



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

UPPER PRIMARY CURRICULUM DESIGN

ENGLISH

GRADE 6

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

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FOREWORD

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

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

The reviewed Grade six curriculum designs for learners with visual impairments build on competencies attained by learners at Grade 5. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

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 (PCIs), values, and 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,
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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 six curriculum furthers implementation of the CBC from Grade 5. The curriculum provides opportunities for learners with visual impairment 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 six 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 six and prepare them for smooth transition to Junior school. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (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 six curriculum designs for learners with visual impairments. 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 six curriculum designs for learners with visual impairments. 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 six and preparation of learners with visual impairments for transition to Junior school.

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LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons Per Week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral Religious and Instructional Programme	1
Total		40 +1

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. Education's paramount duty is to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect that enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.
- ii) Promote the social, economic, technological, and industrial needs for national development.**

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

 - a) Social Needs**

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

Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building up a modern and independent economy that needs an adequate and relevant domestic workforce.
 - c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes, especially in the developed world. We can only be part of this development if our education system focuses on the knowledge, skills, and attitudes that will prepare our young people for these changing global trends.
- iii) Promote individual development and self-fulfillment**

Education should provide opportunities for the fullest development of individual talents and personalities. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- iv) Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills, and attitudes that will enhance the acquisition of sound moral values and help children grow into self-disciplined, self-reliant, and integrated citizens.

v) **Promote social equality and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability, or geographical environment.

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

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

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

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

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

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

ESSENCE STATEMENT

The Constitution of Kenya 2010 accords English the status of one of the official languages. According to the Language in Education Policy of 1976, English is the language of instruction from Grade Four onwards, including in colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities. The English subject at the Junior School level will expose learners with visual impairment to both knowledge and use of the English language, and literary appreciation. It will build on the competencies acquired at the upper primary school level in listening, speaking, reading, writing, and grammar in use. By the end of Junior level, learners with visual impairment will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners with visual impairment will be provided with appropriate varied experiences in listening, speaking, reading, writing, and grammar in use to develop linguistic and communicative competence. They will also be expected to interact with print and non-print language and literary material both in and outside the classroom. The English subject will lay a firm foundation for the learners' efficient and effective use of the English language, as a communication tool and the medium of instruction at Senior School. In addition, it will be a stepping stone for further study of English, Literature in English, and other pathways.

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL

By the end of Middle School, the learner should be able to:

1. Apply literacy, numeracy skills, and logical thinking appropriately in self-expression,
2. Communicate effectively in diverse contexts,
3. Apply Digital Literacy skills appropriately for communication and learning in day-to-day life,
4. Practise hygiene, appropriate sanitation, and nutrition to promote health,
5. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
7. Demonstrate social skills, spiritual and moral values for peaceful co-existence,
8. Demonstrate an appreciation of the country's rich, diverse cultural heritage for harmonious coexistence,
9. Manage pertinent and contemporary issues in society effectively.

GENERAL LEARNING OUTCOMES FOR ENGLISH

By the end of Junior level, the learner should be able to:

1. Listen and respond appropriately to relevant information in a variety of contexts,
2. Read a wide variety of texts fluently, accurately, and interpretively for lifelong learning,
3. Develop critical thinking skills for life,
4. Read and analyse literary works and relate them to real life experiences,
5. Develop a lifelong interest in reading on a wide range of subjects,
6. Use grammatical forms to communicate appropriately in different settings,
7. Write texts legibly, creatively, and cohesively to empower them for life,
8. Apply digital literacy skills to enhance proficiency in English,
9. Appreciate the role of English as a medium for creativity and talent development.

STRANDS

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

THEMES

1. Child labour
2. Cultural and religious celebrations
3. Etiquette- telephone
4. Emergency rescue services
5. Our tourist attractions
6. Work ethics
7. Technology: Scientific innovations
8. The farm- Animal safety and care
9. Lifestyle diseases
10. Proper use of leisure time
11. Sports- indoor games
12. Environment Conservation
13. Money – trade

1.0 CHILDLABOUR

Suggested Vocabulary

an orphanage, orphan, domestic, servant, work, underage, teenager, labour, homeless, baby-sitter, trafficking, street children, children's department, children's court, exploit, chores, house help, violate, fatigue, tiredness, wages, employer, long hours, salary, income.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry question(s)
1.1 Listening and Speaking	1.1.1 Pronunciation and Listening Comprehension	By the end of the Sub Strand, the learner should be able to: a) select words with the target sound /ɪə/ from an oral narrative, b) use vocabulary related to the theme in sentences correctly, c) use proverbs, fixed phrases, idioms, and metaphors with straightforward meanings in oral communication, d) listen for the main idea from an oral text, e) acknowledge the importance of listening attentively.	<ul style="list-style-type: none"> ● Learner is guided to listen to an oral narrative from a digital device with assistive technology or read by the teacher. ● Learner is guided to listen to specific information such as sounds: /ɪə/ as in tears, appear, rear, clear and severe from a text. ● Learner is guided to listen to the main idea from a text. ● Learner is guided to practise saying words with the sound /ɪə/. ● Learners are guided to infer the meaning of vocabulary and phrases using contextual clues. ● Learners are guided to answer oral questions based on listening comprehension. ● Learners are guided to use digital devices with assistive technology or braille or print resources with appropriate font size and colour contrast to search for the meaning and spelling of words. 	<ol style="list-style-type: none"> 1) Why do we listen keenly? 2) Why do we pronounce words accurately?

			<ul style="list-style-type: none"> ● Learner is guided to retell the story and record the narration on a digital device with assistive technology. ● Learner is guided to use expressions such as fixed phrases: play games, far away, believe it or not, do your best, burst into tears; similes: as hungry as a wolf, as greedy as a hyena; metaphors: The thief was a hyena, he was so greedy!; idioms: Work like a dog, dog tired, work for peanuts, donkey work; proverbs: All work and no play makes Jack a dull boy, phrasal verbs: Beat up, agree with, put up with, cope with. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Digital Literacy: The learner’s ability to use digital technology is improved as they manipulate digital devices with assistive technology when listening to an oral narrative. ● Learning to Learn: The learner’s ability to grasp concepts is cultivated as they carry out pronunciation and retelling of stories with peers. 				
<p>Pertinent and Contemporary Issues: Citizenship: The learner’s knowledge on the rights of children is enhanced as they listen and respond to texts on Child Labour.</p>			<p>Values: Responsibility: the learner shows accountability when handling digital devices to listen to oral narratives related to child labour.</p>	
<p>Link to other learning areas: The learner uses proper pronunciation and acquires vocabulary learnt on the theme of Child Labour to learn a similar concept in Kiswahili and other Languages.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Teacher read narrative ● Braille cards ● Appropriate print word cards 				

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry question(s)
1.2 Reading	1.2.1 Extensive Reading	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) select appropriate reading materials in collaboration with peers, b) read variety of materials independently for information and pleasure, c) use reference materials to find the required information, d) judge the suitability of sample extensive reading materials, e) appreciate extensive reading for pleasure. 	<ul style="list-style-type: none"> ● Learner is guided to select age-appropriate reference materials from print with appropriate font size and colour contrast/braille and digital sources. ● Learners are guided to read selected reference materials independently. ● Learner is guided to search for information on child labour from reference materials. ● Learner is guided to compile a list of new words and their meaning. ● In groups, learners with low vision are guided to create a crossword puzzle from the list of new words while learners with blindness search for new words from word puzzles and write them. ● Learner is guided to make notes on the information obtained. 	<ul style="list-style-type: none"> 1) How do you select the books you read 2) Why do you read books?
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Digital Literacy: learner displays digital proficiency as they search for information on child labour using digital devices with assistive technology. ● Learning to Learn: learner makes notes on the information they have obtained and applies the skill in other learning areas. ● Communication and Collaboration: a learner creates puzzles from new words/ search for new words from the puzzle in 				

collaboration with peers.	
<p>Pertinent and Contemporary Issues: Child Rights: learner acquires more knowledge on the rights of children as they read and respond to material on Child Labour.</p>	<p>Values Unity: cooperation is cultivated as the learner displays team spirit while obtaining information about Child Labour and sharing it with peers.</p>
<p>Link to other learning areas: The learner applies the knowledge of reading for information to learning of similar concepts in Kiswahili and Indigenous Languages.</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Braille and print reference materials ● Pencils rulers and erasers ● Braille puzzles 	

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 Word Classes: Determiners</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify determiners in sentences correctly, b) use determiners in sentences correctly, c) collaborate with peers to judge the correct use of determiners in sentences, d) advocate correct use of determiners for effective communication. 	<ul style="list-style-type: none"> ● Learner is guided to identify the determiners <i>some, enough, each, and a lot of</i>, in sentences. ● Learner is guided to use digital devices with assistive technology such as screen readers, screen magnifiers and talk back to complete <i>online quizzes</i> and exercises involving the use of <i>some, enough, each, and a lot of</i>. ● In groups, learners are guided to construct sentences using determiners. ● Learners are guided to make sentences using determiners from the substitution table. 	<ol style="list-style-type: none"> 1) How do we express the quantity or amount of something? 2) How do we identify determiners in oral or written sentences?

			<ul style="list-style-type: none"> ● Learners are guided to correct sentences constructed by peers. ● Learners are guided to practise constructing sentences featuring determiners. ● In groups, learners are guided to determine the correctness of a sample of sentences. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: learners work in pairs to read and identify sentences featuring determiners from a print or digital text. ● Digital Literacy: a learner completes online quizzes and exercises involving the use of some, enough, each, and a lot of using digital devices with assistive technology. 				
<p>Pertinent and Contemporary Issues: Citizenship: a learner works in groups, in identifying and using determiners.</p>			<p>Values: Integrity: learners visit the recommended sites only when completing online quizzes.</p>	
<p>Link to other learning areas: Construction of sentences using determiners is also related to Kiswahili and Indigenous language.</p>				
<p>Suggested learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Substitution tables ● Braille materials 				

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions(s)
1.4 Writing	1.4.1 Guided Writing	By the end of the Sub Strand, the learner should be able to: a) record specific details on forms to convey information, b) design a form to provide the required information, c) advocate for the importance of filling/completing forms correctly.	<ul style="list-style-type: none"> ● In groups, learners are guided to discuss different types of forms filled. ● Learner is guided to search for relevant sample forms from the internet using digital devices with assistive technology. ● In pairs, learners with low vision are guided to download relevant forms and fill while learners with blindness complete forms on digital devices with assistive technology. ● Learner is guided to fill in/complete the form with basic details, personal information, and the why details in a form. ● In groups, learners are guided to design a form with basic, personal, and why details. 	<ol style="list-style-type: none"> 1) Why do we fill forms? 2) Why is it important to fill/complete forms neatly, accurately and correctly?
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: as a learner designs forms with basic personal and why details. ● Digital Literacy: a learner searches, downloads, and fills in the relevant information in online forms. 				
<p>Pertinent and Contemporary Issues: Citizenship: a learner interacts with content on child labour and learn how to treat people with respect.</p>			<p>Values:</p> <ul style="list-style-type: none"> ● Unity: cooperation and responsibility is enhanced as a learner downloads and fills forms in pairs or small groups. ● Social justice: a learner treats another respectfully and with dignity. 	
<p>Link to other learning areas: Social Studies: content related to child rights is learnt in this subject.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Braille and print samples 				

- Sample forms in braille and in print

2.0 CULTURAL AND RELIGIOUS CELEBRATIONS

Suggested Vocabulary

Festival, culture, annual, tradition, artist, ethnic, folk dance, folksong, anniversary, reunion, homecoming, concert, circumcision, guest, eulogy, reception, hijab, Sunday best, Christmas, Easter, Good Friday, Diwali, Idd-al-Fitr, entertain.

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: Listening Comprehension (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify proverbs from oral texts, b) listen to the main idea and specific details from a text, c) use words and expressions such as similes, metaphors and proverbs containing selected sounds correctly, d) acknowledge the importance of attentive listening in communication.	<ul style="list-style-type: none"> ● Learner is guided to listen to a comprehension passage of about 150 words. ● In pairs, learners are guided to use proverbs to create a paragraph. ● In pairs, learners are guided to pronounce words containing the sounds /l/ and /r/. ● Learner is guided to say tongue twisters after the teacher. ● Learners are guided to create tongue twisters containing words with the selected sounds. ● Learner is guided to give the meaning of new words and use them in sentences. ● Learner is guided to use expressions correctly, for example; <ul style="list-style-type: none"> -metaphor: Peter is a giraffe. He is so tall. -idiom: A red letter day. Kill two birds with one stone. Feel at home. -proverbs: Charity begins at home. -phrasal verb: pass by, look forward to, look for, look at. 	<ol style="list-style-type: none"> 1) Why do we pronounce words correctly? 2) Why do we listen attentively? 3) Why do we use proverbs?

Core Competencies:

- Self-efficacy: a learner practises pronouncing words containing the sounds /l/ and /r/ .
- Creativity and Imagination: a learner uses proverbs to create a paragraph in pairs or groups.

