



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

LOWER PRIMARY CURRICULUM DESIGN

ENGLISH LANGUAGE ACTIVITIES

GRADE 2

FOR LEARNERS WITH VISUAL 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 Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on the review of the Early Years English Curriculum Designs (EYE). The review of the designs resonates with Kenya's regional and international obligations and was occasioned by the need to align the language curriculum in EYE with the MOE status report.

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

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PREFACE

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

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

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

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for all levels of basic and tertiary education and training, below the university. The curriculum development process for any level involves research, benchmarking and stakeholder engagement. Through this consultative process, the KICD conceptualized the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). CBC is responsive to 21st Century needs as well as the aspirations of the Constitution 2010 constitution, Kenya's Vision 2030, the East African Commission Protocol and the United Nations Sustainable Development Goals. Through funding from the Kenyan government, KICD executes its mandate in line with the Ministry of Education (MoE) directives. The Institute also receives support from development partners targeting specific programmes. The Grade 1-3 English curriculum designs have been reviewed with the support of USAID.

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

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TABLE OF CONTENTS

FOREWORD	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
NATIONAL GOALS OF EDUCATION	vii
LESSON ALLOCATION FOR LOWER PRIMARY	ix
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION	x
ESSENCE STATEMENT	xi
GENERAL LEARNING OUTCOMES.....	xii
1.0 School	1
2.0 Activities in the Home	7
3.0 Transport.....	13
4.0 Months of the Year	20
5.0 Shopping	26
6.0 Garden.....	32
7.0: Accidents	38
8.0 Classroom	44
9.0 The Farm.....	51
10.0 Position and Directions.....	56
11.0 Environment.....	63
12.0 Technology	69
13.0 Cultural Activities.....	76
14.0 Child Labour	82
15.0 Caring for others	88
SUGGESTED ASSESSMENT RUBRIC	94

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfillment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION FOR LOWER PRIMARY

S/ No.	Learning Area	No. of Lessons
1.	Mathematical Activities for Learners with Visual Impairment	5
2.	English Language Activities for Learners with Visual Impairment	5
3.	Environmental Activities for Learners with Visual Impairment	4
4.	Creative Activities for Learners with Visual Impairment	7
5.	Religious Education Activities	3
6.	Kiswahili language activities for Learners with Visual Impairment	4
7.	Braille Literacy/Indigenous language Activities	2
8.	Pastoral/ Religious Instruction Programme	1
9.	Total	31

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language in today's world. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, a solid foundation in the mastery of English must be laid in Early Years Education. This will not only enhance learning in Middle School but will also prepare the learner with visual impairment for future engagements in the national and international arenas. Consequently, the learner must be exposed to targeted interactive tasks in the four language skills and grammar in order to become a proficient user of English by the end of the Early Years Education. Additionally, the learner with visual impairment will be able to progressively demonstrate the expected range of competencies. A deliberate focus on each of the four language skills and grammar is expected even though the interrelatedness between the language skills must be taken into account. It should be noted that grammar in Early Years Education should be implicitly learned. According to Piaget, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts. Hence, the explicit learning of grammar should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. On the contrary, the learner will be exposed to grammatical structure in an implicit way.

GENERAL LEARNING OUTCOMES

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

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

NOTE: In EYE, there should NOT be explicit mention of grammatical terms such as word classes. Learners in EYE should only be exposed to short grade appropriate sentence structures during instruction and assessment. This should also be reflected in the instructional materials developed for the level. The focus of English language learning at this level should be exposure to various language forms without making reference to word classes. Fluency and accuracy can be achieved by striking a balance between communicative language tasks and implicit exposure to language forms.

Summary of Strands and Sub-strands

STRANDS

1. Listening and Speaking
2. Reading
3. Language Use
4. Writing

SUB STRANDS

Listening and speaking

1. Pronunciation and Vocabulary

Reading

1. Fluency (Retain Fluency only)
2. Comprehension (Retain Comprehension)

Language use

1. Word classes
2. Sentences

Writing

1. Handwriting
2. Spelling
3. Punctuation
4. Guided writing

THEMES

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

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

1.0 School

Suggested vocabulary

bell, lesson, chalkboard, chalk, books, block, bag, grade two, class, learn, paper, play, question, answer,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.1 Listening and Speaking</p>	<p>1.1.1 Pronunciation and Vocabulary (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) distinguish words with the target letter -sound combinations <i>bl, sp, sc, sk, ck</i> in conversations,</p> <p>b) use vocabulary related to the theme to communicate in various contexts,</p> <p>c) respond to specific simple two- directional instructions using new words in oral communication,</p> <p>d) acknowledge the importance of listening attentively and pronouncing words correctly for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to audio-visual recordings of songs, a story, teacher read aloud stories, among others, with the target letter –sound combination. • pick words with the target letter – sound combination <ul style="list-style-type: none"> - bl as in blue, - sp as in spoon, - sc as in school, - sk as in sky - ck –as in kick • practice using the target letter-sound combinations to form words. • construct simple sentences using new words, • listen and respond to two-directional instructions without interrupting as modeled by the teacher or peers. • In groups, learners are guided to develop a talking tree using the new words, learners with low vision to write on manila cards and learners with blindness to write the new words on braille cards. 	<p>1) Why is it important to listen attentively when other people are talking?</p>

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: A learner applies the knowledge of letter sounds and syllables to identify words with target letter sounds. ● Communication and collaboration: A learner works in groups to practice using the target letter-sound combinations. ● Self-Efficacy: A learner’s self-esteem is nurtured as they learn to pronounce words correctly in communication.
<p>Values: Respect is enhanced as a learner appreciates diverse opinions of peers during group activities.</p>
<p>PCIs: Life-skill (self-awareness) the learner self-awareness is enhanced as they name the things found in the school environment.</p>
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● This applies attentive listening skills to the learning of concepts to the other learning areas.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.2 Reading</p>	<p>1.2.1 Fluency (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Recognize words with the targets letter sound combinations for ease of reading, Read a grade appropriate text with the target letter sound combinations - <i>bl, sp, sc, sk, ck</i> at the right speed, expressively and accurately, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● watch/listen to an audio visual clip/ listen to an audio recording/teacher model of the target sounds ● Pick out words targeting the letter sound combinations- <i>bl, sp, sc, sk, ck</i> ● Practice sitting in the appropriate posture, hold the book in the right position and turn the pages carefully while reading. ● Read short texts observing stress and intonation 	<ol style="list-style-type: none"> Why should we read at the right speed? Why should we read a text accurately?

		c) Enjoy reading grade appropriate text with the target letter sound combination at the right speed, expressively and accurately.	<ul style="list-style-type: none"> Engage in timed reading “65 words per minute) displaying the right expressions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to learn: The learner’s ability to learn independently is enhanced as the practice reading texts at the right speed, expressively and accurately on their own. Communication and Collaboration: Teamwork is enhanced as the learner actively takes part in the discussion. Critical thinking and problem solving: A learner interacts with the text and answers direct and indirect questions using contextual clues. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility is enhanced as the learner takes care of books while holding them in the right position and turning the pages carefully while reading. Unity: A learner works in pairs to identify sentences containing answers to direct questions. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Life skills: -Self-awareness is enhanced as the learner becomes aware of the appropriate posture during reading. Self-esteem is nurtured as they acquire reading fluency skills 				
<p>Link to other Learning Areas: The learner applies reading fluency skills acquired when reading texts in Kiswahili and Indigenous language activities</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.2 Comprehension (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meaning of vocabulary words related to the theme, c) answer direct and indirect questions for comprehension, d) Enjoy reading for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • read sentences paying attention to correct pronunciation of words with sounds bl, sp, sc, sk ck. • learner with low vision to study and discuss pictures while learners with blindness read the picture description and the title of a text and make predictions. • read a text and identify phrases and sentences to get the meaning of new words. • identify sentences containing answers to direct questions. • interact with the text and answer indirect questions using contextual clues. 	<ol style="list-style-type: none"> 1. How do pictures or picture descriptions help us to know what the story is about? 2. Why is the meaning of words important in reading?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Teamwork is enhanced as the learner actively takes part in the discussion. • Critical thinking and problem solving: A learner interacts with the text and answers direct and indirect questions using contextual clues. 				
Values: Unity: A learner works in pairs to identify sentences containing answers to direct questions.				
Pertinent and Contemporary Issues: Life skills: Self-awareness is enhanced as the learner becomes aware of the appropriate posture during reading.				
Link to other Learning Areas: Reading for comprehension is relevant in all the other learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Language Use	1.3.1 The verb ‘to be’ (is, are) 2 lessons	By the end of the sub strand, the learner should be able to: a) recognize the use of the verbs to be <i>is</i> and <i>are</i> in sentences, b) use the present tense forms of the verb ‘to be’ correctly, to construct simple sentences, c) adopt the use of the present tense forms of the verb ‘to be’ in their day-to-day conversation.	The learner is guided to: <ul style="list-style-type: none"> • listen to a story, poem or conversation from audio recording/ teacher model containing <i>is</i> and <i>are</i>. • identify sentences showing present tense forms of the verb ‘to be’ from the text. • describe own and other learners’ demonstrated actions using <i>is</i> and <i>are</i>. • ask and answer questions using <i>is</i> and <i>are</i>, collaboratively with peers observing turn taking, • learners with low vision practise the use of <i>is</i> and <i>are</i> during role play, language games or songs. While learners with blindness are given one on one demonstration as they practise the use of <i>is</i> and <i>are</i> during role play, language games or songs. 	1) How do we talk about what is happening at the present?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: Teamwork is enhanced as the learner collaborates with others in group activities such as role play and language games. • Creativity and imagination: A learner describes own and other learners’ demonstrated actions using the verb ‘to be’. 				
Values: Respect is achieved as the learner waits patiently to take turns during the question and answer activities.				
Pertinent and Contemporary Issues: A life skill (effective communication) is enhanced as the learner uses the verbs to be in day to day conversations.				
Link to other Learning areas: <ul style="list-style-type: none"> • The target verb form is learnt in Kiswahili and Indigenous Language Activities. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.5 Writing	1.4.1 Handwriting 2 lessons	By the end of the sub strand, the learner should be able to: a) Recognize descender in long words in a text b) Form descenders correctly in long words, legibly and neatly for correct word formation, c) Appreciate writing long words correctly, legibly and neatly for different purposes.	The learner is guided to: <ul style="list-style-type: none"> • watch videos on how to write long words with descenders from a digital device, or as modelled by the teacher or peers and identify descenders in long words in a text. • copy long words forming all the descenders correctly, legibly and neatly • write words with descenders from a dictation correctly, legibly and neatly • write long words related to the theme in response to a picture prompt 	Why should we write clearly?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: Teamwork is enhanced as the learner collaborates with others in group activities such as role play and language games. • Creativity and imagination: A learner describes own and other learners' demonstrated actions using the verb 'to be'. 				
Values: Respect is achieved as the learner waits patiently to take turns during the question and answer activities.				
Pertinent and Contemporary Issues: A life skill (effective communication) is enhanced as the learner uses the verbs to be in day to day conversations.				
Link to other Learning areas: The target verb form is learnt in Kiswahili and Indigenous Language Activities.				

2.0 Activities in the Home

Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Pronunciation and vocabulary (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the target letter-sound /tʃ/ /əʊ / ʃ/ /kl/ combinations accurately in various contexts,</p> <p>b) articulate words with target letter- sounds /tʃ/ /əʊ / ʃ/ /kl/combination for clarity in communication,</p> <p>c) use new words related to the theme to communicate in various contexts,</p> <p>d) respond to specific two-directional instructions in oral communication,</p> <p>e) acknowledge the importance of listening attentively for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio recording/teacher model of the target letter-sound combinations, <ul style="list-style-type: none"> - /tʃ/ as in match - /əʊ/ goat, no - / ʃ/ as in shop - cl as in clean. • pronounce the target letter-sound combinations in turns. • pick out words with the target letter-sound combinations. • take photos or record audio-visual clips about activities in the home and discuss its content. Learners with blindness are guided to record audios of activities taking place at home and discuss its contents. • use dialogues/ rhymes/ tongue twisters/ language games and songs to practise vocabulary related to the theme. • respond correctly to two-directional instructions related to the theme. 	<ol style="list-style-type: none"> 1. Why should we listen attentively? 2. Why should we pronounce sounds and words?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration; the learner's ability to listen keenly and actively is nurtured as they listen and respond appropriately to two-directional instructions. • Digital literacy; the learner's ability to interact with digital devices with assistive technology is enhanced as they take photos/record video clips of activities in the home.
<p>Values:</p> <ul style="list-style-type: none"> • Social justice is promoted as the learner fosters fairness and justice among peers during language game activities • Responsibility is nurtured as the learner actively engages in assigned roles and duties.
<p>Pertinent and Contemporary Issues: Life skills; Self-esteem is nurtured as the learner articulates new words correctly for clarity in communication.</p>
<p>Link to other Learning Areas: The learners uses the new words to learn similar concepts in Kiswahili language activities</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Fluency (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • identify words with the target letter-sound /tʃ/ /əʊ / ʃ/ /kɪ combinations from a text in preparation for reading, • pronounce words with the target sounds /tʃ/ /əʊ / ʃ/ /kɪ, accurately • read a text accurately at the right speed, displaying the appropriate feelings or emotions for fluency, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch or listen to a video clip on reading fluency and respond to questions from the teacher and peers. • pick out words featuring the target letter-sound combinations: /cɪ/ and /oʊ/ from various texts. • practice reading a short print or digital text or braille text featuring words with the target blend expressively and fluently. 	How do we show feelings when reading?

