



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

**PRE- PRIMARY SCHOOL CURRICULUM DESIGN  
PRE- PRIMARY TWO**

**ENGLISH LANGUAGE ACTIVITIES  
FOR LEARNERS WITH HEARING IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**A Skilled and Ethical Society**

First Published 2017

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## **FOREWORD**

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

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

The reviewed Pre-Primary Two curriculum designs for learners with Hearing Impairment build on competencies attained by learners at Pre-Primary one. Emphasis at this level is the development of Pre literacy, Pre numeracy and social skills.

The curriculum design present National Goals of Education, essence statement, general and specific expected learning outcomes for the learning area as well as strands and sub strands. The design also outlines suggested learning experiences, suggested Key Inquiry Questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

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

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

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Pre-Primary Two is the second class of pre- primary level in the reformed education structure.

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

Therefore, the Pre-Primary Two curriculum designs for learners with Hearing Impairment are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources: and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Pre-Primary Two and prepare them for smooth transition to primary level. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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

## **ACKNOWLEDGEMENT**

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Pre-Primary Two curriculum designs for learners with Hearing Impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Pre-Primary Two curriculum designs for learners with Hearing Impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting the designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Pre-Primary Two and preparation of learners for transition to primary level.

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

## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

**i) Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism to make a positive contribution to the life of the nation.

**ii) Promote the social, economic, technological and industrial needs for national development.**

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

**a) Social Needs**

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

**b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which needs an adequate and relevant domestic workforce.

**c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes 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.



**iii) 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.

**iv) 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.

**v) 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.

**vi) Promote respect for and development of Kenya's rich and varied cultures.**

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

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

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

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

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

## LESSON ALLOCATION FOR PRE-PRIMARY

S/NO	ACTIVITY LEARNING AREA	NUMBER OF LESSONS
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
6.	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>25</b>

### Note:

The time allocated for each activity area is **30 minutes**.

## LEVEL LEARNING OUTCOMES

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

- a) demonstrate basic literacy and numeracy skills for learning
- b) apply creative and critical thinking skills in problem solving
- c) practise appropriate etiquette for interpersonal relationships
- d) explore the immediate environment for learning and enjoyment
- e) demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development
- f) demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living
- g) develop interests, talents and character for positive contribution to the society.

## **ESSENCE STATEMENT**

Language is a medium of communication. At the pre-primary level, children need to be introduced to literacy activities at a young age so as to develop stronger oral and written communication skills, including better grammar, rich vocabulary and accurate spelling. Through Language activities, children will be involved in learning experiences that enhance the ability to become active listeners, keen observers, good speakers and signers in diverse situations as well as express their feelings, ideas and opinions clearly and with confidence. This will be made possible through use of pre-reading, pre-writing, reading and writing learning experiences so as to lay a good foundation for formal reading and writing instruction in grade one. Further, to aid in the conceptualization of ideas, sign language vocabularies will be introduced at the start of each sub-strand in English, recognizing the importance of sign language as a primary mode of communication for deaf students. Teachers are encouraged to use visuals so as to enhance a variety of signed vocabulary in different contexts

## **SUBJECT GENERAL LEARNING OUTCOMES**

- a) develop appropriate listening and signing skills from varied experiences to enrich their ability to communicate.
- b) express own opinions, ideas and feelings creatively freely and confidently in varied situations as they appreciate others.
- c) participate in conversation using appropriate verbal, sign language and non-verbal language in their everyday experiences.
- d) articulate letter sounds and signs of words correctly in preparation for sign reading.
- e) develop appropriate reading readiness skills in varied learning experiences.
- f) apply appropriate writing readiness skills in varied learning experiences.

## **THEMES**

In the PP2 Language Activities Curriculum, the four language skills (two in one making the three skills) are presented through themes. The following themes will facilitate the learning of Language Activities in context:

## **1. Greetings and Farewell**

- Commonly used greetings
- Time related greetings

## **2. Our neighbourhood**

- Work done by our neighbours
- Things in our neighbourhood
  - hospital/health centres/dispensaries
  - structures
  - shops / kiosks / markets
  - animals
  - physical features
  - plants

## **3. Our school**

- Our teacher(s)
- People in our school
- Our school compound
- Buildings in our school
- Way/road to our school

## **4. Our market**

- Things found in the market
- Buying and selling

- People found at the market

## **5. Animals**

- Domestic animals
- Wild animals
- Importance/use of animals

## **6. Weather conditions**

- Sunny
- Cloudy
- Rainy
- Windy

## **7. Water**

- Sources of water
- Uses of water
- Storage of water

## **8. Time**

- Telling time through daily routine
- Days of the week
- Popular public holidays

## **9. Transport**

- By foot
- By bicycles
- By boat/ship
- By motorcycles
- By animals

## **STRANDS**

1. Observing and Articulating signs or fingerspelling
2. Reading
3. Writing



## SUMMARY OF STRANDS AND SUB STRANDS

Themes	Strands	Sub Strands
<b>1.0 GREETINGS AND FAREWELL</b>	1.1 Observing and Articulating signs or fingerspelling	1.1.1 Greetings and farewell
		1.1.2 Time related greetings and farewell
	1.2 sign reading	1.2.1 Reading readiness
		1.3 writing
<b>2.0 OUR NEIGHBOURHOOD</b>	2.1 Observing and Articulating signs or fingerspelling	2.1 .1 Listening and observing for comprehension
		2.1.2 News telling
	2.2 sign reading	2.2.1 Book handling
		2.2.2 Reading readiness
		2.2.3 Letter recognition
	2.3 writing	2.3.1 Letter writing
2.3.2 Writing practice		
<b>3.0 OUR SCHOOL</b>	3.1 Observing and Articulating signs or fingerspelling	3.1.1 Active listening and observing keenly
		3.1.2 Self expression
	3.2 sign reading	3.2.1 Print awareness
		3.2.2 introduction of syllables
	3.3 writing	3.3.1 Drawing pictures
		3.3.2 Writing syllables
<b>4.0 OUR MARKET</b>	4.1 Observing and Articulating signs or fingerspelling	4.1.1 Polite language
		4.1.2 Passing information

	4.2 sign reading	4.2.1 Visual discrimination 4.2.2 Reading letters of the alphabet 4.2.3 Reading syllables
	4.3 writing	4.3.1 Eye hand coordination 4.3.2 Writing letters of the alphabet 4.3.3 Writing syllables
<b>5.0 ANIMALS</b>	5.1 Observing and Articulating signs or fingerspelling	5.1.1 Auditory and visual discrimination 5.1.2 Audience awareness
	5.2 sign reading	5.2.1 Visual memory 5.2.2 Reading and fingerspelling syllables
	5.3 writing	5.3.1 Pattern writing 5.3.2 Writing syllables
<b>6.0 WEATHER CONDITIONS</b>	6.1 Observing and Articulating signs or fingerspelling	6.1.1 Auditory and visual memory 6.1.2 Observation skills
	6.2 sign reading	6.2.1 Visual discrimination 6.2.2 Reading syllables

	6.3 writing	6.3.1 Recording skills 6.3.2 Writing syllables
<b>7.0 WATER</b>	7.1 Observing and Articulating signs or fingerspelling  7.2 sign reading  7.3 writing	7.1.1 Naming 7.1.2 Articulating letters of the alphabet  7.2.1 Picture reading 7.2.2 Reading syllables 7.2.3 Word formation  7.3.1 Handwriting 7.3.2 Writing syllables
<b>8.0 TIME</b>	8.1 Observing and Articulating signs or fingerspelling  8.2 sign reading  8.3 writing	8.1.1 News telling and signing news 8.1.2 Passing information on time 8.1.3 Story telling 8.2.1 Reading syllables 8.2.2 Reading three letter words  8.3.1 Writing three letter words

<b>9.0 TRANSPORT</b>	<p>9.1 Observing and Articulating signs or fingerspelling</p> <p>9.2 sign reading</p> <p>9.3 writing</p>	<p>9.1.1 Naming</p> <p>9.1.2 News telling and signing news</p> <p>9.2.1 Picture reading</p> <p>9.2.2 Sign reading three letter words</p> <p>9.3.1 Picture colouring</p> <p>9.3.2 Writing practice</p>
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**Note:** The suggested number of lessons per Sub Strand may be less or more depending on the context.

## 1.0 GREETINGS AND FAREWELL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
<b>1.1 Observing and Articulating signs or fingerspelling</b>	<b>1.1.1 Greetings and farewell.</b>  <b>(3 lessons)</b>	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs of words related to greetings and farewell used in day to day life,</li> <li>b) say why and how we greet people in our day-to-day life,</li> <li>c) use-signs of greetings correctly while interacting,</li> <li>d) use farewell signs or words and gestures in social interactions,</li> <li>e) enjoy greeting and bidding farewell in daily interactions,</li> </ol>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to observe a signed demonstration of polite expressions used in the introduction of self and others.</li> <li>● In pairs, learners are guided to fingerspell and sign vocabulary related to greetings and farewell.</li> <li>● Learner who is Hard of Hearing is guided to say as they sign why and how we greet each other.</li> <li>● Learner who is Deaf is guided to sign how and why we greet each other.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do people greet?</li> <li>2. How do you greet people at different times?</li> </ol>

			<ul style="list-style-type: none"> <li>● In pairs, learners are guided to role play by initiating greetings.</li> <li>● In pairs, learners are guided to role play responding to greetings.</li> <li>● In pairs, learners are to say how we greet different people such as family members, visitors, teachers, school mates, friends younger, same age and older people) using appropriate words.</li> <li>● In pairs, learners are guided to practice greetings and bidding farewell to different people at different times.</li> <li>● In groups or pairs, learners are guided to recite poems on greetings and bidding farewell.</li> <li>● In groups or pairs, learner who is Hard of Hearing is guided to sing as they sign time related songs on</li> </ul>	
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			<p>greetings and farewell (teacher, mother, peers, visitors).</p> <ul style="list-style-type: none"> <li>● In groups or pairs, learner who is Deaf is guided to sign sing time related songs on greetings and farewell (teacher, mother, peers, visitors).</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: relationships as learner practice greetings and bidding farewell to different people at different times.</li> <li>● Communication and collaboration: observing skills as learner observes keenly and actively during discussions to show simple concepts about yesterday, today and tomorrow as the greet each other.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: patience as learner masters the practice of greetings for different age groups.</li> <li>● Love: as learner practices learnt greetings to get to understand the welfare of others and bid others farewell.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Interpersonal relationship as the learner show concern by greeting one another and bid each other farewell.</p>				
<p><b>Link to other Activity Areas:</b> Greeting and bidding farewell is done to show concern and for social relations. This relates to Religious Education where values are taught that help maintain social relations</p>				

**Suggested Learning Resources:** Adapted course book, Visual Flashcards, Posters with Illustrations, Interactive Visual Schedule, Digital Slide shows, Tactile Sign Language Cards, Communication Boards.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<b>1.1 Observing and Articulating signs</b>	<b>1.1.2 Time related greetings and farewell</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs of words that describe time and greetings used in day to day interactions,</li> <li>b) use time related greetings while interacting with people,</li> <li>c) bid farewell in relation to time,</li> <li>d) enjoy singing songs in relation to greetings and bidding farewell at different times of the day.</li> </ol>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to identify vocabulary related to time related greetings and farewell.</li> <li>● In pairs, learners are guided to fingerspell and sign the identified vocabulary related time related greetings and farewell.</li> <li>● In groups, learners who are Hard of Hearing are guided to listen and observe as the teacher tells and signs how we greet at different times of the day.</li> <li>● In groups, learners who are Deaf are guided to observe as the teacher tells and signs how we greet at different times of the day.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you greet people when you meet them using words?</li> <li>2. Why do we greet each other?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learners are guided to practice greetings at different times of the day.</li> <li>● In groups, learners are guided to practice bidding farewell at different times of the day.</li> <li>● In groups, learners are guided to role play greeting and bidding farewell at different times of the day (good morning, good afternoon, good evening).</li> <li>● In groups, learners who are Hard of Hearing are guided to sing as they sign songs on time related greetings and bidding farewell using words and gestures.</li> <li>● In groups, learners who are Deaf are guided to sign sing songs on time related greetings and</li> </ul>	
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			bidding farewell using signs of words and gestures.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: Signing skills as learner practices greeting and responding to others' greetings while roleplaying.</li> <li>● Self-efficacy: Learner knows those around them as they greets the teacher, other learners and people outside the school in practicing greetings.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: Etiquette as learner practices learnt greetings to get to understand the welfare of others and bid others farewell.</li> <li>● Unity: Cooperation as learner interacts with others to role play greetings.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social cohesion as learner maintains love, peace and unity by showing concern on how others are doing through greetings.</p>				
<p><b>Link to other Activity Areas</b> Mathematic Activities as the learner learns about time and different activities related to time</p>				
<p><b>Suggested Learning Resources:</b> Adapted course book, Visual Flashcards, Posters with Illustrations, Interactive Visual Schedule, Digital Slideshows, Tactile Sign Language Cards, Communication Boards.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
<b>1.2</b>  <b>Sign Reading</b>	<b>2.1 Sign Reading readiness</b>  <b>(3 lessons)</b>	By the end of the sub strand the learner should be able to; a) recognise signs of words in texts and pictures from books or any other surface, b) sign read text and pictures from left-right, c) turn pages from right to left in readiness for reading, d) demonstrate good care of own books, e) appreciate sign reading pictures and texts from different materials.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to interact with books with text and pictures.</li> <li>● In groups, learners who are Hard of Hearing are guided to open books and read as they sign from left to right.</li> <li>● In groups, learners who are Hard of Hearing are guided to open books and sign read from left to right.</li> <li>● In groups, learners are guided to turn pages from right to left.</li> <li>● In pairs, learners are guided to role play covering of books.</li> <li>● In groups, learners are guided to arrange books on shelves, bags and tables.</li> </ul>	1. Which letter sounds do you know?  2. Where can we read letters of the alphabet from?

			<ul style="list-style-type: none"> <li>● In groups, learners are guided to sign read pictures from different materials: books, charts, digital devices, boards.</li> <li>● In groups, learners who are Hard of Hearing are guided to read and fingerspell letter sounds from charts.</li> <li>● In groups, learners who are Deaf are guided to fingerspell letter sounds from charts.</li> <li>● In groups, learners who are Hard of Hearing are guided to read and fingerspell letters of the alphabet from charts.</li> <li>● In groups, learners who are Deaf are guided to fingerspell letters of the alphabet from charts.</li> </ul>	
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**Core competencies:**  
 Communication and collaboration: Observing skills as learner role plays arranging of books in shelves as a way of caring for the books and talk to one another.

**Values:**

- Unity: Cooperation as learner works with others in pairs and in groups to achieve a common goal while role playing.
- Peace: Love as the learner works in harmony with others in role play.

**Pertinent and Contemporary Issues:**

Social cohesion as learners work together as a team in an effort to maintain relations.

**Link to other Activity Areas:**

Book care is a book handling skill necessary in all Activity Areas, it therefore cuts across Activity Areas

**Suggested Learning Resources:**

Adapted course book, Manual alphabet chart, signed audio visual alphabets, large alphabet Posters, multisensory flashcards, tactile letters and manipulatives, clay, alphabet puzzles, tracing worksheets.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Writing readiness.  (2 lesson)	By the end of the sub-strand, the learner should be able to;  a) recognise signs of writing materials (surfaces and tools) in preparation for writing b) hold writing tool properly, c) turn pages from right to left during a writing activity, d) develop interest in participating in pre-writing activities in and out of school.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to mention as they sign writing surfaces such as books, ground, boards, slates and tools such as pencils, sticks, chalks, colours.</li> <li>● In groups, learners are guided to practice holding a writing tool properly.</li> <li>● In groups, learners are guided to turn pages from right to left.</li> <li>● In groups, learners are guided to write patterns from left to right.</li> </ul>	1. How do we hold a pencil/pen when writing?

			<ul style="list-style-type: none"> <li>● In groups, learners are guided to freely draw pictures of choice.</li> <li>● In groups, learners are guided to color pictures in books.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: Learning independently as learner learns how to hold a writing tool properly.</li> <li>● Creativity and Imagination: Experimenting with ideas as learner interacts with print materials and acquire new ideas on how to hold writing tools in preparation for writing.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: Diligence as learner learns to hold a writing tool and write without assistance.</li> <li>● Integrity: Accountability as learner shows commitment to write tasks given.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social cohesion: as learner works with others to make patterns.</p>				
<p><b>Link to other Activity Areas:</b> Linked to all learning areas as the learner has to learn how to turn pages of books in all learning areas.</p>				
<p><b>Suggested Learning Resources:</b> Adapted course book, Writing materials such as books, drawing books, pencils, pens, crayons, charts with drawn patterns</p>				



## 2.OUR NEIGHBOURHOOD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question ((s)).
<b>2.1 Observing and Articulating signs</b>	<b>2.1.1 Observing for comprehension</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to; a) say why we should listen and observe attentively when one is talking or signing (HoH), b) sign why we should observe attentively when one is signing (Deaf), c) listen to information for comprehension (HoH), d) observe information for comprehension (Deaf), e) answer questions from the listening and	<ul style="list-style-type: none"> <li>● In groups, learners who is Hard of Hearing is guided to listen or observe a signed story from the teacher or a digital device about things in the neighborhood.</li> <li>● In groups, learners who is Deaf is guided to observe a signed story from the teacher or digital device about things in the neighborhood.</li> <li>● In groups, learners are guided to retell as they sign the story related to things in the neighborhood using</li> <li>● In groups, learners who are Hard of Hearing are guided to answer oral questions from the</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we do when a story is signed ?</li> <li>2. Which things are found in our surroundings ?</li> </ol>

		<p>observing experience (HoH),</p> <p>f) answer questions from the experience of observing (Deaf),</p> <p>g) take pleasure in activities that involve listening and speaking (HoH).</p> <p>h) take pleasure in activities that involve observing and signing (Deaf).</p>	<p>told stories related to things in the neighborhood.</p> <ul style="list-style-type: none"> <li>● In groups, learners who are Deaf are guided to answer signed questions from the told stories related to things in the neighborhood.</li> <li>● In groups, learners are guided to tell as they sign stories about things in the neighbourhood.</li> <li>● In groups, learners are guided to recite poems on things found in the neighborhood (houses, hospitals, roads, people, plants).</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: Observational skills as learner observes the story and answers signed questions.</li> <li>● Critical thinking and Problem solving: Observing actively and communication skills as learner signs poems about the neighbourhood.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: Cooperation as learner works together with others in groups to answer questions asked.</li> <li>● Respect: Patience as learner answers oral and signed questions in an orderly manner while taking turns.</li> </ul>				
<p><b>PCIs:</b></p>				

**Social cohesion** as learners collaboratively observes and retells as they sign stories about things in the neighbourhood.