<ul style="list-style-type: none"> ● Communication and Collaboration: a learner works in pairs to construct sentences. 	
<p>Pertinent and Contemporary Issues: Citizenship: a learner engages in collaborative language activities</p>	<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility, respect, and love: is enhanced as learners participate in different celebrations. ● Patriotism: promoted through appreciation of cultural and religious celebrations.
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Social Studies and CRE: culture and religious celebrations are learnt in these learning areas. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Text books braille ● Print word cards with appropriate font size and colour contrast ● Braille cards ● Audio recorded comprehension 	

Strand	Sub Strand	specific learning outcomes	suggested learning experiences	Suggested key inquiry question(s)
2.2 Reading	2.2.1 Intensive Reading	By the end of the Sub Strand, the learner should be able to: a) identify characters and events in a text for comprehension, b) predict events in a text accurately. c) answer factual and inferential questions correctly for	<ul style="list-style-type: none"> ● Learner is guided to identify the characters or events in a poem or story. ● Learner is guided to read a story of about 500 words. ● In groups, learners are guided to read a poem of not more than six stanzas. ● In groups, learners are guided to recite a poem. ● In pairs, learners are guided to summarise events in a story by retelling it. 	<ol style="list-style-type: none"> 1) Why do we enjoy reading stories and poems? 2) How do we predict events from a text accurately?

		<p>comprehension,</p> <p>d) create mental images from the events in poems and stories,</p> <p>e) judge the characters or events in a story in collaboration with peers,</p> <p>f) acknowledge the importance of intensive reading for knowledge.</p>	<ul style="list-style-type: none"> ● In pairs learners with low vision are guided to create crossword puzzles using learnt vocabulary while learners with blindness are guided to search for learnt vocabulary from simplified word puzzles in pairs. ● In groups, learners are guided to describe characters or events in poems or stories. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: a learner collaborate with peers to describe characters or events in poems or stories ● Creativity and Imagination: a learner create crossword puzzles/search words using learnt vocabulary ● Self-efficacy: a learner recites poems, confidently. 				
<p>Pertinent and Contemporary Issues:</p> <p>Life Skills Education: a learner become more proficient readers</p>			<p>Values:</p> <ul style="list-style-type: none"> ● Respect: interaction with culture and traditions during celebrations promotes a genuine appreciation for our heritage ● Patriotism: a learner recites patriotic poems individually, in pairs or small groups 	
<p>Link to other learning areas:</p> <p>Kiswahili and Indigenous Languages: poems and stories are learnt in these subjects</p>			<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Print and Braille textbooks ● Crossword puzzles ● Sample poems in print and in braille 	

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested key inquiry questions(s)
2.3 Grammar in Use	2.3.1 Word Classes: Nouns	By the end of the Sub Strand, the learner should be able to: a) identify concrete and abstract nouns correctly, b) use concrete and abstract nouns correctly in a variety of contexts, c) acknowledge the role of concrete and abstract nouns in communication.	<ul style="list-style-type: none"> ● Learner is guided to listen to a story, conversation or poem containing abstract nouns and concrete nouns. ● Learners are guided to select concrete and abstract nouns from a story, conversation poem, magazines or brochures among others. ● Learners are guided to construct sentences using concrete and abstract nouns. ● Learners are guided to make sentences from a substitution table featuring concrete and abstract nouns. ● In pairs, learners with low vision are guided to use laptops, tablets, computers, manila papers, notebooks, among others and create a crossword puzzle. Learners with blindness are guided to use digital devices with assistive technology to search for nouns from a word puzzle and write them. ● Learners with low vision are guided to share the puzzle or word search through, email, other social media while learners with blindness types the nouns searched in a digital device with assistive technology and share through email or social media platforms, posters or the school notice board. 	<ol style="list-style-type: none"> 1) How are concrete nouns different from abstract nouns? 2) How are concrete and abstract nouns used correctly in sentences?
<p>Core Competency:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: a learner makes sentences using nouns in group work. ● Creativity and Imagination: a learner use a laptop, tablet, computer, Manila paper, notebook, among others to create a crossword puzzle. 				

<p>Pertinent and Contemporary Issues: Life Skills Education: a learner practices using nouns in communication</p>	<p>Values: Peace: a learner reads articles related to the theme and construct sentences in pairs or small groups.</p>
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Language activities: concept of nouns is learnt in all language activity areas. 	
<p>Suggested learning Resources:</p> <ul style="list-style-type: none"> ● Laptops, computers, tablets ● Magazines, braille materials ● Digital devices with appropriate technology like screen readers, braille display and voice over ● Braille and print substitution tables 	

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
2.4 Writing	2.4.1 Creative Writing: Narrative Compositions	By the end of the Sub Strand, the learner should be able to: a) identify topics and possible ideas for open ended compositions, b) organize ideas in a paragraph logically, c) create an open-ended composition on a variety of themes, d) judge a narrative composition for correctness of language and relevance of topic, e) acknowledge the	<ul style="list-style-type: none"> ● Learner is guided to list topics and possible ideas for open ended compositions. ● In groups, learners are guided to discuss ideas and experiences on a given topic. ● Learner is guided to write down points to guide them in the writing of an open-ended composition of about (160-200 words). ● Learner is guided to use expressions proverbs, idioms fixed phrases, similes and metaphors appropriately in a composition. ● In groups, learners are guided to create the first paragraph. ● Learner is guided to complete the composition individually. ● Learner is guided to proofread the 	<ol style="list-style-type: none"> 1) How do we make composition interesting to read? 2) Why is it important to proofread composition?

		importance of creative writing in their lives.	composition and make necessary corrections. <ul style="list-style-type: none"> ● In pairs, learners are guided to critique an open-ended composition while focusing on: organization of ideas (coherence), creativity, relevance of topic, accuracy of language (grammar, choice of words, spelling). ● Learners are guided to grade a composition written by peers. 	
Core Competencies: <ul style="list-style-type: none"> ● Creativity and imagination; a learner creates compositions based on a variety of themes. ● Learning to Learn: a learner brainstorms, researches and lists topics and possible ideas for open ended compositions in pair or groups. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Life Skills Education: a learner communicates effectively through composition writing. ● Citizenship: a learner writes about cultural and religious celebrations. 			Values: Unity and Love: enhanced as learners write open-ended compositions individually, in pairs or small groups.	
Link to other subject areas: Open ended composition is learnt in all language activities.				
Suggested Learning Resources: <ul style="list-style-type: none"> ● Textbooks ● Braille papers ● Braille and print samples of well written open-ended composition. 				

3.0 ETIQUETTE - TELEPHONE

Suggested Vocabulary

phone, telephone, mobile, dial, cell phone, call, handset, disconnect, receive, network, signal, proper, mindful, polite, rude, voicemail, answering machine, etiquette, tone, courteous, inquire, privacy, guidelines, receiver, connect, video call.

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	By the end of the Sub Strand, the learner should be able to a) pronounce words with target sounds correctly, b) use polite words and phrases in a variety of contexts, c) use a variety of similes, proverbs, idioms and fixed phrases in oral communication, d) appreciate the use of polite words in a text.	<ul style="list-style-type: none"> • Learner is guided to say words containing the sounds /æ/ and /ɜ:/. • Learners are guided in groups to assess their peers as they pronounce words with the target sounds. • Learners are guided in pairs to identify polite words and phrases used in a telephone conversation. • Learners are guided to role-play a telephone conversation in pairs. • Learners are guided in groups to use polite language to interrupt politely in sentences. • Learner is guided to practise using expressions such as: fixed <i>phrase</i>: <i>make friends</i>, <i>simile</i>: <i>as proud as a peacock</i>, <i>metaphor</i>: <i>Peter is a giraffe. He is so tall.</i> <i>idiom</i>: <i>feel at home</i> <i>proverbs</i>: <i>charity begins at home</i>, <i>phrasal verb</i>: <i>pass by, look for, look at.</i> 	1) Why do we use polite words and phrases in a conversation? 2) How do we interrupt a speaker politely?

Core Competencies:

- Communication and Collaboration: a learner practises interrupting one another politely.
- Self-efficacy: a learner learns to give and respond to directions appropriately.

<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills Education: effective communication is promoted through group tasks. ● Critical Thinking: a learner gives and receives directions. 	<p>Values:</p> <p>Respect and peace: learners give and receive directions appropriately.</p>
<p>Link to other learning areas:</p> <p>Etiquette is a concept learnt in Home Science and in all language activities.</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Recorded telephone conversation ● Textbook ● Print chart with appropriate font size and colour contrast ● Braille charts 	

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
3.2 Reading	3.2.1 Intensive Reading	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> a) identify new words in a text for comprehension, b) answers direct and inferential questions for comprehension, c) infer the meaning of words, similes, proverbs, metaphors and idioms with straight forward meanings using contextual clues, d) advocate the need to read 	<ul style="list-style-type: none"> ● Learner is guided to skim and scans a text for specific information. ● Learners are guided to read a text of up to 500 words. ● Learner to answer direct and inferential questions. ● Learner is guided to role-play and dramatise events in the text. ● Learner is guided to use contextual clues such as: synonyms and antonyms as well as neighbouring words to infer the meaning of <i>fixed phrases, simile, metaphor, idiom, proverbs and phrasal verbs</i> ● Learners are guided to use braille, print or 	<ol style="list-style-type: none"> 1) Why do we read stories? 2) How do we obtain information from a text? 3) How do we tell the meaning of unfamiliar words as used in a

		intensively for lifelong learning	digital dictionaries or digital devices with assistive technology like screen readers, screen magnifiers and talk back to check the meaning of unfamiliar words. <ul style="list-style-type: none"> Learners with low vision are guided in groups to create a crossword puzzle using vocabularies from the text. Learners with blindness are guided to search for vocabularies from the text from simple braille crossword puzzles. 	text?
Core Competencies: <ul style="list-style-type: none"> Learning to Learn: a learner infers the meaning of words using contextual clues and look up the meaning of unfamiliar words from a dictionary. Creativity and Imagination: learners create a crossword puzzle using vocabulary from the text in groups. 				
Pertinent and Contemporary Issues: Social cohesion: the learner acquires skills of living harmoniously with others by reading texts on etiquette.			Values: Respect: a learner read materials about etiquette.	
Link to other learning areas: Kiswahili and Foreign Languages: telephone etiquette is learnt in Kiswahili and Foreign Languages.				
Suggested Learning Resources: <ul style="list-style-type: none"> Textbooks with appropriate print Braille textbooks Print reference materials with appropriate font size and colour contrast Digital dictionaries Crossword puzzles Digital devices with assistive technology. 				

Strand	Sub Strand	specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry questions(s)
Grammar in Use	3.3.1 Use of Correlative Conjunctions	By the end of the Sub Strand, the learner should be able to: a) identify correlative conjunctions in an oral or written text, b) use correlative conjunctions correctly in oral and written communication, c) use the pattern show... nominal...how/where/who in sentences, d) acknowledge the importance of using well-formed sentences in communication.	<ul style="list-style-type: none"> ● Learner is guided to identify the pattern: use of show... nominal... how/where/who in a text ● Learners are guided to use correlative conjunctions either...or/neither...nor in sentences. ● Learners are guided to construct sentences using show... nominal... how/where/who. ● Learner with low vision is guided to fill while learner with blindness complete in blanks in provided sentences to practise the use of the pattern how/where/who. ● Learner is guided to search for instances in which correlative conjunctions either...or/neither are used in print with appropriate font size and colour contrast or braille magazines, newspapers or the internet using digital devices with assistive technology 	<ol style="list-style-type: none"> 1) How are correlative conjunctions different from other conjunctions? 2) How do we use correlative conjunctions correctly in sentences?
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Learning to Learn: a learner searches for instances in which correlative conjunctions either...or/neither are used in newspapers or magazines. ● Creativity and Imagination: a learner creates short dialogues using sentence patterns. 				
<p>Pertinent and Contemporary Issues: Citizenship: learners are sensitized on how to observe courtesy during a telephone conversation.</p>			<p>Values: Respect: a learner constructs sentences related to telephone etiquette.</p>	
<p>Link to other learning areas: All languages: correlative conjunctions are a concept learnt not only in English but also in the Foreign Languages such as</p>				

German and Chinese and Kiswahili activities.