		<ul style="list-style-type: none"> value the importance of reading fluently. 	<ul style="list-style-type: none"> engage in timed reading of a text displaying appropriate feelings or emotion. practise reading texts with peers for fluency. 	
Core Competencies to be developed: Learning to learn; Independent learning is developed as the learner practices reading texts with peers for fluency.				
Values Respect; Acceptance is shown as the learner appreciates diverse opinions from others.				
Pertinent and Contemporary Issues: Life skills: The learner' self-esteem is nurtured when they are able to read a text fluently.				
Link to other Learning Areas: Reading fluency is a key skill in all learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.2 Comprehension 2 Lessons	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> make connections between the text and their daily life experiences, infer meanings of new words from the context, read a text to answer direct and indirect questions correctly, appreciate reading simple, short narratives and informational texts in a variety of genres 	The learner is guided to: <ul style="list-style-type: none"> discuss pictures with appropriate font size and colour contrast and the title of a text with peers and make predictions. While learners with blindness to discuss picture descriptions and the title of a text with peers and make predictions. read simple digital or print with appropriate font size and colour contrast related to the theme, and locate phrases and sentences to get the meaning of words while learners 	<ol style="list-style-type: none"> How do we answer question from a text? How do we make sure we understand what we read?

			<p>with blindness to read simple digital or braille texts related to the theme, and locate phrases and sentences to get the meaning of words.</p> <ul style="list-style-type: none"> • locate sentences containing answers to direct questions and answer the questions. • interact with the text and answer indirect questions. • summarize the story in a few words. • brainstorm on the relevance of the story to their day-to-day activities. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration; the learner’s ability to speak engagingly is enhanced as they reason and argue out their points during group discussions. • Digital literacy; interaction with digital devices with assistive technology is enhanced as the learner reads simple digital texts. 				
<p>Values: Unity; cooperation is enhanced as the learner collaborates with others in group activities.</p>				
<p>Pertinent and Contemporary Issues: Life Skills: The learner’s self-esteem is nurtured as their reading abilities improve.</p>				
<p>Link to other Learning Areas: Comprehension is necessary in all learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Language Use	2.3.1. The verb ‘to be’ (was, were) 2 Lessons	By the end of the sub strand, the learner should be able to: a) recognise the correct use of the verb ‘to be’ (<i>was, were</i>) in sentences, b) use correct subject-verb agreement to construct simple sentences about activities in the home, c) value the importance of subject- verb agreement in conversation for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to a digital text containing was' and ‘were’ and identify sentences with the target grammar item. • type sentences based on pictures or <i>picture descriptions</i> on a digital device with assistive technology or <i>in braille</i> (using was and were). • use the verb ‘to be’ to construct sentences from actions demonstrated by peers. • play a language game using the verb to be (was, were), 	Why should we construct correct sentences?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy; interaction with digital devices with assistive technology is enhanced as the learner types sentences on a digital device. • Communication and collaboration; teamwork is enhanced as the learner collaborates with peers in the language game activities. 				
Values: Respect; acceptance is enhanced as the learner appreciates others opinions during language game activities.				
Pertinent and Contemporary Issues: Citizenship- social cohesion is enhanced as the learners work together to demonstrate actions				
Link to other Learning Areas: The verb ‘to be’ is learnt in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.4</p> <p>Writing</p>	<p>2.4.1</p> <p>Handwriting/braille writing</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise ascenders in long words in a text, <i>(for learners with low vision)</i></p> <p>b) recognise letters b, d, f, l, in braille <i>(for learners with blindness)</i></p> <p>c) write long words correctly, legibly and neatly forming all ascenders for correct word formation, <i>(for learners with low vision)</i></p> <p>d) write letters b, d, f, h, l, in braille neatly with minimal rubbing, with braille dots well formed, well-spaced, aligned and clearly embossed <i>(for learners with blindness)</i></p> <p>e) value the importance of writing long words correctly, legibly and neatly for different purposes.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● learners with low vision look at samples of correct, clear, and legible handwriting from a text. While learners with blindness manipulate samples of braille text and distinguish one character from another. ● learners with low vision observe peer/teacher demonstration of well- shaped letters, while learners with blindness write the braille alphabet letters which are neat. ● learners with low vision to model ascenders using different materials, <i>while learners with blindness are guided to practise writing letters b, d, f, h,l, in braille.</i> with their peers. ● copy words and letter patterns ascenders in print and in braille featuring the target letter -sound combinations ‘dr’, ‘fr’, ‘fl’, ‘gl’. ● copy sentences with ascenders from charts/ flash cards/ chalkboard/<i>braille charts</i>, with their peers 	<ul style="list-style-type: none"> ● Why is it important to shape letters well? ● How do we ensure that our braille writings are neatly and legibly written?

			<ul style="list-style-type: none"> write words related to the theme in response to a picture prompt or a <i>picture description</i>, with their peers. 	
Core Competencies to be developed: Communication and collaboration: Learner’s ability to write clearly and correctly is enhanced as they write long words forming all ascenders correctly, legibly and neatly				
Values: Responsibility; self-drive is achieved as the learner practices writing neatly and legibly.				
Pertinent and Contemporary Issues: Life skills; the learner’s self-esteem is nurtured as they gain in writing the letters correctly.				
Link to other Learning Areas: Good handwriting/braille writing is integral in all learning areas.				

3.0 Transport				
Suggested vocabulary				
fly, float, road, rail, water, air, tarmac, fast, slow, traffic, jam, driver, pilot, obey, grey, flat, accident, driver, captain.				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Pronunciation and vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise the target letter- sound combinations /s/ /l/ ‘fl’ / ei / in words from an oral text, pronounce words with the target letter- sound combinations /s/ /l/ ‘fl’ / ei / accurately, use new words related to the theme in short sentences, 	The learner is guided to: <ul style="list-style-type: none"> listen to an oral text featuring the target letter- sound combinations, <ul style="list-style-type: none"> o/s/ as in dress, o/l/- call, tall o ‘fl’ as in flew o/ ei / as in way, grey say words with the target letter-sound combinations. 	Why should we listen attentively when other people are talking?

		<p>d) respond to specific simple two-directional instructions using new words in oral communication,</p> <p>e) realise the importance of listening attentively and responding appropriately for effective communication.</p>	<ul style="list-style-type: none"> ● sing simple songs or recite poems with words which have the target letter-sound combinations. ● pronounce new words related to the theme from flash cards/picture cues for learners with low vision and <i>picture descriptions</i> /sound prompts for learners with blindness. ● discuss the meaning of new words with the target sounds with peers. ● construct sentences using the new words. ● listen and respond to two-directional instructions as modeled by peers/ the teacher. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication as the learner listens attentively and responds appropriately to two-directional instructions. ● Learning to learn; the learner's ability to learn independently is enriched as they practice saying words with the target letter-sound combinations correctly. 				
<p>Values: Respect; acceptance is achieved as the learner understands and appreciates others during group discussions.</p>				
<p>Pertinent and Contemporary Issues: Life skills; the learner's self-esteem is nurtured as they are able to read words with the target letter sound combinations correctly.</p>				
<p>Link to other Learning Areas: The learner applies attentive listening skills in learning of concepts in other learning areas</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.2</p> <p>Reading</p>	<p>3.2.1</p> <p>Fluency</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with target letter-sound <i>fl</i>, <i>ey</i> combinations in sentences,</p> <p>b) read words related to the theme fluently, with accuracy and expressions.</p> <p>c) Realise the correspondence between spoken words and written words for fluency in reading.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • point out words from the print with appropriate font size with target letter-sound combinations (fl, ey), while learners with blindness point out words from braille text with target letter-sound combinations (fl, ey). • learners with low vision watch videos and learners with blindness listen to an audio recording or listen to the teacher model reading with fluency and say the words. • read aloud a print text for learners with low vision and braille text for learners with blindness at the benchmark level of 65 words per minute for learners with low vision and 35 words for learners with blindness, and pick out decodable and non-decodable words. • use word attack skills such as look and say or manipulate and say to recognise and read words related to the theme. • learners with low vision play word ladder and pronounce words or listen to audio/visual recording of words with letter sound correspondence, while learners with blindness are guided to play braille literacy games and pronounce words or listen to audio/visual recording of words with letter sound correspondence. 	<p>Why should we read fluently?</p>

<p>Core Competencies to be developed: Digital literacy; the learner’s interaction with digital devices with assistive technology is enhanced when they read digital texts.</p>
<p>Values: Unity as the learner’s cooperation skills are enhanced as they work collaboratively with others during word games.</p>
<p>Pertinent Contemporary Issues: Life Skills- self-esteem; the learner acquires an enhanced level of self-esteem as their reading fluency improves.</p>
<p>Link to other Learning Areas: The learner applies reading fluency skills such as speed and accuracy in reading of texts.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and pictures, b) infer the meanings of words from the context, c) respond to direct and indirect questions for comprehension, d) adopt reading texts for information.	The learner is guided to: <ul style="list-style-type: none"> to read the title and look at the pictures to make predictions about the story. Learners with blindness are guided to read the picture description to make predictions about the story. discuss the possible outcome of the story with peers. read a text and locate phrases and sentences to get the meaning of new words. locate sentences containing answers to direct questions and use them to answer questions. respond to indirect questions using contextual clues. 	Why is it important to understand what we read?

			<ul style="list-style-type: none"> • role play the events in the story for comprehension. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy; interaction with digital devices with assistive technology is enhanced as the learner reads digital texts to pick out words with the target letter- sound combinations, • Creativity and imagination as the learner makes predictions about a story. • Communication; the learner’s ability to speak clearly and effectively is enhanced as they discuss with peers the possible outcomes of the story 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity; cooperation is enhanced as the learner collaborates with others in group activities during role play. • Respect; acceptance as the learner appreciates diverse opinions of others during group activities. 				
<p>Pertinent Contemporary Issues:</p> <ul style="list-style-type: none"> • Education for Sustainable Development; Disaster Risk Reduction is enhanced as the learner becomes aware of safety at home, • Life skills; self-esteem – the learner’s self-esteem is improved as they respond to direct and indirect comprehension questions. 				
<p>Link to other Learning areas: The learner links the vocabulary in the comprehension text to learning concepts of transport in social studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Language Use	3.3.1. Objective pronouns <ul style="list-style-type: none"> • Singular • Plural (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise the correct use of singular and plural objective pronouns in sentences, b) use singular and plural objective pronouns to construct simple sentences related to the theme, realise the importance of singular and plural objective pronouns in communication, 	The learner is guided to: <ul style="list-style-type: none"> • listen to a story/poem/conversation featuring objective pronouns (me, us, you, him/her, them). • pick out singular and plural objective plurals in the text. • discuss how pronouns have been used in the text with peers. • construct correct sentences using singular and plural objective 	How do we talk about a person without mentioning their name?

			pronouns orally with peers and give feedback. answer questions using objective pronouns.	
Core Competencies to be developed: Communication and collaboration; as the learner’s ability to listen keenly and actively is enhanced as they listen attentively to recognise the singular and plural objective pronouns.				
Values: Unity; the learner’s ability to cooperate is enhanced as they work collaboratively with others in group discussions.				
Pertinent and Contemporary Issues: Life skills: the learner’s self-esteem and nurtured as they are able to construct sentences using objective pronouns.				
Link to other Learning Areas: Objective pronouns are learnt in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	3.4.1 Handwriting/braille writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise ascenders and descenders in long words, (for learners with low vision) b) recognise braille letters b, d, f, h, l in long words (<i>for learners with blindness</i>) c) write long words forming all ascenders and descenders, correctly, legibly and neatly, (<i>for learners with low vision</i>)	The learner is guided to: <ul style="list-style-type: none"> • watch or listen to videos on how to write long words with ascenders and descenders from a digital device with assistive technology, or as modeled by the teacher or peers. • practice writing the letters in the air (low vision) while learners with blindness practice writing the letters in braille. • observe displayed flash cards and copy the letters (low vision) while learners with blindness are guided to manipulate braille cards and copy the letters. 	How do we write words neatly and legibly?

		<p>d) Write braille letters p, q, y, j, neatly (<i>for learners with blindness</i>,</p> <p>e) realise the importance of forming all ascenders and descenders appropriately in writing long words.</p>	<ul style="list-style-type: none"> • copy long words with the target letter-sound combinations (fl- and -ey). • practice writing long words forming ascenders and descenders with peers. • write words related to the theme from a dictation, in response to a picture/ picture description prompt. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn; the learner’s ability to learn independently is enhanced as they practice forming ascenders and descenders/ braille letters b, d, f, h, q, y, j, neatly correctly as an aspect of good handwriting/braille writing. • Communication and collaboration; the learner’s writing skills are improved as they copy long words with the target letter-sound combinations (fl- and -ey), clearly and correctly. 				
<p>Values: Responsibility; the learner’s ability to care for one's own and other’s property is enhanced as they take care of digital devices when watching/listening to videos.</p>				
<p>Pertinent Contemporary Issues: Learner Support Programmes; (Peer education and mentorship) The learner interpersonal relationships are enhanced as they assist others improve their handwriting/braille writing.</p>				
<p>Link to other Learning Areas: Good handwriting/braille writing is essential in all learning areas.</p>				

4.0 Months of the Year

Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.1 Listening and Speaking</p>	<p>4.1.1 Pronunciation and Vocabulary</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the target letter-sound combinations /<i>ŋ</i> /, /<i>i:</i>/, <i>st</i>, <i>gl</i> in oral texts,</p> <p>b) articulate words with the target letter -sound combinations /<i>ŋ</i> /, /<i>i:</i>/, <i>st</i>, <i>gl</i> for effective communication,</p> <p>c) pronounce the words related to the theme accurately,</p> <p>d) use the new words to construct sentences in various contexts,</p> <p>e) realise the importance of using appropriate words in a variety of contexts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • pronounce words with the target letter- sound combinations as modeled by the teacher or peers, <ul style="list-style-type: none"> ○ /<i>ŋ</i> / <i>ing</i> as in <i>thing</i>; /<i>ŋ</i> ○ /<i>i:</i> / as in <i>happy</i> in words ending with letter <i>y</i> ○ <i>st</i> as in <i>stick</i> ○ <i>gl</i> as in <i>glass</i>. ○ • say tongue twisters/poems/songs containing the target letter-sound combinations, with peers. • pronounce the words related to the theme accurately. • construct simple sentences orally using the new words, with peers and give feedback. • make a talking tree using the new words related to the theme. 	<p>Why should we pronounce words correctly?</p>

Core Competencies to be developed:

Communication and collaboration; the learner’s ability to listen keenly is enhanced as they listen to the teacher/peer model of pronunciation of words and pronounce the words correctly.

