



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

PRE- PRIMARY SCHOOL CURRICULUM DESIGN

**ENGLISH LANGUAGE ACTIVITIES
PRE-PRIMARY ONE
FOR LEARNERS WITH HEARING IMPAIRMENT**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

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

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

The reviewed Pre-Primary One curriculum designs for learners with Hearing Impairment focus on competencies that learners are expected to attain at this level. Emphasis 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,
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PREFACE

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

The reviewed Pre-Primary one curriculum for learners with Hearing Impairment lays the foundation for implementation of CBC at Preprimary level. 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 one 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 one and prepare them for smooth transition to Pre primary two. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act 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 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Pre-Primary one 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 one 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 one and preparation of learners for transition to Pre-primary two.

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TABLE OF CONTENT

FOREWORD	iii
PREFACE.....	iv
ACKNOWLEDGEMENT	v
NATIONAL GOALS OF EDUCATION	vii
LESSON ALLOCATION AT PRE-PRIMARY	ix
LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION.....	x
ESSENCE STATEMENT	xi
SUBJECT GENERAL LEARNING OUTCOMES.....	xii
THEMES.....	xiii
SUMMARY OF STRANDS AND SUB STRANDS.....	xv
1.0 GREETINGS AND FAREWELL	1
2.0 MYSELF.....	12
3.0 MY FAMILY	25
4.0 MY HOME	43
5.0 MY NEIGHBORHOOD.....	55
6.0 MY SCHOOL.....	71
SUGGESTED ASSESSMENT RUBRIC.....	88
APPENDIXES	97
APPENDIX I: COMMUNITY SERVICE LEARNING GUIDELINES	97
APPENDIX II: SUGGESTED ASSESSMENT METHODS.....	99

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 AT PRE-PRIMARY

S/no	Activity Area/ 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
Total		25

Note:

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

LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

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 Activities is a learning area that provides learners with Hearing Impairment opportunities to build on signing communicative skills acquired at home as they transit to formal learning. Introduction to pre literacy activities facilitate the young learner's ability to build a firm foundation for oral, signing and written communication skills. The aim of the learning area is to develop the learner's with Hearing Impairment pre literacy and literacy skills which include listening or observing and speaking or articulating signs, pre reading and reading, pre writing and writing. The skills include aspects such as telling and retelling stories as they sign, listening or observing for comprehension, book care and handling, scribbling, colouring, articulation of letter sounds, letter names, syllables and three letter words.

Language activities are predominantly learned through the signing communicative language learning approach. Learners with Hearing Impairment will also be given opportunities to develop pre literacy skills through play-based learning, task-based learning and project-based learning. Learning will take place through interesting, engaging and age appropriate experiences such as playing, sign singing, chanting rhymes, reciting poems and modelling. The skills in language acquired at the end of Pre Primary level prepare the learner with Hearing Impairment to seamlessly transit to Primary education. Further, to aid in the conceptualization of ideas, sign language vocabularies will be introduced at the start of each sub-strand in English, recognizing the importance of sign language as a primary mode of communication for deaf students. Teachers are encouraged to use visuals so as to enhance a variety of signed vocabulary in different contexts.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

THEMES

In the PP1 Language Activities Curriculum, the four language skills (two in one making the three skills) are presented through the themes. The following themes will facilitate the learning of Language Activities in context:

1. Greetings and Farewell

- Commonly used greetings
- Time related greetings

2. Myself

- My body
- My clothes
- My friends

3. My family

- Family members
- Clothes worn by family members
- Foods eaten

4. My home

- Our house
- Buildings at our home
- Utensils
- Animals
- Furniture
- Work done at home
- Plants found at home

5. My neighbourhood

- Our neighbours
- Families in the neighbourhood
- Importance of neighbours

6. My school

- Our teacher
- Our class
- Things in our class
- Buildings and structures at school

- People at school
- Things at school
- Work done in school

STRANDS

1. Listening and Speaking
2. Reading
3. Writing

SUMMARY OF STRANDS AND SUB STRANDS

Themes	Strands	Sub Strands	Suggested Number of Lessons	
1. Greetings and Farewell	1.0 Observing and Articulating Signs (Listening and Speaking)	1.1 Greetings and farewell	3	
		1.2 Time related greetings and farewell	3	
	2.0 Sign Reading	2.1 Reading readiness	4	
	3.0 Writing	3.1 Print awareness	2	
2.0 Myself	1.0 Observing and Articulating Signs (Listening and Speaking)	1.1 Self awareness	2	
		1.2 Observing or Listening for enjoyment	3	
	2.0 Reading	2.1 Book handling	2	
		2.2 Reading posture	2	
	3.0 Writing	3.1 Writing posture	2	
		3.2 Pre writing skills	5	
3.0 My Family	2.0 Observing and Articulating Signs (Listening and Speaking)	1.1 Active Listening	3	
		1.2 Self-expression	4	
	2.0 Reading	2.1 Print awareness	3	
		2.2 Phonic awareness (a-e)	5	
	3.0 Writing	3.1 Eye-hand coordination	2	
		3.2 Writing readiness (a-e)	5	
	4.0 My Home	3.0 Observing and Articulating Signs (Listening and Speaking)	1.1 Naming	3
			1.2 Passing information	3
2.0 Reading		2.1 Visual discrimination	5	
		2.2 Phonic awareness (f-j)	6	

	3.0 Writing	3.1 Writing letter sounds	6
5.0 My Neighbourhood	1.0 Observing and Articulating Signs (Listening and Speaking)	1.1 Environmental awareness	4
		1.2 Auditory discrimination	5
		1.3 Audience awareness	3
	2.0 Reading	2.1 Visual memory	3
		2.2 Phonic awareness (k-r)	8
	3.0 Writing	3.1 Pattern writing	2
		3.2 Writing letter sounds (k-r)	8
6. My School	1.0 Observing and Articulating Signs (Listening and Speaking)	1.1 Auditory memory	3
	2.0 Reading awareness	2.1 Phonic awareness (s-z)	8
		2.2 Articulation of letter sounds (vowel sounds a,e,i,o,u)	3
		2.3 Letter recognition	8
		2.4 Picture reading	1
	3.0 Writing	3.1 Writing letter sounds (s-z)	8
		3.2 Letter formation	8
3.3 Writing practice		5	
Total number of Lessons			150

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
1.1 Observing and Articulating signs (listening and speaking)	1.1.1 Greetings and Farewell (3 Lessons)	By the end of the sub strand, the learner should be able to; a) identify signs of words related to greeting and farewell used in daily interaction, b) say as you sign why we greet in our day-to-day life, c) use signs of common greetings in social interactions, d) use signs of farewell words and gestures in social interactions, e) appreciate the importance of greetings and bidding farewell in daily interactions.	<ul style="list-style-type: none"> ● Learner is guided to do activities on finger dexterity for example beckoning each other, scribbling in the air, modeling among others. ● Learner is guided to do activities for hand dexterity for example up and down arm swinging, waving in the air among others. ● Learner who is Hard of Hearing is guided to say as they sign words used in greetings such as good morning, hello, good afternoon, good evening, how are you?. ● Learner who is Deaf is guided to sign words used in greetings such as good morning, hello, good afternoon, good evening, how are you?. ● Learner who is Hard of Hearing is guided to say as they sign why people greet each other. ● Learner who is Deaf is guided to sign as they say why people greet each other. ● Learner who is Hard of Hearing is guided to sign as they name people 	<ol style="list-style-type: none"> 1. Why do people greet each other? 2. How do people greet each other?

			<p>who have greeted them and those they have greeted.</p> <ul style="list-style-type: none"> ● Learner who is Deaf is guided to sign names of people who have greeted them and those they have greeted. ● Learner is guided to imitate greetings from the teacher. ● In pairs, learners who are Deaf are guided to practice signing words used in greetings. ● Learner who is Hard of Hearing is guided to say as they sign words used to bid farewell: good bye, see you later, good night. ● Learner who is Deaf is guided to sign words used to bid farewell: good bye, see you later, good night. ● Learner is guided to imitate bidding of farewell from the teacher. ● In pairs, learners who are Hard of Hearing are guided to practice saying as they sign words used to bid farewell (: good bye, see you later, good night). ● In pairs, learners who are Deaf are guided to practice signing words used to bid farewell: good bye, see you later, good night. ● Learner who is Hard of Hearing is guided to watch a video clip or listen to an audio recording on 	
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			<p>people greeting and bidding farewell.</p> <ul style="list-style-type: none"> ● Learner who is Deaf is guided to watch a signed audio-visual clip or observe the teacher sign the audio recording on people greeting and bidding farewell. ● In groups learners are guided to sign as they discuss pictures on people greeting one another and bidding farewell. ● In pairs, learners are guided to role play people initiating and responding to greetings. ● In pairs, learners are guided to role play people bidding farewell using words, signs, and gestures. ● Learner who is Hard of Hearing is guided to sing as they sign songs related to greetings and bidding of farewell. ● Learner who is Deaf is guided to sign sing songs related to greetings and bidding of farewell. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: teamwork as learner role plays people initiating and responding to greetings. ● Digital literacy: interaction with digital technology skills as learner watch signed video clips on people greeting and bidding farewell. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learner displays etiquette as they role play people initiating and responding to greetings. ● Unity: Learner displays cooperation as they discuss using signs pictures on people greeting one another and bidding farewell. 				

Pertinent and Contemporary Issues:

Life skills: interpersonal relationship as the learners show concern by greeting one another and bid each other farewell.

Link to other Learning Areas:

Greetings and bidding of farewell are done to show love and concern and ensure interpersonal relationship with others. This can be linked to Religious Education, (CRE) where the need to love and care for one another is emphasised.

Suggested Learning Resources:

Pictures of different people greeting each other, signed audio-visual clips, digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.1 Observing and Articulating signs (listening and speaking)	1.1.2 Time related greetings and farewell (3 Lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the signs of words used in greeting at different time of the day,</p> <p>b) use signs of time related greetings during social interaction,</p> <p>c) use farewell words, signs and gestures in relation to time,</p> <p>d) acknowledge use of greetings and bidding of farewell in social interactions.</p>	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to say as they sign different words used in greetings at different times of the day (good morning, good afternoon, good evening) ● Learner who is Deaf is guided to sign different words used in greetings at different times of the day (good morning, good afternoon, good evening), ● In pairs, learners who are Hard of Hearing are guided to practice saying as they sign different words used in greetings in different times of the day (such as Hello, good morning, good afternoon, good evening). ● In pairs, learners who are Deaf are guided to practice signing different words used in greetings in different times of the day (good morning, good afternoon, good evening). ● Learner who is Hard of Hearing is guided to say as they sign words used to bid someone farewell. ● Learner who is Deaf is guided to sign words used to bid someone farewell. 	<ol style="list-style-type: none"> 1. When do people greet? 2. How do people bid farewell?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to role play greeting one another relating to different times of the day. ● In pairs, learners are guided to role play bidding farewell at different times of the day. ● Learner who is Hard of Hearing is guided to sing as they sign songs with words on time related to greetings using gestures. ● Learner who is Deaf is guided to sign sing songs with words on time related greetings using gestures. ● Learner who is Hard of Hearing is guided to sing as they sign songs with words on bidding farewell at different times of the day. ● Learner who is Deaf is guided to sign sing with words on bidding farewell at different times of the day. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: communications and self-expression skills as learner signs different words used to greet someone while interacting. ● Communication and collaboration: signing skills as learner practices signing different words used in greetings in different times of the day. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: cooperation as learner role-plays time related greetings and bidding each other farewell. ● Respect: etiquette as learner role-plays greeting one another relating to different times of the day. 				
<p>Pertinent and Contemporary Issues:</p>				

Social cohesion as the learner practices time related greetings and farewell while interacting with other people.

Link to other Learning Areas:

Learners relate performing various activities at different time of the day with Time in mathematical activities.

Suggested Learning Resources:

Assistive devices fitted with appropriate technology such as hearing aids and amplifiers, Pictures showing different activities for different times of the day, pre recorded signed songs

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.2 Sign Reading	1.2.1 Sign Reading readiness (4 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) describe left-right eye-movement in sign reading pictures, b) demonstrate top-down orientation in sign reading pictures, c) turn pages from left to right when opening a book, d) appreciate the pre-reading activities in preparation for reading. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to arrange pictures from left to right. ● View a video clip or observe pictures of sequenced activities arranged from left to right in the correct order. ● Learner is guided to observe signed audio-visual clip of sequenced activities arranged from left to right in the correct order. ● In pairs learners are guided to observe pictures arranged from left to right in the correct order. ● Learner is guided to sign read given series of pictures arranged from left to right as they narrate the happenings. ● Learner who is Deaf is guided to sign read series of pictures arranged from left to right as they narrate the happenings. ● Learner who is Hard of Hearing is guided to sign as they read aloud series of pictures arranged from left to right as they narrate the happenings. ● Learner is guided to sign read pictures arranged from the top to the bottom of a page or chart. 	<ol style="list-style-type: none"> 1. How do we read the middle pages of a book? 2. How do we hold our books when reading?