Suggested Learning Resources:

- Digital devices with assistive technology
- Braille/print magazines
- Newspapers

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
3.4 Writing	3.4.1 Mechanics of Writing:	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify numerals, common abbreviations and acronyms from print text. (for learners with low vision),</p> <p>b) identify numerals, common abbreviations and acronyms from braille texts (for learners with blindness),</p> <p>c) compose a story incorporating acronyms, abbreviations and numerals,</p> <p>d) use similes, proverbs, metaphors and idioms with straight forward meanings in a</p>	<ul style="list-style-type: none"> ● Learners are guided to search for print numerals or braille numerals, common abbreviations and acronyms from the internet or print materials with appropriate font size and colour contrast/braille materials or use digital devices with assistive technology. ● In groups, learners with low vision are guided to create a print with appropriate font size and colour contrast while learners with blindness braille chart featuring numerals, common abbreviations and acronyms. ● Learners are guided in groups to display the charts in class. ● Learners are guided to use expressions such as idioms, similes and metaphors correctly. ● Learner is guided to compose a story of about (150-200 words) incorporating common acronyms, abbreviations, numerals. 	<ol style="list-style-type: none"> 1) Why do we use abbreviations and acronyms in written text? 2) How do we write numerals in braille/print?

		composition, e) judge correctness of abbreviations, numerals and acronyms used in a text, f) acknowledge the value of mechanics of writing for clarity in communication.		
Core Competencies: <ul style="list-style-type: none"> ● Communication and Collaboration: learners create and display crossword puzzles in groups. ● Digital Literacy: a learner searches for common abbreviations and acronyms from the internet using digital devices with assistive technology. 				
Pertinent and Contemporary Issues: Citizenship: a learner engages in collaborative writing tasks and displays.			Values: Responsibility: a learner creates compositions based on the theme.	
Link to other learning areas: All Languages: all languages present aspects such as punctuation and spelling to learners.				
Suggested Learning Resources: <ul style="list-style-type: none"> ● Charts with acronym ● A Print/Braille Chart ● Digital devices with assistive technology 				

4.0 EMERGENCY RESCUE SERVICES

Suggested Vocabulary

red cross, ambulance, emergency, flying doctors, rescue, security, epidemic, amputate, workers, aid, stroke, unconscious, casualty, oxygen mask, hazard, precaution, prepare, critical, escape, critical care, intensive care unit, watch out.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
4.1 Listening and Speaking	4.1.1 Pronunciation and Vocabulary:	By the end of the Sub Strand, the learner should be able to <ol style="list-style-type: none"> a) select words with the target sound /ʊə/ from a text, b) use appropriate words, similes, proverbs, with straight forward meanings in day to day communication, c) distinguish nouns, verbs and adjectives by stressing syllables correctly, d) apply stress on content words and helping verbs for speech clarity, e) advocate the correct use of stress in oral communication. 	<ul style="list-style-type: none"> ● In pairs, learners are guided to pronounce words containing the sound /ʊə/ . ● Learners are guided to pronounce words with the same spelling but different meanings. ● In pairs, learners are guided to distinguish verbs, nouns and adjectives on the basis of stress, for example, extract/extract, perfect /perfect. ● In pairs, learners are guided to make recordings of a poetry recitation. ● Learner is guided to sing a song and lay emphasis on content words. ● Learner is guided to view /listen to audio visual clips, containing recitations of a poem and identify the stressed words. ● Learner is guided to make recordings, pronounce words, read sentences and apply the stress correctly. ● Learners are guided to use expressions such as similes, metaphors, idioms, fixed phrases and proverbs in a written text, expressions may include: <i>fixed phrases</i>: Catch fire, on fire, cause for alarm, in time, on time, lose control, all day long, all day <i>similes</i>: As fast 	<ol style="list-style-type: none"> 1) How do we pronounce words with the same spelling but different meaning to make them bring out their correct meanings? 2) Why is it important to pronounce words accurately? 3) Why do we enjoy listening to songs and poems with

			<p>as lightning, as light as a feather, as helpless as a baby, as cunning as a fox, <i>metaphors</i>: The boy was a fox. He was so cunning. proverb: Prevention is better than cure, there is no smoke without fire, A stitch in time saves nine, all's well that ends well, <i>idioms</i>: Face the music, play with fire, in the nick of time, get into hot water, breakneck speed phrasal verb: Care for, disagree with, end in tears, put out.</p>	<p>similes and proverbs?</p>
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and Collaboration: learners distinguish verbs, nouns and adjectives on the basis of stress in groups. • Digital Literacy: a learner makes recordings of songs and poetry recitations using digital devices with assistive technology. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health Education: a learner interacts with content related to emergency rescue services. • Life Skills Education: effective communication is enhanced through group activities. 			<p>Values;</p> <p>Unity, respect and peace: developed through information on how to alleviate the suffering of injured people as well as working in unity to save lives.</p>	
<p>Link to other learning areas:</p> <p>Foreign Languages and Kiswahili: pronunciation is learnt in Kiswahili and foreign languages such as Chinese and French activities.</p>				
<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Print dictionaries with appropriate font size • Digital devices with assistive technology 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
4.2 Reading	4.2.1 Intensive Reading: Visuals	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) predict events from visuals (for learners with low vision), b) predict events from visuals descriptions (for learners with blindness), c) create images from viewed, read or heard texts, d) answer direct and inferential questions correctly for comprehension, e) assess the relevance of visuals/visual descriptions in texts, f) acknowledge the relevance of visuals or visual descriptions in texts for clarity. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to read a variety of visuals related to the theme. Learners with blindness are guided to read a variety of visual descriptions related to the theme. ● Learner is guided to make predictions about a story based on the visuals/visual’s descriptions. ● Learner with low vision is guided to watch while learner with blindness listen to audio visual clips with mimes or cartoons. ● Learner is guided to answer question based on visuals/visual descriptions. ● Learner is guided to create a story from visuals/visual descriptions and retell it. ● Learner is guided to give directions using a map. ● Learner is guided to collaborate with peers to judge the relevance of visuals. ● Learner with low vision is guided to create a pictorial composition of about (160- 200 words) based on provided pictures. Learners with blindness are guided to create a composition of about (120 _150 words) based on provided picture descriptions. 	<ol style="list-style-type: none"> 1) Why do we use pictures to communicate? 2) How can we communicate without using words?
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: as learners work together and use visuals to tell their stories. ● Digital Literacy: as learners watch and create stories from visuals. ● Creativity and Imagination: as learners arrange visuals to tell a story. 				

<p>Pertinent and Contemporary Issues: Digital Literacy: as learners use tablets, laptops, mobile phones and television, among others, to view visuals related to the theme.</p>	<p>Values Responsibility: developed as learners learn to work together and interpret visuals related to the theme.</p>
<p>Link to other learning areas: Art and Craft: drawing and use of visuals to pass messages is learnt in this area.</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Tactile and print maps ● Digital devices with assistive technology ● Textbook with appropriate font size and colour contrast 	

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
<p>4.3 Grammar in Use</p>	<p>4.3.1 Word Classes: Pronouns</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify relative and indefinite pronouns in a text, b) use relative and indefinite pronouns correctly in oral and written texts, c) judge the correctness of sentences featuring relative and definite pronouns from various texts, d) appreciate the role of 	<ul style="list-style-type: none"> ● Learners are guided to identify relative pronouns such as <i>‘that,’ ‘which’ ‘who,’ ‘whom,’ and ‘whose’</i> from a text. ● Learners are guided to construct sentences using relative pronouns. ● Learners are guided to complete sentences featuring relative pronouns. ● Learners are guided to use indefinite pronouns such as <i>anyone, anything, everybody, everyone, everything, nobody, somebody, and someone and each</i> from a text. ● Learners are guided to collaborate with others to judge the correctness of sentences from a sample text. 	<ol style="list-style-type: none"> 1) How do we refer to people or things without saying what they are exactly? 2) How can we identify relative and indefinite pronouns

		relative and indefinite pronouns in oral and written texts.	<ul style="list-style-type: none"> • Learner is guided to search for examples of sentences in which relative and indefinite pronouns have been used on the internet using digital devices with assistive technology. • In groups, learners are guided to create braille/print posters or charts featuring relative and indefinite pronouns. 	in oral and written texts?
Core Competencies <ul style="list-style-type: none"> • Communication and Collaboration: learners' speaking and writing skills are enhanced as they use relative and indefinite pronouns to construct sentences. • Self- efficacy: as learners create posters, crossword puzzles or charts featuring relative and indefinite pronouns. 				
Pertinent and Contemporary Issues: Learner Support Programmes: as learners collaborate in activities of the First Aid Club, among others, learn to live together and save lives.			Values Love: developed as learners display their work and appreciate the projects accomplished by their peers.	
Link to other learning areas: All language areas: pronouns are learnt in these learning areas.				
Suggested Learning Resources: <ul style="list-style-type: none"> • Devices with assistive technology • Sample print with appropriate font size and colour contrast/braille texts • Manila papers • Braille papers felt pens 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
4.4 Writing	4.4.1 Functional Writing	<p>By the end of the Sub Strand, the learner should be able to</p> <ol style="list-style-type: none"> identify the key features of a formal letter, create a formal invitation letter using the correct format, judge a formal letter for correctness of language and relevance, acknowledge the importance of correctness of language for communication. 	<ul style="list-style-type: none"> In pairs, learners with low vision are guided to observe a sample formal letter and identify its components. In pairs learners with blindness are guided to read a sample of a formal letter and identify its components Learner is guided to search and download samples of formal letters online, learners with blindness use digital devices with assistive technology. In groups, learner is guided to plan a formal invitation letter. Learner is guided to write the formal letter individually. In pairs, learner is guided to proofread the letter and make corrections. Learner is guided to display the letter in the classroom, noticeboard or posters. Learners are guided to upload the letter online, learners with blindness to use digital devices with assistive technology. 	<ol style="list-style-type: none"> How are formal letters different from friendly letters? Why do you write letters?
<p>Core Competencies</p> <ul style="list-style-type: none"> Communication and Collaboration: as learners upload the invitation letter online or send through email, WhatsApp, among others to peers. Digital Literacy: as learners search for sample letters online and download them. 				
<p>Pertinent and Contemporary Issues: Citizenship: social cohesion is enhanced as learners write the formal invitation letter in pairs or groups.</p>			<p>Values Responsibility and love: enhanced as learners practise using language correctly when writing invitation letters.</p>	

Link to other learning areas:

Formal letter writing skill is learnt in all languages.

Suggested Learning Resources:

- Digital devices with assistive technology
- Sample of print with appropriate font size and colour contrast
- Braille formal letters

5.0 Our Tourist Attractions

Suggested Vocabulary

big five, museum, attract, tour, park, warden, game park, wonder, seven wonders of the world, poach, protect, national park, game reserve, film, watch, beauty, beach, holiday, tourist, tour guide, hotel, nature walk, travel, bird watching, swimming, snake park, dance, music, mountain climbing, foreign exchange, game keeper, sunbathe.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation and Vocabulary	By the end of the Sub Strand, the learner should be able to: a) listen for specific information and the main idea for self-expression, b) respond to oral questions based on the theme, c) use expressions such as similes, metaphors and proverbs in oral communication, d) acknowledge the importance of listening comprehension.	<ul style="list-style-type: none"> ● Learner is guided to listen to correct pronunciation of sounds, words, and phrases from the teacher, audio-visual recordings among others. ● Learner is guided to say words and phrases with the sounds /ð / and /θ /. ● Learner is guided to listen to a poem with various adverbial phrases such as proudly, in the park, by the river among others and recite it. ● Learner is guided to make sentences using the identified adverbial phrases. ● Learners are guided to practise using words and adverbial phrases in oral communication. 	<ol style="list-style-type: none"> 1) Why should we pronounce sounds correctly? 2) How do we extract main information or ideas from oral text? 3) How do we identify

			<ul style="list-style-type: none"> Learner is guided to use the following expressions in sentences: <i>fixed phrases: Make friends, be careful, fall asleep, fast asleep, in future, in a hurry similes: As brave as a lion; as blind as a bat metaphor: She is a lion. She is so brave proverbs: Prevention is better than cure, Seeing is believing, The early bird catches the worm idioms: Sick as a dog, you are what you eat, kick the habit, let the cat out of the bag, would not hurt a fly phrasal verbs: Go away, go back, pick up, get away...the antelope got away from the lion.</i> 	similes, metaphors and proverbs in oral texts?
Core Competencies <ul style="list-style-type: none"> Citizenship: is enhanced as learner discusses Kenya’s tourism attractions. Self-efficacy: is developed as learner gains confidence and self-esteem as he or she acquires the skills of listening for the main idea and specific information. 				
Pertinent and Contemporary Issues: Citizenship: patriotism as learner discusses Kenya’s tourist attractions.			Values Patriotism and social justice as learners acquire knowledge about different parts of Kenya.	
Link to other learning areas: All language areas: adverbials are learnt in all languages.				
Suggested Learning Resources: <ul style="list-style-type: none"> Audio-visual recordings Digital devices with assistive technology e.g. audio recorders 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
5.2 Reading	5.2.1 Extensive Reading: Fiction/ Non-Fiction	By the end of the Sub Strand, the learner should be able to: a) select appropriate reading materials from varied texts, b) read a variety of texts for enjoyment and general understanding, c) assess a text for appropriateness and relevance, d) advocate for extensive reading of text for knowledge.	<ul style="list-style-type: none"> ● Learner is guided to preview a braille/print text with appropriate font size and colour contrast by focusing on the title, author, among others (fiction/ non-fiction) 800-1000 words). ● In pairs, learners are guided to determine the appropriateness of a reading text. ● Learner is guided to skim through various texts to find out the general idea. ● Learner is guided to scan a text to find specific details such as key words. ● Learners are guided to select an appropriate reading text based on their interest. ● Learners are guided to read fiction/non-fiction, narrative, newspapers, magazines, poems, and class readers. Learners with blindness to use digital devices with assistive technology 	<ol style="list-style-type: none"> 1) Why should we read a variety of materials? 2) Why is it important to read independently? 3) How do we select the appropriate book to read?
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Learning to Learn: a learner interacts with a variety of texts for knowledge. ● Critical thinking and problem solving: a learner selects an appropriate reading text based on their interest. 				
<p>Pertinent and Contemporary Issues: Environmental Education: a learner is exposed to texts on tourist attraction sites and natural resources.</p>			<p>Values: Responsibility and love: learners are encouraged to love and become more responsible for protecting animals and natural resources.</p>	
<p>Link to other learning areas: Social Studies equips the learner with knowledge about animals and our natural resources.</p>				

Suggested Learnings Resources:

- Class readers
- Print magazines, newspapers with appropriate font size and colour contrast
- Digital devices with assistive technologies

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
5.3 Grammar in Use	5.3.1 Adjectives	By the end of the Sub Strand, the learner should be able to: a) identify simple comparative and superlative forms of adjectives in print and digital texts correctly. (for learners with blindness), b) identify simple comparative and superlative forms of adjectives in braille and digital texts. (for learners with blindness), c) use simple comparative and superlative forms of adjectives in oral and written sentences, d) acknowledge the importance of using adjectives correctly in communication.	<ul style="list-style-type: none">● Learners with low vision are guided to identify adjectives in print with appropriate font size and colour contrast while learners with blindness braille texts and digital texts.● Learners are guided to compare items using comparative and superlative forms of adjectives.● In groups, learners are guided to list regular and irregular adjectives.● Learners are guided to use adjectives in correct forms to complete sentences individually.● In groups, learners are guided to construct sentences using the correct form of comparative and superlative adjectives.● In groups, learners are guided to write the constructed sentences and display them in class.	<ol style="list-style-type: none">1) How do we describe people, things and places?2) Why do we describe people, things, and events?