Values:

Unity; the learner’s ability to work collaboratively with others is enhanced as they sing song /recite rhymes to practice pronunciation.

<p>Pertinent Contemporary Issues: Life skill (self-esteem); the learner’s self-esteem is nurtured as they are able to successfully make a talking tree using the new words related to the theme.</p>
<p>Link to other Learning Areas: Listening attentively and accurately in pronunciation are emphasized in all learning areas.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.2. Reading</p>	<p>4.2.2 Fluency (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify words containing the target letter-sound combinations (/ ŋ /, / i:/, -y, st, gl-)in preparation for reading, read a text accurately, at the right speed with expression, adopt reading simple, short narratives and informational texts in a variety of genres. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> select words featuring the target letter-sound combinations (/ ŋ /, / i:/, -y, st, gl-) in a text, with peers. practice reading words with the letter-sound combinations, with peers. engage in timed reading 50 words per minute, observing stress and intonation. read a short print (low vision) or digital text while learners with blindness read a short braille or digital text using digital device with assistive technology featuring words with the target letter-sound combinations expressively and fluently. practice reading sentences aloud containing non-decodable words with target letter-sound combinations. 	<ol style="list-style-type: none"> Why should we pronounce sounds correctly? Why should we read a story at the right speed?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn- is developed as the learner practices reading fluently. • Digital literacy as the learner’s ability to interact with digital devices with assistive technology is enhanced as they read digital texts.
<p>Values: Unity; the learner’s ability to cooperate with others is nurtured as they collaborate with peers in group activities.</p>
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem); the learner’s esteem is nurtured when they acquire reading fluency skills.</p>
<p>Link to other learning areas: Reading is linked to all other learning areas.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.2 Comprehension (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify words related to the theme in a text, make predictions and anticipate possible outcomes in a text for comprehension, use contextual clues to infer meanings of words, answer direct and indirect questions for comprehension, adopt retelling a story to check understanding. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe pictures and the title of the text and make predictions on the outcome of the story with peers (low vision) while learners with blindness are guided to read picture descriptions and the title of the text and make predictions on the outcome of the story with peers. • read a printed or digital text with appropriate font size and colour contrast related to the theme (low vision) while learners with blindness are guided to read braille or digital text related to the theme. • infer the meanings of new words using contextual clues. 	<p>How do we tell what the story is about</p>

			<ul style="list-style-type: none"> • respond orally to direct questions based on a text they have read. • locate sentences containing answers to direct questions. • respond to inferential questions using contextual clues. • make connections between the story and their experiences. 	
<p>Core Competencies to be developed: Creativity and imagination; the learner’s ability to think creatively and imaginatively is enhanced as they make connections between the story and their experiences.</p>				
<p>Values: respect is enhanced as the learner appreciates the diverse opinions from others.</p>				
<p>Respect; Pertinent and Contemporary Issues: Life skill (self-esteem) is enhanced as the learner is able to answer direct and indirect questions correctly.</p>				
<p>Link to other Learning Areas: Reading with understanding is essential in all learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Language Use	4.3.1 Simple Past Tense (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise simple past tense verb forms from texts, b) use simple past tense to discuss past activities, c) realise the use of past tense in everyday communication.	The learner is guided to: <ul style="list-style-type: none"> • identify simple past tense verbs from print/braille or digital text using digital devices with assistive technology. • select sentences containing simple past tense from a text or conversation. 	1. How do we talk about what happened in the past? 2. What did you do last week?

			<ul style="list-style-type: none"> • construct sentences using simple past tense on demonstrated actions and report to peers. • construct sentences from a print or braille substitution table with peers and give feedback. • engage in games, involving time and months of the year to change verbs from simple present to simple past tense, in small groups. 	
<p>Core Competencies to be developed: Communication and collaboration; the learner’s ability to speak clearly and effectively is enhanced as they use the simple past tense correctly to talk about past activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem) The learner’s self-esteem is nurtured when they use simple past tense correctly to talk about past activities.</p>				
<p>Values: Unity; the learner’s ability to cooperate with others is enhanced as they work collaboratively with others in group activities.</p>				
<p>Link to other Learning areas: Concept of tenses is learnt in Indigenous and Kiswahili Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Handwriting/ braille writing	By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting/braille writing for effective communication,	The learner is guided to: <ul style="list-style-type: none"> • observe samples of texts with good handwriting (low vision) while learners with blindness to read samples of braille texts which are neatly written, 	1. How do we write words? 2. How do we recognise well written print or

	(2 lessons)	b) write words in clear and legible handwriting/braille writing c) form words related to the theme from the target letters gl, y d) realise the importance of writing clearly and legibly for effective communication.	uniformly spaced, correctly aligned with well embossed braille dots. <ul style="list-style-type: none"> • identify aspects of good handwriting or braille writing such as letter formation, spacing, alignment, capitalization. • copy letter patterns of the target letter-sound combinations (gl, y). • form words related to the vocabulary learnt from the target letters. • write words related to the theme in response to a picture prompt/<i>picture description</i>. 	braille texts?
Core Competencies to be developed: Communication and collaboration; the learner’s ability to communicate effectively is enhanced as they write clearly and spell words correctly.				
Values: Responsibility; the learner’s responsibility skills are enhanced as they offer leadership and guidance to others on how to write neatly.				
Pertinent and Contemporary Issues: Learner Support Programmes (Peer education and mentorship): The learner’s interpersonal relationships are enhanced as they help peers with writing difficulties to write clearly.				
Link to other Learning Areas: Neat and legible handwriting/braille writing is required in all learning areas.				

5.0 Shopping

Suggested vocabulary

shop, shopkeeper, market, supermarket, buy, price, cheap, spend, expensive, sell, flour, fruits, vegetables, meat, pencils

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation and Vocabulary 2 Lessons	By the end of the sub strand, the learner should be able to: a) recognise the target letter-sound combinations <i>nt, sl, -ar, nd, nk</i> in spoken words and sentences, b) pronounce the letter-sound combinations <i>nt, sl, -ar, nd, nk</i> in a variety of words and sentences, c) use the vocabulary learnt to communicate in various contexts, d) appreciate the use of vocabulary learnt to communicate in various contexts,	The learner is guided to <ul style="list-style-type: none"> • listen to an audio recording/ teacher model featuring the letter-sound combinations: <ul style="list-style-type: none"> - nt as in sent - sl as in sleep - words ending with ar such as jar, - nd as in hand, - nk as in ink, drink. • pronounce the letter-sound combinations in words. • listen to tongue twisters, poems or songs from an audio clip and identify words with the target letter-sound combinations e.g. slippers, jar. • say tongue twisters, sing simple songs or recite poems with the taught sounds. • identify new words related to the theme and use them to construct sentences. • use the class shop to role play shopping activities/listen to audio-visual clips about shopping and construct sentences about it. 	<ol style="list-style-type: none"> 1. Why should we look at people as we talk to them? 2. Why should we listen to people as they talk to us?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration; the learner’s ability to listen keenly and actively is enhanced as they listen to audio recording/teacher model of the target letter sound combinations and pronounce them correctly. • Digital literacy; the learner’s interaction with digital devices with assistive technology is enhanced as they watch a video on shopping. • Learning to learn; the learner’s independent reading skills are enhanced as they practise pronouncing the target letter-sound combinations correctly.
<p>Values: Responsibility; the learner’s responsibility skills are enhanced as they take up assigned roles and responsibilities during role play of shopping activities.</p>
<p>Pertinent and Contemporary Issues: Life Skills (self-esteem) The learner’s self-esteem is enhanced as they use vocabulary learnt when doing shopping.</p>
<p>Link to other Learning Areas: Proper pronunciation of words is emphasised in Kiswahili and Indigenous Language Activities.</p>
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> • Braille cards • Audio clips of songs • Flash cards • Textbooks in print and in braille

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>ore Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy; the learner’s interaction with digital devices with assistive technology is enhanced as they read digital texts. • Learning to learn; the learner’s independent reading skills are enhanced as they practice reading sentences containing decodable and non-decodable words. 				
<p>Values: Unity; the learner’s cooperation skills are enhanced as they work collaboratively with peers in carrying out group activities.</p>				

<p>Pertinent and Contemporary Issues: Life skills (self-esteem); the learner’s self-esteem is nurtured as they acquire reading fluency skills.</p>
<p>Link to other Learning Areas: Reading fluency is emphasized in both Kiswahili and Indigenous language activities.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio clips

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.3 Reading</p>	<p>5.3.3 Comprehension (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> make predictions and anticipate possible outcomes in a story for comprehension, use contextual clues to infer meanings of words, answer direct and indirect questions for comprehension, value the role of reading in life-long learning. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • discuss pictures while the learner with blindness discusses the picture description and the title of a text and predict what will happen in the story, with peers. • read printed /braille or digital text (story/poem). • use contextual clues to get the meaning of words. • locate sentences containing answers to direct questions in the text. • interact with the text, and answer indirect questions using contextual clues, with peers. <p>retell the story in their own words.</p>	<ol style="list-style-type: none"> How do we show that we have understood what we have read? How can we predict how a story, poem or conversation will end? How can we tell where events have taken place?

Core Competencies to be developed:
Communication and collaboration; the learner’s ability to speak clearly and effectively is enhanced as they retell the story in their own words.

Values:
Unity; the learner’s cooperation skills are enhanced as the learner participates actively in discussions.

Pertinent and Contemporary Issues:

Life skill (self-esteem); the learner's self-esteem is nurtured as they locate sentences containing answers to direct questions in the text correctly.

Link to other Learning Areas:

Reading for comprehension is essential in all learning areas.

Suggested learning resources

- Textbooks in print and in braille
- Writing materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Language Use	5.4.1 Plurals of irregular nouns (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify plurals of irregular nouns in print and digital texts, b) use plural of irregular nouns to construct sentences for effective communication, c) acknowledge the importance of using plural of irregular nouns in communication.	The learner is guided to <ul style="list-style-type: none"> • recognize plural forms of irregular nouns from a written text/braille text or digital text. • form plurals of specific irregular nouns. • discuss with peers, personal shopping experiences using plurals of irregular nouns. • construct sentences using the plural forms of irregular nouns. • type sentences constructed onto a digital device with assistive technology like screen readers or text to speech software. • recite poems/read texts/sing songs containing plurals of specific irregular nouns. 	How do we refer to things when they are many?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration; the learner’s speaking skills are enhanced as they speak clearly and effectively about their shopping experiences using plurals of irregular nouns. • Digital literacy; the learner’s interaction with digital devices with assistive technology is enhanced as they type sentences onto a digital device.
<p>Values: Respect; the learner’s acceptance skills are enhanced as they understand and appreciate others during group activities.</p>
<p>Pertinent and Contemporary Issues: Financial literacy; the learner’s financial literacy skills are enhanced as the learner role plays shopping activities.</p>
<p>Link to other Learning Areas: Plurals of irregular nouns are learnt in Kiswahili and Indigenous Language Activities.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.5 Writing	5.5.1 Spelling (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognise aspects of good handwriting/braille: letter formation, spacing, alignment, capitalisation, for effective communication, write correct spelling of grade appropriate words in the present and past simple tense clearly and legibly, appreciate the importance of correct spelling of words for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read samples of print text with appropriate font size and colour contrast with good handwriting. While learners with blindness are read samples of braille texts with good braille writing. • discuss aspects of good handwriting such as letter formation, spacing, alignment, and capitalization. While learners with blindness discuss aspects of good braille writing such as letter formation, spacing, alignment, capitalisation and clear dot embossing for braille writing with peers. • copy letter patterns of the target letter-sound combinations (sl, ar), from a 	<ol style="list-style-type: none"> 1. Why should we spell words correctly? 2. How can we write words with correct spellings?

			<p><i>chart with appropriate letter size and colour contrast/braille letter cards.</i></p> <ul style="list-style-type: none"> • listen to a dictation on verbs in the present and past tense and write them. • share their work with peers and give feedback. • write words related to the theme correctly in response to a picture prompt/picture description. • type words and phrases on digital devices with assistive technology. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy; the learner’s interaction with digital devices with assistive technology is enhanced as they type words and phrases on digital devices with assistive technology. • Communication and collaboration; the learner’s writing skills are improved as they write clearly and spell words correctly. 				
<p>Values: Respect; respect is enhanced as the learner appreciates the opinions of peers during group discussions.</p>				
<p>Pertinent and Contemporary Issues: Life skills (self-esteem); the learner’s self-esteem is nurtured as they spell words correctly for effective communication.</p>				
<p>Link to other Learning Areas: Good handwriting/braille writing is emphasized in Kiswahili and Indigenous Language Activities.</p>				

6.0 Garden

Suggested vocabulary

fruits, vegetables, grow, energy, healthy, soil, crops, plant, flowers, trees, water ,dig

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.1</p> <p>Listening and speaking</p>	<p>6.1.1</p> <p>Pronunciation and Vocabulary</p> <p>(2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target letter-sound combinations /ɪə/ /θ/, /ð/, digraph wh, tw from an oral text,</p> <p>b) pronounce words with the target letter-sound combinations /ɪə/ /θ/, /ð/, digraph wh, tw in preparation for reading,</p> <p>c) use words related to the theme in relevant contexts,</p> <p>d) respond to simple specific two-directional instructions in oral communication,</p> <p>e) value the importance of listening attentively for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • pronounce words and phrases with the letter- sound combinations, <ul style="list-style-type: none"> - /ɪə/ as in near, ear, here - /θ/ as in thing, three path, - /ð/ as in this, other, - digraph wh as in when, where - the digraph tw as in two, twelve. • recite rhyming words that have the letter- sound combinations, with peers. • listen to and pronounce words related to the theme as used in short sentences, short paragraphs, and teacher read aloud stories. • recite rhymes, sing songs, with peers using the vocabulary related to the theme. • use the vocabulary to construct oral sentences. • play a language game of matching vocabulary learnt to pictures and objects, (for learners with low vision), match braille cards with learnt 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. How do we respond to instructions?

