



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

STAGE BASED PATHWAY

PRE-NUMERACY ACTIVITIES CURRICULUM DESIGN

FOR LEARNERS WITH SPECIAL NEEDS

FOUNDATION LEVEL



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

Revised 2024

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FOREWARD

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 Foundation, Intermediate and Prevocational 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 Foundation Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas as well as strands and sub strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources, assessment checklist and rubric for rating the learner's performance.

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

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

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Foundation is the first level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Foundation Level curriculum provides a variety of opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. 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 Foundation Level curriculum designs are intended to enhance the learner's 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, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate the learner to attain the expected learning outcomes for the Foundation Level and prepare them for smooth transition to the Intermediate Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

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

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. 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 Foundation Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. 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 of the Foundation Level curriculum designs. 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 these 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 Foundation Level and preparation of learners for transition to Intermediate Level.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

INTRODUCTION

The Stage Based pathway for learners with Special Needs is organised in four levels namely; Foundation, Intermediate, Prevocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Foundation Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deafblindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities. The Foundation Level curriculum covers the following learning areas:

1. Communication and Social Skills
2. Activities of Daily Living Skills and Religious Education
3. Sensory Motor and Creative Activities
4. Orientation and Mobility
5. Pre- Numeracy Activities

Learners will stay for a period of 6 years at Foundation Level to enable them acquire competencies for progression to the Intermediate Level. Progression to the Intermediate Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Foundation Level **MUST** have at least **TWO** School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to undertake Kenya Foundation Level Educational Assessment (KFLEA) and progress to Intermediate Level.

LESSON ALLOCATION AT FOUNDATION LEVEL

Learning is individualised for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks. The suggested time of 30 minutes per lesson is a guide.

	Learning Area	Lessons Per Week (30 minutes per lesson)	
1	Communication and Social Skills	4	
2	Activities of Daily Living Skills and Religious Education	Activities of Daily Living Skills	4
		Religious Education	2
3	Sensory Motor and Creative Activities	Sensory Perception	1
		Psychomotor Activities	2
		Creative Activities	1
		Music and Movement	1
4	Orientation and Mobility	2	
5	Pre-numeracy Activities	2	
	Pastoral Programme Instruction	1	
	Total Lessons Per Week	20	

LEVEL LEARNING OUTCOMES

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

- a) demonstrate basic literacy and numeracy skills for learning,
- b) communicate appropriately using verbal and/or non-verbal models in varied contexts,
- c) demonstrate appropriate etiquette in social relations,
- d) apply basic creativity and critical thinking skills in problem solving,
- e) explore the immediate environment for learning and enjoyment,
- f) practice hygiene, nutrition and sanitation to promote health and wellbeing,
- g) demonstrate the acquisition of emotional, physical, spiritual aesthetic and moral development for balanced living,
- h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence,
- i) use digital literacy skills for learning and enjoyment.

ESSENCE STATEMENT

Pre-numeracy Activities refers to early development of number concepts in learners. It helps in developing a positive attitude about numeracy at an early age. Learners require pre numeracy skills for day to day functioning and problem solving. The pre-numeracy skills include classification of objects according to different attributes, sorting and grouping objects, counting and measurements. Pre-numeracy skills are intended to provide learners with basic number concepts as a prerequisite to acquisition of functional arithmetic and problem solving skills.

GENERAL LEARNING OUTCOMES

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

1. apply simple mathematical concepts in carrying out daily activities,
2. use number concepts in readiness for pre-numeracy activities,
3. apply measuring skills using arbitrary units.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRANDS	SUB STRANDS
1.0	Classification	1.1 Sorting and grouping
		1.2 Matching and pairing
		1.3 Ordering and sequencing
2.0	Pre-number activities	2.1 Counting Numbers
		2.2 Modeling and forming numbers
		2.3 Scribbling
		2.4 Shading number shapes
		2.5 Tracing number shapes
		2.6 Completing dotted numbers
3.0	Measurement	3.1 Sizes of objects
		3.2 Weights of objects
		3.3 Filling and emptying
		3.4 Money

