Values: Unity: The learner's cooperation skills are enhanced as the learner participates in answering indirect questions with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skill: Effective communication as learners answer comprehension questions correctly</p> | | | | |
| <p>Link to other Learning Areas: Learner relates Sign reading for comprehension to their learning in Mathematical activities, Environmental activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------|--|--|--|---|
| 5.4 Language Use | 5.4.1 Plurals of irregular nouns (2 lessons) | By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> identify markers of plurals of irregular nouns in print and digital texts, sign plural markers of irregular nouns for effective communication, use plural markers of irregular nouns to construct sentences for effective communication, acknowledge the importance of using plural of irregular nouns in communication. | <ul style="list-style-type: none"> In pairs, learners are guided to recognise plural forms of irregular nouns from a written text or digital text, In pairs, learners are guided to fingerspell and sign plural forms of irregular nouns. In pairs, learners are guided to form plurals of specific irregular nouns. In pairs, learners are guided to discuss as they sign with peers, personal shopping experiences using plurals of irregular nouns, Individually, learner is guided to construct sentences using the plural forms of irregular nouns, In groups, learner is guided to type sentences constructed onto a digital device, In groups, learners are guided to recite poems/read and sign read texts/sign sing songs containing plurals of specific irregular nouns. In pairs, learner are guided to use the class shop to role play shopping activities/watch a signed video about shopping and construct sentences about it. | How do we identify irregular nouns in a text? |

| |
|---|
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Skills in speaking or signing as learner clearly and effectively talk about as they sign their shopping experiences using plurals of irregular nouns. ● Digital literacy: Interacting with digital devices as the learner type sentences into a digital device |
| <p>Values: Respect: Acceptance skills as learners understand and appreciate others during group activities.</p> |
| <p>Pertinent and Contemporary Issues: Education for sustainable development: Financial literacy as the learner role plays shopping activities.</p> |
| <p>Link to other Learning Areas: Learners apply the concept of Plurals of irregular nouns to their learning in Creative Activities and Environmental Activities..</p> |
| <p>Suggested Learning Resources Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------|-------------------------------|---|---|--|
| 5.5 Writing | 5.5.1 Spelling (2 lessons) | By the end of the sub strand, the learner should be able to; a) recognise aspects of good handwriting: letter formation, spacing, alignment, use of capitals , for effective communication, | <ul style="list-style-type: none"> ● In pairs, learner is guided to sign read samples of texts with good handwriting. ● In groups or pairs, learners are guided to discuss as they sign aspects of good handwriting such as letter formation, spacing, alignment capitalisation, with peers. ● Individually, learner is guided to copy letter patterns of the target letter-sound combinations (sl, ar), from a chart. | <ol style="list-style-type: none"> 1. Why should we spell words correctly? 2. How can we write well? |

| | | | | |
|--|--|---|--|--|
| | | <p>b) write correct spelling of grade appropriate words in the present and past simple tense clearly and legibly,</p> <p>c) advocate for the importance of correct spelling of words for effective communication.</p> | <ul style="list-style-type: none"> ● In groups, learners are guided to listen to and observe a signed dictation on verbs in the present and past tense and write them. ● In groups, learners are guided to share their work with peers and give feedback. ● In pairs, learners are guided to write words related to the theme correctly in response to a picture prompt. ● Individually, learner is guided to type words and phrases on digital devices. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: interaction with digital devices as learners type words and phrases on digital devices. ● Communication and collaboration: writing skills are improved as learners write clearly and fingerspells words correctly. | | | | |
| <p>Values: Respect: Acceptance as learner appreciates the opinions of peers during group discussions</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skill: Effective communication as learners fingerspell words correctly for effective communication</p> | | | | |
| <p>Link to other Learning Areas: Learners relate the concept of good handwriting to their learning in Mathematical Activities, Environmental Activities, Religious Activities and Kenyan Sign Language.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> | | | | |

| THEME 6.0 Garden | | | | |
|--|--|--|---|---|
| Suggested vocabulary to be signed: fruits, vegetables, grow, energy, healthy, soil, crops, plant, flowers, trees, water ,dig | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 6.1 Observing and articulating signs. (Listening and Speaking) | 6.1.1 Articulation of words and signing vocabulary (2 lessons) | By the end of the sub strand, the learner should be able to; a) sign words related to the theme for effective communication, b) identify words with the target letter-sound combinations /ɪə/ /θ/, /ð/, digraph wh, tw from an oral or fingerspelled text, c) pronounce words with the target letter-sound combinations /ɪə/ /θ/, /ð/, digraph wh, tw in preparation for reading(HoH), d) articulate signs of words with the target letter-sound combinations /ɪə/ /θ/, /ð/, digraph wh, tw in preparation for sign reading(Deaf), e) use signed words related to the theme in relevant contexts, f) respond to simple specific two- directional signed | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of words with target letter combinations /ɪə/ /θ/, /ð/, digraph wh, tw . • In groups, learners who are Hard of Hearing are guided to pronounce words and phrases with the letter-sound combinations: <ul style="list-style-type: none"> - /ɪə/ as in near, ear, here - /θ/ as in thing, three path, - /ð/ as in this, other, - digraph wh as in when, where - the digraph tw as in two, twelve • In groups, learners who are Deaf are guided to articulate signs of words and phrases with the letter- sound combinations: <ul style="list-style-type: none"> - /ɪə/ as in near, ear, here - /θ/ as in thing, three path, - /ð/ as in this, other, - digraph wh as in when, where - the digraph tw as in two, twelve | <ol style="list-style-type: none"> 1. Why should we pronounce words and articulate signs correctly? 2. What do we find in a garden? |

| | | | | |
|--|--|---|---|--|
| | | <p>instructions in oral and signed communication, g) value the importance of listening attentively and observing keenly for effective communication.</p> | <ul style="list-style-type: none"> ● In pairs, learner is guided to recite as they sign rhyming words that have the letter- sound combinations, with peers. ● In groups, learners who are Hard of Hearing are guided to listen to and pronounce words related to the theme as used in short sentences, short paragraphs, and teacher read aloud stories. ● In groups, learners who are Deaf are guided to observe, and articulate signs of words and phrases related to the theme as used in short sentences, short paragraphs, teacher clearly sign read stories. ● In pairs, learners are guided to recite as they sign rhymes, sign sing songs, with peers using the vocabulary related to the theme. ● In pairs, learners who are Hard of Hearing are guided to use the vocabulary to construct oral sentences. ● In pairs, learners who are Deaf are guided to use the vocabulary to construct sentences. ● In groups, learners are guided to play a language game of matching vocabulary learnt to pictures and objects, | |
|--|--|---|---|--|

| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> Individually, learner is guided to respond to simple specific two-directional instructions. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: Listening attentively or observing keenly as learners listen or observe and respond correctly to instructions. Digital Literacy: Interacting with digital devices as learner plays language games of matching vocabularies with pictures. | | | | |
| <p>Values: Responsibility as learners takes up roles in group activities to sign songs related to the theme.</p> | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Life Skills: Effective communication as learners use the vocabulary learnt correctly in oral or signed communication | | | | |
| <p>Links to other Learning Areas: The learner is able to relate the skill of correct pronunciation and articulation of signs or fingerspelling with correct mouth movement to their learning in Kenya Sign Language Activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------|----------------------------------|---|---|---|
| 6.2 Sign Reading | 6.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) identify words with the target letter-sound combinations/ tw/ , | <ul style="list-style-type: none"> In pairs, learner is guided to pick out words with target letter-sound combinations <i>/tw/ , /wh/ , /ɪə/ , /θ/ , /ð/</i> from a chart. In pairs, learners are guided to sign read words containing the fingerspelt target letter- sound | <ol style="list-style-type: none"> How can we improve our reading speed? How do we show feelings and emotions when reading? |

| | | | | |
|---|--|---|--|--|
| | | <p><i>/wh/, /ɪə/, /θ/, /ð/</i> in preparation for sign reading,</p> <p>c) pronounce words accurately when reading a text(HoH),</p> <p>d) articulate signs of words correctly when sign reading a text(Deaf),</p> <p>e) sign read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>f) uphold the importance of reading or sign reading fluently for lifelong learning.</p> | <p>combinations correctly.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to sign read a text displaying the right facial expressions and correct pace of signing with peers. ● Individually, learners are guided to engage in timed reading and sign reading displaying the right facial expressions and feelings when reading, ● In pairs, learners are guided to practise sign reading sentences containing decodable and non-decodable words. ● In groups, learners are guided to participate in a readers theatre with peers where he or she sign reads some lines or stanzas of a poem, ● Individually, learner is guided to recite using signs poems related to the theme. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Teamwork, as the learner participates in Reader Theater with peers to recite poems. ● Learning to learn: Learning independently as the learner practise sign reading sentences containing decodable and non-decodable words. | | | | |
| <p>Values: Unity: Cooperation as the learner works collaboratively with peers during reader’s theatre.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Effective communication as the learner participates in reader’s theatre in reciting using signs poems related to the theme.</p> | | | | |

Link to other learning areas

The learner is able to relate the skill of sign reading fluency to their learning in Kenya Sign Language.

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash card, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|---|---|--|---|
| 6.2 Sign Reading | 6.2.2 Comprehension (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 for effective communication, b) make predictions and anticipate possible outcomes in a story for comprehension, c) sign words related to the theme for effective communication, d) use contextual clues to infer meanings of words, e) answer direct and indirect questions for comprehension, f) value reading texts for information. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to garden. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to garden. ● In pairs, learners are guided to sign read words with the target letter-sound combinations. ● In groups, learners are guided to look at pictures and title of a text and say as they sign what will happen in the story, with peers. ● In pairs, learners are guided to sign read a story/poem /dialogue related to the theme. ● In pairs, learners are guided to use contextual clues to infer the meanings of words. | <ol style="list-style-type: none"> 1. How can we predict the ending of a story, poem or conversation? 2. How can we tell where events in a story have taken place? 3. How can we tell the characters in a story? |

| | | | | |
|---|--|--|---|--|
| | | | <ul style="list-style-type: none"> ● Individually, learner is guided to respond to direct questions by locating sentences containing answers. ● In pairs, learners are guided to answer indirect questions using contextual clues ● In pairs, learners are guided to summarise the events in a story in a few words. | |
| <p>Core Competencies to be developed: Communication and collaboration: Speaking and signing skills; as learner summarises the events in the story.</p> | | | | |
| <p>Values: Respect: Open minded as the learner appreciates diverse opinions from peers as they look at pictures and say as they sign what will happen in the story.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skill: Effective communication as learner answers comprehension questions correctly.</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to relate sign reading skills for comprehension to their learning in Kenya Sign Language Activities</p> | | | | |
| <p>Suggested Learning Resources Adapted Course books, Chart, Class readers, Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, signed Audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|---|---|--|--|
| 6.3 Language use | 6.3.1 Past Continuous Tense (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> select sentences in the past continuous from a text, change verbs from present continuous to past continuous tense in a given context, value the importance of communicating ideas using the past continuous tense. | <ul style="list-style-type: none"> In pairs, learners who are Hard of Hearing are guided to listen to story/ poem /conversation containing sentences with past continuous tense. In pairs, learners who are Deaf are guided to observe a signed story/ poem /conversation containing sentences with past continuous tense from the text. Individually, learner is guided to pick out and sign verbs in past continuous tense from a text. In pairs, learners are guided to take turns in asking and answering questions using the past continuous tense, with peers. In pairs, learners are guided to construct sentences in past continuous tense based on pictures related to the theme. In pairs, learners are guided to play language games that involve changing verbs from simple continuous to past continuous tense. | <p>What were the learners doing in school yesterday?</p> |

| |
|--|
| <p>Core Competencies to be developed: Communication and collaboration: Listening and Observing skills as the learner listens to and observe signed texts and picks out verbs in past continuous tense.</p> |
| <p>Values: Unity: Cooperation as learners work collaboratively with peers to play language games that involve changing verbs from simple continuous to past continuous tense.</p> |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life skill: Effective communication as learner uses past continuous tense. ● Health issues in Education: Nutrition as the learners learn about the garden. |
| <p>Links to other Learning Areas: The learner is able to relate the knowledge of past continuous tenses to their learning in other learning areas such as Environmental Activities.</p> |
| <p>Suggested Learning Resources Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|-----------------------------------|--|---|--|
| 6.4 Writing | 6.4.1 Spelling (2 lessons) | By the end of the sub strand, the learner should be able to: a) fingerspell words with the target letter- sound combinations /tw/, /wh/, /tə/, /θ/, /ð/ for effective spelling, b) write 3 -7 letter words related to the theme correctly, | <ul style="list-style-type: none"> ● In pairs, learners are guided to sign read words with the target letter-sound combinations /tw/,/wh/, /tə/, /θ/, /ð/ from a word wall. ● Individually, learner is guided to copy words with the letter-sound combinations. ● Individually, learner is guided to spell or finger spell words with the letter combinations from a signed dictation. ● In pairs, learners are guided to make words related to the theme from jumbled letters. | How do we learn to spell words or names? |