			vocabulary with real objects. (for learners with blindness). <ul style="list-style-type: none"> • respond to simple specific two-directional instructions. 	
Core Competencies to be developed: Communication and collaboration; teamwork is enhanced as the learner collaborates with peers to play a language game using vocabulary learnt.				
Values: Responsibility is enhanced as the learner takes up roles in group activities.				
Pertinent and Contemporary Issues : Life Skills (self-esteem) the learner’s self-esteem is nurtured as they use the vocabulary learnt correctly in oral communication.				
Links to other Learning Areas: Correct pronunciation is emphasised in both Kiswahili and Indigenous Language Activities				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Fluency (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify words with the target letter-sound combinations /tw/, /wh/, /ɪə/, /θ/, /ð/ in preparation for reading, pronounce words accurately when reading a text, read a grade- appropriate text accurately, at the right speed and with expression, appreciate the importance of reading fluently for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • pick out words with target letter-sound combinations /tw/, /wh/, /ɪə/, /θ/, /ð/ from a chart/<i>braille chart</i>. • read words containing the target letter- sound combinations correctly. • read a text displaying the right facial expressions and tonal variations for learners with low vision. Learners with blindness to be given a 	<ol style="list-style-type: none"> 1. How can we improve our reading speed? 2. How do we show feelings and emotions when reading?

			verbal description and a hands-on demonstration of different facial expressions. <ul style="list-style-type: none"> • engage in timed reading, displaying the right facial expressions and feelings when reading. • practice reading sentences containing decodable and non-decodable words. • participate in a reader's theater with peers where they read some lines or stanzas of a poem. • recite poems related to the theme. 	
Core competencies to be developed: Learning to learn; the learner's independent reading skills are enhanced as they practice reading sentences containing decodable and non-decodable words.				
Values: Unity is developed as the learner works collaboratively with peers during group activities.				
Pertinent and Contemporary Issues: Life skills (self-esteem); the learner's self-esteem is nurtured as they acquire reading fluency skills.				
Link to other learning areas Reading fluency is also emphasized in Kiswahili and Indigenous Languages Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.2 Comprehension 2 Lessons	By the end of the sub strand, the learner should be able to: a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) enjoy reading texts for information.	The learner is guided to: <ul style="list-style-type: none"> • look at pictures/ read picture descriptions and title of a text and say what will happen in the story, with peers. • read a story/poem /dialogue related to the theme. • use contextual clues to infer the meanings of words. • respond to direct questions by locating sentences containing answers. • answer indirect questions using contextual clues. • summarize the events in a story in a few words. 	<ol style="list-style-type: none"> 1. How can we predict how the ending of a story, poem or conversation? 2. How can we tell where events in a story have taken place? 3. How can we tell the characters in a story?
Core Competencies to be developed: Communication and collaboration; the learner’s writing skills are enhanced as they write the summary of the story clearly and spell words correctly.				
Values: Respect is enhanced as the learner is open-minded and appreciates diverse opinions from peers.				
Pertinent and Contemporary Issues: Life skill (self-esteem); the learner’s self-esteem is nurtured as they answer comprehension questions correctly.				
Link to other Learning Areas: Reading for comprehension is essential in learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Language use	6.3.1 Past Continuous Tense 2 Lessons	By the end of the sub strand, the learner should be able to: a) select sentences in the past continuous from a text, b) change verbs from present continuous to past continuous tense in a given context, c) appreciate the importance of communicating ideas using the past continuous tense.	The learner is guided to: <ul style="list-style-type: none"> • listen to a story/ poem /conversation containing sentences with past continuous tense. • pick out verbs in past continuous tense from a text. • take turns in asking and answering questions using the past continuous tense, with peers. • learners with low vision to construct sentences in past continuous tense based on pictures with appropriate colour contrast related to the theme. Learners with blindness are guided to construct sentences in past continuous tense based on picture descriptions related to the theme. • play language games that involve changing verbs from simple continuous to past continuous tense. 	<ol style="list-style-type: none"> 1. How do we tell what happened at school yesterday? 2. How do we change verbs from present continuous to past continuous tenses?

<p>Core Competencies to be developed: Communication and collaboration; the learner’s ability to listen keenly and attentively is enhanced as they listen to texts and pick out verbs in past continuous tense.</p>
<p>Values: Unity; the learner’s ability to cooperate with peers is enhanced as they work collaboratively with peers.</p>
<p>Pertinent and Contemporary Issues: Life skill (self -esteem) the learner’s self-esteem is nurtured as they communicate effectively using past continuous tense.</p>
<p>Links to other Learning Areas: Past continuous tense is learnt in Kiswahili and Indigenous Language Activities.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Spelling 2 Lessons	By the end of the sub strand, the learner should be able to: a) spell words with the target letter-sound combinations /tw/ ,/wh/, /ɪə/, /θ/, /ð/ for effective writing, b) write 3 -7 letter words related to the theme correctly, enjoy writing words correctly, clearly and legibly.	The learner is guided to: <ul style="list-style-type: none"> • read words with the target letter-sound combinations /tw/ , • /wh/, /ɪə/, /θ/, /ð/ from a word wall. • copy words with the letter-sound combinations. • spell words with the letter combinations from a dictation. • make words related to the theme from jumbled letters. • write 3-7 letter words that are related to the theme and read them aloud. 	1) How do we learn to spell words or names?

			<ul style="list-style-type: none"> form words related to the theme using letters of their names, with peers. 	
Core competencies to be developed: Communication and collaboration; the learner's writing skills are enhanced as they write clearly and spell words correctly.				
Values Unity; cooperation is enhanced as the learner collaborates with peers in group activities.				
Pertinent and Contemporary Issues Life skill (self-esteem); the learner's self-esteem is enhanced as they spell words correctly.				
Link to other Learning Areas Correct spelling of words is emphasised in Kiswahili and Indigenous Language Activities.				

7.0: Accidents

Suggested Vocabularies

crash, brakes, injuries, first aid, road, witness, suddenly, bump, victim, survive, evade, careful, careless, hurt, hand cart, scar, tanker, accident, speed, drive, traffic lights, road signs, hospital sign, stop sign, sirens, hoot, bicycle, bell, ring, ambulance, fire engine, horn, honk

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise the target letter - sound combinations nd nk, / ei/ / əʊ/, / ai/ in given words, pronounce the words with the target letter-sound combinations nd nk, / ei/ / əʊ/, / ai/ in preparation for reading, 	The learner is guided to: <ul style="list-style-type: none"> listen to an audio recording/ teacher model of the target letter-sound combinations: nd as in sand, nk as in ink, sink, / ei/ as in take, ate, / əʊ/ as in home, / ai/ as in mine. identify and pronounce words with the target letter sounds such as brake, road. recite rhymes/tongue twisters to practise pronunciation. 	<ol style="list-style-type: none"> Why is it important to pronounce words correctly? Why should we listen carefully to instructions?

		<p>c) use new words related to the theme in relevant contexts,</p> <p>d) respond appropriately to simple specific two-directional instructions in oral communication,</p> <p>e) realize the importance of pronouncing and using new words correctly for effective communication.</p>	<ul style="list-style-type: none"> • listen to a text and identify new words. • use the vocabulary to construct sentences. • recite poems and sing songs on road safety. • draw and colour simple road signs (low vision). Learners with blindness to manipulate simple tactile road signs and describe them orally. • respond to simple specific two-directional instructions. 	
<p>Core Competencies to be developed: Communication and collaboration; the learner’s ability to listen keenly and actively is enhanced as they listen to audio recording/teacher model and identify words with the target letter sound combinations the new words in communication.</p>				
<p>Values: Responsibility is enhanced as the learner observes safety precautions when using roads.</p>				
<p>Pertinent and Contemporary Issues: Socio-economic and environmental issues (road safety); the learner’s safety is enhanced as they practise safe road use.</p>				
<p>Links to other Learning Areas: Correct pronunciation of words is emphasised in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter- sound combinations nd 'nk' and words ending with ar in preparation for reading, b) read a text accurately, at the right speed , displaying the right feelings and emotions for fluency, c) endorse reading simple, short narratives and informational texts in a variety of genres.	The learner is guided to: <ul style="list-style-type: none"> ● pick out words with sound combinations 'nd' 'nk' and words ending with 'ar' as in car, far from a text. ● read words containing the target letter- sound combinations. ● practise reading a text aloud repetitively and in unison. ● engage in timed reading, displaying the right facial expressions and feelings making appropriate pauses at punctuations. <i>Learners with blindness to be given precise description and one on one demonstration of various facial expressions and their meaning.</i> ● practise reading sentences containing decodable and non-decodable words. ● Recite a poem/sing songs featuring target words for example injury, witness, bump, survive, evade, careless, hurt, hand cart, scar, tanker, accident, ● participate in a readers theatre with peers where he or she reads some lines or stanzas of a poem. 	1) Why is it important to read words properly? 2) How can we improve our reading skills?
<p>Core Competencies to be developed Learning to learn; independent reading is enhanced as the learner practises reading sentences containing decodable and non-decodable words for reading fluency.</p>				

<p>Values: Responsibility is enhanced as the learner participates actively in a reader’s theatre with peers.</p>
<p>Pertinent and Contemporary Issues: Life skill (Self-esteem); the learner’s self-esteem is enhanced as they acquire reading fluency skills.</p>
<p>Link to other Learning areas: Reading fluency is emphasised in Kiswahili and Indigenous Language Activities.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.2 Comprehension (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) describe the characters and events in the text to show comprehension,</p> <p>b) make predictions about a story based on the title and picture/picture description.</p> <p>c) respond to direct and indirect questions in short simple sentences to show comprehension,</p> <p>d) adopt reading pictures/picture descriptions and texts for enjoyment and information.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • view pictures/read picture description showing a road crash • share with peers the things they can view/read such as handcart, ambulance, a bicycle, a stop sign, a bump • look at the title and pictures with appropriate font size and colour contrast and title in the text to make predictions (low vision). Learners with blindness to read the picture description and title in the text to make predictions. • discuss the setting and the characters in the story. • read a text related to the theme and respond to direct questions. 	<ol style="list-style-type: none"> 1. How can you tell what will happen in this story? 2. What do the pictures tell us about the story?

			<ul style="list-style-type: none"> • respond to indirect questions using contextual clues. • retell a story with peers. • role play scenarios from the story. • talk about their own experiences in relation to the story. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration; the learner’s ability to speak engagingly is enhanced as they retell the story clearly and effectively. • Creativity and imagination; the learner’s ability to think creatively and imaginatively is enhanced as they make connections between the story and their own experiences. 				
Values: Responsibility is enhanced as the learner takes up roles as they role play scenarios from the story.				
Pertinent and Contemporary Issues: Life skills (Self-esteem); the learner’s self-esteem is nurtured as they respond to comprehension questions correctly.				
Link to other Learning Areas Comprehension is applicable in all learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Language Use	7.3.1 Use of conjunctions (2 lessons)	By the end of the sub strand, the learner should be able to: a) pick out conjunction ‘or’ in sentences for effective communication, b) use the word ‘or’ to construct sentences related to the theme,	The learner is guided to: <ul style="list-style-type: none"> • identify sentences with the conjunction ‘or’ from a text. • construct sentences using ‘or’ to show choice. • role play making choices using ‘or’ in incidents related to the theme. • recite poems about safety using 	What do we say when we want to give a person a group of things to choose?

		adopt using conjunction 'or' in everyday communication.	conjunction 'or' <ul style="list-style-type: none"> • sing songs on how to prevent road crashes, make posters showing a road, stop sign and hospital sign. 	
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Writing	7.4.1 Spelling (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) spell 3-6 letter words with the target letter -sound combinations ('nk', 'nd', 'ar') for effective writing, b) write vocabulary related to the theme appropriately for legibility, c) adopt writing words clearly, legibly and correctly. 	The learner is guided to: <ul style="list-style-type: none"> • identify words with target letter- sound combinations ('nk', 'nd', 'ar') from a list of jumbled words. • copy words with the letter- sound combinations. • write words with the target letter combinations from a dictation of the words. • combine jumbled up letters to make words such as injury, tanker, speed, brake, stop. • draw and colour pictures of/describe a hospital, bicycle, car, a handcart • make words related to the theme from jumbled letters. • take part in word building activities using pocket charts/ print/braille cards or digital flashcards. 	<ol style="list-style-type: none"> 1. Why should people spell words correctly? 2. How do we learn to spell?

Core Competencies to be developed: Communication and collaboration; the learner’s writing skills are developed as they write 3-6 letter words correctly and clearly.
Values: Responsibility is enhanced as the learner engages actively in word building activities with peers.
Pertinent and Contemporary Issues : Life skills (Self-esteem); the learner’s self-esteem is nurtured as they spell words correctly.
Link to other Learning Areas All learning areas require learners to spell words correctly.

8.0 Classroom				
Suggested vocabulary: book, desk, teacher, pencil, teach, chart, duster, chair, chalk, ruler, paper, clean, broom, best, busy, enter, sit				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter -sound combinations ‘br’, /ə/ / i: /, / eɪ/ / əʊ/ in preparation for reading, b) pronounce new words correctly for clarity in speech, c) use new words related to the theme in relevant contexts, d) respond simple specific two-directional instructions in oral communication,	The learner is guided to: <ul style="list-style-type: none"> • identify words with the target letter-sound combinations from an oral text, <ul style="list-style-type: none"> - ‘ br’ as in brick, bread, - /ə/ words ending with er as in her - / i: / as in been, as in meet, - / eɪ / as said, - / əʊ / as in coat, know. • pronounce words and phrases with the target letter-sound combinations. 	<ol style="list-style-type: none"> 1. Which words do you use to talk about the classroom? 2. Why is it important to pronounce words correctly?

		<p>e) realise the importance of listening attentively for effective communication.</p>	<ul style="list-style-type: none"> • recite rhyming words to practise pronunciation with peers. • listen to the vocabulary related to the theme as used in short sentences, short paragraphs and the teacher read aloud stories. • pronounce the new words. • use new words to talk about the classroom. • practise using vocabulary words related to the theme in a language game. • match vocabulary words learnt to pictures/ <i>picture descriptions</i> and real objects found in a classroom . • pay attention to simple specific two - directional instructions • engage in role play to respond to simple specific two-directional instructions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration; the learner’s ability to listen keenly and actively is enhanced when they listen and respond to instructions. • Self-efficacy; the learner’s self-esteem is nurtured as they identify the general features in the classroom. 				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem); the learner’s self-esteem is nurtured; they use words with the target sounds effectively in communication.</p>				

Values:

Responsibility is enhanced as the learner engages in assigned roles during role play with peers.