**Link to other Activity Areas:**

Learner relates story about things in the neighbourhood with story on neighborhood in Environmental Activities.

**Suggested Learning Resources:**

Adapted course book, Signed audio visual story clips, books, flash cards, video games, pictures, relevant digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
<b>2.1 Observing and Articulating signs</b>	<b>2.1.2 News telling (2 lessons)</b>	By the end of the sub strand the learner should be able to; <ul style="list-style-type: none"> <li>a) describe happenings as they occur in brief,</li> <li>b) tell and retell signed news to communicate things that have happened,</li> <li>c) take pleasure in passing signed messages.</li> </ul>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to explain different happenings or events sequentially.</li> <li>● In groups, learners who are Hard of Hearing are guided to listen and observe signed pre recorded news from digital devices using simplified language.</li> <li>● In groups, learners who are Deaf is guided to observe a signed pre-recorded news from any digital devices using simplified language.</li> <li>● In pairs, learners are guided to tell and retell as they sign the news in turns.</li> <li>● In groups, learners are guided to tell as they sign news on happenings in the</li> </ul>	1. Which things do you see on your way to school?  2. What do we do when not in school?

			<p>neighborhood about people or events.</p> <ul style="list-style-type: none"> <li>● In group learner is guided to go for a nature walk in their neighborhood and tell news on what is observed during the nature walk.</li> <li>● In pairs, learners who are Hard of Hearing are guided to sing as they sign songs related to things found in the neighborhood.</li> <li>● In pairs, learners who are Deaf are guided to sign sing songs related to things found in the neighborhood.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: Observing keenly and actively as learner tells as they sign and <del>listens to</del> watches news.</li> <li>● Self-efficacy: as learner confidently tells news in class.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>● Love: Hospitality as learner accepts others' ideas as they tell news.</li> <li>● Respect: Patience as learner appreciates opinions of others while telling news.</li> </ul>				
<p><b>PCIs</b></p> <p>Social cohesion as learner learns the importance of neighbours.</p>				
<p><b>Link to other Activity Areas:</b></p>				

As learners take a nature walk in the environment, they learn about the neighborhood and relate with identification of physical features in the neighbourhood for safety and security in Environmental Activities.

**Suggested Learning Resources:**

Adapted course book, Signed audio visual story clips, books, relevant digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
2.2 Sign Reading	2.2.1 Book handling. (2 lessons)	<p><b>By the end of the sub strand the learner should be able to;</b></p> <p>a) describe ways of caring for books for sustainability,</p> <p>b) demonstrate book handling skills in and out of school,</p> <p>c) demonstrate ability to arrange books properly,</p> <p>d) appreciate practicing book handling and storage activities.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to talk about ways of caring for books.</li> <li>● In pairs, learners are guided to role play covering books.</li> <li>● In pairs, learners are guided to observe pictures of arranged books on shelves.</li> <li>● In pairs, learners are guided to arrange books in bags.</li> <li>● In groups, learners are guided to arrange and store books properly.</li> <li>● In pairs, learners are guided to practice arranging books top side up in shelves or book corners.</li> <li>● In pairs learner is guided to practice dusting of books.</li> </ul>	<p>1. How do we hold our books when reading?</p> <p>2. How do we take care of our books?</p>

			<ul style="list-style-type: none"> <li>● Learner who is Hard of Hearing is guided to sing as they sign a song related to book handling,</li> <li>● Learner who is Deaf is guided to sign a song related to book handling.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: Flexibility as learner learns different ways of covering and caring for books.</li> <li>● Learning to learn: Self discipline as learner discovers ways of caring for books.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: Equality as learner role plays covering their books in groups while arranging books.</li> <li>● Responsibility: Accountability as learner learns to take care of own books.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social cohesion as learner works with others amicably in groups.</p>				
<p><b>Link to other Activity Areas :</b> Learner relates book handling skills to identification of different ways of handling the bible as a holy book used by Christians to nature sense of responsibility in Religious activities.</p>				
<p><b>Suggested Learning Resources:</b> Signed video clips, books, Flash cards, video games, charts, pictures, relevant digital devices.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
2.2 Sign Reading	2.2.2 Reading readiness.  (2 lessons)	By the end of the sub strand the learner should be able to;  (a) recognize pictures of things found in the neighborhood, (b) interpret familiar pictures correctly, (c) chant or fingerspell rhymes on letter sounds and letter names, (d) enjoy participating in pre -reading activities.	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to identify pictures and sign the things found in the neighborhood from the writing board, charts, books, flash cards or digital devices. (neighbours, buildings, domestic animals, utensils, rivers, roads, play grounds, trees, market),</li> <li>● In groups or in pairs, learners are guided to talk about pictures. (Ensure the seating arrangement supports equal access to signed information)</li> <li>● Learner who is Hard of Hearing is guided to read and fingerspell the letters of the manual alphabet from charts, books, digital devices observing the correct hand shape formation.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sign the things are found near our school?</li> <li>2. Which letter sounds can you remember?</li> </ol>

			<ul style="list-style-type: none"> <li>● Learner who is Deaf is guided to fingerspell the letters of the manual alphabet from charts, books, digital devices, observing the correct hand shape formation.</li> <li>● Learner who is Hard of Hearing is guided to read and fingerspell letter sound from charts, books, digital devices</li> <li>● Learner who is Deaf is guided to fingerspell the letter sounds from the charts, books, digital devices observing correct hand shape formation.</li> <li>● Learner who is Hard of Hearing is guided to chant and fingerspell rhymes on letter sounds and letter names observing correct hand shape formation.</li> <li>● Learner who is Deaf is guided to fingerspell rhymes on letter sound and letter names observing correct hand shape formation.</li> </ul>	
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<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Critical thinking and problem solving: Researching skills as learner recognizes pictures of things found in the neighborhood.</li> <li>● Self-efficacy: Skills in knowing who I am (understanding self) as learner chants letter sound rhymes with confidence.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>● Social justice: Cooperation as learner together with others share flashcards with fairness and without discrimination.</li> <li>● Unity: Non-discrimination as learner works harmoniously with others.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
Environmental awareness: as learner's identifies pictures and name things found near the school.				
<b>Link to other Activity Areas:</b>				
Environmental Activities as the learner read pictures of things found in the neighborhood like animals.				
<b>Suggested Learning Resources:</b>				
Adapted course book, Signed audio visual story clips, books, Flash cards, online resources, video games, charts, pictures, relevant digital devices				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
2.2 Sign Reading	2.2.3 Letter recognition.  (8 lessons)	By the end of the sub strand the learner should be able to;  (a) identify different letter sounds in and out of class, (b) differentiate between upper case and lower case letters of the alphabet, (c) match upper case and lower case letters of the alphabet, (d) enjoy chanting rhymes on letter sounds names.	<ul style="list-style-type: none"> <li>● In pairs, learners who are Hard of Hearing are guided to listen to an audio clip on letter names or read as they fingerspell letter names from the board,</li> <li>● In pairs, learners who are Deaf are guided to observe audio visual clip on fingerspelt letter names or sign read and fingerspell letter names from the board.</li> <li>● Learner who is Hard of Hearing is guided to say and fingerspell letters of the alphabets from charts, books or flash cards.</li> <li>● Learner who is Deaf is guided to fingerspell letters of the</li> </ul>	<ol style="list-style-type: none"> <li>1. Which games do we play with friends at home?</li> <li>2. Which materials do we use to write and read letters?</li> </ol>

			<p>alphabets from charts, books, or flash cards.</p> <ul style="list-style-type: none"> <li>● In pairs, learners are guided to match upper case and lower case letters</li> <li>● In pairs learners, are guided to visit a learning corner with a variety of letter sounds and identify each letter name.</li> <li>● In pairs or in small groups, learners are guided to play letter memory games like fishing game using letter flash cards.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: Interpretation and inference skills as learner recalls learnt letter sounds.</li> <li>● Digital literacy: Digital citizenship as learner observes a to signed audio visual clip on letter sounds.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: Human dignity as learner chants the letter sounds together with others and appreciates each other's contribution.</li> <li>● Responsibility: Accountability as learner is diligently engaged in assigned roles and duties of chanting letters sounds.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p>				

**Social cohesion** as learner works together with others in group work to achieve a common goal (chanting and playing a fishing game)

**Link to other Activity Areas:**

Chanting of rhymes on letter names is linked sign singing of songs in Creative Activities.

**Suggested Learning Resources:**

Adapted course book, Signed audio visual story clips, books, flash cards, online resources, video games, charts, pictures, relevant digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
2.3 Writing	2.3.1 Letter writing.  (6 lessons)	By the end of the sub strand the learner should be able to;  a) identify letters of the alphabet in both lower and upper case,  b) write letters of the alphabet in lowercase,  c) write letter of the alphabet in uppercase,  d) match in writing lower case and upper case letters,	<ul style="list-style-type: none"> <li>● Learner who is Hard of Hearing is guided to read and fingerspell letters of alphabets in lower case from charts,books,or digital devices.</li> <li>● Learner who is Deaf is guided to fingerspell letters of alphabets in lower case from charts,books or digital devices.</li> <li>● Learner who is Hard of Hearing is guided to read and fingerspell letters of alphabets in upper case from charts,books,or digital devices.</li> <li>● Learner who is Deaf is guided to fingerspell letters of alphabets in upper case from charts,books or digital devices.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which writing materials can we use to write letters?</li> <li>2. Other than writing, how else can we create letters?</li> </ol>

		<p>e) enjoy participating in activities related to writing of letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to write letters of the alphabet in the air.</li> <li>● In pairs, learners are guided to write letters of the alphabet in lower case on different materials: books, ground, board, digital device.</li> <li>● In pairs, learners are guided to write letters of the alphabet in upper case on different materials.</li> <li>● In pairs, learners are guided to match in writing lower case and upper case letters.</li> <li>● In groups, learners are guided to model letters of the alphabet using clay, dough or plasticine.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● In groups, learners are guided to clear working area and wash hands with soap and clean water,</li> <li>● In groups, learners are guided to display work done for peer assessment.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Communication and collaboration: writing skills as learner performs different activities in number writing (modeling, coloring, writing).</li> <li>● Learning to learn: learning independently skills as learner learns to write letters of alphabet</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>● Responsibility: Diligence as learner write letters of the alphabet without assistance.</li> <li>● Integrity: Honesty as learner shows accountability in commitment to complete tasks given.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>● Personal hygiene as learner washes hands with clean water and soap after a modeling activity.</li> <li>● Social <b>cohesion</b> as learner works with others to model letters.</li> </ul>				
<b>Link to other Activity Areas.</b>				
Learner relates modeling letters of the alphabet with modeling in Creative Activities.				
<b>Suggested Learning Resources:</b>				
Adapted course book, Signed audio visual story clips, books, flash cards, online resources, video games, charts, pictures, relevant digital devices.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
2.3 Writing	2.3.2 Writing practice (2 lessons)	<p>By the end of the sub strand the learner should be able to;</p> <p>a) identify letters of the alphabet from texts,</p> <p>b) write correctly and neatly letters of the alphabet,</p> <p>c) make patterns using letters of the alphabet,</p> <p>d) take pleasure in activities related to writing of letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to read the letters of the alphabet from books, charts, board, digital device.</li> <li>● In pairs, learners are guided to colour letters of the alphabet within borders.</li> <li>● In pairs, learners are guided to write letters of the alphabet in lower case on books, digital devices.</li> <li>● In pairs, learners are guided to write letters of the alphabet in upper case on books, digital devices.</li> <li>● In pairs, learners are guided to make letter patterns on different surfaces collaboratively and as individuals.</li> </ul>	1. Why do we make patterns?
<b>Core competencies to be developed:</b>				

- Self-efficacy: The learner performs different activities in letter writing (modelling, colouring, and writing) and confidently displays work done.
- Digital literacy The learner writes letters of the alphabet in lower case and upper case on a mobile phone, tablet or laptop

**Values:**

- Social justice: The learner exercises freedom to express self and equity on sharing resources as they model and colour.
- Peace: The learner together with others resolve differences responsibly that may occur when working together in making patterns letters amicably in groups.

**Pertinent and Contemporary Issues:** Personal hygiene: The learner clears the working space and washes hands after the modelling experience

**Link to other Learning Areas:**

Creative Activities, the learner colours letters of the alphabet within borders while practising to write. Colouring is a mostly done experience in Creative Arts..

**Suggested Learning Resources:**

Adapted course books, charts, board, digital device Signed audio visual story clips, books, Flash cards, online resources, video games, charts, pictures, relevant digital devices

### 3.OUR SCHOOL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
<b>3.1 Observing and Articulating signs</b>	<b>3.1.1 Active Listening Observing keenly</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to; <ul style="list-style-type: none"> <li>a) say why we listen attentively when being addressed (HoH),</li> <li>b) say why we listen attentively when being addressed (HoH),</li> <li>c) pay attention to conversations in and out of school,</li> <li>d) b)pay attention to signed conversations in and out of school,</li> <li>e) respond to simple instructions in and out of school,</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to tell stories and poems while others listen.</li> <li>● In pairs, learners who are Deaf are guided to tell signed stories and poems while others observe.</li> <li>● In pairs,learners who are Hard of Hearing are guided to re-tell stories told by the teacher and other learners.</li> <li>● In pairs, learners who are Deaf are guided to re-tell signed stories told by the teacher and other learners.</li> <li>● In pairs,learners who are Hard of Hearing are guided to observe recorded audio visual content and imitate.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you take turns during a signed conversation?</li> <li>2. How do people respond to instructions?</li> </ol>

		<p>f) enjoy participating in conversations(HoH),</p> <p>g) enjoy participating in signed conversations(HoH).</p>	<ul style="list-style-type: none"> <li>● In pairs, learners who are Deaf are guided to observe recorded signed content and imitate.</li> <li>● In pairs, learner are guided to follow simple instructions and be encouraged to respond.</li> <li>● In groups, learners who are Hard of Hearing are guided to take turns in conversations and answer simple questions.</li> <li>● In pairs ,learners who are Deaf are guided to take turns in signed conversations and answer simple signed questions.</li> <li>● In pairs, learners who are Hard of Hearing are guided to view recorded clips of their own conversation as they are appreciated and corrected.</li> <li>● In pairs, learners who are Deaf are guided to view recorded clips of their own signed conversation as they are appreciated and corrected.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to verbal games, poems and songs that involve turn taking.</li> <li>● In groups, learners who are Deaf are guided to participate in signed games, poems and songs that involve turn taking.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: observation skills as learner observes keenly and responds to conversations and simple instructions.</li> <li>● Self-efficacy: as learner participates in conversations and in answering simple questions.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Peace: Love as learner take turns in conversations.</li> <li>● Unity: Cooperation as learner works together in performing the given task, conversation.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social cohesion as learner works in unity with others.</p>				
<p><b>Link to other Activity Areas.</b> Religious Education Activities as the learner observes Bible stories ,prayers done at different times of the day.</p>				
<p><b>Suggested Learning Resources:</b> Adapted course book, Recorded signed audio visual clips, signed stories and poems, online resources, relevant digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
<b>3.1 Observing and Articulating signs</b>	<b>3.1.2 Self expression</b>  (4 lessons)	By the end of the sub strand the learner should be able to; a) express own needs and ideas verbally in and out of school(HoH), b) express own needs and ideas through signing in and out of school(Deaf), c) use appropriate vocabulary to express own needs and ideas in and out of school, d) enjoy participating in activities on self-expression.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to express own needs, ideas and thoughts freely.</li> <li>● In groups, learners who are Hard of Hearing are guided to talk about what they are doing during activities.</li> <li>● In groups, learners who are Deaf are guided to talk about (using signs) what they are doing during activities.</li> <li>● In pairs, learners are guided to engage in problem solving tasks such as puzzles, jig saw among others.</li> <li>● In groups, learners who are Hard of Hearing are guided to engage in short conversation/dialogue and answering simple questions.</li> </ul>	1. How do you express your needs and ideas

			<ul style="list-style-type: none"> <li>● In groups, learners who are Deaf are guided to engage in short conversations/dialogue(using signs) and answering simple signed questions.</li> <li>● In group, learners who are Hard of Hearing are guided to tell news and stories.</li> <li>● In pairs, learners who are Deaf are guided to tell news and stories using signs.</li> <li>● In groups, learners who are Hard of Hearing are guided to sing and sign songs.</li> <li>● In groups, learners who are Deaf are guided to sign sing songs.</li> <li>● In groups, learners who are Hard of Hearing ar guided to participate in conversation on topics of their choice.</li> <li>● In groups, learners who are Deaf are guided to participate in signed conversation on topics of their choice.</li> </ul>	
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**Core competencies to be developed:**

- Creativity and imagination: communication and self expression as learner uses vocabulary to express their needs and ideas in and out of school.
- Self-efficacy: as learner expresses self in discussions and answering questions.