			<ul style="list-style-type: none"> ● Learner is guided to turn pages of a picture book from left to right. ● Learner is guided to play a game on turning picture book pages from left to right where they tap in advance all pages with a picture but carefully not to tear it. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learning independently as learner arranges pictures from left to right. ● Creativity and imagination: Flexibility as learner plays a game on turning picture book pages from left to right where they tap in advance all pages with a picture but carefully not to tear it. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: generosity as learner learns to share picture books as they play games on turning pages. ● Integrity: discipline as learner turns picture book pages with care not to tear it. 				
<p>Pertinent and Contemporary Issues: Social economic awareness where learner learns to take care of books while reading to avoid unnecessary cost in replacement of books.</p>				
<p>Link to other Learning Areas: Sign reading readiness is a skill needed in all Learning Activities. This means that up-bottom and left-right book reading skills as well as turning pages from right to left are skills used across the Learning areas in preparation for learning.</p>				
<p>Suggested Learning Resources: Assistive devices fitted with appropriate technology such as hearing aids and amplifiers, Pictures, signed video clips, pre recorded songs, books, online resources, relevant digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.3 Writing	1.3.1 Print awareness (2 Lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify pictures of familiar things within the environment,</p> <p>b) scribble freely on books in preparation for writing,</p> <p>c) enjoy scribbling on books and other surfaces in preparation for writing.</p>	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to recognise pictures of familiar things in their environment such as charts, books, digital devices by saying as they sign. ● Learner who is Deaf is guided to recognise signs of pictures of familiar things in their environment such as charts, books, digital devices) ● Learner is guided to sign as they talk about the pictures of familiar things within their environment. ● Learner is guided to sign the writing materials such as pencils, pens, sticks or coloring pencils. ● Learner is guided to hold pencils, pens, sticks or coloring pencils correctly and scribble freely on surfaces. ● Learner is guided to display his/her scribbled work for self and peer assessment. ● Learner is guided to freely color pictures of familiar things in their environment. ● Learner is guided to model images of familiar things in the environment and clear the working space after modelling 	<ol style="list-style-type: none"> 1. What do you use when drawing pictures? 2. What do you like drawing?

			<ul style="list-style-type: none"> • Learner who is Hard of Hearing is guided to sing songs while coloring for motivation to complete the assignment. • Learner who is Deaf is guided to sign sing a song related to familiar things in the environment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: observation skills as learner keenly observes peers sign singing a song related to familiar things in the environment. • Creativity and imagination: experimenting skill as learner experiments with ideas on holding pencils, pens, sticks or coloring pencils correctly and scribble freely on surfaces. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: determination as learner scribbles on books and color pictures without assistance. • Peace: love as learner shares scribbling and coloring materials such as pencils and crayons without scrambling. 				
<p>Pertinent and Contemporary Issues: Hygiene under health related issues as the learner washes hands with soap and clean water after a modelling learning experience.</p>				
<p>Link to other Learning Areas: The modelling of familiar things in the environment relate to modeling experiences in Creative Arts.</p>				
<p>Suggested Learning Resources: Assistive devices fitted with appropriate technology such as hearing aids and amplifiers, Pencils, pens, sticks, coloring pencils, pictures, signed video, pre recorded signed songs, books, online resources, relevant digital devices.</p>				

2.0 MYSELF

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.1 Observing and Articulating signs (listening and speaking)	2.1.2 Self awareness (2 Lessons)	By the end of the sub strand, the learner should be able to; a) identify self by name and sign name for self-awareness, b) distinguish self as girl or boy for self-awareness, c) acknowledge the importance of personal identity.	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to say as they fingerspell and give their own sign name in full one by one. ● Learner who is Deaf is guided to fingerspell and give their own sign name in full one by one ● Learner is guided to tell as they sign whether he or she is a boy or a girl. ● Learner who is Hard of Hearing is guided to sign names of clothes worn by boys and girls to their pairs. ● Learner who is Deaf is guided to sign names of clothes worn by boys and girls to their pairs . ● Learner is guided to recite poems on self-awareness touching on name, gender and age (teacher-made, signed pre-recorded). ● Learner is guided to roleplay activities associated with gender. 	1. Why is it good to have a sign name? 2. What do you like doing at home?

			<ul style="list-style-type: none"> • Learner is guided to play games on self-awareness. 	
Core Competencies: <ul style="list-style-type: none"> • Creativity and Imagination: Communication and self expression as they fingerspell and sign their own names. • Self efficacy: learners know who they are as they say and sign their own names in full one by one. 				
Values: <ul style="list-style-type: none"> • Respect: Patience as the learner waits patiently to tell name, gender and what is liked most. • Responsibility: Self drive as the learner identifies work done at home by boys and girls. 				
Pertinent and contemporary issues. <ul style="list-style-type: none"> • Citizenship as the learner becomes aware of right to a name and appreciation of gender roles. • Self-awareness as a life skill as the learner correctly identifies self-using name, gender and ability. 				
Link to other Learning Areas: Self-awareness is a necessary life skill across learning areas for it affects the performance of a learner due to the awareness of what a learner can do and what is not capable of doing.				
Suggested Learning Resources: Picture showing gender, assistive devices fitted with appropriate technology such as hearing aids and amplifiers,				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.1 Observing and Articulating signs (listening and speaking)	2.1.1 Listening and observing for enjoyment (3 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) Identify signs of words related to the theme, b) name different songs children sign sing, c) sign sing different simple songs for enjoyment, d) demonstrate ways of dancing to children’s songs using different parts of the body, e) respond to different types of music for enjoyment. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to watch captioned video clips or observe a signed demonstration of vocabulary related to myself ● In pairs, learners are guided to identify fingerspell and sign vocabulary related to myself ● Learner who is Hard of Hearing is guided to say which body parts are moved when responding to music/dancing (fingers, head, waist, feet, shoulders). ● Learner who is Deaf is guided to sign body parts that are moved when responding to music/dancing (fingers, head, waist, feet, shoulders). ● Learner who is Hard of Hearing is guided to tell different ways people respond to music/dance (tapping, nodding, shaking different body parts). ● Learner who is Deaf is guided to show different ways people respond to music/dance (tapping, nodding, shaking different body parts). 	<ol style="list-style-type: none"> 1. How do people respond to music? 2. Why is music good for you?

			<ul style="list-style-type: none"> ● Learner is guided to show various body movements in responding to music/dancing. ● Learner who is Hard of Hearing is guided to sing and dance to the music. ● Learner who is Deaf is guided to sign sing and dance to the music. ● Learner who is Hard of Hearing is guided to listen to interesting and child related music on body parts (sing, play recorded audio, video). ● Learner who is Deaf is guided to observe interesting and child related music on body parts (sing, play recorded audio, video). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: observation skills as learner keenly observes peers performing various body movements in responding to music. ● Creativity and imagination:Exploration- imagination and originality as learner shows different ways people respond to music/dance (tapping, nodding, shaking). 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Cooperation as the learner collaborates with others to dance as a group. ● Love: hospitality as the learner interacts with others in singing and dancing thus becoming closer and appreciating others' abilities. 				
<p>Pertinent and Contemporary Issues:</p>				

Health related issues awareness as the learner dances and exercises body muscles while appreciating what music can do to our health.

Link to other Learning Areas:

The theme myself brings about awareness of God's creation that is related to Religious Education Activity areas.

Suggested Learning Resources:

Video clips of signed songs, recorded audio-visual, relevant digital devices, assistive devices fitted with appropriate technology such as hearing aids and amplifiers,

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>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs of words related to book handling,</p> <p>b) organise books in a bag in an orderly manner,</p> <p>c) arrange books for safe keeping,</p> <p>d) turn over pages of a book from right to left,</p> <p>e) advocate for appropriate handling of books for sustainability.</p>	<ul style="list-style-type: none"> ● In groups, learners are guided to observe, fingerspell and sign words related to book handling e.g open, page, turn, book, upside down, right, left. ● In groups, learners are guided to sign as they share experiences on how books should be taken care of to avoid destruction. ● In groups, learners are guided to observe teacher’s demonstration on how to arrange books in bags, on shelves, cupboards and tables. ● In groups, learners are guided to work together to arrange books appropriately in bags, on shelves, cupboards and/or tables. ● In pairs, learners are guided to display arranged books for others to see and assess. ● In groups, learners are guided to take turns in checking the handling of books by peers. ● In pairs, learners are guided to turn over pages from right to left. ● In pairs, learners are guided to turn each page gentle. ● In pairs, learners are guided to play games on book care and book handling. 	<p>1. How do you hold books when reading?</p> <p>2. How do you take care of books?</p>

Core competencies to be developed:

- Communication and collaboration: teamwork skills as learners take turns in keeping books on bookshelves/tables.
- Learning to learn: Learning independently is developed as learner complete task on arranging own books in the book corner.
- Digital literacy: skill of connecting using technology as learner use educational apps, games or stories that include animations with sign language support or interactive elements that mimic book actions that focus on book handling skills.

Values:

- Responsibility:Accountability as the learner opens book pages appropriately and learns to care for their own books by arranging them properly.
- Integrity: Consistency as the learner always cares for books even without the supervision of others.

Pertinent and contemporary issues:

Life skill of personal organization and management as the learner acquires skills of organizing own books and keeping them in good condition.

Link to other Learning Areas:

Proper book handling and care is necessary across all other learning areas as they handle their books daily.

Suggested Learning Resources: , bags, shelves, cupboards, tables. assistive devices fitted with appropriate technology such as hearing aids and amplifiers, books, cartons, signed video clips, relevant digital devices.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.2 Sign Reading	2.2.2 Sign Reading posture (2 Lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify signs of words related to the theme for effective communication, b) identify correct reading posture in given pictures, c) use an appropriate posture when reading, d) acknowledge the importance of correct posture when reading. 	<ul style="list-style-type: none"> ● In groups or pairs, learner is guided to observe, fingerspell and sign words related to the theme ● Learner is guided to view pictures of correct reading posture from a video clip, a chart or books. ● Learner is guided to use educational apps, games or stories that include animations with sign language support or interactive elements that mimic actions that focus on appropriate reading posture. ● Learner is guided to observe the correct seating posture when reading as demonstrated by the teacher. ● Learner is guided to practice correct sitting posture when reading. ● Learner who is Hard of Hearing is guided to sing and sign songs on correct reading posture as they demonstrate. ● Learner who is Deaf is guided to sign sing songs on correct reading posture as they demonstrate. ● In pairs, learners assess one another on correct reading posture. 	<ol style="list-style-type: none"> 1. Which is the appropriate reading posture? 2. Why do we need to sit upright as we read?
Core competencies to be developed:				

- Communication and collaboration: Speaking and signing skills as learner sing and sign songs on correct reading posture as they demonstrate.
- Creativity and Imagination: networking skill as learner undertakes group activities during peer assessment on correct reading posture.

Values:

- Love: Hospitability as the learner together with another demonstrates right sitting posture while doing peer assessment to give one another feedback.
- Unity: Non-discrimination as the learners work together giving one another feedback on how to use the right reading posture.

Pertinent and contemporary issues:

Health education as the learner learns proper sitting posture while reading that helps avoid unnecessary straining of body parts that could bring about health issues.

Link to other Learning Areas:

Learner relates appropriate sitting posture in all the learning areas

Suggested Learning Resources: assistive devices fitted with appropriate technology such as hearing aids and amplifiers, books, magazines, audio visual clips with signed songs, relevant digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.3 Writing	2.3.1 Writing posture (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify appropriate sitting posture when scribbling, drawing and writing, b) sit appropriately when scribbling, coloring and writing, c) develop interest in using appropriate sitting posture when involved in pre-writing and writing experiences.	<ul style="list-style-type: none"> ● Learner is guided to select the correct sitting posture when writing from a variety of pictures. ● Learner is guided to observe appropriate sitting posture when writing either from the teacher or a video clip. ● Learner is guided to use educational apps, games or stories that include animations with sign language support or interactive elements that mimic actions that focusing on writing posture. ● Learner is guided to practice the correct writing posture after demonstration. ● In pairs, learner is guided to practice the correct writing posture. ● Learner is guided to freely model objects using either clay, dough or plasticine while using correct sitting posture in preparation for writing. ● Learner is guided to recite and sign a simple poem on appropriate sitting posture while using actions. 	1. How do we sit appropriately when writing? 2. Why sit appropriately when writing?
Core competencies:				

- Digital literacy: digital citizenship as learner uses and cares for digital devices when using educational apps, games or stories that include animations with sign language support or interactive elements that mimic book actions that focus on book handling skills.
- Creativity and Imagination: Exploration as learner freely model objects using either clay, dough or plasticine while using correct sitting posture in preparation for writing.