Links to other Learning Areas:

Correct pronunciation of words is emphasized in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target letter- sound combinations /br/, /er/, /ə/ words ending with er , /i:/, /eɪ/, /əʊ/ in preparation for reading,</p> <p>b) pronounce words with the target letter – sound combinations accurately when reading a text,</p> <p>c) read a text accurately, at the right speed and with expression,</p> <p>d) realise the importance of reading fluently for lifelong learning.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • recognise words with the sounds /br/, / er/, /ə/ words ending with er, / i: /, / eɪ /, / əʊ / from a text. • select words with the target letter sound combinations from a chart (<i>for learners with low vision</i>) or, braille cards (<i>for learners with blindness</i>). • read words with target letters- sound combinations. • recite a choral verse to practice pronunciation of words with peers. • read a short text observing stress and intonation, • engage in timed reading of a grade-appropriate text, displaying the right facial expressions, intonation, feelings or emotions. • practice reading sentences containing decodable and non- decodable words. • participate in a reader’s theatre where he 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Why should we read fluently?

			or she reads some lines or stanzas of a poem related to the theme.	
Core Competencies to be developed:				
Learning to learn; the learner's ability to read independently is developed as they practise reading sentences containing decodable and non- decodable words for fluency.				
Pertinent and Contemporary Issues				
Life skill (Self-esteem); the learner's self-esteem is nurtured as they read texts fluently.				
Values				
Responsibility is developed as the learner actively participates in a reader's theatre with peers.				
Link to other Learning Areas				
Reading fluency is also emphasised in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) adopt reading texts for information.	The learner is guided to: <ul style="list-style-type: none"> • discuss the title and picture with appropriate font size and colour contrast in the text to make predictions. Learners with blindness are guided to discuss the title and picture descriptions in the text to make predictions. • read a text related to the theme and respond to direct questions. • track text using their pointing fingers (for learners with low vision). Learners with blindness to read with 	<ol style="list-style-type: none"> 1. How can we predict how a story, poem or conversation will end? 2. How can we tell where events have taken place?

			<p>the one hand then the other hand to guide to the next line.</p> <ul style="list-style-type: none"> • respond to indirect questions using contextual clues. • retell a story with peers. • role play scenarios from the story. • talk about their own experiences in relation to the story. 	
<p>Core Competencies to be developed: Communication and collaboration; the learner’s ability to speak engagingly is enhanced as they retell stories. Creativity and imagination; the learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story.</p>				
<p>Values: Responsibility is enhanced as the learner takes up roles assigned during group activities with peers.</p>				
<p>Pertinent and Contemporary Issues: Life skill (Self-esteem); the learner’s self-esteem is nurtured as they answer questions correctly.</p>				
<p>Links to other Learning Areas: Reading for comprehension is necessary in all learning areas</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Language Use	8.3.1 Cardinal and ordinal numbers Demonstratives (<i>these, those</i>)	By the end of the sub strand, the learner should be able to: a) differentiate ordinal and cardinal numbers as used in oral and written communication,	The learner is guided: <ul style="list-style-type: none"> • distinguish between ordinal and cardinal numbers in a list or a sentence. • use objects in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers. 	<ol style="list-style-type: none"> 1. Why is it important to count correctly? 2. Which objects are near/far from you?

	(2 lessons)	b) use ordinal and cardinal numbers for effective communication, c) use plural demonstratives to talk about things that are near or far, d) value the importance of cardinal and ordinal numbers in communication, e) value the role of demonstratives in communication.	<ul style="list-style-type: none"> • construct sentences using ordinal and cardinal numbers. • pick out demonstratives from a written text. • use demonstratives to talk about things in the classroom. • use demonstratives to construct sentences related to the theme. • recite a poem /sing a song containing demonstratives/ cardinal and ordinal numbers. 	
Core Competencies to be developed: Communication and collaboration; the learner's ability to speak clearly and effectively is enhanced as they use demonstratives to talk about the things in the classroom.				
Values: Social justice is enhanced as the learner appreciates the efforts of others as they construct sentences.				
Pertinent and Contemporary Issues : Life skill (self- esteem) ; the learner's self-esteem is enhanced as they use demonstratives correctly in communication.				
Links to other Learning Areas: Knowledge of the number concept is enhanced in Mathematical Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	8.4.1 Spelling (2 lesson)	By the end of the sub strand, the learner should be able to: a) spell words with the target letter-sound combinations for effective writing, b) write 4-7 letter words appropriately for legibility, c) adopt writing words clearly, legibly and correctly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • spell words with the target letter - sound combinations from a dictation. • write 4-7 letter words with the target letter- sound combinations read to them. • make 4-7 letter words related to the theme from jumbled letters. • participate in spelling word drills with peers. • generate as many words related to the theme as they can from a set of their names. • type words made on a digital device with assistive technology. 	<ol style="list-style-type: none"> 1. Why should people spell words correctly? 2. How do we learn to spell words or names?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration; the learner’s writing skills are improved as they write 4-7 letter words clearly and correctly. • Digital literacy; the learner’s interaction with digital devices with assistive technology is enhanced as they type words onto a digital device with assistive technology. 				
Values: Unity; cooperation is enhanced as the learner collaborates with peers in a spelling word drill.				
Pertinent and Contemporary Issues: Life skills (Self-esteem); the learner’s self-esteem is enhanced as they spell words correctly for effective communication.				
Link to other Learning Areas: Correct spelling of words is emphasized in Kiswahili and Indigenous Language Activities.				

9.0 The Farm

Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.1</p> <p>Listening and Speaking</p>	<p>9.1.1</p> <p>Pronunciation and Vocabulary</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, learner should be able to:</p> <p>a) recognise words with the target letter- sound combinations <i>cr</i>, /ɜ:/, /eɪ/, /aɪ/ words ending with letter y pronounced as /i// ə / as in words ending with <i>ar</i> correctly,</p> <p>b) pronounce words with the target letter- sound combinations <i>cr</i>, /ɜ:/, /eɪ/, /aɪ/ words ending with letter y pronounced as /i// ə / as in words ending with <i>ar</i> in preparation for reading,</p> <p>c) use new words related to the theme in relevant contexts ,</p> <p>d) listen to simple specific two-directional instructions in oral communication,</p> <p>e) realise the importance of listening attentively for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • pick out words and phrases with the target letter- sound combinations: <ul style="list-style-type: none"> - cr as in crop - /ɜ:/ as in sir, first, thirst - /eɪ / as in say; grey, - /aɪ/ as in fly, cry - words ending with letter y pronounced as /i/ as in baby, - / ə / as in words ending with as far, car. • pronounce words and phrases with the target letter- sound combinations. • practise pronunciation of words using minimal pairs/rhyming words. • listen to and identify the vocabulary related to the theme as used in short sentences/short paragraphs/teacher read aloud stories. • articulate vocabulary related to the theme correctly. • construct sentences using the new words. 	<ol style="list-style-type: none"> 1. Why is it important to pronounce words correctly? 2. Why do we need to respond to instructions properly?

			<ul style="list-style-type: none"> • practise matching vocabulary learnt to pictures/ realia and objects. • sing songs related to the theme. • listen and respond to two- directional instructions. 	
Core Competencies to be developed Communication and collaboration; the learner’s ability to listen keenly and actively is enhanced as they listen to texts and identify vocabulary related to the theme correctly.				
Values: Love is enhanced as the learner portrays a caring attitude towards animals				
Pertinent and Contemporary Issues : Social -economic issues; animal welfare education is enhanced as learners get information on how to take good care of farm animals.				
Links to other Learning Areas: Correct pronunciation is emphasised in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations ‘ cr ’, / ɜ: /, / er /, / ar / ‘ y ’ pronounced as / i /, ‘ ar ’ in preparation for reading, in preparation for reading, b) read a grade- appropriate text accurately, at the right speed and with expression,	The learner is guided to: <ul style="list-style-type: none"> • select words with the target letter –sound combinations: ‘cr’ • /ɜ:/, / er /, /ar/ ‘y’ pronounced as /i/, ‘ar’ from a chart. • read words including words with the target letter –sound combinations. • recite a choral verse with words related to the theme with peers. 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Why should we read fluently?

		c) realise the importance of reading fluently in lifelong learning.	<ul style="list-style-type: none"> engage in timed reading displaying the right feelings or emotions when reading a text. practise reading sentences containing decodable and non- decodable words. participate in a reader's theatre where he or she reads some lines or stanzas of a poem with peers. 	
Core Competencies to be developed:				
Learning to learn; the learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non- decodable words for fluency.				
Values:				
Unity; cooperation is developed as the learner works collaboratively with others in reciting a choral verse.				
Pertinent and Contemporary Issues				
Life skill (self-esteem); the learner's self-esteem is enhanced when they acquire reading fluency skills.				
Link to other learning areas				
Reading fluency is also emphasised in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Reading	9.3.1 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify the main idea, topic or purpose of the text for understanding, b) identify the setting of the text for comprehension, c) explain the sequence of events in a text, 	The learner is guided to: <ul style="list-style-type: none"> read a theme-related text in print/braille or digital form. pick the main idea in the text by using sentence prompts. list the characters in the text. discuss the setting in the text with peers. 	1. How can we tell where the events of a story have taken place? How can we tell the characters in a story?

		d) retell events in a text in own words to check understanding, appreciate retelling a story to check understanding.	<ul style="list-style-type: none"> explain what happens in the beginning, middle and end of the text. retell what was in the text in a few words.	
Core Competencies to be developed:				
Communication and collaboration; the learner's ability to speak engagingly is enhanced as they explain what happens in the story from the beginning to the end.				
Values:				
Unity is enhanced as the learner participates actively in discussion with peers.				
Pertinent and Contemporary Issues :				
Life skills (Self-efficacy); the learner's self-esteem is nurtured as they retell the story correctly.				
Links to other learning areas:				
Reading for comprehension links to all other learning areas				

Strand	Sub strand	for understanding.	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Language use	9.3.1 Word Sets <i>(gender sets for animals/people)</i> Opposites (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the gender sets of animals and people in a conversation, b) use the opposites to discuss animals and people at the farm, c) realise the role of gender sets and opposites in communicating ideas.	The learner is guided to: <ul style="list-style-type: none"> discuss with peers the names of males and females of domestic animals. discuss with peers the difference between male and female, construct sentences using male and female of animals that are familiar. work with pictures or picture descriptions to identify opposites of animals /people. 	Why is it important to learn words for referring to male and female animals/ people?

<p>Core Competencies to be developed: Communication and collaboration; the learner’s writing skills are enhanced as they write sentences correctly using gender sets.</p>
<p>Values: Respect is enhanced as the learner appreciates diverse opinions from peers during discussions.</p>
<p>Pertinent and Contemporary Issues: Life skills (self-esteem); the learner’s esteem is nurtured as they as the learner identifies gender sets of animals and people.</p>
<p>Links to other Learning Areas: Gender sets are learnt in Kiswahili and Indigenous Language Activities.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.4 Writing</p>	<p>9.4.1 Punctuation (The comma) (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognise the comma correctly in a text, use the comma correctly in listing items, adopt the use of the comma in writing. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> identify commas from writings on wall charts/board/digital and print/braille resources. use the comma correctly in written exercises with peers. use commas to write lists of items/names. write sentences using the comma correctly. engage role play conversations in which the comma is used and then write down some sentences on a digital device with assistive technology. 	<p>Why do you think we use a comma when writing?</p>

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration -as they engage in group practice exercises to write using a comma. • Digital literacy –is enhanced as the learner writes sentences with commas on digital devices with assistive technology.
<p>Values: Responsibility as learners takes up roles during role play activities.</p>
<p>Pertinent and Contemporary Issues: Citizenship (social cohesion) - as learners work together to identify commas in lists and sentences.</p>
<p>Links to other learning areas: Use of commas is emphasised in Kiswahili and Indigenous Language Activities.</p>

10.0 Position and Directions				
Suggested vocabulary				
left, right, behind, in front, up, down, centre, across, middle, opposite, compass, north, south, east, west				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.1 Listening and Speaking	10.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound combinations/ <i>ɪə</i> / <i>ə</i> / <i>ɜ:</i> / <i>dr</i> / <i>ɔɪ</i> / <i>aɪ</i> / in a text, b) pronounce words with the target letter-sound combinations combinations/ <i>ɪə</i> / <i>ə</i> / <i>ɜ:</i> / <i>dr</i> / <i>ɔɪ</i> / <i>aɪ</i> / in preparation for reading, c) use new words in relevant contexts to talk about position and direction,	The learner is guided: • pick out words and phrases with the target letter- sound combinations from a conversation/teacher read aloud story/audio recording - / <i>ɪə</i> / as in ear - / <i>ə</i> / as in her, - / <i>ɜ:</i> / as in first, bird, fur - <i>dr</i> as in draw - / <i>ɔɪ</i> / as in boy, toy - / <i>aɪ</i> / as in time. • pronounce the words and phrases.	1) Why is it important to pronounce words correctly? 2) Why should you give god directions?