| | | | | |
|---|--|--|---|--|
| | | c) endorse writing words correctly, clearly and legibly. | <ul style="list-style-type: none"> ● In pairs, learners are guided to write 3-7 letter words that are related to the theme and sign read them. ● Individually, learner is guided to form words related to the theme using letters of their names, with peers. | |
| <p>Core competencies to be developed: Communication and collaboration: writing skills as the learner writes clearly and spells words correctly from a signed dictation.</p> | | | | |
| <p>Values Unity: Cooperation as learner collaborates with peers as they form words related to the theme using letters of their names.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues Life skill: Effective communication is enhanced as they spell words correctly in a signed dictation.</p> | | | | |
| <p>Link to other Learning Areas The learner is able to relate correct spelling of words to their learning in Kenya Sign Language</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g. tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> | | | | |

| THEME 7.0: Accidents Suggested Vocabularies to be signed crash, brakes, injuries, first aid, road, witness, suddenly, bump, victim, survive, evade, careful, careless, hurt, hand cart, scar, tanker, accident, speed, drive, traffic lights, road signs, hospital sign, stop sign, sirens, hoot, bicycle, bell, ring, ambulance, fire engine, horn, honk | | | | |
|---|---|--|---|---|
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 7.1 Observing and articulating signs. (Listening and speaking) | 7.1.1 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise signs of words related to the theme for effective communication, identify target letter -sound combinations nd, nk, / eɪ / əʊ/, / aɪ/ in given fingerspelled or signed words, pronounce words with the target letter-sound combinations /nd/, /nk/, / eɪ / əʊ/, / aɪ/ in preparation for reading(HoH), articulate signs of words with the target letter-sound combinations nd/, nk, / eɪ / əʊ/, / aɪ/ in preparation for reading(Deaf), use new words related to the theme in relevant contexts, | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of words with target letter combinations nd, nk, / eɪ / əʊ/, / aɪ/. In groups learners who are Hard of Hearing are guided to listen to audio recording, teacher model of the target letter-sound combinations: nd as in sand, nk as in ink, sink, / eɪ/ as in take, ate, / əʊ/ as in home, / aɪ/ as in mine. In groups learners who are Deaf are guided to observe an audio-visual recording, teacher model of the fingerspelt target letter-sound combinations: nd as in sand, nk as in ink, sink, / eɪ/ as in take, ate, / əʊ/ as in home, / aɪ/ as in mine, | Why is it important to pronounce words and articulate signs and fingerspelling with correct mouth movement correctly? |

| | | | | |
|--|--|---|--|--|
| | | <p>f) respond appropriately to simple specific two-directional instructions in oral and signed communication,</p> <p>g) acknowledge the importance of pronouncing and articulating signs using new words correctly for effective communication.</p> | <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to pronounce words with the target letter sounds such as, brake, road. • In pairs, learners who are Deaf are guided to articulate signs of words with the target letter sounds such as, brake, road. • In pairs, learners who are Hard of Hearing are guided to recite rhymes/tongue twisters to practise pronunciation of words with the target letter sounds. • In pairs, learners who are Deaf are guided to recite rhymes/finger fumblers to practise articulation of signs of words with the target letter sounds. • In groups learners who are Hard of Hearing are to listen to a text and identify new words. • In groups learners who are Deaf are guided observe a signed text and identify new words. • In pairs, learner is guided to use learners are vocabulary to construct sentences. | |
|--|--|---|--|--|

| | | | | |
|---|--|--|---|--|
| | | | <ul style="list-style-type: none"> ● In groups, learners are guided to recite poems and sign sing songs on road safety. ● Individually, learner is guided to draw and colour simple road signs such as hospital sign, stop sign. ● In pairs, learners are guided to respond to simple specific two-directional instructions. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Listening and observing skills as the learner listens to and observe a signed audio-visual recording/teacher model and identify words with the target letter sound combinations in communication. ● Digital Literacy: Interacting with technology as learner listens to and observes a signed recording with target letter sounds. | | | | |
| <p>Values: Responsibility: Accountability as the learner observes safety precautions when using roads</p> | | | | |
| <p>Pertinent and Contemporary Issues: Disaster Risk Reduction: Introduction to safety when the learner sign sings songs on road accidents.</p> | | | | |
| <p>Links to other Learning Areas: The learner is able to relate correct pronunciation, articulation of signs of words to their learning in Kenyan Sign Language Activities .</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|--|--|---|--|
| <p>7.2 Sign Reading</p> | <p>7.2.1 Fluency (2 Lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signed words with the target letter- sound combinations nd’ nk’ and words ending with ar’ in preparation for reading,</p> <p>b) sign read a text accurately, at the right speed, displaying the right feelings and emotions for fluency,</p> <p>c) endorse sign reading simple, short narratives and informational texts in a variety of genres.</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to pick out, fingerspell and sign words with letter sound combinations nd’ nk’ and words ending with ar’ as in car, far from a text. ● In pairs, learners are guided to sign read words containing the target letter- sound combinations. ● In groups, learners are guided to practise sign reading a text repetitively and in unison. ● Individually, learner is guided to engage in timed sign reading, displaying the right facial expressions and feelings making appropriate pauses at punctuations. ● In pairs, learners are guided to practise sign reading sentences containing decodable and non-decodable words. ● In pairs, learners are guided to recite a poem/sign sing songs featuring the target words, for example, injury, witness, bump, survive, evade, careless, hurt, hand cart, scar, tanker, accident, speed, drive, traffic, road signs, | <ol style="list-style-type: none"> 1. Why is it important to sign read words properly? 2. What can help someone to sign read well? |

| | | | | |
|--|--|--|---|--|
| | | | <p>hospital sign, stop sign, sirens, hoot, bicycle, bell, ring, ambulance, fire engine, horn, honk.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to participate in a readers theatre with peers where he or she sign reads some lines or stanzas of a poem. | |
| <p>Core Competencies to be developed: Learning to learn: Learning independently as the learner practises sign reading sentences containing decodable and non-decodable words for reading fluency.</p> | | | | |
| <p>Values: Responsibility: Diligence as the learner participates actively in sign reading poems with peers in reader’s theatre.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skill: Effective communication as learner acquires sign reading fluency skills.</p> | | | | |
| <p>Link to other Learning areas: The learner is able to relate the skill of sign reading fluency to other learning areas such as Kenya Sign Language.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Stop watch, Chart, Class readers, Course books, Flash cards, Recording devices e.g. tablets, mobile phone, Dictionary, Internet, Signed Audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|---|---|---|---|
| 7.2 Sign Reading | 7.2.2 Comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognise signs of vocabulary related to the theme for effective communication, describe the characters and events in the text to show comprehension, sign vocabulary related to the theme for comprehension, make predictions about a story based on the title and picture, respond to direct and indirect questions in short simple sentences to show comprehension, adopt reading pictures and texts for enjoyment and information. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to accidents. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to accidents. ● In pairs, learners are guided to look at the title and pictures in the text to make predictions. ● In groups, learners are guided to discuss as they sign the setting and the characters in the story. ● Individually, learner is guided to sign read a text related to theme and respond to direct questions. ● Individually, learner is guided to respond to indirect questions using contextual clues. ● In pairs, learners are guided to retell by signing a story with peers. ● In pairs, learners are guided to role play scenarios from the story. | <ol style="list-style-type: none"> How can you tell what will happen in this story? What do the pictures tell us about the story? |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> Individually, learner is guided to talk as they sign about their own experiences in relation to the story. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: Speaking and signing skills as the learner retells the story clearly and effectively with peers Creativity and imagination: Making connections as the learner link between the story and their own experiences. | | | | |
| <p>Values: Responsibility: Hardwork as the learner takes up roles as they role play scenarios from the story in groups.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: Self-esteem as the learner responds to comprehension questions correctly.</p> | | | | |
| <p>Link to other Learning Areas The learner is able to relate sign reading comprehension to other learning areas in Kiswahili Language Activities and Kenyan Sign Language.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------|--|--|---|---|
| 7.3 Language Use | 7.3.1 Use of conjunctions (2 lessons) | By the end of the sub strand, the learner should be able to: a) pick out signs of conjunction ‘or’ in signed sentences for effective communication, b) use conjunction ‘or’ to | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to accidents. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to accidents. | What do we say when we want to give a person a group of things to choose? |

| | | | | |
|--|--|--|--|--|
| | | <p>construct sentences related to the theme,</p> <p>c) adopt using conjunction ‘or’ in everyday communication.</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to identify sentences featuring the conjunction ‘or’ from a text, ● Individually, learner is guided to construct sentences using ‘or’ to show choice, ● In pairs, learners are guided to role play making choices using ‘or’ in incidents related to the theme, ● In groups learners are guided to sign sing and recite poems about safety using conjunction ‘or’ ● In groups learners are guided to sign sing songs on how to prevent road crashes. ● In groups learners are guided to make posters showing, a road, a stop sign, and a hospital sign. | |
| <p>Core Competencies to be developed: Communication and collaboration: Speaking and signing skills as learner speaks and signs clearly and effectively using conjunction ‘or’ correctly.</p> | | | | |
| <p>Values: Responsibility as the learner takes up roles during group activities such as role playing</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Education for Sustainable Development: Disaster risk reduction as learners sign sing and recite poems about safety.</p> | | | | |
| <p>Links to other Learning Areas: The use of conjunction ‘or’ is also learnt in Kiswahili Language Activities a</p> | | | | |

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|--|--|--|---|
| 7.4 Writing | 7.4.1 Spelling (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise target letter sound combinations in fingerspelled words for effective writing, b) fingerspell 3-6 letter words with the target letter -sound combinations ('nk' , 'nd' , 'ar') for effective writing, c) write vocabulary related to the theme appropriately for legibility, d) value writing words clearly, legibly and correctly. | <ul style="list-style-type: none"> ● In pairs, learners are guided to observe jumbled words with target letter sound ('nk', 'nd', 'ar') from a chart or flash cards. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to accidents. ● In pairs, learners are guided to identify words with target letter- sound combinations ('nk', 'nd', 'ar') from a list of jumbled words. ● Individually, learner is guided to copy words with the letter- sound combinations. ● Individually, learner is guided to write words with the target letter combinations from a signed dictation of the words. ● In pairs, learners are guided to combine jumbled up letters to make words such as injury, tanker, speed, stop, brake. ● In pairs, learners are guided to draw and colour pictures of a hospital, bicycle, car, a hand cart, | <ol style="list-style-type: none"> 1. Why should people spell words correctly? 2. How do we learn to spell? |

| | | | | |
|---|--|--|---|--|
| | | | <ul style="list-style-type: none"> ● In pairs, learners are guided to take part in word building activities using pocket charts/ print/ digital flash cards. | |
| <p>Core Competencies to be developed: Communication and collaboration: Writing skills as the learner writes 3-6 letter words correctly and clearly.</p> | | | | |
| <p>Values: Responsibility: self-drive as the learner engages actively in word building activities with peers</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: Effective communication as learner spells words correctly during signed dictation</p> | | | | |
| <p>Link to other Learning Areas The learner is able to relate the skill of spelling words correctly to other learning areas such as Kiswahili and Environmental activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings</p> | | | | |

| THEME 8.0 Classroom | | | | |
|--|--|--|---|--|
| Suggested vocabulary to be signed: book, desk, teacher, pencil, teach, chart, duster, chair, chalk, ruler, paper, clean, broom, best, busy, enter, sit | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 8.1 Observing and articulating signs. (Listening and Speaking) | 8.1.1 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) recognise fingerspelled words with the target letter sound combinations ‘br’, /ə/ / i: /, / eɪ/ / əʊ/ in preparation for sign reading, c) pronounce new words correctly for clarity in speech (HoH), d) articulate signs of new words correctly for clarity in signed speech (Deaf), e) respond simple specific two-directional instructions in oral or signed communication, f) value the importance of listening attentively or observing keenly for effective communication. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to classroom. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to classroom. ● In pairs, learners who are Hard of Hearing are guided to identify words with the target letter-sound combinations from an oral text, <ul style="list-style-type: none"> - ‘ br’ as in brick, bread, - /ə/ words ending with er as in her - / i: / as in been, as in meet, - / eɪ / as said, - / əʊ / as in coat, boat ● In pairs, learners who are Deaf are guided to identify signed words with the target letter-sound combinations from a signed text, | <ol style="list-style-type: none"> 1. Which words do you use to talk about, the classroom? 2. Why is it important to pronounce words correctly and articulate signs with correct mouth movement? |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> - ‘ br’ as in brick, bread, - /ə/ words ending with er as in her - / i: / as in been, as in meet, - / eɪ / as said, - / əʊ / as in coat, boat • Individually, learner who is Hard of Hearing is guided to pronounce words and phrases with the target letter-sound combinations. • Individually, learner who is Deaf is guided to articulate signs of words with the target letter-sound combinations. • In pairs, learners who are Hard of Hearing are guided to recite rhyming words to practice pronunciation peers. • In pairs, learners who are Deaf are guided to recite as they sign rhyming words to practice articulation of signs with peers. • In groups, learners who are Hard of Hearing are guided to listen to vocabulary related to the theme as used in short sentences, | |
|--|--|--|--|--|

| | | | | |
|--|--|--|---|--|
| | | | <p>Short paragraphs, teacher read aloud stories.</p> <ul style="list-style-type: none"> • In groups, learners who are Deaf are guided to observe signed vocabulary related to the theme as used in short sentences, short paragraphs, teacher sign read stories. • In pairs, learners who are Hard of Hearing are guided to pronounce new words. • In pairs, learners who are Deaf are guided to articulate signs of the new words. • In pairs, learners are guided to use new words to talk about the classroom. • Individually, learner is guided to practise using vocabulary words related to the theme in a language game. • In pairs, learners are guided to match vocabulary words learnt to pictures and objects. • Individually, learner is guided to pay attention to simple specific two - directional instructions | |
|--|--|--|---|--|

| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> ● In groups, learners are guided to engage in role play to respond to simple specific two-directional instructions. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Listening or observation skills as learner listens to or observes and responds to instructions. ● Self-efficacy. Knowing my school as the learner identifies the general features in the classroom. | | | | |
| <p>Values: Responsibility: as learner engages in assigned role during role play with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: Effective communication as learner uses words with the target letter sounds effectively in communication.</p> | | | | |
| <p>Links to other Learning Areas: The learner is able to relate the skill of correct pronunciation and articulation of signs or fingerspelling of words to their learning in Kenya Sign Language Activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual recordings.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|---|--|---|--|
| 8.2 Sign Reading | 8.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify words with the target letter- sound combinations/br/,/er/, /ə/ words | <ul style="list-style-type: none"> ● In pairs, learners are guided to recognise and sign words with the sounds /br/, / er/, /ə/ words ending with er , / i: /, / eɪ /, / əʊ / from a text. | 1. Why should we pronounce words correctly and articulate signs with correct mouth |

| | | | | |
|--|--|---|--|---|
| | | <p>ending with er,/i:/,/ei/,/əʊ/ in preparation for reading,</p> <p>b) pronounce words with the target letter sound combinations accurately when reading a text(HoH),</p> <p>c) articulate signs of words with the target letter sound combinations correctly when sign reading a text(Deaf),</p> <p>d) sign read a text accurately, at the right speed and with expression,</p> <p>e) value the importance of sign reading fluently for lifelong learning.</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to select words with the target letter sound combinations from a chart. ● In pairs, learners are guided to sign read words with target letters- sound combinations. ● In groups, learners who are Hard of Hearing are guided to recite a choral verse to practise pronunciation of words with peers. ● In groups, learners who are Deaf are guided to recite a choral verse to practise articulation signs of words with peers. ● In pairs, learners are guided to sign read a short text observing stress, intonation and signing in context correctly and varying facial expression and body language. ● Individually, learner is guided to engage in timed sign reading of a grade appropriate text, displaying the right facial expressions, feelings or emotions. ● In pairs, learners are guided to practice sign reading sentences containing decodable and non- decodable words. ● Individually, learner is guided to participate in a readers theatre where he or she reads some lines or stanzas of a poem related to the theme with peers. | <p>movement?</p> <p>2. Why should we read and sign read fluently?</p> |
|--|--|---|--|---|

| |
|---|
| <p>Core Competencies to be developed: Learning to learn: The learner’s ability to sign read independently is developed as they practises reading sentences containing decodable and non-decodable words for fluency.</p> |
| <p>Values Responsibility is developed as the learner actively participates in a reader’s theatre with peers</p> |
| <p>Link to Pertinent and Contemporary Issues Life skill: Effective communication as learners sign read texts fluently.</p> |
| <p>Link to other Learning Areas Learners relates Sign reading skills fluency to their learning in Kenya Sign Language.</p> |
| <p>Suggested Learning Resources Adapted course books Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, dictionary, internet, signed audio-visual, recordings, stopwatch</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|--|--|---|--|
| 8.2 Sign Reading | 8.2.2 Comprehension (2 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 for comprehension,</p> <p>b) make predictions and anticipate possible outcomes in a story for comprehension,</p> <p>c) use contextual clues to infer meanings of words,</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to discuss the title and pictures in the text to make predictions. ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to classroom. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to classroom. | <ol style="list-style-type: none"> 1. How can we predict how a story, poem or conversation will end? 2. How can we tell where events have taken place? |

| | | | | |
|---|--|---|---|--|
| | | <p>d) answer direct and indirect questions for comprehension, e) endorse sign reading texts for information.</p> | <ul style="list-style-type: none"> ● Individually, learner is guided to sign read a text related to theme and respond to direct questions, ● Individually, learner is guided to track text using their fingers ● In pairs, learners are guided to respond to indirect questions using contextual clues, ● In groups, learners are guided to retell a story with peers, ● In groups, learners are guided to role play scenarios from the story, with peers, ● Individually, learner is guided to talk about (as they sign) their own experiences in relation to the story. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Speaking and signing skills as the learners retell stories using signs. ● Creativity and imagination: Making connections as the learner talks by signing about their own experiences in relation to the story. | | | | |
| <p>Values: Responsibility: Self-drive as learner takes up assigned roles during group activities with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skill: Effective communication as learner answers questions correctly.</p> | | | | |
| <p>Links to other Learning Areas: The learner is able to apply sign reading for comprehension as a necessary skill in learning areas such as Mathematics activities and Kenya Sign</p> | | | | |

Language.

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|--|---|--|---|
| <p>8.3 Language Use</p> | <p>8.3.1 Cardinal and ordinal numbers</p> <p>Demonstratives (these, those)</p> <p>(2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signs of ordinal and cardinal numbers as used in oral, signed and written communication,</p> <p>b) differentiate ordinal and cardinal numbers as used in oral, signed and written communication,</p> <p>c) use signs ordinal and cardinal numbers for effective communication,</p> <p>d) use plural demonstratives markers to describe things that are near or far,</p> <p>e) value the importance of cardinal and ordinal numbers in communication,</p> | <ul style="list-style-type: none"> ● Individually, learner is guided to distinguish through signing between ordinal and cardinal numbers in a list or a sentence. ● In groups, learners are guided to use objects in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers. ● In pairs, learners are guided to construct sentences using ordinal and cardinal numbers, with peers. ● Individually, learner is guided to pick out and sign demonstratives from a written text. ● In pairs, learners are guided to use demonstratives to talk as they sign about things in | <ol style="list-style-type: none"> 1. Why is it important to count correctly? 2. Which objects are near/far from you? |

| | | | | |
|--|--|---|--|--|
| | | f) value the role of demonstratives in communication. | <p>the classroom, with peers.</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to use demonstratives to construct sentences related to the theme, ● In groups, learners are guided to recite a poem, sign sing a song containing demonstratives/ cardinal and ordinal numbers. | |
| <p>Core Competencies to be developed: Communication: Speaking and signing skills-The learner’s ability to speak and sign clearly and effectively as they use demonstratives to talk about the things in the classroom.</p> | | | | |
| <p>Values: Social justice: equity as learner appreciates the efforts of others as they construct sentences.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skill: Boosted self-esteem as they use demonstratives correctly in communication.</p> | | | | |
| <p>Links to other Learning Areas: The learner is able to relate the knowledge of cardinal numbers to concept of number sequence is in Mathematical Activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------|---|---|---|--|
| 8.4 Writing | 8.4.1 Spelling (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify fingerspelled and signed words with target letter sound combination in preparation for writing, b) spell words with the target letter-sound combinations for effective writing, c) write 4-7 letter words appropriately for legibility, d) adopt writing words clearly, legibly and correctly for effective communication. | <ul style="list-style-type: none"> ● In pairs, learners are guided to fingerspell words with the target letter -sound combinations from a signed dictation. ● In pairs, learners are guided to write 4-7 letter words with the fingerspelt target letter- sound combinations sign read to them. ● Individually, learner is guided to make 4-7 letter words related to the theme from jumbled letters. ● Individually, learner is guided to participate in spelling and fingerspelling word drills with peers. ● In pairs, learners are guided to generate as many words related to the theme as they can from a set of their names. ● Individually, learner is guided to type words made onto a digital device. | <ol style="list-style-type: none"> 1. Why should people spell words correctly? 2. How do we learn to spell words or names? |

Core Competencies to be developed:

- Communication and collaboration: The learner's writing skills are improved as they write 4-7 letter words clearly and correctly.
- Digital literacy: Creating with technology as the learner used digital devices to type words related to the theme.

Values

Unity: Cooperation as the learner collaborates with peers in a spelling word drill.

Pertinent and Contemporary Issues:

Life skills: Boosted self-esteem as they spell words correctly for effective communication.

Link to other Learning Areas:

The learner is able to apply correct spelling of words to learning in all other learning areas.

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

THEME 9.0 The Farm

Suggested vocabulary to be signed:

chicken, sheep, goat, cow, donkey, cat, crop, hay, weed, till, soil, dig, harvest, grow, graze, plant

| 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 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons)</p> | <p>By the end of the sub strand, learner should be able to:</p> <p>a) recognise signs of words related to the theme for effective communication.</p> <p>b) recognise words with the target letter- sound combinations cr, /ɜ:/, / eɪ /, /aɪ/ in signed or written text correctly,</p> <p>c) pronounce words with target letter- sound combinations cr, /ɜ:/, / eɪ /, /aɪ/ words ending with letter y pronounced as /i/ ə / as in words ending with ar in preparation for reading(HoH),</p> <p>d) articulate signs of words with target letter- sound</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of words with target letter combinations cr, /ɜ:/, / eɪ /, /aɪ/. ● In pairs, learners are guided to pick out fingerspell and sign words and phrases with the target letter- sound combinations: <ul style="list-style-type: none"> - cr as in crop, cream, crack - /ɜ:/ as in sir, first, thirst - / eɪ / as in say; grey, - /aɪ/ as in fly, cry - words ending with letter y pronounced as /i/ as in baby, - / ə / as in words ending with ar far, car, ● In groups, learners who are Hard of Hearing are guided to | <p>1. Why is it important to pronounce words correctly and articulate signs with correct mouth movement?</p> <p>2. Why do we need to respond to instructions properly?</p> |

| | | | | |
|--|--|--|---|--|
| | | <p>combinations cr, /ɜ:/, / eɪ /, /aɪ/ words ending with letter y articulated as /i// ə / as in words ending with ar in preparation for sign reading(Deaf),</p> <p>e) use new signed words related to the theme in relevant contexts,</p> <p>f) listen to simple specific two-directional instructions in oral communication(HoH),</p> <p>g) observe simple specific two-directional instructions in signed communication(Deaf),</p> <p>h) value the importance of listening attentively for effective communication(HoH),</p> <p>i) value the importance of listening and observing keenly for effective communication(Deaf).</p> | <p>pronounce words and phrases with the target letter- sound combinations.</p> <ul style="list-style-type: none"> ● In groups, learners who are Deaf are guided to articulate signs of words and phrases with the target letter- sound combinations. ● In groups, learners who are Hard of Hearing are guided to listen to and identify the signed vocabulary related to the theme as used in short sentences/short paragraphs/teacher read stories. ● In groups, learners who are Deaf are guided to observe and identify the signed vocabulary related to the theme as used in short sentences/short paragraphs/teacher sign read stories. ● In pairs, learners are guided to articulate signs and fingerspell vocabulary related to the theme correctly. ● In pairs, learners are guided to construct sentences using the new words, ● Individually, learner is guided to practise matching vocabulary learnt to pictures and objects, ● In groups, learners are guided to sign | |
|--|--|--|---|--|

| | | | | |
|---|--|--|--|--|
| | | | <p>sing songs related to the theme.</p> <ul style="list-style-type: none"> • In groups, learners are guided to observe and respond to two-directional instructions. | |
| <p>Core Competencies to be developed Communication: Listening and observation skills-Learner’s ability to listen actively and observe keenly as they listen to and observe signed texts and identify vocabulary related to the theme correctly.</p> | | | | |
| <p>Values: Love: Caring as the learner portrays a caring attitude towards animals</p> | | | | |
| <p>Pertinent and Contemporary Issues: Education for sustainable development: Animal welfare issues in education as learners get information on how to take good care of farm animals.</p> | | | | |
| <p>Links to other Learning Areas: The learner is able to relate the knowledge of farm animals taught to that of domestic animals taught in Environmental activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------|----------------------------------|--|--|---|
| 9.2 Sign Reading | 9.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, | <ul style="list-style-type: none"> • In groups, learners who are Hard of Hearing are guided to select words with the target letter sound combinations: ‘cr’,/ɜ:/, / ei / ,/aɪ/ ‘y’ pronounced as /i/, ‘ar’ from a chart, • In groups, learners who are Deaf are guided to select words with the target | 1. Why should we pronounce words and articulate signs or fingerspell with correct mouth movement? |

| | | | | |
|--|--|---|--|---|
| | | <p>b) identify words with the target letter-sound combinations ‘cr’, /ɜ:/, / eɪ /, /aɪ/ ‘y’ pronounced as /i/, ‘ar’ in preparation for reading, (HoH)</p> <p>c) identify fingerspelled words with the target letter-sound combinations ‘cr’, /ɜ:/, / eɪ /, /aɪ/ ‘y’ articulated as /i/, ‘ar’ in preparation for sign reading(Deaf),</p> <p>d) sign read a grade-appropriate text accurately, at the right speed and with expression,</p> <p>e) value the importance of reading fluently in lifelong learning.</p> | <p>letter sound combinations: ‘cr’,/ɜ:/, / eɪ /, /aɪ/ ‘y’ signed as /i/, ‘ar’ from a chart,</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to sign read words including words with the target letter –sound combinations. ● In groups, learners are guided to recite a choral verse with words related to the theme, with peers. ● Individually, learner is guided to engage in timed signed reading displaying the right feelings and emotions when sign reading a text. ● In pairs, learners are guided to practise sign reading sentences containing decodable and non- decodable words. ● Individually, learner is guided to participate in a readers theatre where he or she sign reads some lines or stanzas of a poem, with peers. | <p>2. Why should we sign read fluently?</p> |
| <p>Core Competencies to be developed:</p> | | | | |
| <p>Learning to learn: The learner’s ability to learn independently as they practises sign reading sentences containing decodable and non- decodable words for fluency.</p> | | | | |
| <p>Values:</p> | | | | |
| <p>Unity: Cooperation as the learner works collaboratively with others in reciting a choral or signed verse.</p> | | | | |
| <p>Pertinent and Contemporary Issues</p> | | | | |
| <p>Life skill: Effective communication as learners acquire reading fluency skills.</p> | | | | |

Link to other learning areas

The learner is able to relate the skill of sign reading fluency to their learning areas such as in Kenya Sign Language Activities.