<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learners’ ability to plan efficiently is developed as they create and display crossword puzzle and word search. ● Digital Literacy: a learner displays the completed crossword puzzle and word search on social media. 	
<p>Pertinent and Contemporary Issues: Safety and Security Education: a learner learns about safety when interacting with animals and when visiting various tourist attraction sites.</p>	<p>Values: Responsibility and Respect: a learner uses adjectives appropriately to construct sentences about animals and tourist sites, among others.</p>
<p>Link to other learning areas: All languages: adjectives are a key aspect in the grammar lessons in Chinese, French, German and other language activities.</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Braille and print books ● Digital text ● Digital devices with assistive technology 	

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry questions)
5.4 Writing	5.4.1 Creative Writing - Narrative Compositions.	By the end of the Sub Strand, the learner should be able to: a) plan a narrative composition in groups, b) organise ideas coherently, clearly, and logically for writing fluency, c) create a narrative composition on a variety of topics, d) judge a narrative	<ul style="list-style-type: none"> ● Learner is guided to identify the parts of a narrative composition. ● Learner is guided in pairs to plan a narrative composition of about (160- 200 words). ● Learner is guided to read sample narrative compositions with peers and critique them for: correctness of language flow or organization of ideas relevance to the topic creativity ● Learner is guided to use the steps of the writing composition of about (160- 200 	<ol style="list-style-type: none"> 1) Why should we organise ideas in our compositions? 2) How can you make your writing

		composition for correctness of language, relevance of the topic, and organisation of ideas, e) acknowledge the value of organising ideas coherently, clearly, and logically for writing fluency.	words). ● Learners are guided to use appropriate fixed phrases such as: catch fire, similes such as: as fast as lightning, metaphors such as: the boy was a fox. He was so cunning, proverbs such as: prevention is better than cure, idioms such as get into hot water and phrasal verbs such as: care for.	interesting ?
Core Competencies: Communication and Collaboration: learners follow the stages of the writing process and create a narrative composition in groups. Creativity and Imagination: a learner's artistic skills are enhanced as they create and write narrative compositions.				
Pertinent and Contemporary Issues: Environmental education: a learner familiarise with tourist attractions and other natural features.			Values: Unity and responsibility: learners create narrative compositions about ways of protecting natural resources and proofread them in pairs or groups.	
Link to other subjects; ● The learner is able to relate the concept of the writing process to their learning in Kiswahili, French and Chinese.				
Suggested Resources: ● Print sample of a narrative with appropriate font size and colour contrast ● Braille sample of a narrative ● Text books with appropriate print ● Digital devices with assistive technology				

6.0 JOBS AND OCCUPATION - WORK ETHICS

Suggested Vocabulary

value, work, bad, virtue, upright, code, responsible, occupation, teamwork, integrity, trespass, co-worker, self-esteem, passion, smart, early, unethical, loyal, hardworking, hard work, character, corrupt, honest, reward, excel.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
6.1 Listening and Speaking	6.1.1 Pronunciation and Vocabulary	By the end of the Sub Strand, the learner should be able to: a) identify words and phrases with the sounds /f/ /v/ and /əʊ/, b) use vocabulary related to the theme in sentences correctly, c) apply stress and intonation in questions, statements, and exclamatory sentences, d) acknowledge the importance of stress and intonation in sentences.	<ul style="list-style-type: none"> ● Learner is guided to say sounds, words, phrases, and sentences with the sounds /f/ and /v/ and /əʊ/. ● Learner is guided to say tongue twisters with the sounds /f/ and /v/ and /əʊ/. ● Learners with low vision are guided to watch as learners with blindness listen to audio visual clips of a dialogue and imitate the use of stress and intonation by the speakers. ● In groups, learners are guided to recite a choral verse. ● Learners are guided to sing songs featuring stress and intonation. ● Learner is guided to form sentences using the following expressions: <i>fixed phrases: Take care of, have no idea, you never know simile: As happy as king, as busy as a bee, work like a horse metaphor: Wambui is a bee. She is so busy. idioms: Lay off, hand in, take over, deal with, strike while the iron is hot, go the extra mile proverbs: Make hay while the sun shines, The sun does not wait for a king, Honesty is the best policy, Slow but sure wins the race, Jack of all trades, master of</i> 	<ol style="list-style-type: none"> 1) Why should we pronounce words correctly? 2) Why do we raise our voices when asking questions? 3) How can you vary your voice to convey different meanings of words?

			<i>none phrasal verbs: Grow up, take over, deal with, give up, go on.</i>	
Core Competencies: <ul style="list-style-type: none"> • Communication and Collaboration: learners role-play a telephone conversation featuring statements and questions. • Self-efficacy: the learner's ability to analyse is developed when they give their views on strengths and weaknesses as they form sentences using the given expression. 				
Pertinent and Contemporary Issues: Career Guidance: a learner's grasp of careers is heightened as they interact with information on work ethics.			Values: Responsibility and respect: the learner values hard work during practice and participation in the choral verse recitation.	
Link to other learning areas: Kiswahili and other languages present the concept of stress and intonation to learners.				
Suggested Resources: <ul style="list-style-type: none"> • Digital devices with assistive technology • Audio-visual clips 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
6.2 Reading	6.2.1 Intensive Reading (Dialogue of about 500 words)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) make connections between events in the text and prior experiences, b) use contextual clues to infer the meaning of vocabulary such as words, proverbs, fixed phrases, similes, and phrasal verbs, c) respond to a reading text for comprehension. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to relate the title of a dialogue and illustrations/pictures with their personal experiences as learners with blindness are guided to relate the title of a dialogue and describe illustrations and picture descriptions with their personal experiences. Learner is guided to skim a text to obtain a general idea (dialogue of about 500 words). ● Learner is guided to scan a text for specific details. ● Learners with low vision are guided to observe the cover, pictures, and read the title to make predictions. Learners with blindness are guided to listen to cover page descriptions by the teacher and read the title to make predictions. ● Learner is guided to infer the meaning of unknown words, similes, metaphors and fixed phrases from context. ● Learners are guided to create mental images (visualise) from read, viewed, or heard text. ● Learners are guided in groups to retell events in a story/dialogue in their own words. ● In groups, learners are guided to make posters featuring the new words he or they have learnt. Learners with blindness to braille the new words and stick them on the manilla paper. 	<ol style="list-style-type: none"> 1) Why is it important to relate events in a story to our own experience ? 2) How can you predict what will happen in a story or passage? 3) How can we infer the meaning of new words in a text?

			<ul style="list-style-type: none"> • Learners are guided to answer literal and inferential questions. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and Collaboration: as learners’ role play as well as respond to questions from a text. • Self-efficacy: a learner's confidence is elevated as they display posters featuring the new words learnt through concerted attention to detail. 				
<p>Pertinent and Contemporary Issues: Life-Skills Education: learners engage in role-play and retell the events in the story.</p>			<p>Values: Responsibility is developed as the learners display dependability while scanning through a text on work ethics for specific details.</p>	
<p>Link to other learning areas: A learner links intensive reading to all language activities.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Print books with appropriate font size and colour contrast and braille books • Digital devices with assistive technology • Posters, manila paper, scissors, glue 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
6.3 Grammar in Use	6.3.1 Phrasal Quantifiers	By the end of the Sub Strand, the learner should be able to: a) recognise phrasal quantifiers in oral and written contexts, b) use phrasal quantifiers with countable and uncountable nouns correctly, c) judge the correctness of phrasal quantifiers in sentences.	<ul style="list-style-type: none"> ● In pairs, learners with low vision are guided to view while learners with blindness listen to an audio-visual text featuring phrasal quantifiers and identify them. ● Learners are guided to make sentences using phrasal quantifiers such as a lot of..., a pinch of... plenty of..., a number of, a crate of ... ● Learners with low vision is guided to create print charts and posters with appropriate font size and colour contrast using phrasal quantifiers while learners with blindness braille them and display them on the school notice board or share them in social media. ● Learner is guided to form sentences from a substitution table. 	<ol style="list-style-type: none"> 1) How do we differentiate countable nouns from the uncountable? 2) How do we count things?
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and Collaboration; learners express themselves using phrasal quantifiers in groups. ● Digital Literacy; learner interacts with videos featuring phrasal quantifiers or displaying charts and posters online or on digital devices with assistive technology. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Citizenship: learners perform social activities in groups. ● Learner Support Programmes: learning to live together is developed through group activities. 			<p>Values:</p> <ul style="list-style-type: none"> ● Respect, integrity, and unity: learners create charts in pairs. 	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Learners link phrasal quantifiers to all language activities. ● The correct use of phrasal quantifiers is relevant when handling food and nutrition in Agriculture and Nutrition. 				

Suggested Learning Resources:

- Digital devices with assistive technology
- Print charts and posters with appropriate font size and colour contrast
- Braille charts and posters

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry questions
6.4 Writing	6.4.1 Creative Writing - Pictorial Compositions	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) plan a composition in preparation for creative writing,</p> <p>b) use appropriate words and expressions such as similes, metaphors, fixed phrases, phrasal verbs and idioms in written communication,</p> <p>c) create a pictorial composition from visuals. (learner with low vision) create a pictorial composition from visual descriptions (for learners with blindness)</p> <p>d) judge a pictorial composition for relevance of topic, correctness of language, and creativity.</p>	<ul style="list-style-type: none"> ● In pairs, learners with low vision are guided to view a variety of pictures, illustrations, and other visuals in appropriate print, and digital texts and discuss what is happening. Learners with blindness are guided to read a variety of picture descriptions from braille materials or digital devices with assistive technology. ● Learners with low vision are guided to view comic strips or read comic strips from appropriate print newspapers, magazines and journals columns. Learner with blindness is guided to read brailled descriptions of comic strips from newspapers magazines and journal columns. ● Learner is guided to use relevant; <ul style="list-style-type: none"> ○ <i>fixed phrases: have no idea,</i> ○ <i>similes: as happy as a king,</i> ○ <i>metaphors: Wambui is a bee. She is so busy.</i> ○ <i>idioms: go the extra mile</i> ○ <i>proverbs such as: The sun does not wait for a king and phrasal verb such as grow</i> 	<ol style="list-style-type: none"> 1) How can you make others desire to read your composition? 2) How do we organise ideas logically, coherently and clearly in written compositions?

			<p><i>up in a composition.</i></p> <p>Learners with low vision are guided to use visuals to compose a story of about (160-200 words). Learner with blindness is guided to use visuals descriptions to compose a story of about (120_150 words)</p> <ul style="list-style-type: none"> ● In pairs, learners are guided to revise composition by incorporating suggestions given by peers. ● Learners are guided to publish the composition by displaying it on the wall, charts, online, posters, and social media platforms, among others. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: a learner creates a story from a collection of visuals provided by the teacher. ● Self-efficacy: learners publish compositions by displaying them on the wall, charts, online, posters, and social media platforms, among others. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Critical Thinking: a learner observes visuals or pictures/picture descriptions and plans a composition. ● Creativity and imagination: learners compose a story of about (160-200 words) in pairs. 			<p>Values:</p> <p>Responsibility, respect, and love: learners critique visuals in groups and then create pictorial compositions related to the theme.</p>	
<p>Link to other learning areas:</p> <p>Learner link aspects of pictorial compositions in curricula to all language activities.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Print material with appropriate font size and colour contrast ● Braille materials ● Digital devices with assistive technology ● Braille charts 				

7.0 TECHNOLOGY: SCIENTIFIC INNOVATIONS

Suggested Vocabulary

Engineer, computer science, device, app, telephone, industrial, laboratory, evolve, architect, irrigation, electronic, wireless, digital, invent, modern, medical, advance, space, rocket, science, discover, satellite.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry questions
7.1 Listening and Speaking	7.1.1 Pronunciation and Interactive Listening	<p>By the end of the Sub Strand, the learner should be able to</p> <ul style="list-style-type: none"> a) articulate sounds correctly for communication clarity, b) use appropriate words and expressions such as similes, metaphors, proverbs among others, c) to express different moods in oral contexts, d) seek clarification during a two-way conversation, interrupt appropriately during a conversation, e) acknowledge the importance of interactive listening. 	<ul style="list-style-type: none"> ● Learner is guided to practice saying the sounds: <ul style="list-style-type: none"> ○ /v/ as in, of, on, from, lot; ○ hot, /ɔ:/ as in door, sort, short, ○ ball, call, or among others. ● Learner is guided to take turns and interrupt appropriately during conversations. ● Learner is guided to show moods such as happiness, surprise, sadness, regret, and pain, among others. ● Learners are guided to role-play short interviews. Learner with low vision is guided to watch while learners with blindness listen to audio visual on dialogues from digital devices video, the computer, tablets, and respond to questions appropriately. ● Learner is guided to practice using expressions such as: <ul style="list-style-type: none"> ○ <i>fixed phrases: such as good at,</i> ○ <i>be familiar with, little by little,</i> ○ <i>long ago, a long time ago similes: work like magic, as easy as ABC., like a sea of knowledge, as slow as a snail, as quick as silver,</i> 	<ul style="list-style-type: none"> 1) How do you interrupt a speaker politely during a conversation? 2) How do we show our emotions when talking?