		<p>d) respond to simple specific two- directional instructions in oral communication,</p> <p>e) appreciate the importance of listening attentively for effective communication.</p>	<ul style="list-style-type: none"> • listen to audio-visual recording of a conversation on position and direction. • engage in simple dialogues using words related to the theme. • construct oral sentences using the new words. • recite rhymes/sing songs, using the vocabulary learnt. • practise matching vocabulary learnt to pictures or <i>picture descriptions</i> and objects. • give and respond to simple specific two- directional instructions in oral communication. 	
<p>Core Competencies to be developed: Self-efficacy- as the learner uses new words in relevant contexts to talk about position and direction.</p>				
<p>Values: Respect as learners values the contribution of peers during dialogues.</p>				
<p>Pertinent and Contemporary Issues: Life skills (effective communication) as the learner gives and responds to simple specific two- directional instructions.</p>				
<p>Links to other learning areas: Correct pronunciation and vocabulary is emphasized in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	10.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with target letter- sound combinations, /ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr in preparation for reading, b) pronounce words with the target sounds /ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr accurately for clarity of speech, c) read a text at the right speed displaying the right facial expressions for fluency, d) realise the importance of reading fluency in communication.	The learner is guided to: • identify words with the target letter-sound combinations as modelled by peers, teacher or a digital device, /ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr . • read words with the target letter-sound combinations , /ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr in isolation and in a text. • practise reading a text accurately, with expressions and observing the correct punctuation. • engage in timed reading displaying the right emotions or feelings when reading. • role play telling directions using the new words.	Why is it important to read words properly?
<p>Core competencies to be developed Learning to learn- is enhanced as the learner practises reading words correctly in isolation and in a text.</p>				
<p>Values Responsibility is enhanced as the learner takes up roles during role play activity.</p>				
<p>Pertinent and Contemporary Issues Life skills (self-esteem) is enhanced as the learner acquires reading fluency skills.</p>				
<p>Link to other learning areas Reading fluency is emphasised in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.2</p> <p>Reading</p>	<p>10.2.2</p> <p>Comprehension (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) make predictions about the likely outcomes of a story based on the title and pictures/ picture descriptions for comprehension,</p> <p>b) use contextual clues to infer meaning of new vocabulary items,</p> <p>c) answer direct and indirect questions based on a text for information,</p> <p>d) create a mental picture of events, characters or places in a text,</p> <p>e) adopt reading pictures/picture descriptions and texts for information.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe the pictures with appropriate font size and colour contrast and title of the story and talk about the likely events in the story. Learners with blindness are guided to read picture descriptions and title of the story and talk about the likely events in the story. • read a print with appropriate font size and colour contrast or digital text of about 60 words. Learners with blindness are guided to read braille or digital text of about 60 words. • infer the meanings of new words as used in the text using contextual clues. • locate sentences to respond to direct questions. 	<ol style="list-style-type: none"> 1. What do you think will happen in this story? 2. What do the pictures/ picture descriptions tell us about the story?

			<ul style="list-style-type: none"> • get clues from the story to answer indirect questions. • read the story aloud and visualise the characters, setting and events in the story. • share the pictures they have created in their minds with peers. • retell a story in their own words. • talk about their own experiences in relation to the story. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving- is enhanced as the learner interacts with the text to answer indirect comprehension questions. • Creativity and imagination- is enhanced as the learner creates mental pictures of events, characters and places in a text. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is enhanced as the learner exercises patience with others as they talk about their own experiences in relation to the story. 				
<p>Pertinent and Contemporary Issues: Life skills (effective communication) is enhanced as the learner retells the story in their own words.</p>				
<p>Link to other Learning Areas: Comprehension is essential in all learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.3</p> <p>Language use</p>	<p>10.3.1</p> <p>Prepositions (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify target prepositions: <i>beside, above, over, below, across, to, at</i> in an oral text,</p> <p>b) use prepositions accurately to describe the position, location and direction of things,</p> <p>c) appreciate the use of prepositions for clarity in communication</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio clip of a poem, conversation or a story and list the prepositions used. • read sentences with the prepositions: (beside, above, over, below, across, to, at). • play a miming game with peers. • describe the location of various objects in the classroom using suitable prepositions. Give learners with blindness spatial orientation before they can describe the location of various objects. • construct sentences using target prepositions and share with peers. • practise using target prepositions in a dialogue with peers. • sing short songs/rhymes with prepositions. • play language games containing target prepositions. 	<p>Where do we keep different things in the school and at home?</p>

<p>Core Competencies to be developed: Self –efficacy; enhanced as the learner uses prepositions correctly in communication.</p>
<p>Values: Unity as the learner displays team spirit when singing short songs/ rhymes</p>
<p>Pertinent and Contemporary Issues : Citizenship(social cohesion) as the learner collaborates with peers to play language games.</p>
<p>Links to other learning areas : Repositions are also learnt in Kiswahili Language Activities (<i>Vihusishi</i>).</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>10.4 Writing</p>	<p>10.4.1 Punctuation (The exclamation mark) (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to: a) recognise the exclamation mark in a written text, b) use the exclamation mark correctly in writing, adopt using the exclamation mark in writing.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • recognise the exclamation mark from writings on wall charts/ board/ digital and print/ braille resources. • use the exclamation mark correctly in written exercises. • play games with peers that involve placing the exclamation mark correctly in a text. 	<p>Why do you think it is important to use the exclamation mark when writing?</p>

<p>Core Competencies to be developed: Communication and collaboration is enhanced as the learner plays games with peers that involve placing the exclamation mark correctly in a text.</p>
<p>Values:</p> <ul style="list-style-type: none"> • Respect as the learner plays games that involve placing the exclamation mark correctly in a text.
<p>Pertinent and Contemporary Issues : Life skills (self-esteem) -as the learner uses the exclamation mark correctly in writing.</p>
<p>Links to other learning areas: The exclamation mark is learnt in Kiswahili and Indigenous Language Activities.</p>

11.0 Environment				
Suggested vocabulary classroom, school, trees, nature, people, plants, flowers, area, local, protect,				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.1 Listening and Speaking	11.1.1 Pronunciation and Vocabulary 2 Lessons	By the end of the sub-strand , the learner should be able to: a) identify the target letter- sound combinations 'fr' /aʊ/ /ɔ:/ /ə/ during a conversation about the environment, b) articulate words with the target letter- sound combinations 'fr' /aʊ/ /	In pairs, guide the learners to • listen to a conversation and pick out words with the target letter- sound combinations, <ul style="list-style-type: none"> - 'fr' as in frog - /aʊ/ as in bow, now - /ɔ:/ as in more, born - /ə/ as in alarm, river. • practice pronouncing new words with the learnt sounds in response to picture/ picture description cues, sound prompts and lists of words with the sounds.	1. How can you tell that someone is listening keenly? 2. Why should we listen attentively when other people are talking?

		<p><i>ɔ:/ /ə/</i> correctly for effective communication,</p> <p>c) pronounce the vocabulary related to the theme correctly for effective communication,</p> <p>d) use the vocabulary items related to the theme in sentences,</p> <p>value the importance of correct pronunciation in effective communication.</p>	<ul style="list-style-type: none"> • recite poems/rhymes that have the target letter-sound combinations. • learners with low vision are guided to observe and name things in their environment during a nature walk. Learners with blindness are guided to listen to descriptions and name things in their environment during a nature walk. • pronounce the vocabulary related to the theme correctly. • learners with low vision draw and colour things found in the environment. Learners with blindness identify and list the things found in the environment by manipulation. • learners with low vision share the drawings with peers and give feedback. Learners with blindness to share their list. • use the vocabulary learnt to construct simple sentences. 	
<p>Core competencies to be developed: Learning to learn-is enhanced as the learner practises using the new words in a variety of contexts.</p>				
<p>Values: Respect is enhanced as the learner appreciates drawings from peers.</p>				
<p>Pertinent and Contemporary Issues: Life skills (effective communication) is enhanced as the learner pronounces words correctly.</p>				
<p>Link to other Learning Areas: Listening attentively is emphasised in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	11.2.1 Fluency (2 Lessons)	By the end of the Sub strand, the learner should be able to: <ol style="list-style-type: none"> identify words with target letter-sound combinations ‘fr’, /<i>aw</i> /in preparation for reading, read a text related to the theme transitioning from word by word to phrasal reading for understanding, read a grade- appropriate text accurately, at the right speed and with expression, value the importance of reading fluently for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> pick out and read words containing the target letter- sound combinations ‘fr-’ and ‘-ow’ from a written text or digital story. play word ladder games while listening to audio/ audio-visual recordings of words with the letter- sound combinations. practice reading sentences with the new words. engage in timed reading of a text displaying the right emotions and feelings. participate in a reader’s theatre with peers and record on a digital device. 	<ol style="list-style-type: none"> Why is it important to read fluently? How can we improve our reading speed?
Core competencies to be developed: <ul style="list-style-type: none"> Self-efficacy; confidence and self-esteem are developed as a learner reads fluently. Digital literacy is enhanced as the learner participates in a reader’s theatre with peers and records on a digital device with assistive technology. 				
Values: Responsibility as the learner takes charge of their own learning by reading accurately.				
Pertinent and contemporary issues: Life skills (effective communication) is enhanced as the learner plays word ladder games to practise correct pronunciation of words.				
Link to other Learning Areas: Reading fluency is emphasized in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	11.2.2 Comprehension (2 Lessons)	By the end of the Sub strand, the learner should be able to: <ol style="list-style-type: none"> make predictions on the likely outcomes of a story related to the theme, make connections of events, characters and places in a text with real life, infer the meaning of new words in a text using contextual clues, answer direct and indirect questions based on a text, value talking about a text they have read. 	The learner is guided to: <ul style="list-style-type: none"> observe pictures/read the picture description and the title of a text and say what will happen in the story. read the text aloud, with peers. talk about where the actions are taking place, using clues from pictures and the text, with peers. infer the meaning of words using contextual clues. locate sentences containing answers to direct questions, answer the questions. use contextual clues to answer indirect questions. retell parts of the story in turns with peers. relate the text to everyday experiences. 	<ol style="list-style-type: none"> How can we predict how a story, poem or conversation will end? How can we tell where events have taken place?
Core competencies to be developed: <ul style="list-style-type: none"> Critical thinking and problem solving; enhanced as the learner relates the events in the text to everyday experiences. Creativity and imagination is enhanced as the learner makes predictions and anticipates possible outcomes in the story using pictures and titles. 				
Values: Responsibility is enhanced as the learner takes up roles in retelling parts of the story in turns with peers.				
Pertinent and contemporary issues: Life skills (effective communication) is enhanced as the learner talks about where the actions in the story are taking place.				
Link to other Learning Areas: Comprehension of various texts is emphasised in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.3 Language Use	11.3.1 Regular comparative and superlative adjectives (2 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> identify words that end with <i>-er</i> and <i>-est</i> in a written text, use words that end with <i>-er</i> and <i>-est</i> in sentences for effective communication, appreciate the importance of using regular comparatives and superlatives adjectives to describe people, things and places. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> read a story, poem or conversation from a textbook or a digital device with assistive technology and identify regular comparatives and superlatives. place objects into three groups of different sizes as they compare them using regular comparatives and superlatives (-er and -est), with peers. describe objects inside and outside the classroom using comparative and superlatives adjectives. construct sentences using comparatives and superlatives. fill in blank spaces using the correct forms of comparatives and superlatives. play a language game to practice regular comparative and superlative adjectives. 	<p>Which words do we use to compare things/people?</p>

<p>Core Competencies to be developed: Critical thinking and problem solving; as the learner groups things in different categories correctly.</p>
<p>Values: Responsibility as the learner takes up a role during a language game to practise regular comparative and superlative adjectives.</p>
<p>Pertinent and Contemporary Issues: Life skills (effective communication)- as the learner describes people, things and places using regular comparatives and superlatives.</p>
<p>Link to other Learning Areas: Adjectives are learnt in Kiswahili and Indigenous Language Activities.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>11.4 Writing</p>	<p>11.4.1 Guided Writing (2 Lessons)</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognise different words learnt in the theme in preparation for writing, write simple sentences using words related to the theme, create simple sentences using comparative and superlative forms, value the importance of creating simple sentences correctly for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> write down words related to the theme from a dictation. write sentences using the words learnt from prompts with peers. practise writing meaningful sentences. create sentences using regular comparatives and superlatives adjectives, share with peers and give feedback. 	<ol style="list-style-type: none"> Why is it important to construct sentences correctly? Why is it important to write clearly and legibly?

<p>Core Competencies to be developed: Learning to learn-is enhanced as the learner practises writing meaningful sentences in different context.</p>
<p>Values: Responsibility as the learner takes initiative to practise writing meaningful sentences.</p>
<p>Pertinent and Contemporary Issues: Life Skills (effective communication)- as the learner creates sentences using regular comparative and superlative sentences.</p>
<p>Link to other Learning Areas: The learner uses the writing skills to write clearly and correctly in other writing areas.</p>

12.0 Technology				
Suggested vocabulary				
mobile phone, tablet, charge, charger, power, battery, cable, keyboard, type, send, receive, delete, error, switch off, switch on, press,				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.1 Listening and Speaking	12.1.1 Pronunciation and vocabulary (2 Lessons)	By the end of the Sub strand , the learner should be able to: a) identify words with the target letter-sound combinations ‘ <i>gr</i> ’ ‘ <i>pr</i> ’ / <i>ɔɪ</i> // <i>u:</i> // <i>ʊ</i> / in an oral text, b) articulate words with the target letter-sound combinations ‘ <i>gr</i> ’ ‘ <i>pr</i> ’ / <i>ɔɪ</i> // <i>u:</i> // <i>ʊ</i> / correctly, c) recognise words related to the theme for effective communication,	The learner is guided to: <ul style="list-style-type: none"> • listen attentively and pick out words with the target letter-sound combinations from audio-visual clips, <ul style="list-style-type: none"> - ‘gr’ as grass, green - ‘pr’ as in print, press - / <i>ɔɪ</i> / as in oil, point - / <i>u:</i>/ as in pool, spoon - / <i>ʊ</i>/ as in put. 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Why should we understand the meaning of words used in a text?