1.0: CLASSIFICATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Classification	1.1 Sorting and Grouping	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sort objects according to size, shape, weight, texture or colour, b) group objects according to size, shape, weight, texture or colour, c) enjoy sorting and grouping activities in class. 	The learner is guided to: <ul style="list-style-type: none"> ● collect different objects such as blocks, bottle tops, containers, beads and bottles, ● observe or tactually explore various objects from the environment to identify them using the most appropriate mode of communication, ● watch or listen to verbal or tactual description of video clips or animation of learners carrying out sorting and grouping activities, ● participate in a demonstration of sorting objects according to colour or texture, shape or size, ● sort objects according to shape, weight, size, colour or texture, ● participate in a demonstration of grouping objects according to shape, size, weight colour or texture, ● group objects according to size, shape, weight, texture or colour, ● display grouped objects and talk about them, ● clear the working area by collecting and storing the objects appropriately. 	<ol style="list-style-type: none"> 1. How do you sort objects? 2. How do you group objects?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy as the learner successfully sorts and group objects. • Critical thinking and Problem solving as the learner sorts and groups objects according to size, shape, texture or colour.
<p>Values:</p> <ul style="list-style-type: none"> • Unity is promoted as the learners work together in groups while sorting and grouping different objects.
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Environmental awareness as the learner clears the working area by collecting and storing objects appropriately.
<p>Link to other learning areas: Sorting and grouping objects is linked to sensory discrimination in Sensory Motor and Creative Activities.</p>
<p>Suggested Learning Resources: Videos or animations, beads, seeds, wooden blocks, bottles, bottle tops, carton box cut-outs of different shapes, digital devices with assistive technology, sorting containers, learner support assistants.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comments
			Demonstrated	Not Demonstrated	
1	Ability to sort objects	i. Sorting objects by colour or texture			
		ii. Sorting objects by shape			
		iii. Sorting objects by size			
		iv. Sorting objects by weight			

2	Ability to group objects	i. Grouping objects by colour and texture			
		ii. Grouping objects by shape			
		iii. Grouping objects by size			
		iv. Group objects by weight			

Teacher's general comments on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sort objects	The learner sorts objects by 4 attributes.	The learner sorts objects by 3 attributes.	The learner sorts objects by 2 attributes.	The learner sorts objects by 1 attribute or none.
Ability to group objects	The learner groups objects by 4 attributes.	The learner groups objects by 3 attributes.	The learner groups objects by 2 attributes.	The learner groups objects by 1 attribute or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Classification	1.2 Matching and Pairing	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) match objects according to size, shape, weight, texture or colour,</p> <p>b) pair objects according to size, shape, weight, texture or colour,</p> <p>c) enjoy matching and pairing objects in different settings.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● collect different objects such as wooden blocks, bottle tops, containers, beads, bottles, ● observe or tactually explore various objects (of different sizes, shapes, weight, colours or texture) from the environment to identify them using the most appropriate mode of communication, ● observe or listen to verbal or tactual description of video clips or animation of learners carrying out matching and pairing activities, ● participate in a demonstration on matching objects according to size, shape, weight, texture or colour, ● match objects according to size, shape, weight, texture or colour, ● take turns to practise pairing objects according to size, shape, weight, colour or texture, ● observe or listen to verbal or tactual description of video clips or animation of learners carrying out pairing activities, ● participate in a demonstration on pairing objects according to size, shape, weight, texture or colour, ● pair objects according to size, shape, weight, colour or texture, 	<ol style="list-style-type: none"> 1. Which objects are similar? 2. How do you pair objects?

			<ul style="list-style-type: none"> ● practise pairing objects according to size, shape, weight, colour or texture, ● clear the working area by collecting and storing the objects appropriately. 	
Core Competencies to be developed:				
Self-efficacy as learners successfully match and pair objects according to size, shape, weight, texture or colour.				
Values:				
Responsibility as learners clean up the working area and store the objects appropriately.				
Pertinent and Contemporary Issues:				
Social cohesion as learners work harmoniously while matching and pairing objects according to size, shape, weight, texture or colour.				
Link to other learning areas:				
Matching and pairing is linked to matching edible and non-edible items in Activities of Daily Living and Religious Education.				
Suggested Learning Resources:				
Videos or animations, beads, seeds, wooden blocks, bottles, bottle tops, carton box cut-outs of different shapes, digital devices with assistive technology, sorting containers, learner support assistants.				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to match objects	i. Matching objects by size			
		ii. Matching objects by shape			
		iii. Matching objects by colour or texture			
		iv. Matching objects by weight			

2	Ability to pair objects	i. Pairing objects by texture or colour			
		ii. Pairing objects by shape			
		iii. Pairing objects by size			
		iv. Pairing objects by weight			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to match objects	The learner matches objects by 4 attributes	The learner matches objects by 3 attributes	The learner matches objects by 2 attributes	The learner matches objects by 1 attribute or none
Ability to pair objects	The learner pairs objects by 4 attributes	The learner pairs objects by 3 attributes	The learner pairs objects by 2 attributes	The learner pairs objects by 1 attribute or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Classification	1.3. Ordering and Sequencing	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify objects of different sizes for learning, arrange objects according to size from the smallest to the biggest, arrange objects according to size from the biggest to the smallest, enjoy playing games involving ordering and sequencing of objects. 	The learner is guided to: <ul style="list-style-type: none"> collect different objects such as wooden blocks, balls, bottles, sticks of different sizes, observe or tactually explore various objects and identify them by size (small, big) using the most appropriate mode of communication, observe or listen to verbal or tactual description of video clips or animation of learners carrying out ordering and sequencing activities, participate in a demonstration on ordering and sequencing of different objects, order and sequence objects of different sizes from smallest to the biggest and vice versa up to five objects, clear the working area by collecting and storing the objects appropriately, 	<ol style="list-style-type: none"> Which objects are of the same size? How do you order objects?
Core Competencies to be developed: Critical thinking and Problem solving as the learner engages in ordering and sequencing of objects.				
Values: Responsibility is enhanced as learners take turns to practise ordering and pairing objects in pairs or groups.				

