



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

UPPER PRIMARY CURRICULUM DESIGN

ENGLISH

GRADE 4

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWARD

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

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

The reviewed Grade four curriculum designs for learners with visual impairment build on competencies attained by learners at Primary school level. Emphasis at this grade is the development of skills for exploration and making informed decision on pathways based on careers.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues, values, and suggested assessment rubric.

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

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

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade four curriculum furthers implementation of the CBC from Grade four to five in Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

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

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

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

ACKNOWLEDGEMENT

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

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

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

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade Four and preparation of learners with visual impairment for transition to Grade Five.



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

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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 instil 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 UPPER PRIMARY

S/ No.	Learning Area	No. of Lessons
1	Mathematics for Learners with Visual Impairment	5
2	English for Learners with Visual Impairment	5
3	Science & Technology for learners with visual impairment	4
4	Creative arts for Learners with Visual Impairment	6
5	Religious Education	3
6	Kiswahili for Learners with Visual Impairment	4
7	Agriculture and Nutrition	4
8	Social Studies	3
9	Pastoral/ Religious Instruction Programme	1
	Total	35

Essence Statement

English is a major language of education, information, trade, diplomacy and social networking. It is the international common tongue and the most common foreign language. Moreover, English is the dominant language in science and technology, the internet and travel. Additionally, English is an official language in Kenya and the medium of instruction from Grade Four for learners with visual impairment. Therefore, a firm foundation in the language will enable the learner with visual impairment to communicate appropriately in the national and international arena. This foundation will also enhance learning in lower secondary school.

Hence, proficiency in English is key to the realization of the National Goals of Education, the link to the global community and the door to the worldwide information network. For this reason, the learner with visual impairment must be equipped with adequate oral, reading and writing competencies in English language. This will enable the learner to function competently in varied national and global communicative contexts.

During middle school, English is learnt as a second language. The learner with visual impairment will be engaged in tasks that enhance the acquisition and progressive application of English language skills. The emphasis in the presentation of the four language skills and grammar is to ensure they are functional. The learner with visual impairment will also experience the interdependence of the competencies across the skills, and find the relevance of what they learn in their day- to-day contexts. Varied English language activities in Grades 4, 5, and 6 will enrich learning and empower the learner with visual impairment to apply acquired language competencies with a lot of ease.

General Learning Outcomes

By the end of the Upper Primary Level, the learner with visual impairment should be able to:

1. Listen and respond appropriately to relevant information in a variety of contexts.
2. Read a variety of texts fluently, accurately and interpretively for lifelong learning.
3. Use grammatical forms to communicate ideas, opinions and emotions appropriately in different settings.
4. Write texts for various purposes legibly, accurately, creatively and cohesively for self-expression.
5. Apply digital literacy skills to enhance their language competency.

STRANDS

1. Listening and Speaking
2. Reading
3. Grammar in Use
4. Writing

THEMES

In the Grade Four English Curriculum, for learners with visual impairment the four language skills and grammar are presented through themes. The following themes will facilitate the learning of English in context:

1. The Family
2. Family Celebrations
3. Etiquette
4. Accidents: *First Aid*
5. Nutrition: *Balanced Diet*
6. Internet: *Email*
7. Technology: *Cyber Safety*
8. The Farm
9. HIV and AIDS
10. Hygiene and Sanitation
11. Sports: *My Favourite Game*
12. Clean Environment Money

1.0 THE FAMILY				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Pronunciation and Vocabulary: <i>Listening Comprehension</i>	By the end of the Sub Strand, the learner should be able to: a) pronounce sounds and words correctly for effective oral communication, b) use vocabulary in sentences for effective oral communication, c) listen attentively to an oral text for comprehension, d) d) enjoy playing language games for listening comprehension.	<ul style="list-style-type: none"> • Learners are guided to say tongue twisters with words containing the sounds; /t/ /d/ /f/ /v/ and the digraph /tw/. • Learners are guided to repeat saying the sounds/t/ /d/ /f/ /v/ and the digraph /tw/ from the teacher or an audio recording. • In groups, Learners are guided to match words that have the same target sounds and use them to construct sentences. • Learners are guided to Search for words related to the theme on the internet and use them in sentences. • Learners with blindness to use appropriate digital devices with assistive technology. • Learners are guided to find out the correct pronunciation of words and sentences from electronic or print dictionaries using digital devices with 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds and words correctly? 2. How do we find out the correct pronunciation of words with confusing letter sounds?

			<p>appropriate assistive technology.</p> <ul style="list-style-type: none"> • Learners are guided to listen to an audio text and answer comprehension questions. • In groups learners are guided to play a language game with words containing the sounds /t/ /d/ /f/ /v/ and the digraph /tw/. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learners pronounce words correctly and accurately in pairs. • Self-efficacy: A learner confidently takes part in playing a language game with target sounds. • Digital literacy: A learner uses digital devices with assistive technology to listen to sounds and search for correct pronunciation of words. 				
<p>Pertinent and Contemporary Issues(s):</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: A learner works in group tasks such as playing a language game. • Respect : A learner appreciates individual differences in pronunciation and articulation of sounds 				
<p>Link to other learning areas:</p> <p>A learner connects the concept of correct pronunciation and articulation to their learning in Kiswahili and Indigenous language activities.</p>				
<p>Suggested learning resources;</p> <ul style="list-style-type: none"> • Digital and print dictionaries • Digital devices with assistive technology • Audio recorders 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive Reading: <i>Reference Materials</i>	By the end of the Sub Strand the learner should be able to: a) identify the spelling and meaning of words from print or digital dictionaries for communication, b) read the junior <i>print, digital or braille</i> encyclopedia to obtain information for lifelong learning, c) appreciate the use of reference materials to obtain information.	<ul style="list-style-type: none"> ● Learners are guided to arrange words alphabetically or according to related areas. ● Learners are guided to discuss with peers how words are organized in braille, digital or print dictionaries. ● In groups, learners are guided to identify the spelling and meaning of words from digital devices with assistive technology or print dictionaries. Learners with blindness are guided to identify the spelling and meaning of words from digital devices with assistive technology. ● Learners are guided to read appropriate texts write vocabulary words and check their meaning. ● Learners are guided to select a topic and obtain information from references such as braille, print or digital junior encyclopedia. 	<ol style="list-style-type: none"> 1. Why is it important to spell words correctly? 2. How does a dictionary help us to learn?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: A learner acquires skills necessary to properly utilize reference materials. ● Digital literacy: A learner interacts with digital devices with assistive technology to search for meaning of words and information from the web. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: A learner collaborates with peers to perform various roles as they search for spelling and meaning of words. 				

- Integrity: A learner focuses on specific information required of them when searching on online platforms.

Link to other learning areas:

Learners relate the concept of reading for information to their learning in Kiswahili and all learning areas.

Suggested learning Resources:

- Audio recorders
- Digital devices with assistive technology
- Digital and print dictionaries
- Digital, appropriate print, online junior encyclopedia

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.3 Grammar in use</p>	<p>1.3.1 Determiners: <i>Articles</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify definite and indefinite articles in a written text for effective communication,</p> <p>b) use definite and indefinite articles in sentences for effective communication,</p> <p>c) embrace the use of articles in oral and written contexts for self-expression.</p>	<ul style="list-style-type: none"> ● Learners are guided to read aloud the articles <i>a</i>, <i>an</i>, and <i>the</i>. ● Learners are guided to identify definite and indefinite articles (<i>a</i>, <i>an</i>, and <i>the</i>) from a paragraph. ● In groups, learners are guided to match definite and indefinite articles with a list of nouns. Learners with blindness are guided to complete blanks in sentences using correct articles. ● In groups, learners are guided to construct sentences using definite and indefinite articles. ● Learners are guided to type sentences on a digital device with assistive technology and share it with friends or family via mobile phone, email, computer printouts among others. ● Learners with low vision are guided to watch while learners with blindness listen to an audio 	<ol style="list-style-type: none"> 1. How are articles used with nouns? 2. Why is it important to identify definite and indefinite articles in a written text?

			<p>- visual clip related to the theme in which the definite and indefinite articles are used</p> <p>Learners with blindness be given a verbal description of the aspects that require sight. Let the learners cooperate with others to search for sentences with articles from a selected newspaper, magazine, braille materials or internet.</p>	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: A learner creates a list of sentences containing articles and share the content via digital device. • Communication and collaboration: A learner uses articles with nouns appropriately as they construct sentences. 				
<p>Pertinent and Contemporary Issues (s):</p> <p>Digital safety: A learner share their work through mobile phones, emails or online platform.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Tolerance: A learner accommodates mistakes made by peers during sentence construction and review. • Love: A learner show empathy and takes initiative to assist others as they use technology to share their work. 				
<p>Link to other learning areas:</p> <p>The learner relates the concept of definite and indefinite articles in French learning area.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Audio-visual clip • Digital device with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Functional writing <i>Filling Forms</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify the required information to be filled/ used to complete forms for different purposes,</p> <p>b) fill in/write information in forms correctly for self-expression,</p> <p>c) acknowledge the importance of filling/completing forms correctly for effective communication.</p>	<ul style="list-style-type: none"> ● Learners are guided to fill/complete the forms provided by the teacher with specific details such as: Personal details Name____Grade_____ Date of Birth _____ School Details Name____Address_____ Name of Class Teacher _____ Name of Head teacher _____ ● In groups, learners are guided to read instructions on filling/ completing the form. ● In pairs, learners are guided to record the required information related to the theme in the forms. ● Learners with low vision are guided to fill in digital devices with assistive technology or appropriate print while learners with blindness complete the forms in digital devices with assistive or braille material and display them. ● Learners are guided to download online forms and fill /complete the information. 	<ol style="list-style-type: none"> 1. Why should one be careful when filling in forms? 2. Why is it important to complete form with accurate information?

			<ul style="list-style-type: none"> • Learners with low vision is guided to create a form and then type it in a computer or laptop. Learners with blindness to be guided to use appropriate a digital device with assistive technology to create and type a form. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: A learner generates ideas and uses them to create a form and share it with peers. • Digital literacy: A learner manipulates digital devices with assistive technology to download, create and fill/ complete forms. 				
Pertinent and Contemporary Issues (s): Gender education: a learner interacts with content about the various people and genders in the theme of family.				
Values: <ul style="list-style-type: none"> • Love: A learner shows compassion as they fill forms in groups. • Respect: A learner develops patience when creating and filling/ completing forms with others. 				
Links to other learning areas: The learner relates the concept of filling/ completing the forms to Kiswahili activities.				
Suggested learning resources: <ul style="list-style-type: none"> • Digital devices with assistive technology • Appropriate print • Braille charts 				

2.0 FAMILY CELEBRATIONS				
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	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) discriminate sounds and words in a language ample for listening comprehension, b) pronounce words containing sounds related to the theme accurately for effective communication, c) acknowledge the importance of accurate pronunciation for effective communication. 	<ul style="list-style-type: none"> • Learners are guided to listen to a variety of audio materials and identify sounds (/ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ / ɪ/ /r/) words and expressions related to the theme. • Learners are guided to listen to a passages or dialogue read by the teacher and identify the sounds /ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ / ɪ/ /r/. • Learners are guided to use vocabulary related to the theme to construct a variety of sentences. • Learners are guided to use word with sounds /ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ / ɪ/ /r/ to form new words such as load, road, boy and toy. • Learners are guided to construct oral sentences using the language patterns; 	<ol style="list-style-type: none"> 1. Why should you pronounce sounds and words correctly? 2. How do you discriminate sounds and a language sample for listening comprehension?

			<p>verbs with two or more subjects.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to watch an audio-visual clip from the web offline or online and identify learnt sounds and words while learners with blindness are guided to listen to audio-visual clip. Provide a verbal description of the aspects that require sight in the video clip. • Learners are guided to role play and create a video using the learnt sounds and words. Learners with blindness be provided one on one support. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: A learner role-plays and creates a video clip using learnt sounds and words. • Digital literacy: A learner watches or listens to video and identifies words with target sounds. 				
<p>Pertinent and Contemporary Issues(s): Social cohesion: A learner works together with peers harmoniously in groups.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: A learner cooperates with peers to set up and watch/listen to video clips. • Love: A learner displays an attitude of care for others as they work in groups. 				
<p>Link to other learning areas: A learner relates the concept of pronunciation to their learning in all language areas.</p>				

Suggested learning resources:

- Recorded dialogue
- Audio-visual clip
- Digital devices with assistive technology
- Word cards
- Braille cards

Strand		Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
2.2 Reading		2.2.1 Intensive Reading: <i>Poems and Stories</i>	By the end of the Sub Strand the learner should be able to: a) read poems or stories related to the theme for comprehension, b) apply appropriate reading techniques to answer direct and indirect questions based on a poem or story for self-expression, c) acknowledge the importance of reading comprehension for lifelong learning.	<ul style="list-style-type: none"> ● Learners with low vision are guided to talk about pictures while learners with blindness pictures description and the title of a poem and story (featuring similes and sayings). ● Learners with low vision are guided to read a poem or story (featuring similes and sayings) from print with appropriate font size and colour contrast while learners with blindness from braille texts related to the theme for comprehension. ● Learners are guided to identify events in a poem or a story for logical and fluent flow. ● Learners are 	Why is it important to apply appropriate reading techniques while reading Poems and Stories?

				<p>guided to find new words and similes in a poem or story with peers.</p> <ul style="list-style-type: none">• Learners are guided to recite the poem and answer oral questions from poems and stories (featuring similes and sayings).• Learners are guided to participate in a readers' theater to read a passage.<ul style="list-style-type: none">• Learners are guided to discuss and role play events in a text based on the theme.• Learners with low vision are guided to watch while learners with blindness are guided to listen to an audio-visual clip related to the theme for specific information.	
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Core competencies to be developed:

- Self-efficacy: A learner identifies and talks about events in a story logically and fluently.
- Learning to learn: A learner uses appropriate reading techniques to answer questions appropriately.