Values:

- Responsibility: Diligence as the learner is able to sit appropriately when writing and avoid mistakes associated with inappropriate sitting posture.
- Peace: Love as the learner works in harmony with a partner to practice appropriate sitting posture.

Pertinent and Contemporary Issues:

Life skill on self-awareness as the learner realizes that can sit appropriately and write properly.

Link to other Learning Areas:

Learner relates appropriate writing posture in all the learning areas.

Suggested Suggested Learning Resources:

Assistive devices fitted with appropriate technology such as hearing aids and amplifiers, books, crayons, drawing books, relevant digital devices, signed audio visual clips.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
2.3 Writing	<p data-bbox="422 289 659 358">2.3.2 Pre-writing skills</p> <p data-bbox="422 440 579 477">(5 Lessons)</p>	<p data-bbox="709 289 1031 391">By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li data-bbox="709 418 1062 521">a) identify signs of different materials used in writing and coloring, <li data-bbox="709 532 1052 667">b) demonstrate the ability to scribble from left to right while turning pages, <li data-bbox="709 678 1031 743">c) color pictures within borders, <li data-bbox="709 755 1037 820">d) enjoy coloring within the borders of shapes. 	<ul style="list-style-type: none"> <li data-bbox="1087 289 1591 423">● Learner is guided to observe, name as they sign different writing materials and tools (books, pencils, color pencils, sticks). <li data-bbox="1087 435 1591 537">● In groups or pairs, learner is guided to scribble on books from up to the bottom of the pages. <li data-bbox="1087 548 1591 651">● In groups or pairs, learner is guided to scribble from left to right side of the pages. <li data-bbox="1087 662 1591 797">● In groups or pairs, learner is guided to turn pages from right to left to continue with scribbling without skipping pages. <li data-bbox="1087 808 1591 911">● In groups or pairs, learner is guided to sit in the right posture while scribbling. <li data-bbox="1087 922 1591 1024">● In groups or pairs, learner is guided to hold a book appropriately when coloring. <li data-bbox="1087 1036 1591 1138">● In groups or pairs, learner is guided to color appropriately pictures within borders. <li data-bbox="1087 1149 1591 1214">● LIn groups or pairs, learner is guided to display colored pictures. <li data-bbox="1087 1226 1591 1328">● In groups or pairs, learner is guided to recite poems and sing songs on how to color for pleasure. 	<ol style="list-style-type: none"> <li data-bbox="1633 289 1885 391">1. Which materials do you use when writing? <li data-bbox="1633 418 1892 521">2. how do we scribble from left to right.

			<ul style="list-style-type: none"> • In groups or pairs, learner is guided to sign sing songs on how to color. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration:articulating signs or fingerspelling skill as learner signs poems and sign sing songs on how to color. • Creativity and Imagination:Exploration as learner demonstrates originality during scribbling from left to right side of the pages. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility:Resilience as the learner practices writing by correctly holding a writing tool and scribbling. • Integrity: Honesty as the learner does own work and displays it for feedback without seeking assistance from others. 				
<p>Pertinent and Contemporary Issues:</p> <p>Health related issues: personal hygiene as the learner washes hands after coloring with crayons.</p> <p>Child safety and security as the learner follows simple teacher given rules not to eat color pencils and crayons and other writing materials.</p>				
<p>Link to other Learning Areas:</p> <p>As learner models, to enhance pre writing activities they interact with creative activities.</p>				
<p>Suggested Learning Resources:</p> <p>assistive devices fitted with appropriate technology such as hearing aids and amplifiers, crayons, drawing books, tracing books, sand tray, sand, modelling clay, objects of different sizes.</p>				

3.0 MY FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.1 Observing and Articulating signs (listening and speaking)	3.1.1 Active listening and observing keenly (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) sign names of family members using their appropriate titles as they refer to them, b) tell as they sign short stories about family members, c) respond to simple instructions regarding family members, d) participate in reciting poems about family members. e) enjoy reciting poems about family members. 	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to say as they sign names of members of the family, (father, mother, brother, sister). ● Learner who is Deaf is guided to sign words related to members of the family, (father, mother, brother, sister). ● Learner who is Hard of Hearing is guided to practice saying names of members of the family, (father, mother, brother, sister). ● Learner who is Deaf is guided to practice signing words related to members of the family, (father, mother, brother, sister). ● Learner is guided to tell their relationship with the members of the family. (father, mother, brother, sister). ● Learner is guided to tell signed stories about family members. 	<ol style="list-style-type: none"> 1. Who are the members of your family? 2. What do you like about your family?

			<ul style="list-style-type: none"> ● Learner is guided to tell signed news about family members . ● Learner who is Hard of Hearing is guided to-sing songs about family members. ● Learner who is Hard of Hearing is guided to sign sing songs about family members. ● Learner is guided to answer questions on family members. ● Learner is guided to role play different roles of family members. ● Learner is guided to respond appropriately to instructions on family. ● Learner is guided to recite and sign poems on family members. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: observing keenly as learner signs words related to members of the family. ● Creativity and Imagination: Exploration as learner tells their relationship with the members of the family. ● Self efficacy: learner know their family members as they respond appropriately to instructions on family. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Patience as learners take turn in telling stories about family members. ● Unity: Cooperation as the learner role plays on different family members. 				
<p>Pertinent and Contemporary Issues: Social cohesion as the learner with others in class talk about family members and the strong relationships.</p>				

Link to other Learning Areas:

Learners are involved in active observation so as to follow instructions and receive information in all learning areas.

Suggested Learning Resources;

, assistive devices fitted with appropriate technology such as hearing aids and amplifiers, signed poems songs on family members, crafts, signed videos and multimedia, online resources, interactive games, flashcards, storybooks, relevant digital devices.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.1 Observing and Articulating signs (listening and speaking)	3.1.2 Self-expression (4 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify the appropriate titles of family members, b) mention work done by family members, c) tell stories of what they like and do not like about work done by family members, d) appreciate family members for what they do. 	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to tell news about family members. ● Learner who Deaf is guided to tell news as they sign about family members. ● Learner who is Hard of Hearing is guided to tell who are the members of the family and who are not. ● Learner who is Deaf is guided to sign names of the members of the family and the ones who are not. ● Learner is guided to tell as they sign stories about family members. ● Learner is guided to name work done by different members of the family. ● Learner who is Hard of Hearing is guided to sing songs about family members. ● Learner who is Deaf is guided to sign sing songs about family members. ● Learner is guided to role play work done by family members. 	<p>1. How do you call each other in your family?</p> <p>2. What work is done by family members?</p>
Core Competencies:				

<ul style="list-style-type: none"> ● Communication and collaboration: signing skills as learner tells and signs stories about family members. ● Self efficacy: learner know their family members as they say and sign names of the members of the family and the ones who are not. ● Creativity and Imagination : imagination and originality as learner signs stories about family members.
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Cooperation as the learner appreciates the role played by each member of the family to keep them together. ● Social justice: Responsibility as the learner learns the importance of fairness in sharing work and responsibilities among family members.
<p>Pertinent and Contemporary Issues: Socio-economic issues awareness where the learner understands that parents work in different places and earn differently.</p>
<p>Link to other Learning Areas: Self-expression is a life skill necessary in all learning areas for learners to answer questions in class, for daily communications and for expression of needs.</p>
<p>Suggested Learning Resources: , assistive devices fitted with appropriate technology such as hearing aids and amplifiers, Pictures, signed video clips, family charts, family trees, pre recorded songs, books, online resources, relevant digital devices.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.1 Observing and Articulating signs (listening and speaking)	3.1.3 Polite language (3 Lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify signs of words that depict polite language in a conversation, b) use words that depict polite language in daily interactions, c) appreciate the use of polite language in day-to-day interactions. 	<ul style="list-style-type: none"> ● Learner is guided to identify words used to request, apologize and appreciate such as please, thank you, kindly may I?). ● Learner is guided to sign words used to request, apologize and appreciate.(please, thank you, may i? kindly). ● Learner who is Hard of Hearing is guided to tell and sign why we should use polite language in day-to-day interactions. ● Learner who is Deaf is guided to tell as they sign why we should use polite language in day-to-day interactions. ● Learner who is Hard of Hearing is guided to watch a video clip or listen to a recording on use of polite language. ● Learner who is Deaf is guided to watch a signed audio-visual clip or observe as the teacher signs the recording on use of polite language. 	<ol style="list-style-type: none"> 1. Why do we use polite language? 2. When do we use polite language?

			<ul style="list-style-type: none"> ● Learner is guided to talk about pictures as they sign showing gestures on use of polite language. ● Learner who is Hard of Hearing is guided to engage in dialogue using polite language in class (please, thank you, may i? kindly). ● Learner who is Deaf is guided to engage in signed dialogue using polite language in class (please, thank you, may i? kindly). ● Learner is guided to use appropriate signs of polite language while role playing work done by family members. ● Learner is guided to sign sing songs/recite poems that teach use of polite language 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing skills as learner signs words used to request, apologise and appreciate. ● Creativity and Imagination:Exploration -imagination and originality as learner engages in signed dialogue using polite language in class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect:Humility as learner uses polite language to interact, request, apologize and appreciate others in daily life. ● Love:Caring as learner purposes to maintain good relations with those around by using polite language. 				
<p>Pertinent and Contemporary Issues: Family conflicts under citizenship education is avoided by the learner with the awareness of using polite language to maintain good social relations.</p>				
<p>Link to other Learning Areas :</p>				

Learner relates application of polite words with Religious activities where they learn to apologise and use polite language in social interactions.

Suggested Learning Resources:

, assistive devices fitted with appropriate technology such as hearing aids and amplifiers, signed audio visual clips, pictures, relevant digital devices, flashcards, cut outs,

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.2 Sign reading	3.2.1 Print awareness (3 Lessons)	By the end of the sub strand, the learner should be able to; a) identify pictures of clothes worn by family members, b) differentiate pictures of food eaten by family members, c) enjoy identifying pictures of family members.	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to read aloud pictures on books, charts and boards on clothes worn by family members. ● Learner who is Deaf is guided to sign read pictures on books, charts and boards on clothes worn by family clearly. ● Learner is guided to role play washing clothes worn by family members. ● Learner who is Hard of Hearing is guided to watch a video clip on different types of foods or read pictures on different types of food. ● Learner who is Deaf is guided to watch a signed audio visual clip on different types of foods or sign read pictures on different types of food. ● Learner is guided to identify the types of food watched on the video or sign read on the pictures. ● Learner who is Hard of Hearing is guided to practice 	1. What type of clothes do family members wear? What do we use to draw and color pictures?

			<p>reading pictures on different types of food.</p> <ul style="list-style-type: none"> ● Learner who is Deaf is guided to practise sign reading pictures on different types of food. ● Learner is guided to play a look, say and sign game using pictures of foods eaten by family members. ● Learner is guided to fix puzzles using broken pictures of clothes worn by family members (vest, shirt, dress). ● Learner is guided to bring picture cut outs on family members, clothes or food from old books, gazettes or magazines. ● Learner who is Hard of Hearing is guided to sing songs related to family. ● Learner who is Deaf is guided to sign sing songs related to family. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing as learner plays a look and sign game using pictures of foods eaten by family members. ● Creativity and Imagination: skill of making connection as learner fix puzzles using broken pictures of clothes worn by family members. 				
<p>Values:</p>				

- Peace: Love as learner appreciates the role of school uniform as clothes worn in school that make them belong to the school family.
- Responsibility: Accountability as learner role plays on washing of clothes.

Pertinent and Contemporary Issues:

- Citizenship as learner mentions clothes worn by boys and girls and it is emphasized that it is their right to access clothing as a basic need.
- Health related issues: as learner becomes aware of the importance of eating a balanced diet as they talk about the different types of food eaten.