**Values:**

- Respect: Patience as learner takes turn in telling news and stories.
- Unity: Cooperation as learner work together with others in harmony to perform assigned roles.

**Pertinent and Contemporary Issues:**

**Social cohesion** as learner work amicably with others in telling news and stories.

**Link to other Activity Areas:**

- Creative Activities (Music) as learner sign sings songs related to expressing needs and ideas.
- Learner relates expressing needs with praying in Religious Education Activity.

**Suggested Learning Resources:**

Adapted course book, puzzles, jigsaw, signed stories and songs, online resources, relevant digital devices.

Strand	Sub strand	Specific learning outcome	Suggested Learning Experience	Suggested Key Inquiry Questions.
3.2 Sign reading	3.2.1 Print awareness (2 lessons)	By the end of the sub strand the learner should be able to; (a) recognize signs of pictures related to school, (b) demonstrate awareness of print in and out of school, (c) enjoy reading pictures in and out of school.	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to read pictures on things found in the school and talk about them</li> <li>● In groups, learners who are Deaf are guided to sign read pictures on things found in the school and talk about them using signs.</li> <li>● In pairs, learners who are Hard of Hearing are guided to read picture stories to each other and appreciate one another.</li> <li>● In pairs, learners who are Deaf are guided to sign read picture stories to each other and appreciate one another.</li> <li>● In groups, learners who are Hard of Hearing are guided to view a video depicting stories</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you enjoy reading pictures?</li> <li>2. Which pictures do you enjoy reading?</li> <li>3. Which things found in the school can you draw?</li> </ol>

			<p>and be asked to answer questions on the story.</p> <ul style="list-style-type: none"> <li>● In groups, learners who are Deaf are guided to view a signed video depicting stories and be asked to answer signed questions on the story.</li> <li>● In groups, learners who are Hard of Hearing are guided to read pictures related to safe and unsafe places in and out of school.</li> <li>● In groups, learners who are Deaf are guided to sign read pictures related to safe and unsafe places in and out of school.</li> <li>● In groups, learners who are Hard of Hearing are guided to read pictures, letter sounds and names of letters of the alphabet from different materials.</li> <li>● In groups, learners who are Deaf are guided to sign read pictures, fingerspell letter sounds and names of letters of</li> </ul>	
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			<p>the manual alphabet from different materials.</p> <ul style="list-style-type: none"> <li>● In groups, who are Hard of Hearing are guided to play games on identification of pictures, letter sound and letters of the alphabet.</li> <li>● In groups, learners who are Deaf are guided to play games on identification of pictures, fingerspelt letter sound and letters of the manual alphabet.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and communication: Teamwork as learner with others read pictures and picture stories in group.</li> <li>● Self-efficacy: as learner correctly identifies pictures and is appreciated.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: Patience as learner takes turns in talking about the school related pictures.</li> <li>● Unity: Non discrimination as learners work together in talking about the pictures.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Child Safety and security as learner identifies safe and unsafe places in to avoid playing around in and out of school.</p>				
<p><b>Link to other Activity Areas:</b></p> <p>Environmental activities as the learner read pictures of different things found in the environment.</p>				
<p><b>Suggested Learning Resources:</b></p> <p>Adapted course book, pictures, charts, video recordings, manual alphabet chart, pictures, realia, online resources</p>				

Strand	Sub strand	Specific learning outcome	Suggested Learning Experience	Suggested Key Inquiry Questions.
3.2 Sign reading	3.2.2 Introduction of syllables (ba - bu, da-du)  (2 lessons)	<p><b>By the end of the sub strand the learner should be able to;</b></p> <p>(a) join two sounds to read syllables in and out of class (ba-bu, da-du)(HoH),</p> <p>(b) join two sounds to sign read syllables in and out of class (ba-bu, da-du)(Deaf),</p> <p>(c) demonstrate ability to read and sign read syllables in and out of class,</p> <p>(d) enjoy participating in activities that involve reading and sign reading of syllables,</p>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to do activities on finger dexterity for example beckoning each other, scribbling in the air, modeling among others.</li> <li>● In groups, learners who are Hard of Hearing are guided to read letter sounds from a chart, writing board, book or digital device.</li> <li>● In groups, learners who are Deaf are guided to sign read letter sounds from a manual alphabet chart, writing board, book or digital device.</li> <li>● In groups, learners who are Hard of Hearing are guided to join 2 sounds, a consonant and a vowel to make syllables.</li> </ul>	<ol style="list-style-type: none"> <li>1. Where can we read letter sounds from in and out of school?</li> <li>2. Where can we sign read letter sounds from in and out of school?</li> <li>3. Which letters of the alphabet can you remember?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learners who are Deaf are guided to join two letter sounds, a consonant and a vowel to make syllables.</li> <li>● In groups, learners who are Hard of Hearing are guided to blend sound to make syllables, example; ba,be bi, bo bu. Da de di do du.</li> <li>● In groups, learners who are Deaf are guided to join fingerspelt letter sound to make syllables, example; ba,be bi, bo bu. Da de di do du,</li> <li>● In groups, learners who are Hard of Hearing are encouraged to read syllables.</li> <li>● In groups, learners who are Deaf are encouraged to sign read fingerspelt syllables.</li> <li>● In groups, learners who are Hard of Hearing are guided to read and master syllables.</li> <li>● In groups, learners who are Deaf are guided to sign read and master fingerspelt syllable.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to practise reading syllables .</li> <li>● In groups, learners who are Deaf are guided to practise sign reading fingerspelt syllables .</li> <li>● In groups, learners who are Hard of Hearing are guided to play games on syllables like a fishing game using flash cards with syllables.</li> <li>● In groups, learners who are Deaf are guided to play games on fingerspelling of syllables like a fishing game using flash cards with syllables.</li> <li>● In groups, learners who are Hard of Hearing are guided to get involved in a variety of activities to practice reading syllables.</li> <li>● In groups, learners who are Deaf are guided to get involved in a variety of activities to practice sign reading fingerspelt syllables.</li> </ul>	
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<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• communication and collaboration: signing skills as learner gains confidence in reading syllables.</li> <li>• Learning to learn: Self-discipline as learner learns to join sounds to make syllables.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Love: Hospitality as learner with the others in class correct each other positively as they make syllables.</li> <li>• Responsibility: Hardwork as learners peer teach one another on how to read syllables.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
Social cohesion as learner works harmoniously with others to achieve a common goal in reading syllables.				
<b>Link to other Activity Areas:</b>				
Learner relates how they sign read letter sounds with how they read numbers from charts, writing boards, books in Mathematic Activities.				
<b>Suggested Learning Resources:</b>				
Adapted course book, Manual alphabet chart, writing board, book or digital device, online resources, story books, Flash cards.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
3.3 Writing	3.3.1 Drawing and colouring pictures.  (1 lesson)	By the end of the sub strand the learner should be able to; (a) identify pictures of objects within the school environment, (b) draw different objects within the school environment, (c) colour the drawings using different colours, (d) enjoy drawing pictures of things within their reach.	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to name things found in the school.</li> <li>● In groups, learners who are Deaf are guided to sign names of things found in the school.</li> <li>● In groups, learners are guided to model different things found in school.</li> <li>● In groups, learners are guided to draw pictures of things found within the school environment.</li> <li>● In groups, learners are guided to colour the drawings.</li> <li>● In groups, learners are guided to display the work done for peer assessment.</li> <li>● In groups, learners who are Hard of Hearing are is guided</li> </ul>	<ol style="list-style-type: none"> <li>1. Which things are found in our school?</li> <li>2. What tools are used for drawing and colouring?</li> <li>3. How do we hold our books and pencils/pens when drawing?</li> </ol>

			<p>to sing songs/recite poems related to the things found in the school.</p> <ul style="list-style-type: none"> <li>● In groups, learners who are Deaf are guided to sign sing songs/recite poems related to the things found in the school.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: Exploration as learner draws and colour things found in the school environment.</li> <li>● Self-efficacy: learner understands self as they an independently draw and colour.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: Cooperation as learner shares drawings and colouring tools with others in class.</li> <li>● Peace: patience as learner practices sharing the available drawing and colouring tools.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Social cohesion as learner works together with others to draw and colour.</li> </ul>				
<p><b>Link to other Activity Areas:</b></p> <ul style="list-style-type: none"> <li>● Learner relates naming things found in school with naming things found in the environment in Environmental Activities.</li> <li>● Creative Activities (Art and Craft) as learner draw, colour and model different things in the same way they draw, colour and model different things found in school.</li> </ul>				
<p><b>Suggested Learning Resources:</b> pictures of things found within the school environment, pencils, colour pencil, realia, mosaic material</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
3.3 Writing	3.3.2 Writing syllables. (ba - bu, da-du)  (2lessons)	By the end of the sub strand the learner should be able to; a) identify syllables from texts, b) demonstrate ability to write fingerspelt syllables properly in and out of class, c) enjoy writing fingerspelt syllables in and out of class.	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to read and sign learned syllables from a chart, books, flash cards or a writing board.</li> <li>● In groups, learners who are Deaf are guided to sign read learned fingerspelt syllables from a manual alphabet chart, books, flash cards or a writing board.</li> <li>● In groups, learners who are Hard of Hearing are guided to join sounds to make syllables in writing (consonants and vowels) while in groups and in pairs.</li> <li>● In groups, learners who are Hard of Hearing are guided to join sounds to make syllables in writing (consonants and vowels).</li> <li>● In groups, learners who are Deaf are guided to join fingerspelt letter</li> </ul>	<p>1. Which materials do we use for writing?</p> <p>2. How do we sit when writing?</p> <p>3. How do we position a book when writing?</p>

			<p>sounds to make syllables in writing (consonants and vowels)</p> <ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to write syllables in the air.</li> <li>● In groups or pairs, learners are guided to model learned syllables.</li> <li>● In groups or pairs, learners are guided to colour the learned syllables.</li> <li>● In groups or pairs, learners are guided to make patterns using syllables.</li> <li>● In groups or pairs, learners are guided to display work done.</li> <li>● In groups, learners who are Hard of Hearing are guided to chant rhymes on syllables.</li> <li>● In groups, learners who are Deaf are guided to fingerspell rhymes on syllables repeatedly.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: Interpretation and inference skills as learner joins letter sounds to write the syllables appropriately.</li> <li>● Learning to learn: Learning independently as learner realizes that syllables other than being written on books can be written in the air and be modelled.</li> </ul>				

<ul style="list-style-type: none"> <li>• Creativity and Imagination: originality as learner draws and colors syllables.</li> </ul>	
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: Patience as learner works with others in harmony while modelling and coloring syllables.</li> <li>• Social justice: Cooperation as learners ensure fairness in sharing of the drawing, modelling and coloring items.</li> </ul>	
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Personal hygiene awareness as learner washes hands with clean water and soap after coloring and modelling experiences.</li> </ul>	
<p><b>Link to other Activity Areas:</b> Creative Activities(Art and Craft)as learner engage in colouring and modelling activities in the same way they model and colour syllables</p>	
<p><b>Suggested Learning Resources:</b> Adapted course book, Manual alphabet chart, books,flash cards, writing board, pictures, signed audio visual clip, digital device, sachets, empty containers</p>	

#### 4. OUR MARKET

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.1 Observing and Articulating signs</b>	<b>4.1.1 Polite language</b>  <p style="text-align: center;">(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs of polite words used to appreciate, apologise and make requests,</p> <p>b) use appropriate signs of vocabulary when making requests, appreciating and apologizing,</p> <p>c) advocate for use of polite language in social interactions.</p>	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to listen to and watch a signed story or audio visual clip of people using polite language such as (please, excuse me, may I, excuse me and I am sorry) where applicable.</li> <li>● In groups, learners who are Deaf are guided to watch a signed story or audio visual clip of people using signs of polite language such as (please, excuse me, may I, excuse me and I am sorry) where applicable.</li> </ul>	<p>1. How do we apologize when we wrong someone?</p>

			<ul style="list-style-type: none"> <li>● In pairs, learners are guided to identify signs of words used in polite language from the signed audio visual clip observed or story signed.</li> <li>● In pairs, learners are guided to role play buying and selling with negotiation of prices using signs of polite language (bargaining for better prices of items)</li> <li>● In pairs, learners are guided to construct simple signed sentences in turns using polite language.</li> <li>● In groups, learners who are Hard of Hearing are guided to sing as they sign songs related to the market.</li> <li>● In groups, learners who are Deaf are guided to</li> </ul>
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			sign sing songs related to the market.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Communication and collaboration: signing skills as learner role plays buying and selling while using polite language.</li> <li>● Digital literacy: connecting using technology skills as learner watches a signed audio visual clip of people using polite language such</li> </ul>				
<b>Value:</b>				
<ul style="list-style-type: none"> <li>● Responsibility: self drive as learner engages in assigned roles as a buyer or a seller while role playing.</li> <li>● Respect: acceptance as learner interacts with others while taking turns in role playing.</li> </ul>				
<b>Pertinent and contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>● Financial literacy as learner learns to negotiate for lower prices of items while role playing buying and selling</li> </ul>				
<b>Link to other Activity Areas:</b>				
Use of polite language links to moral values in Religious Education (CRE) where learners learn and practise moral values like apologising and requesting.				
<b>Suggested Learning Resources:</b> Adapted course book, signed audio visual story clips, books, Flash cards, charts, pictures, relevant digital devices, sachets, empty containers, online resources.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.1 Observing and Articulating signs</b>	<b>4.1.2 Passing information</b>  <b>(2 lessons)</b>	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) recognise signs of words related to theme,</li> <li>b) describe a market using simple language,</li> <li>c) engage in conversations related to the market practices to pass information,</li> <li>d) enjoy taking part in passing verbal and signed messages.</li> </ol>	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to read and sign pictures from charts, books, magazines on people in the market.</li> <li>● In groups, learners who are Deaf are guided to read and sign pictures from charts, books, magazines on people in the market.</li> <li>● Learner is guided to watch a signed video clip on people buying and selling in the market.</li> <li>● In pairs, learners are guided to tell or sign</li> </ul>	<ol style="list-style-type: none"> <li>1. Where do we buy food and fruits?</li> <li>2. What things do you buy from the market?</li> <li>3. How do you display things in the market?</li> </ol>

			<p>short stories related to the market.</p> <ul style="list-style-type: none"><li>● In groups, learners are guided to tell(using signs) short stories about people found in the market.</li><li>● In pairs or groups, learners are guided to talk about(aloud or using signs) things bought and sold in the market.</li><li>● In pairs or groups, learners are guided to role play verbal or signed conversations between buyer and seller.</li><li>● In pairs, learners are guided to display things sold in the market at the shop</li></ul>	
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			corner (containers, sachets).	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Communication and collaboration: observation skills as learner converses in a role play as a buyer or seller.</li> <li>● Creativity and imagination: exploration as learner collects different materials and arrange them at the market corner in the classroom.</li> </ul>				
<b>Value:</b>				
<ul style="list-style-type: none"> <li>● Respect: open mindedness as learner takes turns in the conversation with another in role playing buying and selling.</li> <li>● Unity: inclusion as learner in groups tell stories about market and listen to one another.</li> </ul>				
<b>Pertinent and contemporary issues:</b>				
<ul style="list-style-type: none"> <li>● Financial literacy as learner role plays buying and selling at the shop corner.</li> <li>● Life skills and conflict resolution during buying and selling</li> </ul>				
<b>Link to other Activity Areas:</b>				
<ul style="list-style-type: none"> <li>● Learner relates naming things found in the market with naming things found in the environment in Environmental Activities.</li> </ul>				
<b>Suggested Learning Resources:</b>				
Adapted course book, Signed audio visual clips, books, Flash cards, charts, pictures, digital devices, sachets, empty containers				

Strands	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.2 Sign reading	4.2.1 Visual discrimination  (3 lessons)	By the end of the sub strand, the learner should be able to;  a) identify pictures of different items sold in the market, b) demonstrate awareness of similarities in pictures of things found in the market, c) demonstrate awareness of differences in pictures of things found in the market, d) enjoy reading or sign reading pictures related to things found in the market.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to observe a signed audio visual clip on things found in the market.</li> <li>● In groups, learners are guided to observe pictures of things found in the market and people in the market buying and selling,</li> <li>● In groups, learners are guided to name(verbally or using signs) different goods sold in the market.</li> <li>● In groups, learners are guided to sort pictures of different things found in the market.</li> <li>● In groups, learners are guided to use pictures to tell (verbally or using signs)similarities of things found in the market in</li> </ul>	<ol style="list-style-type: none"> <li>1. Which things do we buy from the market?</li>   <li>2. Why do we go to the market?</li> </ol>

			<p>terms of size, color and shape,</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to use pictures to tell (verbally or using signs) differences of things found in the market in terms of size, color and shape,</li> <li>● In groups, learners who are Hard of Hearing are guided to sing and sign songs related to activities taking place in the market.</li> <li>● In groups, learners who are Deaf are guided to sign songs related to activities taking place in the market.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: active listening and communication skills as learner points out differences and similarities of things found in the market from the pictures read.</li> <li>● Communication and collaboration: signing skills as learner with others discuss about similarities and differences in things in the market.</li> </ul>				

**Values:**

- **Responsibility: diligence** as learner identifies things in the market that can be sold and bought by the parent or guardian.
- **Patriotism: citizenship** as learner gets to understand more about their market and appreciate things from the market.