			<ul style="list-style-type: none"> ○ <i>metaphors: The internet is a sea of knowledge. It has a lot of information</i> ○ <i>idioms: To make headway, apple of my eye</i> ○ <i>proverbs: Practice makes perfect, Necessity is the mother of invention, Live and learn, Little learning is a dangerous thing, phrasal Verbs: Start over, key in, leave behind, look for, come up with.</i> 	
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Digital Literacy: enhanced as the learner watches partial dialogues on video, the computer, and tablets, and other devices and respond to questions appropriately. ● Communication and Collaboration: enhanced as the learner takes turns during a conversation. 				
<p>Pertinent and Contemporary Issues: Life Skills Education: effective communication is acquired as the learner practises turn-taking and interrupting one another appropriately</p>			<p>Values Love and respect: are enhanced as learner takes turns to speak during conversations and seek clarification during a conversation.</p>	
<p>Link to other learning areas: Interactive listening features in languages such as Arabic, Indigenous Languages, Chinese, Kiswahili, German and French among others.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Braille and print books ● Audio-visual clips 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry questions)
7.2 Reading	7.2.1 Extensive Reading: Fictional and Non-Fictional (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) select appropriate reading texts from a library, b) read a variety of texts for general information and enjoyment, c) acknowledge the importance of reading widely in lifelong learning.	<ul style="list-style-type: none"> ● Learners are guided to select a reading text from a varied collection of materials or library. ● Learners are guided to preview the table of contents from a book, find the required information, and answer oral questions. ● Learner is guided to skim through a text to obtain the gist or general idea. ● Learner is guided to scan through a text to obtain specific information. ● Learners are guided to select a reading text (1251-1500 words). ● Learner is guided to use a dictionary to look up the meaning of unfamiliar words. ● Learner is guided to write a summary of a text he or she has read. 	<ol style="list-style-type: none"> 1) How can you obtain the general idea of what a text is about? 2) Why is it important to read many books?
Core Competencies <ul style="list-style-type: none"> ● Learning to Learn: as the learner selects a reading text from a varied collection of materials or library ● Communication and Collaboration: as learner shares the content or story he or she has read in groups 				
Pertinent and Contemporary Issues: Critical Thinking: as learner skims through a text to obtain the gist or general idea.			Values Responsibility and respect: developed as learners read poems and narratives related to the theme and perform various tasks.	
Link to other learning areas: Kiswahili, Foreign and Indigenous Languages promote extensive reading.				
Suggested Learning Resources: <ul style="list-style-type: none"> ● Textbooks ● Dictionaries 				

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

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry questions
7.3 Grammar in Use	7.3.1 Tense: Future Continuous Tense (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify sentences featuring future continuous tense in print or digital texts. (for learners with low vision), identify sentences featuring future continuous tense in braille and digital text. (for learners with blindness), use future continuous tense in oral and written contexts correctly, assess sentences for correctness and appropriateness of tense. 	<ul style="list-style-type: none"> ● Learner is guided to ask the following questions in pairs: <i>What are you doing; What were you doing yesterday? What will you be doing tomorrow?</i> Learners with low vision are guided to view pictures as learners with blindness read picture descriptions of animals, plants, or people and describe what will probably happen the next day starting with the words, they, he, and she, among others. ● Learners are guided to talk about activities in the past, present, and future time. ● Learners are guided to search the internet using digital devices with assistive technology for examples of sentences expressing continuous tense. ● Learners are guided to collaborate with peers to determine the correctness of tense in sample sentences. 	<ol style="list-style-type: none"> 1) How do you show an action will take place tomorrow? 2) How do you show when an action occurs?
Core Competencies <ul style="list-style-type: none"> ● Communication and Collaboration: enhanced when the learner talks about activities in the past, present, and future time in pairs or groups. ● Self-efficacy: developed as learners' role- use the future continuous time while role-playing an action related to the theme. 				

<p>Pertinent and Contemporary Issues: Life Skills Education: Effective Communication is promoted through role play.</p>	<p>Values Unity and love: developed as learner reads a story and identifies instances when future continuous forms have been used in pairs or small groups.</p>
<p>Link to other learning areas: Tense is an aspect learnt in all languages.</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Pictures of animals and plants ● Print and braille maps 	

Strand	Sub Strand	specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry questions
7.4 Writing	7.4.1 The Punctuation The comma and Double Question Marks (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the comma and double quotation marks in braille/print text, b) use the comma and the double quotation marks correctly in oral and braille/print written text, c) collaborate with peers to determine the correctness featuring the comma and the double quotation marks.	<ul style="list-style-type: none"> ● In groups, learner is guided to identify sentences in which the comma and the double quotation marks have been used ● Learners are guided to recite a poem while paying attention to the use of the comma and the double quotation marks. ● In groups, learners are guided to listen to an oral presentation and answer questions. ● Learner is guided to form sentences from a substitution table. ● In groups, learners are guided to construct a few sentences, punctuate them correctly, create a braille/print poster with appropriate font size and colour contrast and exchange the work to another group for peer 	<ol style="list-style-type: none"> 1) Why should we punctuate our speech or writing correctly? 2) How can we use commas, double quotation marks to punctuate written sentences

			correction. ● Learner is guided to listen to a dictation of sentences, write the sentences and punctuate them appropriately.	correctly?
Core Competencies <ul style="list-style-type: none"> ● Learning to Learn: enhanced as learners look for information on the Web. ● Self-efficacy: developed as learners recite a poem while paying attention to the use of the comma and the double quotation marks. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Effective Communication: enhanced as learners use the double punctuation marks in oral and written contexts ● Critical Thinking: listen to an oral presentation and answer questions in pairs or groups. 			Values Love and unity: developed through recitation or performance of poems in groups.	
Link to other learning areas: All languages: punctuation is a key component incorporated in the learning of Kiswahili and Foreign Languages, among others.				
Suggested Learning Resources: <ul style="list-style-type: none"> ● Charts with correctly punctuated sentences, ● Braille cards ● Print word cards with appropriate font size and colour contrast 				

8.0 THE FARM – ANIMAL SAFETY AND CARE

Suggested Vocabulary

veterinary, poisonous, cruel, brand, sanctuary, adoption, orphanage, cage, inspect, helmet, pesticide, tether, endangered, die, protect, safety, danger, care, cage, suffering, clean, pet, feed, animal rights, overwork.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
8.1 Listening and Speaking	8.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) recognise the difference between riddles and proverbs, b) pronounce sounds, words, and phrases related to the theme accurately, c) use words and expressions such as idioms, fixed phrases, phrasal verbs and proverbs in varied contexts, d) acknowledge the importance of proverbs, riddles, and idioms in communication.	<ul style="list-style-type: none"> ● In pairs, learners are guided to participate in a riddling session. ● Learner is guided to say sounds, words, idioms, and proverbs with the sounds /ʃ/ and /tʃ/ accurately. ● Learners are guided to create their own riddles and share them with their peers. ● Learners are guided to use words, phrases, and proverbs in a conversation. ● Learner is guided to find and use words and expressions such as: <i>fixed phrases: In good shape, at the moment, make money, one by one,</i> <ul style="list-style-type: none"> ○ <i>Simile: as mischievous as a monkey, as helpless as a baby, as gentle as lamb, as white as wool,</i> ○ <i>Metaphor: The girl is a lamb. She is so gentle. Idioms: Would not hurt a fly, curiosity killed the cat, let the cat out of the bag, kill two birds with one stone,</i> ○ <i>Proverbs: A bad workman quarrels with his tools, put all your eggs in one basket, it is no use crying over spilt milk, A barking dog never bites, A dog is a man's</i> 	1) Why do we tell riddles and proverbs? 2) How are riddles different from proverbs?

			<i>best friend,</i> <ul style="list-style-type: none"> ○ <i>Phrasal Verbs: die out, care for, care about, look after, rely on.</i> 	
Core Competencies <ul style="list-style-type: none"> ● Digital Literacy: as learners search for information online. ● Learning to Learn: promoted when learners learn how to use proverbs and idioms appropriately. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Life Skills Education: effective communication as learners pronounce words correctly for effective communication ● Critical Thinking: as learners unravel the meaning of proverbs, idioms, and riddles 			Values Responsibility, respect, love: developed as learners listen to a text about animal safety and care	
Link to other learning areas: All languages emphasise correct pronunciation.				
Suggested Learning Resources: <ul style="list-style-type: none"> ● Digital devices with assistive technology, ● Braille cards ● Print charts with appropriate font size and colour contrast. 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
8.2 Reading	8.2.1 Fluency (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) select a reading text from a collection of materials or the library, b) read a text at a reasonable speed for fluency, c) read a text accurately and	<ul style="list-style-type: none"> ● Learners are guided to obtain specific information from a text. ● In pairs, learners are guided to practise reading at the right speed. ● Learner is guided to read a text, observing punctuation marks correctly. ● Learner is guided to listen to a recorded audio on reading fluency and practice: 	1) How can you improve your reading speed? 2) How do you show

		with expression, d) acknowledge the importance of reading fluency in lifelong learning.	<ul style="list-style-type: none"> ● In groups, learners are guided to read a choral verse. ● Learner is guided to read a paragraph, a passage, or story in turns. 	different feelings when reading a story or poem?
Core Competencies				
<ul style="list-style-type: none"> ● Self-efficacy: developed as learner becomes more fluent in reading ● Digital Literacy: as learner watches or listens to a video and practises various aspects of reading fluency 				
Pertinent and Contemporary Issues: Life Skills Education: effective communication is developed as learners become more fluent in reading.			Values Unity and respect: developed as learners work in groups to practise reading at the right speed.	
Link to other learning areas: Fluency in reading is emphasised in Kiswahili, Foreign and Indigenous Languages				
Suggested Learning Resources:				
<ul style="list-style-type: none"> ● Recorded audios ● Stop watches ● Braille card ● Appropriate print charts with a choral verse ● Textbooks stories passage and pictures 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
8.3 Grammar in Use	8.3.1 Sentence Patterns: (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) distinguish the active and passive voice in a sample text correctly,	<ul style="list-style-type: none"> ● Learners are guided to identify sentences in the active and passive voice from a text. ● In pairs, learners are guided to change sentences from active to passive voice and vice-versa . 	1) Why do we say some sentences are in an active or

		<p>b) contrast the use of some given words in sentences,</p> <p>c) use active and passive voice correctly,</p> <p>d) assess sentences for correctness on the use of active and passive voice.</p>	<ul style="list-style-type: none"> ● Learner is guided to sort pairs of sentences written on braille/print cards with appropriate font size and colour contrast into either active or passive voice categories. ● Learners are guided to contrast the use of keep, put, think, and hope in a substitution table. ● Learner is guided to construct sentences in the active and passive voice, type them on a computer, laptop, tablet, or mobile phone with assistive technology and share them through email or other web platforms. ● Learners are guided to search for more examples of sentences in the active and passive voice from the internet print/braille materials. ● In pairs, learners are guided to determine the correctness of sentences. ● In groups, learners are guided to form sentences from a substitution table. ● In groups, learners are guided to write the sentences on appropriate print or braille charts. ● Learner is guided to display the charts and conduct a gallery walk. ● Learners are guided in groups to construct sentences using the words keep, put, think, and hope. ● Learners are guided to play a game: sentence scramble where they manipulate jumbled up words to form correct sentences. 	<p>passive voice?</p> <p>2) How do we change a sentence from active to passive form?</p>
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Core Competencies <ul style="list-style-type: none"> ● Digital Literacy: as learners search the web for more examples of active and passive sentences. ● Critical thinking and problem-Solving: rearrange jumbled up sentences into a coherent paragraph. 	
Pertinent and Contemporary Issues: ESD: animal welfare is enhanced as learners construct sentences related to animal welfare.	Values Unity and respect: developed as learners work in groups to form active and passive sentences from a substitution table.
Link to other learning areas: <ul style="list-style-type: none"> ● Care for animals is a concept emphasised in subjects like Agriculture and Science. 	
Suggested Learning Resources: <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Felt pens ● Manila papers ● Braille papers ● Braille and print substitution tables 	

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
8.4 Writing	8.4.1 Creative Writing – Narrative Compositions (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) plan a narrative composition in preparation for writing, b) use proverbs, phrasal verbs and idiomatic expressions in writing, c) create a narrative composition based on a given theme for	<ul style="list-style-type: none"> ● Learner is guided to identify idioms, proverbs, and similes from an oral or written text. ● Learner is guided to complete a gap-filling exercise involving similes, proverbs, and idioms. ● Learners are guided to use appropriate words and expressions such as fixed phrases: similes, idioms, phrasal verbs and metaphors in their writing. ● In groups, learners are guided to use the 	1) Why is it important to plan your composition? 2) How do we make our compositions interesting

		<p>d) self-expression, e) judge a narrative composition for creativity, organisation of ideas, relevance of topic, and correctness.</p>	<p>writing process (planning, drafting, editing, revising, and publishing) and create a narrative composition of about (160-200 words) .</p> <ul style="list-style-type: none"> ● Learner is guided to display their compositions in class, on charts, school magazine, noticeboard and blogs, among others. 	<p>? 3) Why do we use idioms and proverbs in compositions?</p>
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Creativity and Imagination: developed as a learner creates narrative compositions. ● Critical Thinking and Problem-Solving: as learner proofread composition written by a peer and proposes corrections. ● Digital Literacy: as a learner displays his or her composition in the classroom, on charts, school magazine, noticeboard and blogs among others. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● ESD: animal welfare is promoted through the theme of taking care about animals ● Creativity: developed as learner plans a narrative composition in pairs 			<p>Values</p> <p>Responsibility, respect and love for animals: enhanced as a learner uses proverbs and idioms in a narrative composition about farm animals.</p>	
<p>Link to other learning areas:</p> <p>All language subjects: composition writing is learnt in Kiswahili, Foreign Languages and Indigenous Languages.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Textbooks exercises ● Samples of braille and print narratives ● Braille charts ● Print charts with similes with appropriate font size and colour contrast ● Proverbs and idioms 				