Link to other Learning Areas:

As learners fix puzzles using broken pictures of clothes worn by family members they interact with art and craft.

Suggested Learning Resources:

Assistive devices fitted with appropriate technology such as hearing aids and amplifiers, pictures of clothes, signed audio visual clips, magazines, old books, gazettes,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.2 Reading	<p data-bbox="478 293 716 431">3.2.2 Phonic awareness of the manual letter sounds</p> <p data-bbox="478 500 541 532"><i>(a-e)</i></p> <p data-bbox="478 597 632 630">(5 Lessons)</p>	<p data-bbox="745 293 1098 399">By the end of the sub strand, the learner should be able to;</p> <p data-bbox="745 440 1077 545">a) identify the first five letter sounds of the alphabet (a, b, c, d, e),</p> <p data-bbox="745 586 1108 805">b) match the first five letter sounds of the alphabet with corresponding objects whose name begin with similar sound for mastery (a,b,c,d,e),</p> <p data-bbox="745 846 1083 902">c) enjoy chanting rhymes on the letter sounds.</p>	<ul data-bbox="1140 334 1581 1424" style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to listen to the first five letter sounds of the alphabet (from the teacher or an audio recording) then repeat. ● Learner who is Deaf is guided to observe the first five fingerspelt letter sounds of the alphabet with correct mouth movement (a, b, c, d, e) from the teacher then repeat. ● Learner who is Hard of Hearing is guided to sign and read out the first five letter sounds of the alphabet in groups and in pairs then individually. ● Learner who is Deaf is guided to sign read the first five letter sounds of the manual alphabet in groups and in pairs then individually. ● Learner is guided to recognize the letter sounds from charts, books, cards or any other written material within the class. ● Learner is guided to match the fingerspelt letter sounds with 	<p data-bbox="1617 293 1864 358">1. What pictures do you enjoy reading?</p> <p data-bbox="1617 407 1829 537">2. Which letter sounds have you heard from other learners?</p>

			<p>corresponding objects whose name begin with the fingerspelt letter sound (a for apple, b for boy, c for cat).</p> <ul style="list-style-type: none"> • Learner is guided to play letter sound recognition game like a fishing game (picking randomly learnt fingerspelt letter sounds from a box or basket and sign read it out or clearly). • Learner is guided to chant rhymes related to the learnt letter sounds for mastery. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: observing skills as learner plays letter sound recognition game. • Communication and collaboration: teamwork as learner recognises the value of others while playing letter sound recognition game like a fishing game. • Learning to learn: learning independently skills as learner matches the fingerspelt letter sounds with corresponding objects whose name begin with the fingerspelt letter sound. 				
<p>Values</p> <ul style="list-style-type: none"> • Respect:Etiquette as learner reads out the letter sounds in pairs and groups and appreciates how each one reads. • Responsibility: Excellence as learner reads out signs the letter sound independently and matches corresponding objects whose name begins with the letter sounds. 				
<p>PCIs</p> <p>Citizenship: social cohesion as learner reads out the letter sounds together and chant them together learning to appreciate one another and living in harmony.</p>				
<p>Link to other Learning Area:</p> <p>Learner relates as learner chantings rhymes to promote phonic awareness with chanting in music activities.</p>				

Suggested Learning Resources:

Assistive devices fitted with appropriate technology such as hearing aids and amplifiers ,charts, books, cards, manual alphabet chart, online resources, relevant digital devices

Strands	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.3 Writing	3.3.1 Eye-hand co-ordination (2 Lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify writing tools in readiness for writing,</p> <p>b) hold a writing tool appropriately in preparation for writing,</p> <p>c) write while keenly looking at the material,</p> <p>d) write from left to the right side of a book with correct eye-hand co-ordination for neatness,</p> <p>e) enjoy holding a writing tool and writing from left to the right side of a book.</p>	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided name writing tools(pencil,crayon). ● Learner who is Deaf is guided to sign names of writing tools(pencil,crayon). ● Learner who is Hard of Hearing is guided to listen to the teacher explaining that one should write while keenly looking at the writing material. ● Learner who is Deaf is guided to observe as the teacher demonstrates how one should write while keenly looking at the writing material. ● Learner is guided to open pages of a book from left to right. ● Learner is guided to sign read written letter sounds from left to right of the board, book or chart. ● Learner is guided to freely make marks on a book or on the ground following simple instructions. ● Learner is guided to fix puzzles using cut pieces of 	<p>1. Why should we look at our books when writing?</p> <p>2. How do we hold our books and pencils/pens when writing?</p>

			<p>learnt letter sounds to make them whole.</p> <ul style="list-style-type: none"> ● Learner is guided to color big written learnt letter sounds within borders of a book. ● Learner who is Hard of Hearing is guided to sing songs as they color the letter sounds (i am coloring.....). ● Learner who is Deaf is guided to sign sing the song (i am coloring) before they color. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: writing skills as learner freely make marks on a book or on the ground. ● Creativity and imagination: exploration skills as learner fixes puzzles using cut pieces of learnt letter sounds to make them whole. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Fairness as learner shares coloring pencils and crayons with others while coloring. ● Responsibility: Self -drive as learner holds the crayons or coloreds pencils and colors letter sounds without assistance. 				
<p>Pertinent and Contemporary Issues: Social cohesion as learner works with others in harmony, sharing resources and even assisting one another to color within borders.</p>				
<p>Link to other Learning Areas: Eye hand co-ordination cuts across all learning area as it's a skill in all learning areas.</p>				
<p>Suggested Learning Resources: Assistive devices fitted with appropriate technology such as hearing aids and amplifiers, Coloring pencils, crayons, board, book or chart.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.3 Writing	3.3.2 Writing readiness (a-e) (5 Lessons)	By the end of the sub strand, the learner should be able to; a) identify writing tools in readiness for writing, b) hold a writing tool appropriately in readiness for writing. c) join dots correctly to complete writing letter sounds a, b, c, d, e. d) practice holding a writing tool and putting marks on surfaces.	<ul style="list-style-type: none"> ● Learner is guided to hold a pencil or color pencil correctly between the index finger and the thumb while resting on the middle finger. ● Learner is guided to write the learnt letter sounds in the air while facing same direction as the teacher (a ,b, c, d ,e), ● Learner is guided to place a book correctly ready for writing. ● Learner is guided to join dots of letter sounds from left to right on their books filling each page from top to bottom. ● Learner is guided to model letter sounds for mastery using clay, plasticine or dough. ● Learner is guided to sign sing songs related to letter sounds as they join the dots. 	<ol style="list-style-type: none"> 1. How do we hold our pencils or pens when writing? 2. How do we write letters correctly in the air?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: writing skills as learner writes the learnt letter sounds in the air while facing same direction as the teacher. ● Creativity and imagination: exploration skills as learner models letter sounds for mastery using clay, plasticine or dough. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: Responsibility as the learner develops tolerance and takes time to join dots. ● Integrity: Honesty is developed as the learner tries best to write letters on their own even when it seems challenging. 				

Pertinent and Contemporary Issues:

Environmental conservation awareness where the learner learns that even as we learn to write, not every surface is a writing material (walls, clothes).

Link to other Learning Areas:

Writing is required in all learning areas.

Suggested Learning Resources:

Pencil or colour pencil clay, plasticine or dough, crayons, tracing book

4.0 MY HOME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.1 Observing and Articulating signs (listening and speaking)	4.1.1 Naming (3 lessons)	By the end of the sub strand the learner should be able to: a) sign names of objects, people, animals and house hold items found at home, b) use correct vocabulary related to things found at home, c) appreciate activities that involve naming of things found at home.	<ul style="list-style-type: none"> ● Learner is guided to sign or tell names of objects, animals, household items and people found at home, ● Learner who is Hard of Hearing is guided to say and sign names of objects, animals, household items and people found at home. ● Learner who is Deaf is guided to sign names of objects, animals,household items and people found at home. ● Learner is guided to read pictures of things found at home either through a digital device or on books, cards, boards or charts. ● The learner who is Hard of Hearing is guided to read and sign pictures of things found at home either through a digital device, on a book ,cards ,board or charts. ● Learner who is Deaf is guided to sign read pictures of things found at home either through a digital device on a book ,cards,board or chart. 	1. What do we use at home when cooking? 2. What different activities do we do at home?

			<ul style="list-style-type: none"> ● Learner is guided to name colors with reference to the objects, ● Learner who is Hard of Hearing is guided to name and sign colors with reference to the objects. ● Learner who is Deaf is guided to fingerspell and sign the colors with reference to the objects. ● Learner is guided to listen to an audio clip with a story on things found at home. ● The learner who is Hard of Hearing is guided to observe a video clip or listen to an audio recording with a story on things found at home. ● The learner who is Deaf is guided to observe a signed audio visual clip or observe the teacher signing the audio recording with a story on things found at home. ● The learner is guided to discuss pictures on things found at home. ● Learner who is hard of hearing is guided to answer oral questions from the audio clip on things found at home. ● Learner who is Deaf is guided to answer questions from signed audio visual clips on things found at home. ● Learner is guided to name using signs different things we use to make our home clean. 	
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			<ul style="list-style-type: none"> ● In groups learner is guided to engage in vocabulary games and use new words, by integrating them while playing. ● Learner is guided to observe signed audio video clips or animation to help them connect words with meaning where applicable. ● In groups learner is guided to recite and sign poems and rhymes about things found at home. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing skills as learner sign reads pictures of things found at home either through a digital device on a book ,cards, board or chart. ● Creativity and imagination: decision making skills as learner engages in vocabulary games and use new words in simple sentences. 				
<p>VALUES</p> <ul style="list-style-type: none"> ● Love: Caring as learner develops attachment to items found at home and demonstrates ownership of the same items. ● Responsibility: Accountability as learner demonstrates good care of different items at home. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health related issues awareness as learner identifies activities we do to make sure that the home is clean. ● Socio-economic issues as leaner talks about different economic activities done at home. 				
<p>Link to other Learning Areas: as learners name through songs they integrate music.</p>				
<p>Suggested Learning Resources: , assistive devices fitted with appropriate technology such as hearing aids and amplifiers, books, cards, boards or charts, signed video clips, relevant digital device, online resources, realia,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.1 Observing and Articulating signs (listening and speaking)	4.1.2 Passing information (3 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify similarities of things found at home,</p> <p>b) discuss the differences in things found at home,</p> <p>c) use relevant signs of vocabulary to pass verbal and signed information about the environment,</p> <p>d) participate in contributing to a conversation about the home environment.</p>	<ul style="list-style-type: none"> ● The learner is guided to name different buildings found at home like cowshed, latrine/toilet, houses, kitchen. ● Learner who is Hard of Hearing is guided to name and sign different building found at home. ● Learner who is Deaf is guided to sign different buildings found at home. ● Learner who is Hard of Hearing is guided to read aloud and sign pictures of things found at home such as furniture,(tables, stools, coaches, 3 legged stool), utensils (spoons, cups, kettles, knives, sufuria, pot), animals and people among other things. ● Learner who is Deaf is guided to sign read pictures of things found at home such as furniture,(tables, stools, coaches, 3 legged stool), utensils (spoons, cups, kettles, knives, sufuria, pot), animals and people among other things. ● The Learner is guided to talk about (using signs) things found at home that can be harmful or dangerous and need not to play near them or with 	<p>1. Which things at our home do we like most?</p> <p>2. Which items do we find in the kitchen or cooking place?</p>

			<p>them using signs (guide well to avoid instilling fear on learners).</p> <ul style="list-style-type: none"> ● In pairs learner is guided to talk about (using signs) things at home that have similarities in appearance and use like different furniture, cutlery like fork and spoons both used for eating with, sufurias and pots for cooking. ● Learner is guided to play games like Bingo or Memory with things found at home vocabulary. ● In group learner is guided to talkabout(using signs) differences in animals and structures/buildings as well as other differences in other things found at home. ● In pairs or small groups learner is guided to tell (sign) and retell short stories related to things found at home. ● In pairs learners are guided to discuss about what they saw at home. ● Learner is guided to encouraged to take a walk around their home and talk about what they see when back to school. ● Learner who is Hard of Hearing is guided to sing and sign songs about things found at home, 	
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			<ul style="list-style-type: none"> • Learner who is Deaf is guided to sign sing songs about things found at home. 	
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<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: signing skills as learner sign reads pictures of things found at home either through a digital device on a book ,cards,board or chart. • Creativity and imagination: observation skills as learner takes a walk around their home and talks about what they see when back to school. • Digital literacy: connecting using technology skill as learner plays games like Bingo or Memory with family member vocabularthings found at home vocabulary.