**PCIs:**

- **Safety and security** as learner learns to take precautions when crossing the road to the market

**Link to other Activity Areas:**

- Learner relates identification of pictures found in the market with identification of pictures of different things and building for church and their shapes and colour in religious activities.
- Learner relates the skill of sorting different things found in the market with sorting pictures in Mathematic Activities.

**Suggested Learning Resources:**

Adapted course book, Signed audio visual clips, picture books, Flash cards, charts, pictures, digital devices, colour board, realia, charts with pictures of different things found in the market.

Strands	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.2 Sign Reading	4.2.2 Letter sound correspondence  (4 lessons)	By the end of the sub strand the learner should be able to;  a) identify letters of the alphabet by name, b) identify letter sounds from a variety of texts, c) match letter names and letter sounds appropriately, d) participate in chanting rhymes on letter names and letter sounds.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to observe an animated clip on finger spelled letters and letter sounds.</li> <li>● In groups, learners are guided to identify letters of the alphabet and read or sign read the sounds from a chart.</li> <li>● In groups, learners who are Hard of Hearing are guided to chant letters of the alphabet in turns in the right order.</li> <li>● In groups, learners who are Deaf are guided to fingerspell letters of the alphabet in turns in the right order.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which letters of the alphabet can you name?</li> <li>2. Which letters of the alphabet can you fingerspell?</li> <li>3. How do we arrange letters of alphabet in order.</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learners are guided to read or sign read letter sounds.</li> <li>● In groups, learners who are Hard of Hearing are guided to chant letter sounds.</li> <li>● In groups, learners who are Deaf are guided to fingerspell letter sounds.</li> <li>● In groups, learners who are Hard of Hearing are guided to chant rhymes to match letter names with letter sounds ( Letter A, sound /a /, Letter B, sound /b/.....).</li> <li>● In groups, learners who are Deaf are guided to chant rhymes to match letter names with letter sounds ( Letter A, sound /a /, Letter B, sound /b/.....).</li> </ul>	
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**Core competence to be developed:**

- Creativity and Imagination: making connection skill as learner points out differences between letter names and letter sounds when chanting rhymes.
- Self-efficacy: as learner confidently read letters of the alphabet.

**Values:**

- Integrity: as learner shows self-discipline in reading letters of the alphabet without seeking assistance.
- Peace: as learner works in groups with others to chant rhymes on letter names and sounds.

**Pertinent and Contemporary Issues:**

- Social cohesion as learner works together with others to chant letter names and letter sounds.

**Link to other Activity Areas:**

Creative Activities (Psychomotor Activities) as the learner chant rhymes to match letters of the alphabet A-Z when skipping.

**Suggested Learning Resources:** Signed audio visual clips, books, Flash cards, charts,(manual alphabet), pictures, digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.2Sign Reading</b>	<b>4.2.3 Reading syllables</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to; <ul style="list-style-type: none"> <li>a) identify syllables from a variety of texts,</li> <li>b) read syllables by joining two letter sounds; fa-fu, ha-hu</li> <li>c) chant rhymes related to syllables,</li> <li>d) enjoy chanting rhymes related to syllables reading</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to chant letter sounds rhymes.</li> <li>● In groups, learners who are Deaf are guided to chant letter sounds rhymes.</li> <li>● In groups, learners who are Hard of Hearing are guided to read and fingerspell the syllables fa fe fi fo fu ga ge gi go gu ha he hi ho hu on flash cards, books, charts, writing board, digital device.</li> <li>● In groups, learners who are Deaf are to fingerspell the syllables fa fe fi fo fu</li> </ul>	1. How do we form syllables?  2. Where can we read letters of the alphabet?

			<p>ga ge gi go gu  ha he hi ho hu on flash  cards, books, charts,  writing board, digital  device.</p> <ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to listen to and observe recorded syllables from a digital device.</li> <li>● In groups, learners who are Deaf are to observe recorded syllables from a digital device.</li> <li>● In groups, learners who are Hard of Hearing are guided to chant rhymes on letters of the alphabet.</li> <li>● In groups, learners who are Deaf are guided to chant rhymes on letters of the alphabet.</li> <li>● In groups, learners who are Hard of Hearing are guided to sing and sign songs related to letter</li> </ul>	
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			<p>sounds, alphabetical letter names and syllables from a chart.</p> <ul style="list-style-type: none"> <li>● In groups, learners who are Deaf are guided to sign sing songs related to letter sounds, alphabetical letter names and syllables from a chart.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: interacting with digital technology as learner listens to and observes recorded syllables from a digital device.</li> <li>● Learning to learn: as learner chants letters of the alphabet appropriately in groups, pairs and as individuals.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: patience as learner takes turn to chant and listen to others chant letters of the alphabet and read syllables.</li> <li>● Unity: cooperation as learner works collaboratively with others as a team.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social cohesion as learner harmoniously works with others to achieve common targets (reading letters and syllables).</p>				
<p><b>Link to other Activity Areas:</b> Learner relates reading letter sounds (A-Z) in Language Activities with reading numbers 1,2,3,...26 in Mathematic Activities.</p>				
<p><b>Suggested Learning Resources:</b> Adapted course book, signed audio visual clips, books, Flash cards, charts(manual alphabet ), pictures, digital devices</p>				



			<ul style="list-style-type: none"> <li>● In groups learners are guided to Paint and print letters of the alphabet</li> <li>● In pairs learners are guided to trace letters of the alphabet.</li> <li>● Learners are guided to play digital games on letters of the alphabet that enhances eye-hand coordination.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: originality as learner models the letters of the alphabet.</li> <li>● Learning to learn: learning independently as learner practice making patterns.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: persistence as the learner keeps on practicing to perfect the pattern written</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Life skills, self-awareness as the learner appreciates the ability to co-ordinate eyes and hands when making the pattern</li> </ul>				
<p><b>Link to other subjects:</b> Learner relates modeling different objects and people in the same way they model letters of the alphabet in Creative Activities</p>				

**Suggested Learning Resources:**

Adapted course book, Signed audio visual clips, books, Flash cards, charts, pictures, digital devices, online resources

Strands	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
4.3 Writing	<b>4.3.2 Writing letters of the alphabet</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to; <ul style="list-style-type: none"> <li>a) identify the letters of the alphabet in the right sequence,</li> <li>b) write letters of the alphabet in the lower case,</li> <li>c) write fingerspelt letter of alphabet in lower case and upper case</li> <li>d) write letters of the alphabet in upper case,</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to read or sign letters of the alphabet from a book, chart, board, cards and/or from a digital device.</li> <li>● In groups, learners are guided to trace letters of alphabet in both lower and upper cases.</li> <li>● In groups, learners who are Deaf are guided to write fingerspelt letter of alphabet both in upper and lower case.</li> <li>● In groups, learners are guided to model letters of alphabet in both lower and upper cases.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which letters of the alphabet do you know?</li> <li>2. which letters of alphabet can you fingerspell?</li> <li>3. how do you fingerspell letters of the alphabet?</li> <li>4. What do we use for writing?</li> </ol>

		<p>e) match letters of the alphabet in lower and upper case,</p> <p>f) enjoy working around activities related to writing letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to copy letters of the alphabet in the lower case.</li> <li>● In groups, learners are guided to copy letters of the alphabet in the upper case.</li> <li>● In groups, learners are guided to practice writing letters of the alphabet using a digital device.</li> <li>● In groups, learners are guided to make patterns using letters of the alphabet in pairs and groups.</li> <li>● In groups, learners are guided to match letters of the alphabet (lower and upper case)</li> <li>● In groups, learners are guided to display their work to the class.</li> </ul>	
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**Core competencies to be developed:**

- Creativity and imagination: flexibility as learner creatively models the letters of the alphabet and accept correction from others.
- Self-efficacy; as learner correctly reads and writes the letters of the alphabet.

**Values:**

- Respect:non- discrimination attitude as learner read letters of the alphabet in pairs and without disagreeing.
- Responsibility: excellence as learner models, writes and matches letters of the alphabet.

**Pertinent and Contemporary Issues:**

- Social cohesion as learners work together in groups to model, trace, write and make patterns on letters.

**Link to other Activity Areas:**

Learner relates the skill of matching alphabet in upper and lower case with matching numbers with objects in Mathematic Activities.

**Suggested Learning Resources:**

Adapted course book, Signed audio visual clips, tracing books, Flash cards, charts (manual alphabet), pictures, digital devices, coloring materials such as crayons, online resources

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 Writing	4.3.3 Writing Syllables (fa-fu, ha-hu)  (3 lessons)	By the end of the sub strand, the learner should be able to;  a) join sounds to form syllables (fa – fu, ga – gu, ha – hu), b) demonstrate ability to write syllables independently, c) enjoy participating in activities that involve writing of syllables.	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to read or fingerspell syllables from a chart, book, flash cards, board or a digital device.</li> <li>● In groups, learners who are Deaf are guided to sign read or fingerspell syllables from a chart, book, flash cards, board or a digital device.</li> <li>● In groups, learners are guided to engage in blending sounds to make syllables (fa fe fi fo fu, ga ge gi go gu, ha he hi ho hu).</li> <li>● In groups, learners are guided to practice writing syllables collaboratively on the writing board.</li> <li>● In groups, learners are guided to write syllables on a digital device where applicable.</li> <li>● In groups, learners are guided to write syllables on own books while reading aloud each syllable.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which items bought from the market have syllable ‘ba’?</li> <li>2. Which items bought from the market have letters ‘ba’</li> <li>3. Which materials do we need in</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learners are guided to practice writing activities of learnt syllables on flashcards.</li> <li>● In groups, learners are guided to compete in syllable writing games while encouraging fairness in winning and accepting in losing.</li> </ul>	writing syllables?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: interpretation and inference skills as learner joins sounds.</li> <li>● Digital literacy: interacting with digital technology as learner writes syllables on a digital device.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: cooperation as learners collaborate in writing syllables on the board.</li> <li>● Responsibility: persistence as learner writes syllables on the different writing surfaces without assistance.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Social cohesion as learner works collaboratively with others to write syllables on the board.</li> </ul>				
<p><b>Link to other subjects:</b>  learner relates the skill of writing syllables with all learning areas.</p>				
<p><b>Suggested Learning Resources:</b>  Adapted course book, Adapted course book, Signed audio visual clips, books, Flash cards, charts, pictures, digital devices</p>				

## 5.ANIMALS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
<b>5.1 Observing and articulating signs.</b>	<b>5.1.1 Auditory discrimination Visual discrimination (2 lessons)</b>	By the end of the sub strand the learner should be able to; a) identify letter sounds from a variety of texts, b) distinguish closely related letter sounds when articulated, c) imitate familiar sounds made by different animals kept at home, d) develop interest in listening to sounds in the environment	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to listen letter sound articulation or observe fingerspelling letter sound with correct hand shape and mouth movement from the teacher or sign recorded video clip.</li> <li>● In groups, learners who are Deaf are guided to fingerspell letter sounds with correct handshape and mouth movement from the teacher or sign recorded video clip.</li> <li>● In groups, learners who are Hard of Hearing are guided to articulate and fingerspell letter sound with correct handshape</li> </ul>	1. Which letter sounds almost sound the same? 2. Which letter sounds almost fingerspelt the same? (Deaf) 3. Which animal sounds do you hear within our school?

			<p>formation and mouth movement.</p> <ul style="list-style-type: none"> <li>● In groups, learners who are Deaf are guided to fingerspell letter sound with correct hard shape formation and mouth movement.</li> <li>● In groups, learners who are Hard of Hearing are guided to articulate and fingerspell closely related letter sounds as demonstrated such as /p/ and /b/ ,/t/ and /d/,/k/ and /c/,/l/ and /r/,/f/ and/v/, /s/ and/z/, /w/ and /y/,/k/ and /q/.</li> <li>● In groups, learners who are Deaf are guided to fingerspell closely related letter sounds as demonstrated such as /p/ and /b/ ,/t/ and /d/,/k/ and /c/,/l/ and /r/,/f/ and/v/, /s/ and/z/, /w/ and /y/,/k/ and /q/.</li> <li>● In pairs learners are guided to Play letter sound games collaboratively.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● In groups learners are guided to go for a nature walk within the neighborhood to listen or observe sounds made by animals such as(cow,cat,dog ,goat).</li> <li>● In groups, learners who are Hard of Hearing are guided to listen or observe audio visual clip on sounds made by animals eg (cow,cat,dog,goat).</li> <li>● In groups, learners who are Deaf are guided to observe audio visual clips on sounds made by animals eg (cow,cat,dog,goat).</li> <li>● In pairs learners are guided to imitate sounds made by animals eg(cow,cat,dog).</li> <li>● In pairs, learners are guided to sign sing songs from the teacher,pre recorded or audio visual clip and recite poems on sound made by animal such as the macdonald farm.</li> </ul>	
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**Core competencies to be developed:**

- Creativity and Imagination: networking as learner distinguishes the sounds made by different animals in pairs or in groups.

**Values:**

- Integrity: consistency as learner works to complete assigned roles.
- Unity: inclusion as learner works collaboratively with others to play letter sound games.

**Pertinent and Contemporary Issues:**

- Animal welfare education as learner learns to care for animals.

**Link to other Activity Areas:**

Learner relates identifying sounds of animals kept at home with identify sounds of animals in the environment in environmental activities.

**Suggested Learning Resources:**

Adapted course book, Signed audio visual clips, books, flash cards, charts, pictures, digital devices, online resources

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.1 Observing and articulating signs	5.1.2 Audience awareness (2 lessons)	<p>By the end of the sub strand the learner should be able to;</p> <p>a) explain when to speak loudly when addressing audience(HoH),</p> <p>b) explain when to sign actively incorporating body language and facial expression(Deaf)</p> <p>c) explain when to speak softly when speaking to audience,(HoH)</p> <p>d) explain when to sign softly when signing to audience,(Deaf)</p> <p>e) exhibit audience awareness when communicating,</p>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to say when one is supposed to speak or articulate signs clearly when talking to others.</li> <li>● In groups, learners are guided to tell reasons why some people may speak softly or sign without articulating signs clearly even when talking to many people.</li> <li>● In groups, learners who are Hard of Hearing are guided to listen or observe teacher or pre-recorded audio visual clip telling a story on the importance of animals,(what animals give us).</li> <li>● In group learners are guided to retell the stories told by the teacher or observed from the pre-recorded audio visual clips while being recorded.</li> </ul>	<p>1. How should I speak to be heard?</p> <p>2. How do animals kept at home help us?</p>



		(a) enjoy speaking to others using signs, with an effort to pass message.	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to listen or observe recorded signed or voiced pieces of themselves.</li> <li>● In groups, learners who are Deaf are guided to observe recorded signed pieces of themselves.</li> <li>● In groups learners are guided to present signed songs and poems ,in class and during parade.</li> <li>● In group learners are guided to play/imitate animal sound games.</li> <li>● In groups learners are guided to recite poems( sign or verbally) on animals kept at home and their uses.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: learning independently as learner persists in doing activities surrounding audience awareness such as listening, retelling stories, singing and reciting poems.</li> <li>● Communication and collaboration: observation skills as learner listens to stories and retells the same.</li> <li>● Self-efficacy as learner retells stories to others in the class.</li> </ul>				
<p><b>Values:</b></p>				

- Responsibility: determination as learner listens to stories and takes upon self to retell the story to other learners.
- Respect: humility as learner interacts with others and takes turn in telling and listening to stories.

**Pertinent and Contemporary Issues:**

Animal welfare Education as learner is enlightened on the total wellbeing of the animals through clean water, medication and quality feed so as to be useful to us.

**Link to other Activity Areas:**

Environmental activities as learner re-tell stories told by the teacher about family members in the same way they re-tell stories told by the teacher about the importance of animals.

**Suggested Learning Resources:**

Adapted course book, Signed audio visual clips, books, Flash cards, charts, pictures, digital devices, online resources

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.2 Sign reading	5.2.1 Visual memory (3 lessons)	By the end of the sub strand the learner should be able to; a) recall or fingerspell letters of the alphabet in and out of class, b) demonstrate ability to identify names or signs of wild animals, c) participate actively in activities that involve recalling.	<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to visit a learning corner within the class and sign recall what they saw.</li> <li>● In groups or pairs, learners are guided to read or fingerspell letters of the alphabet from charts, books or digital devices.</li> <li>● In groups or pairs, learners are guided to say or sign the names of wild animals observed during a visit to game park, observed on media or seen on pictures.</li> <li>● In groups or pairs, learners are guided to get involved in visual memory games.</li> <li>● In groups or pairs, learners are guided play letter memory games.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which wild animals do you know?</li> <li>2. Which are the dangerous wild animals?</li> </ol>

**Core Competencies to be developed:**

- Critical thinking and problem solving: as learner recalls names of animals using pictures.
- Self-efficacy as learner correctly identifies names of wild animals observed during a visit to game park, watched on media or seen on pictures.