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|---|---|---|---|
| 9.2 Sign Reading | 9.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify the main idea, topic or purpose of the text for understanding, b) identify the setting of the text for comprehension, c) sign vocabulary related to the theme for comprehension, d) explain the sequence of events in a text, e) retell events in a text in own words to check understanding, f) value retelling a story to check for understanding. | <ul style="list-style-type: none"> ● In groups, learners are guided to sign read a theme-related text in print or digital form, ● Individually, learner is guided to pick the main idea in the text by using sentence prompts. ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the farm. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the farm. ● Individually, learner is guided to list the characters in the text. ● In small groups, learners are guided to discuss as they sign the setting in the text, with peers. ● In pairs, learners are guided to explain what happens in the beginning, middle and end of the text | <ol style="list-style-type: none"> 1. How can we tell where the events of a story have taken place? 2. How can we tell the characters in a story? |

| | | | | |
|---|--|--|---|--|
| | | | <ul style="list-style-type: none"> Individually, learner is guided to retell as they sign what was in the text in a few words. | |
| <p>Core Competencies to be developed: Communication and collaboration: The learner’s ability to speak and sign engagingly as they explain what happens in the story from the beginning to the end.</p> | | | | |
| <p>Values: Unity: Cooperation as the learner participates actively in discussion with peers</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Effective communication as learners retell the story correctly</p> | | | | |
| <p>Links to other learning areas: The learner is able to relate sign reading for comprehension to their learning in Mathematics activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------------------|--|--|--|--|
| <p>9.3 Language use</p> | <p>9.3.1 Word Sets (gender sets for animals/people) Opposites (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify signs of gender sets of animals and people in a conversation, use the opposites to discuss animals and people at the farm, | <ul style="list-style-type: none"> In pairs, learners are guided to discuss as they sign the names of males and females of domestic animals. In pairs, learners are guided to discuss as they sign the difference between male and female. | <p>Why is it important to learn words referring to male and female animals/people?</p> |

| | | | | |
|---|--|--|--|--|
| | | c) value the role of gender sets and opposites in communicating ideas. | <ul style="list-style-type: none"> ● Individually, learner is guided to construct sentences using male and female of animals that are familiar. ● In groups, learners are guided to work with pictures to identify opposites of animals /people. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Writing skills as they write sentences correctly using gender sets. ● Communication and Collaboration: Teamwork as learners actively engage in discussions with peers about words referring to gender sets of animals or people. | | | | |
| <p>Values: Respect : Acceptance as the learner appreciates diverse opinions from peers during discussions</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: Effective communication as learner identifies gender sets of animals and people.</p> | | | | |
| <p>Links to other Learning Areas: The learner is able to relate the knowledge of gender sets to what is learnt in Kenya Sign Language Activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| 9.4 Writing | 9.4.1 Punctuation (The comma) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise the use of a comma correctly in a text, b) use the comma correctly in listing items, c) adopt the use of the comma in writing. | <ul style="list-style-type: none"> • Individually, learner is guided to identify commas from writings on wall charts/ chalk board/digital and print resources. • Individually, learner is guided to use the comma correctly in written exercises, with peers. • In pairs, learners are guided to use commas to write lists of items/ names. • In pairs, learners are guided to write sentences using the comma correctly. • In groups, learners are guided to engage in role play conversations in which the comma is used and then write down some sentences on a digital device. | Why do you think we use a comma when writing? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Teamwork as the learner engages in group practice exercises to write using a comma. <p>Digital literacy: Creating with technology is enhanced as the learner writes sentences with commas on digital devices.</p> | | | | |
| <p>Values:</p> <p>Responsibility: Self-drive as learners takes up roles during role play activities.</p> | | | | |
| <p>Pertinent and Contemporary Issues:</p> <p>Citizenship: social cohesion as learners work together to identify commas in lists and sentence</p> | | | | |
| <p>Suggested Learning Resources</p> <p>Adapted course book ,Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, audio-visual recordings</p> | | | | |

THEME 10.0 Position and Directions

Suggested vocabulary to be signed:

left, right, behind, in front, up, down, centre, across, middle, opposite, compass, north, south, east, west

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| <p>10.1 Observing and articulating signs. (Listening and Speaking)</p> | <p>10.1.1 Articulation of words and signing vocabulary (Pronunciation 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 words with target letter sounds for effective communication,</p> <p>b) recognise signed words with the target letter-sound combinations /ɪ/ / ə / /ɜ:/ /dɹ / /ɔɪ/ /aɪ / from an oral text(HoH),</p> <p>c) recognise words with the target letter-sound combinations /ɪ/ / ə / /ɜ:/ /dɹ / /ɔɪ/ /aɪ / from a signed or written text(Deaf),</p> <p>d) pronounce words with the target letter-sound combinations/ /ɪ/ / ə / /ɜ:/ /dɹ / /ɔɪ/ /aɪ / with correct mouth movement in preparation for reading(HoH),</p> <p>e) articulate signs of words with target letter sounds combination/ /ɪ/ / ə / /ɜ:/ /dɹ /</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 positions and directions. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to positions and directions. ● In groups, learners who are Hard of Hearing are guided to pick out and sign words and phrases with the target letter- sound combinations from a conversation, teacher sign -visual read story, audio recording <ul style="list-style-type: none"> - /ɪ/ as in ear - / ə / as in her, - / ɜ: / as in first, bird, fur - dɹ as in draw - /ɔɪ/ as in boy, toy - /aɪ/ as in time, | <ol style="list-style-type: none"> 1. Why is it important to pronounce words and articulate signs correctly? 2. What is the direction of your home from school? |

| | | | | |
|--|--|---|--|--|
| | | <p>/ɔɪ/ /aɪ/ with correct mouth movement in preparation for sign reading(Deaf),</p> <p>f) use new words in relevant contexts to talk about as they sign position and direction,</p> <p>g) respond to simple specific two- directional instructions in oral and signed communication,</p> <p>h) value the importance of listening attentively or observing keenly for effective communication.</p> | <ul style="list-style-type: none"> • In groups, learners who are Deaf are guided to pick out and sign words and phrases with the target letter- sound combinations from a conversation, teacher sign read story, signed audio-visual recording <ul style="list-style-type: none"> - /ɪə/ as in ear - / ə / as in her, - / ɜ: / as in first, bird, fur - dr as in draw - /ɔɪ/ as in boy, toy - /aɪ/ as in time. • In pairs, learners who are Hard of Hearing are guided to pronounce words in phrases. • In pairs, learners who are Deaf are guided to articulate signs of words in phrases. • In pairs, learners who are Hard of Hearing are guided to listen to a video recording of a conversation on position and direction. • In pairs, learners who are Deaf are guided to observe a signed audio-visual video recording of a conversation on position and direction. | |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> • In groups, learners are guided to engage in simple dialogues using words and signs related to the theme. • Individually, learner who is Hard of Hearing is guided to construct oral sentences using the new words. • Individually, learner who is Deaf is guided to construct signed sentences using the new words. • In pairs, learners are guided to recite rhymes/ sign sing songs, using the vocabulary learnt. • Individually, learner is guided to practise matching vocabulary learnt to pictures and objects. • In pairs, learners are guided to give and respond to simple specific two- directional instructions in oral or signed communication. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Teamwork as learners engage in dialogue with peers. • Self-efficacy: As the learner uses new words in relevant contexts to talk about position and direction. | | | | |

| |
|--|
| <p>Values: Respect is fostered as the learner values the contribution of peers during dialogues.</p> |
| <p>Pertinent and Contemporary Issues: Life skills: The learner’s self-esteem is enhanced as they use new words in relevant contexts to talk about position and direction.</p> |
| <p>Links to other learning areas: The learner links the vocabulary learnt to learning of similar concepts in Social Studies</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------------------|---|---|--|---|
| <p>10.2 Sign Reading</p> | <p>10.2.1 Fluency (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signed or fingerspelled words with target letter- sound combinations /ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr in preparation for sign reading,</p> <p>b) pronounce words with the target letter sounds /ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr accurately for clarity of speech(HoH),</p> <p>c) articulate signs of words with the target letter sounds /ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr correctly for clarity of signed speech(Deaf),</p> <p>d) sign read a text at the right speed displaying the right</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 positions and directions. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to positions and directions. ● In pairs, learners are guided to identify words with the target letter-sound combinations as modelled by peers, teacher or a digital device, /ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr. ● In pairs, learners are guided to sign read words with the target | <p>Why is it important to sign read words properly?</p> |

| | | | | |
|--|--|--|---|--|
| | | <p>facial expressions for fluency, e) value the importance of sign reading fluency in communication.</p> | <p>letter-sound combinations in isolation and in a text.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to practice sign reading a text accurately, with expressions and observing the correct punctuation. ● Individually learner is guided to engage in timed sign reading displaying the right emotions or feelings when reading. ● In groups, learners are guided to role play telling directions using the new words. | |
| <p>Core competencies to be developed Learning to learn: Learning independently as the learner practises reading words correctly in isolation and in a text.</p> | | | | |
| <p>Link to Values Responsibility: Self-drive as the learner takes up roles during role play activity.</p> | | | | |
| <p>Pertinent and Contemporary Issues Life skills: Self-esteem as the learner acquires sign reading skills fluently.</p> | | | | |
| <p>Link to other learning areas The learner is able to relate reading fluency as she or he sign reads sentences in Environmental Activities.</p> | | | | |

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, Signed audio-visual recordings

Values:

Respect: Turn taking as learners give their peers time to contribute during dialogues.

Link to Pertinent and Contemporary Issues:

Life skills: Effective communication as the learner gives and responds to simple specific two- directional instructions.

Links to other learning areas:

The learner is able to relate correct pronunciation and proper articulation of signed words to other learning areas.

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------------------|--|---|---|---|
| 10.2 Sign Reading | 10.2.2 Comprehension (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) make predictions about the likely outcomes of a story based on the title and pictures for comprehension, c) use contextual clues to infer meaning of new vocabulary items, d) answer direct and indirect | <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 positions and directions. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to positions and directions. ● In groups, learners are guided to observe the pictures and title of the story and talk about the likely events in the story, | <ol style="list-style-type: none"> 1. What do you think will happen in this story? 2. What do the pictures tell us about the story? |

| | | | | |
|--|--|--|---|--|
| | | <p>questions based on a text for information,</p> <p>e) create a mental picture of events, characters or places in a text,</p> <p>f) value reading pictures and texts for information.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to sign read a print or digital text of about 45 words, • In pairs, learners are guided to infer the meanings of new words as used in the text using contextual clues, • Individually, learner is guided to locate sentences to respond to direct questions, • In pairs, learners are guided to get clues from the story to answer indirect questions, • In pairs, learners are guided to sign read the story and visualize the characters, setting and events in the story, • Individually, learner is guided to share the pictures they have created in their minds with peers, • Individually, learner is guided to retell by signing a story in their own words, • In pairs, learners are guided to talk about their own experiences in relation to the story. | |
| <p>Core Competencies to be developed: Creativity and imagination: Originality as the learner creates mental pictures of events, characters and places in a text.</p> | | | | |
| <p>Values: Respect: the learner exercises patience with others as they talk about their own experiences in relation to the story.</p> | | | | |

Link to Pertinent and Contemporary Issues:

Life skill: Effective communication is enhanced as the learner retells (using signs) the story in their own words.

Link to other Learning Areas:

The learner is able to relate sign reading comprehension to their learning in all learning areas.