<p>Values</p> <ul style="list-style-type: none"> • Love: Hospitality as learners works together in groups agreeing without conflicts while talking about buildings found at home. • Respect: Patience as learner patiently take turns in talking about buildings found at home.
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<p>Pertinent and Contemporary Issues:</p> <p>Personal hygiene awareness as learner practices cleaning of hands after visiting the toilet and before taking food at home and in school.</p> <p>Disaster Risk Reduction as learner is cautioned against some harmful things found at home.</p>
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<p>Link to other Learning Areas: as learner passess information on various people in their environment they integrate social studies.</p>
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<p>Suggested Learning Resources: assistive devices fitted with appropriate technology such as hearing aids and amplifiers, books, cards, boards or charts, signed video clips, relevant digital device, online resources, realia.</p>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.2 Sign Reading	4.2.1 Visual discrimination (5 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise pictures of things found at home,</p> <p>b) point out similarities and differences in pictures of objects found at home,</p> <p>c) show interest in pointing out differences in observed things in the environment.</p>	<ul style="list-style-type: none"> ● Learner who is hard of hearing is guided to read aloud and sign pictures of things found at home such as people, animals, houses, farm tools, furniture, utensils, digital devices, clothes and plants either from a video clip, books, cards, charts or board. ● Learner who is Deaf is guided to sign read pictures of things found at home such as people, animals, houses, farm tools, furniture, utensils, digital devices, clothes and plants either from a video clip, books, cards, charts or board. ● In group learners are guided to identify similarities and differences in the pictures on their use, where they are found, color, size among other factors. ● In pairs, learners are guided to look at the things found in the class and relate them to some things found at home for example, tables, desks and furniture at home, buildings, plants, toilets among others. ● Learner is guided to talk (sign) about things in school and not at home as well as things at home and not in school like animals and farm tools. 	<ol style="list-style-type: none"> 1. Which animals are kept at home? 2. Which utensils do we use at home?

			<ul style="list-style-type: none"> ● In groups learners are guided to engage in games where they jump while in a circle when anything found at home is mentioned or signed but remain still if what is mentioned or signed is not found at home. ● Learner who is Hard of Hearing is guided to sing and sign songs about things found at home. ● Learner who is Deaf is guided to sign sing songs about things found at home. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing skills as learner identifies similarities and differences in the pictures on their use, where they are found, color, size among other factors ● Creativity and imagination: decision making skills as learner engages in games where they jump while in a circle when anything found at home is mentioned or signed but remain still if what is mentioned is not found at home. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: Selflessness as learner puts the interest of others before their own as they learn together and appreciate other learners' views while reading about things found at home. ● Responsibility: Accountability as learner identifies ways of taking care of furniture and utensils among other things found at home. 				
<p>Pertinent and Contemporary Issues: Disaster Risk Reduction as learner is cautioned against some harmful things found at home.</p>				
<p>Link to other Learning Areas: integrate mathematics as learners are involved in checking what is more and less.</p>				
<p>Suggested Learning Resources: assistive devices fitted with appropriate technology such as hearing aids and amplifiers, books, cards, boards or charts, signed video clips, relevant digital device, online resources, realia.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.2Sign Reading	4.2.2 Phonic awareness <i>(f-j)</i> (6 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) sign read letter sounds of the alphabet (<u>f g h i j</u>),</p> <p>b) articulate correctly all the learnt letter sounds (a-j),</p> <p>c) match learnt letter sounds with corresponding objects whose names begin with the sound,</p> <p>d) participate in activities related to reading.</p>	<ul style="list-style-type: none"> ● The learner is guided to fingerspell the 2nd set of 5 letter sounds from the alphabet. ● Learner who is Hard of Hearing is guided to say and fingerspell the 2nd set of 5 letter sound from the alphabet. ● Learner who is Deaf is guided to fingerspell the second set of letter sounds from the alphabet, ● Learner who is Hard of Hearing is guided to pick letter cards randomly read out and fingerspell the sounds. ● Learner who is Deaf is guided to pick letter cards randomly and fingerspell with correct mouth movement. ● Learner is guided to match letter sounds with corresponding objects' names whose names begin with the learnt sound and easy for learner to memorize. ● Learner who is Hard of Hearing is guided to chant and fingerspell rhymes of letter sounds 2nd set of 5 letter sounds from the alphabet. ● Learner who is Deaf is guided to fingerspell rhymes of letter sounds 2nd set of 5 letter sounds from the alphabet with correct mouth movement. ● Learner is guided to play a letter sounds' fishing game where learner picks a letter 	<p>1. Which letter sounds can you remember?</p> <p>2. Which letter sounds do you like most? Why?</p>

			<p>sound from a box, bag or basket, reads it out and displays for other learners to confirm if read out or fingerspell correctly as they repeat its correct name.</p> <ul style="list-style-type: none"> • Learner who is Hard of Hearing is guided to sing and sign songs related to sounds. • Learner who is Deaf is guided to sign sing songs related to sound. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: signing skills as learner fingerspells letter sounds. • Creativity and imagination: fluency skills as learner plays a letter sounds' fishing game where learner picks a letter sound from a box, bag or basket, reads it out and displays for other learners to confirm if read out or fingerspell correctly as they repeat its correct name. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Hard work as the learner independently matches letter sounds with corresponding objects and plays fishing games. • Unity: cooperation as learner plays letter sounds fishing games and sign/sing songs relating to sounds. 				
<p>Pertinent and Contemporary Issues:</p> <p>Effective communication as a life skill as learner chants rhymes on letter sounds.</p> <p>Child safety and security as learner becomes more aware of the immediate environment and what to do and not to be safe.</p>				
<p>Link to other Learning Areas:</p> <p>Linked to mathematics as learner counts the first phonic sounds.</p>				
<p>Suggested Learning Resources:</p> <p>assistive devices fitted with appropriate technology such as hearing aids and amplifiers, Books, cards, boards or charts, signed video clips, relevant digital device, online resources,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.3 Writing	<p data-bbox="390 293 579 358">4.3.1 Writing letter sounds</p> <p data-bbox="390 383 449 415"><i>(f-j)</i></p> <p data-bbox="390 594 537 626">(6 lessons)</p>	<p data-bbox="678 293 961 391">By the end of the sub strand the learner should be able to:</p> <p data-bbox="678 423 961 521">a) identify the second set of five letter sounds (f-j),</p> <p data-bbox="678 537 961 667">b) write independently the first set of 5 letter sounds (a-e)</p> <p data-bbox="678 683 961 846">c) join dots correctly to complete writing letter sounds in books (a-j),</p> <p data-bbox="678 862 961 992">d) write the second set of five letter sounds learned (f-j),</p> <p data-bbox="678 1008 961 1105">e) enjoy participating in writing activities.</p>	<ul data-bbox="987 350 1566 1365" style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to read aloud and fingerspell sound a-e. ● Learner who is Deaf is guided to fingerspell sound a-e with correct mouth movement. ● Learner is guided to read letter sounds a-e and fingerspell in the air. ● Learner is guided to model letter sounds e-f using clay, plasticine or dough. ● Learner is guided to perform activities like crawling, climbing, and playing with large motor skills toys contribute to overall muscle strength. ● Learner is guided to Create simple crafts for each letter of the alphabet, incorporating activities like cutting, gluing, and coloring. ● Learner is guided to use interactive whiteboards or tablets with writing apps to practice drawing shapes, letters, and numbers. ● Learner is guided to choose books and stories that involve tracing or drawing. ● Learner is guided to Use rhymes and songs that focus on letter formation. ● Learner is guided to write letter sounds a-e on the ground or in a sand tray 	<ol data-bbox="1593 293 1879 488" style="list-style-type: none"> 1. Where can we read letter sounds from? 2. What can we use to write letter sounds?

			<ul style="list-style-type: none"> ● Learner is guided to color letter sounds a-e. ● Learner is guided to join dots to complete writing letter sounds a-e. ● Learner who is Hard of Hearing is guided to chant and fingerspell rhymes on letter sound a-e. ● Learner who is Deaf is guided to fingerspell letter sound a-e. ● Learner is guided to display work for others to see. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Creativity and imagination: originality as learner exercises modeling letter sounds a-e. ● Learning to learn: self discipline as learner completes on time the assigned pre-writing roles. ● Communication and collaboration: writing skills are developed as learner joins dots to complete writing letter sounds a-e. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Determination as learner engages in the pre-writing activities such as coloring, modeling and tracing and completes them. ● Integrity: Discipline as learner commits self to complete the assigned pre-writing activities. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Social cohesion as learner interacts with others in the pre-writing activities and works in harmony without conflicts. ● Personal hygiene awareness as learner washes hands after a modeling activity. 				
<p>Link to other Learning Areas: Learner relates joining dots with creative activities.</p>				
<p>Suggested Learning Resources: Tracing books, cards, boards or charts, signed video clips, relevant digital device, online resources, clay, plasticine, , assistive devices fitted with appropriate technology such as hearing aids and amplifiers, dough, scissors, beads, sand trays, handwriting apps, glue, crayons, paint.</p>				

5.0 MY NEIGHBORHOOD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.1 Observing and Articulating signs (listening and speaking)	5.1.1 Environmental awareness (4 Lessons)	By the end of the sub strand the learner should be able to; <ul style="list-style-type: none"> a) sign names of most things found in the neighborhood, b) construct simple sentences about different things in the neighbourhood, c) enjoy observing the neighboring environment for familiarisation. 	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to name different things in the neighboring environment like pets, roads, cars, animals, play fields, people, and houses. ● Learner who is Deaf is guided to sign names of different things in the neighboring environment like pets, roads, cars, animals, play fields, people, and houses. ● Learner is guided to talk about, using signs the use of those things in the neighborhood. ● Learner who is Hard of Hearing is guided to read pictures of things found in the neighborhood. ● Learner is guided to create a map of their neighborhood that include key structures such as schools, parks, and community centers. ● In pairs or groups, learner is guided to role-play activities where they take on different roles representing structures in the neighborhood. 	1. Which are the different things in our environment? 2. How do we use these things in our environment?

			<ul style="list-style-type: none"> ● Learner is guided to create flashcards or a picture wall with vocabulary related to neighborhood structures. ● Learner is guided to create a collage using pictures from magazines or printed images of different structures in the neighborhood. ● Learner is guided to create a small model or digram of a neighborhood in the classroom. ● Learner is guided to observe the teacher signing stories or reading books that are set in neighborhoods ● Learner who is Deaf is guided to sign read pictures of things found in the neighborhood. ● Learner is guided to observe signed audio visual clips that show common things found in different environments. ● Learner is guided to talk about using signs similarities of things in the neighborhood. ● Learner is guided to talk about using signs differences of things in the neighborhood. ● Learner who is Hard of Hearing is guided to sing and sign songs about things found in the neighborhood. ● Learner who is Deaf is guided to sign sing songs about things found in the neighborhood. 	
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			<ul style="list-style-type: none"> • Learner is guided to sign poems about things found in the environment and their care. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: reflection on own skill as learner creates a small model or diagram of a neighborhood in the classroom. • Creativity and imagination: communications and self expression skills as learner creates a collage using pictures from magazines or printed images of different structures in the neighborhood. • Communication and Collaboration: signing skills as learner interacts with others in talking about things found in the neighbourhood. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Diligence as learner cares for some of the things found in the environment like pets, plants. • Respect: Patience as learner patiently takes turns with others in talking about things found in the neighborhood. 				
<p>Pertinent and Contemporary Issues: Environmental awareness as learner learns about things found in the neighbourhood and their uses.</p>				
<p>Link to other Learning Areas: Environmental awareness promotes environmental activities as learners take care of the environment.</p>				
<p>Suggested Learning Resources: , assistive devices fitted with appropriate technology such as hearing aids and amplifiers, neighborhood map, drawings, pictures, flashcards, community collage, story books</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.1 Observing and Articulating signs (listening and speaking)	5.1.2 Auditory discrimination Visual discrimination (5 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>(a) recognize various sounds in the environment (HoH),</p> <p>(b) recognize various things that make sounds in the environment (Deaf),</p> <p>(c) differentiate between danger alert sounds and non danger alert sounds within the environment,</p> <p>(d) differentiate between the things that produce danger alert sounds and non danger alert sound within the environment,</p> <p>(e) respond appropriately to sounds in the environment,</p> <p>(f) imitate appropriately sounds in the environment,</p> <p>(g) enjoy imitating sounds in the environment.</p>	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to name things that make different sounds in the environment in and outside school such as bells, animals, alarms, vehicles, crying babies and phones. ● Pair Learner who is hard of hearing with learner who is Deaf to sign names of things that make different sounds in the environment in and outside school such as bells, animals, alarms, vehicles, crying babies and phones. ● Learner who is Hard of Hearing is guided to listen to and imitate recorded audio clips on familiar sounds in the environment in groups. ● Learner who is Deaf is guided to observe and imitate recorded signed audio visual clips on familiar things that produce sounds in the environment in groups. ● Learner who is hard of hearing is guided to go for a nature walk within school compound and identify sounds heard, ● Pair Learner who is hard of hearing with learner who is Deaf to go for a nature walk within the school compound and identify things that produce sounds in the environment. 	<ol style="list-style-type: none"> 1. What are the common sounds in the environment? 2. How do you respond to different sounds in the environment? 3. How do you imitate sounds in the environment? 4. How do you respond to different emergency alerts in the environment?