		<p>d) use words related to the theme in everyday communication,</p> <p>e) value the importance of correct pronunciation in language learning.</p>	<ul style="list-style-type: none"> • practise pronouncing words with the target letter-sound combinations. • listen to a story on technology, say words related to the theme correctly as modelled by the teacher, peers or audio-visual clip. • practise pronunciation of words related to the theme in response to picture cues / picture description cues with peers. • talk about appropriate use of technology. • construct simple sentences using the words related to the theme. • role play using words related to the theme. 	
<p>Core Competencies to be developed: Communication and Collaboration -as the learner talks about appropriate use of technology with peers.</p>				
<p>Values: Responsibility as the learner takes up roles during role play using words related to technology.</p>				
<p>Pertinent and Contemporary Issues: Life skills: (self-esteem) is achieved as the learner improves on pronunciation and builds vocabulary.</p>				
<p>Link to other Learning Areas: Correct pronunciation of words is emphasised in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.1 Fluency 2 Lessons	By the end of the Sub strand , the learner should be able to: a) identify words with target letter-sound combinations: ‘gr-’, ‘pr-’, /ɔɪ /, / u:/, /ʊ/ in preparation for reading, b) pronounce words related to the theme accurately for information clarity, c) read a text related to the theme at the right speed displaying the right emotions and feelings, d) value the importance of reading in lifelong learning.	The learner is guided to <ul style="list-style-type: none"> • point out and read words with letter-sound combinations: ‘gr-’, ‘pr-’ , /ɔɪ /, / u:/, /ʊ/: from either prints/braille or digital stories. • take turns to read at an appropriate speed as modelled by the teacher or peers. • recite poems using the correct expressions (tonal variation, facial expressions and gestures). • read texts with words related to the theme using an appropriate speed and correct expressions. • learners with low vision to play a word-ladder game involving pronunciation from audio/ audio-visual recording of words learnt. • learners with blindness to play word search games involving pronunciation from audio recordings of words learnt. 	1) How can we improve our reading speed? 2) How do we show the right feelings when reading a text?
Core Competencies to be developed: Self-efficacy- confidence and self-esteem are developed as the learner is able to read fluently.				
Values: Unity is enhanced as the learner takes turns to read a text at an appropriate speed with peers.				

Pertinent and Contemporary Issues:

Citizenship (social cohesion) is enhanced as the learner plays a word ladder game with peers.

Link to other Learning Areas:

Reading fluency is emphasised in Kiswahili and Indigenous Language Activities..

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.1 Comprehension 2 Lessons	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify the characters in a text for comprehension, b) make predictions on the outcomes of a story based on the pictures/picture descriptions and the title, c) answer direct and indirect questions based on a text, d) infer the meaning of new words as used in the text, e) enjoy reading a variety of texts for information. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures/ <i>read picture descriptions</i> and title of a text and say what will happen in the story. • read the story aloud in turns with peers. • talk about and describe the characters in a text. • talk about the setting of a story. • find the meaning of new words as used in the text. • locate sentences containing answers to direct questions from a text and answer the questions. • interact with the text to answer indirect questions using contextual clues. 	<ol style="list-style-type: none"> 1) What makes a story interesting? 2) How can we tell where events have taken place?

			<ul style="list-style-type: none"> retell a story they have read using the ‘five finger’ retell model. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Critical thinking and problem solving is enhanced as the learner makes predictions on the outcomes of the story based on pictures and the title.. Communication and Collaboration –is enhanced as the learner talks about the character and setting of the story with peers. 				
<p>Values: Respect is enhanced as the learner appreciates the opinions of others during group discussions.</p>				
<p>Pertinent and Contemporary Issues: Life skills (self-esteem) as the learner is able to retell the story.</p>				
<p>Link to other Learning Areas: Comprehension skills are essential in all learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.3 Language Use	12.3.1 Possessive Pronouns 2 Lessons	By the end of the sub strand , the learner should be able to: a) identify the words <i>mine, yours, ours, hers, his</i> in a text, b) use the words <i>mine, yours, ours, hers,</i> and <i>his</i> in sentences, c) adopt the use of possessive pronouns in day- to- day communication.	The learner is guided to: <ul style="list-style-type: none"> read a text/dialogue and talk about the things that belong to them/ their parents/guardians, using possessive pronouns (mine, yours, ours, hers, his). role play ownership of items and objects in the classroom. construct sentences using possessive pronouns based on the role play with peers. 	1) How do you talk about things that belongs to other people?

			<ul style="list-style-type: none"> ask and answer questions that prompt responses containing possessive pronouns. fill in blank spaces in sentences using possessive pronouns. sing songs/rhymes using the possessive pronouns. 	
<p>Core Competencies to be developed: Critical thinking and problem solving is enhanced as the learner constructs sentences using possessive pronouns based on the role play with peers</p>				
<p>Values: Responsibility is enhanced as the learner takes up roles during role play activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (effective communication) is enhanced as the learner uses possessive pronouns in day- to- day conversations.</p>				
<p>Link to other Learning Areas: Possessive pronouns are learnt in Kiswahili and Indigenous Languages Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	12.4.1 Guided Writing 2 Lessons	By the end of the sub strand the learner should be able to: a) identify names of objects in pictures/picture description related to the theme in preparation for writing, b) write names from picture/picture description prompts to demonstrate	The learner is guided to: <ul style="list-style-type: none"> learners with low vision to observe pictures with appropriate font size and colour contrast and share with peers. Learners with blindness to read the picture description and share with peers. learners with low vision name objects in different pictures provided. Learners 	1) Why is it important to write sentences correctly?

		<p>mastery of vocabulary related to the theme, c) create sentences from picture/description prompts for effective communication. appreciate the importance of writing correct names of objects for clarity in communication.</p>	<p>with blindness name the different objects described, write names of objects correctly.</p> <ul style="list-style-type: none"> • match pictures/picture descriptions with their names. • fill in gaps using the correct words. • learners with low vision draw and name pictures of objects related to the theme. • Learners with blindness to describe objects related to the them, write sentences to describe the objects in the pictures/picture description and share with peers. 	
<p>Core Competencies to be developed: Creativity and imagination is enhanced as the learner draws and names pictures of objects related to the theme.</p>				
<p>Values: Unity is enhanced as the learner works collaboratively with peers to describe the objects they have drawn.</p>				
<p>Pertinent and contemporary Issues: Life Skills- (effective communication) is enhanced as the learner writes correct sentences to describe objects in the pictures.</p>				
<p>Link to other Learning Areas: Writing correctly is necessary in all learning areas.</p>				

13.0 Cultural Activities

Suggested vocabulary

wedding, dance, party, marry, songs, poems, birthday, vows, smile, smart, celebrate, present, enjoy, happy

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.1 Listening and Speaking</p>	<p>13.1.1 Pronunciation and Vocabulary 2 Lessons</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify words with the target letter-sound combinations: <i>tr, sm, /tʃ/ /aʊ / /j:/</i> in oral texts,</p> <p>b) articulate the words with the target letter-sound combinations, <i>tr, sm, /tʃ/ /aʊ / /j:/</i> in a conversation,</p> <p>c) recognise new words related to the theme correctly,</p> <p>d) use the new words in sentences,</p> <p>e) value the importance of correct use of vocabulary in various contexts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a teacher read- aloud text/ audio clips with target letter- sound combinations: <ul style="list-style-type: none"> ○ tr as in tree, trap ○ letter combination sm as in smile ○ /tʃ/ as in catch, fetch, watch ○ aʊ / as in out; /aʊ/ as in bow, now ○ /j:/ as in ewe, new. • point out words with the target sound combinations from conversations. • practise saying words with the target letter-sound combinations. • respond to instructions given by the teacher or peers. • construct simple sentences using the new words. • listen to other learners say their simple sentences using the new words. 	<p>Why should e listen attentively when other people are talking?</p>

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy-as learners master the skill of listening attentively and correct pronunciation. • Communication and Collaboration - as learners work collaboratively to listen to each other say their simple sentences.
<p>Values: Respect as they learn to take turns during pair/group activities</p>
<p>Pertinent and Contemporary Issues: Life skills (effective communication) -as they listen attentively and responds appropriately.</p>
<p>Link to other Learning Areas: All the learning areas in the school curriculum require attentive listening.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	13.2.1 Fluency (2 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify words with the target letter-sound combinations: ‘tr’, ‘sm’, /tʃ/, /aʊ /, /aʊ/, /j:/ in a text,</p> <p>b) pronounce words with the target letter- sound combinations: ‘tr’, ‘sm’, /tʃ/,/ɔ/,/aʊ/,/j:/ accurately,</p> <p>c) read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>d) value reading grade- level texts in a variety of genres.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • single out words with the target letter-sound combinations from print/digital stories: ‘tr’, ‘sm’, /tʃ/, /aʊ /, /aʊ/,/j:/. • pronounce words with the letter-sound combinations. • read texts with words related to the theme. • engage in timed reading of a text displaying the right expressions. • learners with low vision to play word ladder games to 	<p>1) Why should we read fluently?</p>

			practise correct pronunciation with peers. Learners with blindness play agreed action game to practise correct pronunciation.. <ul style="list-style-type: none"> recite a poem for fluency. 	
Core Competencies to be developed: Communication and Collaboration -as learners recite a poem for fluency while working in a group.				
Values: Integrity as they play reading games.				
Pertinent and Contemporary Issues: Life skills: confidence and self-esteem are developed as learners learn to read fluently.				
Link to other Learning Areas: <ul style="list-style-type: none"> All learning areas require that learners read a variety of texts fluently. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	13.2.2 Comprehension 2 Lessons	By the end of the sub strand the learner should be able to: a) predict the likely outcomes of a story related to the theme using picture/picture description cues and the title,	The learner is guided to: <ul style="list-style-type: none"> learners with low vision to observe pictures with appropriate font size and colour contrast and the title of a text and say what is likely to happen in the story. Learners with blindness read picture descriptions and the 	1. How can we tell how a story/ poem or conversation will end? 2. How can we tell where events are taking place in story/ poem?

		b) identify the characters and events in a text for comprehension, c) infer the meaning of new words as used in the text, d) answer simple direct and indirect questions based on a text, e) appreciate talking about a text they have read.	title of a text and say what is likely to happen in the story. <ul style="list-style-type: none"> • Recognize the setting and characters in a story using clues from pictures and the text. • use context clues to find the meaning of words. • locate sentences containing answers to direct questions. • answer indirect questions from a text, with peers. • retell a with peers 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration - as learners answer indirect questions from a text in groups. • Critical thinking and problem solving - as learners use context clues to answer indirect questions 				
Values: <ul style="list-style-type: none"> • Unity as learners work in groups • Patriotism as learners appreciate the diverse cultures. 				
Pertinent and Contemporary Issues: Citizenship (social cohesion) –as a learner reads on cultural activities he/she learns to appreciate cultures of other people.				
Link to other Learning Areas: All learning areas benefit from the application of comprehension skills.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Language Use	13.3.1 Wh- questions (2 Lessons)	By the end of the sub strand the learner should be able to: a) recognise Wh-words: <i>what, where, when, and who</i> used to ask questions from a written text, b) use Wh-words: <i>what, where, when, and who</i> to ask questions related to the theme, c) adopt the use of Wh- words to seek information.	The learner is guided to: <ul style="list-style-type: none"> • ask questions beginning with: what, where, when, and who appropriately. • engage in meaningful question and answer dialogues using wh-words in pairs/small groups. • role play activities that lead to the use of Wh-words to ask questions. • sing songs / recite short poems to practise the use of Wh- questions. 	1) How do we ask for information?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration -by engaging in meaningful question and answer dialogues using Wh-words in pairs/small groups. • Self-efficacy- is developed as learners gain the mastery of asking questions using the Wh- words. 				
Values: Unity and respect - as learners take turns during dialogues.				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Citizenship (social cohesion)- as learners work in groups • Life skills (effective communication) -as learners learn to ask and answer questions. 				
Link to other Learning Areas: Kiswahili and Indigenous Languages Activities-Learners engage in question and answer sessions using the Wh-words				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4 Writing	13.4.1 Guided Writing 2 Lessons	By the end of the sub strand the learner should be able to: a) recognise the correct order of words or phrases in a sentence, b) rearrange jumbled words or phrases into meaningful sentences, c) appreciate the importance of ordering words or phrases to form correct sentences.	The learner is guided to: <ul style="list-style-type: none"> • talk about the correct way of ordering jumbled words in pairs or in groups. • Re-organise the jumbled words to form simple sentences paying attention to punctuation (4-6 sentences). • work with peers to assess each other's simple sentences. • take turns in playing games with jumbled words to form meaningful sentences with peers. 	1) How can we tell that a sentence is correct?
Core Competencies to be developed: Communication and Collaboration -as learners talk about arranging words to make simple sentences.				
Values: Unity as learners work in groups or in pairs.				
Pertinent and Contemporary Issues: Life skills (effective communication) - as learners rearrange jumbled words to form sentences.				
Link to other Learning Areas: Writing is a skill linked to all other learning areas.				

14.0 Child Labour				
Suggested Vocabulary				
work, duty, abuse, pain, overwork, mistreat, injure, tired, labour, heavy, domestic, rest				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.1 Listening and Speaking	14.1.1 Pronunciation and Vocabulary (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify words with the target letter- sound combinations: /k/‘sn’ ‘sp’ /u/ in an oral text, b) pronounce words with the target letter- sound combinations: /k/‘sn’ ‘sp’ /u/ accurately, c) use the new words related to the theme in simple sentences, d) respond to specific simple two-directional instructions in oral communication, e) appreciate the importance of listening attentively for effective communication.	The learner is guided to: • select words with the target letter- sound combinations as modelled by the teacher, peers or audiovisual recording: - /k/ as in quiet - ‘sn’ as sneeze - ‘sp’ as in split, spread, speak - /u/ as in cook. • say the words with the target letter- sound combinations correctly as modelled by the teacher, peers or audio recording. • Learner with low vision play language games involving the target letter-sound combinations. Learners with blindness to be given one on one demonstration to carry out the activity. • articulate the new words	1. Why should we listen attentively when somebody is talking to us? 2. What is likely to happen if we don’t listen carefully to instructions?