Suggested Learning Resources

Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------------------|---|--|--|--|
| 10.3 Language use | 10.3.1 Prepositions (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of words related to the theme, b) identify target preposition beside, above, over, below, across, to, at in an oral or signed text, c) use prepositions accurately to describe the position, location and direction of things, d) acknowledge the use of prepositions for clarity 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 positions and directions. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to positions and directions. ● In pairs learners are guided to listen to and observe a signed audio-visual clip of a poem, conversation or a story and list the prepositions used. ● In pairs, learners are guided to sign read sentences with the prepositions: (beside, above, over, below, across, to, at). ● In pairs, learners are guided to play a miming game with peers. | <ol style="list-style-type: none"> 1. Where do we keep different things in school? 2. Where do we keep different things at home? |

| | | | | |
|---|--|--|---|--|
| | | | <ul style="list-style-type: none"> • Individually, learner is guided to describe the location of various objects in the classroom using suitable prepositions. • In pairs, learners are guided to construct sentences using target prepositions and share with peers. • In groups, learners are guided to practice using target prepositions in a dialogue. • In groups, learners are guided to sign sing short songs/rhymes with prepositions. • In pairs, learners are guided to play language games containing target prepositions. | |
| <p>Core Competencies to be developed: Self –efficacy: Knowing my school as the learner uses prepositions correctly in communication.</p> | | | | |
| <p>Values: Respect: acceptance as the learner appreciates peers during playing of language games.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Citizenship: social cohesion as the learner collaborates with peers to play language games.</p> | | | | |
| <p>Links to other learning areas: The learner is able to relate the knowledge of prepositions to that learnt in Environmental Activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Charts, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--|--|---|---|
| 10.4 Writing | 10.4.1 Punctuation (The exclamation mark) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise the exclamation mark in a written and signed text, b) use the exclamation mark correctly in writing, c) value the use of the exclamation mark in writing. | <ul style="list-style-type: none"> ● In groups, learners are guided to recognise the exclamation mark from writings on wall charts, chalkboard, digital and print resources. ● In pairs, learners are guided to use the exclamation mark correctly in written exercises. ● In groups, learners are guided to play games that involve placing the exclamation mark correctly in a text. | Why is it important to use the exclamation mark when writing? |
| <p>Core Competencies to be developed: Communication and collaboration: Teamwork as the learner plays games with peers that involve placing the exclamation mark correctly in a text.</p> | | | | |
| <p>Values: Respect: as the learners take turns to place exclamation mark correctly in a text as they play the game.</p> | | | | |
| <p>Pertinent and Contemporary Issues : Life skill: Self-esteem as the learner uses exclamation mark correctly in writing.</p> | | | | |
| <p>Links to other learning areas: The exclamation mark is learnt in Environmental Activities and Religious Activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| THEME 11.0 Environment Suggested vocabulary to be signed: classroom, school, trees, nature, people, plants, flowers, area, local, protect, | | | | |
|--|--|---|--|---|
| 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 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of words related to the theme for effective communication, b) identify the target letter- sound combinations ‘fr’ /aʊ/ /ɔ:/ /ə/ during a conversation about the environment, c) articulate words with the target letter- sound combinations ‘fr’ /aʊ/ /ɔ:/ /ə/ correctly, d) use the signed vocabulary items related to the theme in sentences, e) value the importance of correct pronunciation and proper articulation of signs of words in effective communication. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of signs of words with target letter - sound combinations fr’ /aʊ/ /ɔ:/ /ə/ . ● In pairs, learners are guided to identify, fingerspell and sign signs of words with target letter - sound combinations fr’ /aʊ/ /ɔ:/ /ə/. ● In pairs, learners who are Hard of Hearing are guided to listen to a conversation and pick out words with the target letter- sound combinations: ‘fr’ as in frog, from, friend /aʊ/ as in bow, now /ɔ:/ as in more, born /ə/ as in or, for, ● In pairs, learners who are Deaf are guided to observe a signed conversation and pick out words with the target letter- sound combinations, | <ol style="list-style-type: none"> 1. How can you tell that someone is listening attentively? 2. How can you tell that someone is observing keenly? 3. Why should we listen attentively when other people are talking? 4. Why should we observe keenly when other people are talking? |

| | | | | |
|--|--|--|---|--|
| | | | <p>‘fr’ as in frog, friend, from, free /ʌʊ/ as in bow, now /ɔ:/ as in more, born /ə/ as in or, for</p> <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to practise pronouncing new words with the learnt letter sounds in response to picture cues, sound prompts and lists of words with the letter sounds. • In pairs, learners who are Deaf are guided to practise articulating signs of new words with the learnt letter sounds in response to picture cues, letter sound prompts and lists of words with the letter sounds • In pairs, learners are guided to recite poems/rhymes that have the target letter-sound combinations, with peers. • Individually, learner is guided to observe and name things in their environment during a nature walk. • In pairs, learners who are Hard of Hearing are guided to pronounce vocabulary related to the theme correctly. | |
|--|--|--|---|--|

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> • In pairs, learners who are Deaf are guided to articulate signs of vocabulary related to the theme correctly. • In groups or pairs, learners are guided to draw and colour things found in the environment. • Individually, learner is guided to share the drawings with peers and give feedback. • Individually, learner is guided to use the vocabulary to construct simple sentences. | |
| <p>Core competencies to be developed: Learning to learn: Learn independently as the learner practices using the new words in a variety of contexts.</p> | | | | |
| <p>Values: Responsibility: self-drive as the learner takes charge of own learning by reading accurately.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: effective communication as the learner pronounces and articulates signs or fingerspelling with correct mouth movement and words correctly.</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to relate proper pronunciation and articulation of signed words to other learning areas.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------------|--------------------------------------|---|---|---|
| 11.2 Sign Reading | 11.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise signs of words related to the theme, identify words with target letter-sound combinations ‘fr’, /aʊ in preparation for reading, sign read a text related to the theme transitioning from word by word to phrasal reading, sign read a grade- appropriate text accurately, at the right speed and with expression, value the importance of sign reading fluency in lifelong learning. | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the theme. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the theme. In groups, learners are guided to pick out, fingerspell, and sign read words containing the target letter- sound combinations ‘fr-’ and ‘-ow’ from a written text or digital story. In groups, learners who are Hard of Hearing are guided to play word ladder game while listening to audio-visual recordings of words with the letter- sound combinations. In groups, learners who are Deaf are guided to play word ladder game while observing a signed audio-visual recordings of words with the letter- sound combinations. In pairs, learners are guided to practise sign reading sentences with the new words. | <ol style="list-style-type: none"> Why is it important to read fluently? How can we improve our sign reading speed? |

| | | | | |
|---|--|--|---|--|
| | | | <ul style="list-style-type: none"> • Individually, learner is guided to engage in timed sign reading of a text displaying the right emotions and feelings. • In pairs learners are guided to participate in a reader's theatre with peers and record on a digital device. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: Knowing my school and home as the learner learns about the environment. • Digital literacy: Creating with technology as the learner participates in a reader's theatre with peers and records on a digital device. | | | | |
| <p>Values: Responsibility: Hard work as the learner takes charge of own learning by reading accurately</p> | | | | |
| <p>Link to Pertinent and contemporary issues: Life skills: Effective communication as the learner plays word ladder game to practise correct pronunciation of words..</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to relate sign reading fluency to reading that is emphasised in Indigenous Language Activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------|--|---|---|--|
| 11.2 Sign Reading | 11.2.2 Comprehension (2 lessons) | <p>By the end of the Sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognise signs of vocabulary related to the theme, make predictions on the likely outcomes of a story related to the theme, make connections of events, characters and places in a text with real life, infer the meaning of new words in a text using contextual clues, answer direct and indirect questions based on a text, value talking about a text they have read. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to the theme. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to the theme. ● In pairs, learners are guided to observe pictures, the title of a text, say and sign what will happen in the story. ● In groups, learners are guided to sign read text clearly, with peers and in turns. ● In pairs, learners are guided to talk about where the actions are taking place, using clues from pictures and the text, with peers. ● In pairs, learners are guided to infer the meaning of words using contextual clues. ● In pairs learners are guided to locate sentences containing answers to direct questions, answer the questions. ● In pairs, learners are guided to use contextual clues to answer indirect questions. ● In pairs, learner learners are to retell by signing parts of the story in turns, with peers. ● In pairs, learner learners are to relate the | <ol style="list-style-type: none"> How can we predict how a story, poem or conversation will end? How can we tell where events have taken place? |

| | | | | |
|---|--|--|-------------------------------|--|
| | | | text to everyday experiences. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: reflection on own is enhanced as the learner relates the events in the text to everyday experiences. • Creativity and imagination: making connection is enhanced as the learner makes predictions and anticipates possible outcomes in the story using pictures and title. | | | | |
| <p>Values: Responsibility: self-drive is enhanced as the learner takes up roles in retelling parts of the story in turns with peers</p> | | | | |
| <p>Link to Pertinent and contemporary issues: Life skills (effective communication) is enhanced as the learner talks about where the actions in the story are taking place.</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to relate comprehension of various texts to learning areas in Indigenous Language Activities.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------------|--|---|--|---|
| 11.3 Language Use | 11.3.1 Regular comparative and superlative adjectives (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of comparative and superlative adjectives, b) identify words that end with -er and -est in a written text, | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of comparative and superlative adjectives. | Which words do we use to compare things/people? |

| | | | | |
|--|--|--|--|--|
| | | <p>c) use words that end with -er and -est in sentences for effective communication,</p> <p>d) value the importance of using regular comparatives and superlatives adjectives to describe people, things and places.</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to identify, fingerspell and sign comparative and superlative adjectives. ● In pairs, learners are guided to read a story, poem or conversation from a text book or a digital device and identify regular comparatives and superlatives. ● In pairs, learners are guided to place objects into three groups of different sizes as they compare them using regular comparatives and superlatives (-er and -est), with peers. ● In groups, learners are guided to describe objects inside and outside the classroom using comparative and superlatives adjectives. ● In pairs, learners are guided to construct sentences using comparatives and superlatives. ● In groups, learners are guided to fill in blank spaces using the correct forms of comparatives and superlatives. ● In groups, learners are guided to play a language game to practise regular comparative and superlative adjectives. | |
|--|--|--|--|--|

| |
|---|
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: reflection on own is enhanced as the learner relates the events in the text to everyday experiences. ● Self-efficacy: Knowing my school and home is enhanced as the learner learns about the environment |
| <p>Values: Responsibility: Self-drive is enhanced as the learner takes up roles during a language game to practise regular comparative and superlative adjectives..</p> |
| <p>Pertinent and Contemporary Issues: Life skills: effective communication is enhanced as the learner describes people, things and places using regular comparatives and superlatives.</p> |
| <p>Link to other Learning Areas: The learner is able to relate adjectives to their learning in Kenyan Sign Language activities.</p> |
| <p>Suggested Learning Resources Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------|---|--|---|--|
| 11.4 Writing | 11.4.1 Guided Writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise different signed words related to the theme in preparation for writing, b) write simple sentences using words related to the theme, c) create simple sentences using comparative and superlative forms, d) value the importance of | <ul style="list-style-type: none"> ● In pairs, learners are guided to write down words related to the theme from signed dictation. ● In groups, learners are guided to write sentences using the words learnt from prompts, with peers. ● In pairs, learners are guided to practise writing meaningful sentences. ● In pairs, learners are guided to create sentences using regular comparatives and superlatives | <ol style="list-style-type: none"> 1. Why is it important to construct sentences correctly? 2. Why is it important to write clearly and legibly? |

| | | | | |
|--|--|--|--|--|
| | | creating simple sentences correctly for effective communication. | adjectives share with peers and give feedback. | |
| Core Competencies to be developed: | | | | |
| Learning to learn : Learning independently is enhanced as the learner practises writing meaningful sentences. | | | | |
| Values: | | | | |
| Responsibility: Self-drive is enhanced as the learner takes initiative to practise writing meaningful sentences | | | | |
| Link to Pertinent and Contemporary Issues: | | | | |
| Life Skills: Effective communication is enhanced as the learner creates sentences using regular comparative and superlative sentences. | | | | |
| Link to other Learning Areas: | | | | |
| The learner is able to relate writing skills to learning areas learnt in Indigenous Language Activities. | | | | |
| Suggested Learning Resources | | | | |
| Adapted course books, chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings | | | | |

| THEME 12.0 Technology Suggested vocabulary to be signed: mobile phone, tablet, charge, charger, power, battery, cable, keyboard, type, send, receive, delete, error, switch off, switch on, press, | | | | |
|--|--|--|--|---|
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| Observing and articulating signs Listening and Speaking | 12.1.1 Articulation of words and signing vocabulary (Pronunciation and vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of words related to the theme for comprehension, b) identify words with target letter-sound combinations 'gr' 'pr' / ɔɪ // u: // ʊ/ in preparation for sign reading, c) articulate words with the fingerspelt target letter-sound combinations 'gr' 'pr' / ɔɪ // u: // ʊ/ correctly, d) recognise signed words related to the theme for effective communication, e) use signed words related to the theme in everyday communication, f) appreciate the importance of correct pronunciation in language 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 technology. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. ● In pairs, learners are guided to point out fingerspell, read and sign read words with letter-sound combinations: 'gr-', 'pr-', /ɔɪ /, / u:/, /ʊ/: from either print or digital stories. ● In pairs, learners pick out words with the target letter-sound combinations, <ul style="list-style-type: none"> - 'gr' as grass, green - 'pr' as in print, press - / ɔɪ / as in oil, point - / u: / as in p o o l, spoon - / ʊ/ as in put ● practise pronouncing ● In pairs, learners are guided | <ol style="list-style-type: none"> 1. What should we do to improve our reading speed? 2. Why should we show the right feelings when reading a text? |

| | | | | |
|--|--|--|---|--|
| | | | <p>to take turns to sign read at an appropriate speed as modelled by the teacher or peers.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to recite by signing poems using the correct expressions (tonal variation and correct pace of signing, facial expressions and gestures). ● In pairs, learners are guided to sign read texts with words related to the theme using an appropriate speed and correct expressions. ● In groups, learners who are Hard of Hearing are guided to play a word-ladder game involving pronunciation of words learnt. ● In groups, learners who are Deaf are guided to play a word-ladder game involving articulation of signs of words from a signed audio-visual recording of words learnt. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: confidence and self-esteem as the learner is able to read fluently. ● Communication and collaboration: Teamwork as learners take turns to sign read at an appropriate speed as modelled by the teacher or peers | | | | |
| <p>Values: Unity: Cooperation as the learner take turns to read a text at an appropriate speed with peers</p> | | | | |

Pertinent and Contemporary Issues:

Citizenship: Social cohesion as the learner plays a word ladder game with peers.

Link to other Learning Areas:

Sign Reading fluency is emphasised in Indigenous Language Activities..