			<ul style="list-style-type: none"> ● Learner who is hard of hearing is guided to identify sounds in the environment that communicate danger like sirens of an ambulance and fire extinguisher, screams and barking dogs. ● Learner who is Deaf is guided to identify alert from things that produce sounds in the environment that communicate danger like sirens of an ambulance and fire extinguisher, screams and barking dogs. ● Learner who is Hard of Hearing is guided to identify different sounds in a sound recognition game while blind folded such as barking dog, ambulance, screams. ● Learner who is Deaf is guided to observe signed audio visual clips, pictures and imitate manner of sound production within the environment such as barking dogs, moving vehicles. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing skills as learner imitates recorded signs of familiar things that produce sound in the environment. ● Self-efficacy: learner knows the environment around the school and at home when they go for a nature walk within the school compound and identify things that produce sounds in the environment. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: Hospitality as learner appreciates one another in imitating familiar sounds. ● Responsibility: as learner becomes aware of different things producing sounds in the environment and appreciate what the sounds communicate. 				
<p>Pertinent and Contemporary Issues:</p>				

- Disaster Risk Reduction awareness as the learner learns that some sounds in the environment communicate danger and the need to take precaution.
- Socio-economic issues awareness as learner learns that some sounds from the environment result from economic activities like sounds of posho mills, vehicles in business.

Link to other Learning Areas :

- Religious education as learners appreciate different sounds made within the environment.

Suggested Learning Resources:

Assistive devices fitted with appropriate technology such as hearing aids and amplifiers, Realia, signed audi visual recordings, relevant digital devices, online resources, tools that produce vibrations to help the child feel the sound such as a drum, a tuning fork, or a speaker placed on a resonating surface.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.1 Observing and Articulating signs (listening and speaking)	5.1.3 Audience awareness (3 Lessons)	<p>By the end of the sub strand the learner should be able to;</p> <p>a) mention ways of ensuring that other people hear what you speak (HoH),</p> <p>b) mention ways of ensuring that other people see what you sign (Deaf),</p> <p>c) speak clearly and loudly when talking to others in and out of class(HoH),</p> <p>d)sign clearly when talking to others in and out of class(Deaf),</p> <p>e) exhibit audience awareness while speaking to a group of people.</p>	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to listen to a recording or the teacher reading a short interesting story clearly and audibly. ● Learner who is Deaf is guided to observe a signed audio-visual recording or the teacher sign reading a short interesting story clearly. ● Learner who is Hard of Hearing is guided to listen to news or presentation from radio. ● Learner who is Deaf is guided to observe signed or interpreted news or an interpreted presentation from radio. ● Learner who is Hard of Hearing is guided to imitate brief statements from the recording, teacher and radio. ● Learner who is Deaf is guided to imitate brief signed statements from the recording, teacher and radio ● Learner who is Hard of Hearing is guided to talk loudly and clearly about things found in the neighborhood while projecting voice and as others in the class listen. ● Learner who is Deaf is guided to sign clearly about things found in the neighborhood while varying signs and as others in the class observe. 	<ol style="list-style-type: none"> 1. How should I speak to someone who is near? 2. How should I sign to someone who is near? 3. What should I do to my voice when the person I am speaking to moves away from me? 4. How should I sign to someone who is far?

			<ul style="list-style-type: none"> • Learner who is Hard of Hearing is guided to record self while talking about things in the environment and replay for others to listen. • Learner who is Deaf is guided to record self while signing about things in the environment and replay for others to observe. • in pairs or groups learner is guided to present songs, poems and rhymes in class and during parade and get feedback on clarity and audibility. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: signing skills as learner signs clearly for observer (s) to get the communication well. • Learning to learn: development of relationships as learner works in pairs to present songs and poems in class and during parade and get feedback on clarity, audibility and fluency. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Patience as learners work together in the listening and projection of voices in the classroom. • Peace: Love as learners work together in harmony as some talk and others listen so as to give feedback as a way of peer assessment. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Socio-economic awareness as the learner learns that in the neighbourhood there are businesses and organizations that help in money making. 				
<p>Link to other Learning Area: creative activities (music) as learners present songs during parade and get feedback on clarity to audience.</p>				
<p>Suggested Learning Resources: assistive devices fitted with appropriate technology such as hearing aids and amplifiers, signed audio visual recordings, relevant digital devices, online resources,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.2 Reading	5.2.1 Visual memory (3 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise pictures of things found in the neighborhood,</p> <p>b) demonstrate awareness of use of things found in the neighborhood,</p> <p>c) enjoy recognizing pictures of things found in the neighborhood.</p>	<ul style="list-style-type: none"> ● Learner is guided to identify pictures of things found in the neighborhood either from charts, a digital device, books or board. ● Learner who is Deaf is guided to sign things found in the neighborhood either from charts, a digital device, books or board. ● in pairs or small groups, learner is guided to respond correctly to a game where the teacher briefly describes something in the neighborhood and the learners try to recall in their groups and answer (we sleep in it at night, it might have one or many rooms, it protects us from bad people when we close its doors = house). ● Learner is guided to look at pictures on a page for a while then close the page and recall the pictures seen. ● Learner is guided to talk about the use of things in the neighborhood using pictures. ● Learner is guided to match pictures in books, cards or charts with people and items they use-a police man and a gun, a farmer and a jembe, a nurse and a syringe with injecting needle, a cook and a sufuria). 	<p>1. What things did you see on your way to school?</p> <p>2. Which things are found at your home?</p>

			<ul style="list-style-type: none"> ● Learner is guided to view items in a learning corner in class and be asked to recall what they saw. ● Learner is guided to recite and sign poems on things found in the neighborhood. ● Learner who is Hard of Hearing is guided to sing and sign songs on things found in the neighborhood. ● Learner who is Deaf is guided to sign sing songs on things found in the neighborhood. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing skills as learner sign sing songs on things found in the neighborhood. ● Critical thinking and problem solving: open mindedness and creativity as learner responds correctly to a game where the teacher briefly describes something in the neighborhood and the learners try to recall. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: unity as learners take turns while giving answers to questions and matching pictures. ● Integrity: Honesty as learner gives the correct information on things seen on the way to school with the teacher probes more where the learner may seem not to be saying the truth. 				
<p>Pertinent and Contemporary Issues: Environmental awareness as learner learns about things found in the neighbourhood and their uses.</p>				
<p>Link to other Learning Areas: Creative activities (music) as learners present signed songs during parade and get feedback on clarity.</p>				
<p>Suggested Learning Resources: assistive devices fitted with appropriate technology such as hearing aids and amplifiers, signed audio visual recordings, relevant digital devices, online resources, storybooks, pictures, flashcards.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.2 Reading	5.2.2 Phonic awareness <i>(k-r)</i> (8 Lessons)	By the end of the sub strand the learner should be able to: a) read letter sounds of the alphabet in an orderly manner(k-r), b) sign read fingerspelt letter sounds of the alphabet in an orderly manner(k-r), c) match learnt letter sounds correctly with corresponding objects whose name begin with similar sound for mastery(HoH), d) match learnt fingerspelt letter sounds correctly with corresponding objects whose name begin with similar fingerspelt letter sound for mastery(Deaf),	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to read letter sounds in bits from k to t. ● Learner who is Deaf is guided to sign read fingerspelt letter sounds in bits from k to t. ● Learner who is Hard of Hearing is guided to identify the learnt letter sounds from the environment (charts, board, books, cards and labels) to enhance letter recognition. ● Learner who is Deaf is guided to identify the learnt fingerspelt letter sounds from the environment (charts, board, books, cards and labels) to enhance letter recognition. ● Learner who is Hard of Hearing is guided to match letter sounds with corresponding pictures whose name begin with the letter sound for easy memorization (k for kite, l for ladder...), ● Learner who is Deaf is guided to match fingerspelt letter sounds with corresponding pictures whose name begins with the fingerspelt letter sound for easy memorization (k for kite, l for ladder...) ● Learner who is Hard of Hearing is guided to sing songs or recite poems and 	1. Which things in the class have sound 'k' in their name? 2. Which things in the classroom are also found at home?

		<p>d) enjoy participating in letter recognition activities.</p>	<p>rhymes related to letter recognition, while displaying letters.</p> <ul style="list-style-type: none"> ● Learner who is Deaf is guided to sign sing songs or sign poems and rhymes related to letter recognition, while displaying letters. ● Learner is guided to play letter recognition games like fishing letter games and letter sorting to reinforce understanding of fingerspelt letter sounds. ● Learner is guided to compete in letter recognition games and show fairness in winning and acceptance in loosing. 	
<p>Core Competencies: Learning to learn: developing relationship as learner plays letter recognition games like fishing letter games and letter sorting to reinforce understanding of fingerspelt letter sounds.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Inclusion as learners work together in chanting letter sounds while competing on the signing speed and the reading speed. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Citizenship as learner appreciates things found in their neighbourhood. ● Effective communication: life skill as learners learn about sounds, chant rhymes on sounds and relate the sounds to corresponding signs and objects. 				
<p>Link to other Learning Areas:</p> <p>Learner relates matching in mathematical activities</p>				
<p>Suggested Learning Resources: assistive devices fitted with appropriate technology such as hearing aids and amplifiers, signed audio visual recordings, relevant digital devices, online resources, storybooks, flashcards</p>				

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 patterns written using letter sounds (letters of the manual alphabet), b) make patterns by appropriately using writing tools, c) enjoy participating in activities related to pattern writing.	<ul style="list-style-type: none"> ● Learner is guided to recall learnt fingerspelt letter sounds using a manual alphabet chart. ● Learner is guided to demonstrate the meaning of a pattern as repeated arrangement using physical objects in the class such as sticks, letter cards, books, ● Learner is guided to write learnt fingerspelt letter sounds in the air facing the same direction as the teacher. ● Learner is guided to observe the teacher writing a letter sound pattern. ● Learner is guided to write in the air the demonstrated letter sound pattern. ● In pairs, learners are guided to complete writing a letter sound pattern. ● Learner is guided to complete writing a letter sound pattern individually. ● Learner is guided to display completed letter sound patterns to others in class for peer assessment. 	<p>1. What materials do we use to make patterns?</p> <p>2. How do we make patterns?</p> <p>2. What will happen if we arrange pencils or books on the table one after the other?</p>
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: learning independently as learner completes writing a letter sound pattern individually. ● Communication and collaboration: writing skills as learner writes learnt fingerspelt letter sounds in the air facing the same direction as the teacher. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Patience as learner shows resilience to complete letter sound patterns to the end. 				

- Responsibility: Determination as learner strives to independently complete patterns on letter sounds using a writing tool.

Pertinent and Contemporary Issues:

- Self-awareness as learner gets feedback on pattern written and can tell of own on ability.

Link to other Learning Areas:

In creative activities and mathematics we are involved in making patterns and hence linked.