Pertinent and Contemporary Issues(s):

Self-esteem: A learner gains confidence as they recite poems or stories with peers.

Values:

- Social cohesion: A learner fosters fairness and justice among peers during group activities
- Responsibility: A learner engages in assigned roles and duties diligently.

Link to other learning areas:

A learner links the concept of reading poems and songs to their learning in Kiswahili and Indigenous language activities.

Suggested learning resources:

- Audio-visual clip
- Digital devices with assistive technology
- Appropriate print and braille text

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
<p>2.3 Grammar in uses</p>	<p>2.3.1 Word Classes: <i>Regular and Irregular Nouns</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify plurals of regular and irregular nouns for effective communication,</p> <p>b) use plurals of regular and irregular nouns in spoken and written language for communication,</p> <p>c) complete puzzle using regular and irregular nouns for learning (learner with low vision),</p> <p>d) search for regular and irregular nouns from jumbled words for learning (learners with blindness),</p> <p>e) advocate the use of regular and irregular nouns in</p>	<ul style="list-style-type: none"> ● Learners are guided to give examples of regular and irregular nouns. ● Learners are guided to discuss the difference between regular and irregular noun as they work together. ● Learners are guided to pick out and write plurals of regular and irregular nouns from audio recording. ● Learners are guided to construct sentences using regular and irregular nouns in their plural forms. ● Learners are guided to look up regular and irregular nouns on the internet 	<ol style="list-style-type: none"> 1. How do we identify irregular nouns in a sentence? 2. How do you use plurals of regular and irregular nouns?

		communication.	<p>using digital devices with assistive technology and write them.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to create a puzzle using a list of regular and irregular nouns on a digital devices with appropriate assistive technology or exercise books. Learners with blindness are guided to search for regular and irregular noun from a jumbled words using a digital device with assistive technology or braille materials. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: A learner work in groups during discussions and sentence construction activities on regular and irregular nouns. • Learning to learn: A learner gains knowledge on nouns and applies it in making sentences as well as creating puzzles. 				
<p>Pertinent and Contemporary Issues(s): Peace education; a learner works together during group discussion on nouns.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Love: A learner empathizes and assists peers construct sentences and create puzzles using regular and irregular verbs. • Unity: A learners create word puzzles on digital devices with assistive 				

technology to learn about nouns in groups.

Link to other learning areas:

A connects the concept of plural forms of nouns to their learning in Kiswahili and Indigenous language activities.

Suggested learning Resources:

- Recorded audio-clip
- Digital device with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
2.4 Writing	2.4.1 Creative Writing: <i>Open ended Compositions</i>	By the end of the Sub Strand, the learner should be able to: a) express ideas on a given topic for effective communication, b) write an open ended composition creatively for self-expression, c) acknowledge the importance of creativity in writing for effective communication.	<ul style="list-style-type: none"> ● Learners are guided to discuss how to write a story on a given topic. ● Learners are guided to talk about the possible order of events in a given story. ● Learners are guided to write the first paragraph of a composition while observing the correct punctuation and spelling. ● Learners are guided to write the whole composition legibly and neatly, independently. ● Learners are guided to proof-read compositions with peers. ● Learners are guided to share their completed stories. ● Learners are guided to search and read written compositions online or offline using digital devices with assistive technology. 	<ol style="list-style-type: none"> 1. Why is it necessary to express thoughts and feelings clearly? 2. How do you make your story interesting?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner comes up with own stories for composition writing. ● Digital literacy: a learner uses digital devices with assistive technology to search for resources on guided compositions online. 				
<p>Pertinent and Contemporary Issues(s):</p>				

Social cohesion: a learner fosters tolerance and respect for one another during group activities.

Values:

- Integrity: a learner works hard to complete own compositions independently.
- Patriotism: a learner exhibits a sense of honesty and respect to the theme of family as a unit of national fabric.

Link to other learning areas:

A learner connects the aspect of guided composition writing to their learning in Kiswahili and indigenous languages activities.

Suggested learning resources:

- Samples of written composition in appropriate print
- Samples of written composition in braille
- Digital devices with assistive technology
- Punctuation marks cards.

3.0 ETIQUETTE				
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: <i>Polite Words and Phrases</i>	By the end of the Sub Strand, the learner should be able to: a) identify polite words and phrases in a conversation for communication, b) pronounce words and phrases containing sounds related to etiquette for effective communication, c) use appropriate words and phrases to show politeness in different contexts, d) acknowledge the importance of using polite words and phrases in different contexts.	<ul style="list-style-type: none"> • Learners are guided to listen to a variety of audio materials and identify sounds (/ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ /ɪ/ /r/), words and expressions related to the theme. • Learners are guided to listen to a passages or dialogue read by the teacher and identify the sounds /ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ /ɪ/ /r/. • Learners are guided to use vocabulary related to the theme to construct a variety of sentences. • In groups, learners are guided to use tongue twisters to practice the sounds /e/, /ei/, /p/ and b/, identify words and phrases containing the sounds /e/, /ei/, /p/ and /b/. • Learners are guided to listen to correct pronunciation of words and phrases related to etiquette and containing the sounds /e/, /ei/, 	How do we show politeness in communication?

			<p>/p/ and /b/ from a digital device with assistive technology.</p> <ul style="list-style-type: none"> • Learners are guided to practice saying words and phrases containing the sounds /e/, /ei/, /p/ and /b/. • In groups, learners with low vision are guided to use a word puzzle to find words and phrases containing the sounds learnt construct simple sentences using words related to the theme, write words containing the sounds /e/, /ei/, /p/ and /b/ from a dictation while learners with blindness use the jumbled words. • In groups, recite a poem featuring words related to etiquette. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner use tongue twisters to practice the sounds in groups. • Learning to learn: a learner uses appropriate words to construct sentences. 				
<p>Pertinent and Contemporary Issues:</p> <p>Social cohesion: a learner harmoniously works in groups when reciting a poem.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Love: a learner shows compassion as they recite a poem. • Respect: a learner appreciate individual differences when using word puzzles or jumbled words in groups. 				
<p>Link to other learning areas:</p> <p>A learner links the concept of learning pronunciation and vocabulary to all language activities</p>				

Suggested learning resources:

- Braille Cards
- Print word cards with appropriate font size and colour contrast
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.2 Reading</p>	<p>3.2.1 Intensive Reading: <i>Skimming and Scanning</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) read a text of about 300 words for comprehension, b) apply appropriate reading skills when reading a text of about 300 words to obtain both factual and inferential information, c) acknowledge the importance of intensive reading in their day-to-day life. 	<ul style="list-style-type: none"> • Learners with low vision are guided to read a variety of print texts while learners with blindness braille text of about 300 words. • Learners are guided to identify the flow of events in a story or a passage of about 300 words. • Learners are guided to answer factual and inferential questions from a text of about 300 words. • Learners are guided to infer the meaning of vocabulary from contexts. • Learners are guided to skim through a digital text of about 300 words focusing mainly on the title and illustrations. • Learners with low vision are guided to scan for information such as words and answer questions from appropriate print while learners with blindness from braille or digital text. • Learners are guided to skim or scan a comic, magazine, newspaper or age appropriate reader. • In groups, learners are guided to discuss and role play events in texts based on the theme. 	<p>Why should you apply appropriate reading skills when reading a text?</p>

			Learners with blindness be given one on one support.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Communication and collaboration: learners work with peers during a group discussion or role play. ● Digital literacy: a learner interacts with digital devices with assistive technology to read texts. 				
Pertinent and Contemporary Issue (s):				
Citizenship-Social cohesion: learners work with peers peacefully during group activities.				
Values:				
<ul style="list-style-type: none"> ● Peace: a learner uses polite language and etiquette to avoid hurting others during group discussions and role play. ● Respect: a learner demonstrates etiquette when dealing with peers in class. 				
Link to other learning activities:				
A learner connects the concept of etiquette and politeness to their learning to all areas in life ties				
Suggested learning resources:				
<ul style="list-style-type: none"> ● Digital devices with assistive technology ● Print text ● Braille text ● Class reader, comic magazine, newspaper 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.3 Grammar in use</p>	<p>3.3.1 Language pattern: <i>Enough + Nominal + Infinitive/A lot/a lot of.</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify sentences with the pattern enough + nominal + infinitive and a lot/a lot of from a written text,</p> <p>b) use the language pattern in sentences correctly for fluency in speech,</p> <p>c) respond to questions on the language patterns in written communication,</p> <p>d) acknowledge the importance of language structures for effective communication.</p>	<ul style="list-style-type: none"> • Learners are guided to identify lines from the poem that have the language patterns enough + nominal + infinitive and a lot/a lot of. • Learners are guided to construct sentences related to the theme using the language patterns enough + nominal + infinitive and a lot/a lot of... with peers. • Learners are guided to complete a written exercise based on the language patterns enough + nominal + infinitive and a lot/a lot of. • Learners recite a poem with the pattern enough + nominal + infinitive and a lot/a lot of... related to the theme with etiquette. 	<ol style="list-style-type: none"> 1. Why should we use correct sentences in our speech or Writing? 2. How do we write sentences correctly?

Core competencies to be developed:

- Communication and collaboration: a learner makes their own sentences using appropriate language structures correctly.
- Self-efficacy: a learner gains confidence to recite poems before peers.

Pertinent and Contemporary Issues(s):

Peaceful co-existence: a learner interacts and socializes with peers with ease when working in groups.

Values:

- Respect: a learner tolerates individual differences as peers recite poems.
- Integrity: a learner demonstrate commitment to tasks individually or when working with peers.

Link to other learning areas:

A learner relates the concept of language structures with their learning in Kiswahili and Indigenous Languages activities.

Suggested learning resources:

- Sample poems

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	3.4.1 Handwriting 3.4.2 Braille writing <i>Legibility and Neatness</i>	By the end of the Sub Strand, the learner should be able to: a) write scripts legibly and neatly in print/braille for clarity of communication, b) apply accurate and consistent spelling in print/braille script for fluency in writing, c) advocate the use of accurate and consistent spelling in a variety of print/braille scripts for effective communication, d) use appropriate writing materials in writing, e) design letters letter signs for legibility and neatness, f) acknowledge the importance of neat handwriting in their day today communication.	<ul style="list-style-type: none"> • Learners are guided to use appropriate writing materials (pencil first and then a pen) for learners with low vision while learners with blindness write appropriately first using slate and stylus then braille machine. • Learners with low vision are guided to write lower and upper case letters neatly and legibly while learners with blindness is guided to use dot six appropriately to differentiate uppercase and lower case letter. • Learners with low vision are guided to pay attention to consistent letter size and height, direction of strokes such as dots, tails, crossbars, curves and differences in letter orientation like ‘d and ‘b, while learner with blindness is guided to practice writing braille uppercase and lowercase letters neatly and legibly. 	<ol style="list-style-type: none"> 1. How does being unable to read other people’s work make you feel? 2. Why should you ensure your written work is easy to read?

			<ul style="list-style-type: none"> • In groups, learners are guided to write silent letters in words and phrases such as ‘please listen’ ‘I beg your pardon’, ‘may I borrow your watch’. • Learners are guided to look up for words and find the correct spelling from a digital device with assistive technology. • Learners are guided to consistently use the correct spelling of words with blends and double consonants. 	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration: a learner makes their own sentences using appropriate language structures correctly. • Self-efficacy: a learner gains confidence to recite poems before peers. 				
Pertinent and Contemporary Issues(s):				
Peaceful co-existence: a learner interacts and socializes with peers with ease when working in groups.				
Link to Values:				
<ul style="list-style-type: none"> • Respect: a learner tolerates individual differences as peers recite poems. • Integrity: a learner demonstrate commitment to tasks individually or when working with peers. 				
Link to other learning areas:				
A learner relates the concept of language structures with their learning in Kiswahili and Indigenous Languages activities.				
Suggested learning resources:				
<ul style="list-style-type: none"> • Sample poems 				

4.0 ACCIDENTS: FIRST AID				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
4.1 Listening and speaking	4.1.1 Pronunciation and Vocabulary: <i>Word Stress</i>	By the end of the Sub Strand, the learner should be able to: a) identify stress in words for effective communication, b) pronounce words related to the theme for effective communication, c) use vocabulary related to the theme in a variety of contexts for speech clarity, d) advocate the use stress in a variety of contexts for communication.	<ul style="list-style-type: none"> • Learners are guided to recite short rhythmic poems. • Learners are guided to say tongue twisters to practice the sounds /ɒ/ eɪ/ /aɪ/ and the consonant clusters ‘sn’ ‘tr’ ‘st’. • Learners are guided to identify words containing the sounds /ɒ/ eɪ//aɪ/ and the consonant clusters ‘sn’ ‘tr’ ‘st’. • Learners are guided to say words related to the theme using the correct stress, (<i>’object, ob’ject</i>). • Learners are guided to construct sentences with words whose meaning may be distinguished through word stress. • Learners are guided to construct sentences using vocabulary related to the theme. • Learners are guided to listen to the correct pronunciation of 	<ol style="list-style-type: none"> 1. Why should we learn new words? 2. How do we pronounce sounds and words correctly?