Suggested Learning Resources

Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------------------|--|--|--|---|
| 12.2 Sign Reading | 12.2.2 Comprehension (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words related to the theme, b) identify the characters in a text for comprehension, c) make predictions on the outcomes of a story based on the pictures and the title, d) answer direct and indirect questions based on a text, e) infer the meaning of new words as used in the text, f) endorse reading a variety of texts for information. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. ● In pairs, learners are guided to observe pictures and title of a text and say by signing what will happen in the story, ● In groups, learners are guided to read the story aloud in turns with peers. ● In groups, learners are guided to sign read the story clearly in turns with peers. ● Individually, learner is guided to talk | <ol style="list-style-type: none"> 1. What makes a story interesting? 2. How can we tell where events have taken place? |

| | | | | |
|--|--|--|--|--|
| | | | <p>about and describe the characters in a text.</p> <ul style="list-style-type: none"> ● In groups learners are guided to talk as they sign about the setting of a story. ● In pairs, learners are guided to find the meaning of new words as used in the text, ● In groups learners are guided to locate sentences containing answers to direct questions from a text and answer the questions, ● In groups, learners are guided to interact with the text to answer indirect questions using contextual clues. ● In pairs, learners are guided to retell, by signing a story they have read using the ‘five finger’ retell model. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: as the learner makes predictions on the outcomes of the story based on pictures and the title.. ● Communication and Collaboration: Observing skill and articulating signs as the learner signs about the character and setting of the story with peers. | | | | |
| <p>Values: Respect : Open mindedness as the learner appreciates the opinions of others during group discussions</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Effective communication as the learner is able to retell the story.</p> | | | | |

Link to other Learning Areas:

The learner is able to relate sign reading skills to all other learning areas.

Suggested Learning Resources

Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------------------|--|--|---|--|
| 12.3 Language Use | 12.3.1 Possessive Pronouns (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise signs of words related to the theme, identify the signs of mine, yours, ours, hers, his in a text, use the signed words mine, yours, ours, hers, his in sentences, value the use of possessive pronouns in day- to- day communication. | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. In pairs, learners are guided to sign read a text/dialogue talk as they sign about the things that belong to them/ their parents/guardians, using possessive pronouns (mine, yours, ours, hers, his). In groups, learners are guided to role play ownership of items and objects in the classroom. | Which words do we use to talk about things that belong to you or other people? |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> ● In pairs, learners are guided to construct sentences using possessive pronouns based on the role play with peers. ● Individually, learner is guided to ask and answer questions through signing that prompt responses containing possessive pronouns. ● In pairs, learners are guided to fill in blank spaces in sentences using possessive pronouns. ● In groups, learners are guided to sign sing songs/rhymes using the possessive pronouns. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving as the learner constructs sentences using possessive pronouns based on the role play with peers ● Digital literacy: Interacting with digital devices as the learner identifies and sign vocabulary related to theme technology | | | | |
| <p>Values: Responsibility: Hardwork as the learner takes up roles during role play activities.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Effective communication as the learner uses possessive pronouns in day- to- day conversations.</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to relate the knowledge of possessive pronouns to other learning areas such as Kiswahili and Kenya Sign Language</p> | | | | |

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------------|--|---|---|--|
| 12.4 Writing | 12.4.1 Guided Writing (2 lessons) | By the end of the sub strand the learner should be able to: a) identify names of objects in pictures related to the theme in preparation for writing, b) write names from picture prompts to demonstrate mastery of vocabulary related to the theme, c) create sentences from picture prompts for effective communication, d) value the importance of writing correct names of objects for clarity in | <ul style="list-style-type: none">● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology.● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology.● In groups, learners are guided to observe pictures on print or digital device with peers.● Individually, learner is guided to name by signing objects in different pictures provided.● Individually, learner is guided to respond by signing to the prompts presented and write names of objects | Why is it important to write sentences correctly |

| | | | | |
|--|--|----------------|---|--|
| | | communication. | <p>correctly.</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to match pictures of objects with their names. ● Individually, learner is guided to fill in gaps using the correct words. ● In pairs, learners are guided to draw and name pictures of objects related to the theme. ● In groups learners are guided to write sentences to describe the objects in the pictures, and share with peers. | |
| <p>Core Competencies to be developed: Creativity and imagination as the learner draws and names pictures of objects related to the theme.</p> | | | | |
| <p>Values: Unity as the learner works collaboratively with peers to describe the objects they have drawn</p> | | | | |
| <p>Link to Pertinent and contemporary Issues: Life Skills: Effective communication as the learner writes correct sentences to describe objects in the pictures.</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to relate the writing skills to write correctly in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| THEME 13.0 Cultural Activities Suggested vocabulary to be signed: wedding, dance, party, marry, songs, poems, birthday, vows, smile, smart, celebrate, present, enjoy, happy | | | | |
|--|--|---|--|---|
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 13.1 Observing and articulating signs. (Listening and Speaking) | 13.1.1 Proper articulation of signs and vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words with target letter - sound combinations tr, sm, /tʃ/ /aʊ/ /j:/ for effective communication, b) identify words with the target letter-sound combinations tr, sm, /tʃ/ /aʊ/ /j:/ in oral or signed texts, c) articulate the words with the target letter-sound combinations tr, sm, /tʃ/ /aʊ/ /j:/ , in a conversation, d) recognise new signed words related to the theme correctly, e) use the new words in sentences, f) value the importance of correct use of vocabulary in various contexts. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of words with target letter - sound combinations tr, sm, /tʃ/ /aʊ/ /j:/. ● In pairs, learners are guided to identify, fingerspell and sign words with target letter - sound combinations tr, sm, /tʃ/ /aʊ/ /j:/. ● In pairs, learners who are Hard of Hearing are guided to listen to teacher read - aloud of target letter- sound combinations: <ul style="list-style-type: none"> - tr as in tree, trap - letter combination sm as in smile - /tʃ/ as in catch, fetch, watch - aʊ / as in out; /aʊ/ as in bow, now - /j:/ as in ewe, new | Why should we listen and observe attentively when other people are talking and signing? |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> ● In pairs, learners who are Deaf are guided to observe a teacher sign read clearly or a signed audio-visual recording of target letter- sound combinations: <ul style="list-style-type: none"> - tr as in tree, trap - letter combination sm as in smile - /tʃ/ as in catch, fetch, watch - aʊ / as in out; /aʊ/ as in bow, now - /j:/ as in ewe, new ● Individually, learner is guided to point out and sign words with the target letter sound combinations from conversations. ● In pairs, learners are guided to practise saying and signing words with the target letter-sound combinations, ● In groups learners are guided to respond to instructions given by the teacher or peers, ● In groups, learners are guided to construct simple sentences using the new words. ● In groups, learners are guided to listen to other learners say and | |
|--|--|--|--|--|

| | | | | |
|---|--|--|---|--|
| | | | <p>sign their simple sentences using the new words.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to other learners say and sign their simple sentences using the new words and give feedback. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as learner masters the skill of listening and observing attentively, correct pronunciation and articulation of signs or fingerspelling with correct mouth movement and signing. ● Communication and Collaboration: Listening or observing keenly as the learner listens or observes other learners saying as they sign simple sentences in pair and group work. | | | | |
| <p>Values: Respect: Humility as learners learn to take turns during pair/group activities</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Effective communication as they listen or observe attentively and responds appropriately.</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to relate listening or observation skills to all other learning areas in the school curriculum</p> | | | | |
| <p>Suggested learning resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------|---|--|--|-------------------------------------|
| 13.2 Sign Reading | 13.2.1 Fluency (2 lessons) | <p>By the end of the sub strand the learner should be able to:</p> <p>a) identify words with the target letter-sound combinations ‘tr’, ‘sm’, /tʃ/, /aʊ /, /aʊ/, in a text,</p> <p>b) pronounce words with the target letter- sound combinations: ‘tr’, ‘sm’, /tʃ/, /ʊ/, /aʊ/, /j:/accurately(HoH),</p> <p>c) articulate signs of words with the target letter- sound combinations: ‘tr’, ‘sm’, /tʃ/, /ʊ/, /aʊ/, /j:/(Deaf),</p> <p>d) sign read a grade- appropriate text accurately, at the right speed and with the right facial expression,</p> <p>e) value reading grade- level texts in a variety of genres.</p> | <ul style="list-style-type: none"> ● In pairs, learners are guided to fingerspell single out words with the the target letter-sound combinations from print/digital stories: ‘tr’, ‘sm’, /tʃ/, /aʊ /, /aʊ/, /j:/. ● In pairs, learners are guided to pronounce, articulate signs or fingerspell with correct mouth movement words with the letter-sound combinations. ● In groups, learners are guided to sign read texts with words related to the theme. ● In pairs, learners are guided to engage in timed reading of a text displaying the right expressions, ● In groups, learners who are Hard of Hearing are guided to play word ladder games to practise correct pronunciation with the letter-sound combinations. ● In groups, learners who are Deaf are guided to play word ladder games to practise proper articulation of signs of words with the letter-sound combinations. | <p>Why should we read fluently?</p> |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> ● In pairs, learners are guided to recite by signing a poem for fluency. | |
| <p>Core Competencies to be developed: Communication and Collaboration - Teamwork as the learner takes part in group work, reading activities and games.</p> | | | | |
| <p>Values: Responsibility: Hardwork as learner plays reading games</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: Effective communication as learners learn to sign read fluently.</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to relate sign reading skills to other learning areas that require the learners to sign read a variety of texts fluently.</p> | | | | |
| <p>Suggested Learning Resources Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------------|--|--|---|--|
| 13.2 Sign Reading | 13.2.2 Comprehension (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words related to the theme, b) predict the likely outcomes of a story related to the theme using picture cues and the title, c) identify the characters and | <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 cultural activities. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to cultural activities. | <ol style="list-style-type: none"> 1. How can we tell how a story/ poem or conversation will end? 2. How can we tell where events are taking place story/poem? |

| | | | | |
|--|--|---|---|--|
| | | <p>events in a text for comprehension,</p> <p>d) infer the meaning of new words as used in the text,</p> <p>e) answer simple direct and indirect questions based on a text,</p> <p>f) appreciate talking about a text they have read.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to observe pictures and the title of a text and say by signing what is likely to happen in the story. • In groups, learners are guided to recognise the setting and characters in a story, using clues from pictures and the text. • Individually, learner is guided to use contextual clues to find the meaning of words and sign them. • In groups, learners are guided to locate sentences containing answers to direct questions. • In pairs, learners are guided to answer indirect questions from a text. • In pairs, learners are guided to retell as they sign a story with peers. | |
|--|--|---|---|--|

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------|---|--|---|--|
| 13.3 Language Use | 13.3.1 Wh- questions (2 lessons) | <p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise signs of words related to the theme,</p> <p>b) recognise Wh-words: what, where, when, and who used to ask questions from a written text,</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 cultural activities. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to cultural | How do we ask for information? |

| | | | | |
|--|--|---|---|--|
| | | <p>c) use Wh-words: what, where, when, and who to ask questions related to the theme,</p> <p>d) appreciate the use of Wh- words to seek information.</p> | <p>activities.</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to ask by signing, questions beginning with: what, where, when, and who appropriately, ● In groups, learners are guided to engage in meaningful question and answer dialogues using wh-words ● In groups, learners are guided to role play activities that lead to the use of Wh-words and signs to ask questions, ● In pairs, learners are guided to sign sing songs / recite short poems to practise the use of Wh- questions. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Skill of Speaking and Signing when the learner engages in meaningful question and answer dialogues using Wh-words and signs in pairs/small groups. ● Self-efficacy: as learners gain the mastery of asking questions using the Wh- words. | | | | |
| <p>Values:</p> <p>Unity is fostered as the learner takes turns during dialogues with peers</p> | | | | |
| <p>Pertinent and Contemporary Issues:</p> <p>Citizenship: Social cohesion as learners work in groups in meaningful question and answer dialogues</p> <p>Life skills: Effective communication as learners learn to ask and answer questions.</p> | | | | |

Link to other Learning Areas:

Learners engage in question and answer sessions using the Wh-words to their learning in Kiswahili and Kenyan Sign Language.