<p>Pertinent and Contemporary Issues: Environmental education and Climate change as the learner explores objects to order and sequence them according to size.</p>
<p>Link to other learning areas: Ordering and sequencing of objects is linked to arranging personal items used in personal hygiene in Activities of Daily Living and Religious Education.</p>
<p>Suggested Learning Resources: Videos or animations, sticks, wooden blocks, plastic bottles, learner support assistant, balls, digital devices with assistive technology</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to order and sequence objects	i. Ordering objects from the smallest to the biggest			
		ii. Ordering objects from the biggest to the smallest			
		iii. Ordering objects according to size up to two objects			
		iv. Ordering objects according to size up to three objects			
		v. Ordering objects according to size up to four objects			
		vi. Ordering objects according to size up to five objects			

		vii. Arranging objects in a given sequence of fives			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to order and sequence objects	The learner orders and sequences objects by 5 attributes	The learner orders and sequences objects by 4 attributes	The learner orders and sequences objects by 3 attributes	The learner orders and sequences objects by 2 or less attributes

2.0: PRE-NUMBER ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pre-number Activities	2.1 Counting Numbers	By the end of the Sub Strand, the learner should be able to: a) recite numbers 1 to 10, b) count objects 1 to 10, c) enjoy counting objects 1 to 10.	The learner is guided to: <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of video clips or animations of learners reciting numbers 1 to 10 sequentially, ● participate in reciting numbers verbally, signing or tactually signing numbers 1 to 10, ● practise reciting numbers 1 to 10, ● collect materials and objects from the environment for counting such as bottle tops, wooden blocks, sticks, bottles, seeds, stones, beads, chairs, balls, number cards, number charts, embossed numbers, number cut outs, modelled numbers, ● participate in a demonstration on counting objects through manipulation, ● practise counting objects 1 to 10, ● sing, sign sing or tactually sign sing songs involving numbers 1 to 10, ● clear the working area by collecting and storing the resources used appropriately. 	How do we count objects?
Core Competencies to be developed: Self-efficacy as the learner recites numbers and counts objects 1 to 10 sequentially.				
Values: Unity as learners participate in singing or signing or tactually sign singing numbers 1 to 10.				
Pertinent and Contemporary Issues: Social interaction is enhanced as learners work together while counting concrete objects.				

Link to other learning areas:

Singing, sign singing or tactually sign singing songs involving numbers 1 to 10 is linked to singing in Music and Movement in Sensory Motor and Creative Activities.

Suggested Learning Resources:

Building blocks, bottle tops, beads, seeds, sticks, abacus, flash cards, embossed flash cards, brailed flash cards, learner support assistants

SUGGESTED ASSESSMENT GUIDES**1. Assessment Checklist**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to recite numbers 1 to 10	i. Recites verbally or signs or tactually signs numbers 1 to 2			
		ii. Recites verbally or signs or tactually signs numbers 1 to 3			
		iii. Recites verbally or signs or tactually signs numbers 1 to 4			
		iv. Recites verbally or signs or tactually signs numbers 1 to 5			
		v. Recites verbally or signs or tactually signs numbers 1 to 6			
		vi. Recites verbally or signs or tactually signs numbers 1 to 7			

		vii. Recites verbally or signs or tactually signs numbers 1 to 8			
		viii. Recites verbally or signs or tactually signs numbers 1 to 9			
		ix. Recites verbally or signs or tactually signs numbers 1 to 10			
2	Ability to count objects	i. Counts or tactual counts 1 to 2 using different materials or objects			
		ii. Counts or tactual counts 1 to 3 using different materials or objects			
		iii. Counts or tactual counts 1 to 4 using different materials or objects			
		iv. Counts or tactual counts 1 to 5 using different materials or objects			
		v. Counts or tactual counts 1 to 6 using different materials or objects			
		vi. Counts or tactual counts 1 to 7 using different materials or objects			

		vii. Counts or tactual counts 1 to 8 using different materials or objects			
		viii. Counts or tactual counts 1 to 9 using different materials or objects			
		ix. Counts or tactual counts 1 to 10 using different materials or objects			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite numbers 1 to 10	The learner recites numbers 1 to 10 sequentially	The learner recites numbers 1 to 7 sequentially	The learner recites numbers 1 to 5 sequentially	The learner recites numbers 1 to 4 sequentially or less.
Ability to count objects	The learner counts 1 to 10 objects sequentially	The learner counts 1 to 7 objects sequentially	The learner counts 1 to 5 objects sequentially	The learner counts 1 to 4 objects sequentially or less