**Values:**

- Unity: cooperation as learner interacts positively with others in recalling names of animals.
- Responsibility: diligence as learner demonstrates love and care to wild animals that are not dangerous during a game park visit.

**Pertinent and Contemporary Issues:**

Financial literacy as learner identifies the benefits of animals to the country and to us as individuals.

**Link to other Activity Areas:** as learner relates telling names of wild animals observed during a visit to a game park with theme animals in religious activities.

**Suggested Learning Resources:** Adapted course books, signed audio visual clips, books, Flash cards, charts, pictures, digital devices, online resources, relevant digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
5.2 Sign Reading	<p data-bbox="488 347 739 452"><b>5.2.2 Sign Reading syllables (ja-ju, la-lu)</b></p> <p data-bbox="488 491 739 562"><b>fingerspelling syllable</b></p> <p data-bbox="488 637 739 672"><b>(2 lessons)</b></p>	<p data-bbox="739 347 1070 450">By the end of the sub strand the learner should be able to;</p> <p data-bbox="788 456 1070 528">a) recall syllables learnt earlier,</p> <p data-bbox="788 532 1070 669">b) join letter sounds to read syllables ja-ju, ka-ku and la-lu,</p> <p data-bbox="788 676 1070 813">c) join letter sound to sign read/fingerspell syllables,</p> <p data-bbox="788 820 1070 998">d) perform activities that involve reading or fingerspelling of syllables.</p>	<ul data-bbox="1070 388 1520 1148" style="list-style-type: none"> <li>● In groups or pairs, learner is guided to observe video clips on reading or finger spelling of syllables.</li> <li>● In groups or pairs, learner is guided to re-read fingerspell syllables.</li> <li>● In groups or pairs, learner is guided to join sounds to form syllables.</li> <li>● In groups or pairs, learner is guided to blend sounds to read or fingerspell syllables eg ja, ka, la</li> <li>● In groups or pairs, learner is guided to practice reading or fingerspelling syllables collaboratively.</li> <li>● Learner who is Hard of Hearing is guided to sing and sign songs on syllables.</li> </ul>	<ol data-bbox="1520 347 1734 631" style="list-style-type: none"> <li>1. Which are the five biggest wild animals?</li> <li>2. Which are the fastest wild animals?</li> </ol>

			<ul style="list-style-type: none"> <li>● Learner who is Deaf guided to sign sing songs related to syllables.</li> <li>● In groups or pairs, learner is guided to get involved in a variety of activities to practice reading or fingerspelling syllables.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Creativity and Imagination: exploration as learner explores more on reading of syllables.</li> <li>● Self-efficacy as learner reads syllables correctly.</li> </ul>				
<b>Values</b> <ul style="list-style-type: none"> <li>● Responsibility: self drive as learner leads others in reading the syllables.</li> <li>● Unity: inclusion as learner sing songs collaboratively on wild animals.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> <ul style="list-style-type: none"> <li>● Social awareness skills: Effective communication is enhanced as learner reads the syllables correctly.</li> </ul>				
<b>Link to other Activity Areas :</b> Learner relates singing songs on syllables with singing songs on animals in creative activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.3 Writing	5.3.1 Pattern writing  (2 lessons)	By the end of the sub strand the learner should be able to; a) identify letter patterns written on different surfaces, b) write simple patterns on different surfaces(air,books,ground, board) c) take pleasure in pattern writing activities in and out of class.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to recite the letters of the alphabet collaboratively.</li> <li>● In groups, learners are guided to hold a writing tool appropriately when writing.</li> <li>● In groups, learners are guided to practice writing simple, varied patterns.</li> <li>● In groups, learners are guided to copy simple patterns.</li> <li>● In groups, learners are guided to view the process of drawing simple patterns on a chart and copy them.</li> <li>● In groups, learners are guided on compete on the speed of writing patterns.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which tools do we use for pattern writing?</li> <li>2. Which wild animals are dangerous?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learners are guided to display patterns written.</li> <li>● In groups, learners are guided to observe signed songs and video clips on pattern writing.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: signing skills as learner signs the letters of the alphabet collaboratively.</li> <li>● Self-efficacy as learner displays to others patterns written with confidence.</li> <li>● Critical thinking and Problem solving: learning independently as learner completes and writes patterns.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: cooperation as learner signs letters of the alphabet with others harmoniously.</li> <li>● Responsibility: hard work as learner independently writes patterns.</li> </ul>				
<p><b>Pertinent and Contemporary issues:</b> Safety and security where the learner develops an understanding that some animals can be dangerous.</p>				
<p><b>Link to other Activity Areas:</b> Learner relates skill of joining syllables to make patterns with arranging similar objects to make patterns in mathematics activities.</p>				
<p><b>Suggested Learning Resources:</b> Adapted course books, Signed audio visual clips, drawing books, Flash cards, tracing books, charts, pictures, digital devices. writing tools</p>				



Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
5.3 Writing	5.3.2 Writing syllables (ja-ju, la-lu)  (2 lessons)	By the end of the sub strand the learner should be able to; a) recognise signs of writing materials (surfaces and tools) in preparation for writing, b) identify syllables from a variety of texts, c) demonstrate ability to write syllables properly in and out of class (ja-ju, la-lu) d) show excitement in using basic writing tools to write syllables.	<ul style="list-style-type: none"> <li>● Learner is guided to mention as they sign writing surfaces such as books, ground, boards, slates and tools such as pencils, sticks, chalks, colours,</li> <li>● In groups or pairs, learners are guided to write letters of the alphabet.</li> <li>● In groups or pairs, learners are guided to join dots to make syllables.</li> <li>● In groups or pairs, learners are guided to join dots to make syllables</li> <li>● In groups or pairs, learners are guided to model syllables.</li> <li>● In groups or pairs, learners are guided to copy syllables properly in and out of class.</li> </ul>	<p>1. How do we sit when writing?</p> <p>2. Which tools do we use for writing syllables?</p>

			<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to write syllables on the board and on books.</li> <li>● In pairs learners are guided to make pattern using syllables.</li> <li>● In groups or pairs, learners are guided to display work done.</li> <li>● In group learners are guided to practice writing syllables on ICT devices where applicable ,other write on board, ground, books, cards.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: connecting using technology skill as learner writes syllables on ICT devices.</li> <li>● Self-efficacy as learner displays assertively work done on syllables.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: acceptance as learner with in harmony with others.</li> <li>● Responsibility: self drive as learner writes syllables without assistance.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social cohesion as learner interacts with others in activities while writing syllables and even as they share writing tools.</p>				
<p><b>Link to other Activity Areas:</b> environmental activities as learner make patterns using syllables and letter sounds to form names of animals found within the environment.</p>				

## 6. WEATHER CONDITIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>6.1 Observing and articulating signs</b>	<b>6.1.1 Auditory memory and visual memory</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to; (a) say letter sounds after teacher or peers (HoH), (b) fingerspell letter sounds after teacher or peers (Deaf), (c) recall letter sounds and syllables in and out of class, (d) recall fingerspelt letter sounds and fingerspelt syllables in and out of class, (e) demonstrate ability to recognise sounds associated with	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to recall letters of the alphabet.</li> <li>● In groups, learners who are Deaf are guided to recall fingerspelt letters of the manual alphabet.</li> <li>● In groups, learners who are Hard of Hearing are guided to identify letters of the alphabet.</li> <li>● In groups, learners who are Deaf are guided to identify fingerspelt letters of the manual alphabet.</li> <li>● In groups, learners who are Hard of Hearing are guided to listen to audio clips on letter sounds and be encouraged to recognize or name corresponding letter names.</li> <li>● In groups, learners who are Deaf are guided to observe signed</li> </ul>	<ol style="list-style-type: none"> <li>1. Which letter sounds can you remember?</li> <li>2. How is the weather today?</li> </ol>

		<p>different weather conditions,</p> <p>(f) enjoy playing auditory memory games(HoH),</p> <p>(g) enjoy playing visual memory games(Deaf).</p>	<p>audio visual clips on fingerspelt letter sounds and be encouraged to recognize or fingerspell corresponding letter names.</p> <ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to chant rhymes on letter names and sounds.</li> <li>● In groups, learners who are Deaf are guided to chant rhymes on letter names and letter sounds by fingerspelling with correct hand formation and mouth movement.</li> <li>● In groups, learner is guided to get involved in letter recall/memory games such as fishing game, letter hunting (search for exact letter wanted).</li> </ul>	
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**Core competencies to be developed:**

Communication and collaboration: observation skills as learner observe and reads letter names.

**Values:**

- Respect: open mindedness as learner works amicably with others in class taking positively others opinions.
- Peace: compassion as learner works with others in calmness as they take turns where pair work and group work is involved.

**Pertinent and Contemporary Issues:**

Climate change: awareness on daily weather changes which helps learner to dress accordingly on different days.

**Link to other Activity Areas:**

- Environmental Activities as learner observes daily weather and identification of what to wear on different days in relation to weather conditions.
- Music in Creative Activities as learner sings different songs on weather.
- Art and Craft as the learner draws different weather symbols.

**Suggested Learning Resources:**

Adapted course book, Assistive devices fitted with appropriate technology e.g hearing aid, Signed audio visual clips, books, Flash cards, charts, pictures, digital devices

Strand	Sub strand	Specific learning outcome	Suggested Learning Experience	Suggested Key Inquiry Questions.
6.1 Observing and articulating signs	6.1.2. Reporting skills (2lessons)	By the end of the sub strand the learner should be able to; a) name or sign different weather conditions, b) describe weather conditions observed, c) express appreciation of reporting incidences or happenings.	<ul style="list-style-type: none"> <li>● In groups , learners are guided to observe a video or pictures of different weather conditions.</li> <li>● In groups, learners are guided to take a nature walk outside the classroom to observe the weather.</li> <li>● In groups, learners are guided to watch a signed audio visual clip on the effect of different weather conditions.</li> <li>● In groups, learners who are Hard of Hearing are guided to tell the weather conditions observed.</li> <li>● In groups, learners who are Deaf are guided to tell the weather conditions observed using signs.</li> <li>● In groups, learners who are Hard of Hearing are guided to name different weather conditions.</li> <li>● In groups, learners who are Deaf are guided to sign names of different weather conditions.</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the weather today?</li> <li>2. Which clothes do we wear on a rainy day?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to talk about observed weather conditions.</li> <li>● In groups, learners who are Deaf are guided to talk about observed weather conditions using signs.</li> <li>● In groups or pairs, learners are guided to identify different activities done under different weather conditions.</li> <li>● In groups, learners who are Deaf are guided to sign names of activities done under different weather conditions.</li> <li>● In groups or pairs, learners are guided to identify and sign negative effects of weather conditions.</li> <li>● In groups or pairs, learners are guided to role play a rainy day learner carrying umbrellas.</li> <li>● In groups, learners who are Hard of Hearing are guided to sing songs related to weather.</li> <li>● In groups, learners who are Deaf are guided to sign sing songs related to weather.</li> </ul>	
<b>Core competencies to be developed:</b>				

- Critical thinking and Problem solving: reflection skills as learner takes a nature walk and acquires more knowledge about the environment.
- Communication and Collaboration: observation and signing skills as learner role plays a rainy day carrying umbrellas and getting feedback from the others.

**Values:**

- Responsibility: hard work as learner practices covering self with an umbrella when it is raining within the role play.
- Unity: cooperation as learner take turns to report observation findings after the nature walk and as they role play.

**Pertinent and Contemporary Issues:**

Tolerance as learner walks around during the nature walk to observe weather.

**Link to other Activity Areas:**

Environmental Activities as the learner observes weather during the nature walk and role plays use of umbrella on a rainy day.

**Suggested Learning Resources:** Adapted course books, signed audio visual clips, books, Flash cards, charts, pictures, online resources, digital devices



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.2 Sign reading	6.2.1 Visual discrimination (3 lessons)	By the end of the sub strand the learner should be able to; a) identify different weather symbols, b) match and pair pictures of weather symbols and activities happening, c) enjoy visual discrimination activities.	<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to view pictures depicting different weather conditions from a digital device, flashcards or charts and books.</li> <li>● In groups, learners who are Hard of Hearing are guided to talk about the pictures on different weather conditions.</li> <li>● In groups, learners who are Deaf are guided to talk about( using signs) the pictures on different weather conditions.</li> <li>● In groups or pairs, learners are guided to view pictures on effects of weather (clothes hang on a windy day, people sitting under a shade...),</li> <li>● In groups or pairs, learners are guided to identify odd-one out</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the weather today?</li> <li>2. Which clothes do we wear on a hot day?</li> </ol>

			<p>pictures objects from a set of pictures on weather symbols.</p> <ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to match and pair pictures of weather symbols and activities happening.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: making observation skills as learner matches and pairs pictures of weather symbols and activities happening.</li> <li>● Self-efficacy as learner discusses about pictures observed on weather conditions to others in class.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity: as learner works with others with honesty and discipline as they view weather pictures and talk about them.</li> <li>● Social justice as learner with others share learning resources such as picture flash cards equitably.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Preventive health awareness as learner learns that we should dress warmly during cold weather conditions to avoid illnesses related to coldness.</p>				
<p><b>Link to other Activity Areas:</b></p> <p>Environmental activities where the learner draws pictures on symbols of weather.</p>				
<p><b>Suggested Learning Resources:</b> Adapted course books, signed audio visual clips, books, Flash cards, charts, pictures, digital devices, online resources</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.2 Sign reading	6.2.2 Reading syllables (ma-mu, pa-pu)  (3 lessons)	By the end of the sub strand the learner should be able to; a) recall syllables learnt earlier, b) join letter sounds to form syllables (ma-mu, na-nu and pa-pu), c) join fingerspelt letter sounds and sign read syllables (ma-mu, na-nu and pa-pu), d) demonstrate ability to fingerspell syllables (ma-mu, na-nu and pa-pu), e) enjoy performing activities that involve reading of syllables.	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to watch a video clip on reading of syllables.</li> <li>● In groups, learners who are Deaf are guided to observe a signed audio visual clip on sign reading of fingerspelt syllables.</li> <li>● In groups, learners who are Hard of Hearing are guided to re-read syllables, and sign.</li> <li>● In groups, learners who are Deaf are guided to re-sign read fingerspelt syllables.</li> <li>● In groups, learners are guided to join letter sounds to form syllables,</li> </ul>	<ol style="list-style-type: none"> <li>1. Which syllables can you recall?</li> <li>2. Where can we read syllables from?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learners are guided to blend letter sounds to read syllables such as ma, na, pa.</li> <li>● In groups, learners are guided to practice sign reading syllables collaboratively.</li> <li>● In groups, learners who are Hard of Hearing are guided to sing as they sign songs on syllables.</li> <li>● In groups, learners who are Deaf are guided to sign sing songs on syllables.</li> <li>● In groups, learners are guided to get involved in a variety of activities to practice reading syllables.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: exploration skills as learner explores more on reading of syllables.</li> <li>● Self-efficacy as learner reads syllables correctly.</li> </ul>				

**Values**

- Responsibility: self drive as learner leads others in reading the syllables.
- Unity: non discrimination as learner sing songs collaboratively on wild animals.

**Pertinent and Contemporary Issues:**

Social cohesion as learner works collaboratively with others in reading syllables.

**Link to other Activity Areas:**

Environmental activities where the learner draws pictures on symbols of weather.

**Suggested Learning Resources:** Adapted course books, signed audio visual clips, books, Flash cards, charts, pictures, digital devices

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.3 Writing	6.3.1 Recording skills (2 lessons)	<p>By the end of the sub strand the learner should be able to;</p> <p>a) observe different weather conditions during the day,</p> <p>b) tell difference between weather conditions observed,</p> <p>c) record observed weather conditions in a simple weather chart,</p> <p>d) actively participate in activities involving reporting or recording observations.</p>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to observe different weather conditions on a video clip.</li> <li>● In groups, learners are guided to observe weather conditions outside the classroom on a nature walk.</li> <li>● In groups, learners are guided to identify pictures on weather symbols such as rainy, windy, sunny and cloudy from charts and books,</li> <li>● In groups, learners are guided to tick weather symbol observed on a chart on the particular day, (the weather chart should have 5 days of a week, from Monday to Friday and the four weather conditions symbols for morning session and afternoon</li> </ul>	What do we wear on a rainy day?