Suggested Learning Resources

Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------|---|---|---|-----------------------------------|
| 13.4 Writing | 13.4.1 Guided Writing (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words related to the theme, b) recognise the correct order of words or phrases in a sentence, c) rearrange jumbled words or phrases into meaningful sentences, d) appreciate the importance of ordering words or phrases to form correct sentences. | <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 cultural activities. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to cultural activities. ● In groups, learners are guided to talk as they sign about the correct way of ordering the jumbled words ● In pairs, learners are guided to reorganise the jumbled words to form simple sentences paying attention to punctuation (4-6 sentences), ● In pairs, learners are guided to work in assessing each other's simple sentences. ● In groups learners are guided to | What makes a correct sentence? |

| | | | | |
|--|--|--|---|--|
| | | | take turns in playing games with jumbled words to form meaningful sentences | |
| Core Competencies to be developed: | | | | |
| Communication and Collaboration: Teamwork as learner discuss about arranging words to make simple sentences. | | | | |
| Values: | | | | |
| Unity as learners work in groups or in pairs. | | | | |
| Pertinent and Contemporary Issues: | | | | |
| Life skills: Effective communication as learners rearrange jumbled words to form sentences. | | | | |
| Link to other Learning Areas: | | | | |
| Writing is a skill linked to all other learning areas | | | | |
| Suggested Learning Resources | | | | |
| Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings | | | | |

THEME 14.0 Child Labour

Suggested Vocabulary to be signed:

work, duty, abuse, pain, overwork, mistreat, injure, tired, labour, heavy, domestic, rest

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|---|--|--|---|
| 14.1 Observing and articulating signs. (Listening and Speaking) | 14.1.1 Proper articulation of signs and vocabulary (Pronunciation and Vocabulary) 2 Lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) identify words with the target letter- sound combinations: /k/ ‘sn’ ‘sp’ /u/ in an oral text(HoH), c) identify words with the target letter- sound combinations: /k/ ‘sn’ ‘sp’ /u/ in a signed text(Deaf) d) pronounce words with the target letter- sound combinations :/k/ ‘sn’ ‘sp’ /u/ accurately(HoH) e) articulate signs of words with the target letter- sound combinations :/k/‘sn’ ‘sp’ /u/ correctly(Deaf), | <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 labour. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to child labour. ● In pairs, learners are guided to select and fingerspell words with the target letter-sound combinations: <ul style="list-style-type: none"> - /k/ as in quiet - ‘sn’ as sneeze - ‘sp’ as in split, spread, speak - /u/ as in cook ● Individually, learner is guided to say and sign the words with the target letter-sound combinations correctly as modelled by the teacher, peers or a signed | <ol style="list-style-type: none"> 1. Why should we listen attentively and observe keenly when somebody is talking and signing to us? 2. What is likely to happen if we don’t listen and observe carefully to instructions? |

| | | | | |
|--|--|---|--|--|
| | | <p>f) recognise new words related to the theme in an oral and signed text,</p> <p>g) use the new words and signs related to the theme in simple sentences,</p> <p>h) respond to specific simple two- directional instructions in oral or signed communication,</p> <p>i) appreciate the importance of listening and observing keenly for effective communication.</p> | <p>audio-visual recording,</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to play language games involving the target letter-sound combinations. ● In groups, in pairs or individually, learner is guided to articulate signs and fingerspell new words ● In pairs, learners are guided to construct simple sentences using the new words and sign them. ● Individually, learner is guided to listen to and observe instructions by the teacher, without interrupting. ● In groups, learners are guided to discuss the instructions given by the teacher for understanding. ● Individually, learner is guided to respond to instructions given by the Teacher/peers. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: as learner responds to instructions provided by the teacher appropriately. ● Digital literacy: as learner interacts with digital devices when listening or observing observing a signed video recording | | | | |

| |
|---|
| <p>Values: Unity as learners work in groups and in pairs</p> |
| <p>Link to Pertinent and Contemporary Issues: Citizenship : Social cohesion as learner works in groups in dialogues and language games</p> |
| <p>Link to other Learning Areas: Attentive listening and keen observation is significant in all the learning areas in the school curriculum.</p> |
| <p>Suggested Learning Resources Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, audio-visual recordings.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------------------|--|--|---|--|
| 14.2 Sign Reading | 14.2.1 Fluency (2 lessons) | <p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise signs of words related to the theme,</p> <p>b) identify words with target letter-sound combinations ‘sn-’, ‘sp-’ /k/, /u/, in preparation for sign reading,</p> <p>c) articulate signs and pronounce words correctly when sign reading a text,</p> <p>d) sign read a grade- appropriate text accurately, at the right speed and with the right facial expression,</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 labour. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to child labour. ● In pairs, learner is guided to identify, fingerspell and sign words with target letter-sound combinations: ‘sn-’, ‘sp-’ /k/, /u/, from a print or digital text. ● In groups, learners are guided to sign read words with the target letter-sound combinations | <ol style="list-style-type: none"> 1. How can we improve our fluency in reading? 2. Why should we pronounce and articulate signs with correct mouth pattern correctly? |

| | | | | |
|--|--|--|---|--|
| | | e) value the importance of reading fluently for lifelong learning. | <ul style="list-style-type: none"> ● In pairs, learners are guided to sign read words related to the theme. ● In pairs, learners are guided to take turns in timed - sign reading. ● Individually, learners are guided to display the right tonal variations and observe the correct pace of signing speed and pause appropriately when sign reading. ● In pairs, learners are guided to recite by signing poems for fluency. | |
| <p>Core Competencies to be developed: Self-efficacy as the learner displays the right expressions when reading. Learning to learn as learner recites poems to practise fluency.</p> | | | | |
| <p>Values: Unity; cooperation as the learner works with others in groups</p> | | | | |
| <p>Link to Pertinent and Contemporary issues: Citizenship: Social cohesion as the learners take turns when sign reading.</p> | | | | |
| <p>Link to other Learning Areas: Fluency in sign reading is essential in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--|--|--|---|
| 14.2 Sign Reading | 14.2.2 Comprehension (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words related to the theme, b) make predictions and anticipate likely outcomes of a story, c) identify the setting of a story for comprehension, d) infer the meanings of new words using contextual clues, e) answer direct and indirect questions based on a text, f) enjoy talking about a text read to deepen understanding. | <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 labour. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to child labour. ● In pairs, learners are guided to observe pictures and the title of a text and say as they sign what is likely to happen in the story, in pairs. ● In pairs, learners are guided to talk and sign about the setting and characters in a text. ● Individually, learners are guided to sign read a text at an appropriate speed, in pairs or groups. ● In pairs, learners are guided to infer the meanings of words as used in a text. ● In pairs, learners are guided to answer direct by locating sentences with the answers. ● Individually, learner is guided | <ol style="list-style-type: none"> 1. Why is it important to be keen as we sign read? 2. How can we tell that someone has understood what he/she has sign read? |

| | | | | |
|---|--|--|--|--|
| | | | <p>to respond to indirect questions using contextual clues,</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to make connections between the story and real life experiences. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as learners comprehend information from pictures and texts. ● Digital literacy as learner interacts with digital texts. | | | | |
| <p>Values: Unity as learners sign read a text at an appropriate speed in groups</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Citizenship Education: Childs rights as learners learn about child’s rights when reading texts related to child labour.</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to relate the skill of comprehension reading to all other learning areas.</p> | | | | |
| <p>Suggested Learning Resources Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, audio-visual recordings</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------|--|---|--|---|
| 14.3 Language Use | 14.3.1 Adverbs of time (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words related to the theme, b) identify signs of adverbs of | <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 labour. ● In pairs, learners are guided to | <ol style="list-style-type: none"> 1. What do we usually do at different times of the day? 2. Why is it important |

| | | | | |
|--|--|---|---|--------------------------------------|
| | | <p>time: soon, late, now, today, tomorrow, early, morning, afternoon in a written text,</p> <p>c) use adverbs of time to construct sentences,</p> <p>d) appreciate the use of adverbs of time for self-expression.</p> | <p>identify, fingerspell and sign vocabulary related to child labour.</p> <ul style="list-style-type: none"> ● Individually, learner is guided to recognise and sign adverbs of time (soon, late, now, today, tomorrow, early, morning, afternoon) in a text. ● In groups, learners are guided to construct sentences using adverbs of time. ● In pairs groups, learners are guided to engage in meaningful question- and- answer dialogues using adverbs of time. ● In groups, learners are guided to role play a conversation on child labour using adverbs of time. ● In pairs, learners are guided to fill in blank spaces in sentences using appropriate adverbs. ● In groups, learners are guided to sign sing / recite by signing short poems/rhymes to practise the use of adverbs of time. | <p>to set time for doing things?</p> |
| <p>Core competencies to be developed: Self-efficacy as the learner gains confidence in self-expression using the adverbs of time Learning to learn through use of the adverbs of time in a variety of contexts.</p> | | | | |
| <p>Values: Responsibility as learners indirectly learn about time management as they handle adverbs of time.</p> | | | | |

Link to Pertinent and contemporary issues:

Life skills: Effective communication as learners use adverbs of time in self-expression.

Link to other Learning Areas:

Learners relate the knowledge of adverbs of time in all other learning areas.

Suggested Learning Resources:

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------|---|---|---|---|
| 14.4 Writing | 14.4.1 Guided Writing (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words related to the theme, b) recognise the correct order of words or phrases in a sentence, c) rearrange jumbled words or phrases into meaningful sentences, d) appreciate the importance of ordering words or phrases to form correct sentences. | <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 labour. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to child labour. ● In pairs, learners are guided to talk as they sign about the correct way of ordering the jumbled words, in pairs or in groups. ● In pairs, learners are guided to reorganise the jumbled words to form simple sentences paying attention to punctuation (4-6 sentences). ● In pairs, learners are guided to work in assessing each | Why is it important to write clearly and legibly? |

| | | | | |
|---|--|--|--|--|
| | | | <p>other's simple sentences.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to take turns in playing games with jumbled words to form meaningful sentences in groups or pairs. | |
| <p>Core Competencies to be developed: Learning to learn as learner writes own sentences</p> | | | | |
| <p>Values: Responsibility as learner ensures he/she writes correct sentences</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Environmental and social issues: Environmental education as learners write vocabulary related to the environment.</p> | | | | |
| <p>Link to other Learning Areas: Learner relates writing skills developed to write in all the other learning areas.</p> | | | | |
| <p>Suggested Learning Resources Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> | | | | |

| THEME 15.0 Caring for others | | | | |
|---|---|--|---|---|
| Suggested vocabulary to be signed | | | | |
| care, listen, special, help, love, sick, kind, nice, old, hungry, friend, hurt, neighbour, poor | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 15.1 Observing and articulating signs. (Listening and Speaking) | 15.1.1 Proper articulation of signs and vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) identify words with the target letter- sound combinations scr- , spr- str- ‘, sw- st- in an oral text (HoH), c) identify words with the target letter- sound combinations scr- , spr- str- ‘, sw- st- in a signed text(Deaf), d) pronounce words with the target letter sound combinations scr- , spr- str- ‘, sw- st- accurately in oral communication(HoH), e) articulate signs of words with the target letter sound combinations in scr- , spr- str- ‘, sw- st- accurately signed | <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 caring for others. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to caring for others. ● In pairs, learners are guided to identify words with the letter- sound combinations: <ul style="list-style-type: none"> - ‘scr-’ as in scream, - ‘spr-’ as in sprain - ‘str-’ as in street, - ‘sw-’ as in sweat - ‘st-’ as in stay, step, stop <p>Individually, learner is guided to articulate words with the target letter-sound</p> | Why should we pronounce words and articulate signs with correct mouth patterns correctly? |

| | | | | |
|--|--|--|---|--|
| | | <p>communication(Deaf),</p> <p>f) recognise words related to the theme from an oral and signed text,</p> <p>g) construct sentences using vocabulary related to the theme,</p> <p>h) respond to specific two-directional instructions in oral or signed communication,</p> <p>i) appreciate the importance of listening attentively and observing keenly for effective communication.</p> | <p>combinations as modelled by the teacher, peers or a signed audio visual recordings.</p> <ul style="list-style-type: none"> ● Individually or in pairs, learner is guided to say as they sign words with the target letter sounds. ● In groups, learners who are Hard of Hearing are guided to pronounce new words. ● In groups, learners who are Deaf are guided articulate signs of new words. ● In groups, learners are guided to practise using the vocabulary in sentences. ● In pairs, learners are guided to listen to, observe and respond to instructions, without interrupting as modelled by the teacher. ● In groups, learners are guided to role play simple two- directional instructions. ● In groups, learners are guided to play games such | |
|--|--|--|---|--|

| | | | | |
|---|--|--|--------------------------------------|--|
| | | | as ‘chain whisper’, ‘Simon says’. | |
| Core Competencies to be developed: Communication and Collaboration: Teamwork as learners work with peers in pair and group work. | | | | |
| Values: Responsibility as learner listens attentively or observe keenly to respond to instructions | | | | |
| Link to Pertinent and Contemporary Issues: Learner support programmes: Peer education as learner helps peers pronounce, articulate signs or fingerspell with correct mouth movement, words with the target sounds correctly | | | | |
| Link to other Learning areas Attentive listening, keen observation and correct pronunciation, articulation of signs or fingerspelling with correct mouth movement are required in all other learning areas. | | | | |
| Suggested Learning Resources Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------|--|---|--|---|
| 15.2 Sign Reading | 15.2.1 Fluency (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words related to the theme, b) identify words with the target letter- sound combinations ‘st-’ ‘sw-’, spr , scr- , in a text, c) pronounce words with the target letter sounds correctly and clearly for clarity of speech(HoH), | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to caring for others. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to caring for others. • In pairs, learners are guided to observe, sign and fingerspell words with target letter sounds combinations st- | <ol style="list-style-type: none"> 1. How can we become better sign readers? 2. How can we express emotions while sign reading? |

| | | | | |
|---|--|--|---|--|
| | | <p>d) articulate signs of words with the target letter sounds correctly and clearly for clarity of signed speech(Deaf),</p> <p>e) sign read a text related to the theme at the right speed</p> <p>f) display the right facial expressions when reading a grade appropriate text,</p> <p>g) value reading grade - level texts in a variety of genres.</p> | <p>'sw-',spr-, scr-</p> <ul style="list-style-type: none"> • Individually, learner is guided to pick out and sign and fingerspell words with the target letter-sound combinations: 'st-' 'sw-',spr-, scr- • In pairs, learners are guided to sign read words with the letter-sound combinations from either print or digital stories. • In pairs, learners are guided to sign read texts with words related to the theme in pairs. • In pairs, learners who are Hard of Hearing are guided to pronounce words, correctly while sign reading. • In pairs, learners who are Deaf are guided to articulate signs of words correctly while sign reading. • In pairs, learners are guided to engage in timed-sign reading. • Individually, learner is guided to practise varying tone and pace of signing to express emotions when reading and sign reading. • In pairs, learners are guided to recite by signing poems for fluency. | |
| <p>Core Competencies to be developed: Communication and Collaboration: Teamwork as learner participates with peers through group and pair work.</p> | | | | |