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pre-numbers Activities	2.2 Modelling and Forming Numbers	By the end of the Sub Strand, the learner should be able to: a) identify materials used for modelling or forming numbers, b) model or form numbers 1 to 10 in readiness for number writing, c) enjoy modelling or forming numbers for day-to-day activities.	The learner is guided to: <ul style="list-style-type: none"> ● observe or tactually explore and familiarise with the modelling materials such as clay, plasticine or papier mache, ● observe or listen to verbal or tactual descriptions of a video clip of learners modelling numbers, ● observe or tactually explore modelled numbers to familiarise with shapes or dots that form numbers, ● participate in demonstrations on modelling (shapes of the Arabic numbers) or forming (dots for brail numbers) 1 to 10 each number at a time using different materials, ● practise modelling or forming numbers 1 to 10 gradually using different materials, ● display the modelled or embossed numbers and talk about them, ● clear the working area by collecting and storing the resources used appropriately. 	How do you model of form numbers?
<p>Core Competencies to be developed: Creativity and Imagination as the learner models or forms different number shapes.</p>				
<p>Values: Responsibility is enhanced as the learner takes care of modelling or forming materials.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Health Education as the learner clears the working area after modelling or forming number shapes.</p>				
<p>Link to other Learning Areas: Modelling and forming numbers is linked to modelling of body parts in Communication and Social Skills.</p>				

Suggested Learning Resources

Clay, plasticine, water, number moulds and templates, kneading dough, papier mache, learner support assistants, pegs and peg boards, braille cells.

SUGGESTED ASSESSMENT GUIDES**1. Assessment Checklist**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to model or form numbers 1 to 10	i. Assembling the materials to be used in modelling or forming numbers			
		ii. Preparing materials for modelling or forming numbers			
		iii. Shaping materials for modelling or forming numbers			
		iv. Modelling or forming numbers 1 to 10			
		v. Displaying the modelled or embossed number shapes			

Teacher's general comment on the learner's performance:

Teacher's Name

Signature

Date of assessment

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to model or form numbers 1 to 10	The learner demonstrates 5 skills in modelling or forming numbers 1 to 10	The learner demonstrates 3 to 4 skills in modelling or forming numbers 1 to 10	The learner demonstrates 2 skills in modelling or forming numbers 1 to 10	The learner demonstrates 1 skill or none in modelling or forming numbers 1 to 10.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pre-Number Activities	2.3 Scribbling and Pegging.	By the end of the Sub Strand, the learner should be able to: a) identify materials used for scribbling or pegging, b) scribble or peg in readiness for writing numbers, c) enjoy scribbling or pegging on different surfaces.	The learner is guided to: <ul style="list-style-type: none"> observe or tactually explore materials used for scribbling or pegging such as paper (hard), pencil, stick, soil, charcoal, peg and peg boards, carry out pre-scribbling or free pegging activities such as positioning the book or other writing surfaces appropriately or positioning the peg board, holding scribbling materials using the right grip or grasping the pegs appropriately, positioning self in readiness for scribbling or pegging, scribbling freely or pegging, participate in a demonstration on in scribbling freely using locally available materials or pegging, practice scribbling on different surfaces or pegging, 	How do you scribble or peg numbers?

			<ul style="list-style-type: none"> display scribbled work or demonstrate pegging and talk about them, clear the working area by collecting and storing the resources used appropriately. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Learning to learn as the learner practises scribbling freely or pegging using assorted materials. Creativity and Imagination as the learner identifies and uses different materials found in the locality for scribbling or pegging. 				
Values: Responsibility as the learner clears the working area by collecting and storing the resources used appropriately.				
Pertinent and Contemporary Issues: Safety as learner observes safety precautions when using different scribbling or pegging materials.				
Link to other learning areas: Scribbling and pegging is linked to painting in Creative Activities in Sensory Motor and Creative Activities.				
Suggested Learning Resources: Video clips or animations, chalk, pencils, peg boards, pegs, crayons, pencils, paper, charcoal, books, sand, manilla paper, learner support assistant.				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to scribble or peg	i. Positioning the book or other writing surfaces appropriately or positioning the peg board for learners with blindness			

		ii. Holding the pencil or other scribbling materials using appropriate grip or grasping the pegs appropriately			
		iii. Positioning self in readiness for scribbling or pegging			
		iv. Scribbling freely or pegs in readiness for writing numbers			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to scribble or peg	The learner demonstrates 4 skills in scribbling or pegging	The learner demonstrates 3 skills in scribbling or pegging	The learner demonstrates 2 skills in scribbling or pegging	The learner demonstrates skill or none in scribbling or pegging