			<p>session. The learner should tick one symbol every morning after observation and one symbol every afternoon on the same day after observing weather for the 5 days).</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to display recorded weather chart at the end of the week for self, teacher and peer assessment.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: communication and self expression skill as learner records the weather chart on a daily basis.</li> <li>● Self-efficacy: as learner displays the recorded weather chart for others to view and peer assess.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: Cooperation as learner works collaboratively with others to record the weather chart.</li> <li>● Responsibility: self drive as learner records the weather chart.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social cohesion as learner interacts with others in observing and recording observed weather.</p>				
<p><b>Link to other Activity Areas:</b> Environmental Activities as the learner observes and records daily weather.</p>				
<p><b>Suggested Learning Resources:</b> Adapted course books, signed audio visual clips, books, Flash cards, charts, pictures, digital devices</p>				

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
6.3 Writing	<b>6.3.2 Writing syllables</b> (ma-mu, pa-pu)  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> <li>a) recognise syllables from a variety of texts (ma-mu, na-nu and pa-pu),</li> <li>b) write syllables neatly in and out of class,</li> <li>c) enjoy using basic tools for writing activities in and out of school.</li> </ol>	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to write letters of the alphabet.</li> <li>● In groups, learners who are Deaf are guided to write fingerspelled letters of the manual alphabet.</li> <li>● In groups, learners are guided to join dots to make syllables.</li> <li>● In groups, learners are guided to model syllables.</li> <li>● In groups, learners are guided to copy syllables properly in and out of class.</li> <li>● In groups, learners are guided to write syllables on the board and on books.</li> <li>● In groups, learners are guided to make patterns using syllables.</li> <li>● In groups, learners are guided to display work done.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sit when writing?</li> <li>2. Which tools do we use for writing syllables?</li> </ol>



			<ul style="list-style-type: none"> <li>● In groups, learners are guided to practice writing syllables on ICT devices where applicable ,others write on board, ground, books, cards and board.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: connecting with digital technology skills as learner writes syllables on ICT devices.</li> <li>● Self-efficacy as learner displays assertively work done on syllables.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: patience as learner works in harmony with others.</li> <li>● Responsibility: resilience as learner writes syllables without assistance.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social cohesion as learner interacts with others in activities while writing syllables and even as they share writing tools.</p>				
<p><b>Link to other Activity Areas:</b> Learner relates modeling of syllable patterns with modelling in Creative activities.</p>				
<p><b>Suggested Learning Resources:</b> Adapted course books, Signed audio visual clips, Books, Flash cards, Charts, Pictures, Digital devices</p>				

## 7. WATER

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>7.1 Observing and Articulating signs</b>	<b>7.1.1 Naming</b>  (2 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs of words related to theme,</li> <li>b) identify places and ways of getting water,</li> <li>c) mention different containers for storing water,</li> <li>d) demonstrate awareness of uses of water in our daily lives,</li> <li>e) arrange containers for storing water,</li> <li>f) enjoy participating safely in activities involving use of water.</li> </ol>	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to observe a signed video clip of words related to the theme.</li> <li>● In pairs, learners are guided to fingerspell and sign the identified vocabulary related to the theme,</li> <li>● In groups, learners are guided to name (verbally or using signs) different places and ways of getting water (sources).</li> <li>● In groups, learners, are guided to name (verbally or using signs) different containers used for storing water.</li> </ul>	<ol style="list-style-type: none"> <li>1. Where do we get water from?</li> <li>2. Where do we store water?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learners, are guided to take a nature walk and observe containers for storing water such as water tanks, pots, jerricans, buckets, drums.</li> <li>● In groups, learners are guided to guided to watch a video clip related to different containers for storing water.</li> <li>● In groups, learners, are guided to guided to arrange given containers of water according to size,</li> <li>● Learner who is Hard of Hearing is guided to recite as they sign poems related to water(verbally or using signs)</li> <li>● Learner who is Deaf is guided to recite poems related to water (using signs)</li> <li>● Learner who is Hard of Hearing is guided to recite rhymes related to</li> </ul>	
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			<p>water(verbally or by fingerspelling with correct hand formation and mouth movement)</p> <ul style="list-style-type: none"> <li>● Learner who is Deaf is guided to recite rhymes related to water(by fingerspelling or signing with correct hand formation and mouth movement)</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: signing skills as learner explains different places and ways of getting water as others listen.</li> <li>● Critical thinking and problem solving as learner arranges containers of different sizes that store water from the smallest to biggest and vice versa.</li> </ul>				
<p><b>Value</b></p> <ul style="list-style-type: none"> <li>● Responsibility: self drive as learner becomes aware that containers for storing water should be clean and even as they arrange containers.</li> <li>● Love: as learner expresses generosity in sharing containers for storing water being arranged.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Disaster Risk Reduction awareness as learner is cautioned to keep off dangerous water sources when playing.</p>				
<p><b>Link to other Activity Areas:</b> learners relates drawing of containers for storing water with drawing of various objects in Creative Activities,</p>				
<p><b>Suggested Learning Resources:</b> Adapted course book, signed audio visual clips, books, Flash cards, charts, pictures, realia, relevant digital devices, online resources.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>7.1 Observing and Articulating signs</b>	<b>7.1.2 Articulation of letter sounds.</b>  (2 lessons)	By the end of the sub strand the learner should be able to; <ul style="list-style-type: none"> <li>a) articulate letters of the alphabet (A-Z)(HoH),</li> <li>b) articulate letters (A-Z)and fingerspell with correct hand formation as well as mouth movement for effective communication(Deaf),</li> <li>c) demonstrate awareness of letter sound correspondence in and out of class,</li> <li>d) enjoy participating in activities relating to letters of the alphabet (A-Z).</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners who are Hard of Hearing are guided to view and listen to letter sounds from audio or video clips that enhance letter sound articulation.</li> <li>● In groups, learners who are Deaf are guided to observe letter sounds from signed audio visuals clips or video clips that enhance letter sound articulation.</li> <li>● In groups, learners are guided to in turns, say the letter sounds from charts and flashcards.</li> <li>● In groups, learners are guided to in turns, fingerspell the letter sounds from charts and flashcards.</li> </ul>	1. Which letters of the alphabet can you remember?  2. Where do you store water at home?

			<ul style="list-style-type: none"> <li>● Collaboratively, learners are guided to match letter sounds with corresponding names of objects whose name begin with the letter sound ( a for apple, b for boy...)</li> <li>● In groups, learners are guided to chant rhymes on letter sounds.</li> <li>● In groups or pairs, learners are guided to chant or fingerspell rhymes.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: observation and signing skills as learner articulates letters and chants rhymes.</li> <li>● Self-efficacy as learner chants rhymes in class with the other learners watching for peer assessment.</li> </ul>				
<p><b>Value:</b></p> <ul style="list-style-type: none"> <li>● Respect: patience as learner learn to take turns while articulating the letters.</li> <li>● Unity: equity as learner chants rhymes with others in unison.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b>  Effective communication: The learner correctly articulates letter sounds in preparation for reading of words.</p>				
<p><b>Link to other Activity Areas:</b>  Articulation of letter sounds is necessary in all learning areas and for effective fingerspelling and signing in signed communication.</p>				
<p><b>Suggested Learning Resources:</b>  Signed audio visual clips, books, Flash cards, charts, pictures</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
7.2 Sign reading	7.2.1 Picture Reading  (2 lessons)	By the end of the sub strand the learner should be able to; a) name activities that involve use of water, b) demonstrate ability to interpret illustrated uses of water, c) enjoy participating in activities related to picture reading.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to talk(verbally or by using signs) about different uses of water (cooking, bathing, washing, drinking, farming).</li> <li>● In groups, learners are guided to take a nature walk round the school to observe various uses of water such as washing,cleaning utensils.</li> <li>● In groups, learners are guided to identify pictures showing different uses of water.</li> <li>● In groups, learners are guided to role play activities for uses of water such as cooking, washing clothes, brushing teeth).</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we use water at home?</li> <li>2. What pictures do you enjoy looking at?</li> </ol>

			<ul style="list-style-type: none"> <li>● In pairs, learners are guided to watch signed video clips on different uses of water.</li> <li>● Learner who is Hard of Hearing is guided to sing or sign songs, recite poems on uses of water.</li> <li>● Learner who is Deaf is guided to sign sing songs, recite poems (using signs) on uses of water.</li> </ul>	
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**Core competencies to be developed:**

- Communication and collaboration: teamwork as learner in pairs or groups, watch signed video clips on different uses of water.
- Creativity and imagination: making connection skills as learner reads and interprets pictures related to uses of water.

**Values:**

- Unity: equity as learner works together with others in role modelling use of water.
- Responsibility: hard work as learner practice role played uses of water at home.

**Pertinent and Contemporary Issues:**

- Health related awareness as learner learns about uses of water for personal hygiene.
- Financial literacy awareness as learner learns that water can be monetized, we can buy and sell water.

**Link to other Activity areas:**

Creative Activities where water is used in paints to get the right thickness for painting and even for washing hands.

**Suggested Learning Resources:**

Adapted course books, Signed audio visual clips, books, Flash cards, charts, pictures, online resources, reelvant digital devices.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
7.2 Sign reading	<p data-bbox="407 303 732 377"><b>7.2.2. Reading syllables (ra-ru, ta-tu)</b></p> <p data-bbox="407 418 732 452"><b>Fingerspelling syllables</b></p> <p data-bbox="407 528 732 562"><b>(2 lessons)</b></p>	<p data-bbox="732 303 1232 377">By the end of the sub strand the learner should be able to;</p> <ul style="list-style-type: none"> <li data-bbox="782 418 1232 487">a) recall the syllables learnt for learning,</li> <li data-bbox="782 487 1232 596">b) demonstrate ability to read syllables in and out of class (ra – ru, sa – su, ta – tu),</li> <li data-bbox="782 596 1232 706">a) demonstrate ability to fingerspell syllables in and out of class (ra – ru, sa – su, ta – tu),</li> <li data-bbox="782 706 1232 843">b) acknowledge the use of syllables in daily communication.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1232 343 1651 487">● In groups, learners are guided to watch video clips on read and fingerspelt syllables.</li> <li data-bbox="1232 487 1651 631">● Learner who is Hard of Hearing is guided to join sounds or fingerspell letter sounds to form syllables,</li> <li data-bbox="1232 631 1651 816">● Learner who is Hard of Hearing is guided to blend sounds or fingerspell letter sounds to make syllables such as ra, re, ri ,ro, ru.</li> <li data-bbox="1232 816 1651 960">● Learner who is Deaf is guided to fingerspell letter sounds to make syllables such as ra, re, ri ,ro, ru.</li> <li data-bbox="1232 960 1651 1074">● In groups or pairs, learners are guided to read or fingerspell syllables ,</li> </ul>	<ol style="list-style-type: none"> <li data-bbox="1651 303 1891 377">1. How do we sit when reading?</li> <li data-bbox="1651 452 1891 562">2. How do we turn pages of a book when reading?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to re-read or fingerspell syllables.</li> <li>● In pairs, learners are guided to practice reading or fingerspelling syllables.</li> <li>● In groups or pairs, learners are guided to sing or sign songs on syllables,</li> <li>● In groups or pairs, learners are guided engaged in a variety of activities to practice reading and fingerspelling syllables.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-efficacy as learner correctly reads the syllables in class.</li> <li>● Communication and collaboration: observation and signing skills as learner observes and correctly signs the syllables.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: determination as learner engages in assigned roles of reading syllables.</li> <li>● Respect: humility as learner patiently take turns in reading syllables.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Effective communication as learner signs syllables effectively in communication while interacting.</p>				
<p><b>Link to other Activity Areas:</b> Reading skills cuts across all activity areas.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>7.2</b> <b>Sign Reading</b>	<b>7.2.3 Word formation</b>  (5 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> <li>a) identify syllables and sounds for reading purpose,</li> <li>b) identify syllables and letter sounds for sign reading purpose,</li> <li>c) blend syllables and sounds to form three letter words in and out of class,</li> <li>d) blend syllables and letter sounds to form three letter words in and out of class,</li> <li>e) read three letter words in and out of school,</li> <li>f) sign read three letter words in and out of school,</li> <li>g) perform activities that involve reading three letter words in and out of class.</li> </ol>	<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to identify syllables and letter sounds from charts, books and other materials,</li> <li>● In groups or pairs, learners are guided to blend syllables and letter sounds to form three words orally, example ca +t =cat pe+g =peg po + t =pot</li> <li>● In groups or pairs, learners are guided to read or sign read three letter words.</li> <li>● In pairs, learners are guided to practice reading or sign reading three letter words collaboratively.</li> <li>● Learner is guided to play digital or physical games in forming three letter words.</li> </ul>	1. How do we read words?

			<ul style="list-style-type: none"> <li>• Learner is engaged in a variety of activities to read or sign read three letter words.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: interpretation and inference skills as learner reasons out joining of syllables and letter sounds to form 3 letter words.</li> <li>• Digital literacy: interacting with digital technology skills as learner play digital games in forming three letter words.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity: honesty as learner independently forms 3 letter words.</li> <li>• Patriotism: citizenship as learner begin to appreciate rivers, oceans and lakes as natural resources within the country.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Health related issues awareness as learner learns to avoid drinking contaminated water to avoid illnesses.</p>				
<p><b>Link to other Activity Areas:</b></p> <p>Word formation is a necessary skill in all activity areas as it is a prerequisite for reading.</p>				
<p><b>Suggested Learning Resources:</b> Adapted course books, signed audio visual clips, books, Flash cards, charts, pictures, word bank, online resources, relevant digital devices.</p>				

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
7.3 Writing	7.3.1 Hand Writing (5 lessons)	By the end of the sub strand the learner should be able to; a) recognise different sounds and syllables from a variety of text, b) write letters, syllables and three letter words neatly and legibly, c) copy own name in class, d) appreciate new ideas related to handwriting.	<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to say(verbally or using signs) how a good hand writing should be.</li> <li>● In groups or pairs, learners are guided to observe charts and books with good handwriting where letters are well shaped, arranged and of good size.</li> <li>● In groups or pairs, learners are guided to read or sign read letters of the alphabet from any available source; digital device, books, charts.</li> <li>● In groups or pairs, learners are guided to practice writing three letter words relating to each vowel ,a, sounds such as ba, ta, ma.</li> </ul>	1. How do we keep our books clean?

			<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to copy own name in class,</li> <li>● In groups or pairs, learners are guided to draw and colour letters of the alphabet.</li> <li>● In groups or pairs, learners are guided to model letters of the alphabet.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self – efficacy as learner acquires the ability to confidently write letters of the alphabets, syllables and 3 letter words.</li> <li>● Creativity and imagination: exploration skills are developed as the learner creatively models letters of the alphabet.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility as learner demonstrates resilience in writing, modelling, drawing and colouring letters of the alphabet.</li> <li>● Unity: cooperation as learner interacts with others in striving to achieve the common goal of writing letters of the alphabet, syllables and words.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Citizenship as learner begins to appreciate the sources of water in the immediate environment within their country.</p>				
<p><b>Link to other Activity Areas:</b> Good hand writing is a skill necessary in all other activity areas for easy reading and comprehension.</p>				
<p><b>Suggested Learning Resources:</b> Adapted course books, signed audio visual clips, books, Flash cards, charts, pictures, word bank, online resources, relevant digital devices.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
7.3 Writing	7.3.2 Writing syllables  (2 lessons)	By the end of the sub strand the learner should be able to; a) identify syllables (ra-ru, sa-su and ta-tu)in and out of class, b) write syllables (ra-ru, sa-su and ta-tu)in and out of class, c) enjoy using basic tools for writing activities in and out of school.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to write letters of the alphabet.</li> <li>● In groups, learners are guided to join dots to make syllables.</li> <li>● In groups, learners are guided to model syllables.</li> <li>● In groups, learners are guided to copy syllables properly in and out of class.</li> <li>● In groups, learners are guided to write syllables on the board and on books.</li> <li>● In groups, learners are guided to make patterns using syllables.</li> <li>● In groups, learners are guided to display work done.</li> <li>● In groups, learners are guided to practise writing syllables on ICT devices where applicable ,others write on board, ground, books, cards and board.</li> </ul>	<p>1. How do we sit when writing?</p> <p>2. Which tools do we use for writing syllables?</p>

**Core competencies to be developed:**

- Digital literacy: interacting with digital technology skill as learner writes syllables on ICT devices.
- Self-efficacy as learner displays assertively work done on syllables.

**Values:**

- Respect: etiquette as learner works in harmony with others.
- Responsibility: self drive as learner writes syllables without assistance.

**Pertinent and Contemporary Issues:**

Social cohesion as learner interacts with others in activities while writing syllables and even as they share writing tools.

**Link to other Activity Areas:**

Writing skills are necessary in all other Activity Areas for effective communication.

**Suggested Learning Resources:**

Adapted course books, Signed audio visual clips, books, Flash cards, charts, pictures, tracing books, drawing books, handwriting books, sand tray or ground.



## 8. TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>8.1 Observing and Articulating signs</b>	<b>8.1.1 News telling signing news</b>  <b>(5 lessons)</b>	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs of words related to time,</li> <li>b) tell news on daily happenings with ease,</li> <li>c) sign narrate events as they happen in a sequence to communicate order and time,</li> <li>d) observe various happenings that would indicate time,</li> <li>e) contribute in telling news at different times of the day.</li> </ol>	<ul style="list-style-type: none"> <li>● In pairs or groups, learners are guided to observe, fingerspell and sign words related to time.</li> <li>● In groups or pairs learners are guided to tell where they saw the sun,</li> <li>● In pairs learners are guided to sign narration of the day's happenings, like what they did before coming to school and what they will do after school.</li> <li>● In pairs or groups, learners who are Deaf are guided to discuss(ensure the seating arrangement supports equal access to signed information) what a cock does in the morning,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we tell it is morning?</li> <li>2. What do we do before coming to school?</li> </ol>

			<ul style="list-style-type: none"> <li>● In pairs or groups, learners who are Hard of Hearing are guided to imitate how the cock crows in the morning to indicate time.</li> <li>● In pairs or groups, learners are guided to observe signed video clip indicating time and/or observe pictures showing activities done at different times of the day.</li> <li>● In pairs or groups, learners, who are Hard of Hearing, are guided to tell news guided by time.</li> <li>● In pairs or groups, learners, who are Deaf are guided to sign news guided by time.</li> <li>● In groups learners are guided to Sign sing songs related to time.</li> <li>● In pairs learners are guide to participate in telling news at different times of the day such as morning and afternoon.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: observation and signing skills as learner articulates signs of words in sentences correctly while telling news.</li> <li>● Self-efficacy as learners tell news about daily routine.</li> </ul>				

- Critical thinking and problem solving: active listening and communication skills as learner recalls their order or routine of daily activities.