			<p>words whose meaning is contrasted by stress from an audio or phone recordings.</p> <ul style="list-style-type: none"> • Learners are guided to record themselves practicing word stress and present the recording to the whole class. Learners with blindness to use digital devices with assistive technology and get support from peers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner says sentences containing words whose meaning is contrasted by stress. • Digital literacy: a learner learns applying correct stress in words from digital devices with assistive technology and platforms. • Self-efficacy: a learner applies stress in words accurately in presentations. 				
<p>Pertinent and Contemporary Issues(s):</p> <p>Safety and security education: a learner is exposed to things that potentially cause accidents in the theme of accidents and first aid.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Love: a learner assists peers to pronounce words accurately and record themselves. • Responsibility: a learner takes a role as they participate in recording activities. 				
<p>Link to other learning areas:</p> <p>A learner connects the concept of pronunciation and stress to their learning of language areas.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Braille cards • Print word cards with appropriate font size and colour contrast • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
4.2 Reading	4.2.1 Intensive Reading: <i>Visuals</i>	<p>By the end of the Sub Strand learner should be able to:</p> <p>a) read visuals/pictures interpretation in print and digital formats for information, (low vision)</p> <p>b) listen to verbal descriptions of the visuals/ pictures interpretation in print and digital formats,</p> <p>c) interpret visual media appropriately for comprehension,</p> <p>d) acknowledge the importance of visual media for lifelong learning.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to read age appropriate digital texts in different formats such as audio, video and animated stories. ● Learners with low vision are guided to watch cartoons, mimes, pictures, photographs, comics while learners with blindness are guided to listen to picture descriptions of cartoons from a digital device with assistive technology and picture descriptions. ● In groups, learners are guided to interpret visuals, audio-visuals and discuss. ● Learners with low vision are guided to predict happenings in cartoons or comics and write down their thoughts while learners with blindness make predictions from picture descriptions. ● Learners with low vision are 	<ol style="list-style-type: none"> 1. Why should we learn new words? 2. How do we pronounce sounds and words correctly?

			<p>guided to conduct virtual tours on google maps and find the direction of various places on the map while learners with blindness use appropriate digital devices with assistive technology.</p> <ul style="list-style-type: none"> • Learners with low vision use google maps, digital maps and printed maps while learner with blindness use google maps, digital maps using devices with assistive technology and tactile maps to give directions. • Learners with low vision is guided to locate information from a simple map while learner with blindness is guided to manipulate tactile maps and make short sentences using terms like north, south, east and west. For example, 'The sun rises in the east.' 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: a learner uses google maps in finding directions of places. • Learning to learn: a learner interprets visual/audio -visual media appropriately. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: a learners work together with peers as they discuss and interpret visuals/ audio-visuals. • Love: a learner appreciates viewing /manipulating and interpreting visual/ audio-visuals in groups. 				

Pertinent and Contemporary Issues(s):

Self-esteem: a learner interpret visual/audio-visuals independently for information and directions in their daily experiences

Link to other learning areas:

A learner relate the concept of reading and interpreting visuals /audio-visuals with their learning in science and Social Studies.

Suggested learning resources:

- Digital devices with assistive technology
- Visual, audio-visuals
- Google maps, digital maps, tactile maps

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
4.3 Grammar in use	Pronouns: <i>Personal and Possessive pronouns</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify personal and possessive pronouns used as subjects and objects for communication,</p> <p>b) use personal and possessive pronouns correctly as subject and object for self-expression,</p> <p>c) acknowledge the importance of personal and possessive pronouns in communication.</p>	<ul style="list-style-type: none"> • Learners are guided to identify personal and possessive pronouns used as subjects and objects in sentences with peers. • Learners with low vision discuss pictures on the theme using personal and possessive pronouns while learners with blindness listen to pictures descriptions on the theme and use personal and possessive pronouns. • Learners are guided to construct sentences about the theme using personal and possessive pronouns as subjects and objects. • Learners are guided to create a list of sentences containing pronouns and key them in on a digital device with assistive technology and share with friends via email or printed pages with 	<ol style="list-style-type: none"> 1. How do you identify personal and possessive pronouns in a sentence? 2. Why is it important to use personal and possessive pronouns in communication?

			<p>appropriate font sizes and colour contrast/braille.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to watch while learners with blindness listen to an audio visual with games where personal possessive pronouns have been used. • In groups, learners with low vision are guided to read a newspaper, magazine or poem with appropriate font size among others while learners with blindness read a newspaper, magazine or poem using digital devices with assistive technology or braille material. • Learners are guided to identify personal and possessive pronouns and type them on a word processor, mobile device with assistive or tablet. Learners with blindness read braille materials or 	
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			poems among others.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Digital literacy: a learner practices keying in sentences on a digital device with assistive technology and shares with friends via email. ● Communication and collaboration: a learner construct sentences orally with peers. ● Self-efficacy: a learner gains confidence and high self-esteem when working individually. 				
Values:				
<ul style="list-style-type: none"> ● Responsibility: a learner discovers causes of minor accidents and the first aid procedures to be applied. ● Love: a learner share experiences about accidents and how first aid procedures are undertaken to help survivors 				
Pertinent and Contemporary Issues(s):				
Digital safety: a learner use digital devices to access and share information online.				
Link to other learning areas:				
<ul style="list-style-type: none"> ● A learner connects the concept of personal safety and first aid to their learning in Home Science and Science and Technology Activity areas. 				
Suggested Learning resources:				
<ul style="list-style-type: none"> ● Audio-visual ● Digital device with assistive technology ● Braille/braille material ● Print magazines/newspapers with appropriate font size and colour contrast 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
4.3 Grammar in use	4.3.1 Pronouns: <i>Personal and Possessive pronouns</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify personal and possessive pronouns used as subjects and objects for communication, b) use personal and possessive pronouns correctly as subject and object for self-expression, c) acknowledge the importance of personal and possessive pronouns in communication. 	<ul style="list-style-type: none"> • Learners are guided to identify personal and possessive pronouns used as subjects and objects in sentences with peers. • Learners with low vision discuss pictures on the theme using personal and possessive pronouns while learners with blindness listen to pictures descriptions on the theme and use personal and possessive pronouns. • Learners are guided to construct sentences about the theme using personal and possessive pronouns as subjects and objects. • Learners are guided to create a list of sentences containing pronouns and key them in on a digital device with assistive technology, share with friends via email, or printed pages with appropriate font sizes and color/braille. • Learners with low vision are 	<ol style="list-style-type: none"> 1. How do you identify personal and possessive pronouns in a sentence? 2. Why is it important to use personal and possessive pronouns in communication?

			<p>guided watch while learners with blindness listen to an audio visual with games where personal possessive pronouns have been used.</p> <ul style="list-style-type: none"> ● In groups, learners with low vision are guided to read a newspaper, magazine or poem with appropriate font size among others. ● Learners identify personal and possessive pronouns and type them on a word processor, mobile device with assistive technology or tablet while learners with blindness read braille materials or poems among others to identify personal and possessive pronouns and then use digital devices with appropriate assistive technology to type them on a word processor, mobile device or tablet. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: a learner practices keying in sentences on a digital device with assistive technology and shares with friends via email. ● Communication and collaboration: a learner construct sentences orally with peers. ● Self-efficacy: a learner gains confidence and high self-esteem when working individually. 				

Values:

- **Responsibility:** a learner discovers causes of minor accidents and the first aid procedures to be applied.
- **Love:** a learner share experiences about accidents and how first aid procedures are undertaken to help survivors

Pertinent and Contemporary Issues(s):

- **Digital safety:** a learner use digital devices with assistive technology to access and share information online.

Link to other learning areas:

- A learner connects the concept of personal safety and first aid to their learning in Home Science and Science and Technology learning areas.

Suggested Learning resources:

- Audio-visual
- Digital device with assistive technology
- Braille material
- Print magazines/newspapers with appropriate font size and type

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
4.4 Writing	4.4.1 Guided Composition: <i>Friendly Letter/SMS</i> (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the key parts of a friendly letter in preparation for writing, b) write a friendly letter using the correct format for effective communication, c) send an SMS correctly for effective communication, d) appreciate the role of friendly letters and SMS in a variety of communication contexts.	<ul style="list-style-type: none"> • Learner are guided to discuss how to write an SMS using digital devices with assistive technology and the correct format of a friendly letter with peers (such as address, date, ending, telephone numbers, sender and receiver.) • Learners are guided to write a friendly letter using the correct format - such as letters to siblings, parents and friends. • In groups, learners are guided to practice writing friendly letters and an SMS with peers. • Learners are guided to use mobile phones with assistive technology to write friendly letters and an SMS to one another on the given theme. 	<ol style="list-style-type: none"> 1. Why do you pass information to others? 2. How do you pass information to your friends?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: a learner discusses with peers how to write an SMS using the correct format. • Self-efficacy: a learner gains confidence in learning to express themselves through writing letters and SMS. 				
Values: <ul style="list-style-type: none"> • Unity: a learner cooperates with peers as they discuss letter writing through SMS. 				

- Integrity: a learner displays honesty when using a mobile phone.

Pertinent and Contemporary Issues(s):

Creativity and critical thinking: a learner writes a friendly letter using the correct format effectively.

Link to other learning areas:

A learner relates the skill of letter writing to French and Kiswahili activities.

Suggested learning resources:

- Digital devices with assistive technology like: mobile phones, laptops.

5.0 NUTRITION – BALANCED DIET

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
5.1 Listening and Speaking	5.1.1 Pronunciation and vocabulary: <i>Listening Comprehension/ Pattern (noun phrase + would like to be...)</i>	By the end of the Sub Strand, the learner should be able to: a) listen actively to a variety of texts to gain information, b) apply vocabulary related to the theme in a variety of contexts for effective communication, c) use the language pattern correctly for effective oral communication, d) enjoy listening to a variety of texts for information.	<ul style="list-style-type: none"> ● Learners are guided to listen to audio-visual recordings of songs, stories and passages featuring the sounds /ʊ/ /u:/ /æ/ /f/ /v/. ● Learners are guided to respond to questions from listening comprehension. ● Learners are guided to construct sentences related to a story or listening comprehension using the language pattern, (<i>noun phrase + would like to be ...</i>). ● Learners are guided to retell the story they have listened. ● Learners are guided to respond to questions based on the text. ● In groups, learners are 	<ol style="list-style-type: none"> 1. Why do we listen carefully? 2. How do we improve our pronunciation?

			<p>guided to dramatize sections of a story for comprehension.</p> <ul style="list-style-type: none"> Learners are guided to discuss the lesson learnt from a story. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: a learner participates in sharing their thoughts when discussing in pairs. Critical thinking and problem solving: a learner draws conclusions from the listening text. 				
<p>Values:</p> <p>Love: a learner portrays a caring attitude to special groups of people that require meals with diverse nutritional value.</p>				
<p>Pertinent and Contemporary Issues(s):</p> <p>Prevention of lifestyle or non-communicable diseases: a learner gets informed on a balanced diet and varied nutritional needs.</p>				
<p>Link to other learning areas:</p> <p>A learner relates the theme of nutrition to their learning in Home Science and science and technology activities.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> Audio-visual recording 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
5.2 Reading	5.2.1 Extensive Reading: <i>Independent Reading</i>	By the end of the Sub Strand, the learner should be able to: a) select appropriate reading materials for lifelong learning, b) read a variety of familiar materials independently to build reading speed and fluency, c) apply appropriate strategies to read independently for information and enjoyment, d) acknowledge the importance of independent reading in lifelong learning.	<ul style="list-style-type: none"> ● Learners are guided to select age - appropriate and high- interest reading materials such as narratives, poems, newspapers and magazines in print, braille or electronic formats from digital devices with assistive technology. ● Learners are guided to set up an after-school club where they meet on a regular basis and read varied texts. ● In groups, learners are guided to retell the stories they have read. Share opinions and reflections on the texts they have read. ● Learners are guided to use materials in the classroom to read extensively. ● Learners are guided 	<ol style="list-style-type: none"> 1. Why do we read widely? 2. How do you select appropriate reading materials?

			to read texts quietly or silently for pleasure.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Digital literacy: a learner uses selected reading materials from electronic sources. • Learning to learn: a learner applies extensive reading strategies in their language clubs. 				
Pertinent and Contemporary Issues(s):				
Life skill: a learner reads a variety of materials to build speed and fluency.				
Values:				
<ul style="list-style-type: none"> • Responsibility: a learner engages diligently in assigned duty. • Love: a learner respects other learners' opinions when reading. 				
Link to other learning areas:				
A learner links the concept of reading to Kiswahili and Indigenous language activities.				
Suggested learning resources:				
<ul style="list-style-type: none"> • Braille material • Prints reference material with appropriate font size and colour contrast • Electronic formats of poems • Newspaper and magazines 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
5.3 Grammar in use	5.3.1 Parts of Speech: <i>Regular and Irregular Adjectives</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe items using comparative forms of both regular and irregular adjectives for effective communication,</p> <p>b) use adjectives of size and shape in their right order for clarity of communication,</p> <p>c) advocate for the use of adjectives for effective communication.</p>	<ul style="list-style-type: none"> ● Learners are guided to describe items using the comparative forms of regular and irregular adjectives. ● In groups, learners are guided to collaboratively talk about various items in the classroom using adjectives. ● Learners are guided to identify adjectives from an audio or written text. ● In groups, learners are guided to use adjectives in the correct order in sentences. ● Learners are guided to write correct sentences using comparative forms of adjectives in their right order. ● Learners are guided to write sentences using adjectives on tablet 	<ol style="list-style-type: none"> 1. How do we use adjectives of size and shape in the right order? 2. How are comparative forms of both regular and irregular adjectives used to describe items?

			<p>computers and other digital devices with assistive technology.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to use adjectives to talk about scenes, pictures while learners with blindness picture descriptions or comics based on the themes. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner uses adjectives correctly in sentences as they interact with peers in groups. • Self-efficacy: a learner gains confidence when using adjectives accurately in day to day communication. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: a learner performs activities such as identifying and discussing adjectives in groups. • Responsibility: a learner takes personal initiative to complete assigned roles. 				
<p>Pertinent and Contemporary Issues(s):</p> <p>Health education: a learner gets information on lifestyle diseases through the theme of balanced diet.</p>				
<p>Link to other learning areas:</p> <p>A learner connects the concept of comparative adjectives to the learning in English and Kiswahili activities.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Digital devices with assistive technology • Tablets, computers • Audio clip 				

- Written texts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
5.4 Writing	5.4.1 Creative Writing: <i>Narrative Compositions</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe the parts of a narrative composition in preparation for writing,</p> <p>b) organize thoughts fluently, clearly and precisely in a coherent paragraph for self-expression,</p> <p>c) create a narrative composition of about 60-80 words for self-expression,</p> <p>d) acknowledge the role of creativity in writing for different purposes.</p>	<ul style="list-style-type: none"> ● In pairs, learners are guided to identify parts of a narrative from an audio visual or printed/braille text. ● In groups, learners are guided to plan a composition, write a draft and present it to the whole class. ● Learners are guided to use similes to make their compositions interesting. ● Learners are guided to create their own similes and use them in their composition. ● Learners are guided to write a narrative composition of about 60-80 words and incorporate similes. ● Learners is guided to rearrange jumbled up sentences from an oral narrative into coherent paragraphs. ● Learners are guided to listen to a narrative on radio or 	<ol style="list-style-type: none"> 1. Why is planning important in composition writing? 2. How do you write an interesting composition?