			<ul style="list-style-type: none"> • construct simple sentences using the new words. • listen to instructions by the teacher, without interrupting. • discuss the instructions given by the teacher in groups for understanding. • respond to instructions given by the teacher/ peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn-as learner responds to instructions appropriately. • Digital literacy-as learner interacts with digital devices with assistive technology when listening to audio and video recording 				
<p>Values: Unity as learners work in groups and in pairs.</p>				
<p>Pertinent and Contemporary Issues: Citizenship (social cohesion)- as learner work in groups in dialogues and language games</p>				
<p>Link to other Learning Areas: Attentive listening is significant in all the learning areas in the school curriculum.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.1 Fluency (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify words with target letter-sound combinations: ' <i>sn-</i> '	The learner is guided to: <ul style="list-style-type: none"> • identify words with target letter-sound combinations: 'sn-', 'sp-' /k/, /u/, from a print with appropriate font size and colour contrast or digital text. Learners with 	1) How can we improve our fluency in reading? 2) Why should we

		<p>'sp-'/k/, /u/, in preparation for reading,</p> <p>b) pronounce words accurately when reading a text,</p> <p>c) read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>d) value the importance of reading fluently for lifelong learning.</p>	<p>blindness are guided to identify words with target letter-sound combinations: 'sn-', 'sp-'/k/, /u/, from <i>braille</i> or digital text.</p> <ul style="list-style-type: none"> • read words with the target letter-sound combinations. • read words related to the theme in pairs and individually. • take turns in timed -reading. • display the right tonal variations and pause appropriately when reading. • recite poems for fluency. 	pronounce words correctly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy as the learner displays the right expressions when reading. • Learning to learn-as learner recites poems to practise fluency. 				
<p>Values: Responsibility is developed as the learner works with others in groups.</p>				
<p>Pertinent and Contemporary issues: Citizenship (Social cohesion)-is developed as the learners take turns when reading.</p>				
<p>Link to other Learning Areas: Fluency in reading is essential in all learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.2 Comprehension (2 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) make predictions and anticipate likely outcomes of a story, b) identify the setting of a story for comprehension, c) infer the meanings of new words using contextual clues, d) answer direct and indirect questions based on a text, e) enjoy talking about a text read to deepen understanding. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures and the title of a text with appropriate font size and colour contrast and say what is likely to happen in the story, in pairs. Learners with blindness to read picture descriptions and the title of a text and say what is likely to happen in the story in pairs. • talk about the setting and characters in a text. • read a text at an appropriate speed. • infer the meanings of words as used in a text, with peers. • answer direct questions while locating sentences with the answers. • respond to indirect questions using contextual clues. • make connections between the story and real life experiences. 	<ol style="list-style-type: none"> 1) Why is it important to be keen as we read? 2) How can we tell that someone has understood what they have read?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn -as learners comprehend information from pictures and texts. • Digital literacy-as learner interacts with digital texts. 				
Values: Unity as learners work in groups				
Pertinent and Contemporary Issues: Citizenship Education (childs rights) - as learners learn about child’s rights when reading texts related to child labour.				
Link to other Learning Areas: Comprehension skills are relevant in all learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Language Use	14.3.1 Adverbs of time (2 Lessons)	By the end of the sub strand the learner should be able to: a) identify adverbs of time: <i>soon, late, now, today, tomorrow, early, morning, afternoon</i> as used in a written text, b) use adverbs of time to construct sentences, appreciate the use of adverbs of time for self-expression.	The learner is guided to: <ul style="list-style-type: none"> • recognise adverbs of time (<i>soon, late, now, today, tomorrow, early, morning, afternoon</i>) in a text. • construct sentences using adverbs of time. • engage in meaningful question- and-answer dialogues using adverbs of time. • role play a conversation on child labour using adverbs of time. • fill in blank spaces in sentences using appropriate adverbs. • sing / recite short poems/rhymes to practise the use of adverbs of time. 	1) How do we identify adverbs of time used in written sentences? 2) How can we construct correct sentences using adverbs of time?
Core competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy as the learner gains confidence in self-expression using the adverbs of time • Learning to learn- through use of the adverbs of time in a variety of contexts. 				
Values: Responsibility as learners indirectly learn about time management as they handle adverbs of time.				
Pertinent and contemporary issues: Life skills (effective communication) by using adverbs of time in self-expression.				
Link to other Learning Areas Adverbs of time are used in all learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Writing	14.4.1 Guided Writing (2 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) recognise the correct order of words or phrases in a sentence, b) rearrange jumbled words or phrases into meaningful sentences, c) appreciate the importance of ordering words or phrases to form correct sentences. 	The learner is guided to: <ul style="list-style-type: none"> • talk about the correct way of ordering the jumbled words. • reorganise the jumbled words to form simple sentences paying attention to punctuation (4-6 sentences). • work to assess each other's simple sentences. • take turns in playing games with jumbled words to form meaningful sentences with peers. 	<ol style="list-style-type: none"> 1. How can we order words or phrases to make correct sentences? 2. How can we identify correctly constructed sentences?
Core Competencies to be developed: Learning to learn-as learner writes own sentences				
Values: Responsibility as learner ensures he/she writes correct sentences				
Pertinent and Contemporary Issues: Environmental and social issues (environmental education) –as learner writes related to the environment.				
Link to other Learning Areas: Writing skills are essential in all learning areas.				

15.0 Caring for others

Suggested vocabulary

care, listen, special, help, love, sick, kind, nice, old, hungry, friend, hurt, neighbour, poor

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>15.1</p> <p>Listening and Speaking</p>	<p>15.1.1</p> <p>Pronunciation and vocabulary (2 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify words with the target letter- sound combinations <i>scr-</i>, <i>spr-</i>, <i>str-</i>, <i>sw-</i>, <i>st-</i> in an oral text,</p> <p>b) pronounce words with the target letter- sound combinations <i>scr-</i>, <i>spr-</i>, <i>str-</i>, <i>sw-</i>, <i>st-</i> accurately in oral communication,</p> <p>c) construct sentences using vocabulary related to the theme,</p> <p>d) respond to specific two-directional instructions in oral communication,</p> <p>e) appreciate the importance of listening attentively for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • identify words with the letter-sound combinations: <ul style="list-style-type: none"> - ‘scr-’ as in scream, - ‘spr-’ as in sprain - ‘str-’ as in street, - ‘sw-’ as in sweat - ‘st-’ as in stay, step, stop. • articulate words with the target letter-sound combinations as modelled by the teacher, peers or audio recordings. • pronounce the new words with the target sounds individually and with peers. • practise using the vocabulary in sentences with peers. • listen and respond to instructions, without interrupting as modelled by the teacher. • role play simple two- directional instructions. 	<p>1- Why should we pronounce words correctly?</p> <p>2- How do we respond to two directional instructions?</p>

			<ul style="list-style-type: none"> play games such as ‘chain whisper’, ‘Simon says’ in small groups with peers. 	
Core Competencies to be developed: Communication and collaboration; will be achieved as learners listen keenly and attentively to specific two-directional instructions.				
Values: Responsibility as learner listens attentively to respond to instructions				
Pertinent and Contemporary Issues: Learner support programmes (peer education) – as learner helps peers pronounce words with the target sounds correctly				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	15.2.1 Fluency (2 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> identify words with the target letter- sound combinations: ‘<i>st-</i>’ ‘<i>sw-</i>’, <i>spr-</i>, <i>scr-</i>, in a text, pronounce words with the target sounds accurately for clarity of speech, read a text related to the theme at the right speed 	The learner is guided to: <ul style="list-style-type: none"> pick out words with the target letter-sound combinations: ‘<i>st-</i>’ ‘<i>sw-</i>’, <i>spr-</i>, <i>scr-</i> learners with low vision read words with the letter-sound combinations from either print or digital stories with appropriate font size, colour contrast and light intensity. Learners with blindness read words with the letter-sound combinations from braille or 	<ol style="list-style-type: none"> How can we become better readers? How can we express emotions while reading?

		<p>d) display the right facial expressions when reading a grade appropriate text.</p> <p>e) value reading grade - level texts in a variety of genres.</p>	<p>digital stories with appropriate assistive technology.</p> <ul style="list-style-type: none"> • read print texts/braille texts with words related to the theme. • pronounce words correctly while reading. • engage in timed-reading. varying tone to express emotions when reading. • recite poems for fluency. 	
<p>Core Competencies to be developed: Communication and Collaboration -developed through group and pair work as learners recite poems for fluency.</p>				
<p>Values: Unity as they work in group/pair work activities</p>				
<p>Pertinent and Contemporary Issues: Life skills (self-esteem) is developed as learners practise fluency in reading.</p>				
<p>Link to other Learning Areas: All learning areas require that learners read a variety of texts fluently.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	15.2.2 Comprehension	<p>By the end of the sub strand the learner should be able to:</p> <p>a) predict the likely outcomes of a story using picture cues and the title,</p>	<p>Guide the learners to</p> <ul style="list-style-type: none"> • observe pictures/read picture descriptions and the title of a text and say what is likely to happen in the story in pairs. 	<p>1) How can we know the meanings of new words in a story?</p>

	(2 Lessons)	b) identify the characters and events in a text for comprehension, c) infer the meaning of new words as used in a text, d) answer direct and indirect questions for comprehension, e) appreciate talking about a text they have read.	<ul style="list-style-type: none"> • read a text and identify the setting and characters with peers • use context clues to find the meaning of new words. • answer direct questions by locating sentences containing the answers. • respond to indirect questions using context clues. • connect events in the story with real- life experiences. 	2) Why is it important to know where the events in a story takes place?
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination –as the learner makes predictions about the story using the title and the pictures/picture descriptions. • Critical thinking and problem solving –as the learner answers indirect questions using contextual clues. 				
Values: Love as a learner reads materials about caring for others.				
Pertinent Contemporary Issues: Citizenship Education (Child care and protection)-as learner reads texts related to the theme.				
Link to other Learning Areas: Comprehension skills are necessary in all learning areas				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Language Use	15.3.1 Imperatives (commands) Interjections of excitement/joy (2 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify commands in a written text, b) respond to specific commands to show understanding, c) use commands appropriately in simple sentences, d) use interjections of excitement in sentences appropriately, e) appreciate the use of imperatives and interjections in day-to-day communication, 	Guide the learners to <ul style="list-style-type: none"> • point out commands after listening to an audio recording of a short dialogue. • distinguish the target imperatives in oral sentences. • practise using commands with peers • practise the use of commands in role play. • play games that involve responding to commands. • pick out interjections of excitement in an oral text. • use interjections of excitement correctly in conversations. 	<ol style="list-style-type: none"> 1) What commands do we give to each other? 2) When do we use interjections of excitement/ joy?
Core Competencies to be developed: Communication and Collaboration -as learners use interjections of excitement correctly in Conversations in pairs.				
Values: Responsibility as a learner responds to commands and interjections appropriately.				
Pertinent and Contemporary Issues: Life Skills (effective communication) - as learner gains knowledge on appropriate use of commands and interjections				
Link to other Learning Areas: Interjections and imperatives are learnt in Kiswahili and Indigenous Languages Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Writing	15.4.1 Guided Writing (2 Lessons)	By the end of the sub strand the learner should be able to: a) recognise the correct punctuation marks to be used in preparation for writing, b) write well-punctuated sentences related to the theme for effective communication, c) appreciate the importance of writing correct short sentences for communication.	The learner is guided to: <ul style="list-style-type: none"> • point out the different punctuation marks used in a variety of sentences. • punctuate sentences correctly. • practise writing short sentences related to the theme from a substitution table. • respond to picture prompts/picture descriptions and write sentences (not more than 7 words) related to the theme 	1) How do we prepare for writing? 2) What makes it easy to write a good sentence?
Core Competencies to be developed: Learning to learn-as learners practise writing sentences from varied prompts				
Values: Respect as a learner works with peers in groups or pairs and appreciates different views from peers.				
Pertinent and Contemporary Issues: Life skills (effective communication) as learner develops independent writing skills.				
Link to other Learning Areas: Kiswahili and Indigenous Languages Activities develop independent writing skills				

SUGGESTED ASSESSMENT RUBRIC

Strand	Sub Strand	Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
			4	3	2	1
LISTENING	Attentive listening	Ability to listen attentively for instruction and information.	Maintains meaningful eye-contact, sits upright, nods, takes notes, responds to oral questions correctly for instruction and information	Maintains eye contact, sits upright, nods and takes notes for instruction and information	Either maintains eye contact or sits upright or takes notes for instruction and information	Yawns, looks out, has to be prompted while listening for instruction and information
SPEAKING	Pronunciation.	Ability to pronounce words correctly for effective communication	Pronounces words correctly, applies correct stress patterns, uses appropriate intonation for effective communication in varied oral contexts.	Pronounces words correctly for effective communication	Either pronounces words correctly or applies stress patterns on words correctly for effective communication	Mispronounces words.

READING	Fluency (speed, accuracy)	Ability to read 200 words with speed and accuracy.	Reads more than 250 words with accuracy, speed and expressively.	Reads 200 words with accuracy and speed	Reads about 150 words with accuracy and speed.	Reads below 10 words with accuracy and speed.
	Comprehension	Ability to read short texts for information and pleasure.	Reads varied short texts for information and pleasure and pleasure.	Reads shorts texts for information and pleasure	Reads a short text for information	Reads a short text fails to explain the information.
LANGUAGE USE	Word classes (Nouns, Pronouns, Verbs, Adjectives, Conjunctions' demonstratives, cardinal and ordinal numbers, word sets)	Ability to express self- confidently using the language structures and vocabulary for interaction with others.	Expresses self- confidently using the language structures and vocabulary for interaction with others in varied contexts at all times	Express self- confidently using the language structures and vocabulary for interaction with others.	Expresses self- less confidently. Occasionally uses the structures and vocabulary acquired.	Expresses self with no confidence at all.
WRITING	Handwriting/braille writing	Ability to form letters in terms of shape and size correctly for effective communication	Forms letters in terms of shape and size correctly and legibly and neatly for effective communication	Forms letters in terms of shape and size correctly for effective communication	Forms some letters in terms of shape and size incorrectly	Forms all letters in terms of shape and size illegibly and incorrectly
	Punctuation (Basic punctuation marks)	Ability to use the basic punctuation marks correctly	Uses the basic punctuation marks and spelling correctly in varied contexts for	Uses the basic punctuation marks correctly for	Uses any 2 of the basic punctuation marks correctly for effective communication	Uses only 1 of the basic punctuation marks correctly for

		for effective communication	effective communication.	effective communication		effective communication.
	Guided Writing	Ability to write simple sentences to express ideas and feelings.	Writes simple and complex sentences to express ideas and feelings in varied contexts.	Writes simple sentences to express feelings and ideas.	Writes simple sentences but only a few express ideas and feelings.	Writes incomplete simple sentences to express ideas and feelings