**Values:**

- Integrity: discipline as learner learns to keep time and do the right thing at the right time.
- Love: selflessness as learner learns together with others, practice to take turns and patience while telling news.

**Pertinent and Contemporary Issues:**

Social cohesion as learner learns to do the right thing at the right time while interacting with others thus maintain order.

● **Link to other Activity Areas:**

Mathematics Activities as the learner arrange pictures with various daily routine activities in a logical order.

**Suggested Learning Resources:**

Adapted course books, Signed audio visual clips, books, Flash cards, charts, pictures, online resources, relevant digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>8.1 Observing and Articulating signs</b>	<b>8.1.2 Passing information</b>  <b>(4 lessons)</b>	By the end of the sub strand the learner should be able to; (a) identify signs of vocabulary related to time (yesterday, today, tomorrow), (b) use time related vocabulary to make simple sentences, (c) narrate stories of daily happenings, (d) value the importance of passing information for communication. .	<ul style="list-style-type: none"> <li>● In pairs or groups, learners are guided to observe, fingerspell and sign words related to time.</li> <li>● In pairs or groups, learners who are Hard of Hearing are guided to identify and talk about morning routine activities in appropriate order.</li> <li>● In pairs or groups, learners who are Deaf are guided to identify and sign morning routine activities in appropriate order.</li> <li>● In groups or pairs, learners are guided to talk (sign) about activities related to time (yesterday, today, tomorrow).</li> <li>● In pairs, learners are guided to tell (sign) about chores that take place at home before coming to school ,at school and as they go home.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you do before coming to school?</li> <li>2. What do you do when you arrive at schools?</li> </ol>

			<ul style="list-style-type: none"> <li>● In pairs, learners are guided to observe signed audio visual clip, pictures on daily routine.</li> <li>● In pairs, learners who are Hard of Hearing are guided to listen and observe signed audio visual clip, teachers pre recorded video stories of time.</li> <li>● In pairs, learners who are Deaf are guided to observe signed audio visual clip, and teachers pre recorded signed stories of time.</li> <li>● In groups learners are guided to role play various roles shared at home by various people at various time of the day.</li> <li>● Learner who is Hard of Hearing is guided to sing as they sign songs related to time.</li> <li>● Learner who is Deaf is guided to sign sing song related to time.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Communication and collaboration as learner talks about things done at different times of the day collaboratively.</li> <li>● Critical thinking and problem solving as learner recalls chores that happen in their homes every morning.</li> </ul>				
<b>Values:</b>				

- Respect: patience as learners take turn while talking about various activities done on a daily routine.
- Peace: responsibility as learner tells about chores that take place at home while others listen attentively.

**Pertinent and Contemporary Issues:**

Social cohesion as learner, with others work collaboratively in talking about things done at different times of the day.

**Link to other Activity Areas:**

Learner relates singing songs related to time and daily routine with singing in Creative Activities.

**Suggested Learning Resources:**

Adapted course book, Signed audio visual clips, books, Flash cards, charts, pictures, online resources, relevant digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
8.1 Observing and Articulating signs	8.1.3 Story telling.  (2 lessons)	By the end of the sub strand the learner should be able to; a) mention as you sign common public holidays, b) identify days of the week, c) role play activities done on different days of the week, d) uphold celebration of various public holidays.	<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to observe a video clip and identify common public holidays: Christmas/ Easter /Id ul Fitr / Diwali, and Mashujaa day.</li> <li>● In groups, learners are guided to tell as they sign stories on how the public holidays are celebrated.</li> <li>● In groups, learners are guided to role play ,Christmas day. mashujaa day and any other day they are familiar with.</li> <li>● In groups, learners are guided to identify days of week (Sunday – Saturday).</li> <li>● In groups learners are guided to tell and retell or signed stories on different days of the week.</li> <li>● In pairs learners are guided to name as they sign clothes worn on different days of the week,</li> </ul>	<ol style="list-style-type: none"> <li>1. Which days do we celebrate?</li> <li>2. What activities do we do on our worship day?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups learners are guided to role play activities done on different days of the week (market, school, church / mosque).</li> <li>● Learner who is Hard of Hearing is guided to sing and sign songs related to days of the week</li> <li>● Learner who is Deaf is guided to sign sing songs related to days of the week.</li> </ul>	
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Communication and collaboration as learners identify common public holidays and tells how they are celebrated in groups.</li> <li>● Learning to learn as learner acquires new information on different days of the week and activities done.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>● Peace: care as learner learns to appreciate diversity and respect the fact that we have different religious related holidays.</li> <li>● Patriotism: citizenship as learner develops love for own country on learning importance of some public holidays like Mashujaa day and its meaning.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>● Nationalism as learner attends or sees people attending public holiday meetings.</li> <li>● Human rights awareness as learner learns that there are days for worship and school days worship and education being some of human rights.</li> </ul>				
<b>Link to other Activity Areas:</b>				



**Religious Education** as the learner learns about religious public holidays, their meaning and celebration.

**Suggested Learning Resources:**

Adapted course book, Signed audio visual clips, books, Flash cards, charts, pictures, online resources, relevant digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
8.2 Reading	8.2.1 Reading syllables (2 Lessons)	<p>By the end of the sub strand the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) recall syllables learnt earlier in and out of class,</li> <li>b) identify syllables in and out of class (va-vu, za-zu),</li> <li>c) blend letter sounds to form syllables,</li> <li>d) discover activities that involve reading of syllables.</li> </ul>	<ul style="list-style-type: none"> <li>● Learner who is Hard of Hearing is guided to read or fingerspell syllables from charts, book or digital device.</li> <li>● Learner who is Deaf is guided to fingerspell syllables with correct hand formation and mouth movement.</li> <li>● In groups or pairs, learners are guided to recite (say or sign) syllables e g, ta, pa, da ma.</li> <li>● Learner who is Hard of Hearing is guided to read and fingerspell blended sounds to make syllables.</li> <li>● Learner who is Deaf is guided to fingerspell blended sound with correct hand shape formation and mouth movement.</li> <li>● In groups learners are guided to read and fingerspell the</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we read these syllables?</li> <li>2. How do we read three letter words?</li> </ol>

			<p>remaining syllables using the remaining consonants and vowels (va-vu,wa-wu,za-zu),observing proper hand formation and mouth movement.</p> <ul style="list-style-type: none"> <li>● In groups learners are guided to read or fingerspell the syllables collaboratively.</li> <li>● Learners who are Hard of Hearing are guided to chant rhymes on syllables.</li> <li>● Learners who are Deaf are guided to fingerspell rhymes on syllables.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self -efficacy as learner reads syllables accurately.</li> <li>● Learning to learn as learner persists and pursues to read syllables correctly.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: inclusion as learner with other chant rhymes on syllables in unison.</li> <li>● Integrity as learner with others practices fairness taking turns while blending sounds and reading syllables.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Ethnic and racial relations as learner reads sounds and forms syllables collaboratively with others across ethnic borders.</p>				
<p><b>Link to other Activity Areas:</b> Reading across all learning areas require blending of sounds and letter signs to form syllables, syllables to form words, words to form sentences and later paragraphs. Syllables reading is necessary in all.</p>				

**Suggested Learning Resources:**

Adapted course book, Signed audio visual clips, books, flash cards, charts, pictures, online resources, relevant digital devices.

Strand	Sub strand	Specific learning outcome	Suggested Learning Experience	Suggested Key Inquiry Questions.
8.2 Reading	8.2.2 Reading three letter words  (2 lessons)	By the end of the sub strand the learner should be able to; a) identify syllables and sounds for reading purpose(HoH), b) identify syllables and letter sounds for fingerspelling and sign reading purpose(Deaf), c) blend syllables and sounds to form three letter words in and out of class, d) fingerspell and sign three letter words, e) sign read three letter words in and out of school,	<ul style="list-style-type: none"> <li>● In groups or pairs, learner who is Hard of Hearing is guided to identify syllables and sounds from charts, books and other materials.</li> <li>● In groups or pairs learner who is Deaf is guided to identify syllables and letter sounds from charts, books and other materials.</li> <li>● In groups or pairs, learners who are Hard of Hearing are guided to blend syllables and sounds to form three words orally, example run, bat, sit.</li> <li>● In groups or pairs, learners who are Deaf are guided to form three letter words, fingerspell and sign example run,bat,sit.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we read syllables?</li> <li>2. Which materials can we use to read syllables from?</li> </ol>

		f) perform activities that involve reading three letter words in and out of class.	<ul style="list-style-type: none"> <li>● Learner who is Hard of Hearing is guided to read and sign the three letter word.</li> <li>● Learner who is Deaf is guided to fingerspell and sign read the three letter words.</li> <li>● In groups learners are guided to practice sign reading three letter words collaboratively.</li> </ul>	
<b>Core competencies to be developed</b> <ul style="list-style-type: none"> <li>● Self - efficacy as learner sign reads syllables accurately.</li> <li>● Learning to learn: self discipline as learner works collaboratively to practice reading three letter words.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Unity: inclusion as learner with others chant rhymes on syllables in unison.</li> <li>● Integrity: as learner with others practice fairness in taking turns while blending sounds and reading syllables.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> Ethnic and racial relations as learner works with others in the class harmoniously regardless of their background.				
<b>Link to other Activity Areas:</b> Ability to read is necessary in every learning and so the skill to read cuts across all learning Areas.				
<b>Suggested Learning Resources:</b> Adapted course books, Signed audio visual clips, books, flash cards, charts, pictures, online resources, relevant digital devices.				

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
8.3 Writing	8.3.1 Writing three letter words  (2 lessons)	By the end of the sub strand the learner should be able to; a) recognize signs of writing materials (surfaces and tools) in preparation for writing, b) read three letter words in and out of school, c) sign read three letter words in and out of school, d) perform activities that involve formation of three letter words.	<ul style="list-style-type: none"> <li>● Learner is guided to mention as they sign, writing surfaces such as books, boards, grounds, slates and tools such as pencils, sticks, chalks and colours.</li> <li>● In pairs, learner who is Hard of Hearing is guided to blend syllables and sounds to read and sign the three letter words(cat,run,bag pen, set).</li> <li>● In pairs,learner who is Deaf is guided to blend syllables and fingerspell letter sounds to sign read the three letter words (cat,run,bag pen, set).</li> <li>● In groups or pairs, learner who is Hard of Hearing is guided to join syllables and sounds to write three letter words.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sit when writing?</li> <li>2. Which tools do we use for writing?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups or pairs, learner who is Deaf is guided to join syllables and letter sounds to write three letter words.</li> <li>● In groups, learners are guided to write three letter words by arranging cards of syllables and letter sounds on a pocket chart.</li> <li>● In groups or pairs, learners are guided to display work done.</li> <li>● In pairs learner is guided to practise writing three letter words on ICT devices where applicable ,others write on board, ground, books, cards and board.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: interacting with digital technology skills as learner writes three letter words on ICT devices.</li> <li>● Self-efficacy as learner displays assertively work done on writing of three letter words.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: acceptance as learner works in harmony with others.</li> <li>● Responsibility: hard work as learner writes three letter words without assistance.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p>				



**Social cohesion** as learner interacts with others in activities while writing three letter words and even as they share writing tools.

**Link to other Activity Areas:**

Writing skills are necessary in all other Activity Areas for effective communication.

**Suggested Learning Resources:**

Adapted course books, Signed audio visual clips, books, flash cards, charts, pictures.

## 9. TRANSPORT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions.
9.1 Observing and Articulating signs	9.1.1 Naming (4 lessons)	<p>By the end of the sub strand the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify signs of words related to transport,</li> <li>b) tell commonly used means of transport within the environment,</li> <li>c) describe movement of different means of transport,</li> <li>d) enjoy imitating the movement of different means of transport.</li> </ul>	<ul style="list-style-type: none"> <li>● In pairs or groups, learners are guided to observe, fingerspell and sign words related to the theme transport.</li> <li>● In pairs or groups, learners are guided to sign words related common means of transport commonly used within the environment (cars, bicycles, tuktuk, SGR/train, motorcycles aero planes, donkeys, carts).</li> <li>● In pairs or groups, learners are guided to observe a signed video clip on different means of transport or sign read pictures from cards, books, charts on means of transport.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we go to school and back home?</li> <li>2. How do people move from one place to another?</li> </ol>

			<ul style="list-style-type: none"> <li>● In pairs or groups, learners are guided to sign as they talk about how different means of transport move in relation to watched video or sign read pictures.</li> <li>● Recognize different means of transport that produce sounds in the environment while on a nature walk within the school.</li> <li>● Learner is guided to imitate sounds made by the different means of transport.</li> <li>● Learner who is Hard of Hearing is guided to sign as they sing songs, recite poems and/or chant rhymes related to different means of transport.</li> <li>● Learner who is Deaf is guided to sign sing songs, recite poems or chant rhymes related to different means of transport.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: signing skills as learner in pairs and groups talks about how different means of transport move.</li> <li>● Digital literacy: digital citizenship as learner safely and responsibly watch signed video clip on different means of transport or sign read pictures from cards, books, charts on means of transport.</li> </ul>				

<b>Values:</b> <ul style="list-style-type: none"><li>● Unity: cooperation as learner interacts with others to discuss how different means of transport move.</li><li>● Patriotism: citizenship as learner becomes aware of the different means of transport within and outside their country and this develops the learner's love of their own country.</li></ul>
<b>Pertinent and Contemporary Issues:</b> <p>Safety and security issues awareness as learner is made to understand on the need of being careful while using any means of transport since accidents do occur along roads, air, water, foot paths.</p>
<b>Link to other Learning Areas:</b> <p>All learning areas requires identification of various items.</p>
<b>Suggested Learning Resources:</b> <p>Adapted course books, Signed audio visual clips, books, flash cards, charts, pictures, online resources, relevant digital devices.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
9.1 Observing and Articulating signs	9.1.2 News telling  (4 lessons)	By the end of the sub strand the learner should be able to;  a) recognize signs of words related to transport, b) tell and retell signed news on experiences of travelling using different means of transport, c) tell short stories of means of transport observed on the way to school. d) demonstrate ability to report incidences / happenings in a sequential manner, e) enjoy sign singing songs on different means of transport.	<ul style="list-style-type: none"> <li>● In pairs or groups, learners are guided to observe, fingerspell and sign words related to the theme transport.</li> <li>● Learner who is Hard of Hearing is guided to listen to news from a peer, teacher, parent, neighbor and sign as they retell them.</li> <li>● Learner who is Deaf is guided to observe signed or interpreted news from a peer, teacher, parent, neighbor and retell them using signs .</li> <li>● In groups, learner who is Hard of Hearing is guided to role-play telling and listening to news</li> </ul>	<ol style="list-style-type: none"> <li>1. How do people move from one place to another?</li> <li>2. What happens when one is travelling?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learner who is Deaf is guided to role-play telling and observing interpreted or signed news</li> <li>● In groups or pairs, learners are guided to talk about different means of transport they use.</li> <li>● Learner who is Hard of Hearing is guided to sign as they tell a story of their travelling experience using one of the means of transport, what they saw and how they felt.</li> <li>● In groups or pairs, learners are guided to report( using signs) different means of transport seen on the way to school.</li> <li>● Learner who is Hard of Hearing is guided to sign as they sing songs and recite poems related to different means of transport.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Learner who is Deaf is guided to sign sing songs and recite poems related to different means of transport.</li> </ul>	
<p><b>Core competencies:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: observing and signing skills as learner interacts with the others while telling news and talking about different means of transport.</li> <li>• Critical thinking and problem solving: active listening, observing and communication skill as learner retells news told and connects words of the song repeatedly to master the words.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: non-discrimination as learners discuss and all appreciate diversity in means of transport and the fact that some cannot be found in different areas due to different factors.</li> <li>• Responsibility: accountability as learner is cautioned to observe road safety when using, boarding and alighting from a means of transport.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Financial literacy as learner tell news on what happens when travelling, talks about payment of fare so as to travel from one point to another.</p>				
<p><b>Link to other Activity Areas:</b></p> <p>Learner relates sign singing songs and signing poems related to means of transport with sign singing in Creative activities.</p>				
<p><b>Suggested Learning Resources:</b></p> <p>Adapted course books, Signed audio visual clips, books, Flash cards, charts, pictures, online resources, relevant digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
9.2 Sign reading	9.2.1 Picture reading.  (2 lessons)	By the end of the sub strand the learner should be able to;  a) recognize names of pictures on different means of transport, b) tell difference between different means of transport, c) match pictures of people working in the transport sector with the different means of transport, d) enjoy playing games with pictures on means of transport.	<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to sign read pictures of different means of transport on charts, books or digital devices.</li> <li>● In groups or pairs, learners are guided to sign as they tell the difference between different means of transport. For example, some means use air, road, railway line, foot paths.</li> <li>● In groups or pairs, learners are guided to identify as they sign people with uniform and different protective gear working in the transport sector but on different means, example,</li> </ul>	1. Who is a driver?  2. What does a driver do?