			<p>television and rewrite it in their own words.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to watch while learners with blindness listen to a story then dramatize the story related to the theme (could be from a digital device with assistive technology). • Learners are guided to visit a supermarket, food store or grocery store in the school neighborhood and write a narrative composition based on that experience. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner work together in writing a composition and presenting it in class. • Digital literacy: a learner uses digital devices with assistive technology to access and share information online. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: a learner interacts when working in groups. • Responsibility: a learner takes a positive initiative in writing a composition. 				
<p>Pertinent and Contemporary Issues(s): Sensitization on lifestyle and communicable diseases: a learner writes composition based on the theme Balance Diet</p>				
<p>Link to other learning areas: A learner relates the concept of writing a narrative to learning Kiswahili and French activities.</p>				
<p>Suggested learning resources:</p>				

- Radio, television
- Sample of written composition,
- Realia like; fruits, eggs bread
- Audio-visual clip

6.0 INTERNET-EMAIL				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
6.1 Listening and Speaking	6.1.1 Pronunciation and Vocabulary: <i>Stress and Intonation</i>	By the end of the Sub Strand, the learner should be able to: a) identify correct stress and intonation in ‘WH’ questions, other questions and statements for clarity in speech, b) use correct stress and intonation in questions and statements to communicate clearly, c) use vocabulary related to the theme in a variety of contexts for effective oral communication, d) acknowledge the importance of varying intonation in communication.	<ul style="list-style-type: none"> • Learner with low vision is guided to watch while learner with blindness listen to an audio-visual recording of words featuring the sounds /ʊ/ /u:/ /f/ /v/ Learners with blindness be given verbal descriptions of the aspects that require sight in the video. • Learners are guided to listen to correct stress in words such as address, increase among others (whether noun or verb) as modeled by the teacher. • Learners are guided to listen to correct intonation in questions and statements to identify a speaker’s feelings. • Learners are guided to recite a poem featuring ‘WH’ questions and declaratives 	<ol style="list-style-type: none"> 1. Why do we vary our voice when asking questions? 2. Why is good pronunciation of words and sounds important in communication?

			collaboratively. <ul style="list-style-type: none"> • Learners are guided to vary intonation when uttering questions and statements. • Learners are guided to construct sentences orally with peers using vocabulary related to the theme. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: a learner recites poems in groups. • Self-efficacy: a learner achieves correct stress and intonation in speech. 				
Pertinent and Contemporary Issues(s): <ul style="list-style-type: none"> • Digital safety: a learner uses and manipulates digital devices with assistive technology to learn correct stress and intonation. 				
Values: <ul style="list-style-type: none"> • Responsibility: a learner takes initiative of creating sentences using vocabulary individually. • Love: a learner shows care when assisting peers using correct stress and intonation in sentences 				
Link to other learning areas: A learner connects the concept of articulation with the learning in Kiswahili and Music activities.				
Suggested learning resources: <ul style="list-style-type: none"> • Audio- visual recording • Print materials with appropriate font size and colour contrast • Digital and online dictionaries 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
6.2 Reading	6.2.1 Intensive Reading: <i>Dialogue</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify parts of a dialogue from a printed text for learners with low vision, b) identify parts of a dialogue from a braille text for learners with blindness, c) read a variety of dialogues related to email and the internet for comprehension, d) apply appropriate intensive reading skills to obtain specific factual and inferential information for lifelong learning, e) acknowledge the importance of reading 	<ul style="list-style-type: none"> • Learners are guided to listen to an audio recorded dialogue and identify the parts of dialogue (introduction, main body and conclusion). • Learners with low vision are guided to make predictions from a dialogue about events based on picture while learners with blindness pictures descriptions and the title. • In pairs, learners are guided to locate new words and sentence structures in a dialogue. • Learners with low vision are guided to read a variety of dialogues related to the theme in print sources with appropriate font size and colour contrast while learners with blindness braille sources or from 	<ol style="list-style-type: none"> 1. How do we obtain factual and inferential from dialogue? 2. How do we apply appropriate intensive reading skills to obtain specific factual and inferential information from dialogue?

		for purposes comprehension and communication.	digital sources. <ul style="list-style-type: none"> • Learners are guided to identify events in a dialogue for logical flow. • Learners with low vision are guided to watch while learners with blindness listen to audio-visual clip of a person writing an email. Learners with blindness to use appropriate digital device with assistive technology. • Learner are guided to answer factual and inferential questions. • In pairs, learners are guided to retell stories related to the theme. 	
Core Competencies to be developed;				
<ul style="list-style-type: none"> • Self-efficacy: a learner uses appropriate intensive reading skills to obtain factual and inferential information. • Learning to learn: a learner watches or listens to audio visual clip of a person writing an email. 				
Pertinent and Contemporary Issues(s):				
Safety and security: a learner takes precautions when using the internet.				
Value:				
<ul style="list-style-type: none"> • Responsibility: a learner takes up specific roles during story telling. • Patriotism: a learner identifies events in a dialogue relating to patriotism. 				
Link to other learning areas:				

A learner relates the concept on the internet to learning in Science and Technology activities.

Suggested learning resources:

- Audio recorded dialogue
- Audio-visual clip
- Digital devices with assistive technology
- Print materials with appropriate font size and colour contrast
- Braille books and digital books

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key inquiry questions.
6.3 Grammar in use	6.3. 1 Word Class: <i>Quantifiers</i>	By the end of the Sub Strand, the learner should be able to: a) identify quantifiers and nouns for effective communication, b) use quantifiers in sentences correctly for communication clarity, c) acknowledge the correct use of quantifiers in everyday communication.	<ul style="list-style-type: none"> ● Learners are guided to select countable and uncountable nouns from a list provided by the teacher. ● Learners are guided to use the quantifiers (<i>much, many, some and any</i>) correctly with nouns and construct sentences. ● In groups, learners are guided to recite poems and rhymes containing the quantifiers (<i>much, many, some and any</i>). ● Learners with low vision are guided to fill in blank spaces using correct quantifiers while learners with blindness is guided to complete the sentences using correct quantifiers. ● Learners are guided to use appropriate digital devices with assistive technology to compose a short poem or a paragraph featuring the quantifiers (<i>much, many, some and any</i>). ● In groups, learners are guided to use the quantifiers (<i>much, many,</i> 	<ol style="list-style-type: none"> 1. How do we use quantifiers and nouns in a sentence? 2. Why are quantifiers and nouns important in communication?

			some <i>and any</i>) in a role play or a dialogue together.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Critical thinking and problem solving: a learner composes poems and paragraphs using their own ideas. • Digital literacy: a learner manipulates digital devices with assistive technology when downloading and composing poems. 				
Pertinent and Contemporary Issues(s):				
Citizenship-Social cohesion: a learner uses quantifiers in sentences during group tasks.				
Values:				
<ul style="list-style-type: none"> • Unity: a learner recites poems and role play dialogues in groups. • Love: a learner demonstrates care to peers when assisting them to recite a poem. 				
Link to other learning areas:				
A learner relates the concept of quantifiers to learning in mathematics activities				
Suggested learning resources:				
<ul style="list-style-type: none"> • Samples of written poems • Word cards with appropriate font size and colour contrast • Braille cards • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
6.4 Writing	6.4.1 Creativity Writing: <i>Pictorial Compositions</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) explain the sequence of events from pictures/picture descriptions,</p> <p>b) organize pictures/ pictures description in a logical sequence to write pictorial compositions of about 60-80n the theme,</p> <p>c) write a pictorial composition / description of about 60-80 words on the theme for effective communication,</p> <p>d) acknowledge the use of a wide range of pictures to write pictorial compositions on different topics for communication.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to explain sequence of events based on pictures while learners with blindness <i>pictures descriptions</i> from online and offline sources collaboratively. Learners with blindness to be guided to use appropriate digital devices with assistive technology. ● Learners are guided to pick out common sayings from a text and write them in exercise book, braille <i>papers or word processor</i>. ● Learners with low vision are guided to use pictures while learners with blindness pictures descriptions <i>from</i> online and offline sources to write a pictorial composition of 60-80 words based on the theme. ● In groups, learners are guided to discuss pictures/ <i>pictures descriptions</i> and write pictorial compositions of about 60-80 words. 	<ol style="list-style-type: none"> 1. How do we describe pictures or picture description? 2. Why is correct interpretation of pictures or picture description necessary when writing pictorial/descriptive compositions?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to use sayings to make their compositions interesting. ● Learners with low vision are guided to watch while learners with blindness listen to a variety of audio-visuals clips related to the theme and write 1 compositions collaboratively about them. ● Learners are guided to generate a wide range of picture/picture description from the internet and write composition together. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner discuss and use pictures to write composition in groups. ● Digital literacy: a learner uses digital devices with assistive technology to view pictures/ read picture descriptions online and write compositions. 				
<p>Pertinent and Contemporary Issues(s): Cyber Safety: a learner use the internet responsibly to access pictures/picture descriptions and visual/ audios for composition writing.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learners discuss pictures/ picture description and watch/listen to videos related to the theme. ● Respect: a learner engages with peers mutually and accommodates others opinions on pictorial composition. 				
<p>Link to other learning areas: A learner relates the concept of pictorial compositions to their learning in Kiswahili, social studies activities.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Audio-visual clips 				

- Pictures or picture descriptions
- Digital devices with assistive technology
- Exercise book
- Braille paper or word processor

7.0 TECHNOLOGY- CYBER SAFETY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
7.1 Listening and Speaking	7.1.1 Pronunciation and Vocabulary: <i>Interactive Listening</i>	By the end of the Sub Strand, the learner should be able to: a) identify words related to the theme with targeted sounds actively in a two-way conversation (turn taking) in various settings for self-expression, b) apply vocabulary related to the theme in different settings for clarity of speech, c) use the present and past tense correctly in a two-way dialogue for communication, d) acknowledge the importance of turn taking in oral communication.	<ul style="list-style-type: none"> • Learners are guided to listen to the sounds /εə/ /j/ /dʒ//ʒ/ from an audio text and then say them aloud. • In pairs, learners are guided to listen to an introduction of a dialogue and predict event from an audio text. • In groups, learners are guided to act out a dialogue featuring vocabulary with the sounds /εə/ /j/ /dʒ//ʒ/. • Learners are guided to construct sentences using present and past tense. • Learners are guided to apply facial expressions/ tonal variations and gestures appropriately while reciting choral verses. Learners with blindness be given one on one demonstration and verbal instructions that 	<ol style="list-style-type: none"> 1. Why is it important to listen to others attentively when they are speaking? 2. How do we contact a dialogue?

			<p>require the use of sight.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to record one another when performing a choral verse or short dialogue. Learners with blindness be given one on one support in recording. • Learners with low vision are guided to watch while learners with blindness listen to audio-visual recordings of short interviews and then conduct a role play with others. • In groups, learners are guided to take turns during an oral interview, discussion or debate in class. • Learners is guided to participate in a debate, interview or discussion on social media. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner participate effectively in a two-way conversation featuring vocabulary with the target sounds. • Digital literacy: a learner uses social media to share views on debates and watch /listen to interviews. 				
<p>Pertinent and Contemporary Issues(s):</p>				

Cyber safety: a learner uses the internet responsibly and with integrity to watch/listen to interviews.

Values:

- Unity: a learner performs tasks such as debates, interviews and role playing a dialogue in groups.
- Respect: a learner take turns during an oral interview, discussion or debate.

Link to other learning areas:

A learner connects the concept of articulation with the learning in Kiswahili and Music activities.

Suggested learning resources:

- Audio-visual clip
- Audio text
- Recorder
- Audio recordings
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
7.2 Reading	7.2.1 Extensive Reading: <i>Narratives/Poems</i>	By the end of the Sub Strand, the learner should be able to: a) identify proverbs from stories in grade reader's effective communication, b) read a variety of materials (narratives, poems, graded readers) for lifelong learning, c) demonstrate independent reading of a variety of materials (narratives, poems, graded readers) for information, d) acknowledge the importance of independent reading in a variety of contexts for enjoyment.	<ul style="list-style-type: none"> ● In groups, learners are guided to identify and discuss proverbs used in graded readers. ● Learners with low vision are guided to select appropriate and high-interest reading print with appropriate font size and colour contrast while learners with blindness braille and electronic materials related such as narratives, poems and graded readers. ● Learners are guided to select and read graded readers independently for pleasure. ● Learners are guided to set up an after school club where they meet on a regular basis to read extensively. ● In groups, learners are guided to retell the stories they have read. 	<ol style="list-style-type: none"> 1. Why is independent reading important? 2. How do you remember what you have read?

			<ul style="list-style-type: none"> • In groups, learners guided to share opinions and reflections on the texts they have read. 	
<p>Core competencies to be developed: Communication and collaboration: a learner exchange ideas during school reading clubs.</p>				
<p>Pertinent and Contemporary Issues(s):</p> <ul style="list-style-type: none"> • Safety and security education: a learner inculcated through the theme of cyber safety. • Self-awareness: a learner shares opinions and reflections. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: a learner appreciates opinions of others when sharing reflections on the text. • Integrity: a learner displays honesty when selecting appropriate reading material. 				
<p>Link to other learning areas: A learner relates the theme to learning in Science and Technology activities</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Appropriate print materials • Braille reference materials 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
7.3 Grammar	7.3.1 Tense: <i>Present and Past Continuous Tense</i>	By the end of the Sub Strand, the learner should be able to: a) identify the present and past continuous forms of the verb in oral and written texts for communication, b) use the present and past continuous tense correctly in oral and written contexts for self-expression, c) acknowledge the role of the present and past continuous tense in communication.	<ul style="list-style-type: none"> ● Learners are guided to listen to a radio or TV programme and identify the present and past continuous forms. ● Learners are guided to give examples of actions in the present and past continuous tense. ● In groups, learners are guided to use a given list of verbs to form sentences in the present and past continuous tense. ● Learners with low vision are guided to watch while learners with blindness listen to audio-visual and write examples of the present and past continuous tense in a notebook or braille paper. ● Learners are guided to role-play or simulate an event in which they use the present and past 	<ol style="list-style-type: none"> 1. Why are tenses important in writing? 2. How do we tell an action is happening or has happened?