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pre-Number Activities	2.4 Shading Number Shapes	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify shapes of numbers 1-10, b) shade numbers 1-10 for finger dexterity, c) enjoy shading number shapes. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or tactually explore shapes of number 1 to 10 from paper or wood numeral cut-outs, ● observe or tactile explore materials used for shading such as crayon, pencils, coloured pencils to identify them using the most appropriate mode of communication, ● practise positioning number shapes properly on a surface, ● practise holding the pencil, crayons and colouring materials properly in readiness for shading numbers or embossed outlines of numbers, ● observe or participate in demonstrations on shading within the number outlines or embossed number outlines, ● practise shading number shapes 1to10, ● practise shading the outlines of the drawn number shapes or embossed numbers, ● display the shaded numbers and talk about them, ● clear the working area by collecting and storing the resources used appropriately. 	<p>What materials do we use for shading numbers?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners work in small groups while practising shading number shapes 1 to 10. ● Self-efficacy as the learner successfully shades numbers presented. 				

<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is nurtured as the learner takes care of the shading materials and clears the working area by collecting and storing the resources used appropriately. • Love is enhanced as the learner shares colouring materials with peers.
<p>Pertinent and Contemporary Issues: Environmental Conservation as the learner explores the immediate environment for materials to use in shading.</p>
<p>Link to other learning areas: Shading of numbers can be linked to shading and colouring of different drawn objects in Creative activities in Sensory Motor and Creative Activities.</p>
<p>Suggested Learning Resources: Learner support assistant, number outlines, crayons, colour pencils, block number writings on paper, coloured pencils</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to shade numbers 1-10	i. Assembling materials to be used in shading number shapes			
		ii. Positioning the number shapes appropriately on a surface			
		iii. Holding the materials used in shading numbers appropriately			

		iv. Shading within the outlines or embossed number outlines of numbers 1 to 10			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to shade numbers 1-10	The learner demonstrates 4 skills in shading numbers 1 to 10	The learner demonstrates 3 skills in shading numbers 1 to 10	The learner demonstrates 2 skills in shading numbers 1 to 10	The learner demonstrates 1 or none of the skills in shading numbers 1 to 10

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pre-Number Activities	2.5 Tracing Numbers Shapes	By the end of the Sub Strand, the learner should be able to: a) identify materials used in tracing numbers, b) trace numerals 1-10 in readiness for writing numbers,	The learner is guided to: <ul style="list-style-type: none"> observe or tactually explore materials used in number tracing or tactual tracing of embossed numbers such as paper, pencil or any other improvised materials such as charcoal or chalk, cotton twine, glue, pieces of carton, braille number cards, 	How do you trace number shapes?

		<p>c) appreciate tracing number shapes for counting in day-to-day life.</p>	<ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of a video clip or animation of a learner tracing number outlines or tracking embossed numbers, • participate in demonstrations on tracing number outlines using fingers, pencil, charcoal, chalk, or tactually tracking embossed numbers using fingers, • practise tracing along outlines of numbers or tactually tracking embossed numbers 1 to 10, • display the traced work or demonstrate tracking of embossed numbers and talk about them, • clear the working area by collecting and storing the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as the learner successfully traces number cut outs or tracks embossed numbers.</p>				
<p>Values: Unity as learners clear the working area and appropriately store materials used.</p>				
<p>Pertinent and Contemporary Issues: Self-esteem as the learner positively talks about own and others work.</p>				
<p>Link to other learning areas: Tracing number shapes and tracking embossed numbers is linked to making artistic patterns in Creative Activities in Sensory Motor and Creative Activities.</p>				
<p>Suggested Learning Resources:</p>				

Number shapes, embossed numbers, number outlines, pencils, pens, tracing paper, learner support assistants, charcoal or chalk, cotton twine, glue, pieces of carton, braille number cards.