| |
|--|
| <p>Values: Unity as learners work in group/pair work activities</p> |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Self-esteem as learners practise fluency in reading.</p> |
| <p>Link to other Learning Areas: Learner is able to relate reading skills of sign reading fluently to their learning in all other learning areas</p> |
| <p>Suggested Learning Resources: Adapted course books, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------------------|---|--|---|--|
| <p>15.2 Sign Reading</p> | <p>15.2.2 Comprehension (2 lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of words related to the theme, b) predict the likely outcomes of a story using picture cues and the title, c) identify the characters and events in a text for comprehension, d) infer the meaning of new words as used in a text, e) answer direct and indirect questions for | <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 caring for others. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to caring for others. ● In pairs, learners are guided to observe pictures and the title of a text and say what is likely to happen in the story. ● In pairs, learners are guided to | <ol style="list-style-type: none"> 1. How can we know the meanings of new words in a story? 2. Why is it important to know where the events in a story happen? |

| | | | | |
|---|--|---|--|--|
| | | <p>comprehension, f) appreciate talking as they sign about a text they have read.</p> | <p>sign read a text and identify the setting and characters.</p> <ul style="list-style-type: none"> ● Learners are to use context clues to find the meaning of new words. ● In pairs, learners are guided to answer direct question by locating sentences containing the answers. ● In pairs, learners are guided to respond to indirect questions using context clues. ● In groups, learners are guided to connect events in the story with real- life experiences. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination as learner makes predictions about the story ● Critical thinking and problem solving as learner answers indirect questions | | | | |
| <p>Values: Love: caring as learner sign reads materials about caring for others.</p> | | | | |
| <p>Link to Pertinent Contemporary Issues: Citizenship Education: Child care and protection when a learner reads texts related to the theme</p> | | | | |
| <p>Link to other Learning Areas: Learner is able to relate comprehension skills to all other learning areas</p> | | | | |

Suggested Learning Resources:

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------------------|--|--|--|--|
| 15.3 Language Use | 15.3.1 Imperatives (commands) Interjections of excitement/joy (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words related to the theme, b) identify commands in a written text, c) respond to specific commands to show understanding, d) use commands appropriately in simple sentences, e) use interjections of excitement in sentences appropriately, f) appreciate the use of imperatives and interjections in day-to-day 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 caring for others.● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to caring for others.● In pairs, learners are guided to point out commands after listening to and observing a signed audio - visual recording of a short dialogue.● In pairs, learners are guided to distinguish the target imperatives in oral and signed sentences.● In pairs, learners are guided to practise using commands.● Learner are to practise the use of commands in role play. | <ol style="list-style-type: none">1. What commands do we give to each other?2. When do we use interjections of excitement or joy? |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> ● In groups, learners are guided to play games that involve responding to commands. ● In pairs, learners are guided to pick out interjections of excitement in a written text. ● In pairs, learners are guided to observe a signed audio-visual recording of characters role playing/dramatising/ a dialogue which contains interjections of excitement. ● In groups, learners are guided to observe pictures depicting interjections of joy by use of facial expressions. ● In pairs, learners are guided to use interjections of excitement correctly in signed conversations. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration as learner participates with peers through pair/ group work. ● Creativity and imagination as learner engages in dialogues/ role play with peers. | | | | |
| <p>Values: Responsibility as learner responds to commands and interjection appropriately.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life Skills : Effective communication is enhanced as learner gains knowledge on appropriate use of commands and interjections</p> | | | | |
| <p>Link to other Learning Areas: Interjections and imperatives are learnt in Kiswahili and Kenyan Sign Language Activities.</p> | | | | |

Suggested Learning Resources:

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------|---|---|---|---|
| 15.4 Writing | 15.4.1 Guided Writing (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise signs of words related to the theme, b) recognise the correct punctuation marks to be used in preparation for writing, c) write well-punctuated sentences related to the theme, d) appreciate the importance of writing correct short sentences for communication. | <ul style="list-style-type: none">● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to caring for others.● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to caring for others.● In pairs, learners are guided to point out the different punctuation marks used in a variety of sentences.● Individually learner is guided to punctuate sentences correctly.● In pairs, learners are guided to practise writing short sentences related to the theme from a substitution table.● Individually, learner is guided to | <ol style="list-style-type: none">1. How do we prepare for writing?2. What makes it easy to write a good sentence? |

| | | | | |
|---|--|--|--|--|
| | | | respond to picture prompts and write sentences (not more than 7 words) related to the theme. | |
| Core Competencies to be developed: Learning to learn as learners practise writing sentences from varied prompts | | | | |
| Values: Respect ;Cooperation as learner works with peers in groups or pairs | | | | |

Link to Pertinent and Contemporary Issues:

Life skills: Effective communication as learner develops independent writing skills.

Link to other Learning Areas:

Kiswahili and Kenyan Sign Languages develops independent writing skills

Suggested Learning Resources

Adapted course book, Chart, class readers, course books, flash cards, recording devices e.g tablets, mobile phone, laptop, dictionary, internet, signed audio-visual recordings

SCORING RUBRIC FOR EYE**LISTENING AND OBSERVING, SPEAKING AND ARTICULATING SIGNS OR FINGERSPELLING.**

| Level Indicator | Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|---|---|---|---|--|
| Communication For learner who is Hard of Hearing (pronunciation/ articulation of signs or fingerspelling with correct mouth movement of words, intonation/pace of signing and audibility/clarity in signing) (articulation of signs or fingerspelling with correct mouth movement of words, pace and clarity in signing) For Learner Who Is Deaf | Pronounces and articulates signs or fingerspells with correct mouth movement, words, with clarity. Observes the correct pace of signing. The learner's responses are logical and very easy to follow. Demonstrates a good understanding in articulation | Pronounces and articulates signs or fingerspells with correct mouth movement, words, with clarity. Observes the correct pace of signing. The learners the responses are easy to follow. | Pronounces and articulates signs or fingerspells with correct mouth movement words. Observes the correct pace of signing. Meaning can be guessed from the responses. Signs not clear and difficult to follow. | Pronounces and articulates signs or fingerspells with correct mouth movement of words. Lacks sequence and articulates signs with inconsistencies. No meaning can be derived from the responses. So, it is difficult to follow. |

| | | | | |
|--|---|---|--|--|
| | <p>Almost error-free articulation of signs or fingerspelling with correct mouth movement of words and pace of signing.</p> <p>There is an effort to articulate signs with precision as the response is logical and very easy to follow.</p> | <p>Almost error-free articulation of signs or fingerspelling with correct mouth movement of words and correct pace of signing.</p> <p>There is an effort to articulate signs clearly as the response is logical and very easy to follow..</p> | <p>Hesitates with frequent errors of articulation of signs or fingerspelling with correct mouth movement of words and correct pace of signing</p> <p>Meaning can be guessed from the responses. Not clear in articulating signs and difficult to follow.</p> | <p>Unclear articulation of signs or fingerspelling with correct mouth movement of words and correct pace of signing and many errors. Lacks sequence and articulates signs with inconsistencies. No meaning can be derived from the responses. So, it is difficult to follow.</p> |
| <p>Comprehension (correct responses and appropriate vocabulary)</p> | <p>Interprets all questions in context. Responds to all questions appropriately. Uses a variety of vocabulary in response to questions.</p> | <p>Interprets most questions in context. Responds to most questions appropriately. Uses the appropriate vocabulary in response to questions.</p> | <p>Interprets some questions in context. Responds to some questions appropriately. Use limited vocabulary in response to questions.</p> | <p>Exhibits lack of understanding of the questions or does not respond to questions at all.</p> |
| <p>Use of Non-Verbal Cues (confidence, facial expressions, body posture, eye contact, gestures)</p> | <p>Uses a variety of nonverbal cues: appropriate facial expressions, body movement, gestures, pauses, and meaningful eye contact at all times and articulates signs fluently.</p> | <p>Uses nonverbal cues: appropriate facial expressions, body movement gestures, pauses and maintains meaningful eye contact most of the times and articulates signs fluently.</p> | <p>Uses some nonverbal cues and sometimes articulates signs with confidence.</p> | <p>Makes no eye contact when articulating signs.</p> |

SIGN READING RUBRICS

| Level Indicator | Exceeding Expectation (Level 4) | Meeting Expectation (Level 3) | Approaching Expectation (Level 2) | Below Expectation (Level 1) |
|--|--|---|---|--|
| Speed (number of words sign read correctly per minute) | Sign reads correctly more than 30 words within 1 minute. | Sign reads correctly at least 25 words within 1 minute. | Sign reads correctly between 12 to 15 words | Sign reads correctly below 10 words in a minute. |
| Sign reading and articulating signs clearly | Sign reads clearly articulating more than 30 words in the passage. | Sign reads clearly enough, articulating 30 words. | Sign reads clearly some parts of the passage articulating 20 to 29 words. | Demonstrates a lack of clarity in signing |
| (Sign reading with facial expression and pace of signing) | Sign reads with facial expressions throughout and pace of signing | Uses facial expressions most of the time. | Sometimes uses facial expressions. | Sometimes uses facial expressions most of the time |

WRITING RUBRICS

| Level Indicator | Exceeding Expectation (Level 4) | Meeting Expectation (Level 3) | Approaching Expectation (Level 2) | Below Expectation (Level 1) |
|---|---|---|---|---|
| Grammar and Mechanics of Writing | Almost excellent use of grammar, variety of punctuation marks, spelling and capitalization. Errors are so few and minor that they do not impede reading. | Good use of grammar, punctuation, spelling and capitalization. There are a few errors but they do not impede reading. | There are moderate errors of grammar, punctuation, spelling and capitalization. But some errors can impede reading and meaning. | There are many errors throughout in the use of grammar, punctuation, spelling and capitalization and the reader can only guess meaning |
| (Handwriting writing) | Exceptionally neat and easily readable throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size. | Neat and easily readable throughout, many letters are correctly spaced and sized within lines; many spaces between words are the correct size. | Advancing towards neat and easily readable writing throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size. | Struggling with neat and easily readable, many letters are not correctly spaced and not sized within lines; many spaces between words are not the correct size. |
| (Vocabulary) | Almost free of errors of subject-verb agreement, very good choice of words, and wide range of vocabulary and use of varied expressions. | Few errors of subject-verb agreement that do not impede communication, Selection of vocabulary is appropriate to the context. | Frequent errors of subject verb agreement, range of vocabulary is limited and there is no attempt to vary expressions | Many errors of subject-verb agreement, most structures are incorrect Vocabulary repeated and communication is difficult. |
| (Organization) | Exhibits an exceptionally clear sense of unity and order Throughout, there is a clear sense of beginning, middle and ending and makes smooth transition between ideas | Exhibits a logical sequence, there is a sense of unity and order, there is a sense of beginning, middle and ending and makes smooth transition between ideas. | Attempts to provide a logical sequence, there is some sense of beginning, middle and ending and some smooth transition between ideas. | Exhibits no sense of order and provided a series of separate sentences and disconnected ideas and it is difficult to follow. |

CSL at Early Years Education (PP1&2 and Grade 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

| Steps in carrying out the integrated CSL activity | |
|--|---|
| 1) Preparation | <ul style="list-style-type: none">● Determine the activity for the learners● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity● Identify resources required for the activity (locally available materials)● Stagger the activities across the term (Set dates and time for the activities)● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community● Identify and develop assessment tools |
| 2) Implementation of CSL Activity | <ul style="list-style-type: none">● Assigning roles to learners.● Ensure every learner actively participates in the activity● Observe learners as they carry out the CSL activity and record feedback.● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)● Assess the targeted core competencies, values and subject skills. |

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

Suggested Assessment Methods

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

Suggested Learning Resources

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

SUGGESTED NON FORMAL LEARNING ACTIVITIES

| Listening and speaking or Observing and articulating signs | |
|---|--|
| 1.1 | Participation in poetry recitations during music and drama festivals. |
| 2.1 | Readers' theatres organised after classes where poems are read for fun. |
| 3.1 | Engaging in public speaking contests where knowledge on pronunciation is applied. |
| 6.1 | Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency. |
| 7.1 | Debating club contests |
| 8.1 | Taking part in the 4K club and young farmers association to reinforce learnt vocabulary. |

| | |
|---------------------|--|
| 13.1 | Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues. |
| 11.1 | Taking part in integrity clubs in schools to help learners hone their speaking skills. |
| Sign Reading | |
| 1.2 | Sign Sign Reading news during the morning assembly. |
| 3.2 | Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps. |
| 4.2 | Collecting narratives from their community for a school magazine. |
| 5.2 | Performing short plays, conversational poems or choral verses within the school or during drama festivals. |
| 12.2 | Acting as reporters, sports commentators or journalists during sports and games activities in school. |
| Grammar | |
| 3.3 | Essay writing competitions on different topics. |
| 6.3 | Debating club sessions to enhance their language competency. |
| Writing | |
| 8.4 | Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. |
| 12.4 | Spelling contests among schools. |