			<p>continuous forms. Learners with blindness are given one on one demonstrations on the roles they are to play.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to identify present and past continuous forms from a newspaper with appropriate print, internet or magazine article. • Learners with blindness to use digital devices with assistive technology. • Learners are guided to complete sentences using words in their present and past continuous tenses correctly. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: a learner confidently uses present and past continuous forms in sentences correctly. • Learning to learn; a learner identifies present and past continuous forms from newspaper and magazine, braille materials, articles. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: a learner takes up roles during role play and simulation activities with peers. • Integrity: a learner observes honesty when searching for information in newspaper or magazines, braille materials, articles. 				
<p>Pertinent and Contemporary Issues(s):</p> <p>Digital safety: a learner uses and manipulates digital devices to watch/ listen to a video or listen to programs featuring tenses.</p>				

Link to other learning areas:

A learner connects the concept of past and present tense to the learning in Kiswahili activities.

Suggested learning resources:

- Audio-visual clip
- Radio, TV
- Notebook, braille paper
- Digital devices with assistive technology
- Appropriate print reference materials
- Magazines
- Braille and print materials.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
7.4 Writing	7.4.1 Punctuation: Full Stop/Capital Letters	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify commonly used punctuation marks in written texts for effective communication, b) use full stops and capital letters correctly in written texts for communication clarity, c) acknowledge the role of punctuation marks in various contexts for writing fluency. 	<ul style="list-style-type: none"> • Learners are guided to identify proper nouns such as names of people, places and features like mountains and rivers. • In groups, learners form sentences using proper nouns. • In groups, learners are guided to write a list of common abbreviations and punctuate them correctly. • Learners are guided to write abbreviations of their school names among others and punctuate them correctly. • In groups, learners with low vision are guided to design drawings or illustrations of the full stop and capital letters on cards and display them in class. Learners with blindness are guided to write full stop and capital letters on braille cards and display 	<ol style="list-style-type: none"> 1. How do correct punctuation of sentences promote effective communication? 2. Why do we use full stop and capital letters to punctuate sentences?

			<p>them in class.</p> <ul style="list-style-type: none">• Learners with low vision are guided to use printed while learners with blindness braille punctuated word cards to arrange or make coherent sentences and paragraphs.• Learners are guided to write well-punctuated sentences dictated by a teacher, peer or digital device with assistive technology.• Learners with low vision are guided to make stickers while learners with blindness braille cards with sentences punctuated with full stops and capital letters and mount them to a central place for everyone to see/read.• Learners with low vision are guided to use digital resources to play games such as punctuation ladder and punctuation posters. Learners with	
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			<p>blindness are guided to play a drag and drop game on punctuation marks on the digital device with appropriate assistive technology.</p> <ul style="list-style-type: none"> • Learners are guided to type sentences on a digital device with assistive technology and guardians and shared with teacher and friends. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner work together in groups forming sentences using proper nouns. • Digital literacy: a learner uses digital devices with assistive technology to type sentences and text. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Unity: a learner work together when making coherent sentences. • Responsibility: a learner makes a list of abbreviations and punctuates them. 				
<p>Pertinent and Contemporary Issues(s):</p> <p>Social cohesion: a learner work in group activities when making stickers/ braille cards with punctuated sentences.</p>				
<p>Link to other learning areas:</p> <p>A learner relates the concept of punctuation with the learning in Kiswahili activities.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Stickers, braille cards, • Digital device with assistive technology • Word /braille cards 				

8.0 THE FARM				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
8.1 Listening and Speaking	8.1.1 Pronunciation and Vocabulary: <i>Tongue Twisters</i>	By the end of the Sub Strand, the learner should be able to: a) recognize vowel sounds and diphthongs sounds from audio materials, b) articulate sounds accurately for clarity of speech, c) select words with vowels, diphthongs and consonants correctly from a language sample to improve listening comprehension, d) use vocabulary items related to the theme in a variety of contexts for effective communication, e) acknowledge the role of correct pronunciation in	<ul style="list-style-type: none"> • Learners is guided to recognize the vowels sound and diphthongs (sounds /ʊə/ /v/ /w/ /s//ʃ/) from audio materials. • Learners are guided to use words and sentences containing vowel sounds and consonants in a conversation. • In groups, learners are guided to create a tongue twister using words with the target sounds. • Learners are guided to listen to selected sounds (consonants, diphthongs and vowels) from audio materials for example, sounds /ʊə/ /v/ /w/ /s//ʃ/. • In pairs, learners are guided 	<ol style="list-style-type: none"> 1. Why do we pronounce words clearly? 2. How do tongue twisters improve our pronunciation?

		<p>speech for communication clarity.</p>	<p>to say tongue twisters with the (words containing the sounds /ʊə/ /v/ /w/ /s//ʃ/) individually.</p> <ul style="list-style-type: none"> ● Learners are guided to repeat tongue twisters with the words containing the sounds /ʊə/ /v/ /w/ /s//ʃ/ from an audio/digital recording. ● Learners are guided to select words containing vowels and diphthongs and consonants from a tongue twister, passage, a poem, a song or a story. ● Learners with low vision are guided to practice clear pronunciation by watching while learners with blindness listening to an audio-visual, online dictionaries and recordings. ● Learners are guided to say vocabulary items correctly and match them with their meanings. ● Learners are guided to 	
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			<p>articulate vowels and consonants as the teacher models.</p> <ul style="list-style-type: none"> Learners are guided to participate in audio visual video conferencing with children from other schools or native speakers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: a learner says tongue twisters with the words containing target sounds. Self-efficacy: a learner participates in video conferencing with other children from other schools. 				
<p>Pertinent and Contemporary Issues(s): Social integration: a learner participate in video conferencing with native speakers.</p>				
<p>Values: Respect: a learner listen to as others repeat tongue twisters.</p>				
<p>Link to other learning areas: A learner links the articulation of sounds to all language areas and music activities</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> Digital devices with assistive technology Audio-visual clips Word cards Braille cards with diphthongs Tablet, computer, laptop, smart phone with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
8.2 Reading	8.2.1 Reading Fluency	<p>By the end of the Sub Strand, the learners should be able to:</p> <ul style="list-style-type: none"> a) read a text of about 300 words accurately, at the right speed and with expression for effective communication, b) use fluency strategies to read a text of about 300 words related to the theme to enhance comprehension, c) acknowledge the importance of fluency in reading for comprehension. 	<ul style="list-style-type: none"> • Learners with low vision are guided to make predictions based on the pictures while learners with blindness picture descriptions or the title and anticipate possible outcomes in a story of about 300 words. • Learners are guided to read digital or non-digital texts of about 300 words related to the theme. • Learners are guided to read to each other. (More fluent readers should be paired with less fluent ones. They take turns reading by sentence, paragraph or page. • Learners are guided to respond to oral questions that require inferences from a text of about 300 words. 	<ol style="list-style-type: none"> 1. Why is speed important in a text? 2. How do you read a text fast?

			<ul style="list-style-type: none"> ● Learners are guided to write correct answers to direct and indirect questions that require inferences. ● Learners are guided to listen to audio-visual recordings of songs and poems and repeat them. ● Learners are guided to read and sing lyrics of relevant English songs. ● Learners are guided to read poems and rhymes while paying attention to rhythm. ● Learners are guided to perform a reader's theater by taking turns reading their parts from a script and bring the text alive through their voices. (a reader's theater does not need any set or costumes and It is excellent for building fluency). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: a learner reads and sings lyrics of relevant English songs fluently. ● Digital literacy: a learner listen to audio-visual recording of songs and poems and repeat them. 				
<p>Pertinent and Contemporary Issues(s):</p>				

- Clubs and societies: a learner read poems and rhymes paying attention to rhythm.

Values:

Unity: as learners sing lyrics of relevant English songs.

Link to other subjects:

A learner links listening and speaking to all language activities.

Suggested learning resources:

- Audio-visual
- Reading materials in appropriate print
- Braille, samples of written poems
- Digital and non-digital materials
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
8.3 Grammar	8.3.1 Parts of Speech: <i>Contracted Verb Forms / Positive/Negative Statements</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify contracted forms of verbs from sentences, b) use contracted forms of verbs correctly for effective communication, c) use positive and negative statements correctly for effective communication, d) acknowledge the importance of correct sentence structures in communication. 	<ul style="list-style-type: none"> • Learners are guided to identify contracted forms of verbs from an audio or written text. • Learners are guided to write contracted forms of verbs and use them in sentences correctly. • In groups, learners are guided to categorize sample sentences into negative or positive statements. • Learners are guided to change positive statements to negative statements and vice versa. • In pairs, learners are guided to ask each other questions that elicit both positive and negative answers. • Learners are guided to construct positive and negative sentences orally and in writing. • Learners with low 	<ol style="list-style-type: none"> 1. Why do we shorten words like cannot to can't? 2. How do we answer questions with negative and positive statements?

			<p>vision are guided to make and display appropriate print while learners with blindness braille charts containing contracted forms of verbs.</p> <ul style="list-style-type: none"> • In groups, learners are guided to use digital devices with assistive technology to search for online resources on contracted verbs. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner construct positive and negative sentences orally in groups. • Digital literacy: a learner uses digital devices with assistive technology to search for online resources on contracted verbs. 				
<p>Pertinent and Contemporary Issues(s): Effective communication skill; learners ask each other questions that elicit both positive and negative sentences orally and in writing.</p>				
<p>Values: Unity: as learners ask each other questions that elicit both positive and negative answers in pairs.</p>				
<p>Link to other learning areas: Learner links sentence construction to all language activities</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Audio, written texts • Sample sentences in appropriate print • Braille reference materials • Charts in appropriate print 				

- Braille chart
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
8.4 Writing	8.4.1 Creative Writing: <i>Narrative Compositions</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> describe the parts of a narrative composition in preparation for writing, organize thoughts logically, clearly and precisely in a paragraph for self-expression, create a narrative composition of about 60-80 words for self-expression, acknowledge the 	<ul style="list-style-type: none"> • Learners are guided to rearrange jumbled up sentences from an oral narrative into a coherent paragraph. • Learners are guided to listen to a narrative on radio and rewrite it in their own words. • In pairs, learners are guided to plan a narrative composition. • Learners are guided to use similes to make the narrative interesting. • Learners are guided to write a narrative composition for self-expression. • Learners with low vision are guided to watch while 	<ol style="list-style-type: none"> How do we organize thoughts in a paragraph? Why is creativity important in writing narrative composition?

		<p>role of creativity in writing for different purposes.</p>	<p>learners with blindness listen to a story from a digital device and then dramatize it. Learners with blindness are given one on one demonstrations on the roles they are to role play.</p> <ul style="list-style-type: none"> • Learners are guided to visit a farm and write a narrative composition about their experience. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner rearrange jumbled up sentences from oral narrative in groups. • Self-efficacy: a learner listens /watches on digital device with assistive technology and then dramatizes for self-expression. 				
<p>Link to Pertinent and contemporary Issues(s):</p> <p>Social cohesion a learner visits a farm and write a composition about their experiences.</p>				
<p>Values:</p> <p>Responsibility: a learner uses digital devices with assistive technology effectively.</p>				
<p>Link to other learning areas:</p> <p>A learner link narrative composition to social studies, Kiswahili and science activities.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Audio-visual clip • Samples of narrative composition • Digital device with assistive technology 				

9. 0 HIV AND AIDS				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
9. 1 Listening and Speaking	9.1.1 Pronunciation and Vocabulary: <i>Speaking Fluency</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> a) identify words related to the themes with targeted sounds for effective communication, b) speak fluently and confidently on a given topic to enhance oral skills, c) articulate sounds accurately for effective communication, d) apply vocabulary related to the theme in a variety of oral presentations for fluency, e) acknowledge the importance of speaking at a reasonable speed 	<ul style="list-style-type: none"> • Learners are guided to listen to oral presentations such as poems and topical issues from audio recordings with words containing the sounds /s/ /z//h/ /f/ and digraph ‘gh’. • Learners are guided to identify similes with target sounds from an oral text. • Learners are guided to use similes in a conversation. • Learners are guided to incorporate similes in an oral presentation. □ Pick out the sounds /s/ /z/ /h/ /f/ in ‘gh’ from an audio text. • Learners are guided to repeat words with target sounds /s/ /z/ /h/ /f/ and digraph ‘gh’ from the teacher or an audio recording accurately. 	<ol style="list-style-type: none"> 1. Why do we speak fluently? 2. Why is it important to articulate sounds accurately?