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to trace number 1-10	i. Assembling materials used in tracing or tactually tracking numbers			
		ii. Tracing number outlines using fingers or tactually tracking embossed numbers using fingers			
		iii. Tracing number outlines using different media or tactually tracking embossed numbers using fingers			
		iv. Displaying the traced number			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to trace number 1-10	The learner demonstrates 4 skills in tracing number 1-10.	The learner demonstrates 3 skills in tracing number 1-10.	The learner demonstrates 2 skills in tracing number 1-10.	The learner demonstrates 1 or none of the skills in tracing number 1-10.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Pre-Number Activities	2.6 Completing Dotted Numbers	By the end of the Sub Strand, the learner should be able to: a) identify the shapes of numbers 1 to 10, b) join dots to complete numbers 1 to 10, c) enjoy joining dots to form number shapes.	The learners is guided to: <ul style="list-style-type: none"> ● observe shapes of numbers or tactually explore embossed numbers to familiarise with number shapes 1 to 10, ● observe or listen to verbal or tactual descriptions of a video clip or animation of learners completing dotted numbers or tracking embossed numbers, ● participate in a demonstration on joining dots or tracking embossed numbers to complete numbers 1 to 10, ● practise completing dotted numbers 1 to 10, ● display finished work and talk about them, 	How do you form numbers?
Core Competencies to be developed: Self-efficacy as the learner successfully completes dotted numbers.				
Values: Responsibility is enhanced as the learner takes care of the materials.				

<p>Pertinent and Contemporary Issues: Social cohesion is promoted as learners work harmoniously while practising to complete dotted numbers.</p>
<p>Link to other learning areas: Completing dotted numbers is linked to eye hand coordination in Sensory Perception in Sensory Motor and Creative Activities.</p>
<p>Suggested Learning Resources: Digital devices with assistive technology, pencils, pens, manilla papers, learner support assistant, video clips or animations, exercise books, flash cards with dotted numbers, embossed numbers.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to join dots to complete numbers 1 to 10 or tracking embossed numbers.	i. Joining dots to complete number 1 or track embossed number 1			
		ii. Joining dots to complete number 2 or track embossed number 2			
		iii. Joining dots to complete number 3 or track embossed number 3			
		iv. Joining dots to complete number 4 or track embossed number 4			
		v. Joining dots to complete number 5 or track embossed number 5			

		vi. Joining dots to complete number 6 or track embossed number 6			
		vii. Joining dots to complete number 7 or track embossed number 7			
		viii. Joining dots to complete number 8 or track embossed number 8			
		ix. Joining dots to complete number 9 or track embossed number 9			
		x. Joining dots to complete number 10 or track embossed number 10			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to join dots to complete numbers 1 to 10 or tracking embossed numbers	The learner demonstrates the ability to join dots to complete or track embossed numbers 1 to 10	The learner demonstrates the ability to join dots to complete or track embossed numbers 1 to 7	The learner demonstrates the ability to join dots to complete or track embossed numbers 1 to 4	The learner demonstrates the ability to join dots to complete or track embossed number 1 to 3 or less

3.0 MEASUREMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Measurement	3.1 Sizes of Objects	By the end of the Sub Strand, the learner should be able to: a) identify objects in the classroom for awareness, b) identify sizes of various objects in the classroom for learning, c) differentiate objects in the classroom by their sizes, d) enjoy comparing different sizes of objects.	The learner is guided to: <ul style="list-style-type: none"> ● collect different objects found in the classroom such as bottles, sticks, rulers, painting brushes, spoons, books, pencils, ropes, wool, ● observe or tactually explore various objects in the classrooms, ● observe or listen to verbal or tactual description of a video clip or animation of objects of different sizes and talk about them using the most appropriate mode of communication, ● participate in a demonstration on identifying sizes of objects (big, small, long, short, same), ● group objects according to their sizes (big or small, long or short), ● participate in a demonstration of comparing sizes of different objects (big or small, long or short), ● sort objects of different sizes (big or small and long or short), ● match objects of the same sizes (big or small, long or short), ● practice comparing sizes of different objects in different settings. 	How do you identify sizes of objects?

<p>Core Competencies to be developed: Digital Literacy as the learner manipulates digital devices to watch audio visual clips of objects of different sizes.</p>
<p>Values:</p> <ul style="list-style-type: none"> • Unity as learners work in groups to compare sizes of different objects in the classroom. • Love as learners assist each other while moving around the classroom to identify and compare objects of different sizes.
<p>Pertinent and Contemporary Issues: Safety as the learner carefully handles objects of different sizes in the classroom.</p>
<p>Link to other learning areas: Sizes of objects is linked to things in my class in the theme “My Classroom” covered in Communication and Social Skills.</p>
<p>Suggested Learning Resources: Objects in the classroom such as desks, tables, chairs, blackboard, pens, books, rulers, containers, chalk board erasor.</p>