9.0 LIFESTYLE DISEASES

Suggested Vocabulary

cancer, high blood pressure, heart disease, heart attack, obesity, overweight, diabetes, exercise, incurable, cure, allergy, treat, distress, headache, prevention, diet, lifestyle, heart disease, stroke, obesity.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
9.1 Listening and Speaking	9.1.1 Pronunciation and Speaking Fluency (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify words, phrases and sentences with the target sounds, b) use words and expressions such as idioms, proverbs and similes related to the theme in sentences correctly, c) make an oral presentation related to the theme	<ul style="list-style-type: none"> ● Learner is guided to say words and phrases with the sounds /eə/ /aʊ/ and /h / correctly. ● Learner is guided to practise saying tongue twisters with the selected sounds. ● Learner are guided in groups to recite poems with words which have the sounds /eə/ /aʊ/ and /h/. ○ speak at the right speed. ○ say words and phrases accurately. ○ display the right feelings when saying something. ● Learners are guided to make short speeches expressively, accurately and without 	<ol style="list-style-type: none"> 1) Why should you speak accurately and without hesitations ? 2) Why should you show the right feelings

		<p>fluently, d) acknowledge the importance of fluency in oral communication.</p>	<p>hesitations.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to recite choral and oral verses and show the right facial expressions while learners with blindness tonal variations through readers' theatres. ● Learner is guided to use fixed phrases such as <i>fall sick similes such as ... as right as rain, metaphor, for example, Kadzo is a lark. She is always happy. idioms such as fit as a fiddle, sick like a dog, proverbs such as an apple a day keeps the doctor away,, prevention is better than cure, phrasal verbs such as pass out.</i> ● Learner are guided to make short video's recordings of the poetry recitation, narrations or readers theatre and share them. 	<p>when reciting a poem or telling a story?</p>
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Communication and Collaboration: enhanced as a learner makes short videos of the poetry recitation, narrations or readers theatre and share them with friends or peers. ● Self-Efficacy: promoted as the learner begins to speak more fluently and with confidence. 				
<p>Pertinent and Contemporary Issues: Effective communication: learners recite choral and oral verses.</p>		<p>Values</p> <ul style="list-style-type: none"> ● Responsibility: developed as learners deliver speeches on lifestyle disease ● Peace and unity: developed through performance of group tasks 		
<p>Link to other learning areas: Languages: speaking fluency is learnt in Kiswahili, Indigenous and Foreign languages.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Print reference material with appropriate font size and colour contrast 				

- Braille cards with targeted sounds

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
9.2 Reading	9.2.1 Intensive Reading - fictional and non-fictional (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) make connections between events in the text and real-life experiences, b) create mental images from viewed, heard or read text for comprehension, c) respond to texts correctly for comprehension d) acknowledge the importance of reading comprehension in lifelong learning.	<ul style="list-style-type: none"> ● Learners with low vision are guided in groups to predict events by studying the title, cover pictures and pictures in a text on lifelong diseases. ● Learners with blindness are guided to predict events by studying the title, listening to picture descriptions of the cover page from the teacher and reading picture descriptions in a text on lifestyle diseases. ● Learner is guided to picture events, characters or places in their minds. ● Learner is guided to read texts of up to 500 words related to the selected theme ● Learner is guided to connect events in a text with an occurrence in their own life or real-world events. ● Learners with low vision are guided to use the images on the front cover to predict events in the text. Learners with blindness are guided in groups to use image descriptions of the front cover given to them by the teacher or sighted peers to predict events in the text. ● Learner is guided to infer the meaning of 	<ol style="list-style-type: none"> 1) Why should we relate events in a text with real life, people or places? 2) How can we predict what will happen in a text or story?

			<p>unfamiliar words and expressions such as fixed phrases, idioms, proverbs and phrasal verbs.</p> <ul style="list-style-type: none"> ● Learner is guided to retell the events depicted in a text in their own words. ● Learner is guided to answer direct and inferential questions from a variety of texts ● Learners with low vision are guided in groups to create a mind map using words in a text. Learners with blindness are guided in groups to make a summary of the main ideas in a text. 	
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Learning to Learn: as a learner infers the meaning of unfamiliar words and phrases. ● Creativity and Imagination: as a learner creates mind maps using words in a text. 				
<p>Pertinent and Contemporary Issues: Environmental and Health Education: as learners become more knowledgeable on lifestyle diseases</p>			<p>Values Responsibility, love: as learners interact with fictional and nonfiction texts</p>	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Physical Education: as learners practise various skills in sports. ● Science and Technology; as learners experiment in their immediate environment. 				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Textbook with appropriate font size and colour contrast ● Pictures ● Felt pens and manila papers ● Braille reference book 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
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9.3 Grammar in Use	9.3.1 Adverbs (3 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify adverbs in oral and written texts, use adverbs to express different meanings correctly, judge the appropriateness of adverbs used in oral and written texts. 	<ul style="list-style-type: none"> Learner is guided to identify the adverbs of manner, time, place and frequency in a text. Learners with low vision are guided to underline the adverbs in a passage, learners with blindness identify adverbs in passage and read to their group members. Learners are guided in small groups to pick out different adverbs from print/ braille texts or the internet using digital devices with assistive technology. In groups, learners are guided to judge the correctness of sentences featuring adverbs. Learners are guided to form sentences using adverbs. Learner is guided to create a poem or story using different types of adverbs. In pairs, learners with low vision are guided to create and solve crossword puzzles using adverbs while learners with blindness search for adverbs from a crossword puzzle horizontally and vertically. 	<ol style="list-style-type: none"> How do we show where, how, when and how many times an action occurs? How do we identify adverbs in written texts?
Core Competencies <ul style="list-style-type: none"> Digital Literacy: as a learner searches for adverbs on the internet. Creativity and Imagination: as a learner creates crossword puzzles using adverbs in pairs. 				
Pertinent and Contemporary Issues: ESD -safety: as learners are sensitised on the need to reduce the risk of contracting lifestyle diseases		Values Unity, respect, responsibility: as learners interact with texts on lifestyle diseases and learn how to reduce the risk of contracting these diseases.		
Link to other learning areas Languages: as learners practise use of vocabulary.				

Suggested Learning Resources:

- Digital devices with assistive technology
- Braille crossword puzzles

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
9.4 Writing	9.4.1 Punctuation: The Hyphen (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify grade appropriate hyphenated words from a written text, b) use grade appropriate hyphenated words correctly for clarity of meaning, c) judge sentences for correctness of language, and use of the hyphen.	<ul style="list-style-type: none">● Learner is guided to identify hyphenated words from a text.● In groups, learners are to search for hyphenated words such as dark-blue shirt, good-looking, good-hearted, fast-moving, anti-clockwise from the internet using digital devices with assistive technology, braille/appropriate print magazines, newspapers, textbooks or brochures.● Learner is guided to listen to a dictation of the following words: mother-in-law, father-in-law, sister-in-law, brother-in-law and write them down.● In pairs, learners are guided to listen to an audio recording of the words mother-in-law, father-in-law, sister-in-law, brother-in-law and anti-clockwise and create a list.● Learner is guided to use words such as fast-flowing, slow-moving, open-mouthed, big eyed, sugar-free among others in sentences.	<ol style="list-style-type: none">1) Why do we punctuate texts?2) How do we use hyphens in sentences?

			<ul style="list-style-type: none"> ● Learners are guided to hyphenate words which refer to age such as five- year-old girl, two-year-old, middle-aged man. ● Learners are guided to use the hyphen correctly when writing numbers 21 through 99: for example. Twenty-one; ninety-nine ● Learner is guided to create a poster displaying the words, mother in law, father-- in law, sister-in - law, brother -in –law, anti-clockwise among others. ● Learners are guided in groups to make charts and posters featuring hyphenated words and phrases such as fast- flowing river, slow-moving train, good-looking among others. ● Note: The learner should only be exposed to simple and common hyphenated words. Again, the focus should be on the usage of the words in sentences. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: as a learner practices forming sentences in pairs or small groups. ● Digital Literacy: as a learner views or listen to videos on the internet explaining how the hyphen is used. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life skills Education: as learners communication is through correct use of punctuation marks. ● Health Education: as learners use the hyphen to punctuate texts on lifestyle diseases correctly. 			<p>Values</p> <p>Love, unity, responsibility: as learners punctuate texts on lifestyle diseases and learns how to reduce the risk of contracting those diseases.</p>	
<p>Link to other learning areas:</p> <p>Languages: as learners emphasize the importance of correct punctuation.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Braille and print magazines and journals, newspapers 				

- Braille and print charts with simple hyphenated sentences

10.0 PROPER USE OF LEISURE TIME

Suggested Vocabulary

holiday, enjoy, drugs, recreation, leisure, pastime, vacation, relax, loiter, waste, squander, idle, pleasure, hobbies, bully, misconduct, stroll, insult, blackmail, exercise, sports, games, picnic.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
10.1 Listening and Speaking	10.1.1 Pronunciation and Interactive Listening (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify words with the sound /h/ in an oral text, b) use turn taking and polite interruptions during a conversation, c) express appropriate moods during a conversation, d) acknowledge importance of polite interruption and taking turns in oral communication.	<ul style="list-style-type: none"> ● Learner is guided to select the sound /h/ / j / as in yam and [eə] as in air from an audio text. ● Learner is guided to as in holiday from an audio text. ● Learners are guided in groups to listen to a text on proper use of leisure time and say words and phrases with the sound /h/. ● Learner is guided to take turns during (short interviews, debates and discussions on grade appropriate topics) ● Learners are guided to interrupt appropriately during a class discussion, interview or debate. ● Learners are guided to perform a choral verse (about six stanzas) or conversational poem in a reader’s theatre, and display various moods and tonal variations. ● Learner is guided to practise using expressions such as <i>fixed phrase: kill time; simile: sleep like a log; metaphor: my mother is hawk eyed. She sees everything; proverbs: There is no time like the present, idioms: day dream, phrasal verbs: good at.</i> 	<ol style="list-style-type: none"> 1) Why should we take turns in a conversation? 2) How can you interrupt a speaker politely?

<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: as a learner recites choral poems in pairs or small groups. ● Self-efficacy: as a learner gains confidence as he or she learns to communicate effectively with peers. 	
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skill Education: as learners communicate through acquisition of interactive listening skills, ● Learner Support Programmes: as learners interact with texts that guide him or her how to utilise leisure time appropriately. 	<p>Values</p> <p>Respect, love, responsibility: as learners interact with materials based on the responsible and constructive use of leisure time.</p>
<p>Link to other learning areas:</p> <p>Languages: as learners stress the importance of turn-taking.</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Audio recordings ● Print and braille word cards with targeted sounds 	

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
10.2 Reading	10.2.1 Intensive Reading (3 lessons)	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> a) make connections between events in a text and real-life experiences, b) respond to texts correctly for comprehension, c) use contextual clues to infer the meaning of unfamiliar words and expressions such as 	<ul style="list-style-type: none"> ● Learners are guided to preview a text (of about 500 words) for general understanding. ● Learner is guided to make predictions about events. ● Learner is guided to infer the meaning of new words using prior knowledge and clues. ● In pairs, learners are guided to answer direct and inferential questions oral and in writing. ● In groups, learners are guided to retell events in a text. ● In pairs, learners with low vision are guided 	<ol style="list-style-type: none"> 1) Why should we relate events in a book to our own life experiences? 2) How can you predict the

		proverbs, similes among others, d) acknowledge the role of reading comprehension in lifelong learning.	to create crossword puzzles using learnt vocabularies. Learners with blindness are guided to search for learned vocabulary from crossword puzzles and read them.	information in a book even before you read it? 3) How can you tell the meaning of unfamiliar words as used in a text?
Core Competencies: <ul style="list-style-type: none"> ● Learning to Learn: enhanced as the learner becomes a better reader by applying the comprehension strategies. ● Critical Thinking and Problem-Solving: developed as learners use prior knowledge and contextual clues to infer the meaning of unfamiliar words. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Life Skills Education: as learners communicate through intensive reading. ● Learner Support Programmes: as learners interact with texts on guidance and counselling, proper utilisation of leisure time among others. 			Values Responsibility and respect: as learners interact with texts about Responsible use of leisure time.	
Link to other learning areas: All languages emphasise reading comprehension.				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
10.4 Writing	10.4.1 Creative Writing- Descriptive Compositions (2 lessons)	a) By the end of the Sub Strand, the learner should be able to: b) use appropriate adjectives to describe a person, object or a place, c) plan a descriptive composition in preparation for writing, d) create a descriptive composition on a variety of topics, e) judge a descriptive composition for correctness of language, relevance to the topic, creativity and organisation of ideas.	<ul style="list-style-type: none"> ● Learners are guided to identify key points about an event such as a wedding ceremony, football match and dance, among others. ● Learner is guided in pairs to suggest people, events, places or objects that can be described. ● Learners are guided in small groups to plan a descriptive composition of about (160-200 words). ● Learners are guided to select and use appropriate expressions such as proverbs and idioms in a composition. ● In groups, learners are guided write the introductory paragraph of the descriptive essay. ● Learner is guided to complete the descriptive composition individually. ● Learners are guided to proofread the composition with peers. ● Learners are guided to display the corrected composition in the classroom or share it over the internet, email or social media. 	1) Why should you plan your composition? 2) How do we describe objects, people or events?
Core Competencies <ul style="list-style-type: none"> ● Creativity and imagination: as learners nurturing writing skills. ● Digital Literacy: as learner displays a corrected composition in the classroom or shares it over the internet, email or social media. 				
Pertinent and Contemporary Issues: Life Skills Education: effective communication is enhanced through descriptive writing.			Values Responsibility and love: enhanced as learners create descriptive compositions individually, in pairs or in groups.	