		<p>without hesitation in daily life.</p>	<ul style="list-style-type: none"> ● Learners are guided to speak on a familiar text accurately and at a reasonable pace and use similes where possible. ● Learners are guided to speak expressively on familiar text within a specified time. ● Learners are guided to recite poems related to the theme. ● Learners are guided to pronounce vocabulary related to the theme correctly. ● Learners are guided to fill in gaps to complete sentences using the vocabulary learnt. ● Learners are guided to repeat oral texts without hesitation and at a reasonable speed. ● Learners are guided to use verbal and nonverbal cues when speaking, learners with blindness be give one 	
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			on one demonstrations on the use of non-verbal cue.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration: a learner speaks expressively on a familiar text in groups. • Self-efficacy: a learner speaks accurately and at a reasonable pace in groups. • Digital literacy: a learner interact with digital devices with assistive technology when listening to recorded audios. 				
Pertinent and Contemporary Issues(s):				
Social integration: a learner participate in video conferencing with native speakers.				
Values:				
Unity: a learner uses verbal and nonverbal cues when speaking,				
Pertinent and Contemporary Issues(s):				
HIV and AIDs Education: a learner recites poems related to the theme.				
Links to other learning areas:				
A learner links public speaking skills to all language activities.				
Suggested learning resources:				
<ul style="list-style-type: none"> • Digital devices with assistive technology • Audio recordings 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
9.2 Reading	9.2.1 Intensive Reading: <i>Narratives</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain inferred meaning of vocabulary as used in a text, b) read a short narrative of about 320 words for comprehension, c) apply appropriate reading strategies to read a narrative of about 320 words for information, d) appreciate reading for purposes of communication. 	<ul style="list-style-type: none"> • Learners are guided to skim through a narrative. • Learners are guided to scan a narrative to obtain specific information. • Learners with low vision are guided to read a passage in print with appropriate font size and colour contrast while learners with blindness braille sources and answer questions. • In groups, learners are guided to discuss vocabulary from the passage and use them to construct simple sentences. • Learners are guided to answer factual and inferential questions from a passage. • Learners are guided to 	<ol style="list-style-type: none"> 1. Why do we read narratives? 2. How do we apply appropriate reading strategies when reading narratives?

			<p>retell stories related to the theme.</p> <ul style="list-style-type: none"> • In groups, learners are guided to give the sequence of events in a given story or passage. • In groups, learners are guided to discuss and role play events in a passage. • In pairs, learners are guided to read a digital text online or offline and answer questions. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learners discuss vocabulary and construct sentences. • Self- efficacy: a learner answers inferential and factual questions correctly. 				
<p>Pertinent and Contemporary Issues(s):</p> <ul style="list-style-type: none"> • Clubs and societies: a learner give sequence of events in a given context in groups. • Self-esteem: a learner discuss and role play events confidently. 				
<p>Values:</p> <p>Responsibility: a learner interacts with digital devices with assistive technology effectively.</p>				
<p>Pertinent and Contemporary Issues(s):</p> <p>HIV and AIDs Education: a learner recites poems related to the theme.</p>				
<p>Link to other learning areas:</p> <p>A learner links intensive reading to science and technology activities.</p>				

Suggested learning resources:

- Braille and print reading materials,
- Digital texts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
9.3 Grammar	9.3.1 Parts of Speech: <i>Adverbs</i>	By the end of the Sub Strand, the learner should be able to: a) distinguish adverbs of manner, time and place for effective communication, b) use adverbs of manner, time and place correctly in both oral and written sentences, c) acknowledge the importance of adverbs in oral and written communication.	<ul style="list-style-type: none"> • Learners are guided to recite poems containing adverbs of manner, time and place. • Learners are guided to construct sentences using adverbs. • Learner are guided to listen to a story or poem read by the teacher or from audio recordings and respond to questions. • Learners are guided to create word lists of adverbs and use them to construct sentences on a word processor or a web page, using digital devices with assistive technology. • Learners are guided to play games that involve grouping adverbs of manner, time and place. 	<ol style="list-style-type: none"> 1. How do we use adverbs of manner, time and place in communications? 2. How are adverbs important in oral and written communication?
Core competencies to be developed:				

- Communication and collaboration: a learner recites poems containing adverbs of manner, time and place in groups.
- Self-efficacy: a learner recites poems and constructs sentences correctly.

Values

Respect: a learner responds to questions from the teacher effectively.

Pertinent and Contemporary Issues(s):

Child protection and rights: a learner recites poems related to stigmatization.

Link to other learning areas:

A learner links intensive reading to science and technology activities.

Suggested learning resources:

- Braille reference materials
- Print reading materials with appropriate font size and colour contrast
- Digital texts

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
9.4 Writing	9.4.1 Punctuation: <i>Comma</i> <i>Question</i> <i>Marks</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify commonly used punctuation marks in written texts for effective communication,</p> <p>b) use commas and question marks correctly in written texts for clarity in writing,</p> <p>c) acknowledge the role of punctuation marks for clarity in writing.</p>	<ul style="list-style-type: none"> ● Learners are guided to use commas and question marks correctly to write well punctuated sentences. ● In groups, learners with low vision are guided to draw the comma and question marks on cards and display them in the classroom. Learners with blindness write the comma and questions marks on braille cards and displays them in the classroom. ● In pairs, learners are guided to use punctuated braille or appropriate print word cards to arrange or make coherent sentences and paragraphs featuring commas and question marks. ● Learners with low vision are guided to make stickers with correctly punctuated sentences and display them at a central place for everyone to see. Learners with blindness make braille cards with correctly punctuated sentences and display them at a central place for everyone to read. ● In groups, learners are guided to 	<ol style="list-style-type: none"> 1. Why do we correctly punctuate written work? 2. How do we use comma and question marks?

			<p>type sentences on a word processor, tablet or mobile phone (L.V) with assistive technology (learner with blindness) and send the work to the teacher or friends.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to play games such as punctuation ladder and punctuation posters while learners with blindness play games such as roll a sentence punctuation games. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: a learner plays games such as punctuation ladder and punctuates a sentence independently. • Digital literacy: a learner type sentences and text on digital devices with assistive technology and send to teacher or friends. 				
<p>Values:</p> <p>Responsibility: a learner interacts with digital devices effectively.</p>				
<p>Pertinent and Contemporary Issues(s):</p> <p>Personal safety and security education: a learner draws posters/do write up on HIV prevention and the need for balanced meals for those infected by AIDs.</p>				
<p>Link to other learning areas:</p> <p>A learner links punctuation to all learning areas as use of punctuation marks is learnt.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Appropriate print materials • Braille cards • Word cards • Digital devices with assistive technology 				

- Braille reference materials

10.0 HYGIENE AND SANITATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
10.1 Listening and Speaking	10.1.1 Pronunciation and Vocabulary: <i>Interactive</i> <i>Listening/Turn Taking/Riddles</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) articulate sounds accurately for effective communication, b) interact with a speaker actively during an oral presentation, speech or narration for effective oral communication, c) interrupt a speaker appropriately for politeness in conversation, d) speak confidently during an oral interview or debate for self-expression, 	<ul style="list-style-type: none"> ● Learners are guided to is repeat words with the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/ after the teacher or audio recordings accurately. ● Learners are guided to tell riddles with words containing the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/. ● Learners are guided to interact with a speaker or presenter through verbal and nonverbal cues. ● Learners are guided to engage the audience when making an oral presentation. ● Learners with low vision are guided to watch while learners with blindness listen to a video recorded riddling session or listen to an audio recording. ● In groups, learners are 	<ol style="list-style-type: none"> 1. Why do we listen to others keenly while speaking? 2. How do we take turns in a conversation?

		<p>f) use vocabulary related to the theme in a variety of contexts for self-expression,</p> <p>g) acknowledge the importance of turn taking in oral interviews or debates for effective oral communication.</p>	<p>guided to participate in a debate or interview.</p> <ul style="list-style-type: none"> • Learners are guided to listen to a speaker and answer oral questions. • In pairs, learners are guided to interview one another on a topical issue. • Learners with low vision are guided to use facial expressions while learners with blindness tonal variation and gestures appropriately when speaking. Learners with blindness be given one on one demonstration on aspects that require the use sight. • Learners are guided to listen to a poem, a story or a song based on the theme and answer questions orally. 	
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			<ul style="list-style-type: none"> • Learners with low vision are guided to watch while learners with blindness listen to audio-visual recordings of short interviews and conduct their own interview. • Learners are guided to use digital devices with assistive technology to record solo or choral poetry performances. • Learners are guided to engage in short dialogues based on the theme. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner engage the audience when making oral presentations in groups. • Self-efficacy: a learner uses facial expressions, tonal variations and gestures appropriately when speaking. 				
<p>Values: Peace: as learners engage in short dialogues.</p>				
<p>Pertinent and Contemporary Issues(s):</p> <ul style="list-style-type: none"> • Social integration: a learner participates in video conferencing with native speakers. • HIV and AIDs Education: a learner recites poems related to the theme. 				
<p>Links to other learning areas: A learner link public speaking skills to all language activities.</p>				

Suggested learning resources:

- Digital devices with assistive technology
- Audio recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
10.2 Reading	10.2.1 Intensive Reading: <i>Factual Texts</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) read factual texts of about 320 words related to the theme for comprehension, b) apply appropriate reading habits in reading factual texts of about 320 words for information, c) acknowledge the importance of reading for comprehension and information. 	<ul style="list-style-type: none"> • Learners with low vision are guided to read factual texts in appropriate print while learners with blindness braille text. • Learners are guided to infer the meaning of vocabulary in a text. • Learners are guided to answer factual and inferential questions from a variety of texts. • In pairs, learners are guided to retell stories related to the theme. • In groups, learners are guided to discuss and role play events in a story. Learners with blindness be given one on one support of aspect of videos that require the use of sight. • Learners with low vision guided to watch while learners with blindness listen to an audio-visual clip related to the theme and pick out specific information. • Learners with low vision are guided to use appropriate print while learners with blindness 	<ol style="list-style-type: none"> 1. Why do we read at the right speed? 2. How do we retain what we have read?

			<p>digital dictionaries to find the meaning of new words.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to use appropriate print or digital encyclopedia while learners with blindness braille materials or digital encyclopedia to get more information related to the theme. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: a learner uses digital resources to find the meaning of new words. • Learning to learn: a learner uses the dictionary and children’s encyclopedia to obtain information. 				
<p>Pertinent and Contemporary Issues(s): Personal hygiene: a learner discusses and role play events on personal hygiene.</p>				
<p>Values: Integrity: a learner watch/listen to a video, pick out specific information.</p>				
<p>Link to other learning areas: A learner links the use of dictionaries to all learning areas that use dictionaries like French.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Braille and print text books, • Appropriate print/ digital dictionaries • Digital devices with assistive technology • Audio-visual clip 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
10.3 Grammar	10.3.1 Parts of Speech: Conjunctions	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify conjunctions correctly in oral and written texts for fluency of speech,</p> <p>b) engage in short dialogues featuring conjunctions for fluency of speech,</p> <p>c) use conjunctions in a variety of contexts for effective oral and written communication,</p> <p>d) acknowledge the importance of conjunctions in communication.</p>	<ul style="list-style-type: none"> • Learners are guided to use the conjunctions (<i>and, but, or, yet, so, for, nor</i>) to talk about topics related to the theme. • Learners are guided to respond appropriately to questions. • Learners are guided to construct sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and type them on a digital device with assistive technology. • In groups, learners are guided to listen to a short dialogue containing the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and discuss their usage. • Learners are guided to answer and ask questions involving conjunctions correctly. • Learners with low vision are guided to Fill in blank spaces in sentences while learners with blindness complete sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>). 	<ol style="list-style-type: none"> 1. Why do we read at the right speed? 2. How do we retain what we have read?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: a learner uses digital resources to find the meaning of new words. 				

<ul style="list-style-type: none">• Learning to learn: a learner uses the dictionary and children’s encyclopedia to obtain information.
Pertinent and Contemporary Issues(s): Personal hygiene: a learner discusses and role play events on personal hygiene.
Values: Integrity: a learner watch/listen to a video, pick out specific information.
Link to other learning areas: A learner link conjunction to languages, home science, environmental sciences activities.
Suggested learning resources: <ul style="list-style-type: none">• Digital devices with assistive technology• Word cards• Braille cards

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
10.4 Writing	10.4.1 Creative Writing: <i>Descriptive Compositions</i>	By the end of the Sub Strand, the learner should be able to: a) describe the parts of a descriptive composition for self-expression, b) organize thoughts clearly, precisely and creatively into a coherent paragraph for self-expression, c) create a descriptive composition of about 80-100 words on various topics for effective communication, d) acknowledge the role of creativity in descriptive writing for effective communication.	<ul style="list-style-type: none"> • In groups, learners are guided to read sample descriptive composition of about 80-100 words and identify the paragraphs. • Learners are guided to use similes or proverbs to make their writing interesting. • Learner are guided to use similes to make the composition interesting. Write a composition with a proverb as a title. • In groups, learners are guided to talk about different activities they engage in such as ‘how we clean our house’. • Learners are guided to write four descriptive sentences on a given topic. • Learners are guided to write an 80-100 words descriptive composition (2– 3 coherent paragraphs). • Learners are guided to read and display their composition. • Learners are guided to type their compositions on a 	<ol style="list-style-type: none"> 1. Why is it important to organize thoughts in clear sentences and paragraphs? 2. How is a descriptive composition different from other types of composition?

			digital device with assistive technology.	
Core competencies to be developed:				
<ul style="list-style-type: none"> ● Self-efficacy: a learner writes descriptive compositions correctly. ● Learning to learn: a learner discovers how to write descriptive compositions. 				
Pertinent and Contemporary Issues(s):				
Personal hygiene: a learner interacts with content on the theme of hygiene and sanitation.				
Values:				
Cooperation: a learner proof read and display compositions.				
Link to other learning areas: a learner links descriptive writing to all language activities.				
Suggested learning resources:				
<ul style="list-style-type: none"> ● Braille and print reading materials ● Digital devices with assistive technology ● Samples of written compositions. 				