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner’s Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher’s comment
			Demonstrated	Not Demonstrated	
1	Ability to differentiate objects in the classroom	i. Comparing objects in the classroom as either big or small			
		ii. Comparing objects in the classroom as either long or short			
		iii. Sorting objects in the classroom as either big or small			

		iv. Sorting objects in the classroom as either long or short			
		v. Matching objects according to their sizes (big, small)			
		vi. Matching objects according to their sizes (long, short)			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to differentiate objects in the classroom.	The learner differentiates objects in the classroom by 6 attributes.	The learner differentiates objects in the classroom by 4 to 5 attributes.	The learner differentiates objects in the classroom by 2 to 3 attributes.	The learner differentiates objects in the classroom by 1 attribute or none or none of the attributes.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Measurements	3.2 Weights of Objects	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify heavy and light objects for awareness, b) compare weights of different objects in the classroom for learning, c) enjoy lifting objects of different weights. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● collect different objects of varying weights such as bottles, blocks, stones, books, pieces of wood, or different containers filled with soil or water, ● observe or tactually explore various objects of different weights (heavy and light) using the most appropriate mode of communication, ● observe or listen to verbal or tactual description of a video clip or animation of objects of different weights (heavy and light) and talk about them using the most appropriate mode of communication, ● participate in a demonstration on identifying weights of objects (heavy and light) in the classroom while observing safety, ● observe or listen to verbal or tactual description of a video clip or animation on comparing objects of varying weights (heavy and light) and talk about them using the most appropriate mode of communication, ● participate in a demonstration on comparing objects of varying weights (heavy and light) in the classroom while observing safety, ● practise comparing weights of objects (heavy and light) in the classroom while observing safety, 	How do you compare the weight objects?

			<ul style="list-style-type: none"> ● sort objects of different weights (heavy and light), ● participate in a game of matching objects of varying weights (heavy and light), ● practice comparing objects of different weights in different settings while observing safety, ● clear the working area by collecting and storing the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as the learner develops confidence in comparing objects of varying weights in different settings while observing safety. ● Digital Literacy as the learner manipulates digital devices to watch video clip or animation of objects of different weight (heavy and light). 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility as the learner clears the working area after carrying out learning activities. ● Love as the learner involves others during different games 				
<p>Pertinent and Contemporary Issues:</p> <p>Safety as the learner observes safety measures while lifting different objects in the classroom to compare weight.</p>				
<p>Link to other learning areas:</p> <p>Comparing weights of objects is linked to manipulative activities in Psychomotor Activities in Sensory Motor and Creative Activities.</p>				
<p>Suggested Learning Resources:</p> <p>Empty plastic bottles, bottles filled with water, tins, soil, sand, stones, books of different weights, school bags, feathers, wool, seesaw, learner support assistant</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to compare heavy and light objects.	i. Identifying heavy objects			
		ii. Identifying light objects			
		iii. Comparing heavy and light objects by lifting			
		iv. Matching different objects according to their weights (heavy and light)			
		v. Sorting heavy objects			
		vi. Sorting light objects			

Teacher's general comment on the learner's performance:

Teacher's Name

Signature

Date of assessment

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to compare heavy and light objects.	The learner demonstrates 5 skills in comparing heavy and light objects.	The learner demonstrates 4 skills in comparing heavy and light objects.	The learner demonstrates 2 to 3 skills in comparing heavy and light objects.	The learner demonstrates 1 or none of the skills in comparing heavy and light objects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Measurement	3.3 Filling and Emptying	By the end of the Sub Strand, the learner should be able to: a) identify materials used for filling and emptying activities for learning, b) carry out filling and emptying activities for learning, c) enjoy performing filling and emptying activities in different settings.	The learner is guided to: <ul style="list-style-type: none"> ● collect different materials used in filling and emptying activities such as containers of different sizes, bottles, cups, funnel, basin, bucket, water, sand or soil, small stones, beads, ● observe or tactfully explore materials used for filling and emptying to identify them using the most appropriate mode of communication, ● observe or listen to verbal or tactual description of a video clip or animation on filling and emptying, ● participate in a demonstration on filling and emptying by: <ul style="list-style-type: none"> i) identifying the area where the activity will be performed ii) assembling the materials to be used, 	How do you identify small container that can fill a big container?