Suggested Learning Resources:

assistive devices fitted with appropriate technology such as hearing aids and amplifiersigned audio visual recordings, relevant digital devices, online resources, storybooks, flashcards, charts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.3 Writing	5.3.2 Writing letter sounds (<i>k-r</i>) (8 Lessons)	By the end sub strand the learner should be able to; a) identify correctly letter sounds k-r from a variety of sounds, b) write letters of the alphabet correctly in and out of class (k-r), c) match all fingerspelt letter sounds with corresponding objects whose name begin with similar fingerspelt letter sound for mastery, d)enjoy using basic tools for writing in class.	<ul style="list-style-type: none"> ● Learner is guided to write learnt fingerspelt letters of the alphabet in the air. ● Learner is guided to join dots to complete letters of the alphabet. ● Learner is guided to trace and copy letters of the alphabet. ● Learner is guided to model letters of the alphabet using clay, dough or plasticine. ● Learner is guided to practice writing letters of the alphabet using ICT letter writing games. ● Learner is guided to write letters of the alphabet in writing books, chalk, on the ground or other materials, ● Learner is guided to make patterns using letters of the alphabet. ● In pairs and small groups learners are guided to make patterns using letters of the alphabet. ● Learner is guided to display work done by groups for peer assessment and feedback. 	<p>1. What do we need to use to write letters of the alphabet?</p> <p>How do we write letters of the alphabet?</p> <p>2. Where can we read letters of the alphabet?</p>
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: teamwork as learner displays work done by groups for peer assessment and feedback. ● Creativity and imagination: exploration as learner writes patterns and display creatively for peer assessment. 				

Values:

- Unity: Cooperation as learner works with others to achieve common goals in making patterns using letters of the alphabet.
- Social justice: Equity as boys and girls take equal opportunities in the group activities.

Pertinent and Contemporary Issues:

- Health education awareness as learner washes hands after modelling letters of the alphabet.
- Social cohesion under citizenship is enhanced as the learner works with others in harmony and co-operation to make patterns.
- Socio-economic awareness as learner acquire modelling skills that can be monetized.

Link to other Learning Areas:

Learner relates writing in all learning areas.

Suggested Learning Resources:

Assistive devices fitted with appropriate technology such as hearing aids and amplifiers, signed audio visual recordings, relevant digital devices, online resources, storybooks, flashcards, charts.

6.0 MY SCHOOL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.1 Observing and Articulating signs (listening and speaking)	6.1.1 Auditory memory and visual memory (3 Lessons)	By the end of the sub strand the learner should be able to; a) recall a variety of familiar sounds in the school environment (HoH), b) recall a variety of familiar things that make sounds in the environment(Deaf), c) imitate familiar sounds within and out of school h) enjoy recognizing things that make sounds in the school environment.	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to listen or recognise a variety of sounds from the school environment while in a nature walk within the school as they identify each sound made (ringing bells, noisy learners, sound from animals and birds, moving vehicles). ● Learner who is Deaf is guided to recognize a variety of sounds from the school environment while in a nature walk within the school as they identify each sound made (ringing bells, noisy learners, sound from animals and birds, moving vehicles). ● Learner who is Hard of Hearing is guided to listen to a recorded audio visual clip on sounds made by familiar things in the environment as they identify them. ● Learner who is Deaf is guided to observe a recorded audio visual clip on sounds made by familiar things in the environment as they identify them. ● Learner is guided to observe pictures of various things that make sounds in 	<ol style="list-style-type: none"> 1. Which sounds do we hear in the school environment? 2. Which sounds did you hear in the morning?

			<p>the environment and make manual imitations of the sounds that they make.(barking of a dog, ringing of a bell, sound a school van/bus, mowing o a cow, noisy learners, sound from animals and birds, moving vehicles).</p> <ul style="list-style-type: none"> ● In groups, learner are guided to tell a variety of sounds heard at home and on the way to school. ● In pairs, learners are guided to tell a variety of sounds at home and in school. ● In pairs, learners are guided to imitate sounds made by different things in and out of school. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: active listening and communication skills as learner recalls learnt letter sounds and rhymes as well as familiar sounds in the environment. ● Self-efficacy: the learner knows their surrounding by telling a variety of sounds heard in the morning in groups and to the whole class. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Patience as learner works well with others in harmony and gives each time to say sounds recalled. ● Unity: Cooperation as learner interacts with others positively in groups without disagreeing. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health related issues awareness as learner learns that very loud sound in the environment could lead to hearing issues. 				
<p>Link to other Learning Areas: All learning areas as the learners need to recall what they have learnt .</p>				
<p>Suggested Learning Resources: assistive devices fitted with appropriate technology such as hearing aids and amplifiers, pictures, real things in the environment such as bells, vehicles, animals, motorbike</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.2 Sign Reading	6.2.1 Phonic awareness (s-z) (6 Lessons)	<p>By the end sub strand the learner should be able to;</p> <p>a) identify letter sounds representing letters of the manual alphabet in a sequence (s-z),</p> <p>b) match letter sounds s-z correctly with objects whose name begin with similar sound for mastery,</p> <p>c) enjoy participating in letter sounds recognition activities.</p>	<ul style="list-style-type: none"> • Learner who is Hard of Hearing is guided to read letter sounds in bits from s to z. • Learner who is Deaf is guided to sign read fingerspelt letter sounds in bits from s to z. • Learner who is Hard of Hearing is guided to identify the learnt letter sounds from the environment (charts, board, books, cards and labels) to enhance letter recognition. • Learner who is Deaf is guided to identify the learnt fingerspelt letter sounds from the environment (charts, board, books, cards and labels) to enhance letter recognition. • Learner who is Hard of Hearing is guided to match letter sounds with corresponding pictures whose name begin with the letter sound for easy memorization, • Learner who is Deaf is guided to match fingerspelt letter sounds with corresponding pictures whose name begins with the fingerspelt letter sound for easy memorization • Learner who is Hard of Hearing is guided to sing songs or recite poems and rhymes related to letter recognition, while displaying letters. 	<p>1 . Which things in the class have sound ‘s’ in their name?</p> <p>2. Which things in the classroom are also found at home?</p>

			<ul style="list-style-type: none"> • Learner who is Deaf is guided to sign sing songs or sign poems and rhymes related to letter recognition, while displaying letters. • Learner is guided to play letter recognition games like fishing letter games and letter sorting to reinforce understanding of fingerspelt letter sounds. • Learner is guided to compete in letter recognition games and show fairness in winning and acceptance in losing. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learners collaboratively articulate all letter sounds in preparation for reading. <p>Self-efficacy: The learner confidently and correctly chants, sings and recites letter sounds.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Social justice: The learner together with others work co-operatively to compete in letter sounds recognition games. • Love: The learner exercises self-sacrifice when engaging in singing songs, reciting poems and chanting rhymes related to sounds so as to perform well. 				
<p>Pertinent and Contemporary Issue(s):</p> <ul style="list-style-type: none"> • Social cohesion: The learners identify and read aloud the learned letter sounds collaboratively. 				
<p>Link to other Activity Areas:</p> <p>Learner relates matching in mathematical activities</p>				
<p>Suggested Learning Resources:</p> <p>assistive devices fitted with appropriate technology such as hearing aids and amplifiers, signed audio visual recordings, relevant digital devices, online resources, storybooks, flashcards, charts.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.1 Sign Reading	6.1.2 Articulation of letter sound or fingerspelling <i>vowel sounds</i> <i>a,e,i,o,u</i> (3 Lessons)	By the end of the sub strand the learner should be able to; a) identify vowel sounds from a list of letters of the alphabet, b) articulate all letter sounds from the alphabet, c)enjoy articulating vowels and other letter sounds.	<ul style="list-style-type: none"> ● Learner is guided to observe charts with all the manual letters of the alphabet on charts, books, digital devices. ● Learner who is Hard of Hearing is guided to recite or fingerspell manual letter of alphabet, ● Learner who is Deaf is guided to fingerspell the manual letters of the alphabet. ● Learner who is Hard of Hearing is guided to read or fingerspell vowel sound written on the board and charts. ● Learner who is Deaf is guided to fingerspell vowels written on the board or charts. ● Learner who is Hard of Hearing is guided to listen or observe vowels from the teacher or digital devices and imitate with correct hand formation. ● Learner who is Deaf is guided to fingerspell the vowels from the teacher or a digital device and imitate with correct hand shape formation. ● Learner who is Hard of Hearing is guided to identify letter sounds and 	1 How do different sounds in school help us?

			<p>correct mouth movement from words read and fingerspelt by the teacher that relate to school like bag, boy, pen.</p> <ul style="list-style-type: none"> ● Learner who is Deaf is guided to identify and fingerspell letter sounds with correct hand shape from words fingerspelt by the teacher that relate to school like bag, boy, pen. ● Learner who is Hard of Hearing is guided to chant and fingerspell rhymes on vowel sound, ● Learner who is Deaf is guided to fingerspell vowel sounds with correct hand shape. ● In pairs or small groups, learner is engaged in sound articulation games like a fishing game where a learner randomly picks a letter sound and displays it then they all read it loudly to enhance sound articulation. ● Learner in pairs engage in sound articulation games or fingerspelling games like a fishing game where a learner randomly picks a letter sound and displays it then they all read it loudly or fingerspell it to enhance sound articulation or handshape formation. 	
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<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing skills as learner in pairs and in groups articulate letter sounds in preparation for reading. ● Learning to learn : developing relationships as learner engages in sound articulation games.
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: Love as learner together with others work in harmony to articulate letter sounds and vowels. ● Unity: Cooperation as learner interacts with others to achieve a common goal (articulation of sounds).
<p>Pertinent and Contemporary Issues:</p> <p>Health education awareness as learner learns that loud sounds within the school environment and outside the school can affect our hearing.</p>
<p>Link to other Learning Areas:</p> <p>The learner relates articulation of letter sounds and vowel sounds to Creative Activities where learners engage in musical experiences that sound similar to rhymes.</p>
<p>Suggested Learning Resources:</p> <p>flash cards, interactive technology, such as educational apps or games designed for letter recognition, letter blocks, flashcards, posters, charts, interactive games that focus on letter recognition, letter cutouts,</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.2 Reading	6.2.3 Letter recognition (8 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify all letters of the alphabet from print in and outside school,</p> <p>b) distinguish between the lower case and upper case letters of the alphabet,</p> <p>d) enjoy participating in letter reading activities.</p>	<ul style="list-style-type: none"> ● Learner who is Hard of Hearing is guided to listen or observe letter of alphabet being read or fingerspell either from digital device or by the teacher. ● Learner who is Deaf is guided to observe fingerspell letters of alphabet either from digital device or by the teacher. ● Learner is guided to imitate reading letters of the alphabet in bits. ● Learner is guided to recognize letters of the alphabet in lowercase. ● Learner is guided to recognize letters of the alphabet in uppercase. ● Individually or in pairs learner is guided to engage in letter recognition games, e g, letter fishing games, letter sorting, letter hunting games. ● Learner is guided to compete in letter recognition games and encouraged to show fairness in winning and acceptance in loosing. ● Learner who is Hard of Hearing is guided to chant rhymes to match letter names with letter sounds (letter a, sound /a/, letter b, sound /b/ . 	<p>1. Where can we read letter sounds from?</p> <p>2. Which letter sounds do you like most? Why?</p>

			<ul style="list-style-type: none"> ● Learner who is Deaf is guided to fingerspell rhymes to match letter names with letter sounds (letter a, sound /a/, letter b, sound /b/ . ● Learner who is Hard of Hearing is guided to sing and sign songs or recite poems related to letter recognition . ● Learner who is Deaf is guided to sign sing a song or recite poems related to letter recognition. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Learning to learn is enhanced as the learner pursues and persists to learn more about letter sounds, letter names and even matches the two. ● Communication and collaboration is enhanced as the learner interacts with others in groups to read and chant letter sounds and letter names. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Self drive as learner reads and recognize these letters while out of class. ● Unity: Cooperation as learner together with others chant letter sound and letter name rhymes to achieve a common goal of recognition of the two. 				
<p>Pertinent and Contemporary Issues: Self-awareness as learner becomes more aware of own abilities in relation to reading and recognizing letter names and letter sounds.</p>				
<p>Link to other Learning Areas: The learner relates chanting rhymes for letter recognition to music.</p>				
<p>Suggested Learning Resources: Flash cards, interactive technology, such as educational apps or games designed for letter recognition, letter blocks, flashcards, posters, charts, interactive games that focus on letter recognition, assistive devices fitted with appropriate technology such as hearing aids and amplifiers, letter cutouts.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.2 Sign Reading	6.2.4 Picture reading (1 Lesson)	By the end of the sub strand the learner should be able to; a) recognise pictures of things found at school, b) demonstrates print awareness by matching pictures with others in basing on use, colour, size, c) enjoy participating in activities related to picture reading.	<ul style="list-style-type: none"> ● Learner is guided to view and sign read pictures of things found in school either on print, charts or from a digital device. ● In pairs or groups learner is guided to talk about(using signs) the pictures identifying them and use of the objects in the pictures. ● Learner is guided to take a nature walk within the classroom and outside the classroom identifying(sign) all objects whose pictures were read on print. ● Learner who is Hard of Hearing is guided to sing or sign sing songs about things found in school. ● Learner who is Deaf is guided to sign sing songs about things found in school. 	<p>1. How do you read pictures from a chart?</p> <p>2. What are some of the things found within our school?</p> <p>2. Which things within the school do you like most?</p>
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem: researching skills as learner relates pictures with their corresponding actual objects during the nature walk within the school. ● Digital literacy: interacting with digital technology skills as learner manipulates with the help of the teacher, a digital device to see pictures of things found in school. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Etiquette as learner walks calmly alongside others during the nature walk. ● Peace: Love as learner walks with peers within the school compound during nature walk without causing conflicts and focusing on identification of objects whose pictures were seen. 				
<p>Pertinent and Contemporary Issues:</p>				

Child Safety and security as learner is guided on how to ensure safety during the nature walk within the school.