11.0 SPORTS: MY FAVOURITE GAME

Suggested vocabulary: win, lose, football, throw, race, match, athletics, netball, handball, exercise, practice, relax, referee, score, cheer, whistle, kit, team, competition, captain, stadium, coach and field.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
11.1 Listening and speaking	11.1.1 Pronunciation and Vocabulary: <i>Listening Fluency</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) listen to short speeches related to the theme for listening fluency, b) apply vocabulary related to the theme in a variety of contexts for self-expression, c) distinguish sounds and words from an oral text for listening fluency, d) articulate sounds accurately for effective communication, e) interpret nonverbal cues correctly for listening fluency, f) acknowledge the importance of listening fluency in oral 	<ul style="list-style-type: none"> • Learners are guided to listen attentively to an audio recording with the sounds /aʊ/ /ð/ /θ/ and consonant cluster 'sk'. • Learners are guided to repeat words with the sounds /aʊ/ /ð/ /θ/ and consonant cluster 'sk' after the teacher or audio recordings accurately. • Learners are guided to respond to questions on given texts confidently. • Learners are guided to make a three-minute speech using vocabulary related to the theme. • In groups, learners are guided to recite poems about games. • In groups, learners <i>with low vision</i> are guided to role play and make 	<ol style="list-style-type: none"> 1. How do facial expressions, tonal variations and gestures help us to communicate well? 2. Why do we listen actively to what others are saying? 3. How do we make people enjoy listening to us?

		comprehension.	<p>speeches to imaginary audience. Learners with blindness be given one on one support for aspects that require the use of vision</p> <ul style="list-style-type: none"> • Learners with low vision are guided to watch while learners with blindness listen <i>to</i> a video on speeches related to sports and then make similar speeches. • Learners are guided to use and interpret nonverbal cues in oral contexts correctly. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: a learner role play nonverbal cues. • Self-efficacy: a learner interprets nonverbal cues. 				
<p>Pertinent and Contemporary Issues(s):</p> <ul style="list-style-type: none"> • Effective communication skill: a learner role play and give speeches in class. • Peer education and career guidance: a learner participates in club meetings as well as presentation of speeches. 				
<p>Values:</p> <p>Social justice: a learner uses and interprets nonverbal cues in oral context correctly.</p>				
<p>Links to other learning areas:</p> <p>A learner links listening and speaking to all learning areas.</p>				

Suggested learning resources:				
<ul style="list-style-type: none"> ● Recorders ● Digital devices with assistive technology ● Word cards/ braille cards 				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
11.2 Reading	11.2.1 Intensive Reading: <i>Reading with Technology</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) read grade appropriate digital poems and narratives of about 300-320 words interpretively for comprehension, b) access grade appropriate online materials of about 300-320 words for lifelong learning, c) acknowledge reading for communication and lifelong learning. 	<ul style="list-style-type: none"> ● In groups, learners with low vision are guided to read animated stories, comics and cartoons interpretively while learners with blindness listen to pictorial descriptions of animated stories, comics and cartoons. ● Learners with low vision are guided to watch while learners with blindness listen to audio-visuals or mimes and answer questions. Learners with blindness be given verbal description of the aspects that require the use of vision. ● Learners are guided to interpret visual representations such as mind maps. ● Learners with low vision 	<ol style="list-style-type: none"> 1. Why do we use technology to read? 2. How does technology help us search for information?

			<p>are guided to click on or highlight words read by a computer-generated voice while learners with blindness are guided to write words read by a computer generated voice.</p> <ul style="list-style-type: none"> • In groups, learners are guided to use digital devices with assistive technology to carry out simple online research on topics related to the theme. • Learners with low vision are guided to create simple crossword puzzles based on animated stories while learners with blindness to find words from jumbled words in a box based on descriptions of animated stories. • Learners are guided to infer the moral lesson of a story. • Learners are guided to read a poem or story expressively to bring out varying emotions. <p>Learners could take cues from the teacher or an audio visual presentation of such stories or poems.</p>	
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Core competencies to be developed:

- Critical thinking and problem solving: a learner carries out simple research on topics online.
- Digital literacy: a learner uses digital devices with assistive technology to read on issues or topics online and offline.

Pertinent and Contemporary Issues(s):

- Learner Support Programmes: a learner is supported through the theme of games and sports.

Values:

- Responsibility: a learner infer the moral lesson to a story.

Links to other learning areas:

A learner links intensive reading to all other learning areas.

Suggested Learning Resources:

- Print and braille reading materials
- Digital materials
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
11.3 Grammar	11.3.1 Language Patterns: <i>Interrogatives</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> ● identify interrogatives in a variety of texts for communication clarity, ● use interrogatives in a variety of contexts for effective communication, ● respond to a variety of questions based on interrogatives for effective communication, ● acknowledge the importance of interrogatives in communication. 	<ul style="list-style-type: none"> ● In groups, learners are guided to identify the interrogatives <i>when, where, whose, who</i> and <i>what</i> in a variety of texts. ● In groups, learners are guided to construct sentences with interrogatives (<i>when, where, whose, who</i> and <i>what</i>) ● Learner is guided to answer questions based on interrogatives (<i>when, where, whose, who</i> and <i>what</i>). ● In groups, learners are guided to identify interrogatives (<i>when, where, whose, who</i> and <i>what</i>) from online texts and use them to make their own sentences. ● Learners with low vision are guided to view videos, cartoons or pictures and ask one another questions, while learners with 	<ol style="list-style-type: none"> 1. Why do we ask questions? 2. How do we ask questions?

			<p>blindness listen to audio visual clips, read descriptions of cartoons or pictures and ask one another questions.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to read a newspaper, magazine, brochures while learners with blindness braille materials or any other authentic texts and identify the interrogative (<i>when, where, whose, who and what</i>) sentences. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: a learner uses appropriate interrogatives to ask questions. • Digital literacy: a learner interacts with digital devices with assistive technology on issues of interrogatives. 				
<p>Pertinent and Contemporary Issues(s):</p> <p>Games and sports: a learner builds self-esteem and discovers talents.</p>				
<p>Values:</p> <p>Respect: a learner respects each other's ideas and answers.</p>				
<p>Link to other learning areas:</p> <p>A learner links interrogatives to all learning areas to construct test items.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Appropriate print/ braille materials • Audio-visual clips • Online texts • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested <i>Key inquiry Questions</i>
11.4 Writing	11.4.1 Spelling: <i>Commonly Misspelled Words</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify commonly misspelled words in oral and written contexts, b) write commonly misspelled words correctly for communication clarity, c) acknowledge the importance of writing words clearly and correctly in communication. 	<ul style="list-style-type: none"> • Learners are guided to listen to and write commonly misspelled words. • Learners are guided to listen to dictation and spell selected words and sentences. • Learners with low vision are guided to search for commonly misspelled words and create a word puzzle. Learners with blindness use digital devices with assistive technology to search misspelled word. • Learners are guided to copy the words correctly in their vocabulary book or braille papers. • Learners are guided to construct sentences using commonly misspelled words. • In groups, learners are guided to form commonly misspelled words 	<ol style="list-style-type: none"> 1. Why is it difficult to spell some words correctly? 2. How do we become better at spelling words?

			from jumbled up letters.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Critical thinking and problem solving: a learner makes words from jumbled up letters. • Learning to learn: a learner forms commonly misspelled words from jumbled up letters. 				
Pertinent and Contemporary Issues(s):				
<ul style="list-style-type: none"> • Effective communication skills: a learner listens to a dictation and spell selected words and sentences. • Games and sports: a learner builds confidence and self-esteem. 				
Values:				
Unity: a learner search for commonly misspelled words and create a word puzzle in groups.				
Links to other learning areas:				
A learner links spellings to all learning areas.				
Suggested learning resources:				
<ul style="list-style-type: none"> • Charts with commonly misspelled words, • Braille and appropriate print texts. • Notebook/ braille paper 				

12.0 CLEAN ENVIRONMENT

Suggested vocabulary: compound, bin, bush, tree, conserve, water, clear, care, sweep, rubbish pit, broom, protect, rivers, drain, neighborhood, hills, green, grass, environment and cleanliness

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested <i>Key inquiry Questions</i>
12.1 Listening and speaking	12.1.1 Pronunciation and Vocabulary: <i>Speaking Fluency</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) speak accurately with expression and at the right speed (minimal hesitation) for fluency, b) use nonverbal cues/verbal cues, c) appropriately for self-expressions, d) use vocabulary related to the theme in a variety of contexts for effective communication, e) acknowledge the importance of fluency in speech. 	<ul style="list-style-type: none"> • Learners are guided to say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters ‘br’ ‘sw’ ‘pr’ ‘cl’ ‘gr’ correctly. • In groups, learners are guided to select words with the sounds /ʌ/ /ɔ:/ and the consonant clusters ‘br’ ‘sw’ ‘pr’ ‘cl’ ‘gr’ from an oral text. • Learners are guided to construct sentences that require a yes or no response using the vocabulary. • Learners are guided to listen to oral presentations such as poems and topical issues from audio recordings related to the theme. • Learners are guided to 	<ol style="list-style-type: none"> 1. Why do we speak at the right speed? 2. How do we make nonverbal cues in communication?

			<p>repeat oral texts from the teacher or an audio recording without hesitations.</p> <ul style="list-style-type: none"> ● Learners are guided to respond to questions on given texts confidently. ● Learners are guided to repeat oral texts without hesitation and at a reasonable speed. ● Learners are guided to make three-minute speeches on environment. ● Learners are guided to make short speeches accurately at the right speed and with expression. ● Learners with low vision are guided to use nonverbal cues/verbal cues when speaking. Learners with blindness be given hands on demonstration of the non-verbal cues. ● Learners are guided to speak expressively on a variety of topics. ● Learners are guided to recite poems 	
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			related to the theme.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration: a learner make short speeches in groups. • Creativity and imagination: a learner create speeches on topical issues 				
Pertinent and Contemporary Issues(s):				
Effective communication: a learner repeat oral texts from the teacher.				
Values:				
Unity: a learner recites poems in groups related to the theme.				
Links to other learning areas:				
A learner links speaking to language areas.				
Suggested learning resources:				
<ul style="list-style-type: none"> • Appropriate print dictionaries • Audio recordings • Sample oral texts • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
12.2 Reading	12.2.1 Intensive Reading: <i>Poem/Song/Proverbs</i>	By the end of the Sub Strand, the learner should be able to: a) read a poem, song or passage containing proverbs with expression for effective communication, b) apply basic stress and rhythm when reading a poem, song or passage containing proverbs for self-expression, c) respond to questions based on a poem, song or passage containing proverbs for comprehension, d) acknowledge the importance of intensive reading in day-to-day communication.	<ul style="list-style-type: none"> ● Learner is guided to read a poem, song or passage that incorporates proverbs related to the theme and answer questions. ● In groups, learners are guided to apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song. ● Learners are guided to answer factual and inferential questions from a given poem, song or passage. ● In groups, learners are guided to identify events in a poem, song or passage logically. ● In groups, learners are guided to discuss and role play events in a passage containing proverbs, poems or a song based on the theme. ● Learners with low vision are guided to watch while learners with blindness listen to a recitation of a poem on video and identify specific details. Learners with blindness be given verbal descriptions of the aspects that require sight in the video 	<ol style="list-style-type: none"> 1. Why do we enjoy reading poems? 2. How are poems different from stories?

			<ul style="list-style-type: none"> • Learner is guided to identify proverbs used in a passage. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner discuss and role play events containing proverbs in groups. • Self-efficacy: a learner answers questions from songs, poems and role play confidently. 				
<p>Pertinent and Contemporary Issues(s): Knowledge on personal safety: a learner recites a poem on safety.</p>				
<p>Values: Unity: a learner discuss, read poems collaboratively in groups.</p>				
<p>Links to other learning areas: A learner links intensive reading to Social studies, Science and Technology, Environmental Activities</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Sample written poems, • Passages in appropriate print and braille. • Audio-visual clip of a recitation 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested <i>Key inquiry Questions</i>
12.3 Grammar	12.3.1 Tense: <i>Present and Past Perfect</i>	By the end of the Sub Strand, the learner should be able to: a) identify the present and past perfect tense in varied texts for effective communication, b) use the present perfect and past perfect tense to form correct sentences for effective communication, c) acknowledge the importance of tense in in everyday communication.	<ul style="list-style-type: none"> ● Learners are guided to respond to questions on activities they have just completed depicting the present and past perfect tenses. ● Learners are guided to identify present perfect and past perfect tenses in sentences. Use games to form sentences in the present perfect and past perfect with given verbs. ● Learners are guided to repeat sentences containing present perfect and past perfect tenses from a story or poem. ● Learners are guided to create a list of sentences in the present perfect and past perfect. ● Learners are guided to construct sentences using the present perfect and past perfect tenses. ● Learners are guided to sing songs containing the present perfect and past perfect tenses. 	<ol style="list-style-type: none"> 1. How do we show the time an action took place? 2. How do we show that an action has been completed?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration-: a learner sings songs containing the present perfect and past perfect tense in small groups. ● Self-efficacy: a learner confidently uses the correct tenses in their communication. 				
<p>Pertinent and Contemporary Issues(s):</p>				

- Effective communication skills: a learner repeats sentences containing present perfect and past perfect tense from a story or poem.
- Gender sensitivity: a learner incorporate boys and girls into the groups.

Values:

Love: a learners in groups sing recite poems containing the tenses.

Links to other learning areas:

A learner links tenses to all learning areas.