			<ul style="list-style-type: none"> iii) moving to the working area, iv) orienting to the working area, v) observing or tactually exploring different sizes of containers that can hold water, soil or sand, vi) filling and emptying big and small containers and tell how many small ones can fill a big one (up to 10 counts), <ul style="list-style-type: none"> ● practise filling and emptying activities while observing safety, ● fill and empty big and small containers and tell how many small containers fill a big one, ● clear the working area by collecting and storing the resources used appropriately. 	
<p>Core Competencies to be developed: Critical thinking and problem solving as learners fill and empty big and small containers and tell how many small ones can fill a big one.</p>				
<p>Values: Responsibility as the learner clears the working area by collecting and storing the resources used appropriately.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner carefully handles different containers and materials used for filling and emptying activities.</p>				
<p>Link to other learning areas: Filling and emptying is linked to Manipulative Activities in psychomotor Activities in Sensory Motor and Creative Activities.</p>				
<p>Suggested Learning Resources: Containers of different sizes, bottles, cups, funnel, basin, bucket, water, sand or soil, small stones, beads, digital devices with assistive technologies, video clips</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to carry out filling and emptying activities	i. Identifying the area where the activity will be performed			
		ii. Assembling the materials to be used			
		iii. Moving to the working area			
		iv. Orienting to the working area			
		v. Observing or tactually exploring different sizes of containers that can hold water, soil or sand			
		vi. Filling and emptying big and small containers and tell how many small ones can fill a big one			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to carry out filling and emptying activities.	The learner demonstrates 6 skills in carrying out filling and emptying activities.	The learner demonstrates 4 to 5 skills in carrying out filling and emptying activities.	The learner demonstrates 2 to 3 skills in carrying out filling and emptying activities.	The learner demonstrates 1 or none of the skills in carrying out filling and emptying activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Measurement	3.4 Identification of Money	By the end of the Sub Strand, the learner should be able to: a) identify Kenyan currency coins, b) identify Kenyan currency notes, c) make purchases using Kenyan currency, d) develop interest in making purchases of items using Kenyan currency.	The learner is guided to: <ul style="list-style-type: none"> ● collect different Kenyan currency coins (1 shilling, 5 shillings, 10 shillings, 20 shilling), ● observe or tactfully explore different Kenyan currency coins to identify their features using the most appropriate mode of communication, ● observe or listen to verbal or tactual description of a video clip or animation on different Kenyan currency coins, ● participate in a demonstration on identifying Kenyan currency coins by: i) sorting the Kenyan currency coins according to their sizes, ii) matching Kenyan currency coins according to size, colour, number on the coin, iii) counting 1shilling coin up to 10, iv) making purchases of small items at the classroom shop using the different coins, ● practise identifying Kenyan currency coins, 	How do you identify the Kenyan currency?

			<ul style="list-style-type: none"> ● practise making purchases of small items using Kenyan currency coins in different settings, ● collect different Kenyan currency notes (50 shillings, 100 shillings), ● observe or tactfully explore different Kenyan currency notes to identify their features using the most appropriate mode of communication, ● observe or listen to verbal or tactual description of a video clip or animation on different Kenyan currency notes, ● participate in a demonstration on identifying Kenyan currency notes by: i) sorting the Kenyan currency notes according to their sizes, ii) matching Kenyan currency notes according to size, colour, iii) counting 50-shilling notes up to 10, iv) making purchases of items at the classroom shop using the different notes, ● practise identifying Kenyan currency notes, ● practise making purchases of items using Kenyan currency notes in different settings. 	
<p>Core Competencies to be developed: Citizenship as the learner recognizes and practises using Kenyan currency.</p>				
<p>Values: Patriotism as the learner shows interest in identifying and using Kenyan currency.</p>				
<p>Pertinent and Contemporary Issues: Financial literacy as the learner practises making purchases using Kenyan currency.</p>				
<p>Link to other learning areas: Identification of Money is linked to colour and texture discrimination in Sensory Motor and Creative Activities.</p>				
<p>Suggested Learning Resources: Kenyan currency notes and coins of different denominations, Other foreign currencies, tracing papers, pencils, pens, learner support assistant, digital technologies, video clips, assorted packaging of shop items.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify Kenyan currency in coins	i. Sorting the Kenyan currency coins according to their sizes			
		ii. Matching Kenyan currency coins according to size, colour or texture, number on the coin			
		iii. Counting 1 shilling coin up to 10			
		iv. Making purchases of items at the classroom shop using the different coins.			
2	Ability to identify Kenyan currency in notes	i. Sorting the Kenyan currency notes according to their sizes			
		ii. Matching Kenyan currency notes according to size, colour or texture,			
		iii. Counting 50 shilling note up to 10			
		iv. Making purchases of items at the classroom shop corner using the different Kenyan currencies			

Teacher's general comment on the learner's performance:

Teacher's Name

Signature

Date of assessment

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify Kenyan currency in coins	The learner demonstrates 4 skills in identifying Kenyan currency in coins	The learner demonstrates 3 skills in identifying Kenyan currency in coins	The learner demonstrates 2 skills in identifying Kenyan currency in coins	The learner demonstrates 1 or none of the skills in identifying Kenyan currency in coins
Ability to identify Kenyan currency in notes	The learner demonstrates 4 skills in identifying Kenyan currency in notes	The learner demonstrates 3 skills in identifying Kenyan currency in notes	The learner demonstrates 2 skills in identifying Kenyan currency in notes	The learner demonstrates 1 or none of the skills in identifying Kenyan currency in notes