Link to other learning areas:

All learning areas: descriptive writing skill is required in all learning areas.

Suggested Learning Resources:

Samples of print and braille descriptive compositions, pictures and pictures descriptions of events such as wedding ceremonies, football matches etc.

11.0 SPORTS – INDOOR GAMES

Suggested Vocabulary

Sports, volleyball, basketball, wrestling, gymnasium, arena, stadium, monopoly, lane, chess, court, card room, host, draw, front runner, table tennis, badminton, Olympics, netball, boxing, swimming, compete, win, hobby.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
11.1 Listening and Speaking	11.1.1 Pronunciation and Vocabulary: audio files (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) select sounds, words and phrases from a text for listening fluency, b) use words and expressions such as proverbs, phrasal verbs, among others in sentences, c) listen for specific details and main idea, from audio recordings, internet radio or television programmes, d) acknowledge the importance of effective listening in communication.	<ul style="list-style-type: none"> ● In groups, learners are guided to listen to audio stories and select specific sounds, words, phrases or sentences. ● Learner is guided to say words with the sounds /ɒ/ and /u:/ correctly. ● In groups, learners are guided to listen to choral poems with the sounds /ɒ/ and /u:/ and select words with the selected sounds. ● Learner is guided to say tongue twisters with the target sounds. ● Learner is guided to practise using expressions such as <i>fixed phrases: out of breath; similes: as bright as day; metaphor: Lodunga is a deer. He runs very fast.; idioms: get a head start; proverbs: look before you leap and phrasal verbs such as pass round.</i> 	<ol style="list-style-type: none"> 1) Why should we face people speaking to us? 2) How are audio stories different from a story book?

Core Competencies

- Communication and Collaboration: enhanced as learner listens to audio stories and picks out specific sounds, words, phrases or sentences in pairs.
- Digital Literacy: as learner records the role play of a dialogue.

<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills Education: effective communication promoted when learners role play dialogues. ● Learner Support Programme: enhanced as learner interacts with audio files on various indoor sports and games. 	<p>Values</p> <p>Love, respect, social justice: are developed through listening and responding to poems and narratives about indoor games.</p>
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● All languages: listening fluency features in all languages. ● PHE: indoor games are learnt in all learning areas. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology, print and braille cards with targeted sounds. 	

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
11.2 Reading	11.2.1 Intensive Reading – digital stories (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> a) identify words, phrases and proverbs from a digital text, b) create mental images from viewed, heard or read text, c) answer direct and inferential questions correctly for comprehension, d) acknowledge the role of reading comprehension in lifelong learning. 	<ul style="list-style-type: none"> ● In groups, learners are guided to participate in a reader’s theatre and read solo or choral poems on indoor games. ● Learners with low vision are guided to make predictions about a text by observing the cover or title. ● Learners with blindness are guided to make predictions by listening to descriptions of the cover by the teacher or peers and reading the title. ● Learners with low vision are guided to make connections between the pictures in a text and real-life situations. ● Learner with blindness is guided to make connections between picture descriptions in a 	<ol style="list-style-type: none"> 1) How can the pictures/pictures descriptions in a book or cover help us to make predictions about the story? 2) How are digital stories

			<p>text and real-life situations.</p> <ul style="list-style-type: none"> ● Learners are guided to summarise important ideas and restate them in their own words. ● Learner is guided to retell events in a poem chronologically. ● Learner is guided to use contextual clues to infer the meaning of expressions such as fixed phrases, similes, metaphors, idioms: proverbs and phrasal verbs. ● Learners are guided to summarise events in a text through retelling. 	different from Story books?
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Self-efficacy: developed as a learner becomes more fluent in reading. ● Creativity and Imagination: promoted through the creation of mental images from viewed, heard or read text. 				
<p>Pertinent and Contemporary Issues: Learner Support Programmes: through interaction with reading texts related to indoor sports and games.</p>			<p>Values Unity: enhanced through pair and group tasks.</p>	
<p>Link to other learning areas: All subjects: Intensive reading supports learning in all subjects.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Textbook pictures and pictures descriptions ● Braille card ● Print charts with poems with appropriate font size and colour contrast ● Audio recording of poems 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
11.3 Grammar in Use	11.3.1 Interrogatives (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify interrogatives in print or digital texts. (For learners with low vision), b) identify interrogatives in braille and digital texts. (For learners with blindness), c) use interrogatives correctly to express different meanings, d) assess the appropriateness of interrogatives used in print and digital texts, e) assess the appropriateness of interrogatives used in braille and digital texts. (For learners with blindness).	<ul style="list-style-type: none"> ● In pairs, learners are guided to discuss the following words; whip, how, what, when, whom, why which, whisper, where and whole and identify the interrogatives. ● In groups, learners are guided to practise using when clauses with present tense to show the future: ‘When are you going to school?’ ● Learners are guided to collaborate with peers to use interrogatives in sentences correctly. ● Learners are guided to create lists of interrogative sentences using words related to the theme. ● In groups, learners are guided to type the list using a computer, laptop or tablet with assistive devices and read their work to peers. 	<ol style="list-style-type: none"> 1) How do you form questions? 2) Why do we ask questions?
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Critical Thinking and Problem-Solving: developed as learners answer questions. ● Creativity and Imagination: developed as a learner forms sentences from a substitution table. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills Education: effective communication is enhanced through pair work ● Learner Support Programmes: the theme of indoor games broadens the learner’s knowledge regarding games and sports 			<p>Values</p> <ul style="list-style-type: none"> ● Unity and responsibility: enhanced by guiding the learner to appropriately ask questions using interrogatives as well as group work. ● Integrity and unity: promoted through exposure to indoor 	

	games and the need for fair rules and honest.
Link to other learning areas: Indoor games are also learnt in PHE.	
Suggested Learning Resources:	
<ul style="list-style-type: none"> ● Digital devices with assistive technology ● Braille and print charts with mixed up words which are interrogatives and none interrogatives 	

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
11.4 Writing	11.4.1 Spelling: Synonyms and Antonyms (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify synonyms and antonyms correctly for writing fluency, b) use synonyms and antonyms correctly in sentences, c) advocate the use of a rich vocabulary in writing.	<ul style="list-style-type: none"> ● Learner with low vision is guided watch while learners with blindness listen to an audio-visual recording or listen to sentences read by the teacher and identify words with synonyms and antonyms. ● In pairs, learners are guided to form sentences using synonyms and antonyms. ● In groups, learners are guided to identify synonyms and antonyms from braille/appropriate print newspapers, magazines or the internet using digital devices with assistive technology and use them to construct sentences. ● Learners are guided to write the sentence on a braille/print chart with appropriate font size and colour contrast and display their work in class. 	<ol style="list-style-type: none"> 1) How do you tell the meaning of unfamiliar words? 2) How do you identify synonyms and antonyms correctly in a sentence?

<p>Core Competencies</p> <ul style="list-style-type: none"> ● Learning to Learn: as a learner identifies synonyms and antonyms from newspapers, magazines or the internet in pairs. ● Creativity and Imagination: developed as learners create crossword puzzles and a word list featuring synonyms and antonyms. 	
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills Education: effective communication is enhanced through mastery of synonyms and antonyms. ● Creative thinking: developed as learners create puzzles and word lists. 	<p>Values</p> <p>Unity and love: promoted as learners suggest synonyms and antonyms and then use them to form sentences in pairs or small groups.</p>
<p>Link to other learning areas:</p> <p>Synonyms and antonyms are learnt in all languages.</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Print charts with appropriate font size and colour contrast ● Braille charts with synonym and antonym 	

12.0 ENVIRONMENT CONSERVATION

Suggested Vocabulary

Conserve, preserve, restore, wildlife, nature, drought, dry, die, reforestation, safeguard, sustain, sewage, garbage, refuse, pollute, forest, gullies, recycle, soil erosion.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
12.1 Listening and Speaking	12.1.1 Pronunciation and Vocabulary (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) listen for specific details such as sounds, words, expressions such as proverbs, similes, metaphors, fixed phrases and idioms for effective oral communication, b) make oral presentations such as speeches accurately, with minimal hesitations and with expressions, c) use non-verbal cues appropriately to enhance fluency, d) judge the appropriateness of nonverbal cues in a conversation or video recordings.	<ul style="list-style-type: none"> ● Learner is guided to say words and phrases with the sounds / ʒ/ / dʒ/ correctly. ● Learner is guided to recite poems with words that have the sounds /ʒ/ / dʒ/. ● Learner is guided to <i>Listen for specific details such as fixed phrases - fixed phrase: As long as, all the time, set on fire, from time to time, too bad, be in trouble, Simile: As wide as the sky, as brave as a lion, as green as grass, as clear as crystal, as clear as day, as black as soot, as pure as snow, metaphor: The man is a tortoise. He walks so slowly! Sanaipei is a lion. She is very brave idioms: A drop in the ocean, add fuel to the fire, beat about the bush, the grass is always greener on the other side of the fence, proverbs: Prevention is better than cure, the best things in life are free, An apple never falls far from the tree, If you want to be happy for a year, plant a garden; If you want to be happy for life, plant a tree. phrasal Verbs: Clean up, cut down,</i> 	1) Why should you speak at the right speed, accurately, and with expression ? 2) How do our voices, faces, hands, and eyes help us communicate better?

			<p><i>die out, dry up, cut down, die out</i></p> <ul style="list-style-type: none"> ● Learners are guided to speak on topics based on content from other areas. ● Learners are guided in small groups to participate in mock interviews. ● Learners with low vision are guided to view while learners with blindness listen to videos on recitations of poems or narration of narratives. ● Learners are guided to recite choral and solo verses related to the theme. ● Learners are guided to participate in a reader's theatre in which he or she reads poems and narratives. 	
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Communication and Collaboration: enhanced as learners make short speeches and recite poems. ● Self-efficacy: promoted as the learner masters the art of speaking fluently. 				
<p>Pertinent and Contemporary Issues: Critical Thinking: as the learner listens/watches a video related to the theme and answers questions.</p>			<p>Values Peace and unity: are enhanced through pair and group activities based on content from other areas.</p>	
<p>Link to other learning areas: Fluency in speaking features in all languages.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Print and braille cards with targeted sounds 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry questions(s)
12.2 Reading	12.2.1 Intensive Reading (3 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify words, phrases, and proverbs used in a song or poem, b) uses stress and rhythm correctly while reading lines and words in a poem or song, c) respond to a reading text for comprehension, d) advocate the importance of correct stress and rhythm in communication. 	<ul style="list-style-type: none"> ● In groups, learners are guided to participate in a reader’s theatre and read solo or choral poems using correct stress. ● Learners are guided to sing along as a video of poetry recitation or song plays with the lyrics provided using the correct rhythm. ● Learners are guided to identify words, phrases, and proverbs used in the song or poem. ● Learners with low vision are guided to make predictions about events in a poem on environmental conservation by observing the pictures or title. ● Learners with blindness are guided to make predictions about events in a poem about environmental conservation by reading the title and reading descriptions of the pictures in the text. ● Learners are guided to answer direct and inferential questions from a comprehension passage. ● Learners are guided to create mental images by viewing pictures or reading picture descriptions of events in a poem or song and compare them to real-life situations. ● Learners are guided to infer the meaning of new words and expressions such as fixed phrases, proverbs, idioms, phrasal verbs and similes from the way they have been used in 	<ol style="list-style-type: none"> 1) Why are songs and poems more enjoyable than reading a book? 2) How can we tell what a story is about even before we read it?

			a text.	
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Self-efficacy: enhanced as learner becomes more fluent and better readers. ● Learning to Learn: developed as learners use comprehension strategies to research, understand and apply information. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills Education: effective communication improves reading comprehension skills. ● Creative Thinking: enhanced as learners give the meaning of new words in the poem from the way they have been used in the text. 			<p>Values</p> <p>Patriotism and social justice: emphasised as a learner acquires knowledge about their country's environment and how to conserve it for future generations.</p>	
<p>Link to other learning areas:</p> <p>Intensive reading supports learning in all learning areas.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Print charts with appropriate font size and colour contrast ● Braille charts ● Pictures/picture descriptions of events 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
12.3 Grammar in Use	12.3.1 Question Tags: (2 lessons)	a) By the end of the Sub Strand, the learner should be able to: b) identify question tags from a braille print or digital text for information, c) form question tags from verbs to be, verbs to have, verbs to do, and modals, d) use tag questions correctly in oral and written texts, e) appreciate the importance of well-formed sentences in communication.	<ul style="list-style-type: none"> ● Learner is guided to identify the verbs to be, verbs to have verbs to do and modals. ● Learners are guided to form tag questions using verbs to be, verbs to have verbs to do and modals. ● Learners are guided to apply rules when forming question tags. For example, a positive statement results in a negative tag question and vice versa. ● Learners are guided in groups to search for examples of question tags on the Web. ● Learners are guided in groups to practise using question tags in dialogues and conversations. ● In groups, learners are guided to make appropriate print/braille posters featuring question tags and display them in class. 	1) How do we form question tags? 2) How do we identify question tags?
Core Competencies <ul style="list-style-type: none"> ● Communication and Collaboration: as learner practises using tag questions in dialogues and conversations. ● Digital Literacy: as learner searches for more examples of question tags on the internet. ● Creativity and Imagination: as learners make posters featuring tag questions in small groups and display them in class. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● ESD - Environment Education: as learners role play scenes related to the theme and use question tags. ● Creativity: as learners form tag questions using verbs to be, verbs to have verbs to do and modals. 			Values <ul style="list-style-type: none"> ● Love and respect: as learners role-play conversations in pairs or groups. ● Unity, social justice, and patriotism: are enhanced as learner practises forming tag questions related to conservation of resources and the environment. 	