Suggested learning resources:

- Digital devices with assistive technology
- Appropriate print and braille texts
- Charts with the tenses.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested <i>Key inquiry Questions</i>
12.4 Writing	12.4.1 Guided Composition: <i>Personal Diary</i>	By the end of the Sub Strand, the learner should be able to: a) identify the components of a personal diary for effective writing, b) write a personal diary in the right format for effective communication, c) acknowledge the role of diaries in our day today life.	<ul style="list-style-type: none"> ● Learners are guided to identify components of a diary. ● Learners are guided to view samples of diaries and discuss them. ● Learners are guided to write a diary using the right format. ● Learners are guided to search for information on how to write personal diaries from digital devices with assistive technology or braille or printed sources. ● Learners are guided to write a diary and display it to the rest of the class members. 	<ol style="list-style-type: none"> 1. Why do we keep a record of what we do? 2. How are personal diary important in our day to day life?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner come up with own diary entries. ● Digital literacy: a learner manipulates digital devices with assistive technology to search for information. 				
<p>Pertinent and Contemporary Issues(s): Environmental education: a learner writes events on the environment.</p>				
<p>Values: Cooperation: a learner identify, view and write diary in groups.</p>				
<p>Links to other learning areas: Home Science, Science and Technology and Social Studies activities.</p>				

Suggested learning resources:

- Samples of written composition.
- Digital devices with assistive technology

13.0 MONEY

Suggested vocabulary: tax, pay, business, collect, money, honest, profit, salary, fine, loss, law, government, buy, sell, parking, market, fee, fine, bank, income, borrow, credit.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested <i>Key inquiry Questions</i>
13.1 Listening and speaking	13.1.1 Pronunciation and vocabulary Intensive <i>Listening Pattern</i> <i>/Riddles/Tongue Twisters</i> (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) listen intensively for specific sounds, words, phrases or sentences for fluency, b) elect silent letters in words from an oral text for listening fluency, c) use the language pattern ‘very...but...’ correctly for effective oral communication, d) use vocabulary to construct sentences for effective communication, e) appreciate the importance of listening to a variety of texts.	<ul style="list-style-type: none">● Learners are guided to identify the sounds /k/ in letter x as well as /m/ /n/ /ŋ// from an oral text.● Learners are guided to identify the silent letters in words such as honest, park, debt among others.● In groups, learners are guided to play the game, last one standing: listening for specific words.● Learners are guided to listen to stories related to the theme from a teacher or audio recordings.● Learners are guided to listen to three words, phrases among others and fill in the blanks on an exercise book, braille papers or a worksheet.● Learners are guided to	<ol style="list-style-type: none">1. How do we learn the meaning of a new word?2. Why do we listen carefully?

			<p>play the telephone game, let the children sit in rows. Whisper a word or phrase in the first child's ear (write it down on a piece of paper/braille paper. The child whispers what they heard to the next pupil and so on. The last pupil runs and writes the word on the board on a braille paper. The closest to the original wins. To make it more interesting, you could start a sentence on both ends of the line.</p> <ul style="list-style-type: none">• Learners are guided to guess the meaning of a word or phrase after listening to a brief text.• Learners are guided to answer oral questions based on a text.• Learners are guided to identify the relevant language pattern in a text.• In pairs, learners are guided to listen to a story and retell it.	
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			<ul style="list-style-type: none"> • Learners are guided to use vocabulary learnt to construct sentences and compose a poem featuring the language pattern. • In groups, learners are guided to discuss the use of the language pattern ‘very...but...’ in sentences. 	
Core competencies to be developed:				
Communication and collaboration: a learner discuss the use of language pattern in groups.				
Pertinent and Contemporary Issues(s):				
Financial literacy: a learner discusses issues concerning money.				
Link to Values:				
Respect: a learner listen and take turns when speaking to each other.				
Links to other learning areas:				
A learner links listening and speaking to religious Studies and Mathematics activities.				
Suggested learning resources:				
<ul style="list-style-type: none"> • Samples of written riddles and tongue twisters • Digital devices with assistive technology • Appropriate print and braille texts 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
13.2 Reading	13.2.1 Extensive Reading: <i>Newspapers/Magazines Twisters</i> (3 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) read a variety of grade appropriate digital, braille/ print texts for lifelong learning, b) demonstrate independent reading of grade appropriate digital and braille/print for information and enjoyment, c) acknowledge the importance of independent reading in lifelong learning. 	<ul style="list-style-type: none"> ● In groups, learners are guided to visit a library and find out the articles, magazines and newspapers, braille material they have. ● Learners are guided to use digital devices with assistive technology to read newspapers, journals, magazines and articles. ● Learners with low vision are guided to select and read age appropriate and high-interest materials from appropriate print while learners with blindness braille and digital devices with assistive technology related to the theme. ● Learner is guided to infer the meaning of words related to the theme. ● In groups, learners guided to retell the stories they have read. ● In groups, learners are guided to share 	<ol style="list-style-type: none"> 1. Why is it important to read newspapers and magazines? 2. How do we choose the materials we read?

			<p>opinions and reflect on the materials they have read.</p> <ul style="list-style-type: none"> • Learners are guided to set up an after school club where they meet on a regular basis to read books and do extensive reading activities. • Learners are guided to read online newspapers, magazines or articles. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration; learners set up after-school clubs for reading purposes in groups. • Learning to learn; a learner read online information. 				
<p>Pertinent and Contemporary Issues(s)::</p> <ul style="list-style-type: none"> • Financial literacy: a learner selects and reads information on related theme. • Problem solving skill; a learner visits a library and finds out the materials related to the problem. 				
<p>Link to Values:</p> <p>Unity; learners share opinions, set up after school club for extensive reading.</p>				
<p>Links to other learning areas:</p> <p>A learner links extensive reading to Kiswahili and indigenous language activities.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Braille and appropriate print text books • magazines and newspapers • digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
13.3 Grammar	13.3.1 Parts of Speech: <i>Prepositions</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify prepositions of position and direction in sentences for comprehension,</p> <p>b) use prepositions correctly in oral and written contexts for effective communication,</p> <p>c) acknowledge the importance of prepositions for clarity in communication.</p>	<ul style="list-style-type: none"> • Learners are guided to identify prepositions in samples of oral or written text sentences. • Learners are guided to play appropriate preposition games online or offline using digital devices with assistive technology. • Learners are guided to construct sentence prepositions. • Learners are guided to complete gaps in sentences, matching prepositions with pictures or picture descriptions. • Learners are guided to complete substitution exercises on various prepositions. • Learners with low vision are guided to watch while learners with blindness listen to audio visual videos clip, visit web pages and other online resources and pick out prepositions. • Learners are guided to use prepositions in a role play or simulation of people paying tax. 	<ol style="list-style-type: none"> 1. Why should we tell others exactly where people and things are? 2. How do we relate objects and their position?

			<ul style="list-style-type: none"> • Learners are guided to create and display preposition charts. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: a learner uses prepositions in a role play or simulation confidently. • Digital literacy: learners play grade appropriate preposition games online or offline. • Learning to learn: a learner creates and displays charts on prepositions. 				
Pertinent and Contemporary Issues(s):: <ul style="list-style-type: none"> • Financial literacy: a learner completes a substitution exercise on the theme. • Citizenship; learners role play simulation of people paying tax, 				
Link to Values: Responsibility; learners identify, complete, create and display prepositions charts in groups.				
Links to other learning areas: A learner links prepositions to all language activities.				
Suggested learning resources: <ul style="list-style-type: none"> • Sample written/ oral sentences • Digital devices with assistive technology • Audio-visual clip • Word/ braille chart 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Questions
13.4 Writing	13.4.1 Spelling: <i>Double Word Consonants</i>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) spell words with double consonants correctly for clarity of writing,</p> <p>b) construct correct sentences using words with double consonants for cohesive writing,</p> <p>c) acknowledge the importance of writing words clearly and correctly in communication.</p>	<ul style="list-style-type: none"> ● Learner is guided to listen to the teacher or an audio recording and write words with double consonants. ● Learners are guided to construct sentences using words with double consonants. ● In groups, learners with low vision are guided to watch while learners with blindness listen to audio visual clips and write various words. Learners with blindness are given verbal descriptions on the aspects that require sight in the video. ● In groups, learners with low vision are guided to use jigsaw puzzles to form words with double consonants. Learners with blindness pick letters on braille cards from a box, and arrange them to form words with double consonants. ● Learner is guided to make words with double consonants from jumbled up letters. ● Learner is guided to write 	<ol style="list-style-type: none"> 1. Why is it important to write words correctly? 2. How do we improve our spelling?

			words and sentences as dictated.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Critical thinking and problem solving: a learner makes words from jumbled up letters • Learning to learn: a learner forms words from a jigsaw puzzle with double consonants. 				
Pertinent and Contemporary Issues(s)::				
Effective communication; a learner listens to an audio recording and writes words with double consonants.				
Values:				
Integrity: learners listen, construct and write words in pairs and groups with double consonants.				
Links to other learning areas:				
A learner links double consonants to all language areas.				
Suggested learning resources:				
<ul style="list-style-type: none"> • Sample words with consonants on charts • Digital devices with assistive technology • Braille and appropriate print texts. 				

Suggested non formal learning activities

Listening and Speaking	
1.1	Participation in poetry recitations during music and drama festivals.
2.1	Readers' theaters organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.
6.1	Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency.
7.1	Debating club contests
8.1	Taking part in the 4K club and young farmers association to reinforce learnt vocabulary.
13.1	Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.
11.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.
Reading	
1.2	Reading news during the morning assembly.
3.2	Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps.
4.2	Collecting narratives from their community for a school magazine.
5.2	Performing short plays, conversational poems or choral verses within the school or during drama festivals.
12.2	Acting as reporters, sports commentators or journalists during sports and games activities in school.
Grammar in Use	
3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competency.
Writing	
8.4	Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent.
12.4	Spelling contests among schools.

Suggested non formal learning activities

Suggested Assessment Methods

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

Suggested Learning Resources

Non-digital	Digital
<ul style="list-style-type: none">● Course books● Storybooks● Poetry books● Pictures descriptions and photographs● Newspapers● Magazines● Junior encyclopedia● Journals● Dictionaries● Diorama● Flash cards● Braille card● Word wheels● Word puzzles● Code words● Charts and realia● Embossed diagrams● Tactile maps	<ul style="list-style-type: none">● Digital story books● Pictures and photographs● Journals● Electronic and digital devices/with assistive technology● Electronic or online dictionaries● Flash cards● Charts● Video clips● Audio-visual resources● Other web resources

Suggested Formative Assessment Rubric for Listening and Speaking

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Using 3 Communication skills <i>(pronunciation, intonation and audibility)</i>	Uses 3 communication (speaking) skills appropriately	Uses 2 communication (speaking) skills appropriately	Uses 1 communication (speaking) appropriately	Uses none of the communication (speaking) skills
Interpreting Comprehension questions in context. <i>(correct responses and appropriate vocabulary)</i>	Interprets all questions in context. Responds to all questions appropriately. Uses all targeted vocabularies in response to questions.	Interprets 6 to 9 questions in every 10 questions in context. Responds to 6 to 9 questions in every 10 questions appropriately. Uses 6 to 9 targeted vocabularies appropriately in response to questions	Interprets 3 to 5 in questions every 10 questions in context. Responds to 3 to 5 questions in every 10 questions appropriately. Uses 3 to 5 targeted vocabularies appropriately in response to questions	Interprets 2 or less questions in every 10 questions in context. Responds 2 or less questions in every 10 questions appropriately. Uses 2 or less targeted vocabularies appropriately in response to questions.
Use of Non-Verbal Cues <i>(confidence, facial expressions, body posture, eye contact, gestures)</i>	Uses 5 nonverbal cues appropriately	Uses any 3 to 4 nonverbal cues appropriately	Uses any 2 nonverbal cues appropriately	Uses 1 nonverbal cue or none.

Suggested Formative Assessment Rubric for Reading Aloud

Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
Reading Speed (<i>number of words read correctly per minute</i>)	Reads smoothly and naturally more than 90 words within 1 minute.	Reads smoothly and naturally at least 90 words within 1 minute	Reads smoothly and naturally between 45 to 89 words	Reads smoothly and naturally below 45 words in a minute
Reading Volume and Accuracy (<i>loudness, pronunciation and grouping of words</i>)	Reads clearly and loudly, pronounces correctly more than 90 words in the passage. Groups 8 to 10 words targeted logically throughout when reading.	Reads clearly and loudly enough, correctly pronounces all the 90 words. Groups 4 to 6 words of every 10 words logically when reading.	Reads clearly and loudly some parts of the passage. Pronounces correctly 45 to 89 words. Groups 2 to 3 words of every 10 words logically when reading.	Often mumbles and cannot be understood. Pronounces below 45 words. Groups 1 out of every 10 words or none logically when reading
Reading with Expression (<i>intonation, mood and facial expressions</i>)	Reads with expressions showing the 3 skills	Reads with expressions showing the 2 skills	Reads with expressions showing 1 skill	Reads without expressions.

Suggested Formative Assessment Rubric for Writing

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Grammar and Mechanics of Writing (punctuation mark, spelling and capitalization)	Uses grammar, while observing punctuation marks, spelling and capitalization	Uses grammar, while observing any 2 of punctuation marks, spelling and capitalization	Uses grammar, while observing any 1 of punctuation marks, spelling and capitalization	Uses grammar, while observing none of punctuation marks, spelling and capitalization
Handwriting/braille writing (neat and easily readable, correctly spaced letters and sized within lines; spaces between words)	Writes while observing 5 skills in writing	Writes while observing 3 to 4 skills in writing	Writes while observing 2 skills in writing	Writes while observing 1 skill in writing or none.
Vocabulary (subject-verb agreement, choice of words, and wide range of vocabulary and use of varied expressions)	Uses vocabulary while observing the 4 skills	Uses vocabulary while observing the 3 skills.	Uses vocabulary while observing the 2 skills.	Uses vocabulary while observing the 1 skill or none.
Organization (clear sense of unity and order, clear sense of beginning, middle and ending and makes smooth transition between ideas)	Organises writing while showing 6 skills	Organises writing while showing 4 to 5 skills.	Organises writing while showing 2 to 3 skills.	Organises writing while showing 1 skill or none.

Suggested Formative Assessment Rubric for Language Use

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Identifying prepositions in sentences.	Identifies all the prepositions in sentences.	Identifies 7 to 10 prepositions in sentences.	Identifies 4 to 6 prepositions in sentences.	Identifies 3 or less o 10 prepositions in sentences.
Using prepositions in sentences appropriately	Uses all prepositions in sentences appropriately.	Uses 8 to 10 prepositions in sentences appropriately.	Uses 4 to 7 prepositions in sentences appropriately.	Uses less than 3 prepositions in sentences appropriately.
Spelling all the targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 8 to 9 of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 6 to 7 of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 4 to 5 of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 3 or less of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.
Constructing all sentences using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application	Constructs 7 to 9 of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.	Constructs 5 to 6 of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.	Constructs 3 to 4 of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.	Constructs 2 or less of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.