			<p>driver, captain, pilot, touts, motorcyclist.</p> <ul style="list-style-type: none"> <li>● In pairs, groups and as a class, learners are guided to play games on picture identification by matching pictures of people with the means of transport they work .</li> <li>● In groups, learners are guided to Play a fishing game on flashing of pictures with either people or means of transport while describing using signs.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: researching skills as learner works on correctly identifying pictures of different means of transport.</li> <li>● Self-efficacy as learner matches correctly pictures of different means of transport and the people involved in them with the others in class watching and listening.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: hard work as learner correctly reads pictures and matches pictures correctly.</li> <li>● Unity: cooperation as learner works with others in a group with agreement to match pictures.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p>				

Social cohesion as a learner works together with others, in groups, matching pictures and playing games harmoniously and without conflicts.

**Link to other Activity Areas:**

Learner relates matching pictures of people working in the transport sector with the different means of transport with matching numbers in mathematics activities.

**Suggested Learning Resources:**

Signed video clips, books, flash cards, charts, pictures, online resources, relevant digital devices, realia

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
9.2 Reading	9.2.2 Sign reading three letter words  (4 lessons)	By the end of the sub strand the learner should be able to; a) recognize letter sounds, syllables and 3 letter words, b) join syllables and single sounds to form words, c) arrange sounds correctly on a pocket chart to form 3 words, d) enjoy participating in activities related to reading of syllables and 3 letter words.	<ul style="list-style-type: none"> <li>● Learner who is Hard of Hearing is guided to read and fingerspell letter sounds on charts, board, cards, from digital device.</li> <li>● Learner who is Deaf is guided to sign read as they fingerspell letter sounds on charts, board, cards, from digital device.</li> <li>● Learner who is Hard of Hearing is guided to chant as they fingerspell rhymes on letter sounds.</li> <li>● Learner who is Deaf is guided to sign read as they fingerspell syllables on charts, board, cards, from digital device.</li> <li>● In pairs, groups and as individuals, learners are</li> </ul>	<ol style="list-style-type: none"> <li>1. Which means of transport do people around here use?</li> <li>2. What is the difference between a bus and a bicycle?</li> </ol>

			<p>guided to join syllables and letter sounds to form words (blending sounds)</p> <ul style="list-style-type: none"> <li>● In pairs, learners are guided to arrange syllables and letter sounds correctly to form 3 letter words.</li> <li>● Learner who is Hard of Hearing is guided to play look and say as they sign game on silent blending and reading aloud of 3 letter words.</li> <li>● Learner who is Deaf is guided to play look and say by signing game on silent blending and sign reading clearly of 3 letter words.</li> </ul>	
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**Core Competencies:**

- Self-efficacy as learner correctly reads letter sounds, syllables and 3 letter words.
- Creativity and Imagination: exploration as learner is able to join sounds and syllables to read 3 letter words.

**Values:**

- Unity: cooperation as learner interacts with others to join syllables and sounds and make words in groups.
- Love: care as learner agrees with others as they work in groups and with harmony and accept each other.

**Pertinent and Contemporary Issues:**

Social cohesion as learner works with others amicably and without conflicts to achieve a common goal.

**Link to other Activity Areas:**

Learner relates with arranging sounds correctly on a pocket chart to form three letter words with arranging the number and the name in a pocket chart in mathematics.

**Suggested Learning Resources:**

Charts, pictures, flashcards, letter cutouts, video games, online resources, relevant digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
9.3 Writing	<b>9.3.1 Drawing and colouring of pictures</b>  <b>(6 lessons)</b>	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> <li>a) identify pictures of different means of transport,</li> <li>b) draw pictures to reflect different means of transport.</li> <li>c) colour drawn pictures appropriately,</li> <li>d) enjoy participating in drawing and colouring activities.</li> </ol>	<ul style="list-style-type: none"> <li>● Learner who is Hard of Hearing is guided to sign as they read pictures on different means of transport on charts, books, board and on digital devices.</li> <li>● Learner who is Deaf is guided to sign read pictures on different means of transport on charts, books, board and on digital devices.</li> <li>● Learner is guided to colour drawn pictures on means of transport: buses, van, cars, bicycles, aeroplane, donkey, carts, motorbike.</li> <li>● Learner is guided to draw pictures on different means of transport.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which materials do we use to colour?</li> <li>2. Which colours do buses have?</li> </ol>

			<ul style="list-style-type: none"> <li>● Learner is guided to colour own pictures using realistic colours and within borders.</li> <li>● In pairs and in groups, learner is guided to model cars, ship, bicycle, vans, buses.</li> <li>● Learner is guided to display modeled and drawn and coloured work.</li> <li>● Learner who is Hard of Hearing is guided to sing as they sign songs.</li> <li>● Learner who is Deaf is guided to sign songs about colouring</li> </ul>	
<p><b>Core Competencies:</b>  Communication and collaboration: writing skills as learner recalls real objects and draws on books buses, cars and aero planes and even chooses the colours to use on each.</p>				
<p><b>Values:</b>  Peace:love as learner works in group with others agreeing and co-operating on issues while modelling.  Love: compassion as learner works with others while drawing and colouring and being careful not to hurt one another with the tips of the pencils and colouring pencils.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p>				

Child security and safety as learner is cautioned by teacher not to put modelling materials and colouring tools in the mouth or nose for safety.

**Link to other Activity Areas :**

learner relates colouring of drawn pictures with colouring of pictures in creative activities.

**Suggested Learning Resources:**

Adapted course books, Signed audio visual clips, books, Flash cards, charts, pictures, online resources, relevant digital devices.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
9.3 Writing	9.3.2 Writing Practice  ( 5 lessons)	By the end of the sub strand the learner should be able to;  a) recall letters of the alphabet in the right order correctly, b) write letters of the alphabet in the right order correctly, c) write syllables by joining consonants and vowels, d) write patterns using syllables, e) Form three letter words using syllables and sounds, f) Show excitement in writing activities in and out of class.	<ul style="list-style-type: none"> <li>● In groups or pairs, learners who are Hard of Hearing are guided to read letters of the alphabet in upper case and lower case.</li> <li>● In groups or pairs, learners who are Deaf are guided to fingerspell and recognize letters of the alphabet in upper case and lower case.</li> <li>● In groups or pairs, learners are guided to model letters of the alphabet.</li> <li>● In groups or pairs, learners are guided to write the letters in upper and lower case on a digital device.</li> <li>● In groups or pairs, learners are guided to read and sign letter sounds and syllables in groups and pairs.</li> </ul>	<ol style="list-style-type: none"> <li>1. Where can we write letter sounds, syllables and words?</li> <li>2. Which words can you write?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups or pairs, learners are guided to write letter sounds and syllables.</li> <li>● In groups or pairs, learners are guided to join syllables and sounds and make 3 letter words in pairs.</li> <li>● In groups or pairs, learners are guided to make patterns using syllables.</li> <li>● In groups or pairs, learners are guided to repeatedly write the patterns.</li> <li>● In groups or pairs, learners are guided to chant rhymes on letter sounds while writing the same.</li> </ul>	
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**Core Competencies:**

- Communication and collaboration: writing skills are enhanced as the learner correctly reads and writes three letter words by joining syllables and sounds.
- Critical thinking and problem solving: making connections skills are enhanced as the learner differentiates between lower and upper case letters while writing them down in books.

**Values:**

Social justice: equity as learner shares writing materials like pencils and erasers with others practicing fairness.

Integrity: honesty as learner writes own work even in the absence of teacher with honesty without letting others work for them.

**Pertinent and Contemporary Issues:**

Personal hygiene awareness as learner washes hands with clean water and soap after modelling and clears the working area.

**Link to other Activity Areas:**

learner relates writing patterns using syllables with making patterns in creative activities.

**Suggested Learning Resources:**

Adapted course books, Signed audio visual clips, books, signed audio recording ,realia, pictures, online resources, relevant digital devices.

**SUGGESTED ASSESSMENT RUBRIC**

**Observing and Articulating signs**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to sign vocabulary related to theme.	Signs common words/vocabulary and concepts related to theme and effectively conveys ideas and details with clarity and precision while showcasing an advanced grasp of the thematic concepts, and confidently engages in expressive signing, incorporating appropriate facial expressions and gestures	Signs common words/vocabulary and concepts related to the theme effectively and conveys basic ideas accurately while expressing self using gestures and sign language in a clear and understandable manner.	signs common words/vocabulary and simple concepts related to the theme with signs that may lack some clarity, and with occasional errors that may affect the overall coherence of their communication.	signs some common words/vocabulary related to the theme with a noticeable lack of clarity in their signing, minimal or inconsistent facial expressions and gestures.

	that enhance the overall use of sign language.			
Ability to fingerspell alphabets.	Fingerspells alphabets in an accurate, consistent and proficient manner while maintaining an appropriate pace, hand formation and mouth movement allowing for clear recognition of each letter with confidence.	Fingerspells alphabets in an accurate and consistent manner while maintaining an appropriate pace, hand formation and mouth movement allowing for clear recognition of each letter.	fingerspells alphabets but may exhibit occasional hesitations.	fingerspells alphabets but may exhibit frequent hesitations.
Ability to blend syllables and fingerspell letter sounds to sign read the three letter words.	Accurately blends syllables and fingerspells letter sounds to sign read the three letter words.	Blends syllables and fingerspells letter sounds to sign read the three letter words.	Blends and fingerspells letter sounds to sign read the three letter words.	makes minimal effort to blend fingerspell letter sounds to sign read the three letter words .

<p>Ability to express self in sign language in relation with the theme.</p>	<p>Expresses self using sign language, appropriate expressive facial expressions and appropriate body language by using broad vocabulary of signs to accurately convey their thoughts and feelings, and effectively communicate with others.</p>	<p>Expresses self using sign language, appropriate facial expressions and body language by using basic sign language vocabulary to effectively communicate simple messages.</p>	<p>Expresses self using sign language using a limited range of signs to communicate basic ideas and emotions.</p>	<p>Expresses self in sign language and may rely on a very limited set of signs with minimal use of facial expressions and body language.</p>
<p>Ability to comprehend signing when used by others.</p>	<p>Consistently understands a wide range of signs, facial expressions , body language, and gestures by responding to a variety of signed instructions,</p>	<p>Consistently understands common signs and gestures, displaying a good understanding of basic sign language</p>	<p>Shows partial understanding of some basic signs and gestures, and may struggle with less familiar signs.</p>	<p>Sstruggles with understand basic signs and gestures and exhibits difficulty in responding to basic</p>

	questions, and stories accurately.	vocabulary by accurately responding to routine signed instructions and questions.		signed instructions or questions.
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## Sign Reading

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify uppercase and lowercase letters in various contexts.	Accurately recognizes and differentiate between uppercase and lowercase letters in a variety of contexts, such as within words, sentences, and short paragraphs.	consistently identifies and distinguish between uppercase and lowercase letters within words, phrases, and sentences	Identifies letters correctly but may exhibit inconsistencies in certain contexts.	Struggle to consistently differentiate between uppercase and lowercase letters, especially within words and <b>sentences.</b>
Ability to differentiate between letters in signed words.	Accurately showcase fluency and ease in recognizing and distinguishing between various signed letters and uses them to form words in sign language	Accurately identify most letters and consistently apply their knowledge to comprehend and reproduce signed words.	Demonstrate some understanding of individual letters with inconsistent proficiency.	Struggle to identify and distinguish between letters consistently.



<p>Ability to discuss about a story, asking questions, or expressing opinions about the content.</p>	<p>Actively participates in discussions about a story by summarizing the plot accurately, asks thoughtful and relevant questions that show curiosity and engagement with the material and expresses opinions clearly, providing justified reasons.</p>	<p>Actively participates in discussions showing a good understanding of the key elements, asks relevant questions, that show curiosity and engagement with the material and expresses opinions clearly, providing some reasons.</p>	<p>Participates in discussions but may struggle to grasp some key elements of the story, asks basic questions, showing a limited level of curiosity and engagement with the material and attempts to express opinions but may struggle to provide clear reasons.</p>	<p>Struggles to actively participate in discussions, showing difficulty in understanding the story, rarely asks qhas difficulty expressing opinions about the story.</p>
<p>Ability to turn pages from right to left in readiness for reading and demonstrate good care of own books.</p>	<p>Handles books, including turning pages, tracking text from left to right, and</p>	<p>Turns pages from right to left in readiness for reading and demonstrate good care of own books.</p>	<p>Turns pages from right to left in readiness for reading and demonstrate good care of own books most of the time.</p>	<p>Turns pages from right to left in readiness for reading and demonstrate good care of own books sometimes.</p>

	using appropriate book behaviors in readiness for reading.			
Ability to read or sign read three letter words in and out of school,	Fluently reads or sign reads three letter words in and out of school flu	Read or sign reads three letter words in and out of school.	Makes significant effort to read or sign read three letter words in and out of school,	Read or sign reads a few letter words in and out of school when guided.
sign read written text from left-right.	Sign reads written text from left-right appropriately.	sign reads written text from left-right.	Sign reads written text from left-right oftenly.	Reads written text from left-right at with minimal assistance.

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<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to control hand movements for tasks like holding a pencil, using scissors, and coloring.	Demonstrates a high level of control and precision in their fine motor skills by showcasing exceptional finger strength, coordination, and manipulation by performing tasks such as threading small beads and manipulating small objects with ease.	Demonstrates fine motor skills by performing a range of tasks that require coordination and control, such as using scissors to cut along a line, holding a pencil with a proper grip, and stacking blocks.	Demonstrates signs of developing foundational fine motor skills and may be able to complete basic tasks.	Struggle significantly with fine motor tasks and may exhibit challenges in holding and manipulating small objects, and their movements may lack precision and coordination.

<p>Ability to form basic letters in both uppercase and lowercase letters in print or in sign language.</p>	<p>Exhibits precise control over their fine motor skills, forming letters with remarkable accuracy and consistency in both print and sign language.</p>	<p>Exhibits consistence and appropriate use of fine motor skills to forming letters with accuracy in both print and sign language.</p>	<p>Exhibits basic understanding of forming letters in both uppercase and lowercase but may struggle with consistency and precision.</p>	<p>Exhibits limited control over fine motor skills and struggle to consistently reproduce recognizable letter shapes.</p>
<p>Ability to draw and scribble in preparation for writing.</p>	<p>Demonstrates proficiency in drawing and scribbling, showcasing a high level of fine motor control and precision and displays a diverse range of shapes, lines, and patterns,</p>	<p>Demonstrates ability to draw basic shapes and lines with reasonable fine motor control and displays a diverse range of shapes indicating skills necessary for writing.</p>	<p>Demonstrates some progress in drawing and scribbling with observable attempts to form shapes and lines.</p>	<p>Demonstrates limited engagement in the ability to draw and scribble with underdeveloped fine motor skills may and difficulty in holding and using writing tools.</p>

	indicating readiness for advanced writing skills.			
Assess the learner's ability to fingerspell, sign and write own names.	Demonstrates a highly proficient and confident ability to fingerspell, sign, and write own name by fingerspelling accurately with speed, and fluidity, signing accurately while incorporating expressive elements, writing with advanced fine motor skills,	Demonstrates a satisfactory proficiency in fingerspelling, signing, and writing own name by fingerspelling accurately represent the letters with moderate speed and fluidity, When signing clearly using appropriate gestures and expressions,	Demonstrates developing proficiency in fingerspelling, signing, and writing own name by fingerspelling with occasional errors. signing with lack of some clarity or expression, writing with inconsistent letter formations.	Demonstrates developing ability in fingerspelling, signing, and writing own name by fingerspelling with errors, signing with limited expressions, writing with noticeable inconsistencies.

	precision, and attention to detail.	writing with control over basic writing tools, forming letters legibly and consistently.		
Ability to follow writing direction, including starting from the left, moving to the right, and returning to the next line.	Consistently starts from the left, moves to the right, and successfully returns to the next line with a high degree of accuracy producing well-organized and neatly aligned written work.	Consistently starts writing from the left, progresses to the right, and appropriately returns to the next line accurately producing neatly aligned written work.	Demonstrates ability to start from the left, move to the right, and return to the next line with inconsistencies in maintaining directionality.	Struggles to consistently follow writing direction with noticeable challenge in starting from the left, moving to the right, and returning to the next line.

<p>Ability to use and control writing tools, such as pencils, crayons, or markers.</p>	<p>Demonstrates proficiency in using and controlling writing tools by consistently showing precise and controlled movements, producing well-formed letters and shapes with accurate strokes.</p>	<p>Demonstrates consistence use of writing tools with reasonable control and precision to form recognizable letters and shapes.</p>	<p>Inconsistently attempts to form letters and shapes and may struggle with maintaining proper grip and control.</p>	<p>struggles to form recognizable letters and shapes with lack of control of writing tools.</p>
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## APPENDIXES

### Appendix I: Community Service Learning Guidelines

#### 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

- 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**

- 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.

### **APPENDIX II: SUGGESTED ASSESSMENT METHODS**

- Observation
- Peer assessment
- Self assessment
- Oral-aural
- Signed questions
- Written assessment