Link to other learning areas:

Kiswahili, Indigenous and Foreign languages: tag questions are learned and used in all languages.

Suggested Learning Resources:

- Digital device with assistive technology
- Print material with appropriate font size and colour contrast
- Braille charts with question tags

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry questions(s)
12.4 Writing	12.4.1 Functional Writing (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify all the components of a personal journal, b) use the correct format to create a personal journal, c) judge the correctness of sentences, relevance to the topic and the format of a personal journal.	<ul style="list-style-type: none"> ● In groups, learners are guided to identify all the components of a personal journal. ● In groups, learners are guided to read a sample personal journal. ● In pairs, learner is guided to create a personal journal for seven days. ● Learner is guided to peer-edit the personal journals –different pairs exchange their journals for editing. ● Learners are guided to revise personal journals. ● Learner is guided to display the personal journals in class, on the school notice board, internet using digital devices with assistive technology among others. 	<ol style="list-style-type: none"> 1) Why do we keep journals and diaries? 2) How do you record important occasions or dates in your life? 3)
Core Competencies <ul style="list-style-type: none"> ● Creativity and Imagination: as a learner creates a personal journal for seven days. ● Self-efficacy: as the learner becomes more adept at creating personal journals. 				

<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Environmental Education: enhanced through the theme of environment. ● Citizenship: peace education is promoted as a learner collaborates with peers to edit and display their journals. 	<p>Values</p> <ul style="list-style-type: none"> ● Responsibility and respect: are developed through the creation of personal journals and sharing them with peers ● Social justice: enhanced as learners acquire information about environmental conservation.
<p>Link to other learning areas: Kiswahili and other languages expose learners to the concept of journal writing.</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Samples of print with appropriate font size and colour contrast and braille personal journals ● Digital devices with assistive technology 	

13.0 MONEY - TRADE

Suggested Vocabulary

currency, funds, stock, purchase, foreign exchange, wholesale, retail, export, product, online trade, import, deal, hawker, boutique, service, consume, tax, negotiate, credit, hike, buy, batter trade, profit, invest, save, safe, tax.

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
13.1 Listening and Speaking	13.1.1 Pronunciation and: Intensive Listening (3 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify specific sounds, words, phrases, and sentences from a text, b) listen to a short text and rewrite it accurately, c) use expressions such as similes, proverbs, fixed phrases, idioms and metaphors in oral contexts correctly, d) advocate the need for attentive listening during oral comprehension. 	<ul style="list-style-type: none"> ● Learner is guided to dictate a story featuring proverbs and similes, pick them out and list them in pairs. Say the sounds: /ʌ / as in but, /ʊ / as in put, [ʊə] as in tour and [eɪ] as in gate. ● Learner is guided to rewrite a short text in his or her own words accurately. ● Learners are guided to read a written version of what they have listened to. ● Learner is guided to predict the likely outcome of events in a listening text. ● Learner is guided to pick out information such as amounts, dates, time, facts, characters, and the sequence of events from an oral text. ● Learners are guided to use expressions such as <i>fixed phrases: at once, no entry, similes such as: sell like hot cakes, as happy as a hippo; metaphors such as - Chebet is a hare. She is so clever. proverbs such as A stitch in time saves nine, grow on trees, idioms such as back to square one, to cut corners and phrasal verbs such as count on, give in and</i> 	<ol style="list-style-type: none"> 1) Why should we listen carefully? 2) Why do we use expressions such similes proverb and phrases?

			<i>give back.</i>	
Core Competencies				
<ul style="list-style-type: none"> ● Communication and Collaboration - as learners dramatise specific events from an oral text ● Creativity and Imagination - as the learner rewrites the short text in own words accurately 				
Pertinent and Contemporary Issues:			Values	
<ul style="list-style-type: none"> ● ESD - Financial Literacy: enhanced through the theme of money ● Critical Thinking: developed as learner practises predicting the likely outcome of events in a listening text 			<ul style="list-style-type: none"> ● Unity, Responsibility, and Love: promoted through interaction with grade-appropriate texts featuring similes and metaphors ● Social Justice, Integrity, and Responsibility: the theme of trade will enhance a sense of financial responsibility and fair-trade practices 	
Link to other learning areas:				
Intensive listening facilitates learning in all subjects.				
Suggested Learning resources:				
<ul style="list-style-type: none"> ● Text book pictures/picture descriptions ● Print cards ● Braille cards 				

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
13.2 Reading	13.2.1 Extensive Reading	By the end of the Sub Strand, the learner should be able to: a) select appropriate reading texts from print or digital collections.(For learners	<ul style="list-style-type: none"> ● Learner is guided to skim various texts to find out the general idea. ● Learner is guided to scan a text to find specific details such as key words. ● Learner is guided to read a variety of texts of 	1) Why do we enjoy reading some materials

		<p>with low vision)</p> <p>b) select appropriate reading texts from braille or digital collections. (For learners with blindness),</p> <p>c) read a variety of print or digital texts for enjoyment and general understanding. (For learners with low vision), read a variety of braille or digital texts for general enjoyment and understanding. (For learners with blindness),</p> <p>d) appreciate the importance of extensive reading</p> <p>e) in lifelong learning.</p>	<p>about (800-1000 words) braille/print newspaper, magazines, grade- appropriate digital sources with assistive technology.</p> <ul style="list-style-type: none"> • Learners are guided to collaborate with peers to establish a class library. • Learners are guided in groups to read print/braille and non-print materials (websites and blogs) independently. • Learners are guided to read braille/ appropriate print newspapers, magazines, poems, and class readers. Learners are guided to read digital versions of newspapers and magazines using digital devices with assistive technology for information. 	<p>but not others?</p> <p>2) Why should we read widely?</p> <p>3) How do you obtain information from a newspaper, book, or magazine quickly?</p>
<p>Core Competencies</p> <ul style="list-style-type: none"> • Self-efficacy: as a learner confidence and self-esteem is boosted as they read increasingly difficult texts. • Digital Literacy: as a learner manipulates digital devices with assistive technology to read online versions of newspapers. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Citizenship: as learners promote cohesion and integration, child rights • Financial Literacy: as learners handle money. 			<p>Values</p> <ul style="list-style-type: none"> • Respect and love: as learners respond to information related to respect for elders. • Integrity, social justice, and integrity: as learners interact with members of the school community. 	
<p>Link to other learning areas:</p> <p>Agriculture and domestic science: as learners use reading skills to read content in textbooks.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Digital devices with assistive technology • Class readers 				

- Braille and print magazines

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
13.3 Grammar in Use	13.3.1 Word Classes: Prepositions (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify prepositions correctly in oral and written texts, b) use prepositions correctly in varied texts, c) judge the appropriateness of prepositions used in various texts.	<ul style="list-style-type: none"> ● Learner is guided to identify prepositions of time such as since, before, until, about, during, past directions: such as above, across, below, after agent such as by, and with instrument such as with and by. ● Learners are guided in pairs to complete sentences using correct prepositions. ● Learners with low vision are guided in pairs to create crossword puzzles featuring learned prepositions. Learners with blindness are guided in pairs or small groups to search for learned prepositions from code word puzzles horizontally and vertically and write them down. ● Learners with low vision are guided to create visuals to demonstrate the use of various prepositions in sentences. Learners with blindness are guided to use real objects in the classroom to demonstrate the use of learned prepositions. ● Learners are guided to create appropriate print or braille charts or posters showing where objects are 'For example, 'The pupils are inside the classroom.' 	<ol style="list-style-type: none"> 1) How do we describe where people or objects are? 2) How are prepositions classified?

Core Competencies <ul style="list-style-type: none"> ● Learning to Learn: as a learner creates and displays charts featuring prepositions. ● Digital Literacy: as a learner searches for examples of prepositions online. 	
Pertinent and Contemporary Issues: Financial literacy: as learners construct sentences based on the theme of trade.	Values Social justice, unity, and patriotism: as learners interact with material about money and trade. Issues of honesty and integrity will also feature in the texts and tasks related to trade and money.
Link to other learning areas: Arabic, Indigenous Languages, Chinese, Kiswahili, Germany and French among others: prepositions are learnt in all these languages.	
Suggested Learning Resources: <ul style="list-style-type: none"> ● Manila papers ● Felt pens Real objects found in the class 	

Strand	Sub Strand	Specific learning outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
13.4 Writing	13.4.1 Spelling: Affixes (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> a) recognise affixes used to change the form and meaning of words, b) form new words using prefixes and suffixes, c) spell words correctly for writing fluency, d) determine the correctness and appropriateness of 	<ul style="list-style-type: none"> ● In groups, learners are guided to identify words with prefixes and suffixes from written braille/print text and use them to create puzzles and lists. ● In groups, learners are guided to form words using prefixes and suffixes. ● Learner is guided to match words with their appropriate affixes (-un,-cian, - sion, - tion). ● Learners are guided to use mind maps to generate a list of words related and change their form by adding affixes. 	<ol style="list-style-type: none"> 1) How do we form words using suffixes and prefixes? 2) How are suffixes different from prefixes?

		affixes used in various texts.	<ul style="list-style-type: none"> Learners are guided in groups to play jig fit puzzle games using braille or print cards to create words with prefixes and suffixes. 	
Core Competencies <ul style="list-style-type: none"> Self-efficacy: as a learner becomes more confident at spelling. Creativity and Imagination; as a learner creates and displays chart, cards and displays them in the classroom. 				
Pertinent and Contemporary Issues: Financial Literacy: as learners form sentences and spell words related to money and trade correctly.			Values Respect, love and unity, responsibility: as learners play word games such as puzzles, display charts in groups.	
Link to other learning areas: All languages: as learner uses affixes that feature in all languages including Kiswahili, Germany, French, Arabic and Chinese.				
Suggested Learning Resources: <ul style="list-style-type: none"> Print charts with appropriate font size and colour contrast Braille charts with common words with suffixes and prefixes Mind maps Word cards with prefixes and suffixes 				

Suggested Non-formal Learning Activities

Listening and Speaking	
1.1	State key features of various digital devices with assistive technology for reading and writing braille
1.2	Narrating stories during music and drama festivals.
2.1	Sharing ideas from their extensive reading sessions during club activities such as the writer's club
	Role playing dialogues and staging skits during drama club meetings
2.2	Readers' theatres organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.
	Engage in debates to practise the use of polite words and phrases
4.1	Engaging in public speaking where knowledge stress is required
4.2	Creating and retelling stories from visuals during drama festivals
5.4	Participating in writing contests organised by the journalism club and Ministry of Education, among others
7.1	Debating club contests
8.1	Taking part in the 4K Club and Young Farmers Association to reinforce learnt vocabulary.
9.1	Preparing speeches and delivering them during the prize giving days, school assembly and extravaganzas, among others, to enhance fluency.
9.4	Taking part in activities of the writer's and journalism clubs to help learners improve their punctuation and other writing skills.
12.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.
13.1	Christian Union, Catholic Action, Muslim and Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.
Reading	
1.1	Interpret tactile materials through tracing
1.2	Locate the position of the typographical features on braille text in a braille page
1.3	Reading news during the morning assembly.
2.2	Reciting poems during school events such as forums involving parents and teachers
5.2	Conducting virtual tours using Google Maps and establishing the direction of various national parks using Google Maps.
	Performing short plays, conversational poems or choral verses within the school or during drama festivals.
7.2	Collecting narratives from their community for a school magazine.

2	10.	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.
3	12.	Participating in clubs such as debate and journalism to enhance their communicative competence
Writing		
	1.1	Write a braille text observing formatting features.
	4.4	Writers Club: Functional Writing - Formal Letter- Letter of Invitation could be written to invite members from other schools.
	8.4	Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent.
4	12.	Spelling contests among schools.
4	13.	Participation in spelling contests such as the Spelling Bee Competition could help learners improve their spelling

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 	<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 and photographs● Newspapers● Magazines● Junior encyclopedia● Journals● Dictionaries● Diorama● Flash cards● Word wheels● Word puzzles● Code words● Charts and realia	<ul style="list-style-type: none">● Digital story books● Pictures and photographs● Journals● Electronic and digital devices● Electronic or online dictionaries● Flash cards● Charts● Video clips● Audio-visual resources● Other web resources

MASTER RUBRIC

SCORING RUBRIC

LISTENING AND SPEAKING RUBRICS

Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
Communication <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.
Comprehension <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 ontext. 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</i>	Uses 4 nonverbal cues appropriately.	Uses any 3 nonverbal cues appropriately.	Uses any 2 nonverbal cues appropriately.	Uses 1 nonverbal cue or none.

<i>posture, eye contact, gestures)</i>				
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READING ALOUD RUBRICS

Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
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.
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 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.

WRITING RUBRICS

Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
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.