Link to other Learning Areas:

Linked to all learning areas as learners read pictures of different things

Suggested Learning Resources:

interactive technology, such as educational apps or games designed for picture reading, flashcards, posters, charts, interactive games that focus on picture reading, picture cutouts, picture puzzles.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.1 Writing letter sounds (s-z) (8 Lessons)	By the end of the sub strand the learner should be able to: a) identify letter sounds of the alphabet correctly in and out of class (s-z), b) match in writing letter sounds with corresponding objects whose name begin with same sound for mastery, c) enjoy using basic tools for writing in class.	<ul style="list-style-type: none"> • Learner is guided to write without assistance letters representing letter sounds a-r, • Learner is guided to write learned letters of the alphabet in the air (s-z), • Learner is guided to join dots to complete letters of the alphabet s-z, • Learner is guided to trace and copy letters of the alphabet. • Learner is guided to model letters of the alphabet using clay, dough or plasticine, • Learner is guided to practice writing letters of the alphabet using ICT letter writing games. • Learner is guided to write letters of the alphabet in writing books, chalkboard, on the ground or other materials. • Learner is guided to make patterns using letters of the alphabet. • Learner is guided to model letters of the alphabet and washes hands after. • In pairs learners are guided to make patterns using letters of the alphabet. • In groups, learners are guided to display work done for peer assessment and feedback. 	<ol style="list-style-type: none"> 1. What do we need to use to write letters of the alphabet? 2. Where can we read letters of the alphabet?
<p>Core competencies;</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner works with others in groups as they make patterns using letters of the alphabet. • Creativity and imagination: The learner while in groups writes patterns and display creatively for peer assessment. 				

Values; <ul style="list-style-type: none">• Unity: The learner works with others to achieve common goals in making patterns using letters of the alphabet.• Social justice: Gender equality awareness as boys and girls take equal opportunities in the group activities.
Pertinent and Contemporary Issue(s) <ul style="list-style-type: none">• Health education awareness: The learner washes hands after modelling letters of the alphabet.• Social cohesion: The learner works with others in harmony and co-operation when making patterns.
Link to other Activity Areas: <p>The learner relates the matching activity to concepts learnt in mathematics.</p>
Suggested Learning Resources: <p>clay, dough, plasticine, manual alphabet chart, computers, laptop, projectors</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.3 Writing	<p data-bbox="436 350 600 415">6.3.2 Letter formation</p> <p data-bbox="436 500 575 532">8 Lessons</p>	<p data-bbox="676 350 1037 448">By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li data-bbox="726 480 982 545">a) identify letter names correctly, <li data-bbox="726 553 1010 691">b) write the letters of the alphabet in lower case and upper case, <li data-bbox="726 699 982 837">c) match letters in lower case and upper case correctly, <li data-bbox="726 846 1020 951">d) enjoy participating in activities related to writing of letters. 	<ul style="list-style-type: none"> <li data-bbox="1058 407 1583 513">● Learner is guided to observe the teacher demonstrate letter formation in the air, writing boards and imitate. <li data-bbox="1058 521 1549 626">● In pairs learner is guided to model letters of the upper case and lower case. <li data-bbox="1058 634 1556 699">● In groups guide the learner to trace and join dots to form letters. <li data-bbox="1058 708 1570 805">● Learner is guided to write the letters of the alphabet in upper case and lower case. <li data-bbox="1058 813 1577 919">● Learner is guided to match letters in upper case and lower case appropriately. <li data-bbox="1058 927 1556 1032">● Learner is guided to sign sing song related to painting (i am coloring) before the activity <li data-bbox="1058 1040 1570 1105">● Learner is guided to color and paint letters of the alphabet, <li data-bbox="1058 1114 1577 1211">● Learner is guided to use ICT devices to play letter formation games where applicable. <li data-bbox="1058 1219 1583 1325">● Learner who is Hard of Hearing is guided to chant or fingerspell rhymes on letters of the alphabet. 	<ol style="list-style-type: none"> <li data-bbox="1614 350 1860 496">1. What can we do with letters of the alphabet to make them appear good? <li data-bbox="1614 513 1866 659">2. What games relating to letter sounds do you like playing?

			<ul style="list-style-type: none"> • Learner who is Deaf is guided to fingerspell rhymes on letters of the alphabet. 	
Core Competencies: <ul style="list-style-type: none"> • Communication and Collaboration: writing skills as learner in groups and pairs trace and join dots on letters of the alphabet. 				
Values: <ul style="list-style-type: none"> • Integrity: Honesty as learner utilizes paint and modeling clay, plasticine or dough prudently even without teacher’s supervision. • Social justice: Cooperation as learner shares writing materials while doing activities surrounding letter writing with others. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Personal hygiene awareness as learner washes hands with soap and clean water after tidying up their coloring, painting and modelling items. 				
Link to other Learning Areas: Learner relates letter formation with creative arts.				
Suggested Learning Resources: , assistive devices fitted with appropriate technology such as hearing aids and amplifiers, flash cards, manual alphabet chart, Tactile Tracing Boards, Multisensory Flashcards, letter cutouts, moulding material, signed video clips, relevant digital devices, interactive online games				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.3 Writing	6.3.3 Writing practice (5 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify letters of the alphabet correctly, b) write letters of the alphabet correctly, c) write patterns using letters of the alphabet, d) initiate writing activities in and out of school. 	<ul style="list-style-type: none"> ● Learner is guided to join dots to make letters of the alphabet. ● Learner is guided to trace and copy letters of the alphabet. ● Learner is guided to practice writing letters of the alphabet using ICT letter writing games. ● Learner is guided to write letters of the alphabet in sand traces, slate boards, books and any other writing tools. ● In pairs or small groups, learner is guided to make patterns using letters of the alphabet. ● Learner is guided to draw things within the school. ● Learner is guided to draw and color pictures of things found in school, ● Learners are guided to sign a song(I am coloring)before they start coloring activity. ● Learner is guided to color drawn pictures. ● Learner is guided to model things found in the school. 	<ol style="list-style-type: none"> 1. Which items do we use for writing, coloring and painting? 2. Where can we write letters of the alphabet?
Core Competencies: <ul style="list-style-type: none"> ● Communication and collaboration: writing skills as learner colors drawn pictures. ● Digital literacy: interacting with digital technology skill as learner writes letters of the alphabet in sand traces, slate boards, books and any other writing tools. 				
Values:				

<ul style="list-style-type: none">● Responsibility: Determination as learner writes letters of the alphabet independently in sand traces, slate boards, books and any other writing tools.● Unity: Inclusion as learner practices writing letters of the alphabet using ICT letter writing games in groups.
Pertinent and Contemporary Issues: <ul style="list-style-type: none">● Self-discipline as learner works collaboratively with others and without unnecessary conflicts.
Link to other Learning Areas: <p>Writing practice is necessary in all activity areas as learners involve themselves in joining dots, tracing, writing and colouring.</p>
Suggested Learning Resources: <p>Assistive devices fitted with appropriate technology such as hearing aids and amplifiers, sand traces, slate boards, books, flash cards, manual alphabet chart, Tactile Tracing Boards, Multisensory, letter cutouts, moulding material, signed video clips, relevant digital devices, interactive online games, writing tools.</p>

SUGGESTED ASSESSMENT RUBRIC

Listening and Observing, Speaking and Articulating Signs and Fingerspelling

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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 that enhance the overall use of sign language.	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.

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 sounds to sign read the three letter words.	Accurately blends syllables and fingerspell sounds to sign read the three letter words.	Blends syllables and fingerspell sounds to sign read the three letter words.	Blends and fingerspell sounds to sign read the three letter words.	makes minimal effort to blend fingerspell sounds to sign read the three letter words .
Ability to express self in sign language in relation with the theme.	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	expresses self using sign language, appropriate facial expressions and body language by using basic sign language vocabulary to effectively communicate simple messages.	expresses self using sign language using a limited range of signs to communicate basic ideas and emotions.	expresses self in sign language and may rely on a very limited set of signs with minimal use of facial expressions and body language.

	feelings, and effectively communicate with others.			
Ability to comprehend signing when used by others.	Consistently understands a wide range of signs, facial expressions , body language, and gestures by responding to a variety of signed instructions, questions, and stories accurately.	Consistently understands common signs and gestures, displaying a good understanding of basic sign language vocabulary by accurately responding to routine signed instructions and questions.	Shows partial understanding of some basic signs and gestures, and may struggle with less familiar signs.	Sstruggles with understand basic signs and gestures and exhibits difficulty in responding to basic signed instructions or questions.

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 sentences.
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.
Ability to discuss about a story, asking questions, or expressing opinions about the content.	Actively participates in discussions about a story by summarizing the plot accurately, asks thoughtful and relevant questions that show curiosity and	Actively participates in discussions showing a good understanding of the key elements, asks relevant questions, that show curiosity and engagement with the	Participates in discussions but may struggle to grasp some key elements of the story, asks basic questions, showing a limited level of	Struggles to actively participate in discussions, showing difficulty in understanding the story, rarely asks has difficulty

	engagement with the material and expresses opinions clearly, providing justified reasons.	material and expresses opinions clearly, providing some reasons.	curiosity and engagement with the material and attempts to express opinions but may struggle to provide clear reasons.	expressing opinions about the story.
Ability to turn pages from right to left in readiness for reading and demonstrate good care of own books.	Handles books, including turning pages, tracking text from left to right, and using appropriate book behaviors in readiness for reading.	Turns pages from right to left in readiness for reading and demonstrate good care of own books.	Turns pages from right to left in readiness for reading and demonstrate good care of own books most of the time.	Turns pages from right to left in readiness for reading and demonstrate good care of own books sometimes.
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.

Writing

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
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.
Ability to form basic letters in both uppercase and lowercase letters in print or in sign language.	Exhibits precise control over their fine motor skills, forming letters with remarkable accuracy and	Exhibits consistence and appropriate use of fine motor skills to forming letters with	Exhibits basic understanding of forming letters in both uppercase and lowercase but may	Exhibits limited control over fine motor skills and struggle to consistently reproduce

	consistency in both print and sign language.	accuracy in both print and sign language.	struggle with consistency and precision.	recognizable letter shapes.
Ability to draw and scribble in preparation for writing.	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, indicating readiness for advanced writing skills.	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.	Demonstrates some progress in drawing and scribbling with observable attempts to form shapes and lines.	Demonstrates limited engagement in the ability to draw and scribble with underdeveloped fine motor skills may and difficulty in holding and using writing tools.
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	Demonstrates a satisfactory proficiency in fingerspelling, signing, and writing own name by fingerspelling accurately represent	Demonstrates developing proficiency in fingerspelling, signing, and writing own name by fingerspelling with occasional errors. signing with lack of	Demonstrates developing ability in fingerspelling, signing, and writing own name by fingerspelling with errors, signing with limited expressions,

	incorporating expressive elements, writing with advanced fine motor skills, precision, and attention to detail.	the letters with moderate speed and fluidity, When signing clearly using appropriate gestures and expressions, writing with control over basic writing tools, forming letters legibly and consistently.	some clarity or expression, writing with inconsistent letter formations.	writing with noticeable inconsistencies.
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	<ul style="list-style-type: none">● Determine the activity for the learners● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity● Identify resources required for the activity (locally available materials)● Stagger the activities across the term (Set dates and time for the activities)● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community● Identify and develop assessment tools
2) Implementation of CSL Activity	<ul style="list-style-type: none">● Assigning roles to learners.● Ensure every learner actively participates in the activity● Observe learners as they carry out the CSL activity and record feedback.● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)● Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

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

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

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

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

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

Assessment of the CSL Activity

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

Appendix II: SUGGESTED ASSESSMENT METHODS

- Peer assessment
- observation
- oral-aural and signed questions
- self assessment.